Chapter Five

Summary, Conclusions and Recommendations

1.1 Introduction

The topic for research was A STUDY OF HUMAN RIGHTS AWARENESS AMONG THE HIGHER SECONDARY SCHOOL TEACHERS IN SOLAPUR DISTRICT. The researcher has made an attempt to understand the extent level of Human Rights Awareness among higher secondary school teachers in Aided and Unaided HSS from Urban and Rural areas of Solapur district by administrating HRAT.

5.2 Summary of the Research:

5.2.1 Introduction:

Education is to transfigure the human personality in a pattern of perfection through a synthetic process of the development of body, the enrichment of mind, the sublimation of the emotions and illumination of the spirit.

Paul Sieghart pointed out that “The ultimate measure of whether a society can properly be called civilized is how it treats those who are near the bottom of the human heap.”

Human Rights:

As you know the history of mankind is marked by efforts to insure respect for the dignity of human being. It was first time that in Universal Declaration of Human Rights, The expression “Human Rights” is recognized by law. On December 10, 1948 the United Nations approved the Universal declaration of Human Right and this declaration reaffirms the rights and freedom essential to human dignity as a common standard of achievement for all people of all nations. Education is universally considered as one of the powerful instruments to inculcate the human rights values. Human Rights Education shall promote understanding and peace among all the human beings.

Act defines the human rights to mean the rights relating to life, liberty, equality, and dignity of the individual guaranteed by the Constitution and embodied the International covenants, which are enforceable by Courts in India.
The Constitution of Republic India, which was drafted in 1949, came into force on 26th January, 1950 with 395 articles and nine schedules is one of the most elaborate fundamental laws ever adopted. Naturally, the Declaration of Human Rights had its impact in its drafting. The Preamble proclaims the resolve of the people to constitute India into a sovereign, socialist, secular, democratic republic.

It ensures to all its citizens social, economic and political justice; liberty of thought, expression, belief, faith and worship; equality of status and opportunity; and fraternity, assuring the dignity of the individual and the unity and integrity of the nation. Part III deals with the Fundamental Rights and Part IV with the Directive Principles of State Policy. The human rights and fundamental freedoms laid down in the Universal Declaration of Human Rights are included in Parts III and IV and various other provisions of the Constitution. Part IV-A on Fundamental Duties, which was added to the Constitution in 1976.

5.2.2 Need of the Research:

Human Rights Awareness is educational Socio demographical or psychological subject. It is not also compulsory subject but it indicates our whole life style, human life’s, culture of equalization, it also gives the way of practicing one’s right without hurting others. So that everybody understands the concept of Human Right and its implementation theme, to find out the awareness of the higher secondary school teacher towards Human Right is very essential.

Into the Universal Declaration of Human Rights (UDHR) there are many articles, it is a need to understand every articles and its proper illustration, to enable to understand content with the help of awareness programmers the teacher can understand concept. UDHR, issues, Case of Human Rights awareness that way the present research is more essential for the, teacher, every member of society.

We must, therefore, to understand the role of human rights is empowering individuals and community. By protecting these rights, we can help prevent the many conflicts based on poverty, discrimination and exclusion (social economic and political) that continued to pledge humanity and destroy decade’s development efforts. The fundamental purpose of education of human right is to promote, protect and practice human rights whereby we promote understanding, compassion and tolerance.
By this research we can create a new education system which will be related to teaching all people alike without any discrimination of caste, color occupation race, sex, place, etc. also create awareness of fundamental rights & duties. The researcher has been working as Asst. Professor in Teacher Education College and has visited many higher secondary schools /junior colleges in Solapur and had an informal discussion with higher secondary school teachers. It was found that teachers are not that much aware of Human rights in better context which is necessary for inculcating values among students so the researcher has set the following research question.

5.2.3 Research Problem:

A STUDY OF HUMAN RIGHTS AWARENESS AMONG THE HIGHER SECONDARY SCHOOL TEACHERS IN SOLAPUR DISTRICT

5.2.4 Objectives of the Research

1. To study the extent level of Human Rights awareness among higher Secondary School teachers in aided higher secondary schools

2. To compare Human Rights Awareness among male and female higher Secondary School teachers in aided higher secondary schools.

3. To study the extent level of Human Rights awareness among higher Secondary School teachers in Un-aided/ Permanent Non grant Higher secondary schools.

4. To compare Human Rights Awareness among male and female higher Secondary School teachers in Un-aided/ Permanent Non grant Higher secondary schools.

