CHAPTER 4

ANALYSIS AND INTERPRETATION

OF DATA

CHAPTER- IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.0 Introduction

In the previous chapter researcher have discussed the Research Methodology in which the researcher has discussed the Research method, the population of the study, a sample of the study and analysis techniques. In the present chapter, detailed analysis and interpretation of the data and results are presented. Analysis and interpretation of the collected data are most important in any dissertation or thesis. It gives a clear picture of the results of the study. Without analysis and interpretation of the data results and findings cannot be explained. Hence in the present study researcher have applied both qualitative and quantitative techniques. In qualitative data analysis researchers have used thematic analysis. For quantitative data, the researcher has used a t-test to study the difference of awareness among males and females/ "B.Ed. and B.A. B.Ed. / B.Sc. B.Ed." Pupil-teachers. In qualitative thematic analysis, researchers have categorized the data into dimensions and themes followed by coding and sub-themes then the percentage of the coding. In quantitative data analysis, the mean score was calculated and was compared on the basis of gender (male and female) and qualification ("B.A., B.Ed. /B.Sc.B.Ed."). Separate tables and figures stood prepared for each objective and research question.

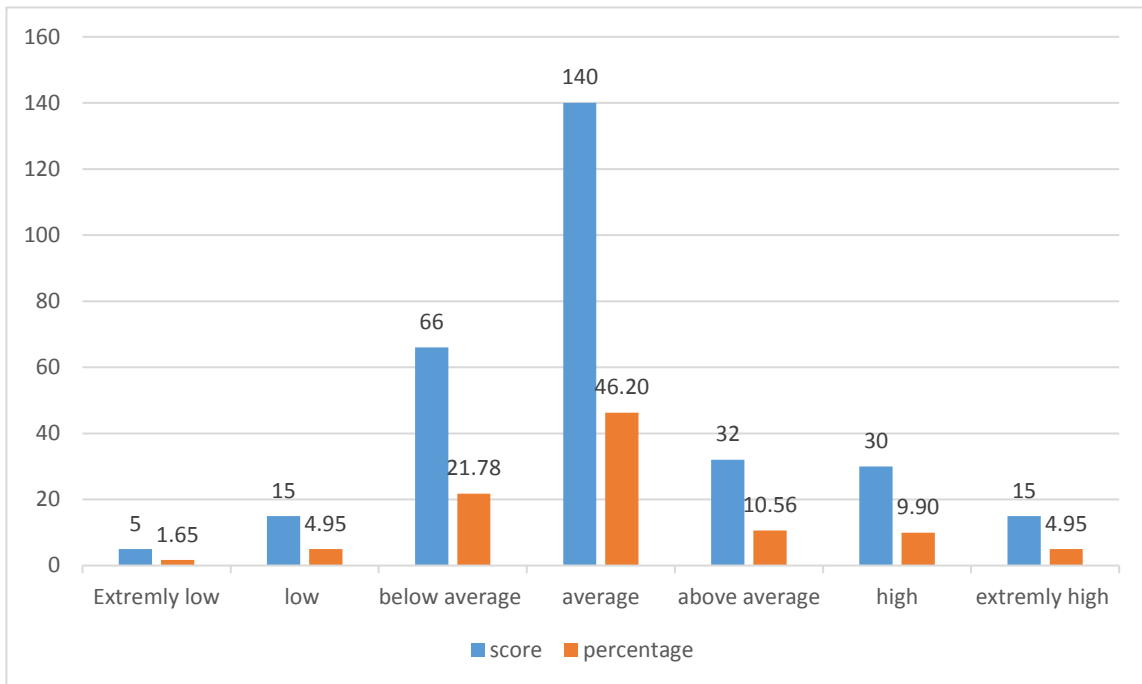**4.1 Analysis with respect to the level of awareness regarding child rights education among pupil teachers**

Figure 4.1 shows the level of awareness regarding child rights education among pupil teachers.

Interpretation: The above figure shows the awareness level of all the samples included in the study. It can be interpreted from the table that there are only 4.95 % of the respondents have an extremely high awareness of child rights education. It was also found that the level of 9.90% of the respondents is high in terms of their awareness, 10.56% of them are above average, 46.20% of the respondents were found average in the level of awareness, 21.78% of them were below average, 4.95% of them were low in their awareness towards child rights education, 1.65% were extremely low. Hence it is reflected here that the majority of respondents fall in the category of average in their awareness towards child rights education which is about 46.20 %. There are only

1.65% of the respondents were reported extremely low in their awareness towards child rights education.

4.1.1 Comparison of the awareness of child rights education among male and female pupil teachers is given below:
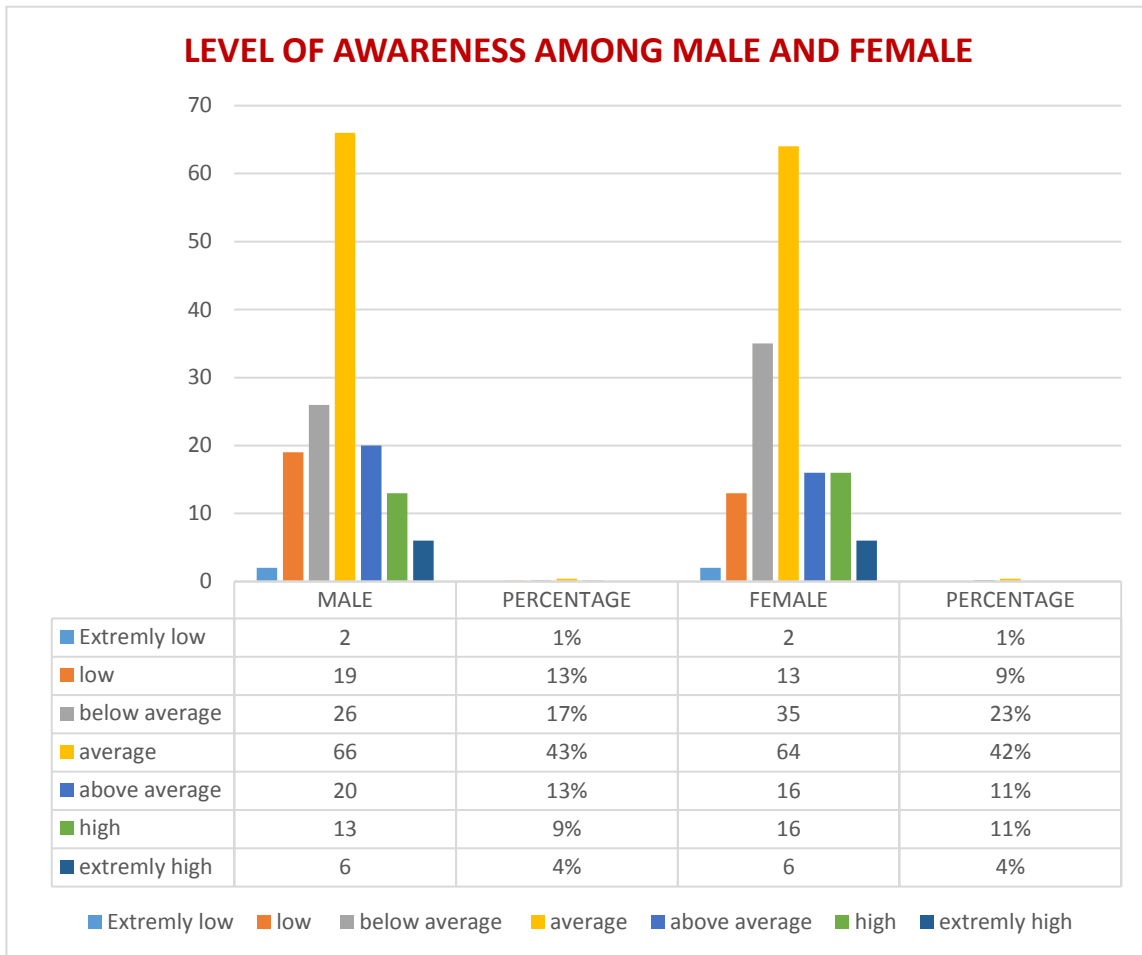

LEVEL OF AWARENESS AMONG MALE AND FEMALE

	MALE	PERCENTAGE	FEMALE	PERCENTAGE
Extremly low	2	1%	2	1%
low	19	13%	13	9%
below average	26	17%	35	23%
average	66	43%	64	42%
above average	20	13%	16	11%
high	13	9%	16	11%
extremely high	6	4%	6	4%

Figure 4.2 shows the awareness of child rights education among male and female pupil teachers

Interpretation: The above figure with table shows the awareness level of all the male and female pupil teachers. It can be interpreted from the table that there are only 4 % of male and female pupil teachers falls in the category of extremely high awareness of child rights education. It was also found that 9 % of the male and 11% of the female

have a high level of awareness, 13.% of the male and 11% of the female were found above average, 43 % of the male and 42% of the female were found average in the level of awareness, 17.% of the male and 23% of the female were below average, 13% of the male and 9% of the female were low in their awareness towards child rights education, 1.% of the male and female were reported extremely low. Thus, it is reflected here that the majority of respondents falls in the category of average in their awareness towards child rights education which is about 43. % of the male and 42% of the female. There are only 1% of the respondents were reported extremely low in their awareness towards child rights education.

Table 4.1 Comparison of the awareness of child rights education among male and female pupil teachers

Zscore (VAR00001)	F	Sig.	t	Df	Sig.	MD	Std.ED	95% CI	
								Lower	Upper
Equal variances assumed	135	.713	.432	302	.666	-.05034781	.11641663	.27944137	.17874575

Interpretation: The above table shows the results regarding the mean difference of awareness among male and female pupil teachers. As the t-value is .432 and the table value is 1.962 on 0.05 level of significance which shows that the t-value is less than the table value. Hence it can be reflected here that the hypothesis is accepted. Thus it can be interpreted here that the awareness level among male and female pupil teachers regarding child rights education is almost similar and there is no significant difference among them.

4.1.2 Comparison of the awareness of child rights education among B.Ed. and Integrated B.A.B.Ed./ B.SC. B.Ed. pupil teachers
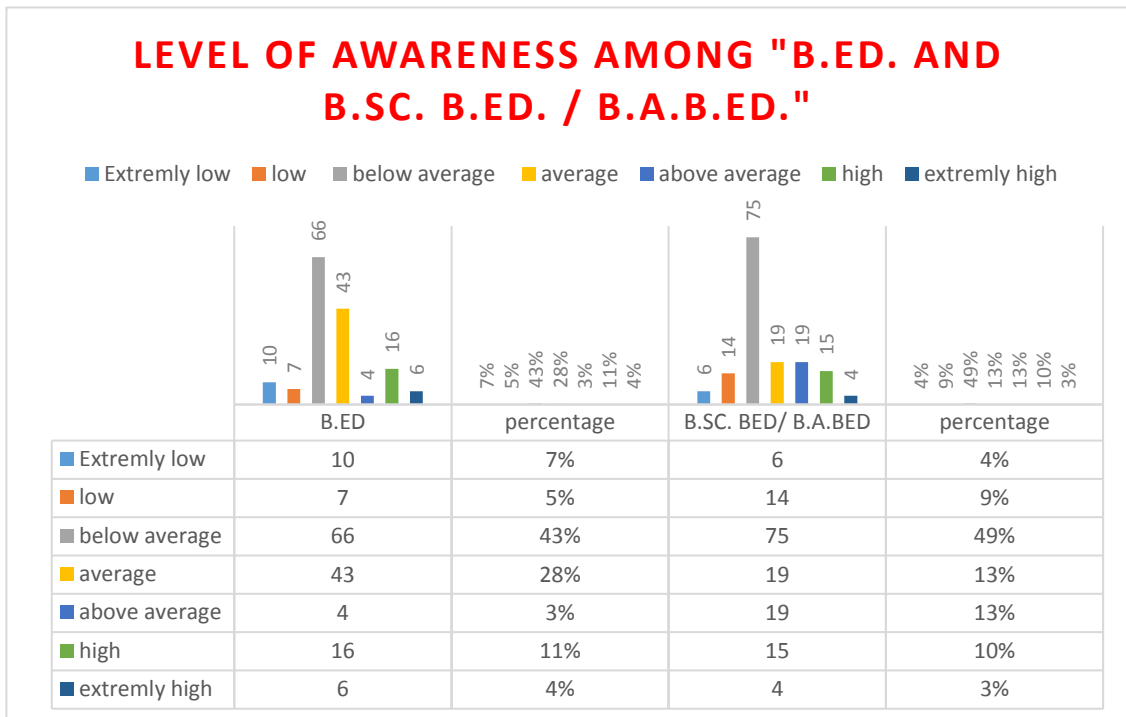

LEVEL OF AWARENESS AMONG "B.ED. AND B.SC. B.ED. / B.A.B.ED."

	B.ED	percentage	B.SC. BED/ B.A.BED	percentage
Extremly low	10	7%	6	4%
low	7	5%	14	9%
below average	66	43%	75	49%
average	43	28%	19	13%
above average	4	3%	19	13%
high	16	11%	15	10%
extremly high	6	4%	4	3%

Figure 4.3 shows the awareness level of "B.Ed. and B.Sc. B.Ed. / B.A.B.Ed." pupil teachers

Interpretation: The above figure with table shows the awareness level of the pupil teachers pursuing "B.Ed. and *B.Sc. B.Ed. / B.A.B.Ed.*". It can be interpreted from the table that there are only 4% of the "B.Ed. and 3% of the *B.Sc. B.Ed. / B.A.B.Ed.*" pupil teachers fall in the category of extremely high awareness of child rights education. It was also found that 11 % of the "B.Ed. and 10% of the *B.Sc. B.Ed. / B.A.B.Ed.*" have a high level of awareness, 3 % of the "B.Ed. and 13% of the *B.Sc. B.Ed. / B.A.B.Ed.*" were found above average, 28% of the B.Ed. and 13% of the "*B.Sc. B.Ed. / B.A.B.Ed.*" were found average in the level of awareness, 43 % of the B.Ed. and 49 % of the "*B.Sc. B.Ed. / B.A.B.Ed.*" were below average, 5 % of the "B.Ed. and 9% of the "*B.Sc. B.Ed. /*

B.A.B.Ed." Were low in their awareness towards child rights education, 7% of the "B.Ed. and 4% of the "*B.Sc. B.Ed. / B.A.B.Ed.*" were reported extremely low. It is reflected here that the majority of respondents fall in the category of below average in their awareness towards child rights education which is about 43. % of the "B.Ed. and 49% of the "*B.Sc. B.Ed. / B.A.B.Ed.*" There were only 7% of the "B.Ed. and 6% of the "*B.Sc. B.Ed. / B.A.B.Ed.*" pupil teachers reported extremely low in their awareness towards child rights education.

Table 4.2 Comparison of the awareness of child rights education among B.Ed. and Integrated B.A.B.Ed/ B.SC. B.Ed. pupil teachers

Zscore (VAR00001) Equal variances assumed	F	Sig.	t	Df	Sig.	MD	Std.ED	95% CI	
								Lower	Upper
	.473	.492	.164	302	.870	.01862	.11356	-.20486	.24210

Interpretation: The above table shows the results regarding the mean difference of awareness among male and female pupil teachers. As the t-value is .164 and the table value is 1.962 on 0.05 level of significance which shows that the t-value is less than the table value. Hence it can be reflected here that the hypothesis is accepted. Thus it can be interpreted here that the awareness level among "B.Ed. and B.Sc. B.Ed. / B.A. B.Ed." Pupil-teachers regarding child rights education are similar and there is no significant difference among them.

