

## **CHAPTER 2**

# **REVIEW OF RELATED LITERATURE**

## ***CHAPTER-II***

### ***REVIEW OF RELATED LITERATURE***

#### **2.0 Introduction**

In the previous chapter researcher has discussed the Introduction of the study where the researcher has incorporated the need of the study, statement of the problem, objectives, hypothesis and delimitation of the study. In the present chapter review of related studies is discussed. In educational studies review of related literature plays a significant role in designing and framing the research. Without doing a review it is difficult to establish the foundation of any research in social sciences. Hence it is an important part of the thesis or any dissertation. A good literature review helps the researcher to identify the best method suited for his/her study. Along with this, it is essential to Identify and frame the objectives of the research, frame objectives and research questions for the study, understand research methods, defining sample and population. Hence the review aims to analyze the previous studies related to the present study. In the present study, the researcher made an extensive review of the studies conducted related to “child rights, human rights education, participation rights, protection rights, developmental rights, child rights education”. The researcher has also consulted various national and international studies related to the above-mentioned areas and teacher education/ teacher training. Here are the various studies mentioned below:

#### **2.1 Studies Related to Child Rights**

Andressa, Gudda, Harris, Kay et. al. (2019) explored how to make rights real in children's lives by the title of the study as “Human rights monitoring and

implementation: How to make right real in children lives”. This work done by above said authors is on the convention implementation and insisted on the role of various rights of human advocates in policy framing bringing into practice and strengthening it in academia. Galaxy of intellectuals contributed to the article. The firm aim of this article was to focus on the strategic approaches and critical evidence to bring human rights into practice and implementation. Implementation of the UNCRC and the other child's rights provision is not possible only by state parties but civil society groups, young people, and other interested parties can play a significant role towards its implementation. The origin of this special issue emerges in Scotland in 2016 after the publication of the ‘state of children rights in Scotland’ by the children rights alliance together.

Kilkellu (2019) conducted a study entitled “The UN Convention on the rights of the child: Incremental and transformative approaches to legal implementation”. The important concern under this article was to discuss the implementation and “incorporation of the UN convention on the rights of the child” at the national level. In this study, research has examined the impact of various approaches. In addition, the researcher has established the knowledge based on the convention and recommended the entries and articles of the convention to decision-makers and other stakeholders to implement UNCRC at the national level. Moreover, the merits and demerits of the various approaches related to their implementation were discussed direct incorporation of the convention into national law, constitutional implementation. Indirect incorporation was discussed.

Marieke & Hopman (2019) conducted a study “A new model for the legal pluralist study of the children rights illustrated by a case study on the child rights to education in

the Central African Republic”. In this study, the researcher has focused on the violation of the rights of the children. The study discusses this and focuses more on why some social phenomena are classified as law. In this study researcher hypothesized that the law for children is only what parents tell them. The important attempt made in the paper regarding children's rights from the eyes of the children. The researcher has presented “an alternative legal pluralistic theoretical and methodological framework’ for research on the rights of children in different legal orders”. Qualitative research methods were adopted in the study. The researcher has consulted formal legal documents under which law is related to the rights of the children. Begin with this researcher has highlighted the role of different institutions and stakeholders in the protection of children's rights. Central Africa Republic is related because it also has the lowest human development (UNDP-2016). These are some of the legal orders that have been identified from the study which is mentioned below:

<b>Legal Orders</b>	<b>Legal orders in the legislator</b>
International legal orders	United Nations
Regional orders	African Union
State-legal order	CAR Government
Religion legal order	Religion leaders
Municipality legal order	Local Government
Village Legal order	Village Chief
School legal order	Principal/ Board
Classroom/ household	Teacher/Caretaker

Data were collected for the study by formal and informal interviews children, Adults with parental responsibilities, deciding schools, education, others (researcher and students) along with education inspectors, politicians, NGOs, employees working on education, child protection, and religious leaders.

Collins (2019) conducted a study entitled “The general measures of implementation: opportunities for progress with children rights”. In this study, the researcher has focused on the implementation of the UNCRC that supports the rights of the children and their promotion. Five GMI’s were explored by the researcher. The first among them is education. The second was awareness and training child right. The third was budgeting then monitoring and coordination. The last one was the plan of action. It was found by an extensive literature review that CRE is a very important tool to transform the rights of children. It promotes constructive, democratic, and congenial relations in the classroom. In addition, children’s engagement in the classroom is also promoted by this approach. It was examined that students' self-concept is developed, promotes students engagement, improves academic results, become good decision-makers, and are motivated to make good choices.

Jenna & Jonathan (2018) conducted a study entitled “Assuring Children’s human rights to freedom of opinion and expression in education”. In this study, the attempt made to explore how children’s rights to expression, voice, and communication are mediated in their daily lives. Participatory rights of the children, as well as communication rights of the children, were discussed in the article. Along with this key barriers to participation in education were discussed in article 19 of the UDHR. It was discussed in the article which fulfils the aim of article 42 of the CRC. This article aimed to make people aware

of the child rights content along with implications of rights. It was also aimed to make convention known to all.

Linda & Harrison et.al. (2018) conducted a study entitled “Can teacher-child relationships support human rights freedom of opinion and expression, education and participation?”. The researcher explored the relationships of child-teacher. It was explored the changing aspects of teacher-child relationships in the early years of school. Relationships included closeness and conflict. It was also explored how child development in speech and language differ in establishing relationships between children and teachers. Parents, teachers, and children were the participants in the study. It was a longitudinal study of Australian children. As far as the sample of the study was concerned 2890 children were considered in the study with typical communication. Along with this researchers have considered 1442 children with language concerns. Closeness and conflict between teacher-child were collected biennially over six years. As the data analysis is concerned with child-teachers relationship trajectories, Growth mixture modeling was conducted. The researcher used Wald’s Chi-square analysis. It was found in the study that the majority of the children had teacher-child relationships trajectories with sustained high closeness and low conflict. The inference can be drawn from the findings that there were positive outcomes at the age of 12-13 years. The conclusion can be drawn from the students that teachers can play a significant role in language literacy and socio-economic development and can optimize their capacity of freedom of expression, education, and participation and protect the genesis of article 19, 26, 27 of the UDHR.

