

# SUMMARY OF THE THESIS

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*"After all, the ultimate goal of all research is not objectivity, but truth."*

**"TO STUDY THE AWARENESS ABOUT WOMEN'S LEGAL  
RIGHTS AMONGST GIRL STUDENTS STUDYING IN DIFFERENT  
PROFESSIONAL COURSES"**

**CONCEPTUAL FRAME UNDER THE PROBLEM:**

Women play many roles during various stages of their life. As a daughter, wife, mother and sister etc. they are having unique position in the society. In spite of their contribution in the life of every human being they have disadvantageous position in the society. On the one hand they are worshipped, respected as the embodiment of all virtues and tolerance but on the other hand they are exploited, victimized suppressed and discriminated in every sphere of their life: The areas in which discrimination is manifested are marriage, succession, guardianship, divorce and maintenance.

Women continue to be subjected under control of father from birth to before marriage, under husband in her married life and under son after demise of her husband. She is discriminated against men ever since she opens her eyes in the world. Not only this, in these days of modern technology like ultrasound test and amniocentesis, she is discriminated ever since she exists in the womb of her mother and has to die before birth. As she grows up violence is perpetrated on her making her life even more miserable.

Thus it is in the fitness of the things to make women aware of their rights and liabilities at both International and National levels:

<b>IMPORTANT CONVECTIONS AND DECLARATIONS MADE BY UNITED NATIONS TO ELEVATE THE STATUS OF WOMEN</b>
Convection on the Political Rights of Women, 1952.
Convection on the Nationality of Married Women, 1957.
Declaration on the Elimination of Discrimination against Women, 1967.
Convection on the elimination of all forms of Discrimination Against Women (CEDAW), 1979.
Declaration on Elimination of Violence rights of Women, 1993.
Vienna Declaration and Human rights of Women, 1993
World's Conference on Women's Human rights.
Beijing Declaration, 1995.
United Nations Development Fund for Women's (UNIFEM) works on General Justice.
United Nations Educational, Scientific and Cultural Organization's (UNESCO) Statement on Women's Contribution to the Culture of Peace.

<b>THE MAIN PROVISIONS OF THE CONSTITUTION OF INDIA DEALING WITH RIGTHS OF WOMEN</b>	
<b>ARTICLES</b>	<b>PROVISIONS</b>
Article 14	The state shall not deny to any person equality before the law or the equal protection of laws within the territory of India.
Article 15(1)	The state shall not discriminate against any citizen on the grounds of religion, race, sex, caste, place of birth or any of them.
Article 15 (2)	No citizen shall, on grounds of religion, race, caste, sex, place of birth or any of them ,be subjected to any disability, liability restriction or condition with regard to:- <ol style="list-style-type: none"> <li>1. Access to shops, public restaurants, hotels and places of public entertainment; or</li> <li>2. The use of wells, tanks bathing ghats, roads and places of public of resort maintained wholly or partly out of State funds or dedicated to the use of general public.</li> </ol>
Article 16 (2)	No citizen shall, on grounds of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the state.
Article 16 (3)	Enables the state to make provisions for women. This obviously intends to meet their special needs on account of their peculiar characteristics as women, such as the need for maternity leave before or after childbirth etc. The Court while interpreting any law should keep in mind that women constitute a weaker section of the society and this is true of any society. This classification cuts across social, economic and regional distinctions. However, the judicial predicament towards women has been quite wavering and this can be seen from some of the decisions of the courts.

The 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts, 1993 constitute a watershed for advancement of Indian women. They ensure 1/3 of the total elected seats and position of chairpersons in rural and urban local elected bodies to women. About one million women are estimated to emerge, as leaders at the grass root levels in these areas alone, of these 75000 are to be chairpersons.