4.1.3 Discussion of the Results

As per the discussion of the study is concerned awareness level of all the pupil teachers was considered. It can be interpreted from the above tables that there are only 4.95 % of the respondents have an extremely high awareness of child rights education found. It was also found that the level of 9.90% of the respondents has a high level of awareness, 10.56% of them are above average, 46.20% of the respondents were found average in the level of awareness, 21.78% of them were below average, 4.95% of them were low in their awareness towards child rights education, 1.65% were extremely low. Hence it is reflected here that the majority of respondents fall in the category of average in their awareness towards child rights education which is about 46.20 %. There are only 1.65% of the respondents were reported extremely low in their awareness towards child rights education. After that, the awareness level of all the male and female pupil teachers was considered for discussion. It can be discussed here that there are only 4 % of the male and female pupil teachers fall in the category of extremely high awareness of child rights education. It was also found that 9. % of the male and 11% of the female have a high level of awareness, 13.% of the male and 11% of the female were found above average, 43 % of the male and 42% of the female were found average in the level of awareness, 17.% of the male and 23% of the female were below average, 13% of the male and 9% of the female were low in their awareness towards child rights education, 1.% of the male and female were reported extremely low. Hence, it is reflected here that the majority of respondents fall in the category of average in their awareness towards child rights education which is about 43. % of the male and 42% of the female. There are only 1% of the respondents were reported extremely low in their awareness towards child rights education. The above figure with table shows the awareness level

of the pupil teachers pursuing B.Ed. and *B.Sc. B.Ed. / B.A.B.Ed.* It can be interpreted from the table that there are only 4 % of the B.Ed. and 3% of the *B.Sc. B.Ed. / B.A.B.Ed.* pupil teachers fall in the category of extremely high awareness of child rights education. It was also found that 11 % of the B.Ed. and 10% of the *B.Sc. B.Ed. / B.A.B.Ed.* have a high level of awareness, 3 % of the B.Ed. and 13% of the *B.Sc. B.Ed. / B.A.B.Ed.* were found above average, 28% of the B.Ed. and 13% of the *B.Sc. B.Ed. / B.A.B.Ed.* were found average in the level of awareness, 43 % of the "B.Ed. and 49 % of the *B.Sc. B.Ed. / B.A.B.Ed.* were below average, 5 % of the B.Ed. and 9% of the *B.Sc. B.Ed. / B.A.B.Ed.* were low in their awareness towards child rights education, 7% of the "B.Ed. and 4% of the *B.Sc. B.Ed. / B.A.B.Ed.* were reported extremely low. Hence it is reflected here that the majority of respondents falls in the category of below average in their awareness towards child rights education which is about 43. % of the B.Ed. and 49% of the *B.Sc. B.Ed. / B.A.B.Ed.* There were only 7% of the B.Ed. and 6% of the *B.Sc. B.Ed. / B.A.B.Ed.* Pupil-teachers reported extremely low in their awareness towards child rights education. Sathiyaraj A. & Jayaraman (2013) conducted a study namely "A Study on Child Rights Awareness among the Primary School Teachers where it was reported that only 27% of teachers have a high level of awareness regarding child's rights. Ozturk, A. & Dogan G. Ozdemir, (2017) in his study made an attempt to reflect that how children right education can effectively be incorporated into the teaching-learning process. Arora S. & Thakur R. (2015) have found in their 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 the level of Government and Private School Teachers on Knowledge of Child Rights Bhargava, M. & Ahmed Taffique, (2015). Hence the awareness among a majority of male and female,

B.Ed. and B.Sc. B.Ed. / B.A.B.Ed. was found average. The findings of the study reveal that many of the schools are unaware of the norms and standards and laws related to the protection of child rights. Hansen Ragnhild (2012). It has been suggested by the researcher that it is the duty of all the stakeholders to protect the rights of the child.

4.2 Implementation and practice of Child Rights Education by Pupil-Teachers

In this section researchers have discussed the implementation and practice of Participation, Protection and Developmental Rights. Separate tables and figures for each right are given below:
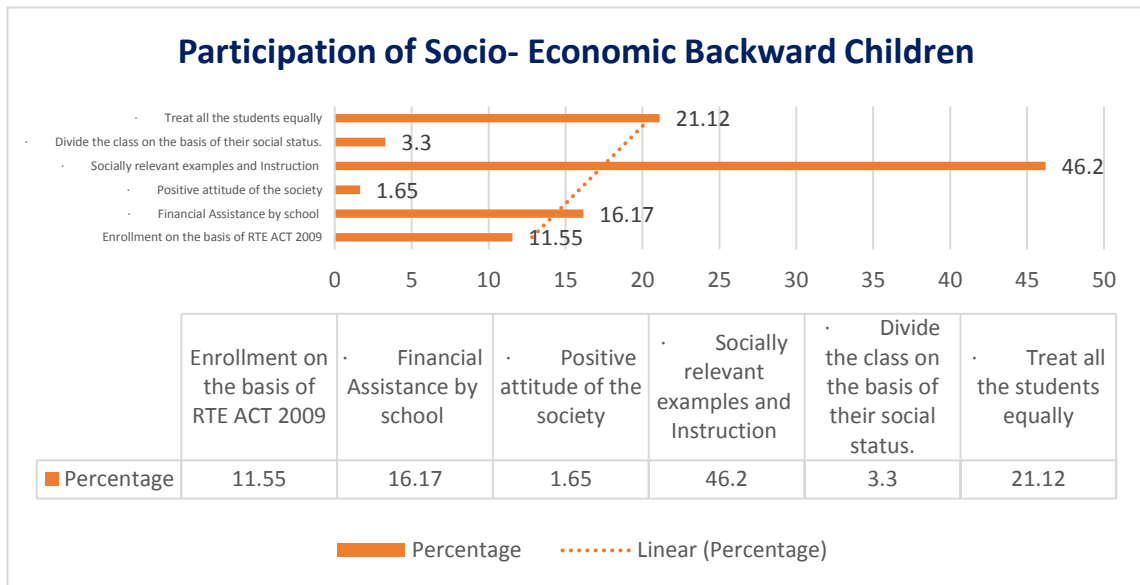
4.2.1 Implementation and Practice of Participation Rights by Pupil-Teachers

In this section, results regarding Implementation and Practice of Participation Rights is discussed. Participation rights with respect to different dimensions such as participation of socio-economic backward children, participation through setting goals of learning, participation of CWSN participation through conducive classroom environment, participation through teaching methods and strategies and participation through fixing goals.

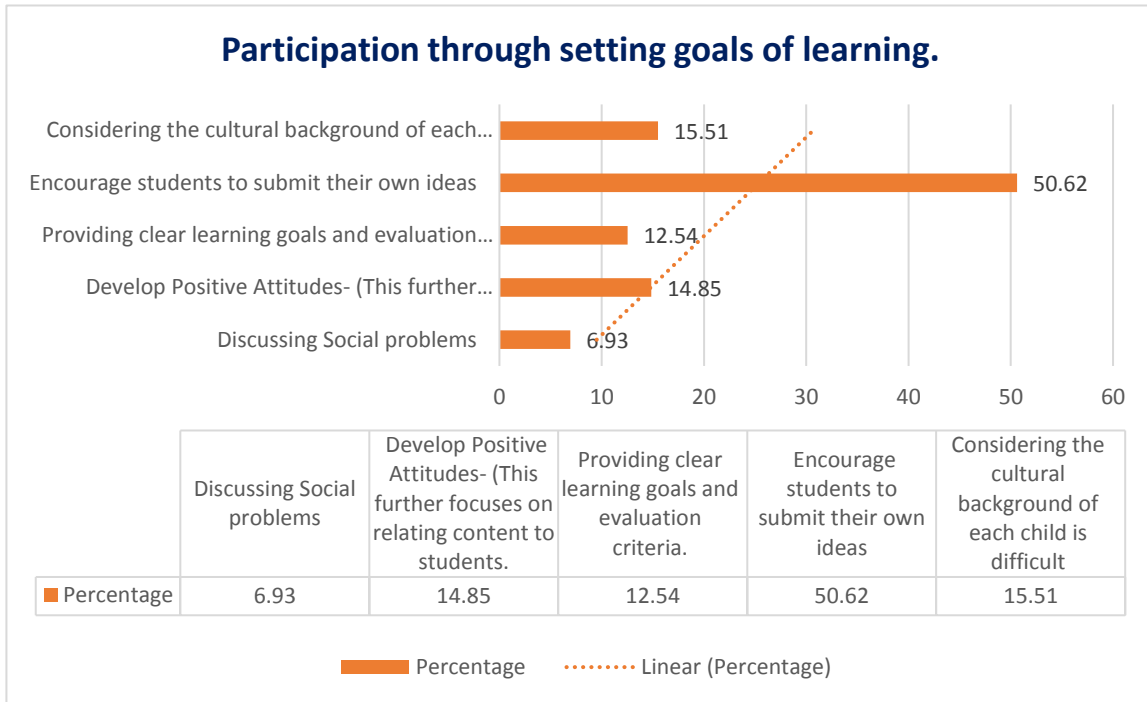**Table 4.3 shows the data regarding the participation rights of the children.**

Participation Rights of the children Dimensions and themes		Factoring Responses	Coding	Frequency	Percentage
1.	Participation of Socio-Economic Backward Children	Enrollment on the basis of RTE ACT 2009	E	35	11.55
		Financial Assistance by school	F	49	16.17
		Positive attitude of the society	A	05	1.65
		Socially relevant examples and Instruction	SL	140	46.20
		Divide the class on the basis of their social status.	SS	10	3.30
		Treat all the students equally	E	64	21.12
2	Participation through setting goals of learning	"Discussing Social problems	D	21	6.93
		Develop Positive Attitudes- (This further focuses on relating content to students.	P	45	14.85
		Providing clear learning goals and evaluation criteria.	EC	38	12.54
		Encourage students to submit their own ideas	E	152	50.16
		Considering the cultural background of each child is difficult"	SP	47	15.51
3	Participation of CWSN	Asked them to sit on the first desk	FD	48	15.84
		Asked them to stay at home	SH	06	1.98
		Giving them much attention leads mismanagement of the class	MC	23	7.59
		Keep them Free	F	37	12.21
		Inform their parents regarding their symptoms and activities	IP	70	23.10
		Teach them with normal children with equal instruction	TN	103	33.99
		Ask other students to stay away from them	SA	16	15.84
4.	Participation through conducive classroom environment	By imparting Culturally and socially relevant instructions	CI	149	49.17
		By considering individuals concerns	IC	54	17.82
		Incapable of creating a general culture in the classroom	IC	12	3.96
		Giving them chance to express their views freely	VF	42	13.86
		Age-appropriate considerations.	AC	35	11.55
		Punishment is necessary	P	11	3.63
5.	Participation through teaching methods and strategies	Cooperative teaching strategies	C	69	22.77
		Giving total freedom for class discussion	CD	65	21.45
		Creating conducive environment	CE	92	30.36
		Observation	O	24	7.92
		Activity-based and collaborative teaching strategies	AL	53	17.49
6.	Participation through fixing goals	"Discussing Social problems	SP	21	7.92
		Develop Positive Attitudes- (This further focuses on relating content to students,	PA	45	19.47
		Providing clear learning goals and evaluation criteria,	LG	38	22.11
		Encourage students to submit their own ideas	SI	152	14.85
		Considering the cultural background of each child is difficult"	CB	47	7.59

Table with Figure 4.1 shows the results about the Participation of Socio-Economic Backward Children.

Participation of Socio- Economic Backward Children

	Enrollment on the basis of RTE ACT 2009	· Financial Assistance by school	· Positive attitude of the society	· Socially relevant examples and Instruction	· Divide the class on the basis of their social status.	· Treat all the students equally
■ Percentage	11.55	16.17	1.65	46.2	3.3	21.12

■ Percentage ······· Linear (Percentage)

Interpretation: The above table and figure shows the results regarding the Participation of Socio-Economic Backward Children in the classroom and in the school as a whole. It was revealed that more emphasis was given on the socially relevant instructions to promote the participation of Socio-Economic Backward Children in the schools. After that, the emphasis was laid on treating all the children equally and giving those equal opportunities was revealed by the respondents. Along with this financial assistance was supported by the pupil teachers. Only 11% of the respondents responded for the enrollment of the children on the basis of provisions laid down in the RTE ACT 2009. Very few of the respondents as shown in the table and figure responded to the positive attitude of the society and were in the favour of dividing the classroom on the basis of their social status. Hence it can be reflected here that for participation rights of the Socio-Economic Backward Children, it is important to adopt socially relevant examples in the classroom.
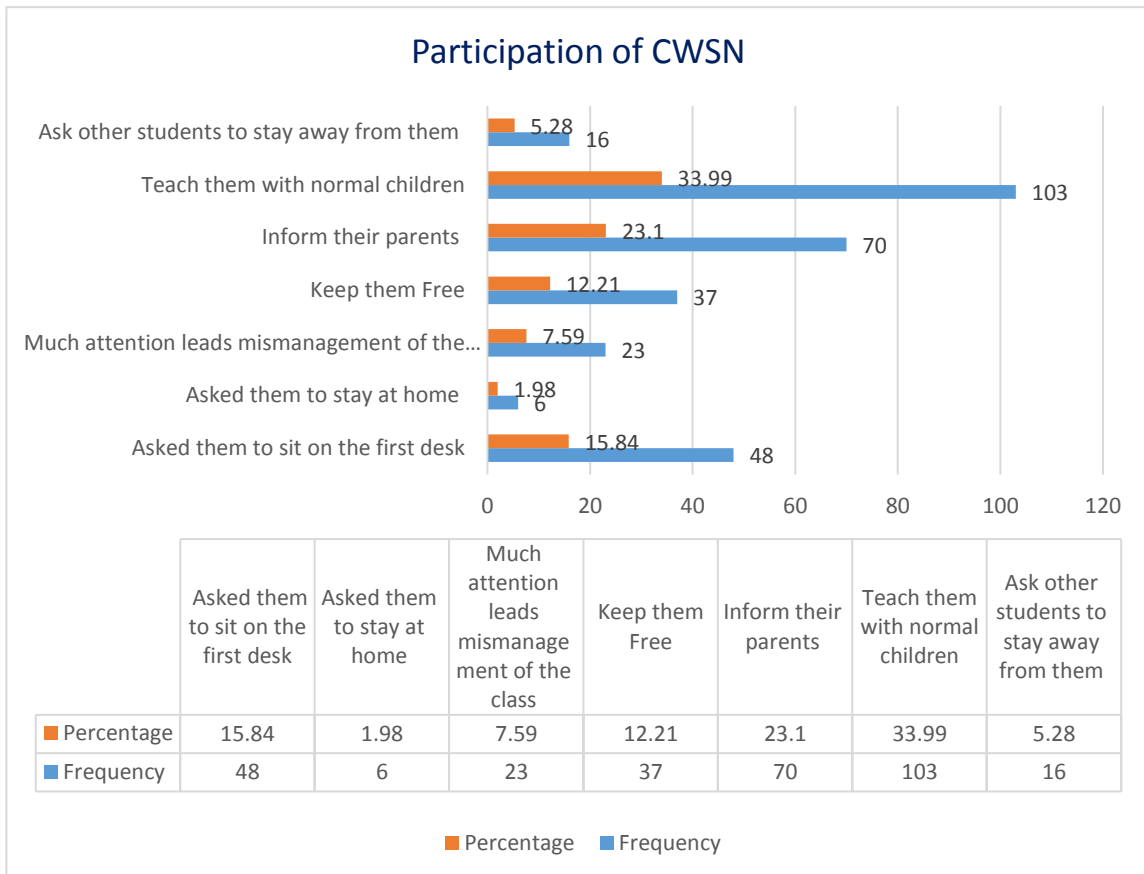
Table with figure 4.2 shows the results about Participation through setting goals of learning.

Participation through setting goals of learning.

	Discussing Social problems	Develop Positive Attitudes- (This further focuses on relating content to students.	Providing clear learning goals and evaluation criteria.	Encourage students to submit their own ideas	Considering the cultural background of each child is difficult
Percentage	6.93	14.85	12.54	50.62	15.51

Interpretation: The above table and figure shows the results regarding the Participation of children through setting goals of learning. It was revealed that more emphasis was given to encouraging the students to submit their own ideas in the classroom and teaching as a whole. After that, the emphasis was laid on the consideration of the cultural background of the students as shown in the above table and figure where it is reflected that considering it in learning is of utmost importance. Along with this, relating content to the life of the students is important while fixing the goals of the learning. Only 12 % of the respondents were in the favour of providing clear learning goals and evaluation criteria. Very few of the respondents as shown in the table and figure responded to the discussion of the social problems in the classroom. Thus it can be reflected here that for participation rights through setting

goals of learning, it is important to encourage the students to submit their own ideas in the classroom and teaching as a whole.
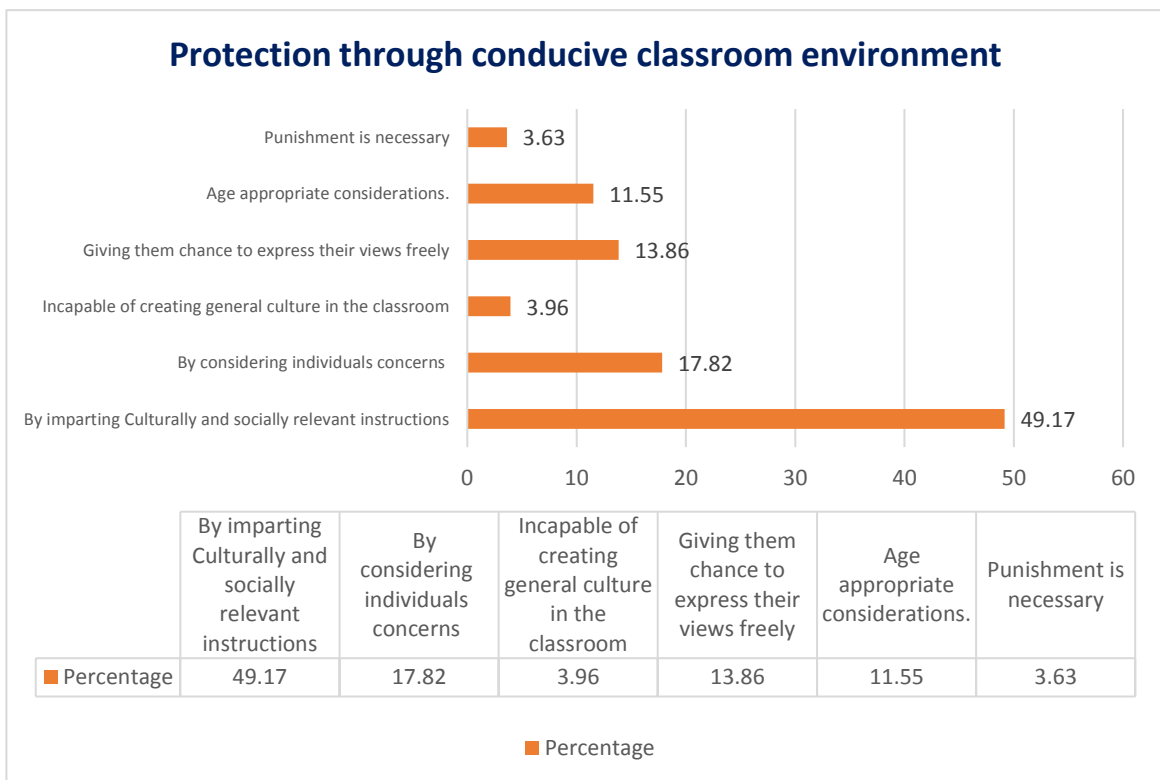
Table with figure 4.3 shows the results about the Participation of CWSN.