Collins (2017) conducted a study on the topic entitled “A child’s right to participate: Implications for the International child protection”. In this study, the researcher

reviewed the “International human rights framework” and related literature for a deep understanding of how protection and participation of child rights are practised in the international child protection efforts, their implications, and considerations for future work. It was submitted that the right of child participation reflects rhetoric than its implications and efforts concerning children. Child participation in the literature, child participation in the international child protection policies and programs for child rights are discussed in the study.

Pushpam & Solomon (2017) conducted a study entitled “school teachers-A focal agent of child rights protection”. In this study researcher considered that teachers are the focal agent of the protection for the child rights inside the campus and also outside the campus. In this study, the researcher has found that the majority of the teachers are only concerned with their training and are not concerned with the other issues and problems of the children. This researcher has highlighted the need for knowledge of child rights among school teachers. It has been suggested by the researcher based on the findings that it should be the collective endeavour of different stakeholders to understand the need of ensuring child rights in schools and outside the school campus. In this study, the researcher threw light on the conceptual framework of child rights categorized into survival rights, protection rights, participation rights, and developmental rights.

Hassan & Abublacar (2013) conducted a study entitled “emerging Nigerian Muslim Fear over the implementation of child’s Rights Act”. The main form of the study was to examine the implementation of the child’s rights Act concerning Muslims apprehension. It was indicated that Nigerian Muslims have fear of implementing the child’s rights act. Nigerian Muslims thought that implementing the Child's rights act

would affect negatively their Islamic religion and religious practices based on ‘Shariah’ (Islamic Law).

Ida & Paulin (2017) conducted a study entitled “Developing Criteria for Assessing Special Schools for the Intellectually Challenged”. In this study researcher focused on children with special needs. In this it is supported by the John Dewey Education that Special Education is about is most significant in giving exceptional consideration, providing exceptional opportunities and exceptional help to the children. It was also discussed in the study that teachers can play a significant role in highlighting the talent of these children and can contribute to making parents understand their rights. It was found, that about one child of every five requires special attention in the school in which special education can be a significant contributor.

Marie & Quennerstedt (2017) conducted a study entitled “questioning the No-touch discourse in Physical Education from a children’s rights perspective”. The researcher questioned the rationality of No-Touch policies and physical contact between teachers and students was discussed with alternative approaches in the context of Physical Education (PE) in schools. In this study no touch is recognized to protect the children from any harm- theoretical and practical based arguments were established and attention was drawn to protect the child rights and consider the viewpoint which supports the child protection. As per the data collection is concerned sixteen physical education teachers were interviewed and their experiences regarding physical contact and experiences regarding physical contact in their pedagogical work are discussed.

Ghosh, Sengupta & Samita (2016) conducted a study “Children rights and status in India a case study in the district of North 24 Parganas”. An attempt has been made to



understand the difference concerning levels of attainment of rights based on caste, class, gender in rural and urban areas. Another objective of the study is to find out the extent to which the children are availing the fruits of the SSA and to examine the infrastructural facilities provided by the SSA in primary schools. It has covered in the study how SSA is impacting the Mid-Day Meal program with the educational rights of the children. Along with this impact, SSA on school drop-out rate is also explored. The role of parents in the attainment of education is also explored by the researcher. The area under study was composed of 3-gram panchayats, two municipalities under the District Pragan, West Bengal. Both urban and gram panchayat schools were selected purposively. A total of twelve schools from both municipalities and gram panchayat were selected for the study. It was revealed in the study that improvement in primary schools is extending the scope of primary education. Due to these programs attendance of the students in schools did increase and the dropout rate in schools was declined. It was found in the study that there is harmonious relation among students of different castes and religions. It was found that the inclination of the parents to send their children to government schools depends upon the quality of teaching in schools. It was also found that under the scheme of SSA, one-storied buildings were replaced by two-storied buildings and with pacca buildings. It was noticed by the researcher that all the schools under-sample get grants for building toilets, water connections, and pacca buildings. But it was found that four buildings out of the selected 12 schools were very poor in condition. Teachers face problems in taking classes at the same period.

Quennerstedt (2016) conducted a study on the topic entitled “Young children's enactments of human rights in early childhood education”. In this study, it has been explored that what are how everyday practices in early childhood education of young

children's are affected by human rights. Every day practices of the children of age group 1 to 3 years of age. For seeking the children's perspective for the objective of the study, the child was used while analyzing the observed data. The researcher has focused upon three important rights areas. Along with this researcher has considered the previous researches conducted regarding children's rights and ECE (Early childhood education). In this way, the researcher has considered how children are right to participation is dealt with (Quennerstedt, 2011). As per the theoretical base for the study is concerned, human rights theory is considered. Civil rights are considered to guarantee personal liberty and to recognize the individual as sovereign. Along with this, political rights are considered to ensure political participation and have a base on the initial civil rights. In this study, the focus is laid on children's viewpoint, to meet the objective of the study, i.e. "To understand and analyze how children enact their human rights in the preschool, children from the Swedish school were observed in everyday preschool practice". This practice of observance continued for three weeks in which a total of 60 hours of observation was done. The number of the situations were observed by the researcher include children's free play indoors and outdoors, assemblies led by teachers, and other activities inside and outside the pre-school area. At all "children were found to frequently deal with human rights in their actions and where they enacted a range of possible rights-holder positions".

Vakkil & Reddy (2014) conducted a study entitled "Competencies required for high school teachers to deal with students with learning difficulties." In this study, reflections were made upon the skills and competencies needed for teachers to address the student's needs with learning difficulties. Data was collected from the school teachers and headmasters of the school by administering the questionnaire. Data were

analyzed quantitatively by the percentage method. T-test and F-test were also applied depending upon variables. It was found in the study that 75% of the teachers considered competencies important in the area of learning difficulties. It was revealed in the study that Gender has significantly influenced the required competencies of high school teachers. It was also revealed in the study that gender and educational qualification were influenced while dealing with students with learning difficulties. It can be reflected from the above result that male teachers are required to equip with the educational competencies more than female teachers. Based on educational qualification it was found that the teachers who have B.Ed. degree have more competency than teachers who are simply graduate.

