

## **Descriptive Study to assess the knowledge on understanding the right to development as human rights Among the people of Noida, Uttar Pradesh.**

### **ABSTRACT**

#### **Background of the study:**

"The human right to development also implies the full realisation of the right of peoples to self-determination, which includes, subject to the relevant provisions of both International Covenants on Human Rights, the exercise of their inalienable right to full sovereignty over all their natural wealth and resources." The right to development is an intrinsic human right that entitles every human being and people to participate in, contribute to, and benefit from economic, social, cultural, and political progress, allowing all human rights and basic freedoms to be completely realised.

**Aim:** The main aim of the study is to assess the knowledge regarding assess the knowledge on understanding the right to development as human rights Among the people.

**Material and Method:** This research study employs a quantitative approach to assess the knowledge on understanding the right to development as human rights. The study uses a Descriptive survey research design with a sample size of 60, selected through purposive sampling based on specific inclusion and exclusion criteria. Data is collected using a structured knowledge questionnaire and analyzed with descriptive and inferential statistics.

**Result:** The study aimed to evaluate the knowledge of assess the knowledge on understanding the right to development as human rights Among the people of Noida, Uttar Pradesh. The analysis the knowledge levels of based on different demographic factors. level of knowledge on understanding the right to development as human rights the general population 36(60%) of general population having average knowledge, 22(36.7%) general population had good knowledge and 2(3.3%) of the general population had poor knowledge. socio demographic variable educational status of general population had statistically significant association with the knowledge level on understanding the right

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to development as human rights the general population and Age, Gender and occupational status was not statistically significant.  $P < 0.05$ .

**Keywords:** Assess, knowledge, understanding the right to development, human rights.

## Introduction

"The right to development is a fundamental human right that allows individuals and communities to participate in economic, social, cultural, and political activities. Development in which all human rights and fundamental freedoms are completely realised." <sup>1</sup>

"The human right to development also implies the full realisation of the right of peoples to self-determination, which includes, subject to the relevant provisions of both International Covenants on Human Rights, the exercise of their inalienable right to full sovereignty over all their natural wealth and resources."

Human rights are principles that govern how states and non-state actors treat individuals and groups.

Ethical principles define what society believes essential for a good living. National and international legal systems implement these rules to hold duty-bearers accountable and offer restitution for victims of human rights breaches. <sup>2</sup>

The notion of human rights is open to a range of interpretations; hence the question of definition has become the most contentious. Various philosophers and intellectuals describe the term in their own way. For example, Joel Feiberg defines human rights as 'moral claims based on core human needs. Tiber Macham describes human rights as "universal, irrevocable elements in the administration of justice". J.E.S. Fawatt defines human rights as 'fundamental, basic, natural, or common rights'. Human Rights refers to the connections between individuals and authority systems, particularly the state. <sup>3</sup>

The United Nations General Assembly (GA) approved the Declaration on the Right to Development in 1986 through resolution 41/128. This right is recognised in the African Charter on Human and Peoples' Rights and the Arab Charter on Human Rights, and has been reaffirmed in several documents.

The Rio Declaration on Environment and Development (1992), Vienna Declaration and Programme of Action (1993), Millennium Declaration, Monterrey Consensus (2002), World

Summit Outcome Document (2005), and Declaration on the Rights of Indigenous Peoples (2007) are examples of international agreements.<sup>4</sup>

Human rights restrict state authority but also requiring states to take proactive steps to create an environment in which all individuals can use their human rights. The battle to build such an atmosphere changed history during the previous 250 years. Since the late 18th century, human rights have been a driving force behind revolutionary movements seeking empowerment and control over those in authority, including governments.

Human rights refer to the inherent rights of individuals. Human rights recognise that all individuals have the right to enjoy their rights regardless of their race, gender, language, religion, political beliefs, country origin, property, or position.<sup>5</sup>

Human rights legislation protects individuals and communities against actions that violate their fundamental freedoms and dignity. Treaties, customary international law, principles, and other legal sources all convey these concepts. Human rights legislation requires States to act in a specific manner and forbids certain acts.