	Asked them to sit on the first desk	Asked them to stay at home	Much attention leads mismanagement of the class	Keep them Free	Inform their parents	Teach them with normal children	Ask other students to stay away from them
Percentage	15.84	1.98	7.59	12.21	23.1	33.99	5.28
Frequency	48	6	23	37	70	103	16

Interpretation: The above table and figure shows the results regarding the Participation of CSWN Children in the classroom and in the school as a whole. It was revealed that more emphasis was given to the teaching of these children in the normal classrooms to assure participation. After that, the emphasis was laid on informing their parents about their symptoms. There are only 15% of them have reflected about arranging the desk for the CWSN children to maximize their participation. Along with this keeping them free or creating a free environment was supported by 12% of the pupil teachers. Only 5% of the respondents responded to asking other students to stay

away from them. Along with this, it can also be reflected from the responses of the respondents that giving much attention to these children will lead to the mismanagement of the whole teaching and classroom. Hence it can be reflected here that for participation rights of the CWSN, it is important to consider the teaching of these children in normal classrooms along with informing their parents about their symptoms.

Table with figure 4.5 shows the results about Participation through a conducive classroom environment

Protection through conducive classroom environment

	By imparting Culturally and socially relevant instructions	By considering individuals concerns	Incapable of creating general culture in the classroom	Giving them chance to express their views freely	Age appropriate considerations.	Punishment is necessary
Percentage	49.17	17.82	3.96	13.86	11.55	3.63

Interpretation: The above table and figure shows the results regarding Participation through a conducive classroom environment. It was revealed that more emphasis was given on imparting socially and culturally relevant instructions to promote participation in conducive classroom environments in the schools. Secondly considering individual

concerns were reported by the respondents. It can also be reflected from the responses of the respondents that there were 13.86% of the respondents responded for giving their children a chance to express themselves in the classroom followed by the age-appropriate considerations. There are very few responses for the introduction of punishment showing their ability to create a conducive classroom environment. Hence it can be reflected here that for participation rights of the children in it is important to adopt socially and culturally relevant examples in the classroom followed by individual concerns, free students to express their views and age-appropriate considerations.

Table with figure 4.6 shows the results about Participation through teaching methods and strategies
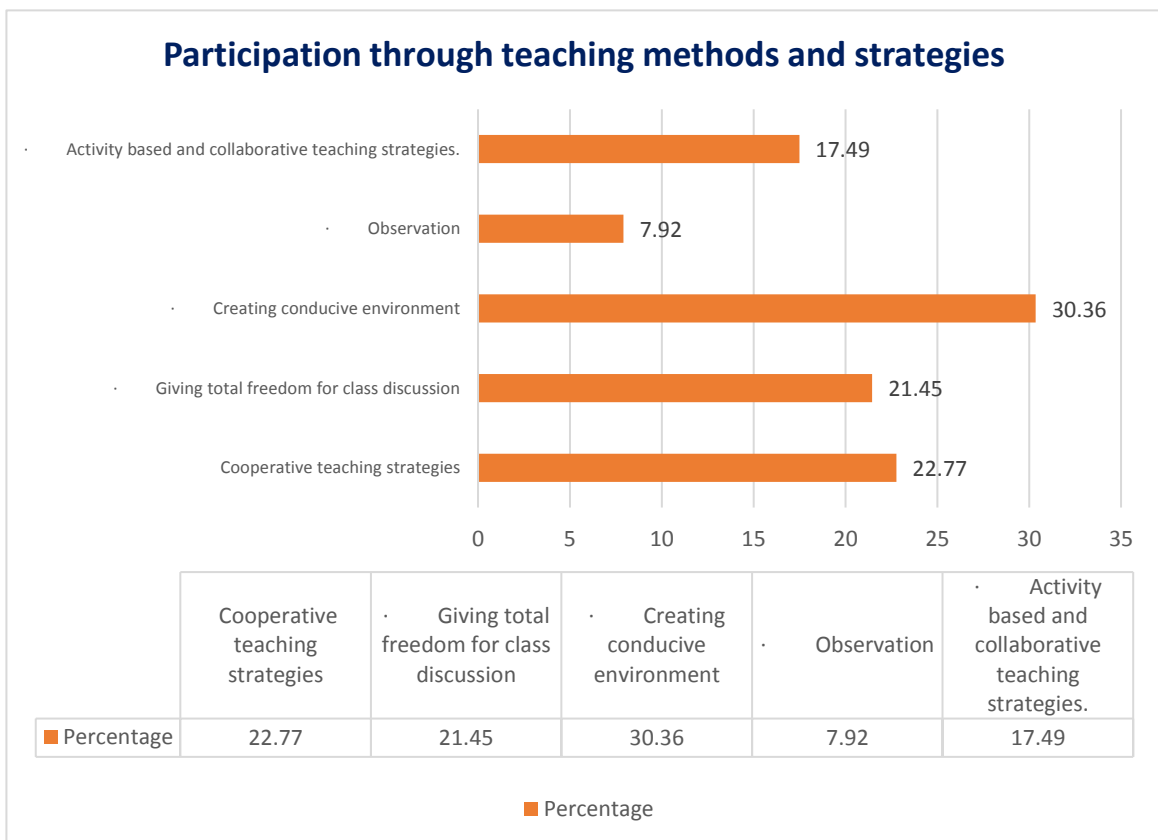
Participation through teaching methods and strategies

	Cooperative teaching strategies	· Giving total freedom for class discussion	· Creating conducive environment	· Observation	· Activity based and collaborative teaching strategies.
Percentage	22.77	21.45	30.36	7.92	17.49

■ Percentage

Interpretation: The above table and figure shows the results regarding the Participation of children through teaching methods and strategies. It was revealed that

more emphasis was given to creating a conducive classroom environment as it was shown in the above figure. Secondly, cooperative teaching strategies were supported as teaching methods and strategies for participation of the children as it was supported by 22.77% of the respondents. As almost equal to the previous one total freedom for classroom discussions were reflected from the responses. 17.49% of the respondents have supported activity-based and collaborative teaching strategies. Very few of them have supported observation for the participation of the children in the classroom through teaching methods and strategies. So it can be reflected here that assuring the participation rights of the children, teaching strategies must create a conducive classroom environment followed by cooperative teaching strategies, giving total freedom to classroom discussions, activity-based and classroom teachings and observation at the end.

4.2.1.1 Discussion of the Results

First of all the results regarding the Participation of Socio-Economic Backward Children in the classroom and in the school as a whole is to be discussed. It was revealed that more emphasis was given on the socially relevant instructions to promote the participation of Socio-Economic Backward Children in the schools. Yadappanavar (2002) revealed in their study that poverty is one of the major reasons for poor access to school and retention in the schools. Hence socially relevant examples in the classroom are more focused by the pupil teachers. Along with this, it was found in the study that parents gave more importance to the education of the boys than girls. It was found in the study that casual parental attitude was also responsible for the poor enrolment less access to education. After that, the emphasis was laid on treating all the children equal and giving those equal opportunities was revealed by the respondents. Along with this

financial assistance was supported by the pupil teachers. Only 11% of the respondents responded for the enrollment of the children based on provisions laid down in the RTE ACT 2009. Very few of the respondents as shown in the table and figure responded to the positive attitude of the society and in the favour of dividing the classroom based on their social status. Hence it can be reflected here that for participation rights of the Socio-Economic Backward Children, it is important to adopt socially relevant examples in the classroom. After that, it shows the results regarding the Participation of children through setting goals of learning. It was revealed that more emphasis was given to encouraging the students to submit their own ideas in the classroom and teaching as a whole. After that, the emphasis was laid on the consideration of the cultural background of the students as shown in the above table and figure where it is reflected that considering it in learning is of utmost importance. Along with this relating content to the life of the students is important while fixing the goals of the learning. Only 12 % of the respondents were in the favor of providing clear learning goals and evaluation criteria. Very few of the respondents as shown in the table and figure responded for discussing social problems in the classroom. Hence it can be reflected here that for participation rights through setting goals of learning, it is important to encourage the students to submit their ideas in the classroom and teaching as a whole. Following the sequence, the results regarding the Participation of CSWN Children in the classroom and the school as a whole were discussed. It was revealed that more emphasis was given to the teaching of these children in the normal classrooms to assure participation. After that, the emphasis was laid on informing their parents about their symptoms. There are only 15% of them have reflected about arranging the desk for the CWSN children to maximize their participation. Along with this keeping them free or creating a free environment was supported by 12% of the pupil teachers. Only 5% of

the respondents responded to asking other students to stay away from them. Along with this, it can also be reflected from the responses of the respondents that giving much attention to these children will lead to the mismanagement of the whole teaching and classroom. Hence it can be reflected here that for participation rights of the CWSN, it is important to consider the teaching of these children in normal classrooms along with informing their parents about their symptoms. Agnes, G., Henry, A., Kimemi, J. & Samson, O. (2005) found in their study that *"physical infrastructure and instructional resources are also responsible to consider the special children in the classroom"*. 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 for the needs of their children.

As per Participation through a conducive classroom environment is concerned, it was revealed that more emphasis was given to impart the socially and culturally relevant instructions to promote the participation for a conducive classroom environment in the schools. Secondly considering individual concerns were reported by the respondents. It can also be reflected from the responses of the respondents that there were 13.86% of the respondents responded for giving their children a chance to express themselves in the classroom followed by the age-appropriate considerations. There are very few who responded to the introduction of punishment showing their ability to create a conducive classroom environment. Hence it can be reflected here that for participation rights of the children in it is important to adopt socially and culturally relevant examples in the classroom followed by individual concerns, free students to express their views and age-appropriate considerations. Along with this the results regarding the Participation of children Participation through teaching methods and strategies. It was revealed that

more emphasis was given to creating a conducive classroom environment as it was shown in the above figure. Secondly, cooperative teaching strategies were supported as teaching methods and strategies for participation of the children as it was supported by 22.77% of the respondents. As almost equal to the previous one total freedom for classroom discussions were reflected from the responses. 17.49% of the respondents have supported activity-based and collaborative teaching strategies. Very few of them have supported observation for the participation of the children in the classroom through teaching methods and strategies. Hence it can be reflected here that assuring the participation rights of the children, teaching strategies must create a conducive classroom environment followed by cooperative teaching strategies, giving total freedom to classroom discussions, activity-based and classroom teachings and observation at the end.

4.2.2 Implementation and Practice of Protection Rights by Pupil Teachers

In this section, results regarding the Implementation and Practice of Protection Rights are discussed. Protection rights concerning addressing the educational problems of the socio-economic deprived student's, promoting a fear-free environment, protection from physical harm in the schools, protection of special needs students, protection of children from discrimination on various grounds and Schools initiatives for protection is discussed.

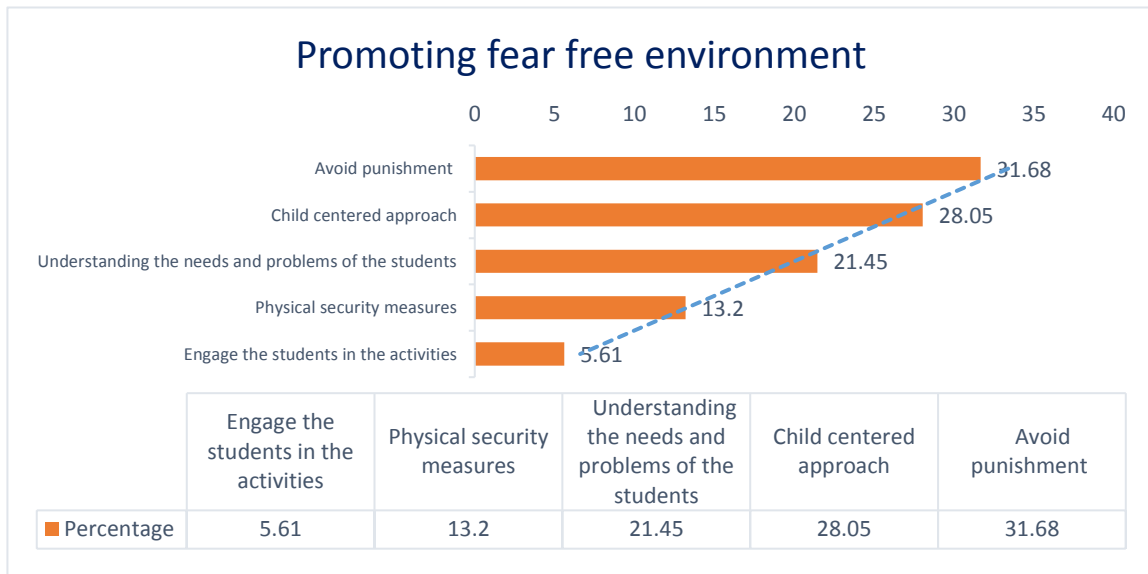**Table 4.4 shows the data regarding the protection rights of the children.**

Sr. No.	Protection Rights of The Children		Coding	Frequency	Percentage
	Dimensions and themes	**Factoring Responses**			
1	**Addressing the educational problems of the socio-economic deprived student's**	Conversation with them	C	41	13.53
		Interacting frequently	I	5	1.65
		Equal opportunities	E	103	33.99
		Active participation	A	124	40.92
		Considering the background of the students	C	30	9.90
2	**Promoting fear free environment**	Avoid punishment	A	96	31.68
		Child-centred approach	C	85	28.05
		Understanding the needs and problems of the student's	U	65	21.45
		Physical security measures	P	40	13.20
		Engage the students in the activities.	E	17	5.61
3	**Protection from physical harm in the schools**	Making groups	M	20	6.27
		Need of surveillance cameras	N	46	15.18
		Protection from exploitation	P	83	27.72
		Stay away from their friends	S	05	1.65
		Making children aware of their rights	M	149	49.17
4	**Protection of special needs students**	Be friend	B	12	3.96
		Active participation	A	40	13.20
		Creating learning resources	C	63	20.79
		Special attention needed	S	188	62.04
5	**Protection of children from discrimination on various grounds**	Observing behaviour	O	03	0.99
		Informing authorities	I	149	49.17
		Congenial environment	C	151	49.83
6	**Schools initiatives for protection**	Making them aware	M	75	24.75
		Necessary arrangement for improvement	I	59	19.47
		Examples of great known personalities	E	9	2.97
		Strict action against culprits	S	82	27.06
		Child-centred learning	C	40	13.20
		Negative reinforcement to the students	N	25	8.25
		Cultural programmes in the school	C	13	4.29

Table with figure 4.7 showing the results about the protection rights by addressing the educational problems of the socio-economic deprived students
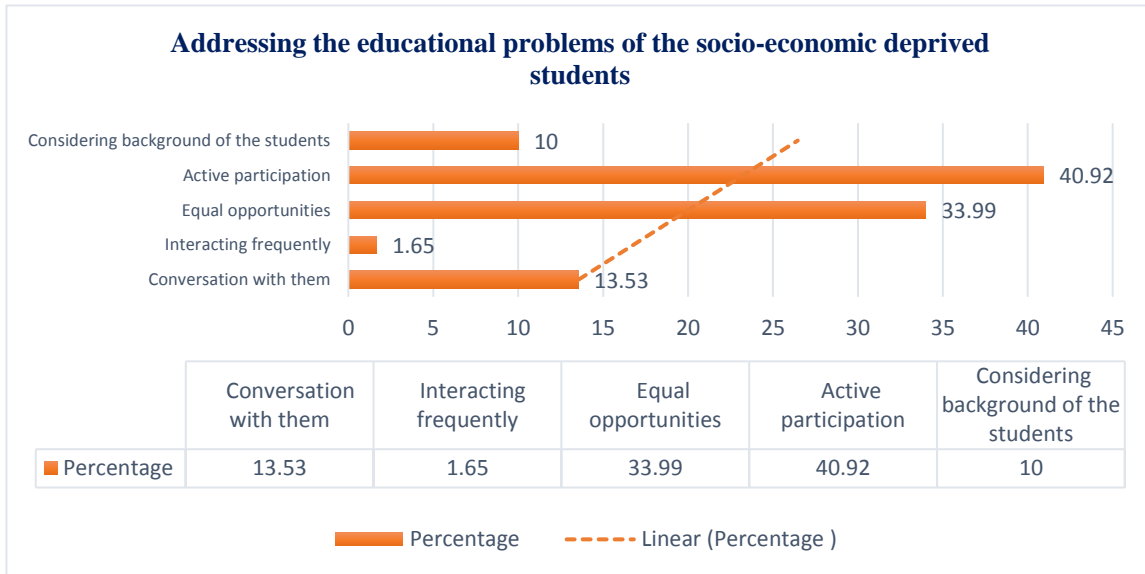

Addressing the educational problems of the socio-economic deprived students

	Conversation with them	Interacting frequently	Equal opportunities	Active participation	Considering background of the students
■ Percentage	13.53	1.65	33.99	40.92	10

Percentage   - - - - Linear (Percentage)

Interpretation: The above table and figure shows the results regarding the Protection rights of the children through addressing the educational problems of the socio-economic deprived students. It was revealed that more emphasis was given to the active participation of the children as it was shown more than 40% of the respondents responded to this. Secondly, the concept of equal opportunities was supported by the respondents for the protection rights of the children. Almost 9% of the respondents have responded by considering the background of the students. Very few of them have supported interacting frequently for the protection rights of the children. Thus, it can be reflected here that for assuring the protection rights of the children, active participation is at the priority followed by the Equal opportunities, conversation with them, considering the background of the child and interacting frequently is needed.

