An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme

Thesis

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DOCTOR OF PHILOSOPHY IN EDUCATION

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JANUARY, 2022

CERTIFICATE OF DECLARATION

This is to certify that the material embodied in the present work entitled "**An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme",** is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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The research work embodied in this thesis "**An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme",** has been carried out by me from the School of Education, Central University of Haryana, Jant-Pali Mahendergarh, Haryana, India. The manuscript has got plagiarism checked by **Turnitin software.** I declare that the work and language included in this thesis is free from any kind of plagiarism.

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An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme

Abstract

The Child Rights Education emphasizes a child-centered approach to education. It is represented in features such as respect for children's participation, consideration of their best interests, and growth to their highest potential, and non-discrimination. Interactive, learner-centered teaching is supported by the CRE. The aim and objective of the present research was to study the awareness of child rights education among pupil teachers. In this awareness of child rights education among male and female pupil teachers, B.Ed. and B.A.B.Ed/ B.SC. B.Ed. pupil teachers was compared. Researcher has framed the hypothesis such as: i). There is no significant difference in the awareness of child rights education among male and female pupil teachers. ii) 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. Research questions with respect to child rights education were established. The researcher have explored implementation and practice of child rights education by pupil teachers during the internship and the challenges faced by pupil teachers while addressing child rights education during the internship. 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. In the present study, the researcher has followed the mixed-method research design in which the researcher 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 have 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, separate analysis was done 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-teacher 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, SHILONG, and BHOPAL) purposively. Pupil teachers were selected through stratified random sampling. As far as data collection tools is concerned, researcher has used Self-Developed Questionnaire on "Awareness of child rights education for pupil teachers, Self-Developed Open-ended questionnaire on "Implementation and practice of child rights education", Self-Developed open-ended questionnaire on "Challenges faced by pupil teachers while addressing child rights education". Data was analyzed by descriptive statistics, percentage, t-test and thematic analysis. Detailed findings were discussed in the 5th chapter of the study.

Key Words: Child Rights Education, Teacher Training programme, Participation Rights, Developmental Rights & Protection Rights.

शोध-सार

बाल अधिकार शिक्षा, शिक्षा के प्रति बाल केंद्रित दृष्टिकोण पर जोर देती है। यह बच्चों की भागीदारी के लिए सम्मान, उनके सर्वोत्तम हितों पर विचार, और उनकी उच्चतम क्षमता तक विकास और गैर-भेदभाव जैसी विशेषताओं में दर्शाया गया है। इंटरएक्टिव, शिक्षार्थी केंद्रित शिक्षण सी.आर.ई. द्वारा समर्थित है। शोध का उद्देश्य छात्र तथा शिक्षकों के बीच बाल अधिकार शिक्षा के बारे में जागरूकता का अध्ययन करना था। इस जागरूकता में बाल अधिकार शिक्षा के लिए पुरुष और महिला छात्र-शिक्षकों, बी.एड. और बीएबीईडी/बी.एससी. छात्र-शिक्षकों की तुलना की गई। शोधार्थी ने निम्न प्रकार की परिकल्पना तैयार की है: 1. पुरुष और महिला छात्र-शिक्षकों के बीच बाल अधिकार शिक्षा के प्रति जागरूकता में कोई महत्वपूर्ण अंतर नहीं है। 2. बी.एड.और बीएबीईडी/बी.एससी. छात्र-शिक्षकों के बीच बाल अधिकार शिक्षा के प्रति जागरूकता में कोई महत्वपूर्ण अंतर नहीं है। बाल अधिकार शिक्षा के संबंध में अनुसंधानात्मक प्रश्न स्थापित किए गए थे। शोधकर्ता ने इंटर्नशिप के दौरान छात्र-शिक्षकों द्वारा बाल अधिकार शिक्षा के कार्यान्वयन और अभ्यास और इंटर्नशिप के दौरान बाल अधिकार शिक्षा को संबोधित करते समय छात्र-शिक्षकों के सामने आने वाली चुनौतियों का पता लगाया है। वर्तमान अध्ययन में, शोधकर्ता ने एक मिश्रित-विधि शोध डिजाइन का उपयोग किया है जहां शोधकर्ता ने अध्ययन के गुणात्मक और मात्रात्मक तत्वों के बीच संतुलन बनाया/स्थापित किया है। शोध में शोधार्थी ने मिश्रित-विधि अनुसंधान डिजाइन का पालन करते हुए एक अभिसरण समानांतर मिश्रित विधि का उपयोग भी किया है। यह एक प्रकार की मिश्रित विधि है जहां शोधार्थी मात्रात्मक और गुणात्मक डेटा को परिवर्तित और विलय करता है। यहाँ शोधार्थी ने एक ही समय पर मात्रात्मक और गुणात्मक डेटा एकत्र किया है। पहले उद्देश्य में छात्र-शिक्षकों के बीच बाल अधिकार शिक्षा के प्रति जागरूकता के औसत अंतर की तुलना की है। गुणात्मक डेटा के लिए, शोधकर्ता ने दो ओपन-एंडेड प्रश्नावली लागू कीं जैसेकि छात्र-शिक्षक बाल अधिकारों की शिक्षा को कैसे लागू करते हैं और अभ्यास करते हैं और

इंटर्नशिप के दौरान छात्र-शिक्षकों को किन चुनौतियों का सामना करना पड़ता है। इसके लिए मात्रात्मक आँकड़ों और गुणात्मक आँकड़ों का अनुसरण करते हुए अलग-अलग विश्लेषण किया गया है। अध्ययन में वर्णनात्मक सर्वेक्षण विधि का प्रयोग किया गया है। अध्ययन में समस्त संख्या सभी क्षेत्रीय शिक्षा संस्थानों-एनसीईआरटी के छात्र-शिक्षकों की है। शोधकर्ता ने एनसीईआरटी (क्षेत्रीय शिक्षा संस्थान) की सभी पांच घटक इकाइयों से डेटा एकत्र किया है। शोधकर्ता ने अध्ययन का नमूना बी.एड. छात्र और एकीकृत छात्र यानी बी.एससी. बीएड./ बी. ए. बीएड. के छात्र-शिक्षकों को माना है। तथ्य संग्रह के लिए शोधकर्ता ने एनसीईआरटी (आरआईई अजमेर, भुवनेश्वर, मैसूर, शिलांग और भोपाल) की पांच घटक इकाइयों को एच्छिक रूप से चुना है। स्तरीकृत यादृच्छिक प्रतिचयन के माध्यम से विद्यार्थियों के शिक्षकों का चयन किया गया। जहां तक तथ्य संकलन उपकरणों का संबंध है, शोधकर्ता ने "छात्र शिक्षकों के लिए बाल अधिकार शिक्षा के बारे में जागरूकता", "बाल अधिकार शिक्षा के कार्यान्वयन और अभ्यास" पर स्व-विकसित ओपन-एंडेड प्रश्नावली तथा स्व-विकसित प्रश्नावली का उपयोग किया है। "बाल अधिकार शिक्षा को संबोधित करते समय छात्र-शिक्षकों के सामने आने वाली चुनौतियों" पर प्रश्नावली समाप्त हुई। तथ्यों का विश्लेषण वर्णनात्मक सांख्यिकी, प्रतिशत, टी.-परीक्षण और विषयगत विश्लेषण द्वारा किया गया था। विस्तृत निष्कर्षों पर शोध के पांचवें अध्याय में चर्चा की गई है।

कीवर्ड: बाल अधिकार शिक्षा, शिक्षक प्रशिक्षण कार्यक्रम, भागीदारी अधिकार, विकास अधिकार और संरक्षण अधिकार।

