



ASSESSING THE ROLE OF HUMAN RIGHTS EDUCATION IN DEVELOPING SOCIAL JUSTICE ORIENTATION IN YOUTH

J P Rama Thulasi
Research Scholar
Dept of Education
Sikkim Alpine
University-Sikkim.

**Dr. Nav Prabhakar
Goswami**
Research Supervisor
Dept of Education
Sikkim Alpine
University-Sikkim.

Dr. D. Sucharitha
Co-Supervisor
Dept of Education
Sikkim Alpine
University-Sikkim.

ABSTRACT

Human Rights Education is an indispensable part of the right to education and has gained larger recognition as a human right itself. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool as mentioned in the Constitution of India to guarantee the respect of all rights for each and every person. The key stone of human rights education is that the education should not only aim at producing trained professional workers but also inculcating values of peace and tolerance for higher purpose. Despite these obstacles, the evidence demonstrates that sustained and well-structured human rights education initiatives can contribute meaningfully to reducing discrimination and promoting social justice. When supported by institutional commitment, trained educators, and inclusive pedagogical methods, HRE equips individuals with the knowledge and moral framework needed to challenge injustice and uphold human dignity. The study concludes that strengthening human rights education is a vital strategy for building more tolerant, equitable, and harmonious societies. Human rights education at providing people and students with the abilities to accomplish and produce societal changes and respond social reality for realization of a sense of social justice for poor, marginalized and weaker section of society.

Keywords: Human Rights Education, tolerance for higher purpose, equitable, harmonious societies, human dignity, trained educators.

INTRODUCTION

Ultimately, this study will contribute to our understanding of human rights education (HRE) and its potential to influence college students to make positive societal changes. Findings will shed light on how stakeholders, teachers, and lawmakers may best integrate HRE into pedagogical practices to promote equity and social justice. College graduates should have a solid understanding of human rights principles; this will help create a more equal and inclusive society for future generations. Based on reader needs, we formulated the following research questions. How is human rights education now doing in Bangladeshi institutions and colleges? Is there a correlation between human rights education and students' perspectives on social justice and equality? I was hoping you could weigh in on the pros and cons of human rights education in Indian colleges. As far as human rights education (HRE) and its effects on college students in Bangladesh in terms of promoting social justice and equality are concerned, this study intends to cover data gaps. The human rights movement has seen tremendous worldwide expansion since the conclusion of WWII, at least in terms of the universal recognition and respect for its tenets. Building a fair and inclusive society relies heavily on efforts to promote equality and social justice. Given Bangladesh's large and diversified population as well as its wide socioeconomic divides, achieving social justice and equality is no easy feat. Students in Bangladeshi universities are more focused on the role of education in promoting social justice and equality as they become more conscious of the transformative power of education, especially human rights education, to bring about societal change.



LITERATURE REVIEW

Ion Albulescu et.al [2025] Researchers found that teaching individuals about human rights, their responsibilities as citizens, and democratic values as well as getting them involved in democratic procedures all contributed to a more democratic society. Employing a theoretical framework, this essay delves into the ways in which human rights education moulds individuals into ardent champions of democracy and human rights There are a number of obstacles that human rights education must overcome, including societal norms, financial constraints, and political opposition. In order to help build strong and resilient democratic societies, the article suggests a number of remedies to the problems, including digital technology, advocacy, policy reforms, cooperation between governments and specialist NGOs, and so on.

Lee Jerome et.al [2024] Various teaching activities have varying effects on various active citizenship outcomes; this article presents the results of a systematic review of the data about the influence of citizenship education. The narrative synthesis is based on 109 publications published in peer-reviewed journals, covering a broad variety of methods. Researching with a focus on educators, the team found four overarching themes with real-world applications. At the outset, we talk about how important school ethos is and how different parts of ethos have been defined in the literature. These parts include things like student-teacher relationships, ideals, and behaviors. The second part of the article delves into what makes a project effective, looking specifically at the factors that influence youth project selection, the part played by educators, and the overall time commitment required.

Agung Budi Kurniawan et.al [2024] For the betterment of nearly the entire world, and particularly for the 2030 agenda, human rights in education must be the top priority. As part of its official document titled "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development," the United Nations Economic and Social Council declared goal 4, which included human rights in education values. Qualitative research methods, including discourse organization analysis and the critical discourse approach, are used to examine the collected data. It is determined that the emphasis on human rights education is ever-changing, impacted by economics, welfare, politics, information technology, and other crucial facets of development; it also relies on the future aspirations and demands of both nations.

