

How to Cite:

Thenua, B. S. (2022). Human rights and human rights education: A sociological study of girl students enrolled in higher education. *International Journal of Health Sciences*, 6(S4), 3729–3742. <https://doi.org/10.53730/ijhs.v6nS4.9267>

Human rights and human rights education: A sociological study of girl students enrolled in higher education

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Abstract---Education is must for all human beings whether it is value education, physical education, environmental education or human rights education. As human rights are basic to humanity and human beings are entitled by virtue of their status as human beings without consideration of nationality, religion, race, sex, class, caste and creed. While civil, political and social-economic rights are dependent on an individual's status as a citizen of a particular state but his human rights are not determined by this condition. Because these rights are concerned with humanity, with all humans, therefore, the scope of human rights education is extensive. In the age of globalization, fast urbanization and expansion of higher education, the relevance of human rights education is being felt. Human rights are a prerequisite for peace, development and democracy. India is one of the world's oldest civilizations and the largest and most matured democracy. For the sake of democracy and sustainable development human rights education is essential in Indian society. Knowledge of human rights is the best defense against their violation. Learning about one's rights builds respect for the rights of other and points the way to be more tolerant and peaceful societies. The need of promoting & protecting all human rights is important in order to secure full & universal enjoyment of these rights cannot be fulfilled without mass awareness and sensitivity to human rights issues. The grand agenda of global peace & prosperity is possible only with people understanding & imbibing the human rights values. Awareness is important in order to resolve the human right conflicts. This matured participation can be achieved only with human rights education. Education imparts the skills needed to promote, defend and apply human rights in daily life. Education is a tool for creating the real idea of human rights and making people know its importance in their daily life. An educated

civilization can only know its rights and hence the knowledge to protect it.

Keywords---human rights, higher education, sexual violence, physical violence, mental violence, human rights violation.

Introduction

Operationalization of concept

Human rights are the rights that every human being has by virtue of his or her human dignity. These rights are the rights inherent to all human beings. Starting with the French and American revolutions in the late eighteenth century, the idea of human rights has driven many revolutionary movements for empowerment and for control over the wielders of power, governments in particular. Human rights are the sum of individual and collective rights laid down in state constitutions and international law. Governments and other duty bearers are under an obligation to respect, protect and fulfil human rights, which form the basis for legal entitlements and remedies in case of fulfillment.

All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing, and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms (World Conference on Human Rights, Vienna, 1993). No matter who you are, or where you live, under international law, your voice counts. Governments should ensure that this is not a dream. It should be a reality (Pillay 2012).

Alison Brysk expresses the legal approach to human rights: Human rights are a set of universal claims to safeguard human dignity from illegitimate coercion, typically enacted by state agents. These norms are codified in a widely endorsed set of international undertakings: the 'International Bill of Human Rights' (Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and International Covenant on Social and Economic Rights); phenomenon-specific treaties on war crimes (Geneva Conventions), genocide, and torture; and protections for vulnerable groups such as the UN Convention on the Rights of the Child and the Convention on the Elimination of Discrimination against Women (Brysk 2002).

Donnelly Jack explains the essence of Human rights as equal rights: one either is or is not a human being, and therefore has the same human rights as everyone else (or none at all). They are also inalienable rights: one cannot stop being human, no matter how badly one behaves or how barbarously one is treated. And they are universal rights, in the sense that today we consider all members of the species *Homo sapiens* human beings, and thus holders of human rights. The above definition of human rights places the women in the same category as any

other person and unmistakably attributes the equitable dignity and rights at their disposal (Jack 2003) .

India is the biggest democracy in the world with lots of human rights challenges. The major population of India resides in villages which do not get sufficient education support. About 25% of the population is illiterate. Problems like trafficking, exploitation of women commercially and sexually, religious violations, caste related issues are some examples leading to human rights violations. Moreover, many prisoners in India are also denied their human rights. If human rights are violated in India the biggest democracy in the world will be in danger. In Women Empowerment, India is on 130th place out of 182 countries worldwide (UNDP: 2018).

Human rights in indian scenario

The Constitution of the Republic of India which came into force on 26th January 1950 with 395 Articles and 8 Schedules, is one of the most elaborate fundamental laws ever adopted. The Preamble to the Constitution declares India to be a Sovereign, Socialist, Secular and Democratic Republic. The term 'democratic' denotes that the Government gets its authority from the will of the people. It gives a feeling that they all are equal irrespective of the race, religion, language, sex and culture. The Preamble to the Constitution pledges justice, social, economic and political, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and fraternity assuring the dignity of the individual and the unity and integrity of the nation to all its citizens.