However, the legislation does not create human rights. Human rights are intrinsic entitlements granted to all individuals due to their human nature. Treaties and laws safeguard people and groups from government acts that violate their human rights.<sup>6</sup>

## **METHODOLOGY**

### **RESEARCH APPROACH**

**A QUANTITATIVE APPROACH** is used to assess the knowledge regarding Human rights among general population, Noida, Uttar Pradesh.

### **RESEARCH DESIGN**

The research design used in this study is **Descriptive survey research design.**

### **PLACE OF STUDY**

The study is conducted in the Noida, Uttar Pradesh.

### **SAMPLE DESCRIPTION**

Sample and sampling techniques: The samples of the study will be selected by using purposive sampling technique according to inclusion and exclusion Criteria.

**SAMPLING TECHNIQUE:** Purposive Sampling technique.

### **Criteria for sample selection**

Those sample who had been fulfil the inclusion and exclusion criteria.

#### **Inclusion criteria**

General population,

- Who were willing to give consent.
- Who were available at the time of data collection.

#### **Exclusion criteria**

General population,

- Who are Unwilling to participate in the study.

#### **Variables**

**Dependent Variable:** Understanding the right to development as human rights

**Independent Variables:** Age, Gender, Educational Status, Occupational status.

#### **OPERATIONAL DEFINATION**

**Assess:** -In this study assess the knowledge on understanding the right to development as human rights Among the General Population

**Knowledge:**-In this study knowledge refer to the state of having information or understanding the right to development as human rights.

**Understanding the right to development:**The right to development is an intrinsic human right that entitles every human being and people to participate in, contribute to, and benefit from economic, social, cultural, and political progress, allowing all human rights and basic freedoms to be completely realized.

**Human Rights:** Human rights are the fundamental rights and liberties that every individual in the world has, from birth to death.

### **The knowledge on understanding the right to development as human rights**

: classified into two groups:

**Good knowledge:** General population of Noida, Uttar Pradesh who were understanding the right to development as rights.

**Average knowledge:** General population of Noida, Uttar Pradesh who were somehow understanding the right to development as rights.

**Poor knowledge:** General population of Noida, Uttar Pradesh who were understanding the right to development as rights.

### **MATERIAL/ EQUIPMENT OF THE STUDY**

Description of the tool:

A structured knowledge Questionnaire will be developed by the investigator to assess the knowledge on understanding the right to development as human rights.

**SECTION A:** Consists of socio demographic variables like Age, Gender, Occupational status, educational status.

**SECTION B:** Multiple Choice Question will be able to assess the knowledge on understanding the right to development as human rights.

### **List 1. Interpretation of score**

<b>Knowledge</b>	<b>Score</b>
Poor	0-8
Average	9-16
Good	17-30

### **STATISTICAL METHOD**

This study obtained data will be analyzed by using descriptive and inferential statistics.

### **DATA COLLECTION METHOD:**

**Permission from the concerned authorities:** Formal permission was obtained from the respective administrative authority to conduct the study. Written informed consent was obtained from subjects before completing the tool and confidentiality was maintained.

**Period of data collection:** The data collection process began from 20<sup>th</sup> August 2022 to 23<sup>rd</sup> August 2022. Each subject was explained about the study and its purpose. The data collection was done under strictly under the standard and laid down conditions. The criteria of the study were kept in mind while selecting the samples.

**Process of data collection:** Data was collected in systematic manner among general population of Noida, Uttar Pradesh at railway station, Bus station, the investigator approached the proper authorities for obtaining the necessary permission and cooperation. The nature of the study was briefly explained, and the investigator ensured that the person would not disrupt. Demographic data of general population were collected, Multiple Choice Question was collected from the questionnaire to assess the knowledge on understanding the right to development as human rights.

Multiple choice question will be assessed the knowledge of understanding the right to development as human rights.

