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Awareness of Human Rights among Teachers of Higher Secondary School of Rajasthan State

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Abstract

We often talk about rights in our everyday life. As members of a democratic country, we talk about rights like voting, forming political parties and contesting elections. People are also making new demands for rights. Apart from the accepted civil and political rights, right to information, right to education, right to clean air, right to safe drinking water and right to health are also being claimed where we often claim various rights related to our political, public and society and rights related to life. The researcher has studied the awareness of human rights among teachers at higher secondary school levels in the context of Rajasthan. The sample was taken from the Jaipur district through the survey method. It was found that there is not much difference in the awareness of human rights among men and women teachers, because due to the impact of women's empowerment and compliance with government policies, the level of knowledge was found to be good among women.

Keywords: *Bullying, Adolescents, Mental health, Depression etc.*

Introduction

True education is the holistic development of the four dimensions of life, physical, mental, moral, spiritual and social potentialities, leading to a life of dedicated service. Education is like the wind blowing from the Himalayan Mountains, which brings happiness, prosperity, wealth and satisfaction in human life in this age of science. It is education through which a person progresses towards all-round development. Education develops self-confidence, self-reflection, reasoning power, discretion and decision-making ability in a person.

God, the creator of this universe, and if not then Nature (for atheists) has given us this beautiful planet, Earth, to co-exist peacefully in harmony with our fellow human beings and all kinds of creatures – living and non-living – who are interdependent and cannot even imagine the existence of life without each other. The goal of education is also form children into human persons committed to work for the creation of human communities of love, fellowship freedom, justice and harmony. It tells us what we are entitled to as citizens, individuals, and human beings.

• Human And Human Rights

Human rights are basic to humanity. They apply to all people everywhere. An understanding of human rights is an

important part of our individual status as human beings and our collective status as members of the global community of humankind.

• Education and Human Rights

Human rights and education are closely linked to each other. To establish human rights in society, it is necessary to create public awareness about human dignity and respect. Education is the most suitable means for awareness and consciousness; hence education about human rights is also included in the right to education.

Education and understanding of human rights are vital in India

At the peak of its development the country had a thriving civil society, independent media which was the third pillar of democracy and an independent judiciary. But the evil intentions, hatred and jealousy of some selfish people distort the basic spirit of humanity and the Constitution. The present rapidly growing problems and challenges of the country and society such as population, regular obstacles like illiteracy and poverty, increasing steps towards ignorance, exploitation, corruption and lack of accountability towards abusive practices prevalent in the society like traditional customs, death feasts etc. promote violation of human rights. In many cases, the interests of innocent, common people are

ignored in the name of customs, traditions or classification on the basis of gender, race, caste and religion.

So in this context, both human rights norms and human rights education can play a vital role in bringing about major changes in social norms. Human rights norms can first of all bring about profound social change in the prevalent Indian customs, especially in the behaviour and attitude of all towards the underprivileged in the society.

Despite this, violation of rights and misconduct in the relationship between teachers and students in the temples of education is also a result of the lack of education on human rights. Therefore, in the present era of diversification and liberalization of education, there is a need to encourage education on human rights as well.

Therefore, some questions arise in the minds of all of us that why is it not possible to stop the violation of human rights even after so much understanding, awareness and efforts? And what are the reasons due to which the decline in human values prevalent in Indian culture and civilization is increasing. Therefore, as a teacher and student, some questions have emerged on the mental screen of the researcher, which are as follows -

- Are teachers and students aware of human rights awareness to prevent their rights, security and violation of rights?
- Do teachers and students have sufficient knowledge about the rights of others?
- Do students have sufficient knowledge about human rights values?
- Can only teachers and students play a major role in promoting human rights awareness as the main link in the development of society?
- Are human rights values developing in students?

Other people of the society are also aware of their human values and violation of human rights.

