

A Study Of Human Rights Awareness Among Students At The College Level In Relation To Their Gender, Family And Academic Background

Mohd Amir

Ph.D Research Scholar
SunRise University
Alwar, Rajasthan

Dr Bir Bhawani

Assistant Prof.
SunRise University
Alwar, Rajasthan

Abstract

The present study was undertaken to assess the awareness level of students at the college level of Jammu District about Human Rights. The stratified random sampling technique was employed for the collection of data. The sample of the study covered the students at the college level in selected colleges of Jammu District. Data was collected from 210 students (105 boys and 105 girls) of degree colleges belonging to government and private colleges of Jammu District. A tool namely Human Rights Awareness Test (HRAT-SVAA) by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand (2012) was administered on the students. Data was analysed and processed using SPSS and taking out frequency, percentage, mean, standard deviation, standard error mean, *df* and *t*-value as per research design. It can be said from the results that 21.43% students have high level of Human Rights Awareness, 67.14% students have average level of Human Rights Awareness and 11.43% students have low level of Human Rights Awareness. Thus, it can be concluded that more than 60% students have average level of Human Rights Awareness and only 21.43% students have high level of Human Rights Awareness. The results also show that there are no significant gender differences in the level of human rights awareness among students at the college level. But students at the college level differ significant in human rights awareness with respect to their family and academic background. Students at the college level from joint families are found to be more aware about human rights and students at the college level from Arts background exhibit high human rights awareness. Therefore, it is recommended that degree colleges should organize a number of awareness programmes to enable the students to know about their rights and duties which helps them to excel in their real life. Moreover, human rights awareness programmes should be arranged for colleges teachers who in turn can teach students in a correct manner about their rights and duties.

INTRODUCTION

Human Rights are commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being. Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in local, in regional, national and international law. The doctrine of Human Rights in international practice, within international law, global and regional institutions, in the policies of states and in the activities of non-governmental organizations, has been a cornerstone of public policy around the world. The idea of Human Rights states, "The public discourse of peacetime global society can be said to have a common moral language, it is that of Human Rights." Despite this, the strong claims made by the doctrine of Human Rights continue to provoke considerable scepticism and debates about the content, nature and justification of Human Rights to this day. Indeed, the

question of what is meant by a “right” is itself controversial and the subject of continued philosophical debate.

Many of the basic ideas that animated the human rights movement developed in the aftermath of the Second World War and the atrocities of “The Holocaust”, culminating in the adoption of the Universal Declaration of Human Rights in Paris by the United Nations General Assembly in 1948. The ancient world war did not possess the concept of universal Human Rights. The true forerunner of Human Rights discourse was the concept of natural rights which appeared as part of the medieval natural law tradition that became prominent during the enlightenment with such philosophers as John Locke and Francis Hutcheson and featured prominently in the political discourse of the American Revolution. From this foundation, the modern human rights arguments emerged over the later half of the twentieth century.

Human Rights are those minimal rights, which make the living man on this earth human. Human Rights are the entitlement of every individual in all the parts of the world by virtue of his being member of human family, irrespective of any consideration. Therefore, these equal and inalienable rights of all members of the human family are the foundation of freedom, justice and peace in the world and disregard and contempt for Human Rights have resulted in barbarous acts which have outraged the conscience of mankind.

The Dictionary of the English Language describes Human Rights as the right to the fulfilment of such vital needs as food, shelter, health care and education and the right to enjoy civil and political liberties. The Lexicon Universal Encyclopaedia describes the expression “Human Rights” as related to political and social condition- (variously defined) to which every individual is entitled as a human being. Originally they were called natural rights or the rights of man and included rights to life, liberty and pursuit of happiness as cited in the U.S. declaration of independence.

The U.S. Department of State, in January 1978, released an official U.S. Government definition of Human Rights as freedom from arbitrary arrest an imprisonment, torture, unfair trial, cruel and universal punishment, and invasion of privacy, right to food, shelter, health care and education, and freedom of thought, speech, assembly, religion, press, movement and participation in government. Human Rights clubbed with the realization that without guaranteeing economic social and culturally rights, full enjoyment of civil and political rights was not possible, led to the inclusion of economic, social and culturally rights, popularly described as “second generation” rights. These “second generation” rights place a more positive duty on governments to act in order to ensure the realization of these rights. The concept of Human Rights in its expanded connotation now encompasses but are third generation rights which include right to self-determination-the right regarded as belonging to people rather than individuals, the right sovereignty over natural wealth and resources of the country and the right to development as well as rights of disadvantaged groups to special protection.

In India, Protection of Human Rights Act, 1993 which came into existence on 28th September, 1993 defined ‘Human Rights’ to mean the rights relating to life, liberty,

equality and dignity of the individual guaranteed by the constitution or embodied in the international conventions and enforceable by courts in India.

SIGNIFICANCE OF THE STUDY

Human rights awareness holds the most important place in our society, so there exists a greatest need for the awareness of human rights. The awareness of human rights helps the people to know about their rights and protect themselves from its violation. The present study helps the researcher to know about the awareness of human rights among students at the college level of Jammu district and also will help the policy makers to improve the awareness of human rights among the students at the college level. Besides this study will also give researchers data on which they can base future studies in the field of human rights awareness. So, the present research is really significant and relevant to the current Indian scenario.

OBJECTIVES OF THE STUDY

1. To estimate the level of human rights awareness among college students.
2. To find significant gender differences in human rights awareness among students at the college level.
3. To find significant differences in human rights awareness among students at the college level in relation to their family background.
4. To find significant differences in human rights awareness among students at the college level in relation to their academic background.

HYPOTHESES OF THE STUDY

1. College students have average level of human rights awareness.
2. There are significant gender differences in human rights awareness among students at the college level.
3. There are significant differences in human rights awareness among students at the college level in relation to their family background.
4. There are significant differences in human rights awareness among students at the college level in relation to their academic background.

RESEARCH METHODOLOGY

Descriptive survey method has been adopted for the present study

Sample

Sampling is the process by which a relatively small number of individuals or measures of the individual objects or events are selected and analyzed in order to find

out something about the entire population from which it was selected. In any scientific investigation, sampling plays an important role. It gives accuracy, cost, brings speed and increase scope.

In the present study, a Stratified Random Sampling Technique was employed for selecting a sample of 105 boys and 105 girls from 3 government and 3 private degree colleges of Jammu District

TOOL EMPLOYED AND IT'S DESCRIPTION

In the present study, the tool *Human Right Awareness Test (HRAT-SVAA)* by Dr. Vishal Sood and Dr.(Mrs.)Arti Anand (2012) was used by the investigator.

Analysis of Results

Human Rights Awareness among Students at the College Level

In order to categorize, the responses given by students at the college level on Human Rights Awareness (HRA), the number and percentage of the students responses has been calculated and presented in the Table-1.1.