Table with figure 4.8 shows the results regarding the protection rights through Promoting a fear-free environment

Promoting fear free environment

|	Engage the students in the activities	Physical security measures	Understanding the needs and problems of the students	Child centered approach	Avoid punishment
Percentage	5.61	13.2	21.45	28.05	31.68

Interpretation: The above table and figure shows the results regarding the Protection rights of the children through Promoting a fear-free environment. It was revealed that more emphasis was given to avoid punishment in the schools for the protection rights through promoting a fear-free environment as was reflected by more than 31.68% of the respondents. Secondly, the child-centred approach was supported by the respondents for the protection rights of the children. Almost 21.45% of the respondents have responded for understanding the needs and problems of the students. Physical security measures were also reflected by 13.20% of the respondents. Very few of them which is 5.61% have also addressed that they protect the rights of the children by engaging them in the activities. Thus, it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered avoiding the punishment followed by a child-centred approach, understanding the needs and problems of the students, physical security measures are required to consider.

Table with figure 4.9 shows the results about the Protection from physical harm in the schools
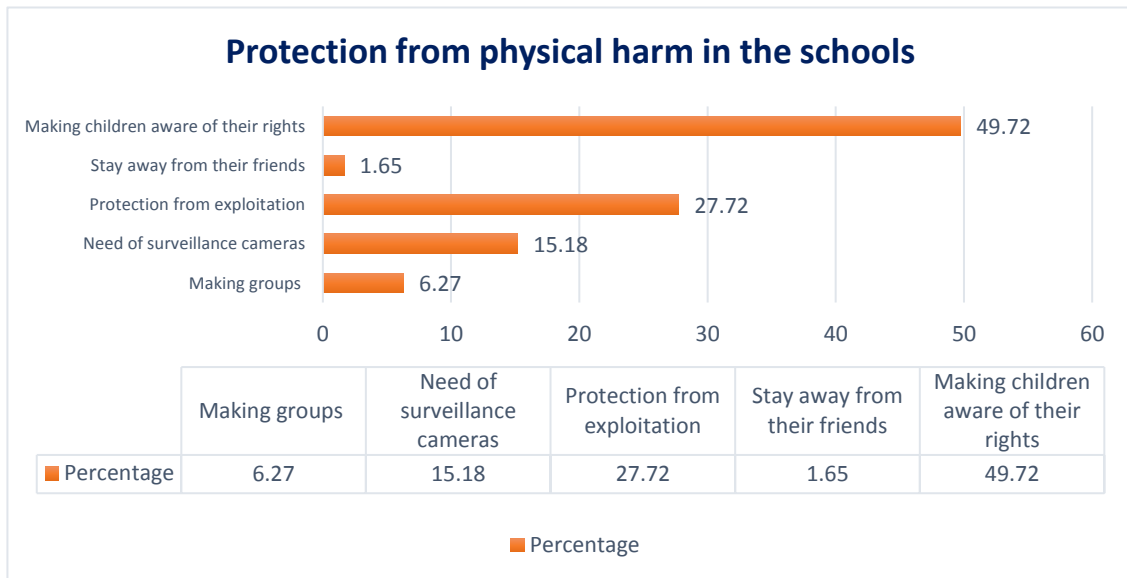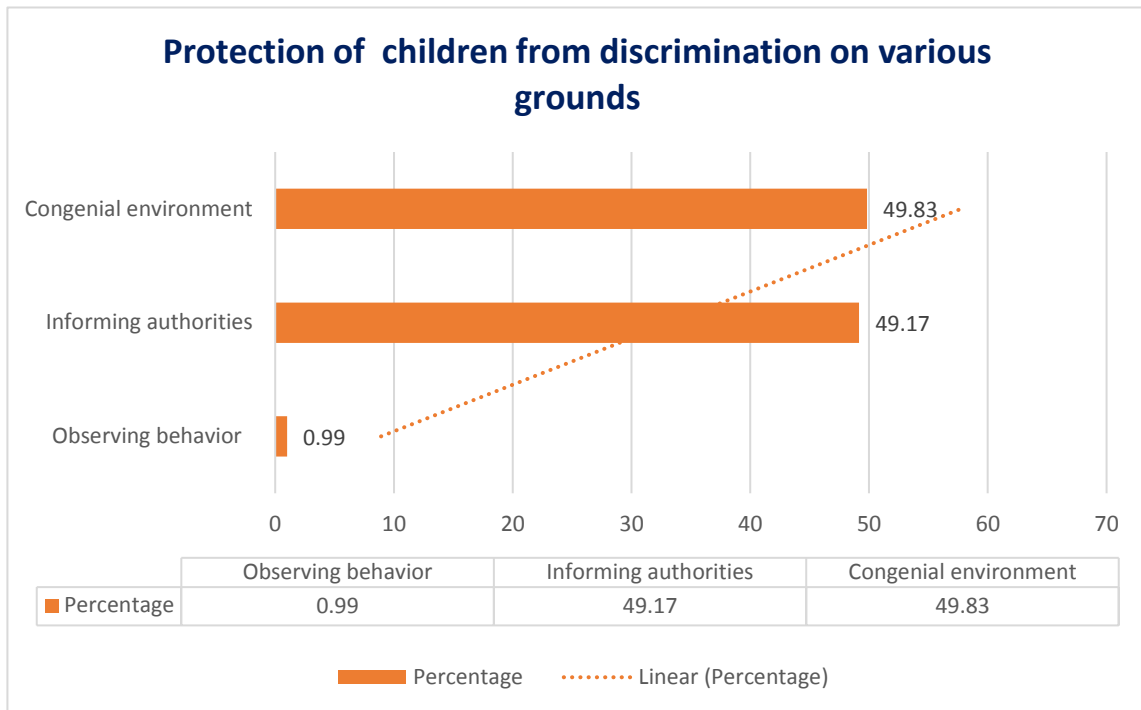

Protection from physical harm in the schools

	Making groups	Need of surveillance cameras	Protection from exploitation	Stay away from their friends	Making children aware of their rights
■ Percentage	6.27	15.18	27.72	1.65	49.72

■Percentage

Interpretation: The above table and figure shows the results regarding the Protection rights of the children through Protection from physical harm in the schools. It was revealed that more emphasis was given to the awareness regarding their rights as it was reflected by more than 49.17% of the respondents. Secondly, the protection from exploitation was supported to implementation by 27.72% of respondents. Almost 15.18 % of the respondents have responded to the requirement of surveillance cameras in the premises to protect the children from violence. Along with this making groups was supported by 6.27 % of the respondents. Very few of them which is 1.65% consider keeping children away from their friends. Whereas it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered making children aware of their rights, followed by protection from exploitation, the need of surveillance cameras and making groups.

Table with figure 4.10 shows the results about the Protection of special needs students
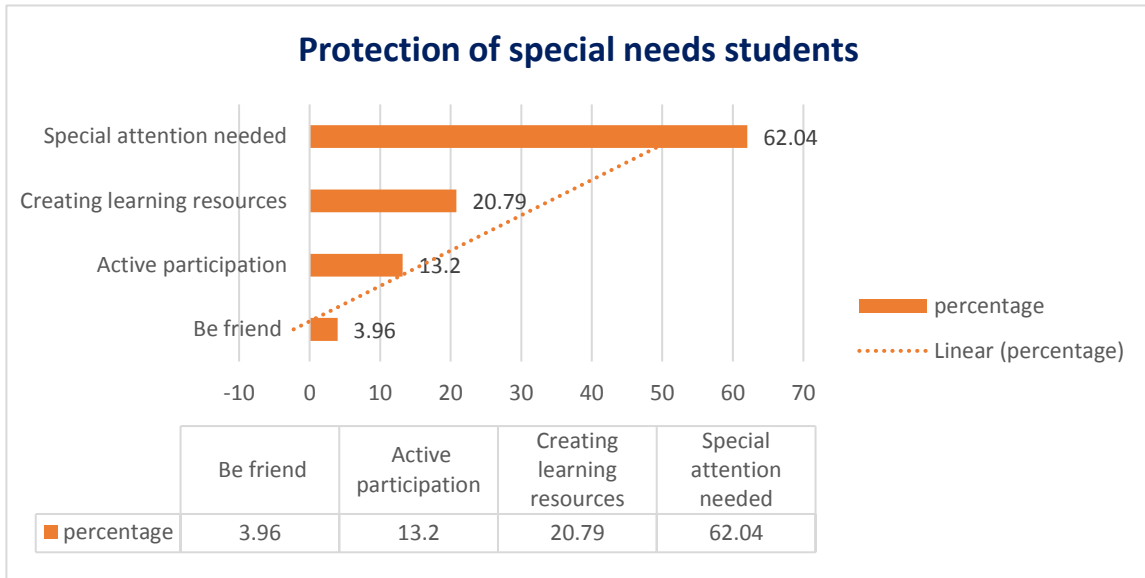

Protection of special needs students

	Be friend	Active participation	Creating learning resources	Special attention needed
■ percentage	3.96	13.2	20.79	62.04

Interpretation: The above table and figure shows the results regarding the Protection rights of the special needs students. It was revealed that more emphasis was given to the special attention of these children as it was reflected by more than 62. 04% of the respondents. Secondly creating learning resources was reflected to implement by the 20.79% of respondents. Almost 13.20 % of the respondents have responded to the active participation of these children. Very few of them which is 3.96 % consider befriending these children. Thus, it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered special attention of these children, followed by a special attention of these children, active participation of these children, and befriend.

Table with figure 4.11 shows the results regarding the Protection of children from discrimination on various grounds

Protection of children from discrimination on various grounds

	Observing behavior	Informing authorities	Congenial environment
■ Percentage	0.99	49.17	49.83

Percentage ·········· Linear (Percentage)

Interpretation: The above table and figure shows the results regarding the Protection of children from discrimination on various grounds. It was revealed that more emphasis was given to the congenial environment of the classroom and the school as it was reflected by more than 49.83% of the respondents. Secondly informing authorities was reflected to implement by equal to previous which is 49.17% of respondents. Very few of them which is 0.99 % consider observing behaviour. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered congenial environment of the classroom, followed by informing authorities.

Table with figure 4.12 shows the results of the Schools initiatives for protection
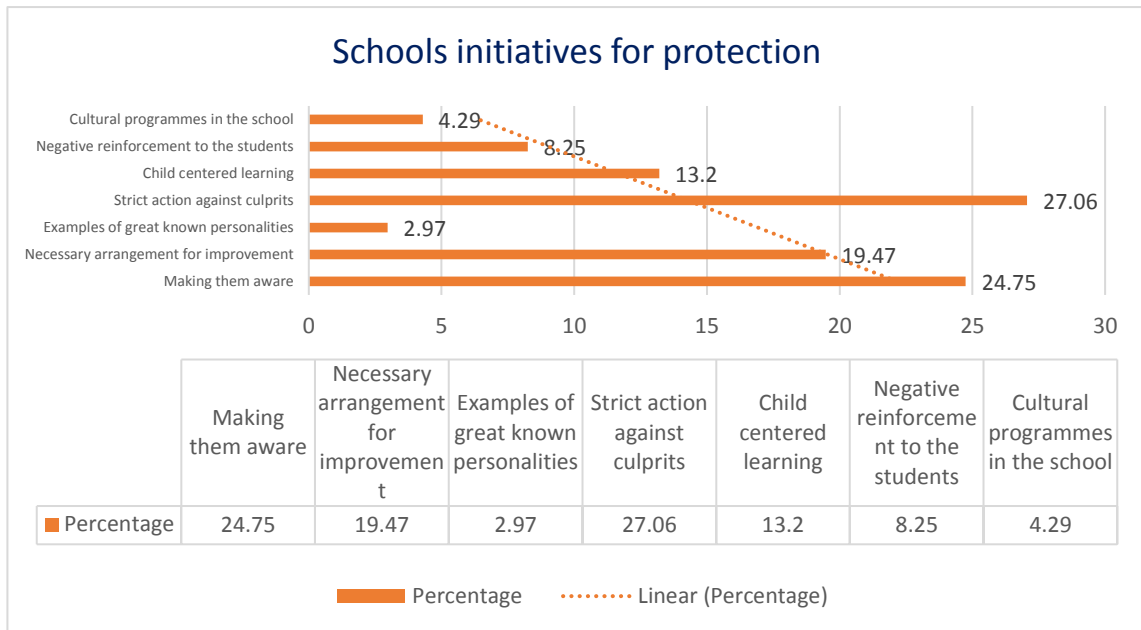
Schools initiatives for protection

	Making them aware	Necessary arrangement for improvement	Examples of great known personalities	Strict action against culprits	Child centered learning	Negative reinforcement to the students	Cultural programmes in the school
▪ Percentage	24.75	19.47	2.97	27.06	13.2	8.25	4.29

Interpretation: The above table and figure shows the results regarding the Protection of children through Schools initiatives for protection. It was revealed that more emphasis was given on the strict action against culprits as it was reflected by more than 27.83% of the respondents. Secondly making children aware of their rights was considered by 24.75 % of respondents. Thirdly necessary arrangements for improvement of the school is focused on by 19.47% of the respondents. Child-centered learning was reflected by 13.20% of the respondents. At last 8.25% of the respondents have responded to negative reinforcement to the children. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered strict action against culprits, followed by making children aware of their rights, necessary arrangements for improvement of the school, Child-centered learning.

4.2.2.1 Discussion of the Results

First of all the results regarding the Protection rights of the children through addressing the educational problems of the socio-economic deprived students is to be discussed. It was revealed that more emphasis was given to the active participation of the children as it was that shows more than 40% of the respondents responded to this. Secondly, the concept of equal opportunities was supported by the respondents for the protection rights of the children. Almost 9% of the respondents have responded by considering the background of the students. Very few of them have supported interacting frequently for the protection rights of the children. Hence it can be reflected here that for assuring the protection rights of the children, active participation is at the first priority followed by the Equal opportunities, conversation with them, considering the background of the child and interacting frequently is needed. After that the results regarding the Protection rights of the children through Promoting a fear-free environment. It was revealed that more emphasis was given to avoid punishment in the schools for the protection rights through promoting a fear-free environment as was reflected by more than 31.68% of the respondents. Secondly, the child-centred approach was supported by the respondents for the protection rights of the children. Almost 21.45% of the respondents have responded for understanding the needs and problems of the students. Physical security measures were also reflected by 13.20% of the respondents. Very few of them which is 5.61% have also addressed that they protect the rights of the children by engaging them in the activities. Mehraz, Y. Fatemeh, B., Mohammad, A. & Salehi Nehzad, (2010) in his study found most of the participants agreed that beating was an acceptable form of discipline. Hence in the present study, it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly

considered avoiding the punishment followed by a child-centred approach, understanding the needs and problems of the students, physical security measures are required to consider. Along with this, the results regarding the Protection rights of the children through Protection from physical harm in the schools is to be discussed. It was revealed that more emphasis was given to the awareness regarding their rights as it was reflected by more than 49.17% of the respondents. Secondly, the protection from exploitation was supported to implementation by 27.72% of respondents. Almost 15.18 % of the respondents have responded to the requirement of surveillance cameras in the premises to protect the children from violence. Along with this making groups was supported by 6.27 % of the respondents. Very few of them which is 1.65% consider keeping children away from their friends. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered making children aware of their rights, followed by protection from exploitation, the need of surveillance cameras and making groups. Pourrajab M. et.al. (2014) 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. The results regarding the Protection rights of the special needs students is also required to discuss. It was revealed that more emphasis was given to the special attention of these children as it was reflected by more than 62. 04% of the respondents. Secondly creating learning resources was reflected to implement by the 20.79% of respondents. Almost 13.20 % of the respondents have responded to the active participation of these children. Very few of them which is 3.96 % consider befriending these children. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered special attention of these children, followed by a special attention of these children,

active participation of these children, and befriend. The above table and figure shows the results regarding the Protection of children from discrimination on various grounds. It was revealed that more emphasis was given to the congenial environment of the classroom and the school as it was reflected by more than 49.83% of the respondents. Secondly informing authorities was reflected to implement by equal to previous which is 49.17% of respondents. Very few of them which is 0.99 % consider observing behaviour. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered congenial environment of the classroom, followed by informing authorities. Further results regarding the Protection of children through Schools initiatives for protection was considered. It was revealed that more emphasis was given on the strict action against culprits as it was reflected by more than 27.83% of the respondents. Secondly making children aware of their rights was considered by 24.75 % of respondents. Thirdly necessary arrangements for improvement of the school is focused on by 19.47% of the respondents. Child-centered learning was reflected by 13.20% of the respondents. At last 8.25% of the respondents have responded to negative reinforcement to the children. Hence it can be reflected here that for assuring and implementing the protection rights of the children, respondents firstly considered strict action against culprits, followed by making children aware of their rights, necessary arrangements for improvement of the school, Child-centered learning. Bhargava, M. & Ahmed Taffique, (2015) revealed that many of the schools are unaware of the norms and standards and laws related to the protection of child rights. Gupta M. & Lata (2013) studied "Protection of Child Rights in India: Role of Teachers and Parents". In his study, it has been focused that "Examination stress, rising expectations from our children and students have led to increased depression among students".