CHAPTER 1

INTRODUCTION

CHAPTER-1

INTRODUCTION

1.0 Background of the Study

The word Childhood means the state of being a child as well as the time of being a child. The UN Convention on the rights of the child (United Nations, 1989) defines a child as an individual under the age of 18 years. Every person who is below 18 years or the age specified by the law of a country is to be declared as an adult. According to the law of the country, we treat a person "below the age of 18 years" as a child and the state of his/her being, the childhood (Mangal, 2019). The Indian government's RTE Act of 2009, which makes provision for the free compulsory education for the children falls in the category of 6 to 14 years of age and it is a commendable effort made by the Govt. Even in 2004 more than twenty-five countries have no specified age for compulsory education. As we say that family is the first school of the child, in this way the parents need to aware about the right to education of their children, they should make involvement in the different educational activities of their children. Continuous involvement of parents makes them aware of the educational achievements of their children. Marginalized children also have an equal right to education as others. But there is a need for the involvement of parents, it can only be if parents are aware of the different rights of their child, if they are conscious about the future of their child. Parents should be able to identify the hidden talent of their children. The aim of implementing right based approach to Education is to provide Universal Education without any barrier related to discrimination, access, equity, and attitudinal barrier. But

its implementation faces different problems, it can be more effective if there is consultation with different stakeholders of the society to explore what will be the right approach to their environment. Right based education approach means all sections of the society including those who are lagging due to some reasons, maybe marginalized sections, disadvantaged sections, girls and other backward groups. They need to ensure equal access to education. Because marginalized people cannot afford to fulfil the educational need and requirements of their children due to financial hardships, the government must provide financial assistance in order for them to obtain school education, and every action taken should contribute to educational development and educational rights of the children. The role of parents is far more important in ensuring that children attend school, complete their assignments, and achieve at an acceptable level, as well as in ensuring that the rights of the children in the schools are respected, including the removal of physical harm to the students as well as and humiliating treatments. Along with this teachers and parents needs to ensure the food, water, shelter and medical treatment of the children so that their health and care rights can be preserved. Teachers who are the good motivator of society can ensure the majority number of children attendance of children's in the school under these difficult circumstances by motivating the parents.

1.1 Human Rights Education

HRE has a longstanding traditional history. The beginning of the human rights movement starts at the moment the UN has adopted the Declaration on human rights on the 10th of December 1948. Slowly and gradually, it keeps its pace in progress and the right to life, educational rights, rights related to health and care, protection and developmental rights were proclaimed in the DRC ("declaration of the rights of the

child"). It has been enunciated in the declaration to protect dignity and to develop the harmonious/ optimum qualities of an individual. First, the concept of human rights asserted by the declaration leads to the foundation of justice, harmony and peace in the world. Not only the UN declaration of human rights but also other international declarations such as the International Congress on human rights (Teheran,1968), It is a worldly accepted phenomenon that education is the first and foremost agent of social mobility, social justice, equality and freedom. In this way, the proper development of the child can be possible only when each aspect of the individual is considered by human rights education we mean the training, dissemination, awareness, understanding, knowledge about human rights through different efforts. It is the development of skills and modelling attitudes towards human rights. The purposes of the human rights education are discussed below:

- Development of the respect and positive attitude for personality as well as the dignity of the human
- Developing understanding and tolerance among various indigenous, social, religious and racial groups
- Participation of all the people in a free and liberal society
- Constitutional provisions for human rights in India.

1.1.1 Human Rights in Education

This was incorporated in the secondary school curriculum can be taught through different subjects. The investigation of "children's and young people's rights" can be aided by literature. It is used to promote human values, cultural exchange in one

particular context as were a broader one. Through literature aesthetic sense emotional bonding respect, justice and integrity of one culture to another can be promoted. History covers the teaching of human rights through the topics such as the growth of democracy, reforms in society, independence movements, revolutions and their impact, history of social reformers. Declaration on human rights etc. are essential. In geography, stress can be laid on environmental issues and environmental awareness. Concerns for protection of the environment, environmental pollution and the study of ecological problems. The topics like Indian democracy, parliamentary form of government, right to vote, individual and society, democratic citizenship, human rights and constitution, fundamental rights, new international order are some of the core components which are more important to consider in the learning of civics for human rights education. In Economics' curriculum focus is mainly laid on Indian economies. In this part rights of consumers, fraud marketing, getting the right information of products etc. can be taught. We are living in the world of technology. The world is progressing in technological advancements happening in different fields. These technological advancements are better for economic growth and uplifting the status of people. But somewhere it is diminishing the value of human peace, integrity, social cohesion. Every country is trying its best to produce armaments, bombs, missiles, fighter jets etc. The aim of all these is just to protect their countries from both external and internal aggression but somewhere it degrades the social harmony and international understanding using the equipment in wars and battlefields leads to the death of people which violates human rights. In this way developing scientific temper cultivation of social and ethical values, understanding of right use of science and technology which do not hamper human values and humanity and social integrity. The teaching of science leads to an understanding of proper health and diseases, human rights and social

prejudices can be covered through the teaching of biology. Data on various Social, economic, political issues are interpreted through basic statistics such as data on food and population, agricultural outputs, growth in educational infrastructure, increase and decrease in literary rate, human development index etc.

1.1.2 Human Rights-Based Approach to Education for All

Child Rights is a topic that has been widely studied, researched, and investigated in the twenty-first century. The UN Organization and other organizations have conducted a number of programmes and conferences that had promoted research and other developmental tasks related to child rights protection around the world. It is quite important to say that children are human beings and have the right to protection, security, and chances for development, child rights are extremely important in a civilised country (Abad, 2014). Reflecting the exploitation that children face at their workplace when forced into child labour, the latest government data on child rapes shows that in 25% of the cases, employers and co-workers are offenders. Conversely, the same figure for women raped at their workplace is less than 2%. "According to data from the National Crime Bureau" (NCRB), 8800 incidents of child rape were reported across the country in 2015. In 2227 incidents, the perpetrators were discovered to be the victim's bosses or coworkers. This is the first time the NCRB has compiled information on the victim's relationship with the accused. Neighbours were the worst abusers of children in 2015, according to the research. In 3149 cases (35.8%) of rapes, neighbours were the perpetrators. In over 10 % of cases, children were raped by their family members. (Indian Express, Aug 31 2016). At least 2610 youngsters have been rescued by joint Odisha Police and Women Child Development (WCD) Department teams who

had gone missing or run away from their homes for various reasons. 339 of them are girls, including minors, according to official authorities. (The Hindu, Aug 27, 2016).

The United Nations has declared in the UDHR that "children are entitled to special protection and assistance". In society, the family is seen as the most essential unit, and it is this unit that provides children with the safe havens and nurturing environments they need to flourish. Children need proper care and attention and assistance in the family to grow up and progress. The Declaration recognized that the "harmonious development of the personality would grow up in an atmosphere of happiness, love and understanding" (Subramanian, 2013). Here are some of the points which reflect upon human rights education**.** These are as follows:

- Sometimes the teacher argues that giving respect to the rights of the children can degrade his/ her rights. In this way, it develops negative insight in the teachers that prohibiting physical punishments and participation of students in decision making degrade his position, and it will be very difficult to maintain the discipline in the class or school without imposing punishment.

- Parents need to get aware of the mutual understanding of their children with a teacher, without mutual understanding, it is difficult to develop a pedagogical relationship in school.