Table 1.1

Responses of College Students on the items of Human Rights Awareness Test

S. No.	STATEMENTS	TRUE		UNDECIDED		FALSE	
		No.	%age	No.	%age	No.	%age
1.	Universal Declaration of Human Rights was adopted by UNO on 10 th December 1948.	169	80.5%	27	12.9%	14	6.7%
2.	There is no provision for free and compulsory elementary education in Indian constitution.	51	24.3%	74	35.2%	85	40.5%
3.	Universal Declaration of Human Rights contains 30 Articles.	93	44.3%	75	35.7%	42	20%
4.	The Preamble of Indian constitution does not include Human Rights.	83	39.5%	54	25.7%	73	34.8%

5.	Human Rights have been included in the Indian constitution in the form of fundamental rights and directive principles of state policy.	125	59.5%	48	22.9%	37	17.6%
6.	Article 22 to Article 27 of Universal Declaration of Human Rights by UNO comprise of civil and political rights.	75	35.7%	42	20%	93	44.3%
7.	International Human Rights Day is celebrated on 5 th May.	76	36.2%	29	13.8%	105	50%
8.	Universal Declaration of Human Rights is not a legal binding for the member countries of United Nations (UN) for promoting and protecting Human Rights.	156	74.3%	32	15.2%	22	10.5%
9.	Parents have no right to choose the kind of education for their young children.	50	23.8%	24	11.4%	136	64.8%
10.	We have certain rights from our birth by virtue of being human.	167	79.5%	27	12.9%	16	7.6%
11.	The children who have got birth due to illegal or immoral relations between male and female are not entitled for social security under Human Rights.	33	15.7%	63	30%	114	54.3%

12.	The fixation of maximum working hours per day in a private job/occupation is a part of Human Rights.	75	35.7%	57	27.1%	78	37.1%
13.	It is the responsibility of the state that no individual should be debarred of Human Rights.	106	50.5%	71	33.8%	33	15.7%
14.	Human Rights are requisite for maintaining dignity of people.	107	51%	63	30%	40	19%
15.	People cannot be debarred of their	135	64.3%	54	25.7%	21	10%
	Human Rights even in the situation of anarchism in a country or a state.						
16.	Child labour does not fall under the purview of Human Rights.	75	35.7%	52	24.8%	83	39.5%
17.	Human Rights are conditioned to make us realize about our social responsibilities.	111	52.9%	63	30%	36	17.1%
18.	One person can join only one political party or one association at one time.	103	49%	42	20%	65	31%
19.	Nationality or citizenship cannot be claimed as Human Rights.	117	55.7%	42	20%	65	31%

20.	We are free to perform any work which does not restrict the freedom of others.	162	77.1%	22	10.5%	26	12.4%
21.	Right to choose our life partner and to get married does not come under Human Rights.	29	13.8%	56	26.7%	29	13.8%
22.	'Equal pay for equal work' is part of Human Rights.	90	42.9%	58	27.6%	62	29.5%
23.	The action taken by police or armed forces against general public in the national interest fall outside the domain of Human Rights.	118	56.2%	46	21.9%	46	21.9%
24.	Police can arrest any person at any time without giving any reason.	77	36.7%	46	21.9%	87	41.4%
25.	To keep a person in custody for long time without giving any reason.	140	66.7%	43	20.5%	27	12.9%
26.	A person put into the prison for criticizing the government is not a violation of Human Rights.	94	44.8%	40	19%	76	36.2%
27.	The death of people on account of hunger or starvation falls outside the purview of Human Rights.	78	37.1%	51	24.3%	81	38.6%

28.	A house-owner refusing to rent his house to a person belonging to other state does not violate Human Rights.	114	54.3%	32	15.2%	64	30.5%
29.	Human Rights are not violated when the wages/salary of workers are kept low in a country to enhance foreign investment.	99	47.1%	20	9.5%	91	43.3%
30.	No violation of Human Rights takes place when a person of some specific race/religion is not appointed on a job.	43	20.5%	54	25.7%	113	53.8%
31.	Some teenagers want to go to a club but the manager of the club does not allow them to enter because it is the	96	45.7%	54	25.7%	60	28.6%
	rule of the club that teenagers can go to club only on Tuesdays. Is this violation of Human Rights?						
32.	A person belonging to Sikh community was not given appointment in a security agency because the rule of the agency is that the security personnel's should be clean shaven. Is this a violation of Human Rights?	139	66.2%	36	17.1%	35	16.7%

33.	A house-owner has rooms available for hiring on rent basis but he wants to rent these rooms to only married persons. Is this a violation of Human Rights of Unmarried individuals?	92	43.8%	47	22.4%	71	33.8%
34.	A child was not given admission in a school because he is physically handicapped? Is this the violation of Human Rights?	156	74.3%	19	9%	35	16.7%
35.	An employee, for making his religious prayers, was not given leave (without) by his senior officer although it would not affect the work of the company. This is a violation of	144	68.6%	34	16.2%	31	14.8%
	Human Rights?						
36.	Women are restricted to enter liquor/beer bar. Is this a violation of Human Rights?	61	29%	69	32.9%	80	38.1%
37.	In a private institution, the salary of woman for fifteen days was deducted by her employers because she remained absent from her duties as she gave birth to a baby. Is this the violation of Human Rights?	114	54.3%	49	23.3%	47	22.4%

38.	An employee was issued order by the employers to retire because he had attained an age of 65 years. But the employee says that he is still fit for the job for which he also produced an authenticated medical report. Is this the violation of Human Rights?	91	43.3%	42	20%	77	36.7%
39.	A child was refused to give admission in a school because his parents did not have his birth certificate. Is this violation of Human Rights?	123	58.6%	44	21%	43	20.5%
40.	Public get harassed and has to face many troubles due to a number of checkpoints	95	45.2%	36	17.1%	79	37.6%
	on the road created by the government to curb drug smuggling in the region. Is this a violation of Human Rights of general public?						
41.	People of any community are provoked by other religion's people to change their religion. Is this a case of violation of Human Rights?	156	74.3%	29	13.8%	25	11.9%

42.	Police had to face a number of problems in traffic control because of a rally at a public place organized against price hike and corruption. So, does the use of tear gas by the police to disperse this rally come under violation of Human Rights?	56	26.7%	62	29.5%	92	43.8%
43.	The acquisition of the private land by the government in the name of development and against the willingness of land owners is not a violation of Human Rights.	92	43.8%	59	28.1%	59	28.1%
44.	A non-white individual was not given appointment as manager in a reputed industry in North India	127	60.5%	53	25.2%	30	14.3%
	because he is a South Indian has the right to make appeal before court?						
45.	To make people aware about as well as encourage them for HIV/AIDS testing is a violation of Human Rights?	77	36.7%	44	21%	89	42.4%

46.	Human Rights are not violated when a legal action is initiated by the institution with the help of police against the students who were agitating peacefully for fulfilment of their demands.	132	62.9%	36	17.1%	42	20%
47.	Involvement in the acts of ragging in an educational institution is a violation of Human Rights.	146	69.5%	34	16.2%	30	14.3%
48.	Human Rights are violated when a terrorist under trial in the court, is kept in jail with handcuffs and irons on his body.	81	38.6%	49	23.3%	80	38.1%
49.	Human Rights are violated when young children are engaged in manual works in restaurants, dhabas, shops etc.	95	45.2%	65	31%	50	23.8%
50.	To provide employment opportunities to each	119	56.7%	31	14.8%	60	28.6%
	and every citizens of a country by the government is not a human right.						