Hart & Loughlin (2014) conducted a study topic entitled “An introduction to the multiple journal series honoring the 25 anniversary of the United Nations Conventions on the rights of the child”. In this study, the focus is laid on school psychology and it was seen that it is right of every child to get an education based on their interest and need, and school psychology should be considered in 2001 specific recommendations for implementing the rights of the child in the report of the European Federation of Psychologists Association. In this study, the role of various associations, agencies, conventions, and training programs for child rights education and the protection of child rights were discussed.

Mutch & Gawitch (2014) conducted a study entitled “The New Zealand Earthquake and the role of schools in engaging children in Emotional processing of Disasters experiences”. The article on emotional processing activities of the children and recovery from the disaster events happened took three schools founded by UNESCO under study where earthquake stories of these schools are recorded. The sample of the

study was taken from school children, parents, and teachers, and their experiences were collected and recorded. In addition, community stories were also recorded. In some schools, children self-participated in the results as well other children were observed who have experienced the earthquake. However, children found themselves engaged and remained positive and helpful in research activities. It was discussed in the article that school can play an important role in the Emotional processing of Disasters experiences.

Ramana, Venkata & Subrahmanyam (2012) conducted a study entitled “Right to Education: The Parameters and The Paradoxes”. This study is based on issues of the rights of people. Taking into consideration the rights issues doctrinal method of research is applied. In this study, various doctrines were developed on the theoretical framework and analyzed properly. This was not an empirical endeavour. It was discussed in the study that legislation is not that much important for realizing the rights but legislation is more about claiming the rights of an individual. It has also been discussed in the study how legislation is determinant to transform educational rights and policies into reality.

Jawoniyi (2012) explored child rights by studying the topic “Child’s rights and religious education in state-funded schools: An international Human rights Perspective”. In this study, the researcher has focused on religious education in state-funded schools in different types of societies. The researcher in the study has emphasized that religious education and indoctrination through religious education cannot be underestimated. In this way, it was discussed in the study that “religious education without indoctrination is the pedagogical model which best conforms to the principles of international human rights law” and this approach is unreservedly

endorsed by UNHRC to deploy education which is about religious education in the schools funded by states.

Lundy, (2012) Attempted to understand Children's rights and educational policy in Europe. Along with this attempt is made to analyze and understand the implementation of UNCRC by framing the topic of research as "Children's rights and educational policy in Europe: the implementation of the United Nations Convention on the Rights of the Child". Another aim is to focus upon the "impact of the" United Nations Convention on the Rights of The Child" (CRC) on education policy in Europe". A documentary analysis basis was used by the researcher in the study. It was also discussed in the study whether convention on the rights of the child, the CRC can influence domestic education law and policies and how its recommendations for policymaking are given to the government. It was found in the study that the "Convention on the Rights of the Child" positively impacts the domestic education policy. It was discussed in the study that the child rights framework can be revisited and make some positive changes to influence the government. The role of educationalists, academicians, and Practitioners was also discussed in the study.

Wessells et.al. (2012) conducted a study on the topic entitled "the disconnect between community-based child protection mechanisms and the formal child protection system in rural Sierra Leone: Challenges to building an effective national child protection system". For this study, the researcher has used Rapid ethnographic methods. It was discussed how people respond to harm to children. As per the site, the selection understudy is concerned districts (mamba and Bombali) were selected based on child protection stakeholders. The population under study is consisting of 6000 people living in the 12 villages. The characteristics of the villages under study are chronic poverty

and low levels of education. The collection of the data was done very systematically. In addition to this researcher has also included some marginalized people and interviewed them. The researchers stayed for at least two weeks in the village to collect data. Along with this group discussion, body mapping and participant observation were done after that in-depth interview was conducted. It was found that four major risks harm the children, which are “teenage pregnancy” out of wedlock, out of schoolchildren, maltreatment of children. It was also found that Bombali has a greater concern in children doing heavy work children. Maltreatment of the children was reported in Moyamba to children who are not living with their parents. Along with this child beating, rape, witchcraft are some of the lower-ranked risks.

Cowan (2012) conducted a study entitled “Human rights with education: assessing the justifications”. Education always talks about human rights protection. Human dignity and human welfare is the first and foremost aim of education in democratic countries. In this study, the focus is laid on the incorporation of human rights within the educational process. Incorporating this in education has different motivations. To prove the base of the study, the researcher had made a distinction between status-based approaches and instrumental approaches. The researcher has focused on the opinion that the right to education should not be seen in context with other rights. Another attempt in the article is made to focus on different rights in education. It was defined that the right to education is the right where children access educational experiences. In this way, education is conducted for rights. It is often an instrument for the protection of the rights of oneself and others (Verhellen, 2013). Along with this Verheyde, (2006) focused on the responsibilities and obligations of the state’s parties with CRC. It was considered that the right to education is the implementation of articles 28 and 29.

Another term 'Rights through education' is discussed and it refers to children and adults aware of the rights prescribed in the convention. It was focused on the study that incorporating human rights in the educational process leads to learning. An instrumental approach in learning can be more effective than simply creating the knowledge and awareness of human rights legislation. It was focused in the article that children who participate in decision-making have great concern in instrumental approaches.

Kang (2010) conducted a study entitled "Multicultural education and rights to education of migrant children in South Korea". Multicultural education and the present status of the migrant in South Korea were taken into consideration in the study and critical orientation of multicultural education was urged in the study. It was considered in the study that multicultural education needs to recognize in South Korea concerning rights to education for all and global justice. In this study, the focus is laid on rights to education for all, and multicultural education was considered. Education for all was adopted and enshrined in the UN Darter commission which is an ardent protocol for multicultural education. It was suggested by soon Wong Kang (2008) that multicultural education by inclusive approach to education is needed in social life. It was suggested that inclusion is an important process to the needs of diverse people.