- The CRC makes it quite plain that "children must be safeguarded from any forms of labour that are detrimental to their development or interfere with their education. The International Labour Organization's (ILO) Convention details how governments can play a key role in the worst types of child labour and their responsibility to safeguard all children from hazardous work" (UNICEF 2010).

1.1.3 Human Rights Awareness among Children

Following are some methods that can play an important role in raising awareness about the rights and obligations of children. The ultimate goal of human rights In pre-school and lower primary education, the goal should be to instil sentiments of tolerance and confidence in children, while the goal of HRE at the secondary level should be to instil feelings of trust in students. It is of utmost essential to integrate the Human Rights of Education with the courses that are already being taught in schools. The culture of human rights education should be throughout curriculum development and transaction process. Providing a conducive environment to inculcate faith in human Rights, Avoiding child's rights violation is discussed below in detail with respect to the consideration of human rights.

- Providing a conducive environment to inculcate faith in human Rights: The pupils should not only "learn about" human rights, but also "learn in". It is critical that are respected in the classroom and at school. For promoting the concepts of education teachers should involve students, school administration, parents and other stakeholders.

- Avoid child's rights violation: A committee can be constituted at the school level which comprises teachers, senior students, parents to take into consideration the rights of children. It can perform functions like investigation and evaluation. It can also advise the school in matters concerning the violation of the rights of the children. It can also consider the matters of discrimination on the name of sex, caste and creed, in admissions or the selection of candidates for participation in the different curricular and co-curricular activities. The matters

like favouritism in examination, exploitation and child abuse and corporal punishment can be taken into consideration (Naseema, 2008).

1.2 Child Rights Approach in Education

If we want to understand the meaning of the child rights approach we need to understand the definition of the "Committee on the Rights of the Child along with the United Nations Statement on a Common Understanding of a Human Rights-Based Approach to Development Cooperation". Thus the whole process of executing child rights and realization of child rights is to be done through the principles laid down in the CRC and other instruments on human rights at the national and international level. These instruments and the principles of CRC are used to guide behaviour, actions, policies and programmes related to the protection of children i.e.

i. No discrimination with the children on any basis.

ii. Interests of the child should be secured.

iii. Considering the right to life of the children.

iv. Considering the developmental rights of the children.

v. Considering the rights of the children and protecting their right to be heard.

vi. "Builds the capacity of children as rights-holders to claim their rights and the capacity of duty-bearers to fulfil their obligations to children".

vii. "Respect for the dignity, life, survival, well-being, health, development, participation and non-discrimination of the child as a rights-bearing person

should be established and championed as the pre-eminent goal of States Parties' policies concerning children".

The child rights approach emphasis considering the strength of the children and also strengthening the resources required for the holistic development of the child. The social system of the children is also taken care of in this child rights approach. The social system includes the family, school, community, and institutions, religious and cultural system.

The United Nations Common Understanding has proposed and stipulated some of the principles:

i. "All programmes of development cooperation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments"

ii. "Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process",

iii. "Development cooperation contributes to the development of the capacities of 'duty-bearers' to meet their obligations and/or of 'rights-holders' to claim their rights."

Thus child rights education is not the isolated part of human rights but it is the sub-set of human rights and other associated concepts. As per its target is concerned it looks for an equitable and sustainable future for the children. Child rights education deals with

the education for development. Child rights education also created a universal platform to promote a globalized and equitable approach to education.

CRE and HRE have a lot in common: children's rights are a subset of human rights, and both systems have the same duty-bearer and rights-holder ties. Both adults and children must understand what "human rights" are before discussing child rights. The CRC was the first international human rights treaty that considers the various rights of the children such as civil, political rights, cultural, economic, social rights. It was also the first UN convention to recognise children as active rights bearers and social agents. As a result, the field of child rights and CRE has expanded beyond the scope of human rights. HRE (and thus CRE) and citizenship education also have a lot in common (CE). Civic, political, social, economic, legal, and cultural rights and responsibilities, as well as active engagement, are the focus of CE. Human Rights and Fundamental Freedoms, on the other hand, is concerned with the whole range of human rights and fundamental liberties.

Committee on the Rights of the Child, states “The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child’s capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence”.

All adults and children require CRE through "appropriate and active means." Formal education is the best platform for youngsters to be aware of their rights. It is not only because of the curriculum they learnt about rights but also with informal activities and

right respecting throughout the learning environment. The learning environment for all children is improved when education is inclusive and respectful and which address the diversity in the classroom. It allows children to internalize these ideas, which they then pass on to their peers. Thus it can be reflected here that CRE is a critical step toward achieving this goal.

1.2.1 Child Rights Education

Children have only limited opportunities to participate in classroom activities. It is important to promote the participatory rights of the children in education. Organizational or institutional structure organizational structure which includes curriculum development curriculum delivery moods “behaviour and student welfare policies” at school level size of the class and framework of the timetable can play an important role in the inclusion addresses of student diversity, understanding students capacity and considering student voice directly or indirectly affect the culture and cultural rights of the children. Along with this meaningful participation of children and realization of their communication rights needs to consider and recognize.

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 Jhabean 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 (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)". 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".

To understand Child rights education fully we need to discuss what it includes. Child rights approach in teaching through a formal and informal system of teaching embedded the CRC provisions. It includes the adoption of the principles laid down in the CRC and the provisions of the same in the learning such as adoption in the curricula and learning environments for children. It also includes the training of professionals who are working directly with children or considering the issues which affect children.

Making aware to the masses and the caregivers associated with the children about the principles of the CRC provisions is also promoted in child rights education. The capacity building programmes are focused to launch for the teachers and other caregivers for implementation of the provisions of CRC. While "CRE is not limited to schools or learning environments, as an entry point this can also contribute to broader initiatives aimed at transforming education systems as a whole".

1.2.2 Child Rights Education and Teacher Training Institutions

Article 26 of the UDHR considers Education as the right of every individual. It is evident to say that National Education System needs to be designed in such a way that the students not only get the knowledge but it should make them enable to make utilization of that acquired knowledge. As per the Indian Education system is concerned, NPE 1986 and the revised NPE are more concerned in this regard. The commission lay the first initiative in the history of education by formulating the National Curriculum Framework for the National System of Education. Teacher training colleges and universities should enable the teachers to consider every right of the student in the school and class. Teachers can play a significant role in creating a sense that every student has his/her worth. Teachers should be prepared in such a manner that they may be able to organize different programs like "Singing, dancing, painting, clay modelling, dramas etc. to make children perceive the worth of human beings". It is more important for the teachers of the 6 to 8 class to be aware of human rights. The Teacher Education curriculum should be revised accordingly and it should include the content related to human rights and child's rights, and some training programmes can be organized by a teacher education institution to get practical knowledge of human rights education. There is a need for the inculcation of human

rights education in teacher training courses. Some of the states in India introduced human rights education in the B.Ed. and M.Ed. courses but it should be the responsibility of the NCTE to make it mandatory for all teacher training Institutions to include human rights education. (Naseema, 2008).

The Children Act of 1989 emphasized the protection of the rights of the children in the school and other institutions but there is no formal system of child protection in the teacher training programmes. Child protection in the teacher training programmes has been recognized as important for effective learning outcomes of the children. Teachers are the first authority in schools to understand the children, their rights in abusive situations. It is said to be essential to involve local education authorities to make teachers aware of child rights and their protection in the classroom and outside the classroom as well by giving inputs where pre-service training programme. Nowhere in teacher has training institutions of the country directly or indirectly dealt with child protection in schools. Neither in lesson planning nor other educational activities of pre-service teacher training. No induction programme of child rights and other appropriate intervention programmes remain a matter of chance rather than of need.