On the basis of analysis of responses given by the students (shown in table 1.1) following results can be drawn:

- 1) 80.5% students felt that Universal Declaration of Human Rights was adopted by UNO on 10th December 1948. On the other hand, 12.9% were undecided about the statement and 6.7% students felt that the statement was false. Thus, it can said that

- majority of students i.e. 80.5% students have knowledge that Universal declaration of Human Rights was adopted by UNO on 10th December 1948.
- 2) 24.3% students felt that there is no provision for free and compulsory elementary education in Indian constitution. On the other hand, 35.2% were undecided and 40.5% students felt that the statement was false which clearly indicates that they have knowledge about Human Rights Documents i.e. there is no provision for free and compulsory elementary education in Indian constitution.
 - 3) 44.3% students felt that Universal Declaration of Human Rights contains 30 Articles. On the other hand 35.7% were undecided and only 20% students felt the statement was false. Thus, it can be said that the 44.3% students have knowledge that Universal Declaration of Human Rights contains 30 Articles.
 - 4) 39.5% students felt that the Preamble of Indian constitution does not include Human Rights. On the other hand, 25.7% were undecided and 34.8% students felt the statement was false. Thus, it can be said that only 34.8% of the students have knowledge that the Preamble of Indian constitution include Human Rights.
 - 5) 59.5% students felt that Human Rights have been included in the Indian Constitution in the form of fundamental rights and directive principles of state policy. On the other hand, 22.9% were undecided and only 17.6% students felt the statement was false. Thus, 59.9% of the students have knowledge that Human Rights are included in the form of fundamental rights and directive principles in our constitution.
 - 6) 35.7% students felt that Article 22 to Article 27 of Universal Declaration of Human Rights by UNO comprises of civil and political rights. On the other hand, 20% were undecided and 44.3% students felt that the statement was false. Thus, it can be said that 44.3% students have knowledge that Article 22 to Article 27 of Universal Declaration of Human Rights by UNO does not comprises of civil and political rights.
 - 7) 36.2% students felt that International Human Rights Day is celebrated on 5th May. On the other hand, 13.8% were undecided and 50% students felt that the statement was false. Thus, it can be said that 50% students have knowledge that International Human Rights Day is not celebrated on 5th May.
 - 8) 74.3% students felt that Universal Declaration of Human Rights is not a legal binding for the member countries of United Nations (UN) for promoting and protecting Human Rights. On the other hand, 15.2% were undecided and 10.5% students felt that the statement was fault. Thus, it can be said that 74.3% students have knowledge that Universal Declaration of Human Rights is not a legal binding for the member countries of United Nations (UN) for promoting and protecting Human Rights.
 - 9) 23.8% students felt that parents have no right to choose the kind of education for their young children. On the other hand, 11.4% were undecided and 64.8% students felt that the statement was false. Thus, it can be said that 64.8% students have knowledge and understanding that parents have no right to choose the kind of education for their young children.

- 10) 79.5% students felt that we have certain rights from our birth by virtue of being human. On the other hand, 12.9% were undecided and 7.6% students felt that the statement was false. Thus, it can be said that 79.5% students have knowledge and understanding about Human Rights Concepts that they have certain rights from their birth by virtue of being human.
- 11) 15.7% students felt that the children who have got birth due to illegal or immoral relations between male and female are not entitled for social security under Human Rights. On the other hand, 30% were undecided and 54.3% students felt that the statement was false. Thus, it can be said that 54.3% students have knowledge and understanding about Human Rights Concepts.
- 12) 35.7% students felt that the fixation of maximum working hours per day in a private job/occupation is a part of Human Rights. On the other hand, 27.1% were undecided and 37.1% students felt that the statement was false. Thus, it can be said that 37.1% students have knowledge and understanding about Human Rights Concepts.
- 13) 50.5% students felt that it is the responsibility of the state that no individual should be debarred of Human Rights. On the other hand, 33.8% were undecided and 15.7 students felt that the statement was false. Thus, it can be said that 50.5% students have knowledge and understanding about Human Rights Concepts.
- 14) 51% students felt that Human Rights are requisite for maintaining dignity of people. On the other hand, 30% were undecided and 19% students felt that the statement was false. Thus, it can be said that 51% students have knowledge and understanding about Human Rights Concepts.
- 15) 64.3% students felt that people cannot be debarred of their Human Rights even in the situation of anarchism in a country or a state. On the other hand, 25.7% were undecided and 10% students felt that the statement was false. Thus, it can be said that 64.3% students have knowledge and understanding about Human rights Concepts.
- 16) 35.7% students felt that child labour does not fall under the purview of Human Rights. On the other hand, 24.8% were undecided and 39.5% felt that statement was false. Thus, it can be said that 39.5% students have knowledge and understanding about Human Rights Concepts.
- 17) 52.9% students felt that Human Rights are conditioned to make us realize about our social responsibilities. On the other hand, 30% were undecided and 17.1% felt that the statement was false. Thus, it can be said that 52.9% students have knowledge and understanding about Human Rights Concepts.

- 18) 49% students felt that one person can join only one political party or one association at one time. On the other hand, 20% were undecided and 31% felt that the statement was false. Thus, it can be said that 31% students have knowledge and understanding about Human Rights Concepts that it is not necessary that one person can join only one political party or one association at one time.
- 19) 55.7% students felt that nationality or citizenship cannot be claimed as a Human Rights. On the other hand, 19.5% were undecided and 24.8% felt that the statement was false. Thus, it can be said that 19.5% students have knowledge and understanding about Human Rights Concepts.
- 20) 77.1% students felt that we are free to perform any work which does not restrict the freedom of others. On the other hand, 10.5% were undecided and 12.4% felt that the statement was false. Thus, it can be said that 77.1% students have knowledge and understanding about Human Rights Concepts.
- 21) 13.9% students felt that right to choose our life partner and to get married does not come under Human Rights. On the other hand, 26.7% were undecided and 59.5% felt that the statement was false. Thus, it can be said that 59.5% students have knowledge and understanding about Human Rights Concepts.
- 22) 42.9% students felt that 'Equal pay for equal work' is part of Human Rights. On the other hand, 27.6% were undecided and 29.5% felt that the statement was false. Thus, it can be said that 42.9% students have knowledge and understanding about Human Rights Concepts.
- 23) 56.2% students felt that the action taken by police or armed forces against general public in the national interest fall outside the domain of Human Rights. On the other hand, 21.9% were undecided and 21.9% felt that the statement was false. Thus, it can be said that 21.9% students have understanding about situations involving Human Rights violation.
- 24) 36.7% students felt that police can arrest any person at any time without giving any reason. On the other hand, 21.9% were undecided and 41.4% felt that the statement was false. Thus, it can be said that 41.4% students have understanding about situations involving Human Rights violation.
- 25) 66.7% students felt that to keep a person in custody for long time without giving any reason. On the other hand, 20.5% were undecided and 12.9% felt that the statement was false. Thus, it can be said that 66.7% students have understanding about situations involving Human Rights violation.
- 26) 44.8% students felt that a person put into the prison for criticizing the government is not a violation of Human Rights. On the other hand, 19% were undecided and 36.2% felt that the statement was false. Thus, it can be said that 36.2% students have understanding about situations involving Human Rights violation.
- 27) 37.1% students felt that the death of people on account of hunger or starvation falls outside the purview of Human Rights. On the other hand, 24.3% were

