

SUMMARY

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Child rights education is part of some of the rights-respecting school's curricula. Rights respecting school programmes of UNICEF, UK. Promotes in the whole school community to interpret child rights and various online platforms and online resources are provided with the help of professional advisors which is working very efficiently for promotion of the child rights in schools as this programme is “informing more than 1-5 million children about child rights and over 4500 schools that are working towards the award”. Evaluation of the 12 United Kingdom schools was done for continuously three years and it was revealed that it has a profound effect. In this way child rights education promotes understanding students concerns, relationships and behaviour, promoting and developing respect for the environment among students, it helps in inclusivity, addresses diversity in the classroom, promotes students participation in the schools, promotes students participation in the decision making, which increase the level of students learning and in maintaining the standards of education. Another initiative was taken by UNICEF Canada but due to lack of resources, they could not expand the much. The firm aim of this initiative is to reduce child abuse in the new Jhabeen municipality. It was found in the UNICEF report that most of the industrialized countries do not have any National framework to learn about children’s rights (Tara, M. Collins, 2019). Child rights education is most important for the teachers and it is important to consider it in the pre-service and in-service training. For the protection of child rights in education and another field, it is necessary to train early childhood education, teachers, judges, lawyers and other officials such as child welfare officials, child and youth welfare participation. A study of 26 countries was conducted and it was found that none of the states ensures the training of the teachers in child rights. It was

also found that no teachers were aware of CRC. Initiative for all professional services by the “International child rights education for professionals” (CRED-PRO) is considered more valuable. This scheme was implemented from 2005- 2013. The involvement of various organizations makes this endeavour a purposeful one. UNICEF, Pan American Health Organizations and educational international were involved and took initiative to create and implement various educational modules, along with this they developed the curriculum for school psychologists with the provisions of CRC. Child Rights Education deals with the “teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC)”. Along with this child rights approach is promoted to empower the children to take action. Thus these are to be applied in the different institutions such as family, school, community, national and global Levels to protect the educational as well other rights of the children. It is an important initiative at the global level to propagate the idea of change in the “immediate environment and the world at large to ensure the full realization of the rights of all children”. Hence it promotes the vision and principles laid down in the CRC Preamble that *“the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity”*.

The important aim of the Child rights education is “to build the capacity of rights-holders especially children to claim their rights”. And also “to build the capacity of duty-bearers to fulfil their obligations”. The harmonious development of the children is not possible without proper care and protection. Hence there is a need of working together on this and to enable the children to understand their potential. Thus, it can be

defined by comparing the meaning of children's rights and human rights as *"Children rights are human rights and CRE is consequently a specific component of human rights education (HRE)". CRE (Child rights education is the "learning about rights, learning through rights (using rights as organizing, principle to transform the culture of learning) and learning for rights (taking action to realize rights), within an overall context of learning as a right"*.

Need and Significance of the Study

UNESCO, UNICEF, UN Convention 1989, UDHR, POSCO Act, NCPCR, SCPCR, Juvenile Justice Act, Committee on the rights of the child, RTE Act 2009 strongly focus upon promotion of child rights education and human rights education (UN, 1989). There is a need for exploration and research in the field of child rights and its associated areas along with the implementation of the CRC (Lundy, 2012) and in particular concerning education (Ang, 2009). Along with this RTE Act, 2009 also has strong legislation over the educational rights of the children. Thus, children in schools of India are suffering from many problems related to their physical abuse, emotional abuse, social disparity, discrimination, sexual abuse, etc. all over the country. Sometimes teachers themselves be part of these malpractices because of unawareness of the educational rights and attitude towards child rights in schools. It hinders the development and progress of the child. The NCERT) is an autonomous organization that was set up in 1961 by the Government of India. The aim and objective of the NCERT are to assist and advise the Central and State Governments for quality education and quality improvement in the school system. As per the pre-service training of teachers is concerned, NCERT has its constituent units in different regions of the country which are serving for the training of quality teachers. Thus the guidelines

and recommendations of the national and international child rights commission, legislation and Acts, related to the protection of child rights (Educational rights, health and care rights, participation rights, protection rights, developmental rights) is necessary to implement in the teacher training programme. As per the school system is concerned, teachers play a significant role, teachers can help the children to suggest the right way to progress. He/she can guide and counsel the children. The teacher is the one who can create a positive environment in the school suitable for children and their rights. In this way there is a need of exploring the different rights of children in education, awareness of child rights in education among pupil teachers, challenges pertained to addressing the child rights in education, readiness for practicing child rights in education and to explore the initiatives of the teacher training programme to address the child rights by training the pupil teachers. Thus the study will be proven fruitful to suggest some quality measures to teacher training institutions to improve its training with respect to implementation and practicing of child rights education. The study will also be important to suggest some recommendations to the government and NCERT in policy framing for teacher training programmes whether it is Pre-service or In-service.

