Human Psychology towards Human Rights

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Abstract
The paper deals with the concept of human rights in different schools of thought. The human psychology and its intersection with human rights have been dealt with in detail. An overview on contributions of various schools of psychology such as child psychology, peace psychology, educational psychology, social and cultural psychology on human rights have been discussed. Reflection of the psychological associations towards the promotion of human rights values and mitigation of conflicts have also been presented. The paper also highlights the role and scope of human rights and life skill education to enhance the human rights consciousness.
**Key words**: Human Rights Education, Psychology, Social interaction, right to education

Introduction

"Human rights are essential for the structural transformation of political, social and economic systems to create a more equitable and just society. Human rights ensure the quality of life, and protect the people from severe political, legal, and social abuses. Right to freedom of religion, the right to a fair trial, the right not to be tortured, and the right to engage in independent political activity are fundamental human rights[1]. These rights are essential for the spiritual, physical and moral development of the individual. Human rights are associated with the dignity of the individual and assist a human being to live with dignity in a complex society[12]. An overview on human rights, concepts and relevance is presented below .

Human Rights: Concept and Relevance

"Human beings are entitled to justice, equality and freedom from arbitrary and Discriminatory treatment. All these rights are interrelated, interdependent and indivisible. The term 'human rights' is comparatively recent in origin but the 'concept of human rights' is not new. It is as old as the history of human civilization itself" [11]."The origin of human rights can be traced to the doctrine of 'natural law', which has culminated into the concept of 'fundamental rights' or 'rights of man' in the modern legal system. Throughout the centuries, there has been a close connection and interdependence between the idea of 'natural laws' and the idea of the 'natural rights' of man" [2]. Natural rights are inherent in the human personality, and are not given to the people by the State. In fact, a State or States are not capable of creating human rights by law or by convention; they can only confirm their existence and give them protection[13]. The human rights concepts by different school of thought are shown in figure

Concept of Human Rights in different Schools of Thought
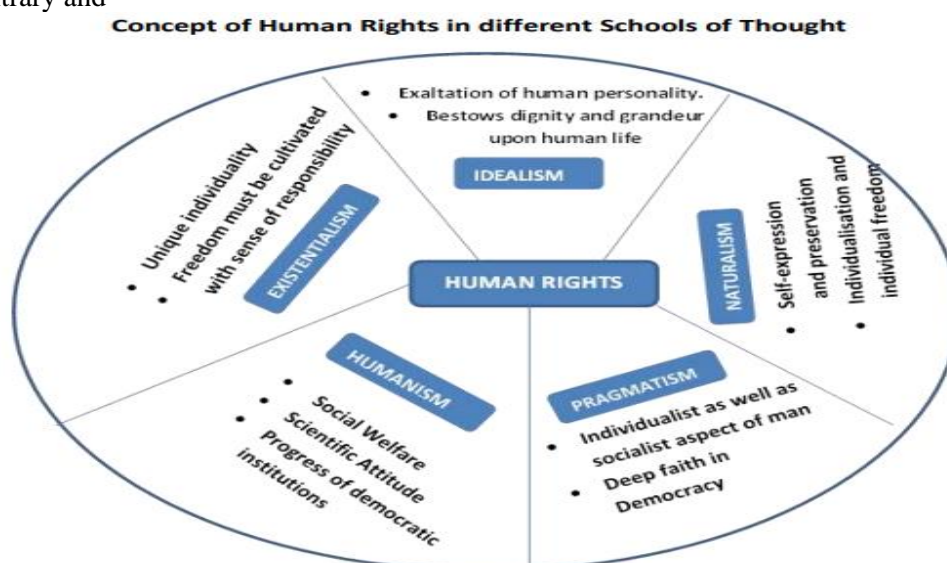
Human Rights as basic political and social conditions which every individual is entitled to as a human being: Originally, natural rights or the rights of man, included rights to life, liberty and pursuit of happiness. Over the years, the concept of human rights has broadened to include rights to social security, leisure and education. Human rights are interpreted with some degree of relativity to ensure fairness to all and the interests of society as a whole. In this respect, the general principles, which temper the impact of sustentative human rights in their individual application, are vitally important in determining the ultimate scope of human rights protection[14]. Human rights are accepted across cultures throughout the history of mankind. Human rights date back to the very dawn of human civilization and often appear clearly enshrined in the great religions of the world. It is evident from the general behavioural rules like one's duty towards neighbours, concept of universal brotherhood and fraternity of mankind, doctrine of nonviolence etc. [3]. Human rights are the entitlement of every individual in all parts of the world by virtue of his being member of the human family, irrespective of any other consideration. Therefore, these equal and inalienable rights of all members of the human family are the foundation of freedom, justice and peace in the world and disregard and contempt for human rights have resulted in various barbarous acts, which have outraged the conscience of humanity Establishment of human rights culture demands elimination of all kinds of exploitation, not only at the hands of the state, but also by members of civil society. The functional governing norm of human rights is respect for human personality and its worth, regardless of colour, race, sex, religion or other considerations[15].These rights are essential for the adequate development of the human personality and for human happiness. In addition, it is essential and is consonant with the freedom and dignity conducive to physical, moral, social and spiritual welfare of people .

