

Descriptive Study to Assess the Understanding of the Right to Development as a Human Right Among the People of Noida, Uttar Pradesh

Abstract

Background: The human right to development encompasses the full realization of the right of peoples to self-determination, including the exercise of their inalienable right to full sovereignty over all their natural wealth and resources. It entitles every individual and community to participate in, contribute to, and benefit from economic, social, cultural, and political progress, enabling the complete realization of all human rights and basic freedoms.

Aim: This study aims to assess the understanding of the right to development as a human right among the people.

Materials and Methods: A quantitative approach is employed in this research study to assess the understanding of the right to development as human rights. A descriptive survey research design with a sample size of 60, selected through purposive sampling based on specific inclusion and exclusion criteria, is utilized. Data is collected using a structured knowledge questionnaire and analyzed with descriptive and inferential statistics.

Results: The study evaluates the knowledge of the understanding of the right to development as human rights among the people of Noida, Uttar Pradesh. The analysis of knowledge levels is based on different demographic factors. Among the general population, 36 (60%) had average knowledge, 22 (36.7%) had good knowledge, and 2 (3.3%) had poor knowledge. The socio-demographic variable of educational status of the general population showed a statistically significant association with the knowledge level of understanding the right to development as human rights, while age, gender, and occupational status were 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 entitlement that empowers individuals and communities to engage in economic, social, cultural, and political activities, ensuring the complete realization of all human rights and fundamental freedoms [1]. It encompasses the full realization of the right of peoples to self-determination, including the exercise of their inalienable right to sovereignty over their natural wealth and resources [1]. Human rights serve as guiding principles dictating how both state and non-state actors should treat individuals and groups within society.

The notion of human rights is multifaceted, leading to varied interpretations and making its definition contentious. Diverse perspectives from philosophers and intellectuals contribute to the discourse. For

instance, Joel Feiberg defines human rights as moral claims based on core human needs, while Tiber Macham sees them as universal, irrevocable elements in the administration of justice. J.E.S. Fawatt defines human rights as fundamental, basic, natural, or common rights [2, 3]. Fundamentally, human rights underscore the relationship between individuals and governing systems, particularly the state [3].

The United Nations General Assembly (GA) endorsed the Declaration on the Right to Development in 1986 through resolution 41/128, subsequently reaffirming this right in various international documents, including the African Charter on Human and Peoples' Rights and the Arab Charter on Human Rights [4]. Furthermore, agreements such as 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) highlight the global commitment to the right to development [4].

Human rights not only limit state authority but also compel states to proactively foster an environment conducive to the exercise of human rights by all individuals. Throughout history, human rights have been instrumental in driving revolutionary movements seeking empowerment and accountability over governing bodies since the late 18th century [5].

Regardless of race, gender, language, religion, political beliefs, nationality, property, or social status, human rights recognize the inherent entitlements of individuals to enjoy their rights [5]. While human rights legislation safeguards individuals and communities against violations of their fundamental freedoms and dignity, it is essential to note that human rights are intrinsic entitlements bestowed upon all individuals by virtue of their humanity, with treaties and laws serving to protect against government actions that infringe upon these rights [6].

Methodology

Research Approach: A quantitative approach is employed to assess the knowledge regarding human rights among the general population of Noida, Uttar Pradesh.

Research Design: The study utilizes a Descriptive Survey Research Design.

Place of Study: The research is conducted in Noida, Uttar Pradesh.

Sample Description

Sample and Sampling Techniques: Samples are selected using purposive sampling techniques based on specific inclusion and exclusion criteria.

Sampling Technique: Purposive Sampling technique is employed.

Criteria for Sample Selection

Inclusion Criteria:

1. General population who are willing to provide consent.
2. General population who are available during the data collection period.

Exclusion Criteria:

General population who are unwilling to participate in the study.

Variables:

1. Dependent Variable: Understanding the right to development as human rights
2. Independent Variables: Age, Gender, Educational Status, Occupational Status.

Operational Definitions:

Assess: In this study, it refers to evaluating the knowledge regarding the understanding of the right to development as human rights among the general population.

Knowledge: In this study, it denotes the state of having information or understanding regarding the right to development as human rights.

Understanding the Right to Development: It refers to the intrinsic human right entitling every individual and community to participate in, contribute to, and benefit from economic, social, cultural, and political progress, enabling the complete realization of all human rights and basic freedoms.

Human Rights: These are fundamental rights and liberties inherent to every individual from birth to death.

Knowledge Classification:

Good Knowledge: Refers to the general population of Noida, Uttar Pradesh who understand the right to development as rights.

Average Knowledge: Denotes the general population of Noida, Uttar Pradesh who have a partial understanding of the right to development as rights.

Poor Knowledge: Represents the general population of Noida, Uttar Pradesh who lack understanding of the right to development as rights.

Materials/Equipment of the Study:

Description of the Tool:

A structured knowledge questionnaire will be developed by the investigator to assess the knowledge regarding the understanding of the right to development as human rights.

Sections:

Section A: Consists of socio-demographic variables such as Age, Gender, Occupational Status, and Educational Status.

Section B: Contains multiple-choice questions aimed at assessing the knowledge regarding the understanding of the right to development as human rights. List 1. Interpretation of score.

Knowledge	Score
Poor	0-8
Average	9-16
Good	17-30

Statistical Method:

The data obtained in this study will be analyzed using both descriptive and inferential statistics.

Data Collection Method:

Permission from 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 questionnaire, and confidentiality was maintained throughout the study.

Period of Data Collection: The data collection process took place from August 20th, 2022, to August 23rd, 2022. Each subject was thoroughly briefed about the study and its purpose. Data collection adhered strictly to standard and laid-down conditions, with the study criteria being carefully followed during sample selection.