### **IMPORTANT NATIONAL LEGISLATIONS FOR PROTECTION OF WOMEN**

Protection under the Immoral traffic (Prevention) Act, 1956

The Dowry Prohibition Act, 1961

Medical Termination of Pregnancy Act, 1971

The Indecent Representation of Women Act, 1987

Commission of Sati (Prevention) Act, 1987

National Commissions for Women Act, 1990

Protection of Human Rights Act, 1993

The Protection of Women from Domestic Violence Act, 2005

Protection Against Sexual Harassment of Women Bill, 2005

**JUSTIFICATION OF THE PROBLEM:**

Women constitute a majority of world population; there is still no society in which the women enjoy full equality with men. But violence against women and girls is the most pervasive violation of human rights in the world today. Cutting across economic, social, cultural and religious berries, violence against women is an insidious phenomenon affecting the lives of millions of women and taking a dismayed variety of forms. Her counterparts the man subjects all women that may be poor or rich, illiterate or literate, housewife or working, conservative or modern to more or less exploitation.

There are many cases of atrocities against women like murder for dowry, female feticide, malnutrition, materiality mortality rate, abandoned widows, trafficking, molestation, prostitution etc. which are making women vulnerable. To make women to come out all these it is necessary to make women aware of their rights.

Many studies have been done related to women rights these are as follows:

- Sehgal Berendrapal Singh (1989) Law, Woman and Population in India.
- Chatterji's study (1993): Of the three villages in Varanasi district of East U.P. conducted in the mid 60's observed that only 60% of the respondents were aware about the Hindu Succession Act, 45% were not aware and the remaining did not respond to at all.
- Chowdhary Prem ,(1994) Widow Remarriage in Haryana.
- Sarkar Latika (1994) Rape: A human rights versus a patriarchal interpretation:
- Fernandes, Walter (1991) Urbanisation, coping mechanisms and slum women's status.
- Pandey Suraj (1996) conducted a study on Curriculum and Gender Question.
- Pathania Sunita (1996) Women's Movement in State of Haryana : Problems and challenges.
- Raju K.N.M. and Bhat.T.N (1997), Gender issues in the choice and adoption of family planning methods.
- Sarkar, Lotika,(1998) National Specialized Agencies and women's equality.Bhadra Mita: Girl Child in Indian Society (1999). The main focus of this

study was on the prevailing inequalities, discrimination against the girl child and her gender marginalization.

- Dhanda Meena (2000) Representation for women: Should Feminists Support Quotas:- The study was done in support of women quotas in legislative bodies and other institutions.
- Rustagi Preet (2000) Identifying Gender Backward Districts using selected Indicators.

#### **B) Foreign Studies:**

- Ruth Dixon-Mueller (1993) Population policy & women's rights
- Weller (2001) Religious Discrimination in Health and Social Care
- Blanchet, T. (2002). Beyond Boundaries: A Critical Look at Women Labour Migration and the Trafficking Within. Dhaka
- Bauer, T. G. and B. McKercher (2003). The dark side of tourism and sexuality:
- Onyejekwe, C. J. (2004). "Trafficking in Women Migrants: Issues of Concern in South Asia."
- Arzoo Osanloo (2009) The politics of women's rights in Iran

**Following are the some cases related to atrocities against women as taken from the women commission of India:**

- Interventions in Court proceedings under Section 12 (b) of the Protection of Human Rights Act, 1993: Cruel, inhuman and degrading punishment of women (1993-94): The Commission took cognizance of a press report dated 12 January 1994 concerning the alleged tattooing of the words "Jeb Katri" on the forehead of four women by Amritsar Police personnel.
- Alleged rape in custody by an Assistant Sub-Inspector of Delhi Police (Year 1994-95):
- Rape in police custody of T. Uma in Tamil Nadu (Year 1995-96):
- Alleged rape of Jain Sadhvis: Madhya Pradesh Police asked to follow the spirit of law (Year 1995-96):

- Torture and sexual assault of a minor tribal girl from Bihar in Maharashtra (1996-97):
- Stripping of teenagers in police lock-up in Kerala (Year 1997-98).

In the above cases the commission on human rights carry out its work to provide justice to women.

These are cited some cases and studies. They narrate the pathetic condition of Indian women. The studies mentioned above shows that many rare studies have been done in this field but there is a need for proper study regarding awareness of women rights amongst girl candidates. So the problem has been undertaken by the researcher.

### **STATEMENT OF THE PROBLEM:**

The research problem undertaken by the researcher is stated as follows:

**“TO STUDY THE AWARENESS OF WOMEN’S LEGAL RIGHTS AMONGST GIRL STUDENTS STUDYING IN DIFFERENT PROFESSIONAL COURSES”**

### **OBJECTIVES OF THE STUDY:**

Every investigation is aimed at achieving some specific objectives. These objectives give right direction to the investigator to conduct studies:

The following is the main objective of the present study.