Statement of the Problem

In this study the researcher wants to compare the awareness of child rights education among pupil teachers, Implementation and practicing of child rights education and challenges faced by pupil teachers while addressing child rights education (Protection rights, Participation rights, Developmental rights). While taking into consideration the importance of the study the researcher has stated the problem as *“An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme”*.

Operational Definitions of Key Terms Used

- **Child Rights Education:** In the present study, child rights education refers to the content of education, the process of education and the purposes of education while taking into consideration Protection rights, Participation rights and Developmental rights.
- **Protection Rights:** In this study, the protection of children in schools from neglect, violence, and exploitation is considered a protection right.
- **Participation Rights:** A child has a right to participate in any decision making that involves him/her directly or indirectly. In this study, the participation of children in various school activities (curricular & co-curricular) is considered as participation rights.
- **Developmental Rights:** In this study, the emotional, mental, and physical development of the children through recreation, play and nutrition in the schools is considered as developmental rights.
- **Teacher Training Programme:** In this study, the teacher training programme refers to B.Ed. and Integrated B.Sc.B.Ed/ B.A. B.Ed. programmes offered by NCERT through the Regional Institute of Education (Bhopal, Bhubaneswar, Mysore, Shillong, and Ajmer).

Research Questions

- 1 What is the level of awareness regarding Child Rights Education among pupil-teachers?

- 2 How do pupil-teachers implement and practice Child Rights Education during the internship programme?
- 3 What are the challenges faced by pupil teachers regarding Child Rights Education during the internship programme?

Objectives of Study

- 1 To study the levels of awareness regarding Child Rights Education among pupil teachers.
- 2 To compare the awareness regarding Child Rights Education among male and female pupil teachers.
- 3 To compare the awareness regarding Child Rights Education among Pupil teachers of B.Ed. and Integrated B.A.B.Ed. / B.Sc.B.Ed. Programme.
- 4 To study the Implementation and Practice of Participation Rights by pupil teachers during the internship programme.
- 5 To study the Implementation and Practice of Protection Rights by pupil teachers during the internship programme.
- 6 To study the Implementation and Practice of Developmental Rights by pupil teachers during the internship programme.
- 7 To study the challenges faced by pupil teachers regarding Participation Rights during the internship programme.

- 8 To study the challenges faced by pupil teachers regarding Protection Rights during the internship programme.
- 9 To study the challenges faced by pupil teachers regarding Developmental Rights during the internship programme.

Hypotheses of Study

- 1 There is no significant difference in the awareness of Child Rights Education among male and female pupil teachers.
- 2 There is no significant difference in the awareness of Child Rights Education among B.Ed. and B.A.B.Ed/ B.Sc. B.Ed. pupil teachers.

Delimitation of Study

- 1 The study is delimited only to the constituent units of NCERT (All RIE's i.e. Ajmer, Bhubaneswar, Shillong, Mysore, and Bhopal).
- 2 The study is delimited only to the Developmental Rights, Participation Rights and Protection rights of the children.
- 3 The study is delimited only to the pupil-teachers who have completed the Internship.
- 4 The study is delimited to the awareness of child rights education, challenges related to child rights education and implementation of child rights education by pupil-teacher during the internship.

Review of Related Literature

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

Research Gap

The issue of child rights is not new in the area of research in general and in education in particular. There are great attempts have been made all over the world for 250 years. Research has been conducted by UNICEF, UNESCO, and other organizations in the field of child rights. Child rights education played a significant role in understanding

the different dimensions of child rights. While taking into consideration the guidelines of NCPCR and RTE Act, 2009 several pieces of research have been conducted in the field of school education and teacher education. Lundy, Orr, & Marshall (2015) seek their views on aspects of children's lives in 71 countries which included the education of the children and support that there is a need for further investment in the education so that the rights of the children could be realized. The research conducted by Covell Johnna, Leary & Howe, (2002) assess “how far 31 grade 8 teachers implemented a new children’s rights curriculum, whether the implementation of the curriculum changed students' attitudes about children's rights, and to identify factors that encouraged implementation”. Arora, & Thakur (2015) conducted a study on “knowledge of child rights among teachers of primary school in Jammu. In this study, an attempt has been made to find out the knowledge of child rights among teachers of primary school in Jammu”. Bhargava, & Ahamad (2015) attempted to study “the awareness of child rights among the parents, school, and the children in Chandigarh district with special reference to the national commission for protection of child rights”. Sathiyaraj & Jayaraman (2015) conducted a study on “Child Rights Awareness among Primary School Teachers in Tiruchirappalli District of Tamilnadu”. After all the analysis of the previous studies, the researcher come to know that there is no such study conducted regarding awareness of child rights education, challenges of child rights education, and implementation and practice of child rights education concerning teacher training programmes, especially on pupil teachers. Thus the researcher has decided to work on child rights education in which the researcher has considered awareness of child rights education among pupil teachers, implementation of child rights education by pupil teachers, and challenges faced by pupil teachers.