5. To compare of Overall extent level of Human Rights Awareness among Higher Secondary School Teachers in Urban and Rural Area of Solapur District.

5.2.5 Operational Definitions:

1. Human Rights: - Section 2(d) of the Protection of Human Rights Act, of Indian constitution, 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 courts in India”. 
2. **Human rights awareness:** - The higher secondary school teacher perception that they have rights and that they have them because they are human beings irrespective of any social or other distinction. It also means the people’s ability to easily distinguish various aspects of human rights – to life, security, religion, expression, education, etc. – and that they understand the importance of these aspects in relation to human survival and dignity.”

3. **Higher Secondary School Teachers:** Teachers Teaching Independent 11th & 12th standard classes or XI th & XII th standard classes connected to Secondary Schools or Senior Colleges.

4. **Solapur District:** According to Maharashtra state land and revenue code — 1966(MLRC-1966) Solapur is one of the districts under the Pune revenue division in the state of Maharashtra.

5. **Extent Level:** The Z-score obtained after administrating Human Rights Awareness Test and interpreted as Extremely High, High, Above Average, Average, Below Average, low, Extremely Low. Is called the extent Level of Human Rights awareness among higher secondary school teachers.

6. **Aided Higher Secondary Schools:** The Higher Secondary Schools which are run & under by Financial Support & Grants from Government of Maharashtra State.

7. **Un-Aided/ Permanent Non grant Higher Secondary School:** The Higher Secondary Schools which are self financed and which do not get Financial Support or Grants from Government of Maharashtra State.

`5.2.6 Scope of the Research:

In this research the researcher has studied the extent level of human rights awareness among higher secondary school teachers in aided and un-aided HSS in Solapur District.

In this research researcher has studied HRA among both male and female higher secondary school teachers from all faculties: Arts, Science & Commerce. The researcher has compared the Human rights awareness among higher secondary school teachers in HSS in urban and rural areas of Solapur district.

In this research an attempt has been made to measure the Higher Secondary School teacher’s overall Human Rights Awareness.
1.2.7 Limitations of the Research

In this research researcher has not studied HRA among secondary school teacher and Sr. College teachers.

In this research only the extent of Human Rights Awareness among HSST has been studied; no other subjects & themes are considered for this research.

In this research researcher has not studied any other awareness of higher secondary school teachers except human rights awareness.

In this research the researcher has not studied HRA among teacher from other disciplines and faculties expected Arts, Science, and Commerce.

5.2.8 Hypotheses of The research:

Null Hypotheses:

H₀ (1): There is no significant association between Gender and overall HRA among higher secondary school teachers.

H₀ (2): There is no significant association between location of HSS (Rural/Urban) and overall HRA among higher secondary school teachers.

H₀ (3): There is no significant association between financing status and overall HRA among higher secondary school teachers.

H₀ (4): There is no significant association between faculty (Arts, Science, and Commerce) and overall HRA among higher secondary school teachers.

5.2.9 Importance of the Research:

The Main purpose of the Research and Human Right Awareness is that, it has produced for a reliable set of finding about the state of human rights awareness among higher secondary school teacher in Solapur District. The present research is important and significant to strengthen the understanding of human rights awareness among higher secondary school teachers. Through this research we can identify and address issues and challenges surrounding the realization of human rights. This research is important for human Rights needs and fulfill the gaps of Human Rights
Awareness the research is important to monitor and evaluate the impact of human rights interventions.

The research will important & help governments to lay the ground work for developing human rights policies and programmers by providing baseline which can be used further. Human rights abuses or violations on the part of completion, individual government or civilian body do not fall into the research preview.

The research will important & help to teachers to understand the concept of Human Rights, its awareness. And also to know the Universal the Principles of Equality, Secularism, Justice, Fraternity which is given by Indian Constitution. The research is to provide excellent Social inclusion Attitude to any level of the teachers. The research will provide significant information of our fundamental rights & duties. By the research teacher will enable to understand various people have different kind of rights.

The research will important and help Students to provide a wealth of knowledge on the awareness of and attitude towards is human rights, its Human Rights documents at International level. Also this research will provide knowledge about correlation between Indian Constitution & various Human Rights documents at International.

The research will important & help Common People to provide the information of Indian Constitution & various Human Rights. The research will provide Common People to new lifestyle, new tradition, and to new Human religion as like we the Republic Indian People, we did not followed cast, race, touchablity, any kind of discrimination, we did not followed only We are equal Human Being.