To study the awareness of women’s legal rights related to

- i. Social Rights
- ii. General Rights
- iii. Political Rights
- iv. Economic Rights

These rights are studied regarding following groups:

- |                         |                        |                      |
|-------------------------|------------------------|----------------------|
| (i) MBA and B.Ed.       | (ii) M.Tech. and B.Ed. | (iii) MCA and B.Ed.  |
| (iv) PGDCA and B.Ed.    | (v) Law and B.Ed.      | (vi) MBA and M.Tech. |
| (vii) MBA and MCA       | (viii) MBA and PGDCA   | (ix) MBA and Law     |
| (x) MCA and M.Tech.     | (xi) MCA and PGDCA     | (xii) MCA and Law    |
| (xiii) M.Tech and PGDCA | (xiv) M.Tech and Law   | (xv) PGDCA and Law.  |

**HYPOTHESES:**

Keeping in view the above objectives the following null hypotheses has been formulated:

**Conceptual Hypothesis I:** There is no significant difference about the awareness of women's **Social Rights** between girl students studying in (i) MBA and B.Ed. (ii) M.Tech. and B.Ed. (iii) MCA and B.Ed. (iv) PGDCA and B.Ed. (v) Law and B.Ed. (vi) MBA and M.Tech. (vii) MBA and MCA (viii) MBA and PGDCA (ix) MBA and Law (x) MCA and M.Tech. (xi) MCA and PGDCA (xii) MCA and Law (xiii) M.Tech and PGDCA (xiv) M.Tech and Law (xv) PGDCA and Law

**Conceptual Hypothesis II:** There is no significant difference about the awareness of women's **General Rights** between girl students studying in (i) MBA and B.Ed. (ii) M.Tech. and B.Ed. (iii) MCA and B.Ed. (iv) PGDCA and B.Ed. (v) Law and B.Ed. (vi) MBA and M.Tech. (vii) MBA and MCA (viii) MBA and PGDCA (ix) MBA and Law (x) MCA and M.Tech. (xi) MCA and PGDCA (xii) MCA and Law (xiii) M.Tech and PGDCA (xiv) M.Tech and Law (xv) PGDCA and Law

**Conceptual Hypothesis III:** There is no significant difference about the awareness of women's **Economic Rights** between girl students studying in (i) MBA and B.Ed. (ii) M.Tech. and B.Ed. (iii) MCA and B.Ed. (iv) PGDCA and B.Ed. (v) Law and B.Ed. (vi) MBA and M.Tech. (vii) MBA and MCA (viii) MBA and PGDCA (ix) MBA and Law (x) MCA and M.Tech. (xi) MCA and PGDCA (xii) MCA and Law (xiii) M.Tech and PGDCA (xiv) M.Tech and Law (xv) PGDCA and Law.

**Conceptual Hypothesis IV:** There is no significant difference about the awareness of women's **Political Rights** between girl students studying in (i) MBA and B.Ed. (ii) M.Tech. and B.Ed. (iii) MCA and B.Ed. (iv) PGDCA and B.Ed. (v) Law and B.Ed. (vi) MBA and M.Tech. (vii) MBA and MCA (viii) MBA and PGDCA (ix) MBA and Law (x) MCA and M.Tech. (xi) MCA and PGDCA (xii) MCA and Law (xiii) M.Tech and PGDCA (xiv) M.Tech and Law (xv) PGDCA and Law.

**TECHNICAL TERMS DEFINED:****Awareness:**

In the present study awareness about legal rights means information, understanding, perception, knowledge and insight of the fact or subject related to four aspects of legal rights. These are social, general, economic and political rights.

**Legal Rights:**

In the present study legal rights means rights given to women in the Constitution of India. These refers to the social and human rights of women. Four aspects of legal rights which are taken under the study are as follows

**Social Aspect of Legal Rights:**

Social rights are generally considered an obligation a society places upon itself and its citizens to ensure to all people some specified standard of living, without discrimination.