4.2.3 Implementation and Practice of Developmental Rights by Pupil Teachers

In this section, results regarding the Implementation and Practice of Developmental Rights is discussed. Developmental rights concerning Understanding Psychological problems, Nutrition of the children, Curricular and co-curricular activities and Environment of the classroom are discussed.

Table 4.5 shows the data regarding the Developmental Rights of the children
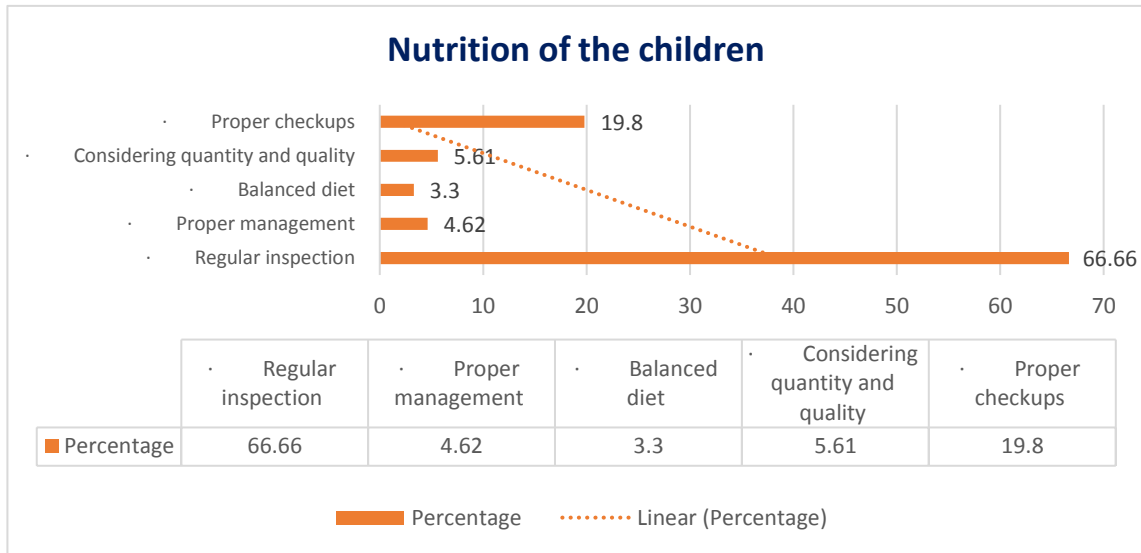
Sr. No.	Developmental Rights of Children Dimensions and themes	Factoring Responses	Coding	Frequency	Percentage
1	**Understanding Psychological problems**	Contacting parents	C	98	32.34
		Observation	O	45	14.85
		Counseling	CL	109	35.97
		Research	R	04	1.32
		Conversation	C	47	15.51
2	**Nutrition of the children**	Regular inspection	R	202	66.66
		Proper management	P	14	4.62
		Balanced diet	B	10	3.30
		Considering the quantity and quality	C	17	5.61
		Proper checkups	P	60	19.80
3	**Environment of the classroom**	Fear free environment	F	113	37.29
		Interacting frequently	I	23	7.59
		Let students express their ideas	L	24	7.92
		Child-centered methods	C	70	23.10
		Love and affection	A	42	13.86
		Pollution free campus	P	04	1.32
		Greeting and enthusiasm	G	18	5.94
		Encourage group study	GS	09	2.97
4	**Curricular and co-curricular activities**	Other CCA	CC	20	6.60
		Personality development programme	P	24	7.92
		Considering personal interests	C	60	19.80
		Develop self-identification	D	89	29.37
		Encourage different types of learning	DL	110	36.30

Table with figure 4.13 shows the results about the Understanding of Psychological problems
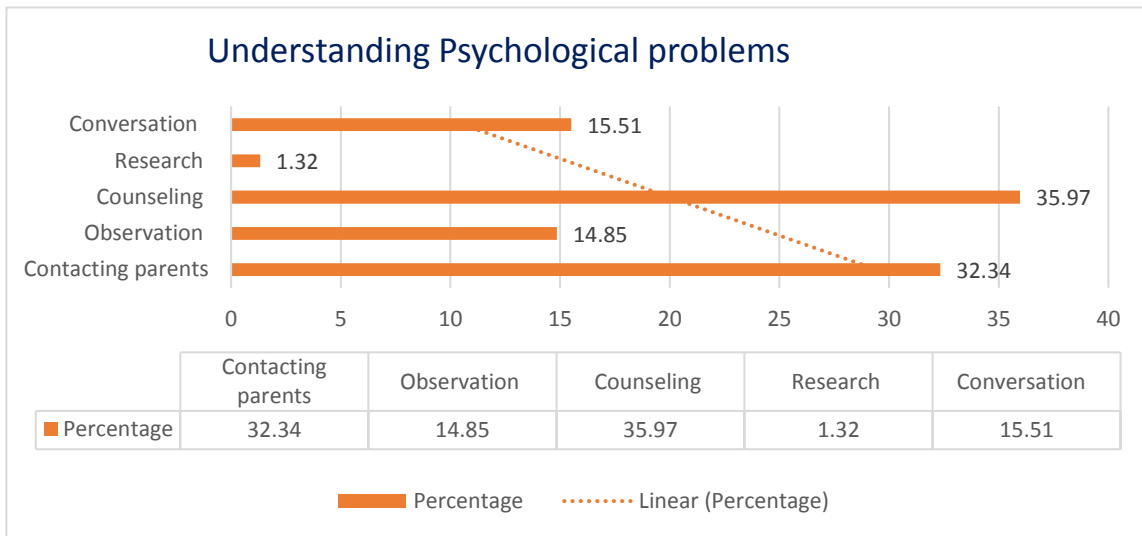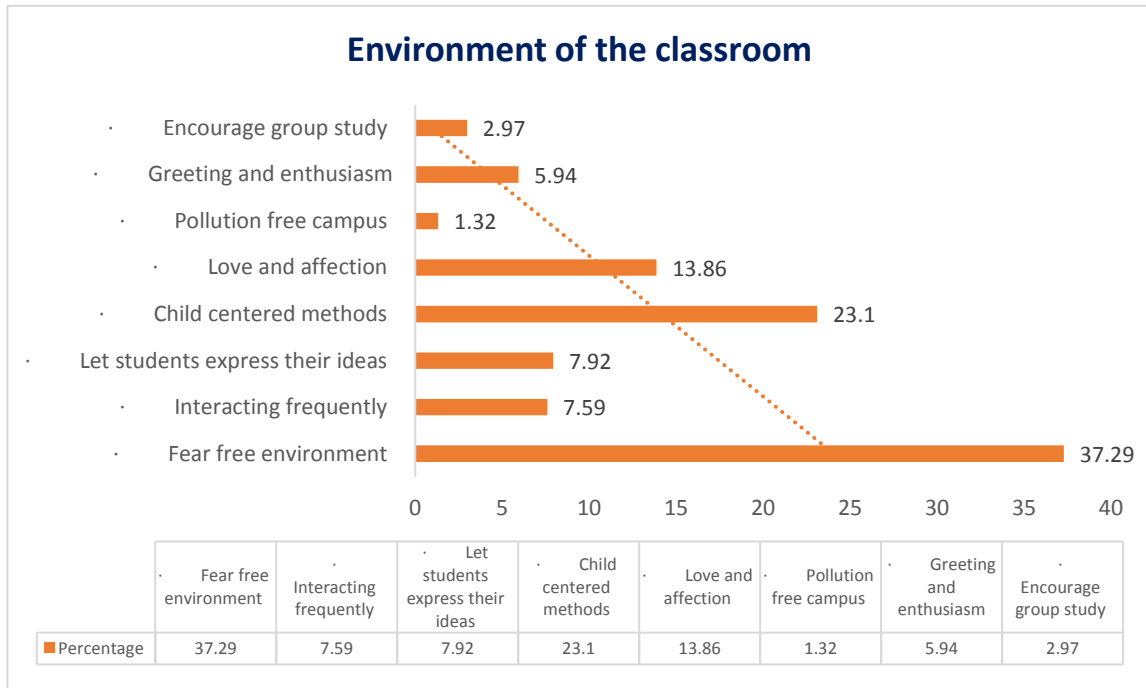

Interpretation: The above table and figure shows the results regarding the Developmental rights of the children through understanding psychological problems. It was revealed that more emphasis was given to the counselling of the children as it was reflected by more than 35. 97% of the respondents. Secondly contacting parents was considered by 32.34 % of respondents. After that conversation and observation of the children were considered to understand the psychological problems. At last, only 1.32% of the respondents focus on research in the area to understand the psychological problems of the children. Hence it can be reflected here that for assuring and implementing the developmental rights of the children, respondents firstly considered counselling of the children, followed by contacting parents, conversation and observation.

Table with figure 4.14 shows the results about the Nutrition of the children

Nutrition of the children

	· Regular inspection	· Proper management	· Balanced diet	· Considering quantity and quality	· Proper checkups
■ Percentage	66.66	4.62	3.3	5.61	19.8

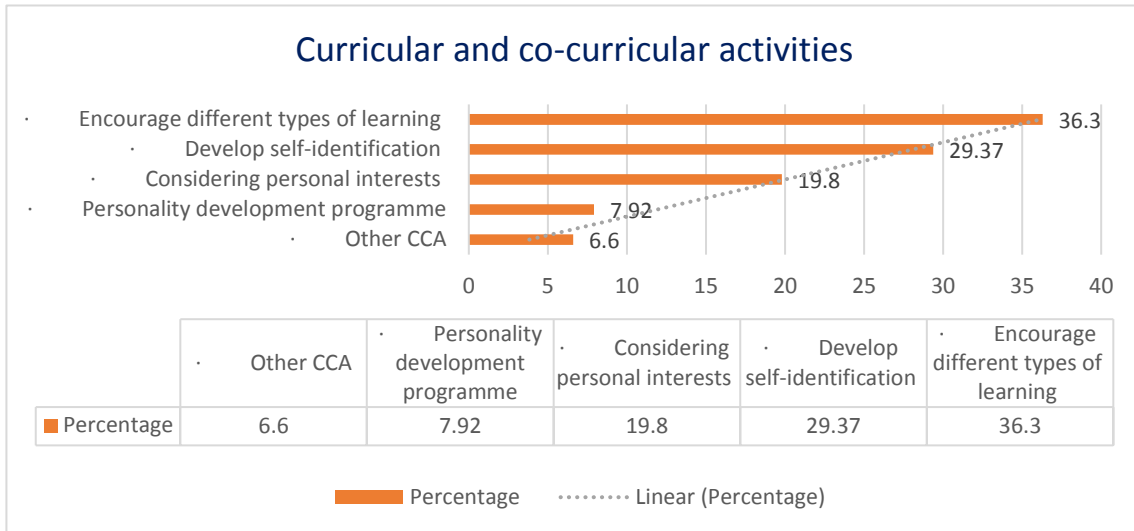Legend: ■ Percentage .... Linear (Percentage)

Interpretation: The above table and figure shows the results regarding the Developmental rights of the children through the nutrition of the children. It was revealed that more emphasis was given on the regular inspection of the children as it was reflected by more than 66. 66 % of the respondents. Secondly, proper health checkups were considered by 19.80 % of respondents. After that quantity and quality of the food were focused as shown in the table then few of them have reflected on a balanced diet and proper management. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through the nutrition of the children, respondents firstly considered regular inspection followed by proper health checkups, considering quantity and quality, proper management.

Table with figure 4.15 shows the results about the Environment of the classroom

Environment of the classroom

	Fear free environment	· Interacting frequently	· Let students express their ideas	· Child centered methods	· Love and affection	· Pollution free campus	· Greeting and enthusiasm	· Encourage group study
■ Percentage	37.29	7.59	7.92	23.1	13.86	1.32	5.94	2.97

Bar chart values:
- · Encourage group study: 2.97
- · Greeting and enthusiasm: 5.94
- · Pollution free campus: 1.32
- · Love and affection: 13.86
- · Child centered methods: 23.1
- · Let students express their ideas: 7.92
- · Interacting frequently: 7.59
- · Fear free environment: 37.29

Interpretation: The above table and figure shows the results regarding the Developmental rights of the children through an environment of the classroom. It was revealed that more emphasis was given to the free environment of the classroom as it was reflected by more than 37. 29 % of the respondents. Secondly, child-centered methods were considered by 23.10 % of respondents. After that love and affection in the classroom were focused as shown in the table then a few of them have reflected on greeting and enthusiasm, pollution-free campus, letting students express their ideas. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through an environment of the classroom, respondents firstly considered a fear-free environment, love and affection, letting students express their ideas etc.

Table with figure 4.16 shows the results about the Curricular and co-curricular activities

Curricular and co-curricular activities

	· Other CCA	· Personality development programme	· Considering personal interests	· Develop self-identification	· Encourage different types of learning
Percentage	6.6	7.92	19.8	29.37	36.3

Interpretation: The above table and figure shows the results regarding the Developmental rights of the children through Curricular and co-curricular activities. It was revealed that more emphasis was given to encourage different types of learning in the school as it was reflected by more than 36. 30% of the respondents. Secondly developing self-identification were considered by 29.37 % of respondents. After that considering the personal interests of the children in the classroom were focused on by 19.80% of the respondents. Few of them have reflected on the Personality development programmes and other co-curricular activities. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through curricular and co-curricular activities in the classroom, respondents firstly considered encouraging different types of learning in the school, developing self-identification, considering personal interests of the children and then personality development programme and other CCAs.

4.2.3.1 Discussion of the Results

First of all the results regarding the Developmental rights of the children through understanding psychological problems is to be discussed. It was revealed that more emphasis was given to the counselling of the children as it was reflected by more than 35. 97% of the respondents. Secondly contacting parents was considered by 32.34 % of respondents. After that conversation and observation of the children were considered to understand the psychological problems. At last, only 1.32% of the respondents focus on research in the area to understand the psychological problems of the children. Hence it can be reflected here that for assuring and implementing the developmental rights of the children, respondents firstly considered counselling of the children, followed by contacting parents, conversation and observation. The above table and figure shows the results regarding the Developmental rights of the children through the nutrition of the children. It was revealed that more emphasis was given on the regular inspection of the children as it was reflected by more than 66. 66 % of the respondents. Secondly, proper health checkups were considered by 19.80 % of respondents. After that quantity and quality of the food were focused as shown in the table then few of them have reflected on a balanced diet and proper management. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through the nutrition of the children, respondents firstly considered regular inspection followed by proper health checkups, considering quantity and quality, proper management. After that the results regarding the Developmental rights of the children through an environment of the classroom. It was revealed that more emphasis was given to the free environment of the classroom as it was reflected by more than 37. 29 % of the respondents. Secondly, child-centered methods were considered by 23.10 % of

respondents. After that love and affection in the classroom were focused as shown in the table then a few of them have reflected on greeting and enthusiasm, pollution-free campus, letting students express their ideas. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through an environment of the classroom, respondents firstly considered a fear-free environment, love and affection, letting students express their ideas etc. The above table and figure shows the results regarding the Developmental rights of the children through Curricular and co-curricular activities. It was revealed that more emphasis was given to encouraging different types of learning in the school as it was reflected by more than 36. 30% of the respondents. Secondly developing self-identification were considered by 29.37 % of respondents. After that considering the personal interests of the children in the classroom were focused by 19.80% of the respondents. Few of them have reflected on the Personality development programmes and other co-curricular activities. Hence it can be reflected here that for assuring and implementing the developmental rights of the children through curricular & CCAs activities in the classroom, respondents firstly considered encouraging different types of learning in the school, developing self-identification, considering personal interests of the children and then personality development programme and other CCAs. Hansen Ragnhild (2012) reflected in his study that *"it is the duty of all the stakeholders to protect the rights of the children"*. Karn, M. Gurminder & Makkar, Neetu (2014) has also stressed in the study that pre-service and in-service teacher training programs can prepare the teachers with in-depth knowledge of human rights, certain participatory skills and practice of human rights.