The section 2(d) of the Protection of Human Rights Act, 1993, defines human rights as the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the International Covenants and enforceable by the Courts in India. One of the unique features of Indian Constitution is that a large part of human rights are included in Fundamental Right, and right to enforce fundamental rights itself has been made a Fundamental Right. The Fundamental Rights incorporated in the Constitution of the country is considered as the Magna Carta of individual's liberty and Human rights. Even before Indian Independence; the framers of Indian Constitution, took utmost care and attention to include the basic human rights of all human beings and embodied them in the Preamble and Part III of the Constitution. Besides fundamental rights and directive principles of state policy the Preamble of Indian Constitution itself containing certain ideologies ensuring human rights.

Human rights education

Human rights education is all learning that develops the knowledge, skills, and values of human rights. According to universal declaration of human rights and other international documents and treaties, human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to: (i) The strengthening of respect for human rights and fundamental freedoms; (ii) the development of the human personality and the sense of its dignity; (iii) promotion of understanding, tolerance, gender

equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (iv) enabling of all persons to participate effectively in a free and democratic Society governed by the rule of law; (v) building and maintenance of peace; (vi) and the promotion of people centered sustainable development and social justice.

There are three dimensions to the promotion of human rights education: (i) Knowledge- providing information about human rights and the mechanisms that exist to protect those rights; (ii) values, beliefs and attitudes- promoting a human rights culture through the development of these processes; and (iii) action-encouraging people to defend human rights and prevent human rights abuses.

Human rights and women

Women often are the most vulnerable and exploited group in any society. This is equally true in Indian scenario also where the constitutional guarantees have not had much impact on their lives. In India members of different religious communities are governed by their personal religious laws in matters pertaining to marriage, divorce, inheritance etc. These laws are in many respects discriminatory of women's human rights. For instance, polygamy, an abhorrent practice prevalent among the Muslim population has survived constitutional challenge on the grounds that it involved discrimination against women on the basis of religion as well as gender. In the absence of an Uniform Civil Code women have no escape from the oppressive clutches of their personal laws and their emancipation remains a far cry. While the Court has boldly asserted that a custom must yield to a fundamental right it is a pity that it has not subjected oppressive personal religious laws to the rigor of Article 21 of the Constitution freedom. But, it also underscores the dignity of the individual. Therefore, any practice which denigrates women ought not to escape the constitutional gauntlet masked as a personal religious law. The Supreme Court has called upon the government to introduce an Uniform Civil Code to pave the way for women's liberation and strengthen national unity.

Violation of women's human rights in India

Since the beginning of the 1990s, violence against women has gained much attention in the human rights discourse. However, it took a long and persistent struggle by the women's rights movement to persuade the international community to discuss violence against women as a human rights concern and recognize that gender-based violence is a serious violation of human rights of global importance which poses a threat to human development as well as international peace and security (UNHR 2014).

It is claimed that Indian women have been given the equal rights as their male counterparts and there is no discrimination on the basis of sex, but the actual condition of the majority of Indian women is not satisfactory. There exists a huge gap between condition of men and women due to the present structure of Indian society and practices prevalent in it. India has a patriarchal society where male dominates and always are treated as superior in compare to their female counterparts, that is why the

condition of Indian women is not as good as men's. They have been living under difficulties and discrimination from long past. Since medieval era to modern time, the situations for women have never been much changed. They face discrimination, injustice and dishonour based on gender in every walk of life.

Violence against women can be curtailed only when cultural norms and attitudes towards the women can be changed for which change should be made in the school curriculum. Issues like human rights and gender related should be included in their study material. "Curriculum reform that works towards eliminating the gender stereotyping in schools (teaching about women's contributions in history class, eliminating sex stereotypes in textbooks, promoting girls participation in sports) are important steps in achieving gender equality (Sivaramayya 1983). The women in India are positioned at a receiving end primarily because they have remained ignorant of their fundamental civil and constitutional rights. Patriarchal system impinges on every sphere of a woman's life. In such a situation often a majority of them are forced to accept the traditional practices that are detrimental for both their and their children's development. Although women have acquired a level of financial and political autonomy and consciousness about their rights, yet they experience helplessness in bringing about basic changes for eliminating gender inequalities from the society (Kishwar 1999).

