

Analysis of Teaching Human Rights Values at University Level in Pakistan

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Abstract

Human rights contribute to peaceful coexistence among citizens, which leads to societal and national progress as well. The present research focused on the analysis of the human rights teaching practices at higher education level in Pakistan. Fifteen (15) heads of departments, 61 teachers, and 419 students of BS programs were selected as a sample from four departments of four public universities of the Punjab (Pakistan). Human Rights (HRs) was considered as an aggregate of nine values; which were here rearranged in descending order of their rank as per their prevalence in teaching practices of the sampled teachers – truth, integrity, respect for human dignity, freedom and responsibility, equality and justice, acceptance/appreciation of diversity, cooperation, accountability, and honesty. ‘Truth’ was the most focused value, and ‘honesty’ was the least. Human Rights Values (HRVs) were being taught less than that of the expectations of the students and teachers. Therefore, HRVs should be taught to the university students more frequently. Keeping in view greater importance of civic engagement and citizenship, Higher Education Commission of Pakistan (HEC) can offer a distinct course regarding Human Rights Education in its guiding principles for universities in its sponsorships.

Keywords: Human Rights Education, Prevalence, Expectations, Education Policy, United Nations.

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Introduction

Education performs a basic part in the country's progress. It is regarded as a most important source to achieve success on the state, regional, as well as international levels. Human Rights Education (HRE) fosters Human Rights' (HRs) consciousness. It also fosters the means of distribution of knowledge amongst parents, learners, as well as society in general, with the purpose of increasing person's abilities for recognising as well as preventing human rights' infringements. A quality education, based on values and ideas of HRs, may help youngsters to promote HRs and become responsible citizens.

Freedoms and basic rights that are entitled to all humans are called Human Rights (HRs) (United Nations, 2003). According to Uygun (1996), HRs are whole rights that human beings entirely should possess as a necessity of only humanly respect as human beings, exclusive of any distinction on the basis of sex, race, religion, language, social or economic position. Yeşil (2002) stated that HRs are the sum total of all basic rights that every individual is entitled to solely as a human, as per requirement of human reverence, regardless of discrimination of any kind. In terms of personality, these rights are qualitatively unchallengeable and unfringeable. These can't be taken away and circumscribed arbitrarily by the government or other agency; they cannot be shifted to other persons as well or given up from someone by oneself.

For protection as well as implementation of the human rights, Human Rights Education (HRE) is crucial. Human Rights Education confirms that human beings are made informed of their own rights, learn to apply and enhance the rights as much as possible, and it makes aware that others hold their own rights too (Gulmez, 2001; Patrick, 1999). According to Kepenekçi (2000) HRE can be recognized as human rights teaching from different sources, however, it is not restricted to teaching of human rights, it also comprises transfer of interrelated values and creation of certain behaviours. Provision of information regarding international rules is also essential during human rights education and shift attempts to protect human rights in international, national, and regional level and to prevent human rights' violations. For this reason, HRE is not only teaching of human rights' principles. Simultaneously, it attempts to determine methods to eliminate the components which hinder human rights' understanding.

Human Rights Education is an approach which produces consciousness regarding human rights and a means for parents, students and the community at large to share information as well as developing skills in individuals to stand against breaches of HRs (Tibbitts, 1996). Here are studies which explores various aspects of HRE (Bajaj, 2004; Balton, 1992; Branson & Purta, 1982; Charles, 1991; Hornberg, 2002; Karaman-Kepenekci, 2000; Lohrenscheit, 2002; Magendzo, 1994; Martin, 1987; Meintjes, 1997; Pettman, 1984; Shafer, 1987).

United Nations, General Assembly (2011) recommended the idea in a “Declaration on Human Rights Education and Training” that the teaching and learning processes for HRE should include:

- ‘Education *about* human rights’, involves delivery of knowledge as well as understanding of principles and norms of human rights, their supporting values and mechanisms to protect them;
- ‘Education *through* human rights’, involves teaching and learning in such a manner which regards the human rights of teachers and learners equally;
- ‘Education *for* human rights’ includes authorizing and enabling peoples to exercise and enjoy their human rights as well as support and regards others’ rights.