Goel & Desai (2010) explored child rights education by conducting research on the topic entitled "Designing, Developing and Implementing an Educational Program on Child Rights". The whole study is divided into six objectives in which an attempt was made to develop an educational program on Child Rights. The effectiveness of the Educational Program in terms of the attitude of students towards Child Rights was also covered in the study. Along with this, a case study was conducted to explore the

children whose rights were being violated. The population under study was all the secondary schools of Gujrat. All the secondary schools of Gujrat were considered as population. The sample under study consisted of English medium school's syllabus under the Gujarat Secondary and Higher Secondary Education Board. All the students studying in the 8 standard were selected for the sample. The sample was taken by following the cluster sampling technique.

Quennerstedt (2009) worked on "Balancing the Rights of the Child and the Rights of Parents in the Convention on the Rights of the Child". The aim and objective of the study were to consider and analyse the relationship between parental rights and children's rights, which could be shaped in the drafting of the "Convention on the Rights of the Child", with the matter of education. In this study, the researcher used the UN working group's annual as the main empirical source in the analysis. The analysis showed that there seems to be a balance in the relationship between the civil and political rights of parents and their children.

Lundy & Lesley (2009) conducted a study "Developing outcomes for educational services: A children's rights-based approach." The firm focus of this study is on the "children's rights-based approach" to the identification of the outcomes proposed educational interventions. Research has also thrown reflections on the participation of the children and the data from large-scale baseline survey was taken into consideration. It has been concluded in the study that "international children's rights law provides not only a legal imperative but also a comprehensive framework to recognize the children as important stakeholders in all spheres and services design".



Englund, Quennerstedt & Wahlström (2009) Conducted a study on the topic entitled “Education as a Human and a Citizenship Right Parents' Rights, Children's Rights, or the necessity of Historical Contextualization”. Different treaties concerning their contextual background were discussed in the study. The first is the “United Nations’ Universal Declaration of Human Rights”. The second is the European Convention on and the third and last is Human Rights and the UNCRC. While taking into consideration these treaties, an attempt is made to know about the relations rights of the parents and the rights of the children and how it is to be shaped in the context of education. In this study, the attempt was made to understand education from the perspectives of rights. The sole focus of the study was on “the implications of parental rights and to analyze potential contradictions between parents' and children’s rights in education”.

Singh, Jaswinder & Kaur (2009) conducted a study entitled “An Evaluative Study of Human Rights Education in the Curriculum of School Education in Punjab.” Primary and secondary resources were used by the researcher for the collection of the data. This study aimed-depth study of human rights & HRE is done from the textbooks prescribed by various boards. The researcher has analyzed by an in-depth study of these textbooks found that Proportion of human rights education is given in the textbooks but it was found that it is given only as of the knowledge. It is only an informational part of human rights education in the textbooks. The researcher has consulted the books in the classes from VI – X. The study found that the curriculum of all three boards has content on human rights but not in an organized form. It is to be said that human rights are given in abstract concepts and not in concrete form. It was indicated in the study that the existing curriculum has initiatives to eradicate the evils and dogmas from society.

The curriculum also emphasizes the fullest development of the children in the school. It was found from the analysis that sufficient representation of human rights education is given in the curriculum.). It was also revealed in the study that much more weightage for human rights is given in the PSEB curriculum than CBSE and ICSE.

Jamieson, (2008) conducted a study on “Generally, the government protects child rights both within and outside the family – by empowering parents”. In this study, the researcher reflected that child’s rights can be protected by promoting and encouraging the parents regarding their child’s rights. And this promotion and encouragement can be made possible only by their active participation in the government. A government needs to be made friendly policies which promote children’s rights within the family.

Yasemin & Kose (2007) conducted a study on ‘teacher training on human rights through e-learning’. The sole purpose of conducting this research was ‘to assess the pilot study of the teachers' training through e-learning’. For this study one book entitled “I am a Human being: Education on human rights for primary school”. The activities given in the book were converted into a web environment in the form of e-learning. To validate the web and instrument researcher administered these tools to teachers in two districts primary schools. Teachers were administered e-learning content and asked to fill the questionnaire to know about the effectiveness of the training and material. The open-ended questionnaire was also administered to get the opinions of in-service teachers on e-learning. At all it was found in the class teachers were motivated by teacher training, learning, and willing to engage in e-learning even they perceived their computer skills as inadequate.

Smith (2006) conducted a study entitled “Bullying and Harassment in schools and the rights of children”. This article gains much attention as it covers the most critical issue which bullying. In this article, the researcher defined the term bullying and discuss the initiatives taken to tackle the problem and with the point of research. The researcher has discussed the findings concerning the nature of school bullying and intervention work by schools for the issue of bullying in schools. Another finding of the study discussed implications for future research and actions.

Greene (2006) conducted a study entitled “Bullying in schools: A plea for a measure of Human Rights”. Bullying is a serious threat to school education not only in India but also around the world. The researcher has focused upon Olwe’s bullying prevention program and its effectiveness in reducing bullying behaviour among students. The researcher has also identified certain obstacles and challenges. In this way, the researcher has focused upon the role of various stakeholders involved in the schools. It has been discussed that establishing and maintaining good leadership can play a significant role. Along with this motivation can play a significant role in understanding and resolving the issues of the children? In this article, the researchers’ sole focus is on the infusion of the human rights framework into bullying prevention efforts. However, it is reflected that it is an important remedy for the prevention of the students from bullying.

Das & Parna (2005) conducted a study entitled “Education of the marginalized a study of the schooling of children of sex workers in Kolkata”. The study reflected upon the education of the children of the sex workers. Another attempt is made to understand the schooling received by children of sex workers. While taking into consideration the objective of the study educational experiences of children of sex workers were

considered. Interaction between student-teachers and peers was observed. As per the methodology of the study is concerned, the observation method was followed. Along with this interviews were also conducted by a semi-structured interview schedule. Class activities and interactions inside and outside the classroom were observed. The study is conducted in Kolkata in five primary schools around the red-light areas of Sonagacchi and Rambagan.