- undecided and 38.6% felt that the statement was false. Thus, it can be said that 38.6% students have understanding about situations involving Human Rights violation.
- 28) 54.3% students felt that a house-owner refusing to rent his house to a person belonging to other state does not violate Human Rights. On the other hand, 15.2% were undecided and 30.5% felt that the statement was false. Thus, it can be said that 30.5% students have understanding about situations involving Human Rights violation.
- 29) 47.1% students felt that Human Rights are not violated when the wages/salary of workers are kept low in a country to enhance foreign investment. On the other hand, 9.5% were undecided and 43.3% felt that the statement was false. Thus, it can be said that 43.3% students have understanding about situations involving Human Rights violation.
- 30) 20.5% students felt that no violation of Human Rights takes place when a person of some specific race/religion is not appointed on a job. On the other hand, 25.7% were undecided and 53.8% felt that the statement was false. Thus, it can be said that 53.8% students have understanding about situations involving Human Rights violation.
- 31) 45.7% students felt that some teenagers want to go to a club but the manager of the club does not allow them to enter because it is the rule of the club that teenagers can go to club only on Tuesdays. Is this violation of Human Rights? On the other hand, 25.7% were undecided and 28.6% felt that the statement was false. Thus, it can be said that 45.7% students have understanding about situations involving Human Rights non-violation.
- 32) 66.2% students felt that a person belonging to Sikh community was not given appointment in a security agency because the rule of the agency is that the security personnel's should be clean shaven. Is this a violation of Human Rights? On the other hand, 17.1% were undecided and 16.7% felt that the statement was false. Thus, it can be said that 66.2% students have understanding about situations involving Human Rights violation.
- 33) 43.8% students felt that a house-owner has rooms available for hiring on rent basis but he wants to rent these rooms to only married persons. Is this a violation of Human Rights of Unmarried individuals? On the other hand, 22.4% were undecided and 33.8% felt that the statement was false. Thus, it can be said that 43.8% students have understanding about situations involving Human Rights violation.
- 34) 74.3% students felt that a child was not given admission in a school because he is physically handicapped? Is this the violation of Human Rights? On the other hand, 9% were undecided and 16.7% felt that the statement was false. Thus, it can be said that 74.3% students have understanding about situations involving Human Rights violation.

- 35) 68.6% students felt that an employee, for making his religious prayers, was not given leave (without) by his senior officer although it would not affect the work of the company. This is a violation of Human Rights? On the other hand, 16.2% were undecided and 14.8% felt that the statement was false. Thus, it can be said that 68.6% students have understanding about situations involving Human Rights violation.
- 36) 29% students felt that women are restricted to enter liquor/beer bar. Is this a violation of Human Rights? On the other hand, 32.9% were undecided and 38.1% felt that the statement was false. Thus, it can be said that 29% students have understanding about situations involving Human Rights violation.
- 37) 54.3% students felt that in a private institution, the salary of woman for fifteen days was deducted by her employers because she remained absent from her duties as she gave birth to a baby. Is this the violation of Human Rights? On the other hand, 23.3% were undecided and 22.4% felt that the statement was false. Thus, it can be said that 54.3% students have understanding about situations involving Human Rights violation.
- 38) 43.3% students felt that an employee was issued order by the employers to retire because he had attained an age of 65 years. But the employee says that he is still fit for the job for which he also produced an authenticated medical report. Is this the violation of Human Rights? On the other hand, 20% were undecided and 36.7% felt that the statement was false. Thus, it can be said that 36.7% students have understanding about situations involving Human Rights violation.
- 39) 58.6% students felt that a child was refused to give admission in a school because his parents did not have his birth certificate. Is this violation of Human Rights? On the other hand, 21% were undecided and 20.5% felt that the statement was false. Thus, it can be said that 58.6% students have understanding about situations involving Human Rights non-violation.
- 40) 45.2% public get harassed and has to face many troubles due to a number of checkpoints on the road created by the government to curb drug smuggling in the region. Is this a violation of Human Rights of general public? On the other hand, 17.1% were undecided and 37.6% felt that the statement was false. Thus, it can be said that 37.6% students have understanding about situations involving Human Rights violation.
- 41) 74.3% students felt that people of any community are provoked by other religion's people to change their religion. Is this a case of violation of Human Rights? On the other hand, 13.8% were undecided and 11.9% felt that the statement was false. Thus, it can be said that 74.3% students have understanding about situations involving Human Rights violation.
- 42) 26.7% students felt that police had to face a number of problems in traffic control because of a rally at a public place organized against price hike and corruption. So, does the use of tear gas by the police to disperse this rally come under

violation of Human Rights? On the other hand, 29.5% were undecided and 43.8% felt that the statement was false. Thus, it can be said that 26.7% students have understanding about situations involving Human Rights violation.

- 43) 43.8% felt that the acquisition of the private land by the government in the name of development and against the willingness of land owners is not a violation of Human Rights. On the other hand, 28.1% were undecided and 28.1% felt that the statement was false. Thus, it can be said that 28.1% students have understanding about situations involving Human Rights non-violation.
- 44) 60.5% students felt that a non-white individual was not given appointment as manager in a reputed industry in North India because he is a South Indian has the right to make appeal before court? On the other hand, 25.2% were undecided and 14.3% felt that the statement was false. Thus, it can be said that 14.3% students have understanding about situations involving Human Rights non-violation.
- 45) 36.7% students felt that to make people aware about as well as encourage them for HIV/AIDS testing is a violation of Human Rights. On the other hand, 21% were undecided and 42.4% felt that the statement was false. Thus, it can be said that 42.4% students have understanding about situations involving Human Rights non-violation.
- 46) 62.9% students felt that Human Rights are not violated when a legal action is initiated by the institution with the help of police against the students who were agitating peacefully for fulfilment of their demands. On the other hand, 17.1% were undecided and 20% felt that the statement was false. Thus, it can be said that 20% students have understanding about situations involving Human Rights non-violation.
- 47) 69.5% students felt that involvement in the acts of ragging in an educational institution is a violation of Human Rights. On the other hand, 16.2% were undecided and 14.3% felt that the statement was false. Thus, it can be said that 69.5% students have understanding about situations involving Human Rights violation.
- 48) 38.6% students felt that Human Rights are violated when a terrorist under trial in the court, is kept in jail with handcuffs and irons on his body. On the other hand, 23.3% were undecided and 38.1% felt that the statement was false. Thus, it can be said that 38.1% students have understanding about situations involving Human Rights violation.
- 49) 45.2% students felt that Human Rights are violated when young children are engaged in manual works in restaurants, dhabas, shops etc. On the other hand, 31% were undecided and 23.8% felt that the statement was false. Thus, it can be said that 23.8% students have understanding about situations involving Human Rights violation.
- 50) 56.7% students felt that to provide employment opportunities to each and every citizens of a country by the government is not a human right. On the other hand, 14.8% were undecided and 28.6% felt that the statement was false. Thus, it can be

said that 28.6% students have understanding about situations involving Human Rights violation