Status of Human Rights Awareness in India

Today, on the basis of education, students can be given proper information about human rights. As a result, along with the development of their personality, it also helped in strengthening the governance system of the country. It has been seen that if children are given information about human rights at an early age, then their own development can happen through their decisions. On this basis, they get proper information about human rights. Therefore, children are being given information about human rights from the primary level itself, so that they can become familiar with the concept of human rights. 75 years have passed since our fully sovereign, socialist, secular democratic republic. At that time, during the freedom struggle, social, economic and political justice was envisaged for the citizens of independent India. It is undoubtedly true that after independence in India, proper attention was given to human rights. Fundamental rights have been mentioned in Part III of the Indian Constitution and in Part IV, ideal directive principles for livelihood have been made necessary even though they are not mandatory. According to the constitutional situation, the real form of the meaning of human rights in India is reflected. At present, the progress of society is possible only in the healthy body, education and cordial judicial environment of the people living in the society. Therefore, human rights are necessary and useful for living a dignified life in human society today. As a result, at present human rights are being taught by including them in the syllabus of social science subjects in the Faculty of Arts at the higher secondary level for teachers and students. But even today the

situation of awareness towards human rights in India is disappointing. People are deprived of their basic rights and rules are violated. The situation is extremely disappointing in terms of all aspects of human rights. Most of the cases of human rights violations in all densely populated cities are seen by the police. For a good and prosperous India, it is necessary to take new initiatives on all dimensions of development because according to the Tendulkar Committee Report (2004-05), India's national poverty rate is 37.2 percent and India still ranks 134th among 184 countries in the United Nations Human Development Index. The Ministry of Law and Justice launched the 'Online Course on Indian Constitution' on the eve of 'Constitution Day' as a part of the 'Azadi ka Amrit Mahotsav' celebrations to commemorate 75 years of India's Independence.

Talking about Rajasthan, the state of awareness towards human rights is disappointing, because according to the data obtained from the report of National Commission for Women, in the year 2004, about 400 women rights are being violated every day in Rajasthan. According to the information of CBI, Rajasthan is included in the list of seven states where the maximum number of rape cases are registered in police stations. 8 percent of the crimes against women in the country occur in Rajasthan state. According to the National Crime Research Bureau (NCRB), in the state of Rajasthan, incidents of atrocities are registered against every third woman of the general category and every second woman of the Scheduled Caste and Dalit category and according to the Rajasthan government, 15 percent of the population in the state of Rajasthan is below the poverty line, which is beyond the awareness of human rights. Therefore, the situation of violation of human rights seems to be increasing at the country, state and local level. In such a situation, it is necessary to ensure the right to self-determination expressed in the International Covenant of Human Rights.

Justification of the Problem

Giving information about human rights and human values to the citizens of the entire country should be made an extremely important part of education. This education is necessary not only for children but also for teachers and parents, because both of them are integral parts of the society. We can say that the entire society should try to gain information about human values and human rights. Human rights and value education should be given by teachers in schools. If both students and teachers do not know about the elements, then it will prove fatal for the society. Undoubtedly, education of human rights is extremely necessary for the life of humanity. At present, while education keeps doing constructive work in the multifaceted development of personality, which leads to the creation of a healthy society and a self-reliant nation, only skilled and subject-proficient teachers provide real impetus and guidance. Therefore, the effective role of other fields is necessary for the awakening of dedication towards human rights. If teachers are emotionally loyal to human rights, only then their behavior will be in accordance with human rights, only then will they be able to fight for the human rights of themselves and others, and will also be able to avoid violation of human rights themselves and will be able to make students aware. Therefore, the basis of the subject matter of the present study is that a good society can certainly be built through study.

For this also, we have to bring awareness through education and think about the decline in rights and human values under the influence of Western people and promote right and proper activities to protect human values according to Indian conditions and this right thinking, right guidance and walking

step by step towards building the right society to bring about change is the main objective of realizing the vision of self-reliant India.

Therefore, after the above-mentioned research studies, the researcher thought that the present research study is relevant in today's context.

Statement of the Problem

Awareness of Human Rights among Teachers of Higher Secondary School of Rajasthan State

Objectives of Present Research Study

1. To study the awareness of human rights among teachers at higher secondary school level in the following contexts-

(i) Civil rights, Political rights, Economic rights, Social rights, Cultural rights.

2. To study the awareness of human rights among teachers on the basis of gender.

Hypothesis

In the present chapter, in the context of various dimensions of human rights, civil rights, political rights, economic rights, social rights, cultural rights,

Human Rights For Teachers

Hypothesis

These hypotheses have been formulated on the basis of gender differences to analyze teachers' awareness of human rights.