**Sample size:** The study includes 60 samples.

## ANALYSIS AND INTERPRETATION

### SECTION-I

**Table 1: Frequency and percentage distribution of the Socio demographic variables of General population of Noida, Uttar Pradesh.**

**N=60**

Demographic variables		Frequency	Percentage(%)
Age in years	26-30	22	36.66%
	31-35	11	18.33%
	36-40	17	28.33%
	41-55	14	23.33%
Gender	Male	36	60%
	Female	24	40%
	Primary	27	45%

<b>Educational status</b>	Secondary	22	36.66%
	higher secondary	8	13.3%
	graduation and more	3	5%
<b>Occupational Status</b>	House Hold worker	28	46.66%
	Government Employes	21	35%
	Other Occupation	11	18.33%

Table -1. Reveals frequency and Percentage distribution of General population according their socio-demographic data. Result shows that majority General population 22(36.66%) were between 26-30 years and 11(18.33%) of General population were found between the age group 31-35 years, 17(28.33%) between 36-40 years and 14(23.33%) were age group above 41-55 years.

Considering the Gender of general population there were majority 36(60%) male general population and 24 (40%) were female general population

With regards of educational status majority of General population 27(45%) were primary education, 22(36.7%) were secondary education 8(13.3%) were higher secondary education and 3(5%) were graduation and more.

With respect to the occupational status of the in the majority 28(46.66%) general population were house hold workers and government employee, 21 (35%) general population was farmer and 11(18.33%) general population were other occupation.

## SECTION II

**Table 2: Description of level of knowledge of General Population the knowledge on understanding the right to development as human rights.**

Levelsofknowledge	LevelsofKnowledge	
	Frequency	Percentage
Poorknowledge	2	3.3%
Averageknowledge	36	60.0%
Goodknowledge	22	36.7%
<b>Total</b>	<b>60</b>	<b>100.00%</b>

The **table 2** shows that level of knowledge on understanding the right to development as human rights the general population 36(60%)ofgeneral population havingaverageknowledge,22(36.7%) general population had good knowledge and 2(3.3%) of the general population had poor knowledge.

## SECTION: III

**Table 3: Association between knowledge score with Socio Demographic variables.**

Variables		Knowledgelevel			Total	Chi square df	Pvalue
		Poor	Average	Good			
Ageinyears	26-30	0	7	4	22	3.034 6	0.805 NS
	32-35	1	10	6	11		
	36-40	0	13	9	17		
	41-55	1	6	3	14		
	Male	1	22	13	36		

<b>Gender</b>	Female	1	14	9	24	3.2056	0.003*S
<b>Educational Status</b>	Primary	1	18	8	27	3.2056	NS
	Secondary	1	13	8	22		
	higher secondary	0	3	5	8		
	Graduation and more	0	2	1	3		
<b>Occupational Status</b>	House Hold worker	1	18	9	28	4.8376	0.565 NS
	Government Employes	1	12	8	21		
	Other Occupation	0	6	5	11		

\*  $P < 0.05$ . \* indicates significant S-Significant NS-nonsignificant

The table 3 shows that socio demographic variable educational status of general population had statistically significant association with the knowledge level on understanding the right to development as human rights and other Socio demographic variables Age, Gender and occupational status was not statistically significant.  $P < 0.05$ .

## DISCUSSION

**Judith Torney Purta, Britt Wilkenfeld, Carolyn Barber et al**, conducted research study on “How Adolescents in 27 Countries Understand, Support, and Practice Human Rights” An understanding of human rights among young people forms a foundation for future support and practice of rights. They used data from 88,000 14-year-olds surveyed in the 1999 International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study to examine country differences in students' knowledge pertaining to human rights compared with other forms of civic knowledge, and in students' attitudes toward promoting and practicing human rights. Students' experiences of democracy at school and with international issues have a positive association with their knowledge of human rights. Significant gender differences also exist. Looking at rights-related attitudes, students with more knowledge of human rights, more frequent engagement with international topics, and more open class and school climates held stronger norms supporting social movement citizenship, had more positive attitudes toward immigrants' rights, and were more politically efficacious. Implications are drawn for psychologists and educators who wish to play a role in increasing adolescents' understanding, support, and practice of human rights.<sup>7</sup>