Items having Highest Mean Scores

To know the overall trends of the response made by college students on Human Rights Awareness, mean scores on each item were computed and have been presented in the following graphs:

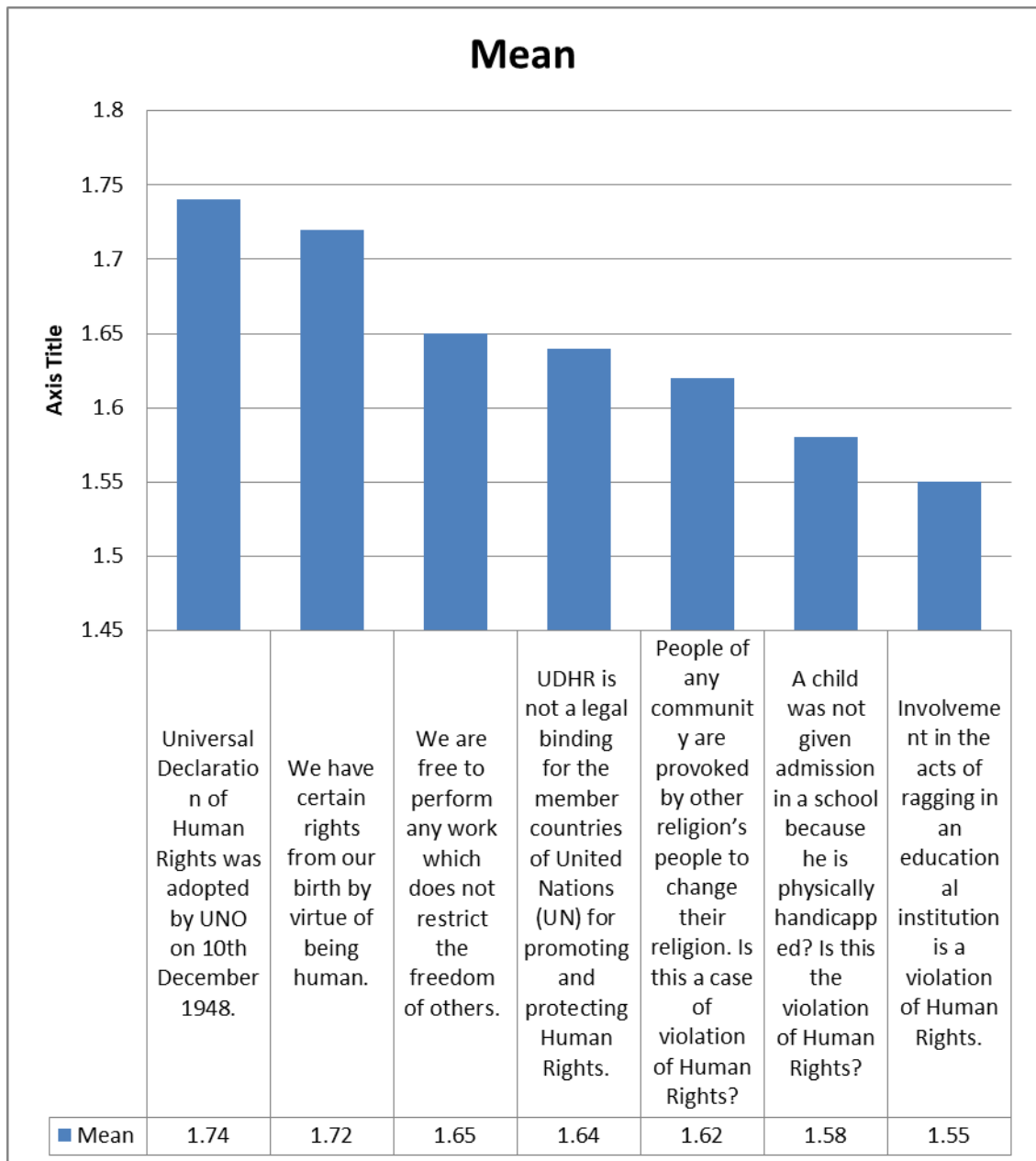


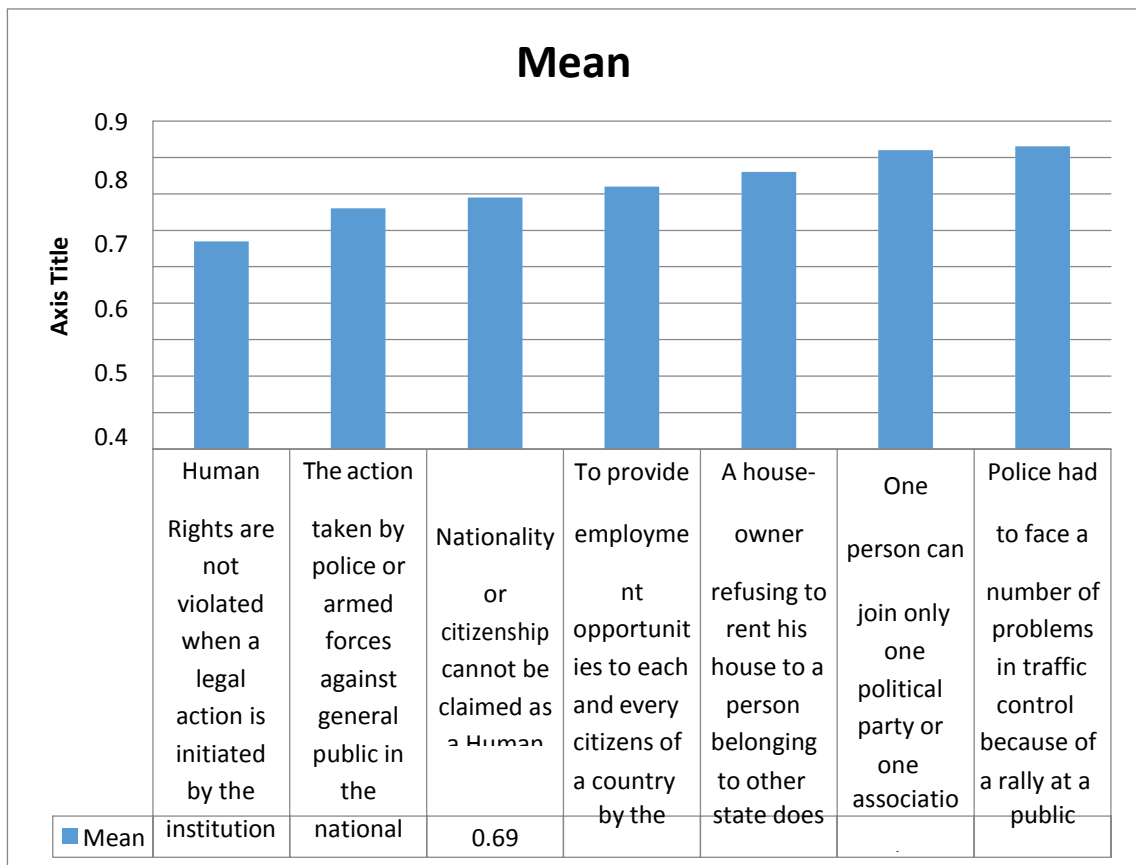
Figure 1.1 Items having Highest Mean Score on Human Rights Awareness Test