❖ Main Hypothesis

There is no significant difference in awareness of human rights between male and female teachers at higher secondary level.

Sub- hypotheses has been created based on different dimensions (Civil Rights, Political Rights, Economic Rights, Social Rights, Culture Rights)

1. There is no significant difference in the awareness of 'civil rights' among the female and male teachers at higher secondary level.
2. There is no significant difference in the awareness of 'political rights' among the female and male teachers at higher secondary level.
3. There is no significant difference in the awareness of the 'economic rights' among the female and male teachers at higher secondary level.
4. There is no significant difference in the awareness of social rights among the female and male teachers at higher secondary level.
5. There is no significant difference in the awareness of 'cultural rights' among the female and male teachers at higher secondary level.

Operation definition of words used in research

The researcher has used the following words used in research-

1. **Higher Secondary Level-** In the present research study, the meaning of Higher Secondary level has been given to the 11th, 12th class under the current education scheme.
2. **Private School** means those schools which are run by an individual, trust, registered society or class. The administration of such school is conducted by the institution or owner or authorized committee. Therefore, in the present study, teachers teaching in private schools

and students studying in private schools have been included.

3. **Teacher-** According to the Directorate of Education, a teacher should have a valid degree of graduation, post-graduation, and B.Ed. issued by a university established by law and a qualification determined on the basis of NCTE norms from time to time. Therefore, in the research study, teachers teaching different faculties (Science/Arts/Commerce) at higher secondary level in different schools have been considered.
4. **Faculty** - Faculty refers to science/arts/commerce in the context of different subjects taken by the teachers for teaching and studied by the students at the school level.
5. **Awareness:** Awareness refers to knowledge about human rights. Awareness is the ability to feel consciousness, to feel the objectification of a subject. Therefore, awareness is the quality of information about a subject; also awareness is a relative concept. Awareness provides prior knowledge in the context of a person's experiences, from which a person acquires information about a subject.
6. **Human Rights:** Human rights are the fundamental rights and freedoms that every person in the world has a right to and these values are defined by law.
7. The research study presents here the terms human rights as used in the five areas of human rights namely civil, social, economic, cultural and political. It is conceptualized in terms of five components.
 - **Civil Rights:** Civil rights relate to rights to life, liberty, security of the person, freedom from slavery, prohibition against torture, recognition as a person before the law, right to privacy, family, home and correspondence, right to nationality, freedom from arbitrary arrest and the right to marry and form a family. Articles 2 to 20 of the UDHR relate to civil rights.
 - **Political Rights:** Political rights include the power to participate directly or **indirectly** in the establishment or administration of government, such as citizenship rights, the right to vote and the right to hold public office.
 - **Social Rights:** Social rights are financially considered as an obligation that society places on itself and its citizens to ensure that all people enjoy a certain standard of living without any discrimination.
 - **Economic rights:** Economic rights are rights to access to resources such as land, labour, and physical and financial capital that are necessary for the production, legal appropriation and market exchange of goods and services, economic rights are axiomatic.
 - **Cultural rights:** Cultural rights include rights to the protection of moral and material interests resulting from scientific, literary or artistic production.

Limitation of Research Study

The delimits of the research study are as follows-

1. In the present research study, teachers of private higher secondary level of Jaipur district were interviewed as an integrated sample for their human rights awareness.
2. Under the faculty category, the teachers (Male Teachers/ Female Teachers) teaching in the Faculty of Arts/ Science had been taken for research study in an integrated manner.
3. In this research study, teachers teaching through Hindi medium have been taken.
4. Private schools of Jaipur district have been taken up in the present research study.
5. Under the teacher's category, the teachers (Male/ Female) they taught in the category on stream were

selected of Arts / Science had been taken for research study in an integrated manner.

- In this research study, the data collection as sample was restricted to schools located in urban areas only.

Presentation Analysis and Interpretation of Data

In this chapter, the researcher has organized the data obtained from various tests and analyzed and interpreted them. For this, he has tried to organize the data obtained from various tests and interpret them correctly using the statistics described in the previously written chapter three, which is coherent, consistent, and meaningful.

Hence, in the presented research study, the researcher has systematically collected, analyzed and interpreted the facts from the material collected in the context of the research problem. In the presented chapter, The hypotheses formulated with reference to various aspects of human rights have been analyzed

(Awareness of human rights among teachers)

- To find out the level of awareness of human right among teachers on their Gender basis.