The universal dominance of HRE began in the mid-1990s and has continued to this day. Human Rights Education (HRE) is keeping utmost importance in fostering social unity at global level. It is a fundamental part of the formal education system in various countries. It is self-evident that a society’s peace cannot be ensured without HRE. Human Rights Education’s main goal is to make persons responsible citizens by teaching them about their own rights as well as the rights of others in accordance with the law (Nordin et al., 2012).

As stated by Nordin et al. (2012), the UN Decade for HRE (1995-2004) was established in December 1994 by the Resolution of General Assembly 49/184. The UN Decade for Human Rights Education–Plan of Action emphasized that nations have a responsibility to develop various specific techniques and programmes that disseminate public knowledge through stressing, supporting, and fostering activities of Human Rights Education in order to provide comprehensive HRE.

Similarly, HRE is a key component of UNESCO’s educational plan “Learning to Live Together”, that emphasises advancement of the values, acculturations, and convictions, understanding, consideration, and respect for others, that lead to nonviolent resolution, peaceful coexistence, and dispute avoidance (Tibbits, 2006).

The National Education Policy (1998 - 2010) ensured the presence of some universal issues into the curriculum, for example environment and population. Afterwards, the National Education Policy 2009 supported the requirement for this integration and the development of resources relevant to human rights. This policy recognises that HRE should be integrated into the curriculum, and that awareness and training materials for teachers and students should be developed in this context, taking into account cultural values and understandings (Government of Pakistan, 2009). In the 2017 national education policy, emphasis was laid on fostering the concept of the Muslim

Ummah and universal brotherhood through curriculum and textbooks. According to this policy, the wonderful values of tolerance, peace, democracy as well as human rights, will be highlighted in the curricula, as well as teacher trainings and learnings of Islam will be transmitted throughout the globe (Government of Pakistan, 2017). As part of a plan of action, Pakistani government has exposed commitment to introduce HRs in the curriculum to improve the human rights in the country (Imran, 2016). Such developments show the commitment of Pakistan's government to promote human rights and universal education. But the commitment has not been yet put into effect due to the political, social, and religious contradictions it has produced.

The Constitution of Pakistan 1973 promises equal rights to all citizens, rejects discrimination based on merely gender, and supports steps to assure women's full contribution in each domain of life. Constitution's first chapter gives the list of twenty-eight fundamental rights and their explanation, for example, freedom to allow religion, freedom of speech, equality of citizens, right to education, which are protected in the constitution (Government of Pakistan, 2012).

Human rights lead to peaceful co-existence of citizens which further leads to prosperity of society and country. Despite the fact that religion of majority and constitution of Pakistan protects human rights, nevertheless (Government of Pakistan, 2012), human rights' status is not up to the mark in Pakistan (Ali, 2000).

Nearly entire policies of education have laid emphasis on Human Rights (HRs), 'HRs' are represented in the curriculum as well, but this unsystematic representation is not producing the required results. According to the notable national and global reports, i.e., "the Human Rights Commission of Pakistan" (HRCP), 2019, "Amnesty International", 2019 and "Human Rights Watch" (HRW), 2019, the HRs' situation in the country is worsening. The country is facing various societal disasters at different levels for example gender discrimination, safety matters, weak system of democracy, poverty etc. (Jahangir, 2000).

Research about teaching of human rights is uncommon. In Pakistan, no research has been done (Iqbal, 2005). The current research attempts for analysing the viewpoints of HoDs (Heads of Departments), teachers as well as students concerning the human rights' teaching practices in the universities of the Punjab.

It was hypothesised that difference between the level of prevalence and expectation of Human Rights Values (HRVs) in the universities, as perceived by university teachers and students, is insignificant.

Methodology

Research Design

Different designs of research are being used in different studies, for example, experimental design of research for experimentation, co relational design of research to examine the association between variables, causal-comparative research design for comparative research and survey design to measure the interests, worries, performance, behaviours, or likings of persons (Fraenkel et al., 2011; Mills & Gay, 2016). As this study does not include any relationship between the variables, testing of hypotheses or treatment (manipulation), so, co relational, causal-comparative or experimental designs of research are deemed relatively less suitable for this study (Webb & Chaffer, 2016).

This study is significant in terms of its respective design. It applies a distinct design of the research known as descriptive research design. It was conducted in the universities of the province Punjab (Pakistan). Views of respondents were obtained about human rights' teaching practices. Cross-sectional survey designs can be used to provide an image of current behaviours, beliefs, and attitudes in the population (Gay et al., 2009). So, the cross-sectional survey design is considered best suitable, using qualitative and quantitative approaches. The views of heads of departments (HoDs) were collected through an interview schedule by using a qualitative approach, whereas the perceptions of university teachers and learners regarding human rights teaching practices were explored through questionnaire by using quantitative approach.