**General Aspect of Legal Rights:**

General rights are fundamental human rights. These are based on universal natural law as opposed to those man made positive law. Although there is no unanimity as to which right is natural and which is not, these are basically inalienable.

**Economic Aspect of Legal Rights:**

Economic rights are rights of access to resources—such as land, labor, physical, and financial capital—that are essential for the creation, legal appropriation, and market exchange of goods and services. Economic rights are self-evident.

**Political Aspect of Legal Rights:**

Political rights entail the power to participate directly or indirectly in the establishment or administration of government, such as the right of citizenship, the right to vote, and the right to hold public office.

**Professional courses:**

Professional courses are those courses in which special type of training, skill and duration are required. In the present study the researcher has taken six types of professional courses. These are: B.Ed.,MBA, MCA, M.Tech., PGDCA, Law

**VARIABLES:****Independent variables of the study:**

Different Professional courses- B.Ed.,MBA, MCA, M.Tech., PGDCA, Law

**Dependent variables of the study:**

Awareness about women rights

**POPULATION:**

The whole domain of survey is the girl students of B.Ed., M.B.A., M.C.A., M.Tech. PGDCA and Law colleges of Rajasthan.

**SAMPLE OF THE RESEACH PROBLEM:**

Sample for the present study is selected from the different institutions of Jaipur city where professional courses are running.

**SELECTED SAMPLE**

<b>S.No.</b>	<b>Professional courses</b>	<b>Student No.</b>
1	MBA	50
2	MCA	50
3	M.Tech.	50
4	B.Ed.	50
5	PGDCA	50
6	Law	50
<b>Total</b>		<b>300</b>

**SAMPLING:**

In the present study Random sampling and Purposive sampling is used. Selection of colleges and girl students are selected randomly and only girl students of professional courses of graduation degree are selected purposely.

Type of College	MBA	MCA	M.Tech.	B.Ed.	PGDCA	Law	
<b>Total no. of Colleges</b>	42	15	10	90	52	15	157
<b>Selected Colleges</b>	10	7	5	10	10	8	50
<b>Girls Selected</b>	50	50	50	50	50	50	300

**NATURE OF DATA:**

In the present study Qualitative and Quantitative type of data has been used.

**TOOLS AND TECHNIQUES:**

In present study the following tools have been used for the collection of data.

- Personal data blank:** It is constructed to know about student's personal information
- Self Made Women Rights Awareness Test** is used for judging the awareness of women rights amongst girl students studying in different professional courses. The total number of questions in the Women Rights Awareness Test is fifty. The questions based on social rights are twenty, on general rights are twenty, on economic rights are ten and on political rights are five. The types of questions in the Women Rights Awareness Test are of multiple choice and yes and no type. The validity of questionnaire is content validity and reliability is 0.72 from split half method.

**3. Interview schedule:** An interview schedule is constructed with a view to collect qualitative data. Ten questions are framed which are yes/no type. The area which are taken in interview schedule are dowry, domestic violence, different types of atrocities, child birth etc. The interview was conducted on the basis of some structured questions. The interview schedule was distributed among the 10% of total girls taken in the sample i.e. out of 300 girls it is given to 30 girls studying in different professional courses. So out of 50 girls in each group it distributed to 5 girls.

### **STATISTICAL TECHNIQUES:**

't' test is employed for analysis of data and Percentage for analyzing the data based on Interview with the students.

### **DELIMITATIONS OF THE PRESENT STUDY:**

The present study has been delimited to its scope and extent with respect to the following facts.

1. The sample selected from Jaipur district of the Rajasthan state.
2. Girl students selected from the colleges and universities i.e. private and state universities where these courses are running.
3. Students were not selected from different branches / subjects of professional courses but are selected in integrated form.
4. Girls students were selected only from institutions established in urban areas.
5. Girls students were selected only after Graduation degree or graduation pass out.