In figure 1.1 the statement “Universal Declaration of Human Rights was adopted by UNO on 10th December 1948” have mean score 1.74 which is relatively highest mean score. The statement having “we have certain rights from our birth by virtue of being

human” have mean score 1.72 which is relatively less than 1.74 mean score. The statement “we are free to perform any work which does not restrict the freedom of others” have mean score 1.65 which is less than 1.72 mean score. The statement “Universal Declaration of Human Rights is not a legal binding for the member countries of United Nations (UN) for promoting and protecting Human Rights” have mean score 1.64. The statement “People of any community are provoked by other religion’s people to change their religion. Is this a case of violation of Human Rights?” have mean score 1.62. The statement “A child was not given admission in a school because he is physically handicapped? Is this the violation of Human Rights?” have mean score 1.58. The statement “Involvement in the acts of ragging in an educational institution is a violation of Human Rights” have mean score 1.55. Very high values of mean scores show a positive and very high favourable response of the students at the college level on Human Rights Awareness. These value depict that, students at the college level know about the Human Rights.

Items having Lowest Mean Scores

Similarly, lowest mean scores have plotted the following graph:



The statement “Human Rights are not violated when a legal action is initiated by the institution with the help of police against the students who were agitating peacefully for fulfilment of their demands” have mean score 0.57. The statement “The action

taken by police or armed forces against general public in the national interest fall outside the domain of Human Rights” have mean score 0.66. The statement “Nationality or citizenship cannot be claimed as Human Rights” have mean score 0.69. The statement “To provide employment opportunities to each and every citizens of a country by the government is not a human right” have mean score 0.72. The statement “A house-owner refusing to rent his house to a person belonging to other state does not violate Human Rights” have mean score 0.76. The statement “One person can join only one political party or one association at one time” have mean score 0.82. The statement “Police had to face a number of problems in traffic control because of a rally at a public place organized against price hike and corruption. So, does the use of tear gas by the police to disperse this rally come under violation of Human Rights?” have mean score 0.83. These values depict the negative and unfavourable response of the students at the college level on Human Rights Awareness.

4.1.1 To estimate the Level of Human Rights Awareness of College Students

In order to categorize, students at the college level into high, average and low level, the number and percentage were calculated. These have been presented in the table 1.2

Table 1.2

Number and Percentage of Students at the College Level having High, Average and Low Level of Human Rights Awareness

S. No.	Range of Scores	Level of Human Rights Awareness	No. of Students	% age of Students
1.	More than 70	High	45	21.43
2.	50-70	Average	141	67.14
3.	Less than 50	Low	24	11.43

The graphical representation of number of students having high, average and low levels of Human Rights Awareness has been given in figure 1.3

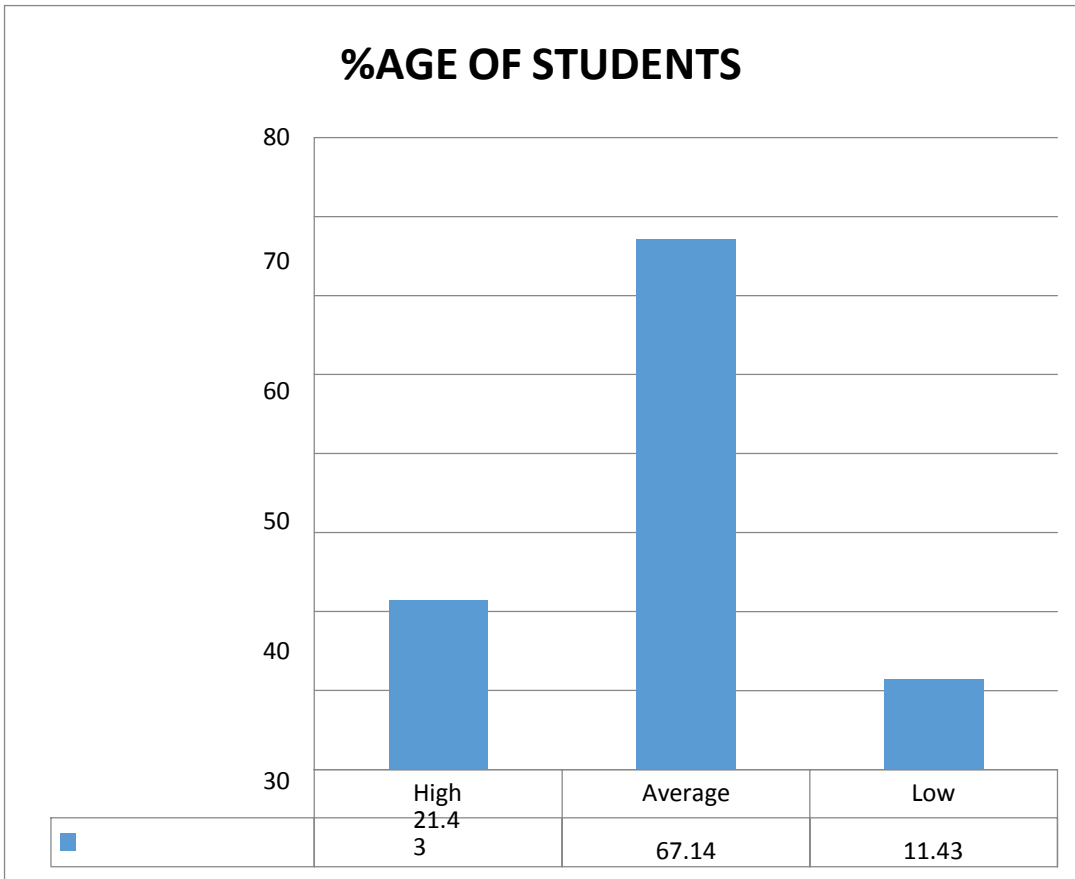


Figure 1.3 Level of Human Rights Awareness of College Students

The table 1.2 reveals that 21.43% students have high level of Human Rights Awareness, 67.14% students have average level of Human Rights Awareness and 11.43% students have low level of Human Rights Awareness. Thus, it can be concluded that more than 60% students have average level of Human Rights Awareness. In the light of this finding, hypothesis number 1 has been accepted.