Research Method

Qualitative method helps researcher to understand the processes by providing detailed information about their context, and focusing the voices of the informants (Cohen, et al., 2011; Corbin & Strauss, 2008; Maxwell, 2012; Rahman, 2016). However, qualitative research method has some limitations including smaller sample size, issue of generalizability and consumption of time (Atieno, 2009; Cumming & Finch, 2011; Harry & Lipsky, 2014; Li, et al., 2011). Quantitative method has the potential to provide measurable evidence, results generalization, reaching larger sample in less time and to provide insight into a range of experiences (Ary, et al., 2013; Fidalgo, et al., 2014; Rahman, 2016).

Mixed method research is used to benefit from the strengths of both qualitative and quantitative methods and overcome their shortcomings. There are several types of mixed methods of research design (for example, convergent, explanatory sequential, and exploratory sequential) and convergent mixed method is one of them. While conducting a convergent mixed methods inquiry the researcher gathers qualitative as well as

quantitative data simultaneously, analyses them independently, finally incorporates the finding (Creswell & Creswell, 2017; Johnson & Onwuegbuzie, 2004). Because quantitative as well as qualitative data were gathered then analysed at the same time, after that the incorporation of their finding, hence, convergent parallel mixed methods design was deemed most appropriate for the present research (See Figure 1).

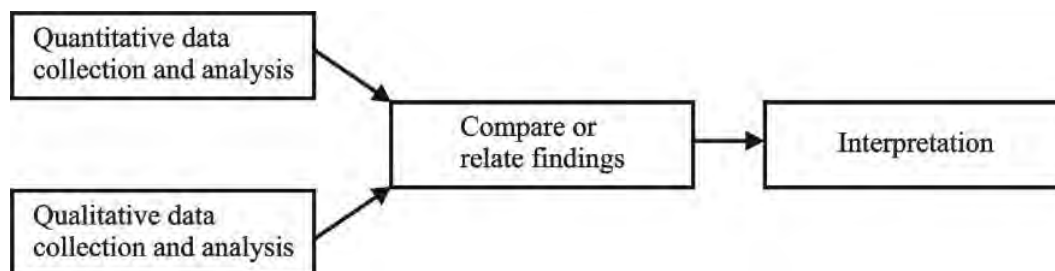


Figure 1. *Convergent Parallel Mixed Methods Approach*

Note. Adopted from *Designing and conducting mixed methods research*, By Creswell & Clark, 2017.

Using this mixed-method approach simultaneously is believed to enhance the credibility of the research findings by triangulating information from both methods. Multiple data can add on to the understanding of HRVs, in depth and breadth, and does complement to the robustness of the study (Hesse-Biber & Leavy, 2010).

Population of the Study

All the heads of departments, teachers, and students of public universities of the Punjab were constituted the population of this research.

Sampling Design of the Study

Multistage sampling procedure was employed to select the participants.

- At 1st stage, four public universities were randomly taken from all public universities of the Punjab.
- At 2nd stage, four departments from each selected university were taken considering the representation of main fields – Social Sciences, Pure Sciences, Humanities and Management Sciences. Department of Education from Social Sciences, Department of Chemistry from Pure Sciences, Department of Islamic Studies from Humanities, and Department of Business Administration from Management sciences. So, one department was obtained from each field.
- At 3rd stage, from every obtained department, one HoD, three teachers and twenty-five B.S. final-year students were conveniently taken. Detail of the selected respondents is given in the Table 1.