(Human Rights Awareness of the Teachers)

- **These hypotheses have been formulated on the basis of gender differences to analyze teachers’ awareness of human rights.**

Main Hypothesis: There is no significant difference in awareness of human rights between male and female teachers at higher secondary level.

Sub- hypotheses has been created based on different dimensions (Civil Rights, Political Rights, Economic Rights, Social Rights, Culture Rights)

- There is no significant difference in the awareness of 'civil rights' among the female and male teachers at higher secondary level.
- There is no significant difference in the awareness of 'political rights' among the female and male teachers at higher secondary level.
- There is no significant difference in the awareness of the 'economic rights' among the female and male teachers at higher secondary level.
- There is no significant difference in the awareness of social rights among the female and male teachers at higher secondary level.
- There is no significant difference in the awareness of 'cultural rights' among the female and male teachers at higher secondary level.

❖ **Tabulation Interpretation & Analysis :**

There is no significant difference in the awareness of 'civil rights' among the female and male teachers at higher secondary level.

Table 1.1

Table is showing statistics on civil rights among the teachers on the basis of gender difference -

Obtain Group	Total No.	Mean	S. D.	Standard Error	't' Value	Significant/Not Significant	Conclusion of Hypothesis
Male Teachers	75	15.51	2.05	0.235	1.66	Not Significant	Accepted
Female Teachers	75	15.10	1.85	0.210			

Table Value 1.96 at df. 148 and 0.05 level of Significant.

Diagram: 1.1

Diagram Showing Statistics of Level of Awareness on Civil Rights among Teachers and Students-



Analysis and Interpretation

It is evident from looking at the data on "civil rights" between male and female teachers in table 1.1 and graphic no. 1.1 that the mean for male teachers is 15.51, with a standard deviation of 2.05 and a standard error of 0.235. Female teachers have a mean of 15.10, a standard deviation of 1.85, and a standard error of 0.210. The two groups' computed "t" test values come out to be 01.66, which is less than the "t" table value of 1.98 and not significant at the 0.05 levels, negating the significance difference between them. The hypothesis is so supported as it shows that there is no discernible difference in higher secondary level teachers' understanding of "civil rights."

Thus, it may be said that both groups' awareness of "civil rights" is the same. Because men and women have higher educational levels than one another, both genders of teachers are nearly equally knowledgeable of civil rights issues pertaining to human rights. The next steps towards women's empowerment, as well as the legislation and regulations that the federal and state governments have put in place to protect, defend, and grant women's rights. The idea of equality, freedom, and fraternity, as well as its study in the developing notion of legal awareness among both genders, led to the creation of human rights. Both male and female educators support the current educational system by demonstrating an interest in learning, being equally aware of the curriculum and communication channels for gaining the most recent information, and having a general understanding of civil rights. Although both have a limited degree of understanding, they are both equally conscious.

There is no significant difference in the awareness of 'political rights' among the female and male teachers at higher secondary level.

Table 2.1

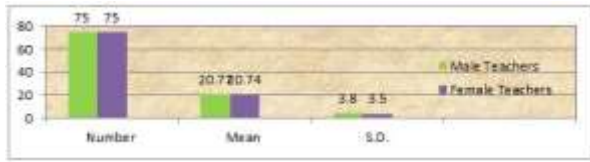
Table is showing statistics on political rights among the teachers on the basis of gender difference -

Obtain Group	Total No.	Mean	S. D.	Standard Error	't' Value	Significant/Not Significant	Conclusion of Hypothesis
Male Teachers	75	20.77	3.80	0.440	.050	Not Significant	Accepted
Female Teachers	75	20.74	3.50	0.400			

Table Value 1.96 at df. 148 and 0.05 level of Significant.

Diagram: 2.2

Diagram Showing Statistics of Level of Awareness on Political Rights among Teachers and Students-



Analysis and Understanding-

Table 2.1 and Diagram 2.2 present the data on "political rights" for both male and female teachers. It is evident that the mean for male teachers is 20.77, with a standard deviation of 3.80 and a standard error of 0.440. Female teachers have a mean of 20.74, a standard deviation of 3.50, and a standard error of 0.400. The two groups' computed "t" test values come out to be .050, which is less than the "t" table value of 1.98 and not significant at the 0.05 levels, proving that there is no significant difference between them. Thus, it is determined that there is no discernible difference between the hypothesis and higher secondary-level teachers' understanding of "political rights." As a result, the suggested theory is approved.