Linda & Darling (2004) examined by conducting a study entitled “Teaching Human Rights in Elementary Classroom: A literary Approach. Literature for children’s rights given in UN Convention for children was presented to social studies teachers in the study. Some of the books were summarized. In this study author described informational books on fifteen children’s rights which are more essential for elementary classrooms. The teaching of human rights in the classroom was discussed in the study while considering the “Universal Declaration on Human Rights”. The books such as i. Marianne’s story one spoken memories and Marianne’s story. ii. Painted words, iii. Garimoto, iv. The name Jar, v. A day’s work, vi. Be good to Eddie Lee, were discussed in the study.

Carter & Osler (2000) conducted a study entitled “Human rights identities and conflict management: A study of school culture as experienced through classroom relationships”. In this study, the researcher has discussed the potential of human rights Education which helps in promoting constructive relationships and managing conflicts. UNCRC is the basis for this framework. Another attempt was made to understand the effect of those working within school upon the classroom environment. It has been discussed and reflected by considering the expression of identities and understanding of the rights and responsibilities in the classroom. These identities, rights, and

responsibilities are practiced by students and teachers in classroom management. Masculine identities and their effect on classroom management are also discussed. The findings of the study lead to the development of a model to consider the value of human rights education in school and to develop the school as human rights community.

## **2.2 Studies Related Participation Rights of the Children**

Jenna, Gillct & Sergeant (2018) researched the area entitled “Voice Inclusive Practice: Digital pedagogies”. The attempt was made on child participation, principles, and emerging fields of digital pedagogies. The attempt was made to understand the need for participatory rights of the children in the classroom. It has been reflected in the study that considering perspectives of children’s planning and implementation of digital pedagogies are much important.

Ozturk & Ozdemir (2017) conducted a study entitled “effective children's rights education from the perspectives of expert teachers in children rights education: A Turkish sample”. The aim was to investigate effective children’s rights education for classroom teachers, those who have expertise in child rights education. In this study, data has been collected through focus group interviews and a case study was conducted. While taking into consideration the importance of the study researcher has selected six primary teachers qualified in children's rights education. This sample has been taken by adopting the critical case sampling technique. Data were interpreted through the method of content analysis. In this study, an attempt has been made that how children's right education can effectively be incorporated.

Kumar & Mishra (2016) explored by their study “Right to education: A Critical Evaluation of the right of the children to free and compulsory education act 2009

specifically on four A's Available, Accessible, Acceptable and adaptable. Various problems and challenges under RTE Act were discussed. It has firmly been examined whether RTE Act is available, acceptable, and adaptable in Indian education. As per the methodology is concerned, it is purely a doctrinal endeavour.

Elinor & Verser (2015) conducted a comparative qualitative study titled "Speak up! In eight European countries". In this study, the researcher has focused upon the vulnerable situation of the European children or children with special needs and what are the different rights of the children in European countries, and what needs to improve. In this study researcher has used children's rights games, discussions in-depth, and focus group discussions with the children having vulnerable situations. In this study, researchers have considered the children with disabilities, asylum-seeking children, and the children living in the urban pockets of poverty. Despite this researchers have also considered the Roma children as well as traveller children. Further children in juvenile justice institutions and children in care were also considered in the study. It has been revealed in the project that "children in vulnerable situations and with special needs can take part in research and other activities which can prove helpful in expressing their feelings and experiences and suggest some ideas to how to improve their situation for the United Nation convention on the rights of the child".

Arora & Thakur (2015) researched "knowledge of child rights among teachers of primary school in Jammu". This endeavour intended to discuss the knowledge of child rights where researchers have consulted with teachers of primary schools in Jammu. For the data collection researcher used the multistage sampling techniques. A sample of 120 teachers was taken in the study where the researcher has considered the primary school teachers. As far the data collection of the study was concerned private & Govt.

schools were taken in the study by applying the random sampling technique. Interview schedules on knowledge about child rights were also administered. It was found in the study that “all school teachers were knowledgeable regarding child rights such as survival rights, development rights, protection rights, and participation rights. However, chi-square reveals that there is a highly significant association between level of Government and Private School Teachers on Knowledge of Child Rights”. The results of the study also indicated that there is a highly significant difference between Government and Private School Teachers.

Jonathon (2014) conducted a study entitled “Prioritizing student voice: Twin’ children’s perspectives on school success”. In this study participants from primary and secondary schools across eastern Australia, regional secondary schools in England, and intermediate schools in New Zealand were considered the study. For this open-ended questionnaires were administered for data collection. The response in the study was coded by the thematic content analysis and themes were formed by grouping the data. Several children were consulted by the researcher during the preparation of the instrument to understand the question and its intent. The findings under study presented in the form of attitude, boredom, pressure from peers/ attention-seeking, bullying, tiredness, workload demands and school pressure, personal, home family, and its role in school success. It has also been found in the study that school performance is contextualized. It was found that “teaching methods, family issues, tiredness, or bullying” may distract the student in the class. Relevancy of the guiding principles of UNCRC has been discussed, for children to deal with disaffection and disrupted learning.

Kate, Mark & Woolfson (2013) conducted a study entitled “Teacher attitudes and behaviour toward the inclusion of children with social, emotional and behavioural difficulties in mainstream schools. An application of the theory of planned behaviour”. The researcher has examined the relationship between teacher attitude and behaviour towards SEBD. The questionnaire was completed by 111 elementary school teachers. It has been examined that the teachers are found with more positive feelings than those who attended the in-service training programs. It has been found in the study that the teachers with more experience were not much willing to work with Social, emotional, and difficulties with behaviour. Based on the study, the researcher suggested that inclusive ethos can be promoted by the central role of the school principals and INSET sessions can play a significant role in challenging beliefs. Online questionnaires were computed by participants via software for qualities survey or on the paper by post.

Sathiyaraj & Jayaraman, (2013) conducted a study namely “A Study on Child Rights Awareness among the Primary School Teachers in Tiruchirappalli District of Tamilnadu”. In the schools’ teachers play the role of mother and father of the child; they need to be aware of the child’s rights. This study was conducted among primary school teachers in the district of Tiruchirappalli of Tamilnadu. The researcher considered a sample of 140 from both rural and urban schools, teachers, for that researcher used the Child Rights, Awareness Tool. Based on the purpose, the researcher used a normative survey and descriptive statistics were used by the researcher. Based on the analysis, it has been found that 27% of teachers have a high level of awareness regarding child’s rights.