Training institutions are expected to ensure the capabilities and abilities of the trainees to combat the problem of children in the school. Many of the programmes launched in India where human rights are considered in the school curriculum and curriculum of the pre-service teacher training programme. It is not only important to give factual knowledge in books but it is more important to equip the teacher trainee to understand the rights of the children in the classroom. No children have the same socio-economic background or family background. Every child is different in one and another way. Meeting the educational needs of the children by considering children's socio-

economic background. Along with every child has different mental abilities: some are gifted one, some are weak in study etc. so the teacher's knowledge regarding mental ability and educational output by teachers plays a significant role. Traditionally children were not considered the subject of rights but it was the subject of legal protection. The legal system, rules and laws are a must for the protection of every right of the children. But moral responsibilities of the different stakeholders associated with the child, the role of the teacher in school, the role of the family is so more important for this. Children's survival rights, developmental rights and protection rights.

1.2.3 Benefits of Child Rights Education for Teachers & Teacher Trainers

The CRE emphasises a child-centered approach to education. It deals with the promotion of a rights-respecting system of education where respect for the participation of children, consideration of their best interests, focusing the growth of the potential of every student in the class & non-discrimination. Interactive, learner-centred teaching is supported by the CRE. Several academics have investigated the educational implications of CRE for teachers in terms of access to knowledge considering security as well as the dignity of the children, participation, promotion of identity and inclusion and considering the privacy of the students/learners. For transformational and empowering HRE and CRE, researchers emphasise interactive, learner-centred instructional techniques that are inspiring and humanising. Participatory, dialectical, analytic, healing (supporting human rights in intra- and inter-personal relations), problem-solving, goal and action-oriented. HRE and CRE "include social and emotional learning skills like critical thinking, conflict resolution, empathy, and understanding. The universal consensus on child rights helps to overcome pre-existing ideological differences; a child rights focus clusters and structures the numerous

demands of education, providing a consistent value base; and child rights offers a framework that is flexible yet sophisticated, easing the way to the resolution of educational issues". The two schools, described above, present contrasting images of efficiently run schools with varying school environments. The first school works on the approach of inducing fear of punishment in students and observing systems of strict control over students, to ensure that they follow the discipline codes and rules. There is no freedom for expression or exploration, since maintaining order and high standards of achievement are given priority over enjoyable learning processes. In such a school, attending school and classes becomes a compulsion, and the pressure to achieve and perform is very high. In the second school, on the other hand, students come to school because studying is an enjoyable experience. They are given the freedom to express their ideas and think, experiment and explore on their own. There are no unnecessary restrictions imposed on them and neither are they bogged down by pressures to achieve or perform. Instead, they are encouraged to be more participative and involved in the learning experiences set up for them. There are no systems followed by the school which induce fear, anxiety or trauma among them. In such an atmosphere, students tend to feel relaxed, loved. Nurtured and cared for, and enjoying the process of learning from the above two case studies, we can see how important the school environment is in influencing the attitude of students towards their school. Where the school environment is rigid, rule-bound and defined largely by high academic expectations. Students tend to feel tense and pressured. On the other hand, where the environment is flexible, supportive and takes into account their wishes, abilities and potential, they feel more accepted and have a greater sense of belonging. Creating a School Environment Free From Trauma, Fear and Anxiety. Let us now try to understand the importance of creating a school environment conducive to learner's development and learning and the

school culture free from trauma, fear and anxiety. You already know that the Right to Education Act puts a ban on corporal punishment and emphasizes the need for a stress-free school environment. The National Policy of Education (1986) had already emphasized child-centered learning, recognizing that school learning should be joyful and not fearful for children. All these are efforts at making schools conducive spaces to children's learning and development in an atmosphere that is friendly, free and facilitative. We will now try to spell out how such an environment can be created within the school setup and also discuss strategies that relate to banning corporal punishment and creating an environment free from trauma, stress and anxiety, as spelt out in the RTE Act.

1.2.4 Child Rights Education and Goals for children in the 21st century

This world is very complicated where children are required to learn how to deal with different situations and to understand, recognize different histories and perspectives. It is found and reported in the various reports and studies conducted where it was shown that many of the groups have not been given equal opportunities and had been are excluded from gaining education in one and another way and they are alienated from the participation in economic activities. Thus effective bias multicultural education has multifaceted approaches that help in engaging the children cognitively, socially, and emotionally, involves sensory-motor, language modalities and skills. There is a need for a collaborative effort of the different stakeholders and need of the modifications in the various developmental level and cultural and economic contexts of each group of children. These are some of the goals are mentioned below:

i. Certain goals need to be taken care of in this regard. Creating the self-concept of the children, self-confidence, and self-identity is to be done through proper nurturing. Hence promoting early childhood programs can encourage all children to develop an understanding and deepen their ties with their family members and community members. Thus it will help them to understand the unique attributes of the children and their potential.

ii. Promoting a comfortable environment, empathetic interaction with people from diverse backgrounds is most beneficial in defining the goals of 21st-century children. Along with this encouraging cognitive awareness, emotional disposition, and behavioural skills are the cornerstone.

iii. Teachers and parents have to cultivate children's abilities so that they can understand the biases in the classroom and be able to act in different situations.

iv. It is again needed to foster critical thinking of the children through various activities and programs so that they can identify unfair and untrue images (stereotypes) in the school and the community. Along with this, it can be protected from the unfair comments (teasing, name-calling), and behaviours' directed at oneself others (discrimination) (Roopnarine & Johnson, 2011).

1.3 International and National Initiatives related to Rights of the Children

Arbitrary interference with one's family and home is prohibited under Article 12 of the UDHR (1948). "The International Covenant on Economic, Social, and Cultural Rights" recognises the family's right to protection from society and the state in Article 16. In addition, Article 26 (3) states that "parents have the right to choose the type of education their children receive based on their preferences". It has been stated in the

Universal Declaration of Human Rights that free education is to be given to children at elementary and foundational levels. Along with this professional education as well as technical should widely be made available by the states and equal access to higher education is required based on merit (Article 26.). The DRC, the Declaration on the Promotion of Peace Ideals among Youth, and the Declaration of the Rights of Mentally Retarded and Disabled Persons all have implications for children's rights. (Naseema, 2008).

Education is the source to transmit the genesis of child rights to the next generation. Children are not just the seekers of the rights but they are the bearer of the rights. Providing opportunities for participation in different school activities is essential to protect their participation rights in schools. Children should be considered as subjects and not objects and every stakeholder should be recognizing them as human beings and the rights of the child as a human being is to be protected, as they are already entitled to human rights rather 'not yet' (verhellen n.d). Children can also have insightful comments and inputs over things. The development of the individual to its fullest potential is done only through education. Education does open all the mental faculties of the children. The goal of the article of the CRC is the development of the child's personality, development of respect for human rights, respect for the culture of the socio-economic background of the children, respect for the natural environment. Along with this preparation for life in a free society is also enshrined in the CRC.