Because of the higher level of education of women, it can be concluded that there is no significant difference in the groups' awareness of "political rights" in relation to human rights; rather, it can be said that awareness of these rights is almost the same in both groups. The administrations in the political zone set aside 33% of the seats for women.

Owing to the growing proportion of women's development in every area, awareness of women's empowerment and the state's and the constitution's code of conduct has been substantially raised. It is also a result of government-run education policies, the fullest application of political innovations and their integration into the disciplines of teaching, the use of political courses and the most recent information-sharing platforms, and the nearly equal awareness of political rights among male and female educators. To live a decent life in society, both groups require an understanding of human rights.

There is no significant difference in the awareness of the 'economic rights' among the female and male teachers at higher secondary level.

Table 3.1

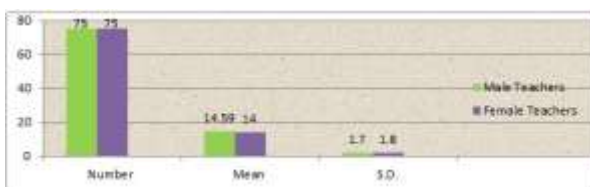
Table is showing statistics on economic rights among the teachers on the basis of gender difference -

Obtain Group	Total No.	Mean	S. D.	Stand ard Error	't' Value	Signif icant/ Not Signif icant	Conclus ion of Hypoth esis
Male Teacher s	75	14.59	1.70	0.200	1.85	Not Signif icant	Accepte d
Female Teacher s	75	14.00	1.80	0.210			

Table Value 1.96 at df. 148 and 0.05 level of Significant.

Diagram: 3.2

Diagram Showing Statistics of Level of Awareness on Economic Rights Among Teachers and Students-



Analysis and Understanding-

The mean, standard deviation, and standard error of the male teacher group are 14.59, 1.70, and .200, respectively, according to the data on "economic rights" among the male and female instructors group in Table No. 3.1 and figure no. 3.2. With a standard deviation of 1.80 and a standard error of 14.00, the group of female teachers has a mean.210. This does not demonstrate a significant difference between the two groups since the calculated "t" test value for both groups is 1.85, which is less than 1.98, the table value of "t." It is not significant at the 0.05 level. As a result, the hypothesis—that there is no discernible variation in teachers' understanding of "economic rights" at the upper secondary level is accepted.

Therefore, it is possible to conclude that both groups of teachers have the same level of understanding about "economic rights". Because the same working conditions and service guidelines apply to teachers of both sexes. The proportion of women with education and development in the global economy is constantly increasing. They are increasing their policy awareness to enhance the important role of the state and federal government in women's empowerment.

The government of each region provides specific training and skill development programs to support the advancement of women in the workforce. Thus, women are becoming more alert. Women are becoming more aware of the programs, schemes and activities run by the Government of India for the welfare, development and empowerment of women and are eager to participate in them. The present government is also involved in the upliftment of women by setting up women banks for their financial independence, providing special rights in the legal system, etc. As a result, it is quite possible to conclude from the results successfully obtained that both groups have the same level of knowledge about human rights as they relate to "economic rights".

Main Hypothesis

There is no significant difference in the awareness of social rights among the female and male teachers at higher secondary level.

Table 4.1

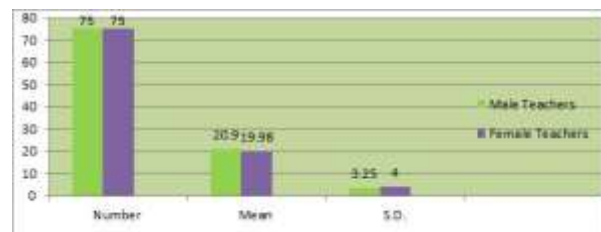
Table is showing statistics on social rights among the teachers on the basis of gender difference -