Review of the literature

Several studies have been conducted by researchers, academicians and organizations. Some of these studies were conducted by Sivaramayya B. 1983, Kishwar Madhu (1999), Pillay, N. (2012), Sutapa Saryal (2014) and Prabhakara Rao B (2017). Alam1 & Halder (2018) in Human Rights and Right to Education in India felt the need of human rights education in India, Mishra (2018) Strengths of Women and Human Rights, Rana (2018) Human Rights in India: Historical Perspective, Spipati (2020) Human Rights in India - Fifty Years after Independence, did a detailed study on human rights, Jaiswal (2020) Critical Analysis of Women's Human Rights and their Violations in India.

Research questions

The major research question of the study is to study the human rights and need of human rights education in higher education.

The other research questions are as follows-

- What is the current knowledge of human rights among girl students enrolled in higher education?
- What is the need of human rights education in higher education?

Objectives of the study

The objectives of the study are as follows:

- To study the human rights among the girl students in higher education.

- To study the human rights violation in higher education.
- To study the need of human rights education in higher education.

Hypotheses

The hypotheses of the research are as follows-

- Girl students enrolled in higher education are well aware about human rights.
- Incidents of human rights violation occurs in higher education institutions.
- There is a need of human rights education in higher education.

Design of the study

The descriptive research design was used to describe the human rights and need of human rights education in higher education.

Area of the study

The area of the research was higher education institutions of Agra City.

Universe and unit of the research

The universe of the research was, all the girl students enrolled in higher education institutions in Agra City. These are- Dr. B.R.A. University, DEI Dayalbagh, St. Johns College, Agra College, RBS College, BDK College, and BD Jain College Agra. The unit of study was girl students enrolled in higher educational institutions of Agra city.

Sampling & sample size

Out of these colleges and universities- BDK College and Dr.BRA University were selected for data collection, out these two locations 25 girl students from Dr. BRAU and 24 girl students from BDK college were selected through random sampling. Sample size was 49 girl students.

Tool of the data collection

After considering of objectives and units of the research, structured questionnaire was formed for data collection from girl students enrolled in higher educational institutions. This questionnaire was divided into two parts, first part was related with the questions of socioeconomic and familial background and the second part of this tool was based on research questions.

Collection of the data

In this study, both types of data, i.e., primary and secondary data were used. Primary data were collected from the respondents with the help of questionnaire and secondary data were collected from the different books, journals, news papers

and other government documents. The primary data were collected from the respondents through field-work between December 2020 to February 2021.

Findings of the study

The major findings based on primary data collection through questionnaire are as follows:

Table: 01
Basic Information of Girl Students Enrolled in Higher Educational Institutions

Age of the Respondents				Rural / Urban Background of the Respondents			
S. No.	Age	Frequencies	%	S. No.	Age	Frequencies	%
1	17-20 years	13	26.53	1	Urban	16	32.65
2	20-23 years	19	38.77	2	Rural	25	50.1
3	23-26 years	13	26.53	3	Town Areas	8	16.32
4	26 > years	4	8.16	4	Tribal Areas	2	4.8
5	Total	49	100	5	Total	49	100
Caste Category of the Respondents				Parental Family Structure of the Respondents			
S. No.	Caste Category	Frequencies	%	S. No.	Family Type	Frequencies	%
1	General	18	36.73	1	Nuclear	32	65.31
2	O.B.C.	20	40.81	2	Joint	16	32.65
3	S.C.	9	18.36	4	Extended	1	2.4
4	S.T.	2	4.08	5	Total	49	100
5	Total	49	100	-	-	-	-
Family Income in Rupees (monthly)				Religion of the Respondents			
S. No.	Family Income	Frequencies	%	S. No.	Religion	Frequencies	%
1	Up to 10000	2	4.08	1	Hindu	34	69.38
2	10000-20,000	11	22.44	2	Islam	8	16.32
3	20,000-40,000	19	38.77	3	Sikh	3	6.12
4	40,000-60,000	12	24.48	4	Christian	1	2.04
5	60,000 & >	5	10.20	5	Others	3	6.12
6	Total	49	100	6	Total	49	100
Stream of the Respondents				Class of the Respondents			
S. No.	Stream	Frequencies	%	S. No.	Class	Frequencies	%
1	Science	13	26.53	1	U G	23	46.93
2	Commerce	6	12.24	2	PG	12	24.28
3	Arts, humanities and Languages	16	32.65	3	Professional	14	28.56
4	Engineering and Management	14	28.56	4	Research Scholars	2	4.8
5	Total	49	100	5	Total	49	100