Dr. Aarti Singh et.al [2023] There has been a worldwide spread of human rights and other universal concepts since our planet has shrunk in size. Human rights education revolves around the principle that everyone should fight for the rights of others and themselves. An important takeaway from this curriculum is the understanding that everyone must do their part to ensure that human rights are protected in every community. Making human rights education a priority in schools is one way to get the word out about these rules. Human rights education is explored in this article, which explores the topic's importance in modern cultures. Researchers discuss possible human rights curriculum components. We discuss the concerns that policymakers in the developing nations have with human rights education. Multiple recommendations for moving forward are included in the report's conclusion.

Chanda Chansa Thelma et.al [2023] One of the keys to development is education, but governments have been ineffective and the sector has received inadequate funding, so education has not been given the rightful place. As a result, the developmental agenda has



suffered and as many children as possible have missed out on the chance to go to school, falling into poverty. But the present administration's free education policy, which covers students in primary and secondary school, has renewed hope for Zambian schoolchildren. Consequently, the purpose of the research was to examine how a free education policy in Zambia's Lusaka district affected the academic standards of a subset of secondary schools. In this descriptive study that made use of both qualitative and quantitative methods, school officials, classroom teachers, and students were all involved.

HRE in different educational settings

Several institutions, including schools, enterprises, and government training departments, as well as youth groups, NGOs, and clubs, make use of Compass, as was demonstrated in the first version. People of various ages and in a wide variety of classrooms are making use of Compass. We first envisioned Compass being mainly utilized by youth workers in non-traditional educational contexts, such as after-school programs, sports teams, religion-based youth organizations, college organizations, human rights organizations, and youth exchange programs. The overall goal of the activities in these settings is to support the personal and social development of the youth, so they aim to cultivate knowledge, skills, and attitudes in a social environment.

But Compass is also utilized in more official contexts like classrooms and dorm rooms, where students learn facts and figures rather than working on their character and ethics.

Key Benefits and Aspects of HRE for Social Justice

- **Empowerment:** Human Rights Education (HRE) encourages people to safeguard themselves and others by teaching them to identify human rights violations and to take action to stop them.
- **Awareness and Empathy:** By integrating HRE into curricula, it helps raise awareness about social justice issues and cultivates empathy, enabling people to stand up for others.
- **Critical Thinking:** HRE promotes critical thinking, allowing learners to analyse power structures and social problems, which is essential for addressing systemic injustice.
- **Promoting a Rights-Based Culture:** It aims to transform societies into ones that respect and protect the human rights of every individual, fostering social cohesion and dignity.

Every human person has a set of fundamental rights that are both ingrained in their humanity and crucial to their daily survival. Freedoms and rights as human beings allow us to tend to our spiritual needs, develop our minds, skills, and moral compass to their fullest potential, and make the most of our innate human qualities. An increasingly universal yearning for a way of life that respects and protects the worth and dignity of every person is the inspiration for these precepts.

Inadequate integration within the university system

Critics point out that HRE isn't well-integrated into the broader university system. According to their findings, the uneven handling of human rights concerns across departments and fields leads to a haphazard plan to promote equality and social justice. There is no way to achieve an interdisciplinary and integrative strategy for HRE if different departments and faculty do not work together. Plus, they think the whole university community faculty included is clueless



and uninterested in the matter. Considering their rights was not something they did on their own. They insist on their rights in any circumstance because, to put it bluntly, they don't even consider it an option. According to reports, students also lack a clear stance on the issue of discrimination. Lack of institutional commitment might lead to HRE being neglected or considered as a secondary concern. The end outcome will be a reduction in opportunities for staff and student engagement and advocacy for human rights issues, as well as a reduction in available resources. Attendance in conferences, seminars, and other events that foster human rights awareness, understanding, and compassion is really required by HRE.

Human rights in Indian context

The democratic and socialist ideals enshrined in the Indian constitution form the bedrock of modern India. Abolition of untouchability, sexism, casteism, and place of birth; Equal opportunity in public employment; Protection from wrongful convictions; Protection of life and personal liberty; Prohibition of child labor in factories; Prohibition of human trafficking and forced labor; Freedom to manage religious affairs; and Protection of minorities' interests are among the human rights enumerated as fundamental rights in the constitution. During the era of British colonial power, fundamental liberties were consistently denied, leading to the development of the modern notion of human rights. Achieving full social, cultural, political, economic, and civic rights for all Indians was the original goal of the independence movement.

Constraints in the Proficiency and Development of Faculty

The participants emphasized the lack of faculty growth and experience in HRE, which led them to recognize that HRE is a major concern. Also, they brought up the fact that it's hard to provide good instruction since there aren't enough human rights educators on staff. The two teachers claimed they had final say over who could and could not participate in the HRE seminars and classes. This rendered their ability to educate the pupils useless. Furthermore, they expressed their inability to adapt to different pedagogical approaches. Not only do they not understand human rights, but they also do not respect academic authority. They made it clear that they hadn't attended any seminars, conferences, or training sessions on human rights in higher education since being hired as professors.