4.3 Challenges faced by pupil teachers regarding Child Rights Education

In this section researchers have discussed the challenges faced by pupil-teachers regarding Participation, Protection and Developmental Rights. Separate tables and figures for each right are given below**:**
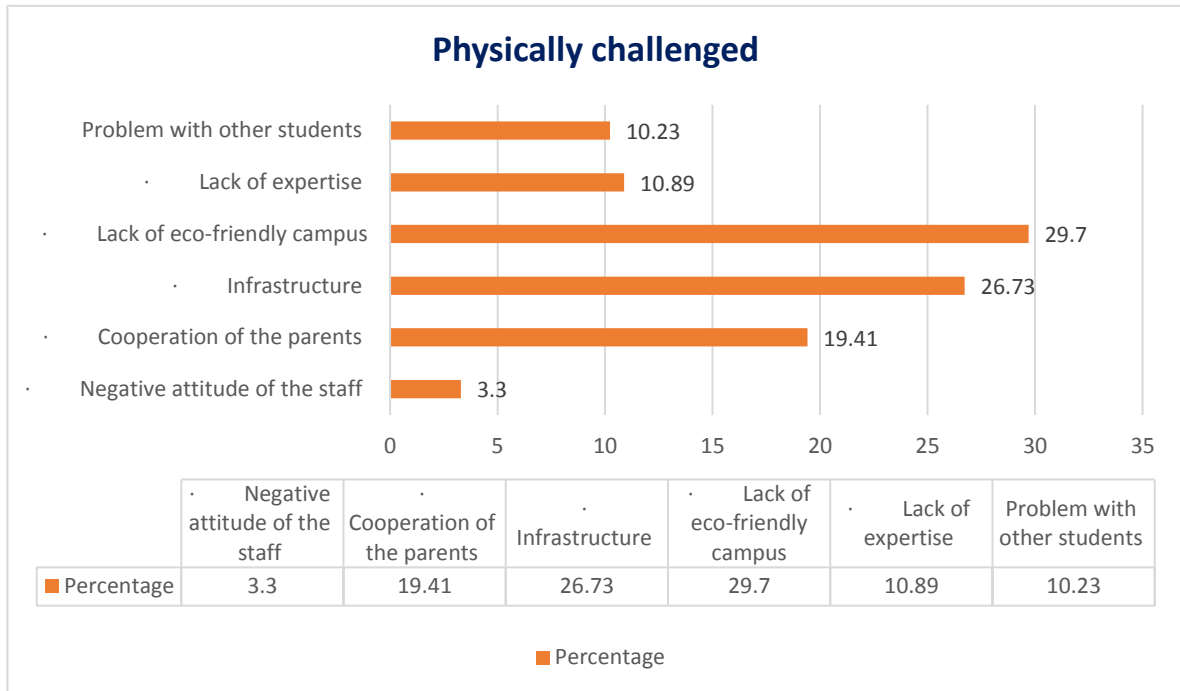
4.3.1 Challenges faced by pupil teachers regarding Participation Rights

In this section, results regarding challenges of participation rights faced by pupil-teachers is discussed. Physically challenged, challenges of intellectually disabled, socially deprived and challenges with respect to the Meeting RTE Act 2009 is discussed below:

Table 4.6 shows the data regarding the Participation rights of the children.

	Participation Rights			Frequency	Percentage
Sr. No	**Dimensions and themes**	**Factoring Responses**	**Coding**		
1	**Physically challenged**	Negative attitude of the staff	NA	10	3.30
		Cooperation of the parents	CP	58	19.14
		Infrastructure	I	81	26.73
		Lack of eco-friendly campus	LE	90	29.70
		Lack of expertise	LE	33	10.89
		Problem with other students	P	31	10.23
2	**Intellectually disabled**	Improper infrastructure of the classroom	I	15	4.95
		Lack of eco-friendly campus	LE	53	17.49
		Negative attitude	NA	74	24.42
		Lack of expertise to tackle	LT	161	53.13
3	**Socially deprived**	Do not know how to promote socially deprived children.	NK	18	5.94
		School administration do not consider the rights of the socially deprived children	SA	10	3.30
		The attitude of the classroom students.	AC	05	1.65
		No challenges	NC	270	89.10
4	**Meeting RTE Act 2009**	Lack of motivation among parents	LM	30	33.99
		Private schools do not adopt the formula of admitting 25% of children from deprived section	PR	94	9.90
		Parental attitude	PA	76	31.02
		Less participation of the School Management committees	SMC	103	25.08

Table with figure 4.17 showing the results about the physically challenged

Physically challenged

	· Negative attitude of the staff	· Cooperation of the parents	· Infrastructure	· Lack of eco-friendly campus	· Lack of expertise	Problem with other students
■ Percentage	3.3	19.41	26.73	29.7	10.89	10.23

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges that pertain to addressing the participation rights of the physically challenged students. It was revealed that the most prominent challenge was; lack of eco-friendly campuses as was reflected by more than 29. % of the respondents. The second most prominent challenge was the infrastructural challenge of the institutions as it was found that 26.73% of the respondents responded to this. The third challenge was the lack of cooperation of the parents. After that lack of expertise and problem of association between the normal and physically challenged students is reflected in the study. Very few of them 3.30% have responded that there is the negative attitude of staff is the biggest challenge. Thus it can be reflected here that for assuring and implementing the participation rights of the physically challenged children respondents firstly lack eco-friendly campuses as the biggest challenge as it was observed by 29.70% of the

respondent followed by the infrastructural challenge of the institutions, lack of cooperation of the parents, lack of expertise.
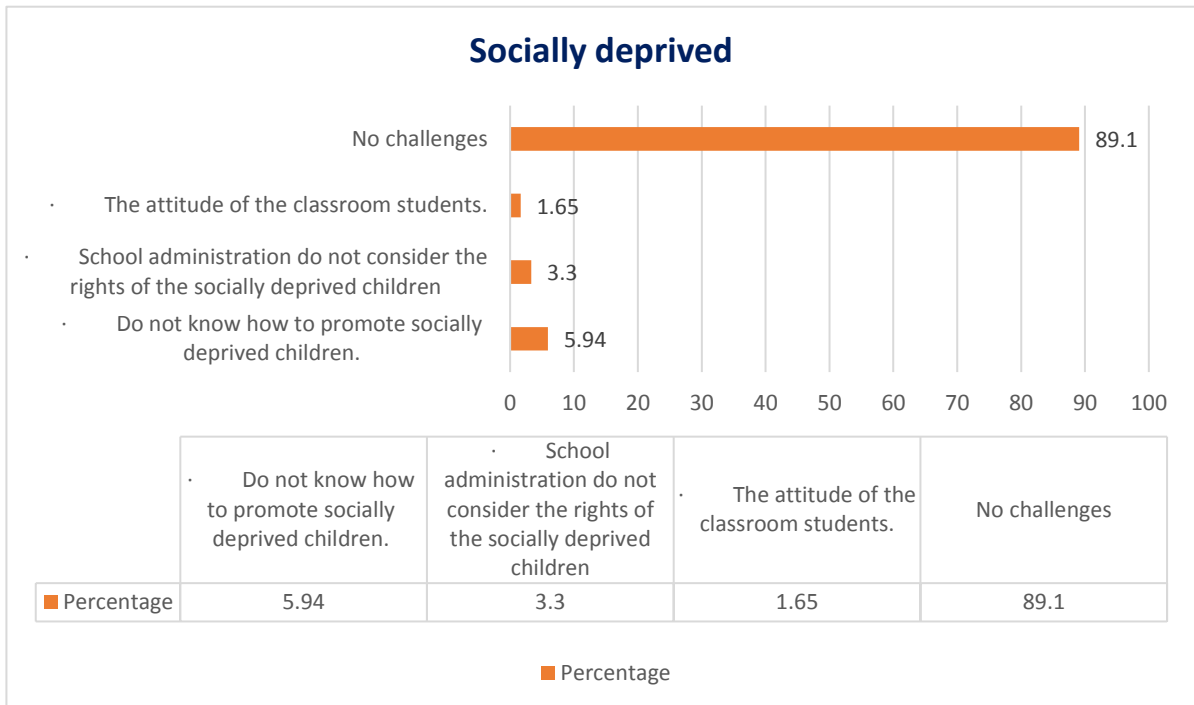
Table with figure 4.18 shows the results about the intellectually disabled

Intellectually disabled

	· Improper infrastructure of the classroom	· Lack of eco-friendly campus	· Negative attitude	· Lack of expertise to tackle
■ Percentage	4.95	17.49	24.42	53.13

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges that pertain to addressing the participation rights of intellectually disabled students. It was revealed that the most prominent challenge was; lack of expertise to tackle these children as was reflected by more than 53.13 % of the respondents. The second most prominent challenge was the negative attitude of the different stakeholders as it was found that 24.42% of the respondents responded to this. The third challenge was the lack of an eco-friendly campus. The improper infrastructure of the classroom was also revealed as a challenge in addressing the participation rights of intellectually disabled children. After that lack of expertise and problem of association between the normal and physically challenged students is reflected in the study. Hence it can be reflected here that for assuring and implementing the participation rights of the intellectually challenged children respondents firstly responded for lack of expertise to tackle these
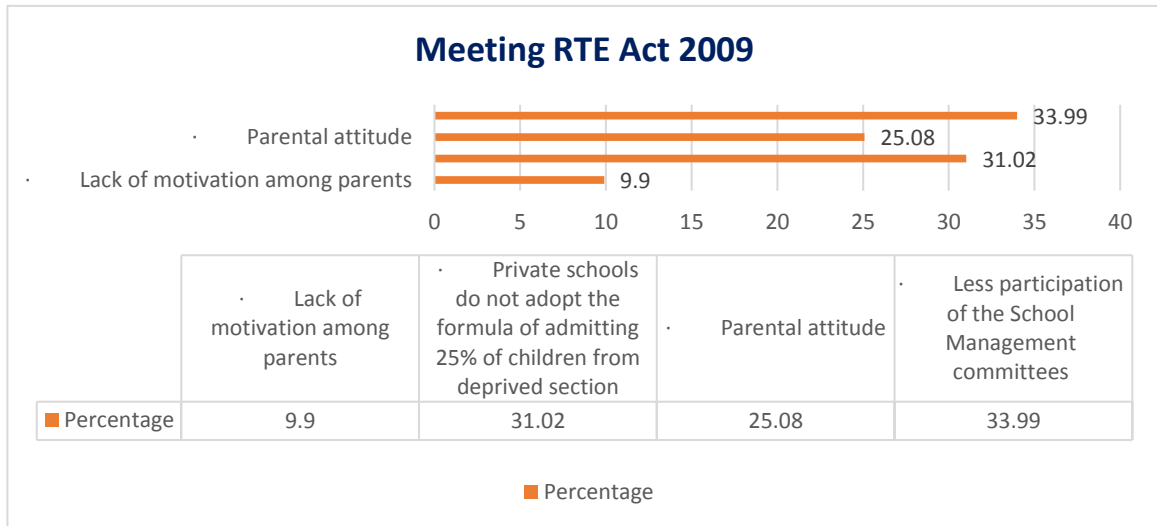
children as the biggest challenge as it was observed by 53.13 % of the respondent followed by the negative attitude of the different stakeholders, lack of eco-friendly campus, Improper infrastructure of the classroom.

Table with figure 4.19 shows the results about the socially deprived

	· Do not know how to promote socially deprived children.	· School administration do not consider the rights of the socially deprived children	· The attitude of the classroom students.	No challenges
■ Percentage	5.94	3.3	1.65	89.1

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges that pertain to addressing the participation rights of socially deprived students. It was revealed that 89.10% of the respondents did not face any challenge with respect to the participation rights of socially deprived children. Very few of them have reported the negative attitude of the classroom students and lack of seriousness among the administration of the school.

Table with figure 4.20 shows the results regarding fulfilling the criteria of RTE Act 2009

Meeting RTE Act 2009

	· Lack of motivation among parents	· Private schools do not adopt the formula of admitting 25% of children from deprived section	· Parental attitude	· Less participation of the School Management committees
■ Percentage	9.9	31.02	25.08	33.99

Bar chart values:
- Parental attitude — 33.99
- 25.08
- 31.02
- Lack of motivation among parents — 9.9

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining in addressing the participation rights through fulling the criteria laid in the RTE Act 2009. It was revealed that the most prominent challenge was; lack of participation of the school management committees as was reflected by more than 33.99 % of the respondents. The second most prominent challenge was the lack of participation of the children from backward classes in the private schools as it was found that 31.23 % of the respondents responded to this. The third challenge was the negative attitude of the parents in the study reflected by 25.08% of the respondents. After that lack of motivation among parents were revealed. Hence it can be reflected here that for assuring and implementing the protection rights of the children by fulfilling the norms of RTE Act 2009 majority of the respondents responded that there is the challenge of lack of participation of the school management committees, lack of participation of the children from backward classes in the private schools, negative attitude of the parents and lastly lack of motivation among parents was considered as a challenge by near about 9% of the respondents.

4.3.1.1 Discussions of the Results

Challenges related to the participation rights of the children were important to discuss in the study. First, of all the results regarding the challenges pertain to addressing the participation rights of the physically challenged students was considered. It was revealed that the most prominent challenge was; lack of eco-friendly campuses as was reflected by more than 29. % of the respondents. The second most prominent challenge was the infrastructural challenge of the institutions as it was found that 26.73% of the respondents responded to this. The third challenge was the lack of cooperation of the parents. After that lack of expertise and problem of association between the normal and physically challenged students is reflected in the study. Very few of them 3.30% have responded that there is the negative attitude of staff is the biggest challenge. Hence it can be reflected here that for assuring and implementing the participation rights of the physically challenged children respondents firstly lack eco-friendly campuses as the biggest challenge as it was observed by 29.70% of the respondent followed by the infrastructural challenge of the institutions, lack of cooperation of the parents, lack of expertise. After that, the results regarding the challenges that pertain to addressing the participation rights of intellectually disabled students were considered. It was revealed that the most prominent challenge was; lack of expertise to tackle these children as was reflected by more than 53.13 % of the respondents. The second most prominent challenge was the negative attitude of the different stakeholders as it was found that 24.42% of the respondents responded to this. The third challenge was the lack of an eco-friendly campus. The improper infrastructure of the classroom was also revealed as a challenge in addressing the participation rights of intellectually disabled children. After that lack of expertise and problem of association between the normal and

physically challenged students is reflected in the study. Hence it can be reflected here that for assuring and implementing the participation rights of the intellectually challenged children respondents firstly responded for lack of expertise to tackle these children as the biggest challenge as it was observed by 53.13 % of the respondent followed by the negative attitude of the different stakeholders, lack of eco-friendly campus, Improper infrastructure of the classroom. The above table and figure shows the results regarding the challenges that pertain to addressing the participation rights of socially deprived students. It was revealed that 89.10% of the respondents did not face any challenge concerning the participation rights of socially deprived children. Very few of them have reported the negative attitude of the classroom students and lack of seriousness among the administration of the school. In continuation with these challenges about addressing the participation rights through fulling the criteria laid in the RTE Act, 2009 is to be discussed. It was revealed that the most prominent challenge was; lack of participation of the school management committees as was reflected by more than 33.99 % of the respondents. The second most prominent challenge was the lack of participation of the children from backward classes in the private schools as it was found that 31.23 % of the respondents responded to this. The third challenge was the negative attitude of the parents in the study reflected by 25.08% of the respondents. After that lack of motivation among parents were revealed. Hence it can be reflected here that for assuring and implementing the protection rights of the children by fulfilling the norms of RTE Act 2009 majority of the respondents responded that there is the challenge of lack of participation of the school management committees, lack of participation of the children from backward classes in the private schools, negative attitude of the parents and lastly lack of motivation among parents was considered as a challenge by near about 9% of the respondents. To study the challenges pertaining to

addressing the protection rights of the pupil teachers. Uma, (2013) in his study 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. Kumar, R. & Mishra Preeti, (2016) evaluation of the right of the children to free and compulsory education act 2009 should be based specifically on four A's Available, Accessible, Acceptable and adaptable. Again there were different challenges were reported by the researcher in the study.
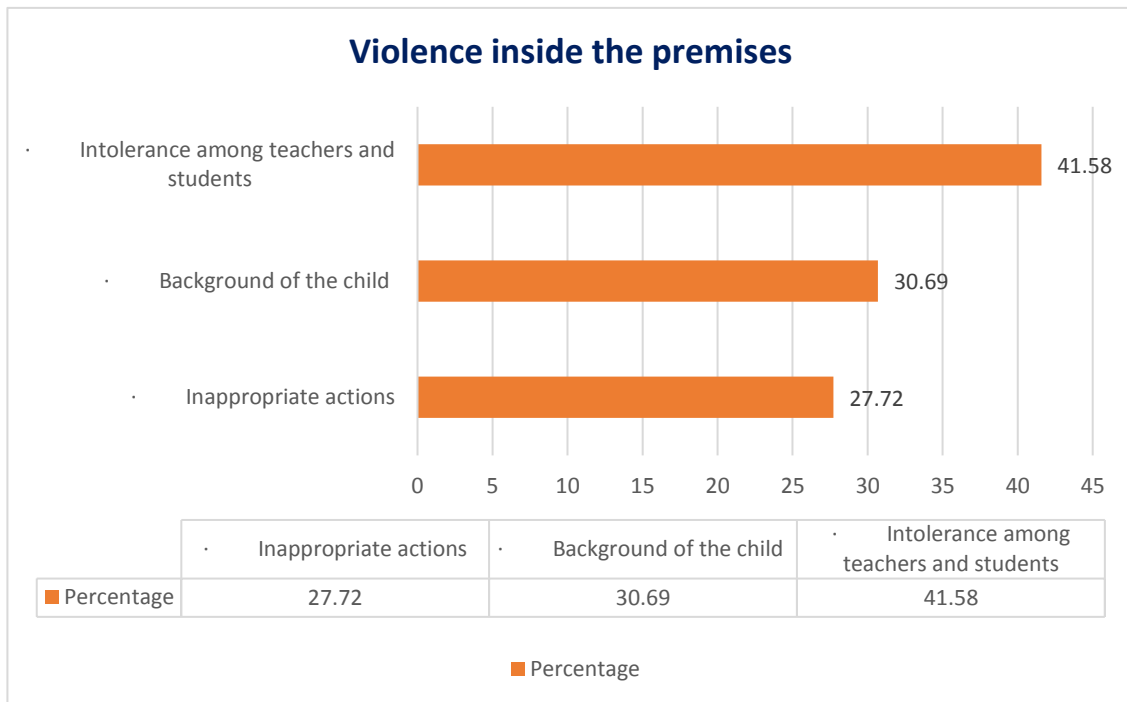
4.3.2 Challenges faced by pupil teachers regarding Protection Rights

In this section, results regarding challenges of protection rights faced by pupil-teachers is discussed. Protection with respect to Violence inside the premises, Violence against the socially deprived, Protection from inequality and Discrimination is discussed in this section.