Table 1
Participants of the Research

Province	University	Respondents (N=480)	Departments			Islamic Studies	Total
			Business Administration	Chemistry	Education		
Punjab	Northern Punjab University	HoDs	01	01	01	01	04
		Teachers	08	01	04	08	21
		Students	37	25	27	37	126
	Arid Agriculture University	HoDs	01	01	01	00	03
		Teachers	04	04	03	00	11
		Students	20	44	18	00	82
	Southern Bahauddin Zakariya University	HoDs	01	01	01	01	04
		Teachers	04	0	04	08	16
		Students	21	54	29	20	124
		HoDs	01	01	01	01	04
The Islamia University	Teachers	02	03	05	03	13	
	Bahawalpur Students	21	07	36	23	87	

Note. HoDs (Heads of Departments) = 15, Teachers = 61, Students = 419

Research Instruments

Three research tools employed in the present research were:

- Semi-structured interview schedule for HoDs
- Teachers' questionnaire
- Students' questionnaire

Development of the Instruments for Teachers and Students

According to Bonin et al. (2014) development and validation of research tools are consisted of three steps: "theoretical, empirical and analytical". First step involves construct adaptation, second step deals with application of tool and third step includes analysis of data for validation.

The questionnaires of the current study were also developed by following theses systematic steps:

- Step-I: Theoretical (collection or construction of item pool)
- Step-II: Empirical (discussion on items with Experts)
- Step-III: Analytical (to apply reliability scale for tool validation)

Theoretical (Collection or Construction of Item Pool). Two different questionnaires one for teachers and the other for university students were developed. First of all, the main value ‘human rights’, sub values and their indicators were adopted from the UNESCO-APNIEVE source book ‘Learning to Live Together in Peace and Harmony’ (PROAP, 1998). In this book, a model of values education is given which was used to develop the items (See Figure 2). The model contained four (4) core values i.e., peace, human rights, democracy, and sustainable development along with the related-values that support them. Under the core-value ‘human rights’ involves nine (9) related-values which are further composed of 22 sub-values. In this way, first draft of the instruments was developed.

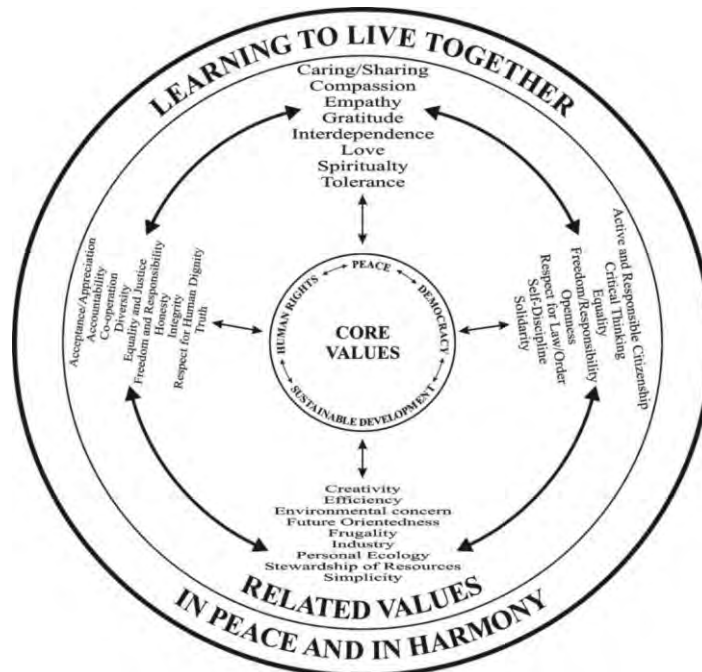


Figure 2. Model of Values Education

Note. Adopted from Learning to Live Together in Peace and Harmony: A UNESCO-APNIEVE Source Book for Teacher Education and Tertiary Level Education 1998, by UNESCO PROAP, 1998 (<http://www.unescobkk.org>.) in the Public Domain.

In order to collect the perception of respondents, two five-point Likert type scales ranging from, 1(not at all) to 5(to a great extent), were employed, one to assess the extent of prevalence and other to assess the extent of expectation of Human Rights Values’ teaching practices.

Empirical (Discussion on Items with Experts). After the development of instruments, next important step was to ensure their validity and reliability. Face and content validity of instruments was ensured through opinion of the experts from University of Sargodha – Department of Education. They were requested to refine the items with regard to format, clarity and suitability. Questionnaires were refined by considering their feedback.

Analytical (To Apply Reliability Scale for Tool Validation/Pilot Study). After ensuring the validity, reliability of instruments was also necessary to be measured. An indicator of internal consistency of the scale is alpha coefficient (Cronbach & Thorndike 1971). Cronbach's alpha coefficient was computed to measure the internal consistency of the questionnaires (Cronbach & Meehl, 1955). As a cut off for a reliable measure 0.70 is the minimum suggested value of Cronbach's alpha, which shows the degree of homogeneity among the items is consistent with the degree of theoretically expected homogeneity for the scale (Nunnally & Bernstein, 1994). The questionnaires were pilot tested on 27 teachers of four departments and 33 students of Department of Education, University of Sargodha. The Cronbach's alpha (α) values both for teachers and students showed that the research instruments were highly reliable (See Table 2).