All youngsters deserve good health. The commission led the Human Rights and HIV/AIDS workshop. In this workshop, children's rights were prioritised. In 2004, the Commission's Chairperson wrote to the Union Ministers for HRD, Health, and Chief Ministers of all States and UTs, urging them to take serious steps to protect children

from various forms of discrimination and violence (Bhakhry, 2006). India has the world's highest population of children, outnumbering China by a huge margin. The country has 20% of the children in the world aged 0 to 4. It would be difficult to assess the position of India's children and women without taking into account the discrepancies that exist both within and between states. Inequalities among other segments of the population, particularly women and girls, SCs & STs, must also be considered. According to national figures, over 100 million children are among the lowest of the poor. SCs and STs account for half of all poor children, and they continue to face substantial challenges in meeting the Millennium Development Goals. To diminish gaps in child outcomes, vulnerabilities associated with growing urbanisation and the effects of violence must be addressed. Incorporating children into "Inclusive Growth" plans will assure India's continued economic, social, and political success (Bhakhry, 2006). Good health and care is the right of every child, as the children are dependent on the parents and the caretakers. They are not aware of their nutrition, sanitation environment. In this regard, it is the responsibility of the parents to consider every need of their children is needed for their majority growth and development. The government must be responsible for meeting their health needs by enacting child-centred policies and allocating necessary finances.

1.3.1 International Organizations working for Protection of rights

- **Amnesty International:** It is a multinational organization with a membership of over 7 million individuals that take injustice seriously. They advocate for a world where everyone has access to human rights. It has subscribers in more than 150 countries, they research the field of human rights and generate action

for their protection. It has its headquarter in London, United Kingdom. It has its regional office in Bengaluru (Karnataka). (Amnesty International).

- **Children's Defense Fund:** They focus especially on poor children and children with disabilities. Children's lives are improved by the active participation of the Congress and the federal government and to reflect on the federal policies. Its headquarters is in Washington DC, USA. (Children's Defense Fund).

- **Human Rights Action Center:** The Human Rights Action Center (HRAC) is a "voice for the voiceless and an advocate for human rights for all of the world". It is a no-profit organization. The headquarters of the organization is in Washington, DC which is headed by Jack Healey. (Human Rights Action Center).

- **Human Rights Watch:** Works for the protection of human rights around the world. It has its headquarter in New York, USA. (Human Rights Watch).

- **Human Rights without Frontiers (HRWF)** is an NGO registered since 1989-Belgium. They take into consideration human rights concerns around the world. It is located at Etterbeek, Belgium (HRWF).

1.3.2 National Initiatives for Child Rights Protection

The 86th Amendment of the Indian Constitution makes the provisions for the free and compulsory education of children in the age group of 6 to 14 years. Article 51-A protects the rights of the children by establishing the responsibility of the parents for their education. Child marriage is one of the great threats in India from the very beginning. While taking into consideration the participation of the children in the

education various initiatives at the national level was taken by the GoI. To protect the children from malpractice of Child Marriage Restraint Act of 1929 was passed, which mandates the minimum age for males at 21 and females at 18. It doesn't do much to protect children who are married off before they are old enough to walk. In 1986, the Child Labor (Prohibition and Regulation) Act was enacted. Many activities in which children participate are not classed as hazardous or non-hazardous, allowing them to be exploited and mistreated. Extraction and abuse of minors employed in hotels and domestic jobs are two examples. On August 1, 2006, some of the work was included in the hazardous work for children such as domestic servants, employees of Dhabas and restaurants etc. The notice became effective on October 10, 2006. The government has implemented an affirmative action policy to address the issues faced by socially disadvantaged groups like "Scheduled Castes/Tribes and Other Backward Classes". New Child Policy in the United States India designated children to be the country's most valuable asset in 1974. The employment of a child-centred approach has increased since 1974. All child-related matters are directed to the "Ministry of Women and Child Development", which serves as the Nodal Ministry. To improve central level coordination, the Ministry of Women and Child Development established a "National Coordinating Mechanism" (NCM) in January 2000 by executive order. (Bhakhry, S. 2006). The constitution of India has assigned the special status to Scheduled tribes, the scheduled tribes such as Adivasi's, vanvasis, tribes or tribals. In India, there is near about 8% of the tribal population. They have their way of living, having their dialects according to the regions they are residing in. According to the Census 2001, India has 74.6 million tribal populations. The Indian state Madhya Pradesh has a large number of Scheduled Tribes constituting 16.40 followed by Orrisa and Jharkhand. As of March 2001, "there were 16 million ST children (10.87 million aged 6-11 years and 5.12

million aged 11-14 years) in India, out of a total child population of about 193 million in the age group of 6 to 14 years (Selected Educational Statistics – 2000-01, Government of India), out of a total child population in India of about 193 million". One of the important initiatives taken by the Indian government for the Education of Tribes in the National Policy on Education 1986. These are some considerations for the Education of the tribes. Geneva Declaration on the rights of the child of 1924 and Declaration of the Rights of the Child adopted by the United Nation in 1959, International Convent on the civil and political rights took into consideration the care and welfare of the children. Along with this "Universal Declaration on the Rights of the child" adopted by the General Assembly of the UN 1959 indicated that children need special care and protection (Subramanian, 2013).

1.3.3 National Commission for protection of Childs Rights

The NCPCR was established in March 2007. It was established under the Commissions for Protection of Child Rights Act, 2005. Monitoring laws, policies and programmes, and other mechanisms are the sole task of the NCPCR in the country to ensure the rights of the children which are enshrined in the constitution. The NCPCR protects the rights mentioned in the UN Convention on child's rights.

1.3.3.1 Functions of the NCPCR

The functions of the Commission as mentioned in the Act are as follows:

- It is one of the functions of the commission to take into consideration the safeguards given under laws.

- NCPCR reports to the central government upon working on the safeguards for the child's rights protection.

- The commission inquire into the cases related to the violation of the child's rights.

- It is one of the important function of the commission that it protects the rights of the children affected by "terrorism, communal violence, trafficking, maltreatment, torture and exploitation, prostitution and recommend them appropriate measures of remedy".

- The commission looks into the matters about special care and protection of the children. It protects the rights of the children in distress, marginalized children, disadvantaged children, juveniles etc. Along with this, it protects the rights of the children without family, children of the prisoners. The commission recommends the appropriate remedial measures.

- The foremost function of the commission is to review the existing programmes and policies, review and study the treaties periodically and other activities and their effective implementation.

- The commission makes provisions to promote research for the protection of child rights.

- It makes provision to promote awareness of safeguards for the protection of child rights among various sections of the society by publications, social media, seminars and other possible measures and means.

- The commission inspects the juvenile custodial homes an institution meant for the children. These institutions whether formed under the central and state government in inspected by the commission for their optimal protection. It also suggests remedial action needed for better treatment and protection.

- It makes the inquiry of the complaints related to violation of the child's rights and matters related to violation of the children in one and another form. It takes into consideration the matters related to the non-implementation of laws meant for the protection and development of the Child's rights.

1.3.4 Major Constitutional Provisions for the Protection of Children (India)

- It has been mentioned in Article 14 of the Indian constitution that everybody is equal before law everybody is equal as well as everybody has equal protection of the laws under the territory of India.

- Article 15 of the Indian constitution states that there is no discrimination based on colour, creed, caste, religion etc.

- Article 17 of the Indian constitution prohibits untouchability.

- Article 19 states that "all citizens have the right to freedom of speech and expression, they have the right to form associations and the union, every citizen can move freely throughout the territory of India and they have the right to settle in any part of the country".

- Article 21- A of the Indian Constitution protects the educational rights of the children in the way as it promotes that there should be free and compulsory education for all children of the age of six to fourteen years.

- As it has been mentioned in Article 23 of the constitution that humans should be protected from trafficking, beggar and forced labour.

- Children below the age of 14 years are protected from every type of hazardous employment under Article 24 of the constitution of India.

- Article 39 of the constitution protects children from abuse. This article provides the opportunities and facilities for children to develop healthily, and to live with freedom and dignity.