However, this research is an important step to gain a better understanding of the human rights awareness of higher secondary school teacher in Solapur district and the only comprehensive study under taken to date. Its relevance and use depend on how the finding and report are utilized by the educational system.

5.2.10 Review of Related Literature:

The present research is mainly related to educational sociology, political science as well as educational psychology; it also covered all corner of each and every subject of human life. It is
multidisciplinary research subject. In this research researcher has referred various references for to understand and collection of history, concept, generation, opinion, law articles and provision of Human Rights. Also researcher has referred UNO human right declaration and Indian Constitution. In the fulfillment of the research topic researcher has referred NCF 2005, Right to free and compulsory education act 2009.

In the word of E.G. Taylor in his “Buddhism and Modern Thought” says “Man has been ruled by the external authority long enough. If he is to be truly civilized, he must learn to be ruled by his own principles the principles of humanity.”

5.2.11 Review of Related Researches:

In this research the researcher has taken the review of different researches. This research gives useful direction to research work.

Researches in India on Human Right Awareness:


5.2.11.2 Compare the awareness about Human rights of mentally ill among the Male and Female caregivers of patients diagnosed with psychiatric disorders Ananthapriya, Jalandhar Cantt. (2014).

5.2.11.3 A Study of Human Rights Awareness among Prospective teachers Shabana Ashraf Hyderabad (A.P), (2013).

5.2.11.4 A Review on Human Rights and Good Governance and Status of Human Right in India Gagandeep Dhaliwal Army institute of Law, Mohali, Punjab, India,(2013).

5.2.11.5 A Study on the Effect of Activity Based Instructional Material on Developing Awareness in Selected Human rights Among the Pupils of Standard Nine”. Menezes and Kumar(2012).

5.2.11.6 Teachers’ own transformation should be central to discussions of the educational reform, and presented data from an NGO-run Human rights education initiative in India. Bajaj, (2011).

5.2.11.7 Awareness of B.Ed. Trainee Teachers towards Human rights in Mumbai city. Magre,(2011).
5.2.11.8 Study On The Awareness Of Human Rights Among B.Ed Student Teachers Vimalkumar, P., Dr. Pakkirisamy, M. and Dr. Sivakumar, P. (2010).


5.2.11.10 Human Rights Awareness of Teachers and Teacher Educators an Investigation Saroj Pandey New Delhi. (2005).

5.2.11.11 Devaluation and Distortion of Human Rights in Text-Books Sheela Barse, India. (2000).

5.2.12 Researches abroad on Human Right Awareness:

5.2.12.1 HURIGHTS OSAKA, knowledge and Practice of Human Rights in Secondary Schools, Jefferson R. Plantilla (2005),


5.2.12.3 A Review of Human Rights Education in Schools in Scotland (2013)


5.2.12.5 Human Rights Public Awareness Survey in Yemen (2010).


5.2.12.13 Promises to Keep: Results of the National Survey of Human Rights Education the States of US.Dennis N. Banks, Ph. D. (2000).


5.2.12.15 Human Rights Education in German Schools and Post-Secondary Institutions. Dr. Lothar Müller (1998).


5.2.13 Research Method:
Researcher has selected **Descriptive Method for** conducting this research.

1.2.14 Tools of the Research:
In this Research Researcher has used Human Rights awareness Test. this test has examined and Standardized by NATIONAL PSYCHOLOGICAL CORPORATION,S AGRA - 282004 (INDIA). This test has been developed by Dr Vishal Sood and Dr Arati Anand. The original version has consisted 50 statements. This test has been designed to measure the level of awareness of individuals with regards to concept and principles of human rights as well as awareness with regard to situations involving human rights violations.

The following three dimensions:

(i) Knowledge of Human Right related Documents.

(ii) Knowledge and Understanding about Human Right Concepts.

(iii) Knowledge and Understanding about Human Right Violations/Non-Violation.

5.2.15 Study Sample:
For the present research the researcher has used Simple Random Sampling method: and lottery method was used.

The researcher first collected the information about higher secondary schools from Z.P.Solapur district Education Department. There are total 279 Higher Secondary schools in twelve taluka places of Solapur District. There are total 279 Higher Secondary schools in twelve taluka places of Solapur District. Out of these 279 Higher Secondary schools 2 HSS are Un-
aided, 147 HSS are permanent non grant, 123 HSS are govt. aided, 01 HSS is part time, 01 HSS is partially govt. aided, 03 HSS are CBSE pattern, & 01 HSS is IGCSE pattern. Some colleges are single faculty and other are multi-faculty. For the present research the researcher has considered only multi-faculty HSS in Solapur district affiliated by HSC Board Pune.