RESEARCH METHODOLOGY

The ultimate aim of the survey method is to collect data from many examples all at once. Data collected from a large number of people formed the basis for the analysis and interpretation of the results. This way of doing research is vital. Knowledge, original thought, thorough investigation, thoughtful interpretation, and the outcomes of human data collection are all essential. Researchers use the casual comparative method when they want to find a link between two variables. Analyzing the link between subject variables is facilitated by this research method. Because this scenario involves independent variation, the study is able to demonstrate the presence of a natural temptation. Savitribai Phule University of Pune, Pune was one of twelve Teacher Education Institutes in Pune that were chosen at random to participate in the study. As for the Experimental Method, they used Purposive Sampling. Program execution will be carried out by one Teacher Education Institute. After development, every software must undergo fine-tuning before it can be deployed. The curriculum was fine-tuned after the group and individual trials. Expert and student feedback was used to fine-tune the final program. We used the right statistical technique to find out if the discrimination was

significantly different. The purpose of the test was to determine if the variations in the means of the two groups were just coincidental or indicated the presence of a significant influence.

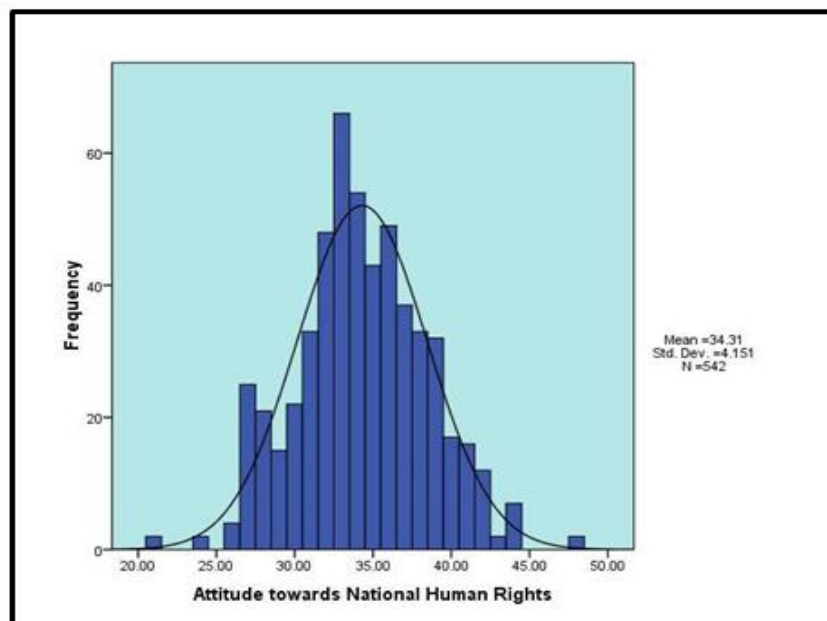
RESULTS AND DISCUSSIONS

We questioned 542 student teachers to identify their thoughts on human rights on a national level. There was a standard deviation of 4.15 and a mean of 34.30 for the national human rights attitude among student instructors.

Table 1: Student teachers' attitudes regarding national human rights, as measured descriptively.

Area	Description	Attitude
National Human Rights	N	542
	Mean	34.30
	Standard deviation	4.15
	Skew ness	0.051
	Standard Errors of skew ness	0.105
	Kurtosis	-0.88
	Standard Errors of Kurtosis	0.209

The standard deviation and mean both indicated that the student teachers' opinions on national human rights were moderate. On average, national human rights received middling scores, according to the results.



Graph 1: Student Teachers Attitude towards National Human Rights

There was a skew ness of 0.051 in the survey. There is a positive skew in the distribution since this number is positive. Positively skewed with a long rightward tail describes the frequency curve. It was 0.051 in this instance. Near normality best describes this distribution.