**MAJOR FINDINGS OF THE STUDY:**

**Part- I: Social Aspect of Legal Rights**  
**Group-A**

**In the following table the results regarding Awareness about Social Rights among girls studying in different professional courses are shown.**

**Table- I**

<b>Group</b>		<b>Mean</b>	<b>SD</b>	<b>t value</b>	<b>Hypothesis Rejected</b>	<b>Hypothesis Accepted</b>
A-1	MBA B.Ed.	10.8 9.88	1.67 2.83	1.97	-	Accepted
A-2	M.Tech B.Ed.	17.6 9.88	1.73 2.83	16.42	Rejected	-
A-3	MCA B.Ed.	12.32 9.88	3.70 2.83	3.70	Rejected	-
A-4	PGDCA B.Ed.	12.52 10.66	3.89 2.89	2.71	Rejected	-
A-5	LAW B.Ed.	13.32 10.66	3.73 2.89	3.97	Rejected	-
A-6	MBA M.Tech.	10.8 17.6	1.67 1.73	19.90	Rejected	-
A-7	MBA MCA	10.88 12.32	1.67 3.70	2.64	Rejected	-
A-8	MBA PGDCA	11.6 12.52	1.80 3.89	1.51	-	Accepted
A-9	MBA LAW	11.6 13.32	1.80 3.73	2.92	Rejected	-
A-10	MCA M.Tech.	12.32 17.6	3.70 1.73	9.13	Rejected	-
A-11	MCA PGDCA	13.12 12.52	3.91 3.89	0.76	-	Accepted
A-12	MCA LAW	13.12 13.32	3.91 3.73	0.26	-	Accepted
A-13	M.Tech. PGDCA	18.6 12.52	1.73 3.89	10.08	Rejected	-
A-14	M.Tech LAW	18.6 13.32	1.73 3.73	9.05	Rejected	-
A-15	PGDCA LAW	12.52 13.32	3.89 3.73	1.04	-	Accepted

**Analysis and Interpretation:**

The above table shows the awareness about social rights among different professional groups. In social aspect of legal rights only five hypotheses are accepted regarding group MBA and B.Ed. (A-1), MBA-PGDCA (A-8) , MCA-PGDCA ( A-11), MCA-Law (A-12) and PGDCA-Law (A-15). In other groups M.Tech., PGDCA, Law, MBA girls are more aware in comparison of B.Ed. girls. MBA girls have less awareness in comparison to M.Tech., MCA, PGDCA and Law girls. M.Tech. girls are more aware than MCA, PGDCA and Law girls. Hence the hypotheses A-1, A-8, A-11, A-12 and A-15 are accepted and A-2, A-3, A-4, A-5, A-6, A-7, A-9, A-10, A-13 and A-14 are rejected.

**Part- II: General Aspect of Legal Right**  
**Group-B**

**In the following table the results regarding Awareness about General Rights among girls studying in different professional courses are shown.**

**Table- II**

<b>Group</b>		<b>Mean</b>	<b>SD</b>	<b>t value</b>	<b>Hypothesis Rejected</b>	<b>Hypothesis Accepted</b>
B-1	MBA B.Ed.	7.08 7.3	2.02 2.81	0.44	-	Accepted
B-2	M.Tech. B.Ed.	9.42 7.3	2.25 2.81	4.15	Rejected	-
B-3	MCA B.Ed.	8.12 7.3	2.03 2.81	1.66	-	Accepted
B-4	PGDCA B.Ed.	7.3 7.04	2.81 2.36	0.50	-	Accepted
B-5	LAW B.Ed.	7.3 8.1	2.81 1.99	1.63	-	Accepted
B-6	MBA M.Tech.	7.08 9.42	2.02 2.25	5.44	Rejected	-
B-7	MBA MCA	7.08 8.12	2.02 2.03	2.55	-	Accepted
B-8	MBA PGDCA	7.08 7.04	2.02 2.36	0.09	-	Accepted
B-9	MBA LAW	7.08 8.1	2.02 1.99	2.53	-	Accepted
B-10	MCA M.Tech.	8.12 9.42	2.03 2.25	3.02	Rejected	-
B-11	MCA PGDCA	8.12 7.04	2.03 2.36	2.44	-	Accepted
B-12	MCA LAW	8.12 8.1	2.03 1.99	0.04	-	Accepted
B-13	M.Tech. PGDCA	9.42 7.04	2.25 2.36	5.14	Rejected	-
B-14	M.Tech. LAW	9.42 8.1	2.25 1.99	3.09	Rejected	-
B-15	PGDCA LAW	7.04 8.1	2.36 1.99	2.42	-	Accepted