While carrying out doing selection of sample (HSS) the Researcher has considered various criterions such as availability of school equal opportunity, cooperation of management working time of the HSS distance of the HSS etc.

The researcher has also taken care of representation of maximum HSS. From all the talukas.

5.2.15.1 Actual Sampling Procedure:

From total 112 multi faculty HSS in Solapur district. Researcher has selected 50% that is 56 HSS by random sampling method; and Lottery method was used.

5.2.15.2 Actual Sample Selected:

Thus total 56 HSS from rural and urban areas of Solapur district were finalized as study sample for this research work. At the time of distribution of HRAT the researcher found that one multi faculty higher secondary school is closed due to some reasons. Therefore from the 56 selected HSS from Solapur District 55 HSS remained as the final study sample for this research work.

Selection of HSS teachers: There are 1122 HSS teachers in 55 selected HSS in Solapur district out of these 1010 (90%) HSS teachers were selected randomly and where given the HRAT.

5.2.16 Analysis and interpretation of the data:

Analysis of the data deals with the Higher Secondary School teachers of Arts Science, commerce in the Solapur districts. According to Objective and Hypotheses of the research researcher has collected the data from 55 HSS from Solapur district’s 12 taluka places.

The researcher has used HRAT prepared by Dr Vishal Sood and Dr Arati Anand as well as examined and Standardized by NATIONAL PSYCHOLOGICAL CORPORATION, S AGRA - 282004 (INDIA) for carrying out this research.
This test is originally in Hindi Version and consisted of 50 Statements. While distributing the HRAT to the HSS teacher the researcher gave Marathi (Rupanter) for the HSS teachers were along with Hindi version the reference the HSS teachers were also informed that they should answer to Hindi version only and in case of any difficulty in interpreting some words they should refer to Marathi version (rupanter).

This care was taken so that the originality of the HRAT should not be lost. The HRAT was distributed to HSS teachers from selected HSS. Out of 1010 HSS teachers who were given the HRAT 769 duly filled in HRAT were received.

After the receiving the HRAT the data was systematically analyzed using the norms & test key, manual for interpretation of extent level of Human Rights Awareness using the ‘Z’ Scores obtained. The hypotheses were tested using chi-square test and final conclusions were drawn.

1.3 Major Finding:
Interpretation of the finding according to objectives of the research:

1. Objectives: To study the extent level of Human Rights awareness among in higher Secondary School teachers in aided higher secondary schools.

1. It is concluded that the extent level of Human Rights Awareness among maximum number (55.20%) of Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur is Average and Interpreted as ‘D’ Grade.

2. It is concluded that the extent level of Human Rights Awareness among Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur when considered faculty-wise is Average and Interpreted as ‘D’ Grade.

1. It is concluded that the extent level of Human Rights Awareness among both Male and Female Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur district is Average and Interpreted as ‘D’ Grade.

2. It is concluded that the extent level of Human Rights Awareness among both Male and female Arts faculty Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur is Average and Interpreted as ‘D’ Grade.

3. It is concluded that the extent level of Human Rights Awareness among both Male and female Science faculty Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur is Average and Interpreted as ‘D’ Grade.

4. It is concluded that the extent level of Human Rights Awareness among both Male and female Commerce faculty Higher Secondary School teachers in Aided Higher Secondary Schools in Solapur is Average and Interpreted as ‘D’ Grade.

3. Objectives: To study the overall extend level of Human Rights Awareness among HSS teachers in Un-aided/ Permanent Non grant Higher secondary schools.

1. It is concluded that the extent level of Human Rights Awareness among maximum number (49.50%) Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur district is Below Average and Interpreted as ‘E’ Grade.

2. It is concluded that the extent level of Human Rights Awareness among Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur when considered faculty-wise is Average and Interpreted as ‘D’ Grade.
4. Objectives: To Compare of Overall extent level of Human Rights Awareness among Un-Aided/ Permanent Non grant male and female Higher Secondary School Teachers in Solapur District.

1. It is concluded that the extent level of Human Rights Awareness among both Male & Female Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur district is Average and Interpreted as ‘D’ Grade.

2. It is concluded that the extent level of Human Rights Awareness among both Male and Female Arts faculty Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur is Average and Interpreted as ‘D’ Grade.