Research Methodology

In the Previous chapter Review of Related Literature was discussed where the researcher has mentioned the studies related to child rights education along with participation, protection and developmental rights. In the third chapter, the Research Methodology of the study is discussed Research methodology is the most important part of any research process. The chapter of research methodology explains the research design followed in the study, the research method adopted, the population of the study, a sample of the study and variables covered in the study. In the present study, the researcher has used a mixed-method research design where the researcher has created/established a balance between the qualitative and quantitative elements of the study. There are different ways of doing mixed-method research. The first way is qualitative dominant. The other methods are: equal status, quantitative dominant, sequential or concurrent methods such as “sequential explanatory, sequential transformative, concurrent triangulation, and concurrent nested and concurrent transformative”. In the present study, the researcher has followed the mixed-method research design in which the researcher has used a convergent parallel mixed method. It is a kind of mixed-method where the researcher converges and merges quantitative and qualitative data. Here the researcher has collected quantitative and qualitative data at the same point in time. In the first objective researcher has compared the mean difference of awareness of child rights education among pupil teachers. For qualitative data, the researcher applied two open-ended questionnaires on how do pupil teachers implement and practice child rights education and what are the challenges faced by pupil teachers during the internship. For this, a separate analysis was done by following quantitative data and qualitative data. The descriptive survey method is used in the

study. The population of the study was pupil teachers of all Regional Institutes of Education-NCERT. The researcher has collected the data from all the five constituent units of NCERT (Regional Institutes of Education). The researcher has considered the pupil-teachers as a sample of the study in which B.Ed. students and integrated students i.e. B.Sc. B.Ed. / B.A. B.Ed. were considered. For the data collection, the researcher has selected the five constituent units of NCERT (RIE AJMER, BHUBANESWAR, MYSORE, SHILLONG, and BHOPAL) purposively. Pupil teachers were selected through stratified random sampling.

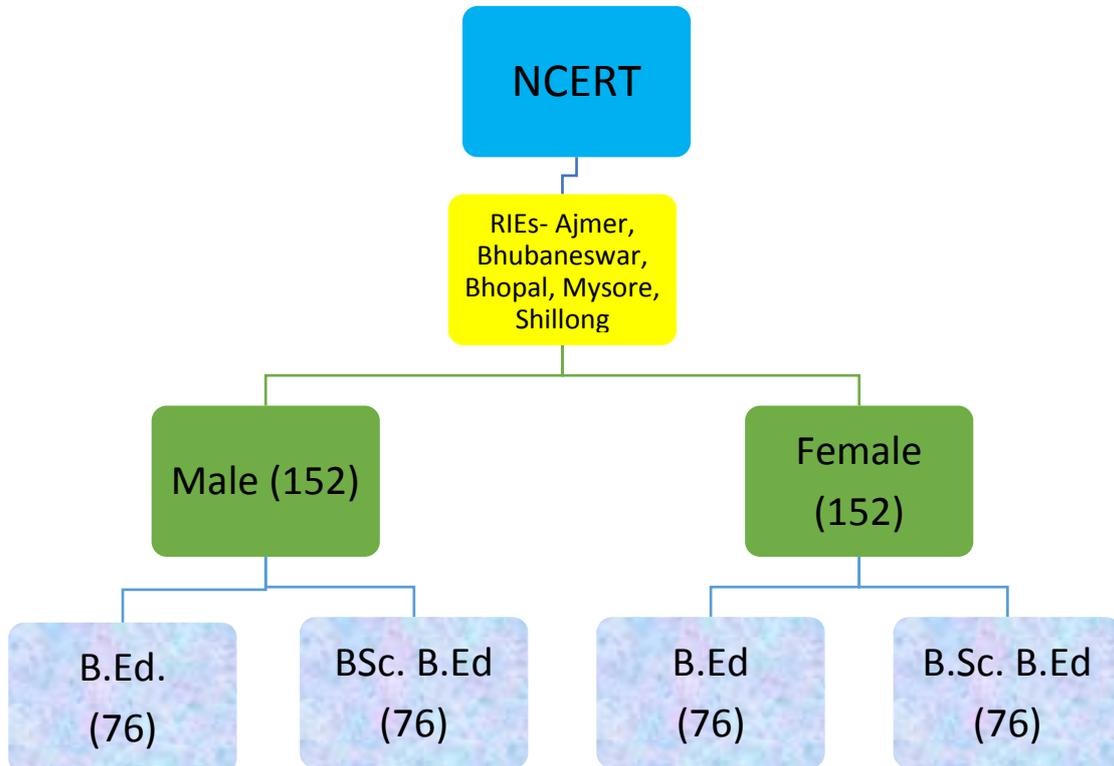
Approach: Mixed method approach, both qualitative and quantitative is used in the study.

