

## **CHAPTER 5**

# **MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

## ***CHAPTER-V***

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#### **5.0 Introduction**

Findings, Educational Implications and suggestions for further research is also an important part of the research. After the analysis and interpretation of the data, it is required that results and findings should be presented in the sequence so that it is easy to understand. Hence the researcher has presented the findings of the study on the basis of objectives and research problem.

#### **5.1 Finding 1: Regarding awareness of child rights education among pupil teachers**

It was found in the study 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.

#### **5.2 Finding 2: Regarding the awareness of child rights education among male and female pupil teachers**

It was found in the study that the majority of pupil teachers 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. Along with this

awareness level among male and female pupil teachers regarding child rights education is similar and there is no significant difference among them.

### **5.3 Finding 3: Regarding the awareness of child rights among B.Ed. and B.A.B.Ed/ B.Sc. B.Ed. pupil teachers**

It was found in the study that the majority of respondents fall in the category of below averages 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. 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.

### **5.4 Finding 4: Regarding implementation and practicing of participation rights during the internship**

It was found that Participation rights through setting goals of learning are to be achieved by encouraging the students to submit their own ideas in the classroom, adopting 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, it was found that the participation rights of the children can be taken care of by teaching strategies that 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.

### **5.5 Finding 5: Regarding implementation and practicing of protection rights during the internship**

It was found in the study that for assuring the protection rights of the children, active participation is the first priority followed by Equal opportunities, conversation with the students, considering the background of the child and interacting frequently is needed. Along with this, it was found that for assuring and implementing the protection rights of the children, pupil teachers considered avoiding punishment followed by a child-centred approach, understanding the needs and problems of the students, necessary arrangements for improvement of the school, Child-centered learning and physical security measures. Further, it was found that awareness among children for their rights, followed by protection from exploitation, surveillance cameras in the institutions are necessary.

### **5.6 Finding 6: Regarding implementation and practicing of developmental rights during the internship**

It was found in the study 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. Along with this, it was found that for assuring and implementing the developmental rights of the children nutrition followed by proper health checkups, considering quantity and quality and proper management. Further, it was found that a fear-free environment, love and affection, letting students express their ideas etc. are to be considered. It was also found that encouraging different types of learning in the school, developing self-identification, considering personal interests of the children, personality development programme.

### **5.7 Finding 7: Regarding challenges faced by pupil teachers while addressing participation rights during the internship**

It was found in the study that for assuring and implementing the participation rights of the physically challenged children lack eco-friendly campuses as the biggest challenge followed by infrastructural challenge, lack of cooperation of the parents and lack of expertise. Along with this, it was found 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 followed by the negative attitude of the different stakeholders, lack of eco-friendly campus, Improper infrastructure of the classroom. It was revealed that 89.10% of the respondents did not face any challenge concerning the participation rights of socially deprived children.

### **5.8 Finding 8: Regarding challenges faced by the pupil teachers while addressing protection rights during the internship**

It was found in the study that for assuring and implementing the protection rights of the children by fulfilling the norms of the RTE Act 2009 majority of the respondents responded that there is the challenge of lack of participation of the school management committees followed by, negative attitude of the parents and lack of motivation among parents. Along with this, it was found that for assuring and implementing the protection rights of the children from violence against a socially deprived majority of the respondents responded that student's title sometimes affects classroom process followed by lack of awareness, negative attitude of the society and lack of participation of the school management. Further, it was found that for assuring and implementing the

protection rights of the children through protection from inequality and discrimination majority of the respondents responded that considering diversity in terms of their faith is the biggest challenge revealed in the study followed by an attitude of the different stakeholders.

### **5.9 Finding 9: Regarding challenges faced by pupil teachers while addressing developmental rights during the internship**

It was found in the study 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. Along with this, it was found that for assuring and implementing the protection rights of the children by maintaining a child-friendly environment, the majority of the respondents responded that there is the challenge of understanding individual differences/background of the children, extra burden over teachers followed by lack of resources and PTR. Further, it was found 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 schools followed by lack of reporting of the school incidences, the requirement of opinion boxes. Along with this 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.

## **5.10 Educational Implications**

### **5.10.1 For Teacher Educators**

The findings of the study will be helpful for the teacher educators to understand the concept of child rights education, various associated concepts of rights education and its importance. It will help the teacher educators to plan their lessons, organize the curriculum and to understand the importance of CRE in schools. It will also help them while training the pupil teachers and internship in the classroom. Training of pupil teachers with the concept of child rights education would strengthen the teacher training programme as a whole.

### **5.10.2 For Pupil Teachers**

It will help the pupil teachers to consider the cultural diversity in the classroom, protect the rights of the children. It will also help the pupil teachers for ensuring the participation of each child in the classroom. Pupil teachers will also get the benefit of it while lesson planning. The findings of the study will also help the pupil teachers to understand the importance of child rights education and to consider the participation, protection and developmental rights of the children. Again it is easy to say that the thesis will help the pupil teachers to form socially relevant examples and to ensure equality in the classroom.

### **5.10.3 For Teacher Training Institutions**

Teacher training Institutions plays an important role in the pre-service training of the teachers. Hence the variables covered in the study would prove the founding stone for practicing and implementing the concepts of child rights education. The findings of the

study will guide the teacher training institutions in introducing the concepts of classroom environment, making pupil teachers aware of the importance of participation, protection and developmental rights. Particularly it will help in understanding the awareness level of pupil teachers of NCERT- (different RIE's). To understand how pupil teachers of NCERT implement and practice child rights education. To understand the challenges faced by the pupil teachers in implementing child rights education. It would also guide the Teacher Training Institutions to organize various programmes related to child rights protection/ Education.

#### **5.10.4 For Policy Making**

The findings of the study would be a guiding document to frame policies and programmes for school education and teachers training institutions regarding Implementation of child rights education, protection, of child rights education, participation of children in various curricular and co-curricular activities, Implementation of rights to education Act 2009 would be more effective if child rights education is concerned. The thesis will provide the knowledge base to the policymakers for the commensuration teaching-learning process with a child-friendly environment. It will also help the policymakers to make certain recommendations for infrastructural development needed for special needs children. The thesis would also contribute while framing the curriculum that will promote rights respecting schools system, child-friendly schools and culturally and socially appropriate teaching.



### **5.11. Suggestions for Further Research**

- 1 The present study was conducted on the participation, protection and developmental rights of the children. In further researches, other rights such as survival rights, civil rights of the children can also be undertaken.
- 2 Present study was conducted on the pupil teachers but teacher educators and principals of the college/ Institute can also be considered as samples in future researchers.
- 3 The present study has considered teacher training institutions but schools (school teachers and administration) can also be undertaken in further researches.
- 4 In the present study awareness, implementation/ practice, challenges pertain to child rights education were considered but infrastructural barriers of the school, child-friendly campuses and teaching approaches with respect to child rights education can be undertaken for further researches.
- 5 In further researches observation of the schools, classes' buildings of the schools, teacher's teaching, a record of the school can be undertaken for the study for better understanding.

### **5.12 Limitations of the study**

The first and foremost limitation which researcher has observed was physical interaction with the sample taken (Pupil teachers). Due to Covid-19 researcher could not collect data physically. Another limitation of the study was that the researcher could not conduct focus group discussions and in-depth interviews. Due to COVID /lockdown researcher could not interact with Principals and teacher educators.