3. It is concluded that the extent level of Human Rights Awareness among both Male and Female Science faculty Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur district is Average and Interpreted as ‘D’ Grade.

4. It is concluded that the extent level of Human Rights Awareness among both Male and Female Commerce Faculty Higher Secondary School teachers in Un-Aided/ Permanent Non grant Higher Secondary Schools in Solapur district is Average and Interpreted as ‘D’ Grade.

5. Objectives: To compare of Overall extent level of Human Rights Awareness among Higher Secondary School Teachers in Urban and Rural Areas of Solapur District.

1. It is concluded that the extent level of Human Rights Awareness among Higher Secondary School teachers in Urban and Rural areas of Solapur District is Average and Interpreted as ‘D’ Grade.

2. It is concluded that the extent level of Human Rights Awareness among Male Higher Secondary School teachers in Urban and Rural areas in Solapur District is Average and Interpreted as ‘D’ Grade.

3. It is concluded that the extent level of Human Rights Awareness among Female Higher Secondary Schools in Urban and Rural areas of Solapur District is Average and Interpreted as ‘D’ Grade.
4. It is concluded that the extent level of Human Rights Awareness among Arts faculty Higher Secondary Schools teachers in Urban and Rural areas of Solapur is Average and Interpreted as ‘D’ Grade.

5. It is concluded that the extent level of Human Rights Awareness among Science faculty Higher Secondary Schools teachers in Rural and Urban areas of Solapur is Average and Interpreted as ‘D’ Grade.

6. It is concluded that the extent level of Human Rights Awareness among Commerce faculty Higher Secondary Schools teachers in Urban and Rural areas of Solapur is Average and Interpreted as ‘D’ Grade.

• **Conclusion / Inferences :**
  
The above finding shows that the overall extent of Human Rights Awareness among higher secondary School teacher in Solapur in Solapur district is average (Z Scores between -0.50 to +0.50) & Interpreted ‘D’ grade

5.4 **Hypotheses Testing:**

**Interpretation of Hypotheses testing finding according to (H₀)**

**Null Hypotheses:**

\[ H₀ (1) \text{ There is no significant association between Gender and overall HRA among higher secondary school teachers.} \]

Alternate hypotheses – There is a significant association between Gender and overall HRA among higher secondary school teachers.

**Critical Value**: from the chi-squared table

No. of degrees of freedom (v) = (r - 1) (c - 1) = (4 - 1)(2 - 1) = 3 x 1 = 03

\[ \chi^2 \text{ table Value at - Level of significance } = 0.05 = 7.815 \]

**Test Statistic**: 7.97

**Conclusion**: Test statistic > Critical value therefore reject H₀.
Hence it is confirmed that there is a significant association between Gender and overall HRA among higher secondary school teachers.

H\(_0\) (2). There is no significant association between location of HSS (Rural/Urban) and overall HRA among higher secondary school teachers.

Alternate hypotheses – There is significant association between location of HSS (Rural/Urban) and overall HRA among higher secondary school teachers.

Critical Value: from the chi-squared table

No. of degrees of freedom (v) = (r - 1)(c - 1) = (4 - 1)(2 - 1) = 3 x 1 = 03

\(\chi^2\) table Value at - Level of significance = 0.05 = 7.815

Test Statistic: 21.50

Conclusion: Test statistic > Critical value therefore reject H\(_0\).

Hence it is confirmed that there is significant association between location of HSS (Rural/Urban) and overall HRA among higher secondary school teachers.

H\(_0\) (3) There is no significant association between financing status and overall HRA among higher secondary school teachers.

Alternate hypotheses – There is significant association between financing status and overall HRA among higher secondary school teachers.

Critical Value: from the chi-squared table

No. of degrees of freedom (v) = (r - 1)(c - 1) = (4 - 1)(2 - 1) = 3 x 1 =3

\(\chi^2\) table Value at - Level of significance = 0.05 = 7.815

Test Statistic: 10.349
Conclusion: Test statistic > Critical value therefore reject $H_0$.

Hence it is confirmed that there is significant association between financing status and overall HRA among higher secondary school teachers.

$H_0$ (4) There is no significant association between faculty (Arts, Science, Commerce) and overall HRA among higher secondary school teachers.

Alternate hypotheses – There is no significant association between faculty (Arts, Science, and Commerce) and overall HRA among higher secondary school teachers.