Table 2

Instruments' Reliability

<i>Respondents</i>	<i>N</i>	<i>α(Prevalence)</i>	<i>α (Expectation)</i>
University Teachers	27	0.98	0.98
University Students	33	0.97	0.97

Development of Interview Schedule

The semi-structured interview schedule was developed to find out the views of HoDs in their respective departments regarding the prevalence and expectation of Human Rights Values' (i.e., truth, equality and justice, respect for human dignity, integrity, accountability, honesty, acceptance/appreciation of diversity, freedom and responsibility and co-operation) teaching practices in their respective departments. It included following questions:

Q#1: In your opinion, to what extent the Human Rights Values (HRVs) are being taught to the university students?

Q#2: To what extent, Human Rights Values (HRVs) should be taught to the university students?

Q#3: What types of strategies should be adopted to inculcate these values in the character of students?

Q#4: How could the characterization of these values, among students, be assessed?

Q#5: Any other worth mentioning thing you like to share regarding these values?

After the questions were developed, the interview schedule was validated by discussing with the experts of the education department –Sargodha University.

Data Collection

Before beginning data collection, the researcher obtained permission to visit the concerning departments of the sample universities, from the heads of the departments. Before administering the questionnaires or beginning the interviews, research purpose was stated to the respondents, and the research instruments' various components were explained to them. It was assured to the respondents that the data provided by them would be utilised only for the purpose of research. They were also asked to permit to their interviews being recorded. If somebody does not permit the recording, their opinions were put down on paper. After data collection procedure, participants were appreciated for their cooperation and participation.

Analysis of Data

The data of two types (Quantitative and Qualitative) were obtained to find out the level of prevalence and expectation of human rights values. For analyzing the quantitative data Statistical Package for Social Science (SPSS) version no. 22 was employed. Before applying any statistical test for analysis, data were cleaned by tracing the missing and aberrant entries and getting them corrected accordingly. Descriptive and inferential statistical techniques were applied to analyze the data. Mean and standard deviation were calculated for the perceived level of prevalence and expectation of human rights values. Paired sample t-test was employed to determine the prevalence-expectation gap in practices of teaching 'HRVs' in the perception of teachers as well as students of the universities, whereas, thematic analysis technique was employed to analyze the qualitative data.

Results–Quantitative Data

Table 3 reflects the level of prevalence of Human Rights Values (HRVs) in teaching practices of the teachers in the views of teachers as well as students of the universities.

Table 3
Prevalence of Human Rights Values

<i>Human Rights Values</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>M</i>	<i>Level</i>
1. Truth	12.61	18.65	26.05	19.80	22.92	3.22	Moderate
2. Equality and Justice	13.23	21.15	27.19	19.07	19.38	3.11	Moderate
3. Respect for Human Dignity	12.58	20.38	27.67	19.54	19.83	3.14	Moderate
4. Integrity	11.98	21.25	25.53	19.17	22.09	3.18	Moderate
5. Accountability	14.80	20.94	26.67	20.11	17.51	3.05	Moderate
6. Honesty	15.21	22.29	26.67	19.58	16.25	2.99	Moderate
7. Acceptance/Appreciation of Diversity	13.61	22.15	26.53	18.82	18.89	3.07	Moderate
8. Freedom and Responsibility	12.87	21.04	26.93	18.34	20.84	3.13	Moderate
9. Co-operation	12.29	22.50	29.17	18.33	17.71	3.07	Moderate
Overall	13.24	21.15	26.93	19.20	19.49	3.11	Moderate

Note. N = 480; High level (Range 3.68 – 5.00); Moderate level (Range 2.34 – 3.67); Low level (Range 1.00 – 2.33); 5 = To a great extent; 4 = To a reasonable extent; 3 = To a certain extent; 2 = To a small extent; 1 = Not at all; 1 to 5 are in percentage

In table 3, the data depict that as a whole, the level of prevalence of HRVs in the teachers' teaching practices was described at moderate level of the mean. Their descending rank order on the basis of their mean values is as follows: truth, integrity, respect for human dignity, freedom and responsibility, equality and justice, acceptance/appreciation of diversity, co-operation, accountability, honesty.