Obtain Group	Total No.	Mean	S.D.	Stand ard Error	't' Value	Signif icant/ Not Signif icant	Conclus ion of Hypoth esis
Male Teachers	75	20.90	3.25	0.370	1.62	Not Signif icant	Accepte d
Female Teachers	75	19.98	4.00	0.460			

Table Value 1.96 at df. 148 and 0.05 level of Significant

Diagram: 4.2

Diagram Showing Statistics of Level of Awareness on Social Rights Among Teachers and Students-



Analysis and interpretation

From table 4.1 and diagram 4.2, which present the social rights figure for the male and female teacher groups, it can be observed that the male teacher group has a mean of 20.94, a standard deviation of 3.26, and a standard error of 0.376. The female instructor group has a mean of 19.97, a standard deviation of 4.02, and a standard error of 0.464. The two groups' estimated "t" test values come out to be 1.65, which is less than the "t" table value of 1.98 and not significant at the 0.05 levels, indicating that there is no meaningful difference between them. The hypothesis is therefore accepted as it shows that there is no discernible difference in the knowledge of "social rights" between the group of male and female higher secondary teachers.

Consequently, it is determined that teachers in both groups have an equal awareness of "social rights" because governments at both the state and federal levels have put laws in place to safeguard people's ability to rise above social status, and women in particular are now acquiring information that works to their advantage. A variety of government or non-government schemes, the extension of the idea of equal pay and policies, the presence of women's entrepreneurship qualities and values, their participation in social concerns, equal opportunities and rights for male and female teachers in today's modern society, etc. are presented.

In addition, women are aware of the laws protecting women's rights and security in the framework of upholding societal norms. Feminism's practical outcome is evident. It follows that both the male and female instructor groups have been found to have the same level of understanding of human rights as they pertain to social rights.

There is no significant difference in the awareness of cultural rights among the female and male teachers at higher secondary level.

Table 5.1

Table is showing statistics on Cultural rights among the teachers on the basis of gender difference -

Obtain Group	Total No.	Mean	S. D.	Standard Error	't' Value	Significant/Not Significant	Conclusion of Hypothesis
Male Teachers	75	11.58	.985	0.112	1.75	Not Significant	Accepted
Female Teachers	75	11.30	1.03	0.118			

Table Value 1.96 at df. 148 and 0.05 level of Significant.

Diagram: 5.2

Diagram Showing Statistics of Level of Awareness on Cultural Rights Among Teachers and Students-



Analysis and Understanding

From table 5.1 and picture 5.2, which present the 'cultural rights' figure for the male and female teacher groups, it is evident that the male teacher group has a mean of 11.58, a standard deviation of .985, and a standard error of 0.112. The female teachers' group's mean is determined to be 11.30, with a standard deviation of 1.03 and a standard error of .118. The computed "t" test result for both groups is 1.75, which is less than the "t" table value of 1.98. This value is not significant at the 0.05 levels, negating the possibility that there is a meaningful difference between them.

It follows that there is no discernible difference in the group of male and female higher secondary teachers' understanding of "cultural rights" as hypothesized. As a result, the suggested hypothesis is accepted.

Both groups are equally conscious of their rights to cultural diversity and equally positioned to grow. We may thus draw the conclusion that both the male and female instructor groups had the same level of understanding of human rights, including "cultural rights." In light of this, it is imperative that culture and civilization flourish and that the values that underpin them be elevated. Doing so will improve both internal and external abilities in addition to achieving quantitative goals, all of which may contribute to sustainable development.

Conclusion

Overall, there is less of a difference in the mean value between the group of male instructors and the group of female teachers, based on the data from Tables 1.1 to 5.1. Their professional abilities, involvement in school growth, age, experiences, aptitude, effectiveness, sense of social and financial responsibility, and capacity for autonomous decision-making are all mostly comparable. Both groups demonstrate a thorough grasp of human rights, as seen by their equal engagement from all angles, including cultural and political background, equality, the notion of freedom, feminism, etc.

Additionally, the average scores are observed for all civil rights, political rights, economic rights, social rights and cultural rights. For both the teacher group, male and female, political rights have higher awareness than other rights, and cultural rights have the lowest awareness among all rights. The order of awareness of rights leads to political rights, social rights, civil rights, economic rights and cultural rights.:

Research Findings, Conclusion, Educational Implication and Suggestions:

(Awareness of human rights amongst the teachers on gender based)

Main hypothesis

There is no significant difference in the awareness of human rights among the female and male teachers at higher secondary level.