Critical Value: from the chi-squared table

No. of degrees of freedom ($v$) = $(r - 1) (c - 1) = (4 - 1) (3 - 1) = 3 \times 2 = 06$

$\chi^2$ table Value at - Level of significance = 0.05 = 12.592

Test Statistic: 9.67

Conclusion: Test statistic < Critical value therefore accept $H_0$.

Hence it is confirmed that there is no significant association between faculty (Arts, Science, and Commerce) and overall HRA among higher secondary school teachers.
5.5 Acceptance of Null Hypotheses and HRAT Extent level:

Table - Acceptance of Null Hypotheses and HRAT Testing - 5.1

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Critical Value</th>
<th>Test Statically Value</th>
<th>Remark</th>
<th>H0-Accepted /Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₀(1)</td>
<td>7.815</td>
<td>7.97</td>
<td>Test Statically Value is Greater than Critical Value</td>
<td>Rejected</td>
</tr>
<tr>
<td>H₀(2)</td>
<td>7.815</td>
<td>21.50</td>
<td>Test Statically Value is Greater than Critical Value</td>
<td>Rejected</td>
</tr>
<tr>
<td>H₀(3)</td>
<td>7.185</td>
<td>10.349</td>
<td>Test Statically Value is Greater than Critical Value</td>
<td>Rejected</td>
</tr>
<tr>
<td>H₀(4)</td>
<td>12.592</td>
<td>9.67</td>
<td>Test Statically Value is less than Critical Value</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Above mentioned table Researcher has tested four Null hypotheses. Out of the four Null hypotheses three were rejected and one was accepted.

So, it was found that, there is a significant association between Gender and overall HRA among higher secondary school teachers, there is significant association between location of HSS (Rural/Urban) and overall HRA among higher secondary school teachers, there is significant association between financing status and overall HRA among higher secondary school teachers. It was also revealed that, there is no significant association between faculty (Arts, Science, and Commerce) and overall HRA among higher secondary school teachers.

The overall Extent level of HRA among Higher Secondary School teachers in Solapur District is ‘Average’ and interpreted as ‘D’ grade.
5.6 **Recommendations:**

5.6.1 The HSS teachers in Urban as well as Rural areas must read UNO document of Universal Declaration of Human Rights.

5.6.2 The Higher Secondary level school teachers must be aware of Indian Constitution; they must read Indian Constitution Chapter no 3 and 4. It is totally related to our basic Fundamental Rights and Duties of Indian Citizen.

5.6.3 All faculties of Higher Secondary level teachers should attend Various Human Rights awareness programmers which will helpful for enhancing the awareness of Human Rights.

5.6.4 All faculty of Higher Secondary level teachers should arrange various activities, exhibition, speech, debits Competition, Showing human Rights awareness film and videos & read various government Reports on human Rights also take the information and function of HUMAN RIGHTS COMMISION, and NGO work on Human Rights in school.

5.6.5 All types of (Aided and Un-aided/ Permanent non-grant) Higher Secondary level School should be maintain Library which will provide new idea, issues and recent reference to teachers and students on human rights awareness.

5.7 **Topics for future research:**

5.7.1 A Study of Human Rights awareness Among School Teachers.

5.7.2 Study of Human Rights awareness Among Post Graduate Teachers.

5.7.3 Development of the Programme for Human Rights Awareness among Higher Secondary level Teachers and study the effectiveness.

5.7.4 Development of the multimedia Software Package for Developing Awareness
towards Human Rights among different Stake holders.

5.7.5 Development of the Programme for Human Rights awareness among Stakeholders (Doctor, Engineer, farmer and all types of occupational person)

5.7.6 Development of the New Marathi Standardized Human Rights Awareness test for all types of Stakeholders.

5.8 Educational Implications:

The structure of our Indian education system +2 Levels Students and teachers are responsible for building the nation. Therefore those who are working at this level must be aware about our Fundamental rights and duties. Human Rights Awareness creates healthy environments and positive attitude in each and every person of society. Education is the only tool and is useful to develop Human Rights Awareness.

By this research an attempt is made to know the extent level of HRA among Human Rights Awareness among Higher Secondary School teachers in Solapur district. The extent level of Higher Secondary School teachers’ in Solapur District is Average and interpreted as ‘D’. It is essential and important to develop & increase extent level Human Rights Awareness among Higher Secondary School teachers.

It can possible to increase HRA among HSST by taking efforts to understand and read the material of Human Rights and arrange programme for enhancing the HRA among the teachers.