Method Used: Descriptive Survey method is used in the study

Population: The population of the study was comprised of pupil teachers (B.Ed. & B.Sc. B.Ed. / B.A. B.Ed.) of all constituents units of NCERT i.e. Regional Institutes of Education Ajmer, Bhubaneswar, Bhopal, Mysore & Shillong.

Sample: The researcher has collected the data from all the five constituent units of NCERT (Regional Institutes of Education). The researcher has considered the pupil-teacher as a sample of the study in which B.Ed. & B.Sc. B.Ed. / B.A. B.Ed. pupil-teachers were included. For the data collection, the researcher has selected the five constituent units of NCERT (RIE AJMER, BHUBANESWAR, MYSORE, SHILLONG, and BHOPAL) with the purposive technique of sampling. For this study, Pupil teachers were selected by stratified random sampling technique. In the present study total sample of 304 pupil-teachers was collected divided into male and female (152 respectively) which was further divided into B.Ed. pupil teachers (76) and

Integrated B.Sc.B.Ed./B.A.B.Ed (76) from all Regional Institutes of Education. The flow chart of the sample taken is given below.



Tools Used in study

- 1 Self-Developed Questionnaire on “Awareness of child rights education for pupil teachers”.
- 2 Self-Developed Open-ended questionnaire on “Implementation and practice of child rights education”.
- 3 Self-Developed open-ended questionnaire on “Challenges faced by pupil teachers related to child rights education”.

Scoring Procedure

Scoring of the collected data is the most essential step for analysis and interpretation of the data. There were three questionnaires used in the study. The First questionnaire (close-ended) was entitled ‘Awareness of Child Rights Education among Pupil Teachers’. The second questionnaire was ‘Implementation and practice of child rights education and the third questionnaire was about ‘challenges faced by pupil teachers regarding child rights education. The scoring procedure for these questionnaires is discussed below.

Table 3.10 Tool 1: Awareness of Child Rights Education among Pupil Teachers

SCORE AWARDED			
Statement	True	Undecided	False
Positive	1	2	3
Negative	3	2	1

There were 36 questions in the questionnaire based on positive and negative statements. The scoring for negative and positive statements were given separately. In the positive statement score 1 was assigned if the respondent reply true to the statement, 2 was assigned if replied undecided and 3 was assigned if the respondent replied false to the statement. Thus the reverse order was followed for the negative statements as mentioned above in the table. The separate sheet of excel for scoring is attached in the appendices.

Tool 2 & 3: Implementation and practice of Child Rights Education & Challenges faced by the Pupil teachers: The analysis of these questionnaires (open-ended) were done by qualitative thematic analysis in which the researcher followed certain steps of thematic analysis. Firstly researcher gathered the responses/answers received from the respondents. In the second step researcher categorized the responses based on the similarity of the responses. In the third step, data were assigned codes and then sub-themes were created. After that, the percentage was calculated and sub-themes were merged to the final dimensions/ themes. Interpretation and detailed analysis is given in the 4th chapter of the thesis.

Final Data Collection and administration of the tool

Data for all the three questionnaires were collected via online mode. The researcher has shared the google link of the questionnaires with the pupil teachers of different RIE's online. Instructions were given in the research tools regarding responses.

Analysis Techniques

In the present study researcher have used the Descriptive Statistics, Percentage and t-test to study the awareness level among male, female, B.Ed. and Integrated B.Sc.B.Ed./B.A.B.Ed pupil teachers. Further researchers have used qualitative thematic analysis to analyze the data related to the implementation and practice of child rights education and challenges faced by pupil teachers regarding child rights education during the internship programmes. 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.

Main Findings of the Study

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Educational Implications

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.

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.

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.

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.

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.

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.