**U.O. Umzurike et al**, on Human right and development This article examines the evolution of human rights in conventional international law. The UN Charter established a new level of debate in which human rights have become central topics. At the regional level, they have received special consideration in Europe, the Americas, and Africa, where mechanisms for promotion and enforcement have been established. This article examines the current state and features of human rights, including its universality, idiosyncrasies, and generations. It focuses on the right to development, which has received attention from the General Assembly and, more recently, the UN Commission on Human Rights. It discusses the arguments for and against their legal position before concluding that development is both a right and an obligation, and that each people must fully participate in their own development. It highlights potential areas of collaboration between the UN Secretary-General and the High Commissioner for Human Rights, as well as the role of international financial institutions and creditor governments in addressing development challenges.<sup>8</sup>

Nick Watson et al. The United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) was the first human rights treaty to be developed by disabled people, for disabled people.

Adopted by the UN in 2006, the Convention embodies and enshrines key tenets of contemporary disability scholarship and activism – from ‘nothing about us without us’ to a social understanding of disability. The CRPD is fertile terrain for disability scholarship – empirical, theoretical and critical. This chapter provides an overview of the history of human rights, the development of the disability Convention, and its main features and achievements. The chapter introduces some key areas of discussion and debate emerging in the literature on disability and human rights.<sup>9</sup>

Socio demographic variable educational status of general population had statistically significant association with the knowledge level on understanding the right to development as human rights and other socio demographic variables were Age, Gender and occupational status was not statistically significant.

## CONCLUSION

This study presents the conclusion the focus of this study was to assess **to assess the knowledge on understanding the right to development as human rights Among the people of Noida, Uttar Pradesh.** Samples was selected by Purposive Sampling technique. The size of sample 60 and selection sample was done according to inclusion criteria and exclusion criteria. The aim at achieving measurable progress in a number of specific fields which are considered essential for human development and several lead to increased enjoyment of human rights, such as primary education. The goals provide a framework for development co-operation institutions to work coherently together towards a common end. Close co-operation is imperative as a large majority of nations can only reach the MDGs with substantial support from outside. Progress toward the MDGs is being measured on a regular basis.

The MDGs have led to increased emphasis on human rights-based approaches to development and poverty reduction. A human rights-based approach deals with the substance of the development support initiatives, but focuses on the way in which development is being approached. The human rights-based approach, in essence, requires that policies and institutions working on development and reduction of poverty base themselves on the obligations that emanate from the international human rights conventions

In the analysis used both descriptive and inferential statistics. Study Result shows that level of knowledge on understanding the right to development as human rights in the general population 36(60%) general population having average knowledge, 22(36.7%) general population had good knowledge and 2(3.3%) of general population had poor knowledge. In the association of knowledge score with the socio demographic variables educational status of general population had statistically significant association with the knowledge level on understanding the right to development as human rights the general population and Age, Gender and occupational status was not statistically significant.  $P < 0.05$ .

#### **IMPLICATION:**

The understanding the right to development as human rights is an intrinsic human right that entitles every human being and people to participate in, contribute to, and benefit from economic, social, cultural, and political progress, allowing all human rights and basic freedoms to be completely realised.

- The finding of the study as per the basic for the understanding the right to development as human rights
- The main findings of the study survey as the basic for the professional and the students to conduct further studies.
- The generalization of the study result can be made by replication of the study, the researcher can inculcate participate by strong base research.
- This study also brings about the fact that more studies need to be done at different settings which was culturally acceptable.

#### **RECOMMENDATIONS**

- Similar kind of study can be conducted for a larger group to generate the findings.
- A longitudinal study can be conducted to assess the knowledge on understanding the right to development as human rights.
- The same study can be conducted among different age group.

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