**Analysis and Interpretation:**

The above table depicts the awareness about general rights of girls students studying in different professional courses. Ten hypotheses are accepted regarding group MCA-B.Ed (B-3), PGDCA-B.Ed. (B-4), Law-B.Ed. (B-5), MBA-MCA (B-7), MBA-PGDCA (B-8), MBA-Law (B-9), MCA-PGDCA (B-11), MCA-Law (B-12) and PGDCA-Law (B-15). In other groups M.Tech. girls are more aware than B.Ed., MBA, MCA, PGDCA and Law girls. In brief ten hypotheses regarding group B-1, B-3, B-4, B-5, B-7, B-8, B-9, B-11, B-12 and B-15 are accepted and five hypotheses regarding group B-2, B-6, B-10, B-13 and B-14 are rejected.

### **Part- III: Economic Aspect of Legal Right**

#### **Group-C**

**In the following table the results regarding Awareness about Economic Rights among girls studying in different professional courses are shown.**

**Table- III**

<b>Group</b>		<b>Mean</b>	<b>SD</b>	<b>t value</b>	<b>Hypothesis Rejected</b>	<b>Hypothesis Accepted</b>
C-1	MBA B.Ed.	5.78 3.0	1.43 1.21	10.47	Rejected	-
C-2	M. Tech. B.Ed.	6.28 3.0	1.30 1.21	12.99	Rejected	-
C-3	MCA B.Ed.	12.32 9.88	3.70 2.83	3.70	Rejected	-
C-4	PGDCA B.Ed.	3.0 4.84	1.21 2.45	4.75	Rejected	-
C-5	LAW B.Ed.	3.0 5.8	1.21 1.53	10.10	Rejected	-
C-6	MBA M.Tech.	5.78 6.28	1.43 1.30	1.82	-	Accepted
C-7	MBA MCA	5.78 7.2	1.43 1.16	5.44	Rejected	-
C-8	MBA PGDCA	5.78 4.84	1.43 2.45	2.34	Rejected	-
C-9	MBA LAW	5.78 5.8	1.43 1.53	0.06	-	Accepted
C-10	MCA M.Tech.	7.2 6.28	1.16 1.30	3.71	Rejected	-
C-11	MCA PGDCA	7.2 4.84	1.16 2.45	6.15	Rejected	-
C-12	MCA LAW	7.2 5.8	1.16 1.53	5.13	Rejected	-
C-13	M.Tech. PGDCA	6.28 4.84	1.30 2.45	3.66	Rejected	-
C-14	M.Tech. LAW	6.28 5.8	1.30 1.53	1.67	-	Accepted
C-15	PGDCA LAW	4.84 5.8	2.45 1.53	2.34	-	Accepted

**Analysis and Interpretation:**

The above table shows the awareness about economic aspect of legal rights among different professional courses. Only three hypotheses are accepted regarding group MBA-M.Tech. (C-6), MBA-Law (C-9), M.Tech.-Law (C-14) and PGDCA-Law (C-15). In other groups MBA, M.Tech. and MCA girls are more aware in comparison to B.Ed. girls. MBA girls have less awareness in comparison to M.Tech., MCA and Law girls. MCA girls are more aware than M.Tech., PGDCA and Law girls. Law girls have less awareness in comparison to M.Tech. girls.

Hence the hypotheses C-6, C-9, C-14 and C-15 are accepted and C-1, C-2, C-3, C-4, C-5, C-7, C-8, C-10, C-11, C-12, and C-13 are rejected.

**Part- IV: Political Aspect of Legal Right  
Group-D**

**In the following table the results regarding Awareness about Political Rights among girls studying in different professional courses are shown.**