Table 4 reflects the level of expectation of human rights values in teaching practices of the teachers, in the perception of university teachers and students.

Table 4
Expectation of Human Rights Values

<i>Human Rights Values</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>M</i>	<i>Level</i>
1. Truth	2.71	3.75	10.42	21.88	61.25	4.35	High
2. Equality and Justice	2.92	4.38	12.29	20.00	60.42	4.31	High
3. Respect for Human Dignity	2.88	4.17	11.17	21.25	60.54	4.32	High
4. Integrity	2.30	4.48	10.32	23.34	59.59	4.34	High
5. Accountability	4.17	12.29	22.71	58.65	4.32	4.17	High
6. Honesty	3.13	4.38	8.75	25.00	58.75	4.32	High
7. Acceptance/Appreciation of Diversity	3.06	4.86	10.35	23.89	57.85	4.29	High
8. Freedom and Responsibility	2.55	4.69	8.75	22.50	61.51	4.36	High
9. Co-operation	2.08	2.71	13.75	25.42	56.04	4.31	High
Overall	2.87	5.08	12.06	26.88	53.36	4.31	High

Note. N = 480; High level (Range 3.68 – 5.00); Moderate level (Range 2.34 – 3.67); Low level (Range 1.00 – 2.33); 5 = To a great extent; 4 = To a reasonable extent; 3 = To a certain extent; 2 = To a small extent; 1 = Not at all; 1 to 5 are in percentage

In this table, data depict that overall, the participants greatly expect the HRVs to be taught to the students of the universities. Their descending rank order based on their mean values is as under: freedom and responsibility, truth, integrity, honesty, respect for human dignity, co-operation, equality and justice, acceptance/appreciation of diversity, accountability.

Table 5 indicates the gap between level of prevalence and expectation of Human Rights Values (HRVs) in the universities of the Punjab–Pakistan, in the perception of university teachers as well as students. For hypothesis testing two-sample dependent/paired samples' t-test was used.

Table 5
Prevalence-Expectation Gap in Human Rights Values

<i>Human Rights Values</i>	<i>Mean</i>	<i>D</i>	<i>SD</i>	<i>t</i>	<i>P</i>
1. Truth	3.22 (P) 4.35 (E)	1.13	1.55	16.02	0.00
2. Equality and Justice	3.10 (P) 4.31 (E)	1.20	1.52	17.35	0.00
3. Respect for Human Dignity	3.14 (P) 4.32 (E)	1.19	1.30	19.96	0.00
4. Integrity	3.18 (P) 4.33 (E)	1.15	1.52	16.65	0.00
5. Accountability	3.05 (P) 4.31 (E)	1.27	1.51	18.39	0.00
6. Honesty	2.99 (P) 4.32 (E)	1.33	1.68	17.30	0.00
7. Acceptance/ Appreciation of Diversity	3.07 (P) 4.29 (E)	1.21	1.42	18.78	0.00
8. Freedom and Responsibility	3.13 (P) 4.36 (E)	1.23	1.45	18.50	0.00
9. Co-operation	3.07 (P) 4.31 (E)	1.24	1.60	16.97	0.00
Overall	3.12 (P) 4.32 (E)	1.21	1.30	20.38	0.00

Note. $df = 479$; $D = E - P$; P = Prevalence; E = Expectation

Results revealed that the null hypothesis, 'insignificant difference in the level of prevalence as well as expectation of HRVs at universities in the perception of university teachers and students' was failed to be proved. The prevalence level of HRVs was less than that of the expectations of the students and teachers.

Results – Qualitative Data

Following lines explained the perception of the Heads of Departments (HoDs) about various sub-themes of human rights teaching practices i.e., prevalence and expectation of Human Rights Values (HRVs) in teaching practices of the teachers; strategies to inculcate HRVs in the character of students; and modes of assessment for HRVs' characterization.

Prevalence of Human Rights Values

The administrators of universities were inquired about the prevalence of Human Rights Values (HRVs) in teaching practices of the sampled teachers. The data revealed that majority of the participants opined that a great deal of content on HRVs is present in the existing curriculum, however, reportedly the extent of the content on HRVs is required to be explored. For example, respondent No. 5, a Dean of Islamic Studies Department of a public university, stated,

“Although, the content on human rights is not explicitly included in the curriculum; however, it is the part of hidden curriculum at university”.