Process of Data Collection: Data was systematically collected from the general population of Noida, Uttar Pradesh, at locations such as railway stations and bus stations. The investigator approached the relevant authorities to obtain necessary permissions and cooperation. A brief explanation of the study's nature was provided to the subjects, ensuring minimal disruption. Demographic data of the general population were collected, and multiple-choice questions from the questionnaire were administered to assess the knowledge of understanding the right to development as human rights.

Sample Size: The study includes a sample size of 60 individuals.

ANALYSIS AND INTERPRETATION

SECTION-I

Table 1: Frequency and percentage distribution of the Socio-demographic variables of the 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%
Educational status	Primary	27	45%
	Secondary	22	36.66%
	higher secondary	8	13.3%
	Graduation and more	3	5%
Occupational Status	House Hold worker	28	46.66%
	Government Employees	21	35%
	Other Occupation	11	18.33%

Table 1. Frequency and Percentage Distribution of General Population According to Their Socio-Demographic Data

The results show that the majority of the general population, 22 (36.66%), were between 26-30 years old. Additionally, 11 (18.33%) of the general population were found in the age group 31-35 years, 17 (28.33%) between 36-40 years, and 14 (23.33%) were in the age group above 41-55 years.

Considering the gender of the general population, the majority, 36 (60%), were male, while 24 (40%) were female.

In terms of educational status, the majority of the general population, 27 (45%), had primary education, 22 (36.7%) had secondary education, 8 (13.3%) had higher secondary education, and 3 (5%) had graduated or more.

Regarding occupational status, the majority, 28 (46.66%) of the general population, were household workers and government employees, 21 (35%) were farmers, and 11 (18.33%) were engaged in other occupations.

SECTION II

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

Levelsofknowledge	LevelsofKnowledge	
	Frequency	Percentage
Poor knowledge	2	3.3%
Average knowledge	36	60.0%
Good knowledge	22	36.7%
Total	60	100.00%

The **table 2** shows that level of knowledge on understanding the right to development as human rights the general population 36(60%) of general 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		Knowledge level			Total	Chi square df	Pvalue
		Poor	Average	Good			
	26-30	0	7	4	22		
Age in years	32-35	1	10	6	11	3.034 6	0.805 NS
	36-40	0	13	9	17		
	41-55	1	6	3	14		
Gender	Male	1	22	13	36	3.205 6	0.003* S
	Female	1	14	9	24		
Educational Status	Primary	1	18	8	27	3.205 6	NS
	Secondary	1	13	8	22		
	higher secondary	0	3	5	8		
	Graduation and more	0	2	1	3		
Occupational Status	House Hold worker	1	18	9	28	4.837 6	0.565 NS
	Government Employes	1	12	8	21		
	Other Occupation	0	6	5	11		

*** P<0.05.*indicatessignificant-SignificantNS-nonsignificant**

The table 3 presents the association between socio-demographic variables and the knowledge level on understanding the right to development as human rights. It reveals that the socio-demographic variable of educational status among the general population had a statistically significant association with the knowledge level. However, other socio-demographic variables such as age, gender, and occupational status were not statistically significant ($p < 0.05$).

Discussion

Judith Torney Purta, Britt Wilkenfeld, Carolyn Barber et al., conducted research on "How Adolescents in 27 Countries Understand, Support, and Practice Human Rights." Their study, based on data from 88,000 14-year-olds surveyed in the 1999 International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study, examined the differences in students' knowledge of human rights compared to other forms of civic knowledge. It also explored students' attitudes toward promoting and practicing human rights. The findings revealed that students' experiences of democracy at school and with international issues positively influenced their knowledge of human rights. Additionally, students with more knowledge of human rights, greater engagement with international topics, and a more open class and school climate held stronger norms supporting social movement citizenship. Significant gender differences were also observed [7].

U.O. Umzurike et al. examined the evolution of human rights in conventional international law, highlighting their universality and idiosyncrasies. They focused on the right to development, which has garnered attention from the General Assembly and the UN Commission on Human Rights. The authors argued that development is both a right and an obligation, emphasizing the importance of each people's full participation in their own development. They also discussed potential areas of collaboration between the UN Secretary-General, the High Commissioner for Human Rights, and international financial institutions in addressing development challenges [8].

Nick Watson et al. discussed the United Nations Convention on the Rights of Persons with Disabilities (CRPD), emphasizing its significance as the first human rights treaty developed by and for disabled people. The CRPD embodies key principles of contemporary disability scholarship and activism, advocating for a social understanding of disability and promoting the inclusion of disabled individuals in decision-making processes. The chapter provided an overview of the Convention's history, main features, and achievements, while also introducing key areas of discussion and debate in disability and human rights literature [9,10].

The present study found that educational status among the general population had a statistically significant association with the knowledge level of understanding the right to development as human rights, while age, gender, and occupational status did not show statistically significant associations [11,12].

Conclusion

This study aimed to assess the knowledge of understanding the right to development as human rights among the people of Noida, Uttar Pradesh. Using purposive sampling, a sample size of 60 individuals was selected based on specific inclusion criteria. The study revealed varying levels of knowledge among the participants, emphasizing the importance of educational initiatives and awareness campaigns to enhance understanding of human rights.

Implications

The understanding of the right to development as human rights is crucial for promoting economic, social, cultural, and political progress. The findings of this study provide a basis for further research and educational efforts to enhance awareness and support for human rights. The study results can serve as a reference for professionals and students conducting similar studies and contribute to the generalization of findings through replication in different settings.

Recommendations

- Conduct similar studies with larger sample sizes to generate more comprehensive findings.
- Consider longitudinal studies to assess changes in knowledge over time.
- Explore variations in knowledge among different age groups to understand developmental trends.
- Encourage cross-cultural studies to examine cultural influences on understanding human rights.

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