- Article 45 deals with the Education of all the children below the age of fourteen years as well early childhood care of the children is considered in the article.

- Article 46 protects the care the "educational and economic interests of the weaker sections of the people, particularly the interests of the Scheduled Castes and Scheduled Tribes".

- Article 47 deals with "raising the level of nutrition and the standard of living of its people".

- Article 51A states that it is the sole responsibility of the parents or guardians to provide educational opportunities to the child between the ages of six to fourteen years.

1.3.5 NGOs working at the National level for the welfare of the children

- Akshaya Trust- Delhi.
- Smile Foundation- New Delhi
- Udaan Welfare Foundation- Maharashtra, India
- Pratham Education Foundation- Ahmedabad, India
- Lepra Society- Telangana, India.
- Deepalaya- New Delhi
- Child Rights and You (CRY)- Mumbai

1.3.6 Role of Parents and other stakeholders in the context of Rights of the Children

It will be easy to say that the family is the first institution in society for the protection rights of the children. As we can say that the civil rights of Children start from the family. It is the family in which children become social, and acquire values. For creating awareness among children regarding their rights family can be proved very essential agent. Parental responsibility and the concept of Child's rights are investigated by the researchers in one and another way. The Committee on the "Role of the family in the promotion of the rights of the child" (1994) address some critical issues related to the protection of a Child's rights such as their responsibility of upbringing the child in the congenial environment. It has been concluded in the committee that it is the sole responsibility of the parents to protect the rights of their children. (Aabid, 2014). The care and protection of the children are very important to philosophies and religions all

over the world. Aristotle and Plato both have discussed the appropriate rearing of children at different stages. The concern of these philosophers and their philosophies is much related to the parents of today (Pachauri)**.** Parents, as well as the members of society, can play an important role in the education and development of their children and each child in the society. They have the initial responsibility to the initial stages for learning in the life of a child.

These are some basic roles that need to be taken into consideration by parents for the protection of the Child's rights.

- It is the responsibility of the parents to ensure that children should not get overburdened by any kind of work which affects the schooling of the children. And it is the sole responsibility of the parents to create a space and time for children so that they can attend school and can do their homework.

- Their responsibility is to ensure that children are ready to go to school or whether he/she is arriving at school on time.

- Parents should get involved in the work of the school and should support the school through participation in different activities organized by the school.

- Parents have to advocate for the educational right of their children. It is the responsibility of the parents to monitor the progress of the children in the school and consider every right of the children.

- Along with this, it is the responsibility of the parents to ensure the health of the children, his nurturing, food and other basic needs of the children.

- Their obligations to ensure the participation in the different activities and protection of the children from malpractices such as child marriage, orthodoxy related to girls Education etc.

1.4 Child Rights in Schools

Respecting the perspective and opinion of children in schools and promoting them to equally participate in school activities is the deep concern of UNCRC (Stasiulius, 2002). Studies conducted by Howe and Covell (2000) found that giving free environment to students to assemble and learn about democratic participation through different activities. It is indeed important to train the teachers in such a way where participation in the school's different curricular and co-curricular activities. Leadership style in schools also affects the assessment of the rights of the students Ontario-it was while decision-making student's point of view their psychological, physical, social and other needs are to be sustained. The full exercise of participatory rights in schools is possible only when the officials and teachers consider students' voices could understand the essence of their intellectual reflections using hierarchical structure in decision making at the school level seems to be derogatory sometimes. Democratic structures at all levels in schools could increase the possibility of assessment of the participatory rights of children (Covell, 2001). Teachers need to be aware and they must have some understanding regarding child rights that would direct to use of democratic teaching strategies in the classroom and outside the classroom. Public awareness regarding child rights is necessary to make people able to understand the concerns of the children and young. Public awareness campaigns in the Canadian Province of British Columbia begin in 2006 and involve various societal sectors. Along with this the major campaign in Leiden, Netherland in 2014 to celebrate the CRC's 25

anniversary (Collins, 2019). It can be discussed here by the views of Tara, M. Collins that coordination between stakeholders and actors i.e. civil society organizations, laws, official policymakers at national and international levels is necessary for better implementation of child rights and their concerns (Collins, 2019). It is indicated that adults conceptualization of children is influenced by the personal believes of an individual (Alderson, 2018). It was asserted by cook-Sather (2002) that there is a need for educators to embrace the children capacities, their constitution and participation in educational enhancement. Children's voice in education is required to consider their rights in a better way. One of the most defective view print of childhood is that people who are associated with children consider children vulnerable and immature (Lensenlow, N. et.al 2014). "Such perceptions often influence the choices provided to children as they are deemed incapable" (Robinson & Taylor, 2013). In this way, it is said that the biggest hurdle in front of child rights protection and child development is attitudinal barriers. Technological innovations and applications in education need to consider the students' voice and need to provide opportunities to establish congenial collaboration between student and teacher (Gillet- Swan and Sergeant, 2017). Therefore it is required to develop technological advancements in education and promote pedagogies that are constructive and effectively engage students and also supports student-centric education and peer learning (Swan & Sergeant, 2018).

Article 19, 26 and 27 of the UDHR (United Nations, 1948) mentioned the "children's rights of freedom of opinion and expression and participation". The study conducted by Cen Wang et.al. (2018) contributes to the United Nations mission for child rights protection and protecting the children from difficulties faced in speech, language and communication and SLC children. It was found in the study that children with language

speech and communication problems have poor numeracy skills. Other than numeracy skills there are less enjoyment of schools as well as poorer peer relations. Behavioural problems were also found in them (Wang, 2017).

Studies conducted in Australia and United States revealed that children language skills are related to relationships with teachers (Wang, 2017). The study conducted by Mcaltney (2007) revealed and identified three trajectories from pre-school to the third grade. It was found in the study that 62% of the children had very positive relations with the teachers and they are more positive over a while. Along with this, it was also found that 25% of children maintain their relations with teachers moderately, study also revealed some negative results as revealed that 13% of the children had poor relations with teachers over a while (Wang, 2017).

1.4.1 Child-Friendly School: Concept and Need

The chapter began by presenting the cases of two schools and highlighting the impact of the school environment on the attitudes of students. The reflective questions, and discussion which followed brought to light that students enjoy attending a school that is free from restrictions, forced discipline and authoritative leadership on the part of teachers and the principal. In such a school, varying physical and mental abilities would not be looked down upon. Therefore, children with orthopaedic, visual, auditory and mental challenges will be accepted and encouraged to focus on enhancing their abilities rather than being labelled, marginalized or ignored on account of their disabilities. Creating a conducive school Environment that is Free from Trauma Fear and anxiety is an important aspect of teaching and is needed to take care of by the educational leaders and administrations as well as by the teachers. Hence the concept of child-friendly

schools can play a significant role in this regard. A casual remark or even ignoring a child in the class can sometimes be punished for the child. The effects of such unconscious behaviour are at times, even more, detrimental and long-lasting than active punishment. Telling a visually challenged child in class, for example, that she/he should study in a special school, where she/he may be trained to be economically independent is telling her/him that she/ he is unwelcome in the class. The child may also receive the message that schooling and school-based academics are only meant for those who can see. The teacher is also denying the child the right to choose one's career path in life. This also segregates the child from the rest of the class. As you can see, this casual, and maybe even well-intentioned, remark can have far-reaching ramifications. Instead, the teacher's concern for the child's future could've been channelized through a discussion with the student, her classmates. And her parents about prospects and avenues for growth. Keeping her/his needs, capabilities and potential in mind, the example discussed above highlights the importance of recognizing the somewhat hidden forms of punishment that children experience in school. Although the case of Raghav focuses on the need for sensitivity in teaching children with special needs, teachers need to be conscious of their remarks towards all children. An attitude of empathy and positive regard can go a long way in making every child feel accepted, loved and capable, by building a school environment that is warm and welcoming. Teachers must also realize that children, though younger and in need of the teacher's guidance are also human beings who need to be treated with equal dignity and respect. Every teacher must understand that her position in the classroom is not that of a person with power and authority. She must not use her position to insult students or treat them in an undignified manner. They must recognize that children also have certain rights with respect to their right to hear. It is the responsibility and obligation of the teachers