The HoDs from the Departments of Business Administration from the public universities asserted that at BS level they find just two to three chapters throughout the curriculum that chiefly relate to human rights. For an academic system which intends to incarnate human rights' sense among its students, primarily, it is necessary to incorporate sufficient amount of relevant content on it. Whereas, an administrator of 45 years old from a public university having an experience of more than 10 years, stated,

“We are offering a course ‘Civic Education’; most of its content speaks about the human rights”. (Respondent 9)

However, some of them stated that content on human rights is not included in the curriculum. A few of the participants replied that the representation of content on human rights in the curriculum is scarce. An HoD from the Department of Education at a public university having 27-year experience said,

“The content on human rights is rarely visible in the curriculum”. (Respondent 15)

Expectation of Human Rights Values

Maximum number of the administrators supported that HRVs should be taught in universities at the maximum extent. They viewed that adequate material on human rights ought to be included in the curriculum of each discipline at the universities.

The HoDs of Business Administration described that all the related-values of human rights should be incorporated in the curriculum and that they can easily manage to teach these values to their students. The respondents suggested that content on human rights must be sufficient to cover all its values in real sense of the term. Such as, one of the participants said,

“Only discussions, on how the human rights can be taught to the learners, will not achieve the actual objective. It ought to contain some practicable type of things on what are the human rights in fact, from the core of heart”. (Respondent 14)

They further added that a specific course on human rights should be developed and introduced at BS level particularly in the field of social sciences. A Dean of faculty of Islamic Studies at a public university with 11 years of experience stated,

“The content on human rights should be included as a full course at BS level, in every Department”. (Respondent 4)

One of the directors of IER department at a public university supported this standpoint and made a categorical suggestion:

“There should be designed a special course titled Human Rights Education”. (Respondent 3)

The data showed that although maximum number of administrators, from public universities, stated that the content on human rights ought to be assimilated in the curriculum. But they were apprehensive of how and to what extent the content on human rights should be included in the curriculum.

Most of respondents were in favour of inclusion of the content on human rights to maximum extent. Some of them assertively said that the content on human rights should cover 10 to 20 percent of the curriculum. Instead, a few of the respondents proposed that there is no need to include more content on human rights; because it is already sufficiently incorporated in it. Moreover, they opined that there is no need to include these values at higher level. It should only be included in the curriculum from Nursery to Matriculation level.

The administrators suggested that the key themes of human rights might be incorporated either in the existing curriculum; or a specific three credit hours' course may be introduced afresh. They also proposed that the additional course should be developed on modular approach which should include specialized activities to incarnate human rights values in learners' minds. The HoD in a public university emphasised,

“A three-credit-hours course on human rights should be included”. (Respondent 2)

Strategies for the Inculcation of Values in the Character of Students

The strategies suggested by the administrators were mostly related to the curriculum change, the training of teachers, involvement of students in co-curricular and social activities, teachers and the parents' role, sensitization of students, and the role of religious scholars. The informants suggested following strategies for the instillation of values in the character of students: a proper mechanism should be introduced for assessing the student's character; both education and moral training of children should be equally emphasized; co-curricular activities like role playing, modelling, debates and speech competition should be a mandatory part of day to day class room activities; educational institutions must create a supportive and values friendly environment; existing curriculum needs to be changed with special focus on affective domain of learning; values should be the essential part of it; existing practices of teacher training needs to be revised to produce self-motivated and supportive teachers which are supposed to have strong moral character; human rights should be taught across all the educational levels; conferences, seminars, and workshops can be arranged for students in educational institutions to highlight the need and importance of values education; teachers and parents must personify themselves as role models for their children.

Modes of Assessment for Human Rights Values' Characterization

Most of the respondents opined that, different modes/methods can be used for the assessment of characterization of values. In the opinion of administrators, observation is the most suitable technique for assessing the characterization of values in the personality of students. They believed that students' behaviour may be assessed at individual level in different situations i.e., at home, during morning assembly, during informal interaction with other students, in the gatherings, in co-curricular activities, in the classroom, in different programs as well as outside the classroom. Their behaviour can also be observed as a team member during group activities i.e., doing project work, group discussions etc. They also claimed that survey method can also be employed (using a questionnaire or interview schedule as tool for data collection). Peer assessment can also be used as an effective technique about how they behave with each other where students may be given a survey questionnaire based on different values. The students may be asked to rate the level of behaviour of their other classmates.