As it appeared from the table, the age wise distribution of girl students enrolled in higher education- 26.53% were between the age group of 17-20 years, 38.77% between 20-23 years, 26.53% between 23-26 years and the rest (8.16) were 26 or more years old. The rural-urban background of the respondents was- 32.65% were urban, 50.1% were rural and the rest (16.32%) were from town areas background. Caste category of the girl students enrolled in higher education was- 36.73% were from general caste category, 40.81% were OBC, 18.36 were S.C. and the rest (8.16%) were from Scheduled Caste category. Parental family structure of the students studying in higher education, 65.31% of them were living in nuclear family and rest (32.65%) in joint family and rest (2.4%) were living in extended families.

Monthly family income in rupees of the girl students enrolled in higher education was upto 10,000 of 4.8% and 10,000-20,000 of 22.44%, 20,000-40,000 of 38.77%, 40,000-60,000 of 24.48% and 60,000 or more income was of 10.20% of the respondents. Religion wise distribution of the students enrolled in higher education was- 68.38% were Hindus, 32.16% were Muslims, 6.12% were Sikhs, 2.4% were Jains and 6.12% were others such as Christians and Buddhists.

The streams in which girl students were enrolled in higher education- 26.53% were enrolled in science stream, 12.24% in commerce, 32.65% in arts and humanities and rest (28.56%) were enrolled in Engineering, Management and Law. In terms of class in which students were registered- 46.93% were undergraduate students, 24.25% of them were enrolled in Post graduate classes, 28.56% were in registered in professional courses and rest of them (4.8%) were research scholar.

Table: 02
Human Rights Among Girl Students Enrolled in Higher Educational Institutions

Are You Ever Been Victim of RH Violation?				Have You Ever Been Victim of Physical Violence at Higher Educational Institutions?			
S. No.	Victim of HR Violation	Frequencies	%	S. No.	Victim of Physical Violence	Frequencies	%
1	Yes	31	73.46	1	Yes	12	24.28
2	No	10	20.40	2	No	29	59.18
3	No idea	2	4.8	3	Can not Say	8	16.32
4	Can not Say	6	12.24	4	NA	10	20.40
5	Total	49	100	5	Total	49	100
Have You Ever Been Victim of Mental Violence at Higher Educational Institutions?				Have You Ever Been Victim of Sexual Violence at Higher Educational Institutions?			
S. No.	Victim of Mental Violence	Frequencies	%	S. No.	Victim of Sexual Violence	Frequencies	%
1	Yes	34	70.40	1	Yes	1	2.4
2	No	8	16.32	2	No	29	59.18
3	Can not Say	7	14.28	3	Can not Say	11	22.44
4	NA	10	20.40	4	NA	8	16.32
5	Total	49	100	5	Total	49	100

Have You Ever Been Victim of Economic Exploitation at Higher Education Institution?				If You Have Been Victim of Human Rights Violation, How Did You React?			
S. No.	Victim of Economic Exploitation	Frequencies	%	S. No.	Reaction Against Human Rights Violation	Frequencies	%
1	Yes	12	24.48	1	Yes	9	18.36
2	No	17	34.69	2	No	15	30.60
3	Can not Say	12	24.48	3	Can not Say	7	14.28
4	NA	8	16.32	4	NA	9	18.36
5	Total	49	100	-	Total	49	100
If You Did React, Types of Reaction.				If You Did Not React, Why?			
S. No.	Types of Reaction	Frequencies	%	S. No.	Why Did Not You React?	Frequencies	%
1	Replied in a Suitable way at same time	4	8.16	1	Fear of Social Stigma	21	42.85
2	Talked to HOD or Dean / Principal	3	6.12	2	Fear of Loss of Education	14	18.56
3	FIR in Police	-	-	3	Fear of life and property	5	10.20
4	Complained to Parents	2	4.8	4	N.A.	9	18.36
5	NA	40	80.63	5	Total	49	100
Chief Agents of Human Rights Violation in Higher Educational Institutions				Suggestions for Eradication of H R Violation in Higher Educational Institutions			
S. No.	Agents of H R Violation	Frequencies	%	S. No.	Suggestions	Frequencies	%
1	Management and Administrators	1	2.4	1	Law should be more strict	2	2.4
2	Teachers	3	6.12	2	Women friendly social-political environment	5	10.20
3	Office workers / Clerks / lab technicians	4	8.16	3	Socialization of Male in a different way	3	6.12
4	Fourth Class Workers	2	4.8	4	Judiciary should be more active	1	2.4
5	Boy Students	2	4.8	5	No suggestions	1	1.2
6	NA	37	75.51	6	NA	37	75.51
7	Total	49	100	7	Total	49	100