to listen and recognize the opinions of the students and to promote innovative teaching strategies in the classroom and the school system as a whole. Keeping flexibility in the learning to modify the content and the curriculum to meet the needs of children with special needs is also an important part of child-friendly schools. From this, we can move further towards building up an understanding of what a child-friendly school is. Some of the be to develop a physically and mentally healthy and happy child as against overemphasis on excelling in examinations; It would provide a learning environment conducive to recognizing each student's potential and developing a positive sense of self and identity in her/him as against judging her/him as good or bad based on performance in academics and compliance with rules; emphasis would be on learning with the activities which promotes joyfulness and learning by fun and developing a love for knowledge over rote memorization and securing marks; students would be encouraged to develop freely, and learn at their own pace, and not be reprimanded, labelled or punished for failing to meet the standards set by external bodies; Space and freedom would be provided to teachers to build up a facilitative relationship with students as against visualizing them as a source of unquestionable authority and mere deliverers of the school's systems: Students and teachers will learn to accept individuals for who they are and what they can do. They would not judge students and teachers in the school for not being able to walk, see, talk, comprehend or perform at the same level as their peers: Children with disabilities will be accepted as a heterogeneous group with similar differences in social, emotional and academic needs as children without physical and mental disabilities. From the above discussion, child's needs, interests and potential, aims of education and consideration of their mental and physical development is to be followed in the child-friendly school. Such a school is vastly different from a traditional school. In traditional schools. Systems and practices are

already in place and teachers are expected to implement them, while children are taught to follow them. Building a child-friendly school requires a rethinking of this process. It requires a drastic shift in the thought processes and behaviour of teachers. Educationists and all those who are involved in the process of schooling. It requires a re-examination of some of our beliefs about children and schooling. Let us now focus on understanding some of them related to discipline, punishment, discrimination, bullying. Harassment and misuse of teacher authority.

If we were asked to imagine a well-disciplined classroom, most of us would visualize a room full of students, sitting in a neat and orderly fashion, on well-arranged furniture. The students would be busy working in their respective notebooks, not talking to, or engaging with each other. Outside the classroom as well, they would be walking and standing in straight lines, wearing well-polished shoes and proper uniform, respecting authority and obeying rules as standard parameters of being disciplined. In such situations, it is important to recognize that students are not given either the freedom or the opportunities to learn from each other. The abilities to reason, think critically, and challenge accepted knowledge, are not developed. There is no space for experimentation or making mistakes. So, students end up receiving knowledge given to them by the teacher and fail to develop a love for inquiry and knowledge on their own. Viewed somewhat differently, discipline may be understood as more active and efficient functioning on the part of students by making them more accountable and responsible for their learning and behaviour. It rests on the assumption that students often learn and behave better when they engage actively in discussions with the teacher and with each other. In such a classroom, there is free movement, interaction, dialogue, connecting with other students and opportunities for peer learning. The teacher is a

facilitator who guides the process, but the motivation and responsibility to learn and behave decorously get automatically internalized by the students themselves. Because the students are at the Centre of the teachers concern and engagement, discipline does not have to be imposed o regulated from the outside. It becomes a self-monitoring process among the students. Although this view does not fit into the traditional structure of a well-disciplined class, it is important to recognize that students will learn better and be better motivated as well. In the traditional notion of discipline where students are expected to accept and follow rules, they are given little freedom to question challenges and sometimes, even understand why these.

1.4.2 School Curriculum and Child Rights Education

School is considered as the second home of a child where the child learns many things along with basic education. It can also be defined that school is a miniature society where social relations exist between the teachers and the student, teachers and teachers and other stakeholders. As per the curriculum of the school is concerned human rights education helps in developing an understanding of the needs and requirements of the individual. Along with basic education, children come to know about humanity, dignity, self-respect, respect for others respect for emotions, concerns about every group, every religion and region which is quite essential for a peaceful and harmonious society. Co-curricular activities are an integral part of the education system. Harmonious development of the children is not possible without having CCA's. The physical, moral, social, mental faculties of the children can be developed through these activities. As per rights is concerned, children can be taught human rights education through different co-curricular activities such as paper cuttings, drawings, collages, discussions and work related to science, debates, discussions, exhibitions, displaying on

human rights. Role-plays are an important strategy to inculcate the values in students. It creates an understanding of what's happening around and what needs to change for betterment. Group activities, group projects develop the feelings of teamwork, mutual understanding and help to understand the need and importance of collective efforts and the feeling of brotherhood is developed. Debates, discussions, dramas, essay writing competitions, poems, should be organized on special days such as celebrations of human rights day, world health day etc. Teachers are the real agent of human rights teaching. The national council of teacher education deals with the training of teachers all over the country. It requires framing the guidelines for teacher training institutions in the country to train the teachers in such a manner where they get acquainted with human rights. Knowing the human rights of teachers would lead to the proper transaction of the teaching of human rights in schools (Pranati & Panda). The most important right of children at the world level is educational rights and rights related to health. The second one is the protection of the children from hazardous work (Schapper, 2009).

Food for education is a program launched by the government of Bangladesh to increase school enrollment. The scheme aims to bring all the children into the school and to reduce the dropout rate in school (Schapper 2009). "Every person has the right to an education. It has been recognized in various national and international treaties such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960)", the International Covenant on Economic, Social, and Cultural Rights (1966), and the Convention on the "Elimination of All Forms of Discrimination Against Women" (1981) in India. These organisations affirm that education should be provided to promote the value of human rights, that

education should promote personal development and enable individuals to contribute to society, and that education should foster understanding, friendship, and tolerance. The goal of the Right to Education is not only to ensure that everyone has access to education but also to eliminate all inequalities in access to education and discriminatory attitudes at all levels of education. Furthermore, the fulfilment of educational, civil, health and care rights and rights linked to sexual offences is required to accomplish the aim of "Education for All" (EFA) with quality Education (UNICEF, 2010).

While taking into consideration human rights education the curriculum of the school must incorporate the teaching of human rights education, constitutional provisions, basic human rights, its emergence and need. The NCF 1975 was formulated by NCERT states "the awakening of socio-consciousness, the development of the democratic values and a feeling for social justice and national integration are extremely important. All subjects should be taught in such a manner to foster the spirit of scientific humanism". Some of the issues have been addressed by NCERT in NCF i.e. egalitarian democracy, equality, justice, secular removal of social barriers. It also reflects that the school curriculum should address world issues so that the children get acquainted with world culture and can develop some cross-cultural understanding. Human rights education can be incorporated not only in formal subjects but also in the whole curriculum of the school. In school, it can be incorporated into the hidden curriculum too. While curriculum development needs to keep in mind to address human rights issues and conceptual and basic understanding of human rights.