Table 4.6 shows the data regarding the Protection rights of the children

Sr. No.	Protection rights of the children		Coding	Frequency	Percentage
	Dimensions and themes	**Factoring Responses**			
1	**Violence inside the premises**	Inappropriate actions	IA	84	27.72
		Background of the child	BC	93	30.69
		Intolerance among teachers and students	IT	126	41.58
2	**Violence against Socially deprived**	School management	LS	23	7.59
		Lack of awareness	LA	106	34.98
		Attitude for socially deprived children	AS	64	21.12
		Title of the students	T	110	36.30
3	**Protection from inequality and Discrimination**	Attitude towards socio-economically deprived	AE	108	35.64
		Different religion have different opinions	DO	161	53.13
		Lack of Moral values	MV	34	11.22

Table with figure 4.21 showing the results about the Violence inside the premises

Violence inside the premises

	· Inappropriate actions	· Background of the child	· Intolerance among teachers and students
■ Percentage	27.72	30.69	41.58

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the protection rights of the children from violence inside the school premises. It was revealed that the most prominent challenge was; intolerance between the teachers and among the students as it was reflected by more than 41.58 % of the respondents. The second most prominent challenge was the background of the children as it was found that 30.69 % of the respondents responded to this. The last challenge was reported by 27.72% of the children was inappropriate actions of the school and family. Hence it can be reflected here that for assuring and implementing the protection rights of the children by fulfilling the norms of RTE Act 2009 majority of the respondents responded that there is the challenge of lack of participation of the school management committees, lack of participation of the children from backward classes in the private schools, negative attitude of the parents and lastly lack of

motivation among parents was considered as a challenge by near about 9% of the respondents.
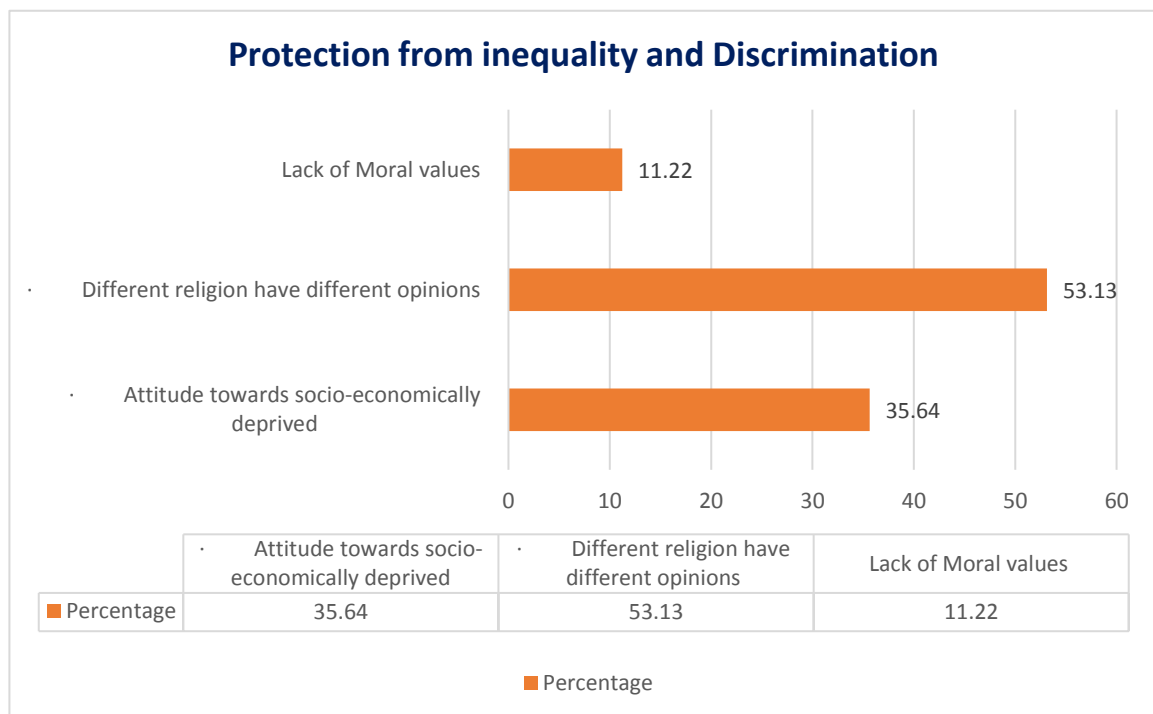
Table with figure 4.22 shows the results of the Violence against the socially deprived

Violence against Socially deprived

	School management	Lack of awareness	Attitude for socially deprived children'	Title of the students
Percentage	7.59	34.98	21.12	36.3

Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the protection rights of the children from Violence against the socially deprived. It was revealed that the most prominent challenge was; the title of the students shows their social status as it was reflected by 36.30 % of the respondents. The second most prominent challenge was the lack of awareness among different stakeholders as was reflected by 34.98 % of the respondents. The third most prominent challenge was the negative attitude of the society towards the socially deprived as it was reflected by 21.12% of the respondents. The last challenge was reported by 7.59 %

of the respondents was the inappropriateness of school management. Hence it can be reflected here that for assuring and implementing the protection rights of the children from violence against the socially deprived majority of the respondents responded that there is challenge title of the students which is the root cause of the violation, followed by the class negative attitude of the students towards socially deprived students followed by of lack of awareness, negative attitude of the society and lack of participation of the school management.

Table with figure 4.23 shows the results about the Protection from inequality and Discrimination

Protection from inequality and Discrimination

	· Attitude towards socio-economically deprived	· Different religion have different opinions	Lack of Moral values
■ Percentage	35.64	53.13	11.22

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the protection rights of the children through protection from inequality and discrimination. It was revealed that the most prominent challenge was; the different opinions on the basis of religion in the classes as it was reflected by 53.13

% of the respondents. The second most prominent challenge was the attitude of the different stakeholders towards economically deprived students as it was reflected by 35.64 % of the respondents. The third most prominent challenge was the lack of moral values in the schools as it was reflected by 11.22 % of the respondents. Hence it can be reflected here that for assuring and implementing the protection rights of the children through protection from inequality and discrimination majority of the respondents responded that different opinion on the basis of religion in the classes is the biggest challenge revealed in the study followed by an attitude of the different stakeholders, lack of moral values.

4.3.2.1 Discussions of the results

The challenges related to the protection rights of the children were discussed in the study. At very first the results regarding the challenges pertaining to addressing the protection rights of the children from violence inside the school premises is to be discussed. It was revealed that the most prominent challenge was; intolerance between the teachers and among the students as it was reflected by more than 41.58 % of the respondents. The second most prominent challenge was the background of the children as it was found that 30.69 % of the respondents responded to this. The last challenge was reported by 27.72% of the children was inappropriate actions of the school and family. Hence it can be reflected here that for assuring and implementing the protection rights of the children by fulfilling the norms of RTE Act 2009 majority of the respondents responded that there is the challenge of lack of participation of the school management committees, lack of participation of the children from backward classes in the private schools, negative attitude of the parents and lastly lack of motivation among parents was considered as a challenge by near about 9% of the respondents. To study

the challenges pertaining to addressing the protection rights of the pupil teachers. The above table and figure shows the results regarding the challenges pertaining to addressing the protection rights of the children from Violence against the socially deprived. It was revealed that the most prominent challenge was; the title of the students shows their social status as it was reflected by 36.30 % of the respondents. The second most prominent challenge was the lack of awareness among different stakeholders as was reflected by 34.98 % of the respondents. The third most prominent challenge was the negative attitude of the society towards the socially deprived as it was reflected by 21.12% of the respondents. The last challenge was reported by 7.59 % of the respondents was the inappropriateness of school management. Hence it can be reflected here that for assuring and implementing the protection rights of the children from violence against a socially deprived majority of the respondents responded that there is challenge title of the students which is the root cause of the violation, followed by the class negative attitude of the students towards socially deprived students followed by of lack of awareness, negative attitude of the society and lack of participation of the school management. Along with this the challenges pertaining to addressing the protection rights of the children through protection from inequality and discrimination. It was revealed that the most prominent challenge was; the different opinions on the basis of religion in the classes as it was reflected by 53.13 % of the respondents. The second most prominent challenge was the attitude of the different stakeholders towards economically deprived students as it was reflected by 35.64 % of the respondents. The third most prominent challenge was the lack of moral values in the schools as it was reflected by 11.22 % of the respondents. Thus, it can be reflected here that for assuring and implementing the protection rights of the children through protection from inequality and discrimination majority of the respondents responded

that different opinion on the basis of religion in the classes is the biggest challenge revealed in the study followed by an attitude of the different stakeholders, lack of moral values. Bhan, S. & Rodricks, Suzane (2012) In this way revealed that 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.   Raj. A. Soshte (2017) in his endeavour revealed some challenges such as inadequately maintained buildings, dilapidated classrooms, problems of drinking water in schools, the inadequacy of libraries and laboratories, quality teachers, school distance etc. Chahal, D. & Kumar, R., (2017) revealed some of the challenges such as 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.

4.3.3 Challenges faced by pupil teachers regarding Developmental Rights

In this section results regarding challenges of developmental rights faced by pupil-teachers is discussed. Challenges with respect to difficulties about developmental rights, challenges in maintaining a child-friendly environment, approaches of administration, challenges regarding physical development and moral and social development is discussed in this section.

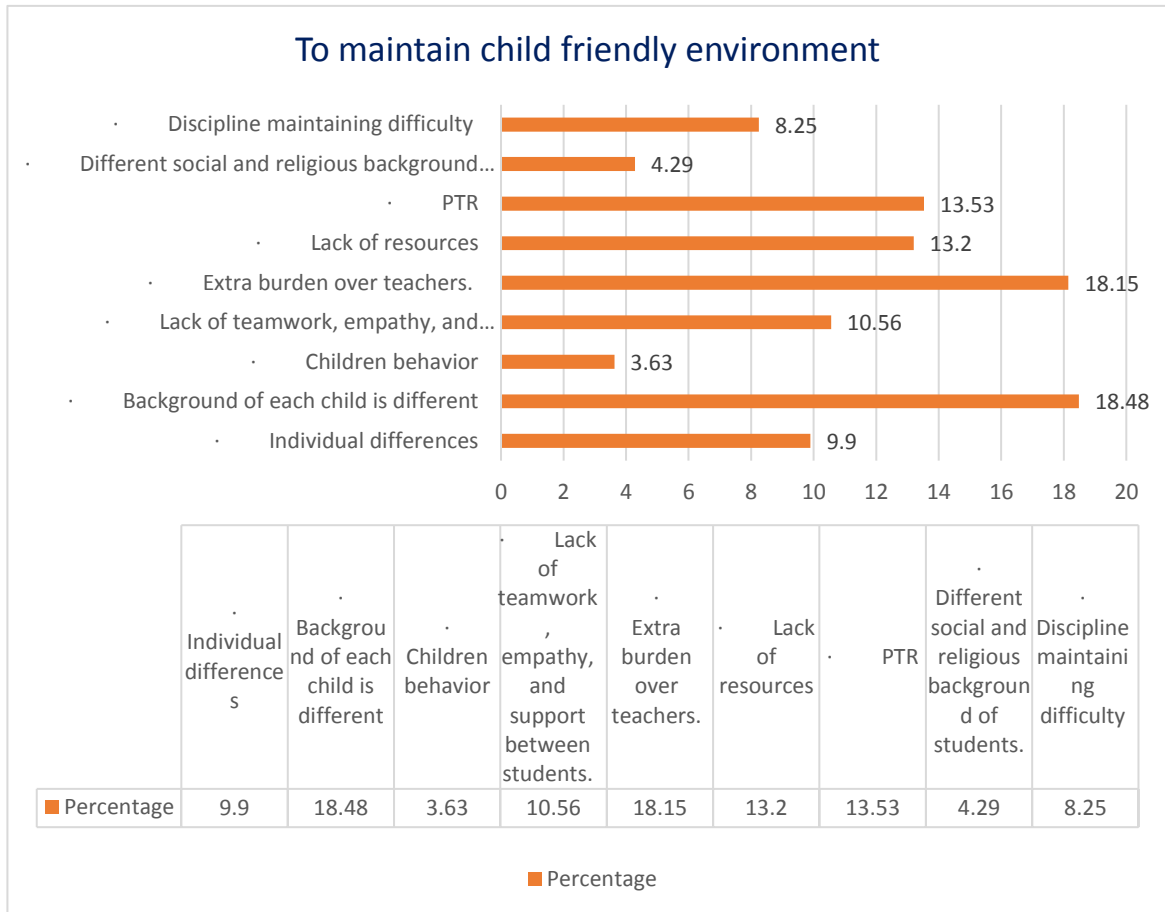**Table 4.7 shows the data regarding the developmental rights of the children**

Sr. No.	Developmental rights Dimensions and themes	Factoring Responses	Coding	Frequency	Percentage
1	**Difficulties about Developmental rights**	Considering developmental issues in the teaching.	LA	169	55.77
		Infrastructural problems and other facilities	IP	102	33.66
		Attitude of the administration	A	32	10.56
2	**To maintain a child-friendly environment**	Individual differences	ID	30	9.90
		Background of each child is different	BC	56	18.48
		Children behaviour	CB	11	3.63
		Lack of teamwork, empathy, and support between students.	LT	32	10.56
		Extra burden over teachers.	EB	55	18.15
		Lack of resources	LR	40	13.20
		PTR	PTR	41	13.53
		Different social and religious backgrounds of students.	DB	13	4.29
		Discipline maintaining difficulty	D	25	8.25
3	**Approaches of administration**	Lack of reporting	LR	53	17.49
		Need to look after each and every child	EC	50	16.50
		Opinion box is required	OB	30	9.90
		Social and political challenge.	SP	9	2.97
		Difficult to diagnose the problems of the students'	DP	89	29.37
		Prestigious issues	P	72	23.76
4	**Physical development**	Lack of motivation	LM	75	24.75
		Lack of resources and infrastructure	LR	179	59.07
		Proper diet and exercise	FP	49	16.17
5	**Moral and social development**	Negligence of teachers and parents	NT	20	6.60
		Lack of Moral education/values	ME	156	51.48
		Lack of guidance	LG	40	13.20
		Family and environmental factors	FE	87	28.71