**Table –IV**

<b>Group</b>		<b>Mean</b>	<b>SD</b>	<b>t value</b>	<b>Hypothesis Rejected</b>	<b>Hypothesis Accepted</b>
D-1	MBA B.Ed.	2.82 2.2	0.89 0.40	4.45	Rejected	-
D-2	M.Tech B.Ed.	2.3 2.2	1.37 0.40	0.49	-	Accepted
D-3	MCA B.Ed.	2.5 2.2	1.29 0.40	1.56	-	Accepted
D-4	PGDCA B.Ed.	2.2 2.72	0.40 0.88	3.79	Rejected	-
D-5	LAW B.Ed.	2.2 2.66	0.40 0.89	3.31	Rejected	-
D-6	MBA M.Tech.	2.82 2.3	0.89 1.37	2.24	-	Accepted
D-7	MBA MCA	2.82 2.5	0.89 1.29	1.43	-	Accepted
D-8	MBA PGDCA	2.82 2.72	0.89 0.88	0.56	-	Accepted
D-9	MBA LAW	2.82 2.66	0.89 0.89	0.89	-	Accepted
D-10	MCA M.Tech.	2.5 2.3	1.29 1.37	0.74	-	Accepted
D-11	MCA PGDCA	2.5 2.72	1.29 0.88	0.99	-	Accepted
D-12	MCA LAW	2.5 2.66	1.29 0.89	0.71	-	Accepted
D-13	M.Tech. PGDCA	2.3 2.72	1.37 0.88	1.81	-	Accepted
D-14	M.Tech LAW	2.3 2.66	1.37 0.89	1.55	-	Accepted
D-15	PGDCA LAW	2.72 2.66	0.88 0.89	0.33	-	Accepted

**Interpretation:**

The above table depicts the awareness about political rights amongst girls students studying in different professional courses. Twelve hypotheses are accepted regarding group M.Tech.-B.Ed.( D-2), MCA-B.Ed.(D-3), MBA-M.Tech( D-6), MBA-MCA (D-7),MBA-PGDCA (D-8), MBA-Law (D-9), MCA-M.Tech (D-10), MCA-PGDCA(D-11), MCA-Law( D-12), M.Tech-PGDCA(D-13), M.Tech.-Law(D-14) and PGDCA-Law(D-15). In other groups girls are more aware in comparison of B.Ed. girls. PGDCA and Law girls have less awareness in comparison to B.Ed. girls.

Hence hypotheses D-2, D-3, D-6, D-7, D-8, D-9, D-10, D-11 D-12, D-13, D-14 and D-15 are accepted and hypotheses D-1, D-4 and D-5 are rejected.

**Discussion:** From the above tables it is concluded that M.Tech. girls are more aware about rights of women. The reason of this may be the open environment of their family is open, the discussion on such topics is held in their family. It may be also possible that they have come across to such topics through news papers, magazines. It may be also possible that friend circle may be forwarded and they don't hesitate to talk about such topics. It may be also possible that they brought up in such an environment where these things are talked about very frankly.

The MCA girls less aware about rights of women in comparison to M.Tech. girls the possible reason of this may be perhaps they may be offered such subjects in their school level like political science, sociology, civics etc. in which such type of knowledge is exists. And may be this enhances their interest in such topics. MBA and Law girls have equal awareness about rights of women the reason of this may be that perhaps they may be offered subjects like political science, civics, sociology at their school and college level. This is also possible that the nature of their subject is like this which helps them to have knowledge of such topics. The B.Ed. girls are having less awareness about rights of women then MBA, PGDCA and MCA girls. The possible reason of this is that maximum B.Ed.girls belongs to rural background. The discussion on such topics is not very common in their family. Another possible reason may be that their thinking is not so

broad and they haven't read such topics. They hesitate in discussing such topics openly with anyone. The environment of their family is conservative.

### **Findings on the basis of Interview:**

<b>S.No. of Questions</b>	<b>Statements</b>	<b>Responses</b>	
		<b>Yes (f)</b>	<b>No (f)</b>
1.	If after an engagement your in-laws demand for a dowry, will you agree to it?	70% (21)	30% (9)
2.	Will you lodge an FIR if domestic violence incurred on you?	70% (21)	30% (9)
3.	If you are raped, will you lodge an FIR?	80% (24)	20% (6)
4.	If you face with a problem of eve teasing, will you complain in police station?	20% (6)	80% (24)
5.	If your in-laws pressurise you for a baby boy, will you go for a sex determination?	60% (18)	40% (12)
6.	If your boos is physically harassing you in office, will you remain silent. ?	10% (3)	90% (27)
7.	If you are forced to get married to the person of not your choice, will you succumb to the pressure?	80% (24)	20% (6)
8.	Do you agree with the concept that women are responsible for the birth of baby boy?	10% (3)	90% (27)
9.	If you are sexually harassed by one of your relative, will you reveal it to your family?	80% (24)	20% (6)
10.	If your husband is having extra marital relation, will you leave him?	80% (24)	20% (6)

Note: In bracket frequency is shown and out of bracket percentage is shown.