Uma, (2013) conducted a study entitled “Right to education (RTE): A critical appraisal”. The primary aim of the study was to bring out to critical appraisal of the



right to education act 2009. This appraisal was done after the three years of the implementation of the RTE Act. In this study, a researcher reported the challenges after three years of the implementation of the RTE Act 2009. Primary and secondary data were collected by the researcher to strengthen the research. The researcher used various techniques of data collection in the study such as observation, interviews. In this study, the researcher has administered an online questionnaire. The researcher has considered a sample of 200 people. The sample of the study included administrative authorities, teachers of primary school, and principals. The findings of the study reveal that the act is not taking care of the age below six years. In this study it has revealed that there are still financial challenges were reported, challenges of qualified teachers, challenge to provide infrastructure, quality in education, enforcement of the 25% quota for weaker sections of the society, challenges to bring child labour to school, preference of parents, etc.

Samal & Patnaik (2012) conducted a study on “Parents’ attitude towards schooling and education of children”. The researcher considered the sample of 145 parents, who had one or more than one school-going child. In this study, a sample of 116 parents from tribal families and 29 families from non-tribal families were included. The sample was taken from the parents of the age group of 25-35 from Santoshpur village. The researcher had used questionnaires for the collection of data as well as for the personal interview with the participants were conducted. Analysis was done by applying the t-test in the study. The findings of the study revealed that “the attitude of the respondents was moderately favourable towards the schooling and education of their children”. No significant difference was reported in the attitude of tribal and non-tribal parents and based on gender in the study.

Schapper (2009) conducted a study “From the global to the local: How international children’s rights in Bangladesh reach the grassroots level”. In this study, the focus is laid on the convention on the rights of the child. In this study, the researcher has analyzed the two programs introduced in Bangladesh. One is “Food for Education” and another one is “prevention and elimination of selected worst forms of child labour in the informal economy in Dhaka city”. It has been revealed by the researcher that even though these two programs have been implemented, it remains challenging to reach the underprivileged section of society.

Johnny, (2006) researched the area of child’s rights topic entitled “conceptualizing childhood: Children’s rights and youth participation in schools”. The attempt has been made to reflect upon article 12 of the UNCRC and the participation of the children in schools. It has been examined in the study how the western concept of childhood is adopted to challenge participation in the school environment. It has indicated in the study that schools head to reevaluate the hierarchical structure for increasing the chances of participation in the schools and participatory rights of the children.

Agnes, Henry, Kimemi & Samson (2005) conducted a study entitled “Teachers and school administrators’ preparedness in handling students with special needs in Inclusive Education in Kenya”. It has been indicated in the study that through inclusive education the rights of the children with diverse needs i.e. physical, mental developmental. For this study, 140 teachers, 13 principals were considered in the study. They were taken from the secondary schools of Kenya. As per tools for data collection are concerned, an interview schedule, a questionnaire was used. Data were analyzed descriptively and by using inferential statistics. It was found in the study that “physical infrastructure and instructional resources are not suitable for learners with special needs”. It was indicated

in the study that Educational policies for learners with diverse needs are not appropriate and not comprehensive. It has also been found in the study that there is a lack of collaboration among teachers to cater to the needs of their children. It has been recommended in the study that developing a knowledge base on inclusive education is of utmost essential in this regard. It has also been recommended that “teachers should undergo periodic refreshers courses to develop personalized learning approaches, skills, and competencies to address the diversity in the Class and issues of contemporary classes”. Qualitative analysis was done in the study.

Yadappanavar (2002) conducted a study in which researchers tried to identify the different factors which contributed to the poor retention and enrolment of the children in the schools. The results of the study revealed that poverty is also the major reason for poor access to school and retention in the schools. Along with this, it was found in the study that parents gave more importance to the education of the boys than girls. The findings of the facilities and playgrounds are also the factors responsible. It was found in the study that casual parental attitude was also responsible for the poor enrolment less access to education.

### **2.3 Studies Related to Protection rights of the children**

Karan, Mohalik & Bina (2018) conducted a study on “Implementation of the Right of Children to Free and Compulsory Education Act 2009: A Critical Study”. The study aimed to get information about the implementation of the RTE Act 2009, especially its provisions. Information was collected from the different stakeholders i.e. HMs, teachers, and SMC members of elementary schools of Jharkhand. While taking into consideration the importance of the study researcher adopted a survey method. The

sample under study consists of 60 elementary schools, 6 blocks, and two districts of Chhotanagpur of Jharkhand. Headmasters/Headmistress, Teachers, SMC members were considered under-sample. The sample was selected by using multistage sampling techniques. Questionnaire / Interview Schedule for HM / Teacher / SMC members for examining awareness about the different aspects of the RTE Act, 2009. 2. Questionnaire for HM for finding out the level for implementation in different aspects of the RTE Act, 2009.

Soshte (2017) conducted a study entitled “Human Rights Education in India.” In this study, the researcher has focused on the “free and compulsory education Act 2009”, its challenges, and problems in children's rights. The challenges regarding the provisions of the age from 6 to 14 years were also discussed. The main purpose of the study was to focus on human rights education in India and also throw light constitutional framework regarding the same. The study was purely based on the secondary sources of the data in which books, research papers, research articles from various national and international journals, governmental and non-governmental surveys, etc. In this endeavour, it was revealed some challenges such as inadequately maintained buildings, dilapidated classrooms, problems with drinking water in schools, the inadequacy of libraries and laboratories, quality teachers, school distance, etc.

Chahal & Kumar (2017) conducted a study on the topic “Educational rights of the children: Issues challenges and solution: A journey of Independent India”. In this study researcher focused on the educational rights of the children by different dimensions, issues and challenges are discussed after independence in India. This study aimed to reflect on the educational rights of the children from the view of initiatives taken. In this conceptual endeavour pitfalls in the education system of India are discussed and

explored. Factors of failure of educational policies, acts, means, and ways to access educational rights are discussed. Data were collected from secondary sources. Child marriage, child trafficking, child sexual abuse, domestic violence, child labour, corporal punishment, etc. were considered the main hurdles in accessing the educational rights of the children.