Intersection of Psychology and Human Rights

Human psychology as a scientific disciple of studying human behaviour has a rich history of understanding and investigating the 'HUMAN PSYCHE', power dynamics of interpersonal and group relationship, social construction of mind and throught, and most significantly the developmental dimension from an individual and societal perspective [16]. As a scholarly field of research, the psychological theories and practices have been considered framework for addressing the issued relating to child development, women empowerment, moral health, social-political relations and even sustainable development[17]. However, human psychology and human rights have co-existed in isolation till the recent past. According to Navi Pillay (2012) "psychology human rights have long been districts fields between which there should be more cooperation and interaction is required. Human rights research has to permeate with in the discipline of psychology"[4].

"The Australian Psychological Society code of ethics (2007) states psychologists to engage in conduct which promotes equity and the protection of people's human rights, legal rights and moral rights". [18]. The theoretical and practical applications of political psychology should be guided by the principles of universal human rights according to the aims of the International Society for the Political Psychology (2012). It is true that psychological studies, of late, has focused explicitly on human rights violations, such as child abuse, child labour, psychopathic behaviour, sexual violence communal conflicts.

The American Psychological Association (APA) asserted that psychologists need to be on the advisory boards of intelligence agencies, criminal investigations and jurisprudential issues especially dealing with human right.

In India, of late, psychologist have been part of correctional agencies juvenile justice courts, and various councils for human rights promotion. These measures can enhance the role of psychology to contribute towards the goals and implementation of human rights world over.

"Psychology Peace has immense relevance to cultivate communal harmony. Peaceful co-existence is characterized by both negative and positive peace" [5].

Negative peace refers to the absence of the direct (personal) violence, and positive peace to the absence of indirect (structural) violence. Peaceful beliefs, harmonious relationships between groups, equitable political and economic systems are the outcome of positive peace. Social Psychological and Peace Research (SPPR) reiterates the promotion of cooperation and pro-social orientation that reduces the occurrence of intergroup violence. It also advocates further for positive intergroup relations. Positive paradigms to prevent and mitigate conflict and violence in peace psychology [6]. Psychological knowledge is pursued with a

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view to making practical changes and strategies to address human rights issues.

Another vital area for promoting human rights elements is psychological research. There are numerous studies coming up with means and measures to imbibe positive attitudes, values and human behaviour. A number of strong positive and negative predictors of human rights support at the individual level [7]. He has highlighted the distinction between endorsement of human rights (shallow) and commitment to the human rights (deeper) and resistance to human rights violation. Self-transcendence values such as equality, social justice, helpfulness and loyalty can predict the human behaviours supportive of human rights. They mentioned that this relationship is mediated by a "psychological sense of global values". Most notably the women's rights movements have impact in the form of public policy, introduction of legislation and change in etiquettes when the movements become global according to psycho social research". [8]. Another area of psychological research is concerned with the inter group violence in the after math of massive and continuous human rights violations. The social psychology researchers argue that human rights consciousness is necessary for creation of a more peaceful society. Even the specific mechanisms such as trials and truth, and advocacy by agencies can achieve this aim[9]. The cultural studies have found out that effects of deprivation and colonial legacies have hampered the human rights in the world. Some of the societies, therefore place more emphasis on economic and environmental rights rather than civil rights. Multilevel discourses and empowerment of women are concurrently employed in women's promoting and taking ownership of their human rights (Chipko movement in India).