Sub-hypotheses based on different dimensions (Civil Rights, Political Rights, Economic Rights, Social Rights, Culture Rights)

- Hypothesis** - There is no significant difference in the awareness of 'civil rights' among the female and male teachers at higher secondary level.
 - Hypothesis - There is no significant difference in the awareness of 'civil rights' among the female and male teachers at higher secondary level. Hence the hypothesis is accepted. It may conclude that awareness of 'civil rights' has been found to be same in both

groups. The awareness regarding civil rights related to human rights are almost the same in both male and female teacher because of the increased level of education of males along with females/women. The human rights resulted derived from contemplation of equality, freedom and fraternity and their same studies in developmental concept of awareness of laws among male & female both. Therefore, the level of awareness has been found to be same in both groups.

2. Hypothesis- There is no significant difference in the awareness of 'political rights' among the female and male teachers at higher secondary level.

- Hypothesis - There is no significant difference in the awareness of 'political rights' among the female and male teachers at higher secondary level. Hence the hypothesis is accepted. It may conclude that awareness of human rights 'political rights' has been found no significant difference in the groups, therefore it can be said that the 'political rights' awareness related to human rights are almost the same in both groups because of increased level of education of women. For women, 33% reservation place is fixed by the governments in the political region. Due to the increasing percentage of women's development in each region, the concept of women empowerment and knowledge of their code of conduct provided by the constitution and state has played an important role to increase awareness. The awareness of political rights among male and female teachers has been found to be almost equal. Both groups need knowledge for human rights awareness to live the dignified life in the society.

3. Hypothesis- There is no significant difference in the awareness of the 'economic rights' among the female and male teachers at higher secondary level.

- Hypothesis - There is no significant difference in the awareness of 'economic rights' among the female and male teachers at higher secondary level. Hence the hypothesis is accepted. As a result, it may be concluded that awareness of 'economic rights' has been found to be same in both groups of teachers. Because both male and female teachers are working on the same job condition and service rules. There is continually increasing percentage of women's education and development in the economic world. To strengthen the women empowerment state and central government are playing important role. It can be said that awareness of human rights related to 'economic rights' has been found to be the same in both groups.

4. Hypothesis- There is no significant difference in the awareness of social rights among the female and male teachers at higher secondary level.

- Hypothesis - There is no significant difference in the awareness of 'social rights' among the female and male teachers at higher secondary level. Hence the hypothesis is accepted. As a result, it may be concluded that awareness of 'social rights' has been found to be same in both groups of teachers because the state and central government has formulated policies for social rights and both the groups special females are now gaining the knowledge in favour of women. In every woman, the qualities and values of entrepreneurship, presence in social concern and equal opportunities and equal rights for male teacher and female teacher in the society is being introduced by the various systems of government or non-government schemes, expanding the concept of equal pay and policies etc. Due to the above written reason the level of knowledge and awareness of both groups appears to be same.

5. Hypothesis - There is no significant difference in the awareness of 'cultural rights' among the female and male teachers at higher secondary level.

- Hypothesis - There is no significant difference in the awareness of 'cultural rights' among the female and male teachers at higher secondary level. Hence the hypothesis is accepted. As a result, it may be concluded that awareness of human rights, 'cultural rights' has been found to be the same in both groups of teachers because both male and female teachers are having same performance towards social & culture environment during their job tenure so they shows equal awareness towards culture. The same is also because of the establishment and reorganization of cultural centres in favour of women, providing cultural forums and organizing activities/ programs for cultural development at state and national level. Therefore, it can be concluded that there is a commonality in awareness of cultural rights among the two groups.
- ❖ **Major Finding** - as a result, it can be said that the main conclusion of awareness of all these rights is as follows: It is also observed on observing mean score of each all civil rights, political rights, economical rights, social rights culture rights, the awareness of **political right** is higher than other rights and awareness of **culture rights** is the minimum among male and female teachers.