Table with figure 4.24 showing the results regarding Difficulties about Developmental rights
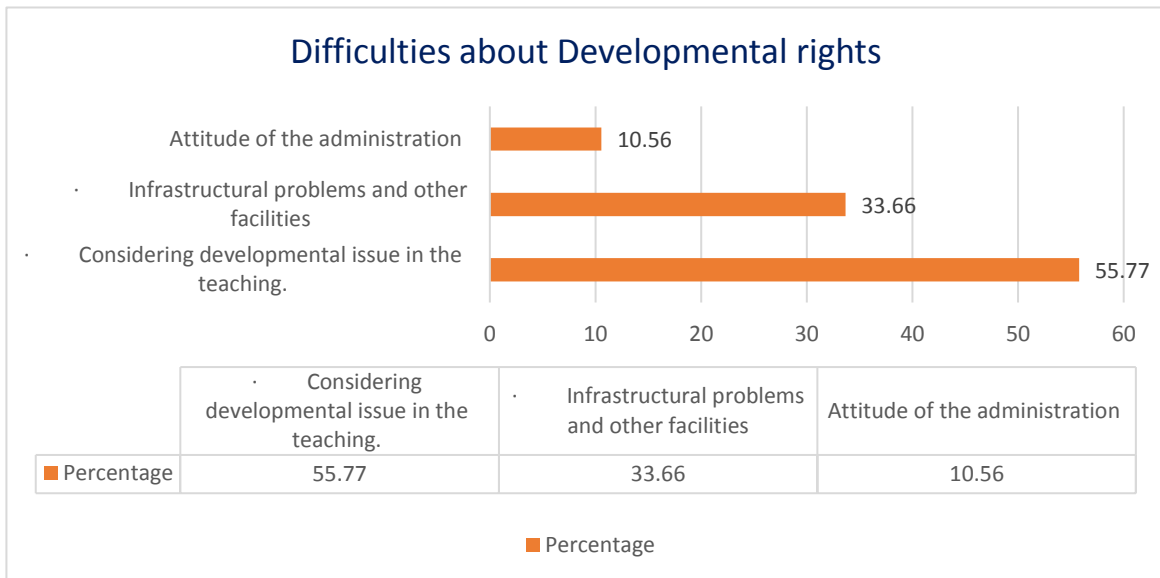
	· Considering developmental issue in the teaching.	· Infrastructural problems and other facilities	Attitude of the administration
■ Percentage	55.77	33.66	10.56

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the developmental rights of the children. Thus difficulties about developmental rights were discovered by the researcher as it was revealed in the study that 55.77% of the respondents faced difficulties in considering developmental issues in the teaching. Secondly, the most prominent challenge was the infrastructural problem and other issues as was reflected by 33.66 % of the respondents. The third most prominent challenge was the attitude of the administration as it was reflected by 10.56 % of the respondents. Thus, it can be reflected here that for assuring and implementing the developmental rights of the children majority of the respondents responded that considering developmental issues in the teaching is the biggest challenge revealed in the study followed by infrastructural problems and attitude of the administration.
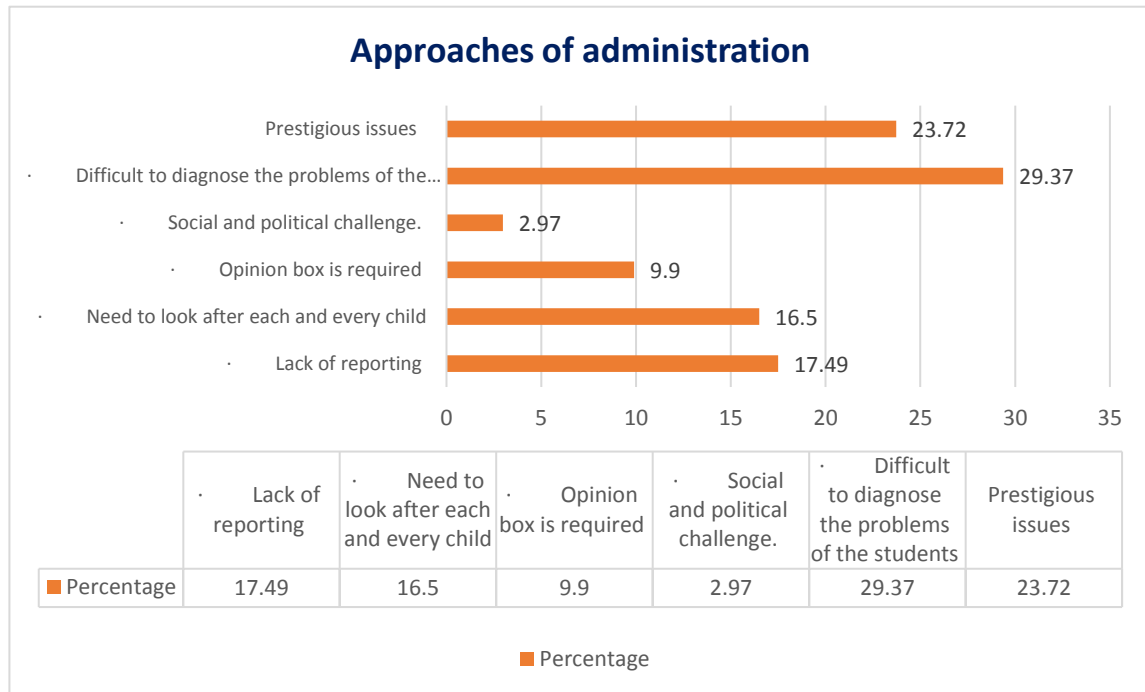
Table with figure 4.25 shows the results of a child-friendly environment

To maintain child friendly environment

Category	Percentage
· Discipline maintaining difficulty	8.25
· Different social and religious background...	4.29
· PTR	13.53
· Lack of resources	13.2
· Extra burden over teachers.	18.15
· Lack of teamwork, empathy, and...	10.56
· Children behavior	3.63
· Background of each child is different	18.48
· Individual differences	9.9

	· Individual differences	· Background of each child is different	· Children behavior	· Lack of teamwork, empathy, and support between students.	· Extra burden over teachers.	· Lack of resources	· PTR	· Different social and religious background of students.	· Discipline maintaining difficulty
Percentage	9.9	18.48	3.63	10.56	18.15	13.2	13.53	4.29	8.25

Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the developmental rights of the children by maintaining a child-friendly environment. It was revealed that the most prominent challenge was; individual differences/background of the children as it was reflected by 18.48 % of the respondents. The second most prominent challenge was the extra burden over teachers which was again reflected again by 18.15 % of the respondents. After that lack of resources and PTR were the prominent challenges faced by the pupil teachers. The other challenges such as lack of teamwork, empathy and support, difficulty in maintaining disciplines and individual differences. Hence, it can be reflected here that for assuring and implementing the protection rights of the children by maintaining a

child-friendly environment majority of the respondents responded that there is a challenge individual differences/background of the children, extra burden over teachers followed by lack of resources and PTR.
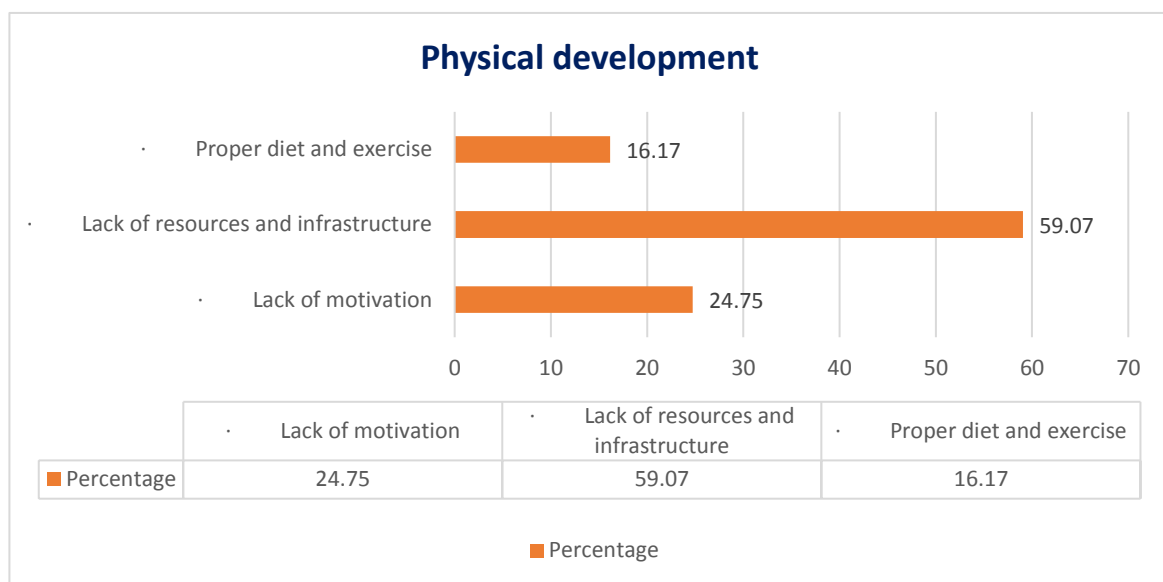
Table with figure 4.26 shows the results about the Approaches of administration

Approaches of administration

	· Lack of reporting	· Need to look after each and every child	· Opinion box is required	· Social and political challenge.	· Difficult to diagnose the problems of the students	Prestigious issues
■ Percentage	17.49	16.5	9.9	2.97	29.37	23.72

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing the developmental rights of the children by approaches of administration. It was revealed that the most prominent challenge was; difficulty in diagnosing the problems of the students as it was reflected by 29.37 % of the respondents. The second most prominent challenge was the prestige issue which was reflected by 23.76 % of the respondents. After that lack of reporting of the school incidences responded by 23.76% of respondents, difficulty in looking after every child in the classroom reflected by 16.50% of the respondents, requirement of opinion boxes by 9, 90 % of the respondents were the prominent challenges faced by the pupil teachers. Hence it can be reflected here that for assuring and implementing the

protection rights of the children with the approaches of administration majority of the respondents responded that there is the challenge of diagnosing the problems of the students, prestige issue of the parents and schools, difficulty in looking after every child in the classroom followed by lack of reporting of the school incidences, the requirement of opinion boxes.
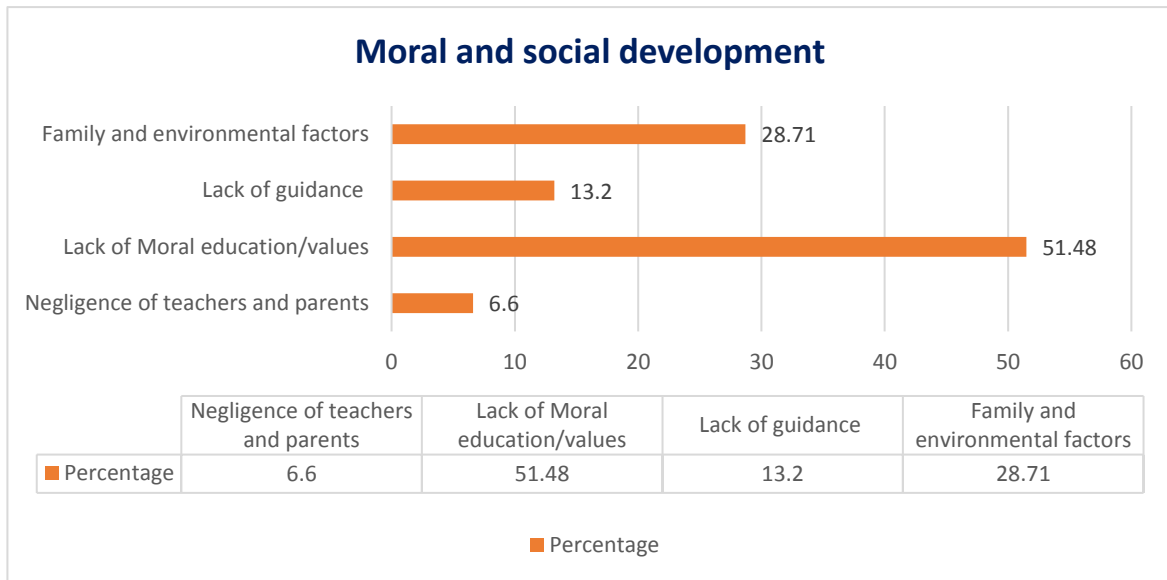
Table with figure 4.27 shows the results about challenges in physical development

Physical development

	· Lack of motivation	· Lack of resources and infrastructure	· Proper diet and exercise
■ Percentage	24.75	59.07	16.17

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing developmental rights with respect to physical development. It was revealed that the most prominent challenge was; lack of resources and infrastructure as was reflected by 59.07 % of the respondents. The second most prominent challenge was lack of motivation among students towards physical development was reflected by 24.75 % of the respondents. At last improper diet and exercise as a challenge was reflected by 16.176% of the respondents. Hence it can be reflected here that for assuring and implementing the protection rights of the children with respect to their physical development majority of the respondents responded that

lack of resources and infrastructure is the challenge in promoting physical development of the children, lack of motivation among students and improper diet and exercise.

Table with figure 4.28 shows the results about Moral and social development

Moral and social development

	Negligence of teachers and parents	Lack of Moral education/values	Lack of guidance	Family and environmental factors
■ Percentage	6.6	51.48	13.2	28.71

■ Percentage

Interpretation: The above table and figure shows the results regarding the challenges pertaining to addressing developmental rights with respect to physical development. It was revealed that the most prominent challenge was; lack of moral education and values as was reflected by 51.48 % of the respondents. The second most prominent challenge was family and environmental factors which were reflected by 28.7 % of the respondents. After that lack of guidance and negligence of teachers was the challenge in the moral and social development of the child. Hence it can be reflected here that for assuring and implementing the protection rights of the children with respect to their physical development majority of the respondents responded that lack of moral education and values is the challenge in promoting the moral and social development of the children followed by family and environmental factors, lack of guidance and negligence of teachers and parents.

4.3.3.1 Discussions of the Results

The challenges pertaining to addressing the developmental rights of the children were is to be discussed here. Thus difficulties about developmental rights were discovered by the researcher as it was revealed in the study that 55.77% of the respondents faced difficulties in considering developmental issues in the teaching. Secondly, the most prominent challenge was the infrastructural problem and other issues as was reflected by 33.66 % of the respondents. The third most prominent challenge was the attitude of the administration as it was reflected by 10.56 % of the respondents. Hence it can be reflected here that for assuring and implementing the developmental rights of the children majority of the respondents responded that considering developmental issues in the teaching is the biggest challenge revealed in the study followed by infrastructural problems and attitude of the administration. After that, the results regarding the challenges pertaining to addressing the developmental rights of the children by maintaining a child-friendly environment is to be considered. It was revealed that the most prominent challenge was; individual differences/background of the children as it was reflected by 18.48 % of the respondents. The second most prominent challenge was the extra burden over teachers which was again reflected again by 18.15 % of the respondents. After that lack of resources and PTR were the prominent challenges faced by the pupil teachers. The other challenges such as lack of teamwork, empathy and support, difficulty in maintaining disciplines and individual differences. Hence it can be reflected here that for assuring and implementing the protection rights of the children by maintaining a child-friendly environment majority of the respondents responded that there is a challenge individual differences/background of the children, extra burden over teachers followed by lack of resources and PTR. In continuation with this, the

results regarding the challenges pertaining to addressing the developmental rights of the children by approaches of administration is to be discussed. It was revealed that the most prominent challenge was; difficulty in diagnosing the problems of the students as it was reflected by 29.37 % of the respondents. The second most prominent challenge was the prestige issue which was reflected by 23.76 % of the respondents. After that lack of reporting of the school incidences responded by 23.76% of respondents, difficulty in looking after every child in the classroom reflected by 16.50% of the respondents, requirement of opinion boxes by 9. 90 % of the respondents were the prominent challenges faced by the pupil teachers. Hence it can be reflected here that for assuring and implementing the protection rights of the children with the approaches of administration majority of the respondents responded that there is the challenge of diagnosing the problems of the students, prestige issue of the parents and schools, difficulty in looking after every child in the classroom followed by lack of reporting of the school incidences, the requirement of opinion boxes. Along with this, the challenges pertaining to addressing developmental rights with respect to physical development is to be considered for discussion. It was revealed that the most prominent challenge was; lack of resources and infrastructure as was reflected by 59.07 % of the respondents. The second most prominent challenge was lack of motivation among students towards physical development was reflected by 24.75 % of the respondents. At last improper diet and exercise as a challenge was reflected by 16.176% of the respondents. Hence it can be reflected here that for assuring and implementing the protection rights of the children with respect to their physical development majority of the respondents responded that lack of resources and infrastructure is the challenge in promoting physical development of the children, lack of motivation among students and improper diet and exercise. Following the sequence results regarding the challenges

pertaining to addressing the developmental rights with respect to physical development is to be discussed. It was revealed that the most prominent challenge was; lack of moral education and values as it was reflected by 51.48 % of the respondents. The second most prominent challenge was family and environmental factors which were reflected by 28.7 % of the respondents. After that lack of guidance and negligence of teachers was the challenge in the moral and social development of the child. Thus, it can be reflected here that for assuring and implementing the protection rights of the children with respect to their physical development majority of the respondents responded that lack of moral education and values is the challenge in promoting the moral and social development of the children followed by family and environmental factors, lack of guidance and negligence of teachers and parents.