To sum up, the psychological research is in essential pre- requisite to encourage human rights: Therefore, there is a need to undertake outstanding studies, of human rights psychology:
- ✓ for analysing the attitudes, values, inter-relationships and social behaviour of human beings.

- ✓ for evolving policies and programs targeting the human rights issues

- ✓ for raising psycho legal questions about particular rights such as right to security, right to privacy and the rights of co-existence of diverse population.

- ✓ for contributing the in the promotion and protection of human rights in the criminal justice and correctional systems.

- ✓ for advocacy through social agencies and human rights movements

- ✓ for achieving the sustainable development goals and

- ✓ for adopting human rights and life skill education for developing the human consciousness

Human Rights Education

Human Rights Education (HRE) is an international movement to promote awareness about the rights accorded by the Universal Declaration of Human Rights and related human rights conventions, and the procedures that exist for the redress of violations of these rights [10]. Human rights education can broadly be termed as an activity to foster and promote human rights culture. It is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles (Hilde Hay 2007). The concept underpinning human rights education is that education should not only aim at forming trained, professional workers, but also contribute to the development of individuals who possess abilities to make societal changes. Education is seen as a way to empower people, improve their quality of life and increase their capacity to participate in the decision-making processes . Human rights education sustains endless curiosity in understanding human rights both as an indispensable element in people's lives to achieve their rights and for social transformation. According to U.N (1996) defines "Human rights education is training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes directed to:
- to strengthening of respect for human rights and fundamental freedoms,
- the full development of the human personality and the sense of its dignity,
- the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic

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groups, and the enabling of all persons to participate effectively in a free society".

The United Nations envisages human rights education for all sectors of society as part of a "lifelong learning" process. The 'human rights' consists of economic, social and cultural rights, civil and political rights, the rights of Child, and the elimination of all forms of discrimination against women. The UN and other agencies have clarified that HRE has components of knowledge, skills, and attitudes, which should be consistent with recognized human rights principles and which should empower individuals and groups to address oppression and injustice [1]. Human Rights Education has both normative and legal dimensions. The legal dimension incorporates sharing content about international human rights standards as embodied in the Universal Declaration of Human Rights and other treaties and covenants to which countries subscribe. In recent years, environmental and collective rights have been added to this evolving framework[6]. Human rights education is also a cultural enterprise. As a medium to long-term process, human rights education seeks to develop and integrate people's cognitive, affective and attitudinal dimensions, including critical thinking, in relation to human rights. Its goal is to build a culture of respect for and action in the defense and promotion of human rights for all. The process of human rights education is intended to be one that provides skills, knowledge, and motivation to individuals[19]. This shall enable them to transform
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their own lives and should be consistent with human rights norms and values. For this reason, interactive, learner-centered methods are widely promoted to impart human rights education. It is an education about human rights and for human rights. Its goal is to help people to understand and value the human rights, and take responsibility for respecting, defending, and promoting human rights .