Manuel & Vinodan, (2015) conducted a study on “Non-Governmental Organizations and Protection of Human Rights: A study on the role of Human Rights NGO’s in Kashmir”. This study aimed to reflect the NGO’s role in the protection and promotion of human rights in Kashmir. The researcher considered the International, National, and local NGOs working in the field of human rights protection in Kashmir. To illustrate different areas in human rights, the researcher applied the descriptive method.

Bhargava & Ahmed, (2015) conducted a study “Awareness of child rights among the parents, school and the children in Chandigarh District with special reference to the national commission for protection of the child rights”. In this study, reflections are made upon the NCPCR, SCPCR, and others related to child rights protection. This study follows the survey method. For this study, the sample has been taken from the schools of Chandigarh. It was found in the study that many of the schools are unaware of the norms and standards and laws related to the “protection of child rights”.

Pourrajab, et.al. (2014) attempted by conducting a study entitled “The knowledge of teachers about rights of the children to reducing child abuse in homeless students.” In this paper, the researcher has focused to identify the role of teachers in reporting and protecting child abuse in their classroom and the teachers can help in reducing and preventing child use in homeless students. In this review study, it was found that

teachers can play a significant role in preventing and reducing child abuse. The reason is they spent a lot of time with the student and can establish congenial relations so that children can discuss the problems with them. Based on the findings, it has been suggested in the study that appropriate training of the teachers regarding development of skills which proves fruitful in identifying signs of child abuse as well as to develop the skills of reporting such cases.

Synodi (2014) studied “children’s rights and the operation of Greek Kindergarten”. In this study, the researcher focused on the 1989 Convention on the Rights of the Child and the various rights of children such as "right to existence, right to development, right to protection and right to participation". This study aimed to understand 1. Whether all participation, provision, and protection rights of children are respected and fulfilled. 2. Whether the rights of all kindergarten children are respected, protected, and fulfilled.

Reddy, (2014) Perceptions of Protagonists on Right to Education Act 2009. The focal area of this study is to understand the perceptions of different stakeholders towards the RTE Act 2009. The problems under RTE Act 2009 were also discussed. As per the sample of the study is concerned it was consisting of 450 stakeholders in which Teachers, parents, persons from NGOs, and educational functionaries were selected based on the purposive sampling technique adopted. A self-made tool was used by the researcher to meet the objectives of the study.

Hemachand (2013) attempted to study “Right to Education under the Indian Constitution - A Socio-Legal Perspective” to trace the origin and development of education as it system in India. A comparative study of different countries was conducted to compare the education system. USA, Canada, and some other western and

eastern countries were selected for the study. Another purpose of conducting the present study is to make deliberations and discussions on the UDHR, “International Convent of economic and social-cultural rights”, and other national and international treaties were discussed. Another attempt is made in the study is to analyses the role of the Judiciary in interpreting the Right to education. Data for the study was collected through primary and secondary and tertiary sources.

Gupta & Lata (2013) Studied “Protection of Child Rights in India: Role of Teachers and Parents”. In this study, it has been reflected by a researcher that “how child rights are being violated irrespective of schools and homes both by educators and parents.” In this, it has been discussed that corporal punishment makes the minds of children fearful and hateful. In this study, it has been focused on that “Examination stress, rising expectations from our children and students have led to increased depression among students. Researchers pointed out that parents and teachers should play their role as lovers and mentors to ensure the best future for their children”.

Bhan & Rodricks (2012) investigated by a study “Indian Perspective on Child’s Right to Education”. The researcher has attempted the Indian perspective towards child rights to education. Another attempt has been made to analyze the right to education act 2009 and the challenges faced to implementing it properly in India. Along with this researcher conduct a case study and describe the present education status of marginalized children. In this way, it has revealed some of the common issues such as attitudinal barrier, lack of awareness of the schemes, school accessibility, lack of infrastructural facilities, lack of quality teachers, curriculum and material, control system, etc.

Mehraz, Fatemeh, Mohammad & Nehzad (2010) conducted a study on the “Attitude of the adults towards child abuse. In this study the attitude and awareness of young people about child abuse. The research made questionnaire is developed by the seventy university students in which twenty were male and fifty were females. It has been found in the study that there is a positive association between the level of education of participants and reaction towards child abuse and awareness about child abuse. It has also been explored in the study that “the birth order of the participants was significantly associated with being beaten. In this study, most of the participants agreed that beating was an acceptable form of discipline and the best coping way toward child abuse is to inform the parents”.

Baginsky & Kinson (2006) conducted a study entitled “child protection training in initial teacher training: A survey of the provision in institutions of higher education”. In this study, the researcher has reported the survey of child protection training. This study focused upon institutional initial training programs offered to students for primary and secondary schools. It has been revealed from the study that most of the institutions offer training courses in child protection/ child protection training but coverage of the courses varies in terms of length, timing, content, and pedagogy. In this study, most of the respondents responded positively to the training courses and for new requirements of a training course but the researcher also got comments for possible effects of such coverage as was provided. The questionnaire consists of a closed-ended questionnaire and an open-ended questionnaire. The data is presented in the form of percentage of courses. 61% of the questionnaires were filled by course coordinators/ leaders. Head of departments were 23%, 6% by senior tutors, and 10% by another member of teaching.



## **2.4 Studies Related to Developmental rights of the children**

Harket & Gulham (2017) tried to explore by their study entitled “perception of students in the primary Education Department related to children’s rights: A Comparative investigation”. A comparative study was conducted for the perception of prospective primary school teachers. The research was conducted through a qualitative approach. The sample of eighty (80) was taken for the study by adopting the method of criterion sampling. While taking into consideration the nature of the study researcher has used the semi-structured interview schedule. Along with this focus group discussions were conducted with the sample taken. The method of content analysis was used to analyse the data. It was found in the study that “prospective primary school teachers and pre-school teachers have similar perceptions related to child rights”. It has also been found that “perceptions of prospective primary school teachers are more comprehensive than prospective pre-school teachers”. To increase the validity and reliability of the research data, inter-coder consistency formula developed by miller was used.