4.2.3 To find Significant Gender Differences in Human Rights Awareness Among Students at the College Level

To compare the Human Rights Awareness among students at the college level with respect to their gender; Mean, S.D., SE_M and t -Test were computed. The result have been given in the Table 1.3.

Table 1.3

Values of Mean, S.D., SE_M and t for Significant Gender Differences in Human Rights Awareness Among Students at the College Level

Dimensions of HRAT	Gender	N	Mean	S.D	SE_M	df	t	Significance
Knowledge about Human Rights Documents	Male	105	10.66	2.90	0.28	208	1.02	Not Significant
	Female	105	10.09	2.66	.26			
Knowledge and understanding about Human Rights Concepts	Male	105	17.83	3.30	0.32	208	1.46	Not Significant
	Female	105	17.93	3.47	0.34			
Understanding about situations involving Human Rights Violations/Non-Violations	Male	105	32.21	6.27	0.61	208	0.22	Not Significant
	Female	105	31.29	5.72	0.56			
Overall Human Rights Awareness	Male	105	60.69	10.44	1.02	208	1.10	Not Significant
	Female	105	59.32	8.97	0.87			

Table 1.3 shows that t -values (1.02, 1.46, .22 and 1.10) for mean scores of male and female college students on Human Rights Awareness are not significant at 0.05 level of significance with respect to *Knowledge about Human Rights Documents*, *Knowledge and Understanding about Human Rights Concepts*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Hence, it can be concluded that male and female college

students do not differ significantly with respect to their awareness about Human Rights. In the light of this finding, Hypothesis number 2 has been rejected.

4.2.4 To find Significant Differences in Human Rights Awareness Among Students at the College Level with Respect to their Family Background

To compare the Human Rights Awareness among students at the college level with respect to their family background; Mean, S.D., SE_M and t -Test were computed. The result have been given in the Table 1.4.

Table 1.4

Values of Mean, S.D., SE_M and t for Significant Differences in Human Rights Awareness Among Students at the College Level in Relation to their Family Background

Dimensions of HRAT	Family Background	N	Mean	S.D	SE_M	Df	t	Significance
Knowledge about Human Rights Documents	Nuclear	167	10.15	2.79	0.22	208	2.34	0.05
	Joint	43	11.25	2.64	0.40			
Knowledge and understanding about Human Rights Concepts	Nuclear	167	17.86	3.34	0.26	208	0.21	Not Significant
	Joint	43	17.98	3.57	0.54			
Understanding about situations involving Human Rights Violations/Non-Violations	Nuclear	167	31.70	6.05	0.47	208	0.25	Not Significant
	Joint	43	31.95	5.90	0.90			

Overall Human Rights Awareness	Nuclear	167	59.71	9.81	0.76	208	0.90	Not Significant
	Joint	43	61.19	9.46	1.44			

Table 1.4 shows that *t*-values (.21, .25 and .89) for mean scores of students at the college level from nuclear and joint families on Human Rights Awareness Test have not been found to be significant at 0.05 level of significance with respect to *Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. However, *t*-value (2.34) for mean scores of college students from nuclear and joint families on human rights awareness differ significantly at 0.05 level of significance with respect to *Knowledge about Human Rights Documents*. From the mean scores in the table 1.4, it is clear that students at the college level from joint families possess higher level of human rights awareness in comparison to students at the college level from nuclear families.

Thus, Hypothesis No. 3 stating significant differences in human rights awareness among students at the college level in relation to their family background has been accepted with respect to *Knowledge about Human Rights Documents* dimension of HRAT (Human Rights Awareness Test). However, Hypothesis No. 3 has been rejected with respect to *Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations and Overall Human Rights Awareness*.

To find Significant Differences in Human Rights Awareness Among Students at the College Level in Relation to their Academic Background

To compare the Human Rights Awareness among students at the college level with respect to their academic background; Mean, S.D., SE_M and *t*-Test were computed. The result have been given in the Table 1.5.

Table 1.5

Values of Mean, S.D., SE_M and *t* for Significant Differences in Human Rights Awareness among Students at the College Level in Relation to their Academic Background

Dimensions of HRAT	Academic Background	N	Mean	S.D	SD_M	<i>df</i>	<i>t</i>	Significance
Knowledge about Human Rights Documents	Arts	110	10.24	2.60	0.25	208	0.71	Not Significant

	Science	100	10.52	3.00	0.30			
Knowledge and understanding about Human Rights Concepts	Arts	110	18.37	3.30	0.31	208	2.23	0.05
	Science	100	17.34	3.40	0.34			
Understanding about situations involving Human Rights Violations/Non-Violations	Arts	110	32.32	5.93	0.56	208	1.43	Not Significant
	Science	100	31.13	6.05	0.60			
Overall Human Rights Awareness	Arts	110	60.94	9.38	0.89	208	1.45	Not Significant
	Science	100	58.99	10.06	1.00			

Table 1.5 shows that *t*-values (.71, 1.43 and 1.45) for mean score of Arts and Science background students at the college level on Human Rights Awareness have not been found to be significant at 0.05 level of significance with respect to *Knowledge about Human Rights Documents*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. However, *t*-value (2.23) for mean scores of students at the college level having Arts and Science background on Human Rights Awareness differ significantly at 0.05 level of significance with respect to *Knowledge and Understanding about Human Rights Concepts*. From the mean values in the table 1.5, it is clear that students at the college level with Arts background have high level of *Knowledge and Understanding about Human Rights Concepts*.

Thus, Hypothesis No. 4 stating significant differences in human rights awareness among students at the college level in relation to their academic background, has been accepted with respect to *Knowledge and Understanding about Human Rights Concepts* dimension of HRAT (Human Rights Human Rights). However, Hypothesis No. 4 has been rejected with respect to *Knowledge about Human Rights Documents*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*.

4.2 CONCLUSION

It can be said from the results that 21.43% students have high level of Human Rights Awareness, 67.14% students have average level of Human Rights Awareness and 11.43% students have low level of Human Rights Awareness. Thus, it can be concluded that more than 60% students have average level of Human Rights Awareness and only 21.43% students have high level of Human Rights Awareness.

The results also show that there are no significant gender differences in the level of human rights awareness among students at the college level. The results also show that there are significant family differences in the study human rights awareness among students at the college level *Knowledge about Human Rights Documents* dimension, whereas no significant differences have been found on *Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from joint families possess higher level of human rights awareness on *Knowledge about Human Rights Documents* dimension than students at the college level from nuclear families. In *Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights*

Awareness among students at the college level possess similar level of human rights awareness. The results also show that there are significant academic background differences in the study human rights awareness among students at the college level *Knowledge and Understanding about Human Rights Concepts*, whereas no significant differences have been found on *Knowledge about Human Rights Documents, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from Arts background possess higher level of human rights awareness on *Knowledge and Understanding about Human Rights Concepts* dimension than students at the college level from Science background. In *Knowledge about Human Rights Documents, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness* among students at the college level possess similar level of human rights awareness

FINDINGS, CONCLUSIONS AND DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

Findings of the present study entitled “Human Rights Awareness among students at the college level in relation to their gender, family and academic background” have been analyzed as per the objective in the present study.