The figure below depicts elements of learning and practices of human rights education which includes learning about, learning for and learning through human rights. The learning of human rights inculcates knowledge about rights and responsibilities, the people and organization engaged in the struggle to ensure rights for all, both in the past and the present. The learning for human rights encourage to develop the skills essential for understanding the nature or rights and responsibilities and for taking necessary and appropriate action. The third element in learning through human rights enables to experience the values of community where the learning environment supports respect for the individuals [3]. They are encouraged to listen to one another's points of view and can express opinions freely in ways which do not offend others. Human rights education should go hand in hand with a greater democratization of life and be supplemented by a broad range of activities. The activities which can promote human rights culture and which cultivate understanding and sympathy for others, should be organized inside as well as outside educational institutions
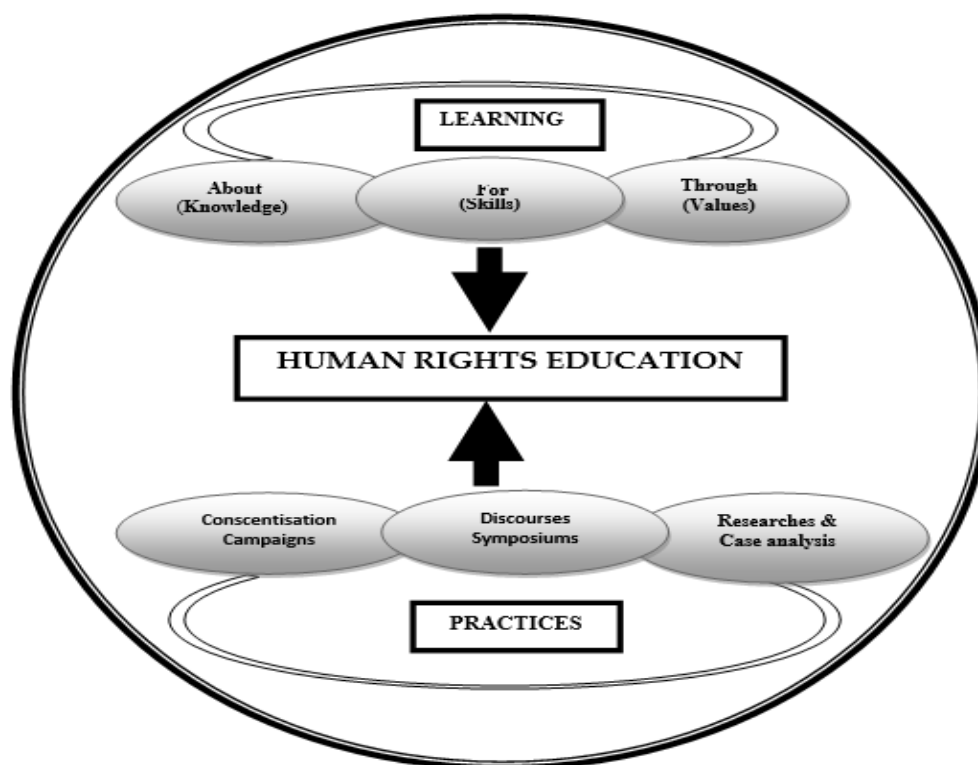
Life Skill Education

Life Skill Education enables the individuals to deal with the demands and challenges in life. It is a competency necessary to initiate and maintain positive behaviour and social relationships which is the basis of human rights Life skills education is a means of empowering all domains of learners so that they are able to develop self-awareness, empathy, critical thinking, problem solving and interpersonal relationships[5]. Life skills include psychosocial competencies and inter personal skills that guide to take informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner .

Human rights empowerment can be attained through developing thinking skills, social skills and emotional skills. *Thinking skills* include creative thinking, critical thinking, decision making and problem solving. *Social skills* are self-awareness, effective communication, interpersonal relationships and empathy. *Emotional skills* include coping with stress, amxiety and aggression. These fundamental skills are never given emphasis in the academic programmes of the universities and colleges in India. The academicians, administrators and parents recognise the lack of life skill instruction in the higher education courses which are envisaged for the dignity and harmony in life.

Components of Life Skills

Dimensions	Elements
Empathy	• Ability to place oneself in in others position • Capability to accept others Sensing others feelings
Critical thinking	• Ability to make objective judgments based on reasons and evidence • Openness to experience Producing original thoughts and reflections
Problem solving	• Ability to understand a problem and coming out with solutions. • Devising a plan to solve problems. • Thinking of multiple solutions to a problem
Decision making	• Ability to make logical conclusions, and taking appropriate decisions • Knowledge of pros and cons of the choice on decisions. • Ability to choose a line of action among alternatives
Communication skill	• Ability to express and explain

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	• Competency in speaking, reading, writing and listening • Ability to address issues and events
Interpersonal relationship	• Ability to associate and maintain relationships • Ability to negotiate and cultivate relations • Confidence and esteem in companionship
Coping with stress	• Ability to manage stability of self in stress ridden situations. • Re-channelising emotions in adversities • Capacity for conflict resolutions and anxiety reduction

Conclusion

Human Rights Education is envisaged for sensitizing and humanizing people for a dignified life. It cultivates critical insights in students and equips them with the courage to question, analyse, challenge and ultimately to change systems of injustice and oppression. It helps to realize their ultimate potential, not as a self-centred, aggressive individual, but as an effective member of the society as well as of a democratic nation. The human rights education focus on the overall welfare of the human being to achieve the sustainable development goals. The present paper therefore, advocates an action oriented approach to development through human rights education programme. The psychological approach and life skill education can ensure justice and peace in society .

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