Srivastava (2015) researched on “Right to Health for Children”. It has been indicated in the study that India has signed in the UN Convention on Child's rights but till now Indian has very less interventions to address the child’s health problems as it is using insufficient funds to meet the problems of health of the child. It was revealed in the study that there is a need for a welfare-based approach to address to realize child rights. It has been recommended by the study that the health care delivery system needs to be made fully functional and there is a need for proper implementation of programs.

Wong & Rao (2015) conducted a study “The evolution of early childhood education policy in Hong Kong”. In this study, an attempt has been made to examine the Hong

Kong ECE context. In this study, the researcher has taken into consideration the historical development of the ECE, obstacles to reform the parents, and provides perspectives along with recent key policy development in ECE, an evolution of early childhood education.

White (2015) conducted a study on the topic entitled “The Internationalization of early childhood education and care issues. In this study special emphasis is laid on the issues of child care and education is internationalized to become the special attention of international organizations.

Karn, Gurminder & Neetu (2014) tried to attempt by researching the topic entitled “Human Rights Education in Teacher Training Programme”. It has focused here in the study that “teacher training programs play a vital role in promoting human rights among the people”. It has also been stressed in the study that there is a need of giving knowledge to the teachers at pre-service as well as in-service teacher training programs. Hence in-depth knowledge of human rights, certain participatory skills, and practice of human rights is essential for the protection of child rights in the schools.

Roy (2014) conducted a study on the topic “Child rights and development in India: A Regional Analysis”. The study attempts to understand the status of development in the Indian economic system at the regional level. In this endeavour, it has been indicated how the disparity in development indicators leads to exclusive development. In this study, an attempt has been made to reflect on child abuse in India and child development. In this study composite index has been constructed at each category of child development indicators to analyze the regional imbalances in development.

Ragnhild (2012) stated that “Education at Risk-Educational Care as Part of the Parental Responsibilities for the Child”. It has been revealed in the Research that “parental support and family is one of the best institutions for the success of the children in the school”. It has been found that “the Home, school, and CWS as social institutions have their acts and two of them have their professionals with responsibility for the child’s education”. It has been suggested by the researcher that all the stakeholders have to protect the rights of the child.

Cojocaru (2009) studied “Child rights-based analysis of children without parental care or at risk of losing parental care in Romania”. The study has been conducted by the researcher to identify the cause which is very prominent in the loss of parental care in Romania due to which children faced risks of losing parental care. And this is the reason through which children’s rights are violated. The purpose of the study was to identify the main trends in Romania for social problems which are leading factors to affect children and their families. For the analysis, children and various stakeholders have been consulted.

Sergeant (2007) studied “Children being children: the value of an importance filter”. In this study, the researcher has taken into account the optimistic value and understanding of children regarding global, social, and local issues. In this study, the researcher has challenged the belief that children are either adversely affected by knowledge or are ignorant of global issues beyond their control. In this study, the researcher has reflected that engaging children in information metacognitive processing allow children to maintain optimism. The concept of ‘importance of filter’ has introduced in this paper means an internal information processing mechanism that assists children to make sense of their world.

Johna, Covell, Lealy & Howe (2002) conducted a study entitled “Introducing a new grade 8 curriculum in children rights”. In this research, the researcher has assessed the 31 grade 8 teachers and how they implemented new children in the curriculum. In this study, researchers have made an attempt to understand the implementation of the curriculum concerning the protection of child rights and considering child rights while curriculum transaction. The factors which encouraged the implementation of the new curriculum on children’s rights were also discussed. In this study, it has been found that teachers' support for child rights is positively related to a positive attitude towards the rights of the adults and the rights of the persons with disability. In this study, the researcher considers all the teachers of 8th-grade health/ PDR of social studies from local schools, and they were asked to attend the workshop regarding the children’s rights curriculum. 35 teachers attend the workshop. Pre-test and post-test were conducted. The qualification of these teachers was B.Ed. and Masters were found. Along with these 906 students of 8-grade were considered as the participants. Interviews with students were also conducted. Right values survey children’s rights education survey was also conducted. In this analysis regression, analysis, and correlation analysis were performed.

## **2.5. Research Gap**

The issue of child rights is not new in the area of research in general and in education in particular. There are great attempts have been made all over the world for 250 years. Research has been conducted by UNICEF, UNESCO, and other organizations in the field of child rights. Child rights education played a significant role in understanding the different dimensions of child rights. While taking into consideration the guidelines of NCPCR and RTE Act, 2009 several pieces of research have been conducted in the

field of school education and teacher education. Lundy, Orr, & Marshall (2015) seek their views on aspects of children's lives in 71 countries which included the education of the children and support that there is a need for further investment in the education so that the rights of the children could be realized. The research conducted by Covell Johnna, Leary & Howe, (2002) assess “how far 31 grade 8 teachers implemented a new children’s rights curriculum, whether the implementation of the curriculum changed students' attitudes about children's rights, and to identify factors that encouraged implementation”. Arora, & Thakur (2015) conducted a study on “knowledge of child rights among teachers of primary school in Jammu. In this study, an attempt has been made to find out the knowledge of child rights among teachers of primary school in Jammu”. Bhargava, & Ahamad (2015) attempted to study “the awareness of child rights among the parents, school, and the children in Chandigarh district with special reference to the national commission for protection of child rights”. Sathiyaraj & Jayaraman (2015) conducted a study on “Child Rights Awareness among Primary School Teachers in Tiruchirappalli District of Tamilnadu”. After all the analysis of the previous studies, the researcher come to know that there is no such study conducted regarding awareness of child rights education, challenges of child rights education, and implementation and practice of child rights education concerning teacher training programmes, especially on pupil teachers. Thus the researcher has decided to work on child rights education in which the researcher has considered awareness of child rights education among pupil teachers, implementation of child rights education by pupil teachers, and challenges faced by pupil teachers.