MAJOR FINDINGS OF THE STUDY

The major findings of the present study are reported in the following subsection.

Research Objective 1

To Estimate the Level of Human Rights Awareness Among College Students

It can be said from the results that 21.43% students have high level of Human Rights Awareness, 67.14% students have average level of Human Rights Awareness and 11.43% students have low level of Human Rights Awareness. Thus, it can be concluded that more than 60% students have average level of Human Rights Awareness and only 21.43% students have high level of Human Rights Awareness. In the light of this finding, hypothesis number 1 has been accepted.

Research Objective 2

To Find Significant Gender Differences in Human Rights Awareness Among Students at the College Level

For the fulfilment of this objective, mean score of male and female students at the college level on Human Rights Awareness were computed. The mean scores for the male and female students at the college level on *Knowledge about Human Rights Documents* dimension were 10.66 and 10.09, the mean scores for male and female students at the college level on *Knowledge and Understanding about Human Rights Concepts* dimension were 17.83 and 17.93, the mean scores for male and female students at the college level on *Understanding about situations involving Human Rights Violations/Non-Violations* dimension were 32.21 and 31.29 and the mean scores for male and female students at the college level on Overall Human Rights Awareness were 60.69 and 59.32. Further, *t*-test indicated no significant gender differences with respect to *Knowledge about Human Rights Documents*, *Knowledge and Understanding about Human Rights Concepts*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Hence, it can be concluded that male and female college students do not differ significantly with respect to their awareness about Human Rights. In the light of this finding, hypothesis number 2 has been rejected.

RESEARCH OBJECTIVE 3

To Find Significant Differences in Human Rights Awareness Among Students at the College Level in Relation to their Family Background

For the fulfilment of this objective, mean score of nuclear and joint families students at the college level on Human Rights Awareness were computed. The mean scores for the students at the college level from nuclear and joint families on *Knowledge about Human Rights Documents* dimension were 10.15 and 11.25, the mean scores for the students at the college level from nuclear and joint families on *Knowledge and Understanding about Human Rights Concepts* dimension were 17.86 and 17.98, the mean scores for the students at the college level from nuclear and joint families on *Understanding about situations involving Human Rights Violations/Non-Violations* dimension were 31.70 and 31.95 and the mean scores for the students at the college

level from nuclear and joint families on Overall Human Rights Awareness were 59.71 and 61.19. Further, *t*-test indicates that there are significant families differences in the study human rights awareness among students at the college level *Knowledge about Human Rights Documents* dimension, whereas no significant differences have been found on *Knowledge and Understanding about Human Rights Concepts*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from joint families possess higher level of human rights awareness on *Knowledge about Human Rights Documents* dimension than students at the college level from nuclear families. In *Knowledge and Understanding about Human Rights Concepts*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness* among students at the college level possess similar level of human rights awareness. Thus, Hypothesis No. 3 stating significant differences in human rights awareness among students at the college level in relation to their family background has been accepted with respect to *Knowledge about Human Rights Documents* dimension of HRAT (*Human Rights Human Rights*) whereas Hypothesis No. 3 has been rejected with respect to *Knowledge and Understanding about Human Rights Concepts*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*.

RESEARCH OBJECTIVE 4

To Find Significant Differences in Human Rights Awareness Among Students at the College Level in Relation to their Academic Background

For the fulfilment of this objective, mean score of Arts and Science background students at the college level on Human Rights Awareness were computed. The mean scores for the Arts and Science background students at the college level on *Knowledge about Human Rights Documents* dimension were 10.24 and 10.52, the mean scores for the Arts and Science background students at the college level on *Knowledge and Understanding about Human Rights Concepts* dimension were 18.37 and 17.34, the mean scores for the Arts and Science background students at the college level on *Understanding about situations involving Human Rights Violations/Non-Violations* dimension were 32.32 and 31.13 and the mean scores for the Arts and Science background students at the college level on Overall Human Rights Awareness were 9.38 and 10.06. Further, *t*-test indicated significant academic background differences in the study human rights awareness among students at the college level *Knowledge and Understanding about Human Rights concepts*, whereas no significant differences have been found on *Knowledge about Human Rights documents*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from Arts background possess higher level of human rights awareness on *Knowledge and Understanding about Human Rights Concepts* dimension than students at the college level from Science background. In *Knowledge about Human Rights Documents*, *Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness* among students at the college level possess similar level of human rights awareness. Thus, Hypothesis No. 4 stating significant differences in human rights awareness among students at the college level in relation to their academic background has been accepted with respect to *Knowledge and Understanding about Human Rights*

Concepts dimension of HRAT (Human Rights Human Rights) whereas Hypothesis No. 4 has been rejected with respect to Knowledge about Human Rights Documents, Understanding about situations involving Human Rights Violations/Non-Violations as well as Overall Human Rights Awareness.

CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn;

1. The present study revealed that more than 60% students at the college level have average level of Human Rights Awareness, whereas 11.43% students at the college level have low level of Human Rights Awareness and only 21.43% students at the college level have high level of Human Rights Awareness. Thus, it can be concluded from the results that the awareness level of students at the college level towards Human Rights is average. Study of Kumar (2014) reported similar results stating that the awareness level of students towards human rights is average.
2. The present study revealed that there are no significant gender differences have been found with respect to *Knowledge about Human Rights Documents, Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Hence, it can be concluded that male and female students at the college level do not differ significantly with respect to their awareness about Human Rights. Study of Pandey (2005), Verma (2009) and Agarwal (2014) reported similar results stating that there are no significant differences found in the awareness of human rights among male and female. Studies by Ashraf (2013), Dubey (2015) and Alam and Wahab (2016) reported results contrary to the present study stating that there are significant differences in the study of human rights awareness. Male students at the college level were reported to have more awareness than the female students at the college level.
3. The present study revealed that there are significant differences on human rights awareness among students at the college level from nuclear and joint families on *Knowledge about Human Rights Documents* dimension, where as no significant differences have been found on *Knowledge and Understanding about Human Rights Concepts, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from joint families possess higher level of human rights awareness on *Knowledge about Human Rights Documents* dimension than students at the college level from nuclear families. Studies by Kumar (2014), Padmavathy and Pallai (2015) and Singh and Singh (2015) reported results contrary to the present study stating that there are no significant differences in the study of human rights awareness.
4. The present study revealed that there are significant academic background differences on human rights awareness among students at the college level on *Knowledge and Understanding about Human Rights Concepts*, whereas no significant differences have been found on *Knowledge about Human Rights Documents, Understanding about situations involving Human Rights Violations/Non-Violations* as well as *Overall Human Rights Awareness*. Therefore, students at the college level from Arts background possess higher

level of human rights awareness on *Knowledge and Understanding about Human Rights Concepts* dimension than students at the college level from Science background. Studies by Sasikala and Francisca (2016) reported similar results stating that Arts stream students were found more aware in the awareness of human rights in comparison to students of Science stream. Studies by Padmavathy (2015) and Srilatha (2016) reported results contrary to the present study stating that there are no significant differences in relation to academic background.

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