Educational Implications of The Present Research

Effectiveness of education in the global era and its usefulness of human rights in the context of society are embedded in its constitutional and educational principles. It is an undisputed and prudent fact that in the education of human rights, the basic right of education is universal. It should be analyzed on the basis of state-of-the-art facts and research so that in the era of globalization, taking the current challenges by education, in "Education and awareness of human rights", education is emerging in a new context in bringing social, economic and political and cultural revolution to be able. Well education of human rights is meant for social desirable relations and will be able to achieve its results by applying it effectively. The investigation work done by every investigator cannot be considered useful and significant unless it presents utility in the construction of society and nation in the field of education, the findings which emerged in the study presented below are their educational utility. It can be explained in points-

- ❖ In terms of students.
- ❖ In terms of teachers.
- ❖ In terms of parents
- ❖ From the point of view of college administration.
- ❖ From the point of view of society.
- ❖ From the view of Human Rights Commission.
- ❖ Useful in making the best citizens.
- ❖ From the point of view of educational policy makers
- ❖ View of the researcher

Suggestion for Further Research

Every aspect of life is connected with human rights in some form or the other. Education is one such dimension through which the awareness of rights can be brought to human being. Education and education are important dimensions in building this foundation. Therefore, education should be made a necessary part of the people to develop awareness about human rights. Of course, education of human rights is absolutely necessary for the welfare of humanity. At present education is the one where continuous creative work is done in the multi-faceted development of the personality and which leads to the creation of a healthy society and a self-

reliant nation, and the task of giving real momentum to it is done by the skilled teachers and experts and scholar educators build the future of the country with the students situated in the four walls.

Therefore, to build a healthy society and a self-reliant nation and to build a good teacher, students will have to learn behaviour on the following sides.

1. Awareness towards human rights.
2. Assimilating human rights.
3. Accepting human rights.
4. To believe in human rights
5. By keeping commitment to human rights, one has to learn to adapt to their behaviour in accordance with human rights and dignity.

Therefore, awareness programs related to human rights should be organized at every higher secondary school level and the curriculum of human rights should be studied and taught in the curriculum which can raise awareness about human rights and other school levels like primary, secondary, higher secondary, at college and university levels too should be made mandatory, and from time to time should also show the short film based on human rights at college level. Human rights education is basically an education of character building by human values. Therefore, development of human civilization is only possible through the rights education through imparting knowledge on human rights.

At every level of education is possible due to the development and can also be done on a group of poisonous judgments and other suggestion as follow:

1. This study has been done on the Teachers Teaching at the higher secondary school level at District Jaipur in Rajasthan and it can be done at primary schools and secondary schools and also at university level students and teachers.
2. Only one groups have been made on teachers. In this, the total sample size taken is 150 teachers. This study can be done on more students and teachers.
3. This study has been done only on non-government higher secondary schools. This study can also be done separately on the students and teachers of government higher secondary schools.
4. In the present study only comparative study of awareness of human rights has been done on basis of Gender. . This study has been done on the developmental rights & values of human beings like civil rights, political rights, social rights, cultural rights, and it can also be done as a comparative study on other values of society.
5. In the study, awareness of the knowledge and ideas and understanding only teachers has been studied and this study can also be done by the head of society and family. And awareness of the views and understanding of other members can also be done as a comparative study.
6. This study has been done on teachers teaching at higher secondary school level and this study can be done in primary level schools. It can also be done on girl and boys students and teachers.
7. This study has been done at the level of higher secondary schools in only one district. This study can also be done on students and teachers of higher secondary schools level in entire districts of Rajasthan.
8. This study has been done on teachers of higher secondary schools in the same state of India. This study can also be done on teachers and students of higher secondary school in other states.
9. This study can also be done in geographical context from all over Rajasthan and other states.
10. This study can be done only for non-government higher secondary level teachers and this study can be done on

government and non-government college level students and teachers too. And these studies have been done on education groups.

11. The study has been done for 11th and 12th standard and it can also be done at secondary level. This study can also be done on social and family basis.
12. This study has been done on the teachers teaching at higher secondary level of district jaipur and in this context, this research can also be done on university and college and university level students and teaching teachers located in this district.
13. This study has been conducted in a district of Rajasthan this study can also be done a state of India at the higher secondary level. While this has been done on teachers and educated teachers.
14. The study has been done for Hindi medium teachers of private secondary school. Similar studies can be done for English medium schools, colleges and universities.

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