As the table shows that slightly less than three-fourth of the respondents (73.46%) had been victim of human rights violation in higher education institutions, 20.40% said no, 4.8% said that they had no idea about it and the rest (12.24%) could not say anything on it. In regard to physical violence suffered by the female students enrolled in higher education, 24.48% said yes, 59.18% said no and rest (16.32%) said as can not say. In case of mental violence face by the female students enrolled at higher educational institutions, 34.40% of the respondents

said yes, 16.32% said no and rest (14.28%) said can not say anything on this issue. In regard to sexual violence, 2.4% of the respondents said that they have been victim of sexual violence at higher educational institutions and 59.18% said no and rest (22.44%) could not say anything on this issue, this question was not applicable on 16.32% respondents. Economic exploitation faced by the respondents, 24.48% of the respondents said that they had suffered from economic exploitation, 34.69% said no and rest (24.48%) said can not say, on 16.32% of the respondents this question was not applicable.

As the table shows that the reaction done by the respondents against their violence, only 18.36% of the total respondents did react against their human rights violation but 30.60% of the total respondent did not have any reaction and rest 14.28% did not made any reaction. This question was not application on 36.72% of the respondents. Types of reaction they did against human rights violation- 8.16% said that they did react on spot in suitable form, 6.12% complained to HOD, Dean or Principal of the college, 4.8% complained to their parents and no one filled FIR in Police against this human right violation and on the 81.63% of the respondents this question was not applicable . In case of non reaction- 42.85% of them did not react because of fear of social stigma and 28.56% because of fear of loss of education, 10.20% because of fear of life and property but on 18.36% of the respondents this question was not applicable.

Regarding agents of human rights violation at higher educational institutions in 2.4% management and administration was the agent of a violation, 6.12% were teachers, 8.16% office workers / clerks and lab technicians, 4.8% forth class workers (MTP) and in rest cases (4.8%) senior boy students were agents of human rights violation. Suggestions for elimination of human rights violation in higher educational institutions, 2.4% of them said that more and more strict laws can eliminate human rights violation, 10.20% said that women friendly socio-political environment can eliminate it, 6.12% said that socialization of male in a different way (how to behave with women), 2.4% said for more activeness of our judiciary system and 1.2% did not say anything.

Table:03
Need of Human Rights Education in Higher Education

Where Did You Listen the Word Human Rights First Time?				From Whom You Did Listen Word Human Rights First Time?			
S. No.	You Listen the Word Human Rights in	Frequencies	%	S. No.	Listen the word Human Rights from	Frequencies	%
1	Family	3	6.12	1	Parents	8	16.32
2	School /college	18	36.73	2	Teachers	21	42.85
3	Mass Media	10	20.40	3	Neighbors	4	8.16
4	Books /Journals	7	14.28	4	Drama/Conference	3	6.12
5	Society	7	14.28	5	News Reader	5	10.20
6	Others	4	8.16	6	Others	4	8.16
7	Total	49	100	7	Total	49	100
How much Knowledge of HR You Have?				Is There Any Need of Human Rights Education			

				in Higher Education?			
S. No.	Knowledge on H R	Frequencies	%	S. No.	Is there any need of HR Education?	Frequencies	%
1	Enough	25	51.02	1	Yes	34	46.93
2	Average	11	22.44	2	No	5	10.20
3	A Little	10	20.40	3	Can not Say	10	20.40
4	Can not Say	3	6.12	4	Total	49	100
5	Total	49	100	-	-	-	-
Have You H R Education in Your Syllabus?				If Yes, How Much Syllabus is there?			
S. No	H R Education in Syllabus	Frequencies	%	S. No	How Much Syllabus on H R?	Frequencies	%
1	Yes	38	77.55	1	Enough	3	6.12
2	No	6	12.24	2	Average	23	46.93
3	Can not Say	4	8.16	3	A Little	13	26.53
4	Total	49	100	4	NA	10	20.40
-	-	-	-	5	Total	49	100
If, There is a Need For Human Rights Education in Higher Education. Why?				Does Human Rights Education in Higher Education is Helpful For Students and Society as Well?			
S. No.	Need for Human Rights Education	Frequencies	%	S. No.	Higher Education May be Helpful	Frequencies	%
1	To awareness human rights	10	20.40	1	Yes	34	70.40
2	For Protection of Rights	6	12.24	2	No	5	10.20
3	To Enrich Democratic Principles	5	10.20	3	Can not Say	10	20.40
4	To Establish Egalitarian Society	4	8.16	4	Total	49	100
5	To Empower women students	9	18.36	-	-	-	-
6	NA	15	30.61	-	-	-	-