In questions number 1,2, 3, 5,7, 9 and 10 the percentage of responses in 'yes' is maximum and in questions number 4,6 and 8 the percentage of responses in 'no' is maximum.

The above table show that girl students studying in different professional courses have different views and on some parts which are not right they were agree to it. As in question no one 70% of girls feel that he a person demands dowry after an engagement it not wrong according to them. So from the interviews results it can be concluded that it is very necessary that they should be make aware of their rights.

**EDUCATIONAL IMPLICATIONS:**

Human rights education is emphasized because it is assumed that awareness of rights will empower people to protect their own rights and those of the others. It is receiving a lot of attention about human rights commissions, committees etc. The study will be useful in the following manner.

**For girl students:** The awareness about the different aspects related to legal rights among women is very low. Women do not know their rights and therefore do not exercise their legal franchise. Those who are aware, lack the willingness and earnestness to exercise their rights. Very few were able to enumerate provisions incorporated in these rights. With the help of this study the women will come to know about their legal rights and will get motivation to use them. It will help girl students in developing awareness about the legal rights and help in checking the laxness of enforcement and amendments and inclusion of various new laws in the statute book. They can also examine whether amendments are weak, too conventional or anti-women. The legal awareness on part of women can result in more organize fights for crime against women. The groups can check if any compromises had to be made in their struggle and can force the court not to treat the accused with irresponsible leniency.

**For Teachers:** Teachers are the maker of future of the students. This is the role next to parents. A teacher has to remember that unlike classroom instruction in the time honored disciplines, the teaching of human rights does not involve the memorizing of facts or the acquisition of skills in solving classroom problems, it is more a matter of creating practical awareness among students from the very beginning so that they may be able to know their rights and will be able to use them. Teacher may organize class room activity, out of class activity, social activity, social organization activity, visits to courts, civil courts.

**For Parents:** study will be fruitful for the parents. They will come to know about the rights of women. If any mis-happening happened to their daughter or any one near to them they will also encourage and make aware their right and they will also encourage and make aware their female child to know their rights. They will be able to know about various NGOs and GOs that how they can help them about social evils. They will be able to come out of social evils. They will encourage providing education for girl child.

### **SUGGESTIONS FOR FURTHER STUDY:**

The need for further research in the field of education increaseses day by day. The researcher realized that there can be small number of research students which take up this vital area.

1. A study may be taken by increasing the sample.
2. A study may be taken for exploring other dimensions of legal rights other than social rights, general rights, economic rights and political rights.
3. A study may be taken regarding other professional courses other than MBA, MCA, M.Tech. and B.Ed., Law and PGDCA i.e. Medical etc.
4. A study may be conducted on awareness among boys also of same professional courses.
5. A study may be conducted on awareness among boys also students studying in different professional courses all over India comparing results state wise about awareness about women rights.
6. A study may be taken on students studying in different academic courses.

### **PROCEDURE TO BE FOLLOWED FOR THE PRESENT STUDY**

Step I: Researcher prepared the list of colleges affiliated to state and private universities

Step II: Contact with heads of the Institutions for the selection of students and collection of data

Step III: Administration of test

Step IV: Tabulation, Analysis and Interpretation of data

Step V: Conclusions and Suggestions.

## **ORGANISATION OF CHAPTER IN RESEARCH**

### **CHAPTER I**

Conceptual Framework of the Research Problem

Justification of the Problem and Statement of the Problem

Objectives of the Problem

Hypothesis of the Present Study

Technical Terms Defined

Delimitations

### **CHAPTER 2**

Review of Related Literature

### **CHAPTER 3**

Methodology: Method, Sample, Sampling, Variables, Sources of Data, Statistics for Analysis

### **CHAPTER 4**

Presentation and Interpretation of Data

### **CHAPTER 5**

Major Findings

Educational Implications

Suggestion for Further Study

## **Appendices**

## **Bibliography**