The suggested techniques for assessing the characterization of values among students are as under: a proper mechanism should be introduced for assessing students' behaviour; by asking their parents about students' behaviour with their family members at home; by examining students' comments about their institutions, teachers and fellows, for example, on social media; by noting the students' remarks about the teachers in their absence; by observing their students in co-curricular activities; by recording students' behaviour in daily life; through self-assessment of students; and traditional methods of assessment may also be used.

Discussion

The present research focused on the analysis of the human rights teaching practices at higher education level in Pakistan. Human rights (HRs) contribute to peaceful coexistence among citizens, which also leads to societal and national success. Human Rights Education (HRE) is crucial to the implementation and protection of human rights. Information of people about their rights is ensured through HRE, that they learn to enhance and apply those rights specifically, that they are conscious of others' rights as well (Gülmez, 2001; Patrick, 1999). It is a fundamental part of the formal education system in various countries. It is self-evident that a society's peace cannot be ensured without HRE (Nordin et al., 2012).

The majority's religion and Pakistan's constitution protect Human Rights (HRs) (Government of Pakistan, 2012); however, human rights' condition is not appropriate in Pakistan (Ali, 2000). Nearly entire policies of education have laid emphasis on HRs, which is also represented in the curriculum, but this unsystematic representation is not producing the required results. According to the notable national and global reports, the HRs' situation in the country is worsening (Amnesty International, 2019; Human Rights Commission of Pakistan, 2019; Human Rights Watch, 2019). Results of present study revealed that human rights values were not being taught up to the mark at universities. They were not prioritized during regular teaching because Human Rights Values were not the compulsory part of the formal curriculum at BS level. The above said state of affairs demands for a focused approach for teaching human rights, which may inculcate human rights in students in a more effective way.

Findings of the present study are in line with the results of Raza et al. (2020). They conducted research to analysis the teaching of sustainable development values at madrassah and inferred that the expectations for teaching sustainable development values are significantly greater than the prevailing teaching practices of sustainable development values. It leads to the conclusion that there is a more need for teaching sustainable development values to the Madrassah students. Results of current research support the findings of Manzoor et al. (2020). They conducted research to analyse the peace teaching practices at the university level in Pakistan and found that the desired level for peace teaching practices and its subsidiary values is significantly greater than the existing level of peace teaching practices. Findings of the current research confirm the results of research carried out by Zahoor et al. (2021). They conducted research to analyse the teaching of democratic values at secondary level in district Sargodha (Pakistan) and found that the desired level of teaching democratic values and its sub-values was significantly greater than the existing level of teaching democratic values.

Conclusions

In this piece of research work, Human Rights (HRs) was considered as an aggregate of nine values described underneath. Present analysis of Human Rights Education (HRE) evidenced its prevalence in the current teaching practices at modest level in Pakistani universities. The nine Human Rights Values (HRVs) were rearranged in descending order of their rank as per their prevalence in teaching practices of the sampled teachers.

1. Truth
2. Integrity
3. Respect for Human Dignity
4. Freedom and Responsibility
5. Equality and Justice
6. Acceptance/Appreciation of Diversity
7. Co-operation
8. Accountability
9. Honesty

‘Truth’ was the most focused value, and ‘honesty’ was the least to indicate their prevalence in contemporary teaching practices of university teachers. Although the situation of HRE was not greatly deterring, the detailed explanation of nine HRVs confirmed their prevalence in the teaching practices at universities. However, there is much space for betterment of the condition in order to provide socially more robust, ethically stronger and job wise more competent individuals to Pakistani community.

Recommendations

As it had been found that HRVs were being taught less than that of the expectations of the students and teachers, therefore, both education and moral training of the learners were perceptibly urged to be emphasised. It had also been highlighted by the respondents of the study. Conclusively, there was a greater necessity for teaching HRVs to the university students for better future.

Education Commission of Pakistan (HEC) can offer a distinct course upon Human Rights Education in its guiding principles for universities in its sponsorships. Existing curricula should be revised, with a particular emphasis on the affective domain of learning.

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