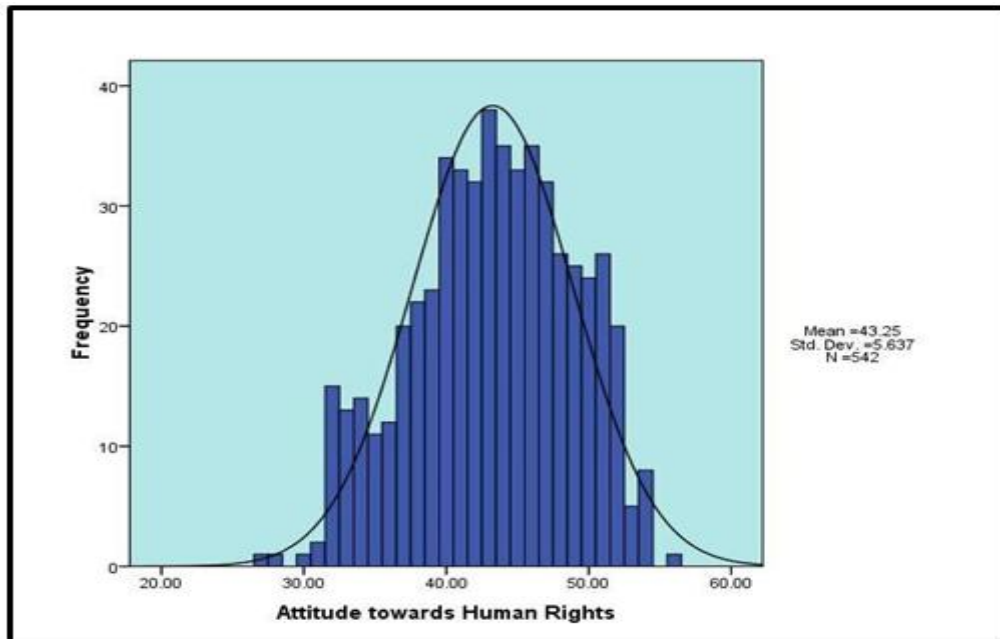
The term kurtosis is used to define the distribution's characteristics of being flat or peaked. There was a kurtosis of -0.88 in the poll. Students whose results were very close to the group average indicate a little degree of Leptokurtosis in the distribution (less than 0.263).

Table 2: Descriptive statistics about Student Teachers attitude towards Human Rights.

Area	Description	Attitude
Human Rights	N	542
	Mean	43.25
	Standard deviation	5.63
	Skew ness	-0.288
	Standard Errors of skew ness	0.105
	Kurtosis	-0.577
	Standard Errors of Kurtosis	0.209

We surveyed 542 student teachers to get a feel for their thoughts on human rights. There is a standard deviation of 5.63 and an average human rights attitude of 43.25 among student teachers.

In terms of human rights, student teachers' views were moderate when compared to the mean and standard deviation. On average, human rights were determined to have a moderate score.



Graph 2: Views on Human Rights held by Preservice Teachers

A skew ness of -0.238% was recorded in the poll. Since this is a negative number, the distribution is negatively skewed. A negative skewed frequency curve with a long leftward tail is what it is called. We found a value of -0.238. This distribution is, maybe, very common. Based on what Mangal said back in 2002.

The term kurtosis is used to define the distribution's characteristics of being flat or peaked. In this poll, the kurtosis is -0.577. This indicates that there is a small amount of leptokurtosis in the distribution (less than 0.263), meaning that certain students' results were quite close to the group average.

Table 3: Human Rights Education Attitudes of Student Teachers: A descriptive statistical analysis

Area	Description	Attitude
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Human Rights Education	N	542
	Mean	28.78
	Standard deviation	4.33
	Skew ness	-0.277
	Standard Errors of skew ness	0.105
	Kurtosis	0.785
	Standard Errors of Kurtosis	0.209

A survey was conducted with 542 student instructors to ascertain their views on the topic of human rights education. An attitude toward human rights education among student teachers has a mean of (28.78) and a standard deviation of (4.33). In comparison to the mean and standard deviation, the data given above indicates that student teachers hold moderate opinions on human rights education. On average, human rights education received a mediocre rating.

CONCLUSIONS

Research highlights Human Rights Education's numerous positive aspects while simultaneously noting the obstacles that prevent it from reaching its maximum potential. Cultures of tolerance and justice are fostered through HRE's emphasis on increased knowledge, critical thinking, participation, and social support. Although there are still obstacles to its broad adoption, this study's powerful findings prove that HRE is more than just a theory—it's a method to empower society, improve our collective well-being, and achieve lasting peace. The necessity for ongoing funding of Human Rights Education is becoming increasingly critical in light of the world's increasingly severe socioeconomic divisions, international conflicts, and breaches of human rights. By teaching the values of justice, tolerance, and inclusivity, and the importance of diversity, HRE-prioritizing societies empower subsequent generations to create a world where human rights are respected and implemented. In addition, prejudice and social inequality outside of school can nullify any gains achieved within. The success of HRE depends on a combination of classroom interventions and larger structural and policy changes, such as more inclusive leadership, more equal educational opportunities, and a stronger rule of law. Human Rights Education is successful because it can change people and communities. It accomplishes this by encouraging the development of well-informed, compassionate, and conscientious individuals who see the worth in every person.

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