As it is shown that the students enrolled in higher education listen the word 'human rights' first time through different sources. 6.12% in their family, 36.73% in the school, 20.40% in mass media, 14.28% in books / journals and the same percentage (14.28%) in society such as neighbourhood and rest 8.16 in others such as in peer group and kinship etc. When the question, from whom they listen word human rights first time, 16.32% told that they listen it through parents, 42.85% through teachers, 8.16% through neighbour, 6.12% in Drama /conferences, seminars and symposium, 10.20% through news reader and rest (8.16%) through others such as peers and kins. In reference to knowledge of human rights from respondents' perception 51.11% of the respondents said that they had enough knowledge on human rights, 22.42% had and average knowledge, 20.40% had a little knowledge on human rights and rest (6.12%) did not say any thin on it. How much syllabus on human rights is there in their course, 6.12% said that it is enough, 46.93% said average, and 26,53% said that a little syllabus is there in our and college and university.

When we asked the question about the need of human rights education in higher education, slightly less than half (46.93%) of the respondents said yes, 10.20% said no and rest (20.40%) said can not say anything on it. Why human rights education is needed at higher educational institutes, 20.40 said that it will lead to human rights awareness among the girl students, 12.24% for protection of human rights, 10.20 said that it will enrich to democratic principles, and 8.16% said that it will be helpful for establishing an egalitarian society and 18.36% said that it empower to girl students. Does human rights education in higher education is helpful for students and society as well? When this question was asked from the respondents, 70.40 said yes and 10.20% said no and rest (20.40%) did not say anything on it.

Summary & Conclusion

As it appeared from the above discussion, that most of girl students enrolled in higher education were 18 to 23 years old, slightly more than two-fifth were form OBC category, 67.34% of them were living in nuclear family. Monthly family income from all sources in rupees of the most of the girl students enrolled in higher education was 10,000-40,000, 68.38% were Hindus, and majority of of girl students were enrolled in undergraduate course of commerce, Arts and humanities and Engineering and Management.

Girl students enrolled in higher education listen the word 'human rights' first time in the school and by the teachers, most of them had enough knowledge on human rights issues, but at the same time tree-fourth of the girl students had been victim of human rights violation in their life, most of them had been victim of physical violence and slightly more than three-fourth of them faced human rights issues at higher educational institution. As per respondents enrolled in higher education human rights education was there in their syllabus but it was not enough.

One-fourth of the total respondents who did faced violation of human rights react against their human rights violation in different forms such as spot reaction in suitable form, complained to HOD, Dean or Principal and their parents, but on the other hands there were some respondents who faced violation of human rights and did not react against their human right violation because of fear of social stigma loss of education. Most of the girl students enrolled in higher education felt the need of human rights education in higher education and this education will lead to awareness among girl students and protection of human rights and it will helpful for empower to girl students.

School and college are the places where students got 'human rights' education and teachers are the persons from whom they listen the word 'human rights' first time. But at the same time it is very ironical that schools and colleges are the places where girl students are the victim of human rights violation also. It is the place where students learn to shape and design their future, get empowered, developed their personality, learn how to live in this world are the places of human rights violation also.

Testing of hypotheses

- The first hypothesis 'Girl students enrolled in higher education are well aware about human rights' it was observed that student had enough knowledge on human rights, so this hypothesis was tested as true.
- The second hypothesis in the study was 'Incidents of human rights violation occurs in higher education institutions.' It was observed that respondents had been victim of human rights violation, so the IInd hypothesis of the study was tested as true.
- The IIIrd hypothesis in the research was 'There is a need of human rights education in higher education.' It was observed form data that the human rights education given in schools and colleges is not sufficient, there is a need of more human rights education, so the hypothesis IIIrd was also tested as true.

Limitations of the study

The limitations of the study are as follows:

1. The data collected for this study were from a limited geographical area and sample size was small.
2. The primary data collection was completed in a short duration of time.
3. In the given study SPSS / STATCRAFT or any other data analysis software was not used.
4. This study focused on limited variables.
5. There is a lack of in-depth study and the sample sized was small.

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