1.4.3 School Environment Free from Trauma Fear and Anxiety

Such a demand for unquestioned obedience often presumes incapability on the part of students to understand what is right for them. Without being provided proper rationale, students particularly in the middle school stage often challenge and question these rules, enforced upon them from outside. More importantly, they grow up without developing an understanding of the importance of maintaining order and discipline. Where unquestioned authority is imposed inside the school, their behaviour outside and inside school becomes different. Experiencing freedom outside, they often break rules and take risks, sometimes causing harm to themselves and others. You work in a boarding school that boasts of being the most disciplined in the area. In the past students have been suspended for coming late to class or not wearing proper uniform. Learning from such incidents, students rarely indulge in activities that break school rules. At any given time, the school principal or any other teacher can predict where a particular student would be simply by looking at the timetable. A few days ago, students of your school were caught indulging in vandalism in the local market during a fortnightly outing allowed to the students. The students have now been let off by the police. The school teachers have expressed surprise and concern at the incident as the students involved have never broken any rules inside the school premises. What do you think could be the reason for the student's behaviour? Is the school responsible for how the students have behaved? On the other hand, where students have explained the rationale behind each of the rules, they are more likely to willingly follow the rules set by the school. A participatory system, where students' views are also given importance in framing the code of conduct and rules for the functioning of the school, always helps to develop a sense of ownership and responsibility among the students. If they are

permitted to discuss their perspective with teachers and the principal, the likelihood is that they will move to a model of self-discipline.

The case presented above highlights the dichotomous behaviour presented by students who fail to understand the meaning and importance of a disciplined life. Adhering to rules imposed by the school authorities does not automatically lead to an internalization of the value of respecting people and spaces. This calls for a more participatory approach to discipline, as has been discussed above one of the ways of implementing such a mode of discipline is to explain to students the rationale behind each of the rules that are set. This, however, continues to be a one-sided approach in which the school leads and students follow. A more participatory approach would involve asking students to visualize a peaceful and organized society, within and outside the school. They may then be asked to suggest rules that would help develop and maintain such an environment. Rules for the classroom and the school, will, thus, be framed through a process of discussion and negotiation between the students and teachers. Providing students opportunities for leadership which are task-specific and also keep on rotating such as uniform in charge, school assembly duty, distribution and collection of couples, maintaining the classroom bulletin boards, cleanliness of the class, ensuring basic needs like chalk, duster, glue etc. can also help in increasing students' sense of ownership and belonging to the school. Assigning responsibilities may be done voluntary all students will get involved sooner or later, and will begin to recognize the relevance of maintaining discipline and an ethos conducive to learning and enjoyment while respecting the space of others. A system of choosing class monitors or representatives, school prefects and another student representative for academic, cultural and disciplinary committees provide lessons in democracy. A participatory approach to

discipline also provides opportunities to students, teachers and school management to break the hierarchy between the discipline enforcers and followers, thus, placing everyone an equal in maintaining a democratic and peaceful environment in school and society. Where discipline is interpreted as an absolute adherence to rules. Emphasis is on doing the right thing, the right way and at the right time. Any deviation from prescribed behaviour is seen as rule-breaking and detrimental to the efficient functioning of the school system. Such an atmosphere leaves no space for variation in behaviour on account of social, emotional, physical and cognitive needs. For example, expecting every learner to complete a given s of questions in mathematics at the same time is unrealistic on one hand: on the other hand, it also involves ignoring the varying need of children and recognizing how each one of them is different from others. A few children in class may, for instance, require extra punishment.

A concept related to the notion of discipline is that of punishment. Generally, the term punishment is considered synonymous with hitting or beating. The Right to Education Act explicitly prohibits teachers from hitting students. However, at the same time, it must also be understood that corporal punishment is only one form of punishment. The concept of punishment is much broader. It includes both presenting an undesirable experience to the child and the removal of a desirable experience, the idea being strengthening of the behaviour that is targeted. All forms of physical, verbal and mental abuse lie in the first category. They are undesirable experiences for the child. The common forms in which they occur in schools include hitting, beating, and detention, giving extra work, calling names, insulting and scolding. In the second category of punishment, an experience that the child desires greatly is withheld from him/her or removed. Thus, a child may be prevented from attending his/her favourite activities,

such as games and sports, not letting him/her eat lunch or holding him/her back from participating in a celebration, among other things. The basic assumption behind punishing is that children would learn 'good' behaviour by learning not to repeat behaviours that are punished. Here, 'good' refers to behaviour that is considered acceptable and appropriate by people in positions of authority, typically parents at home and teachers in school. When punished, children learn not to repeat the behaviour to avoid punishment. The principle behind the act of punishing is to induce fear. When punishment is used regularly, children overcome the fear of punishment and take it as part of the routine. This often results in children becoming obstinate and stubborn. Sometimes, punishing becomes counterproductive because of the nature of the punishment given. The act of turning a student out of the class, for example, maybe exactly what the student wants. The punishment in this becomes a reward for the student. In both the examples of punishment described above, it is clear that punishment does not serve the purpose it intends. In instances. Where punishment is successful in changing the behaviour of a student, it is important to recognize that it may also cause a lot of harm to the child. For example, humiliating children in front of the whole class leads to embarrassment and a lack of confidence in facing the same people again. Punishing a child automatically tells him/her that he/she is acceptable and loved only when he/she fulfils certain conditions. These conditions usually are linked to academic performance and ideal behaviour. Such conditions when imposed create more stress and anxiety for the child and failure to meet those leads to lower self-esteem, negative self-concept and low morale. The child often gets demotivated, often gives up and may begin to lose faith in his/her abilities. A very important aspect of teaching is the need to be constantly aware of how a teacher's behaviour influences children. A casual remark or even ignoring a child in the class can sometimes be punished for the

child. The effects of such unconscious behaviour are at times, even more, detrimental and long-lasting than active punishment. Telling a visually challenged child in class, for example, that she/he should study in a special school, where she/he may be trained to be economically independent is telling her/him that she/ he is unwelcome in the class. The child may also receive the message that schooling and school-based academics are only meant for those who can see. The teacher is also denying the child the right to choose one's own career path in life. Instead of imposing values and judgments on them, she should ensure students' participation in making rules and dealing with discipline-related problems. Instead of teaching students appropriate behaviour through the use of punishment, they should be encouraged to frame their own rules and develop mechanisms for successful implementation of the same. Such a democratic process makes them a part of the rule-making process and often does away with the need for punishment. Despite all this, when a student persists in breaking rules or causing disruption in classroom teaching. Punishment often does not seem to be a plausible solution. The alternative way could be talking to the child and trying to understand the causes of his/her behaviour. Helping him/her deal with the causes rather than the manifestation is more likely to provide long term, positive results than creating more damage through punishing. Frequent punishment often creates biases, prejudices and leads to discrimination. When the same student is repeatedly punished, teachers commonly develop the perception that the child is incapable of performing well, is bad-mannered, rude, deliberately mischievous, and a perpetual trouble maker. As a result, they stop expecting the child to behave or perform well in class. Such negative expectations and biases on their part, further demotivate the student to work towards improving his/her academic performance or his/her behaviour towards others. From the

above discussions, certain themes can be developed about child rights education. These are as follows:

I. It is the right of every child to get an education. Education is not the privilege of a child

II. It is the obligation of society, family and teachers to fulfil the rights of the children especially through education.

III. Participation of the children in different activities and decisions is a must to reveal the social consciousness of the children. It is the right of every child to get desirable participation in learning. Today the world's education system is focusing upon learner-centered education where the concern of children is considered.

IV. The purpose of education is enshrined in the "Convention on the rights of the child". Article 29 should be taken care of in the educational system of the country, especially in the teacher training programme.

V. Full development of the can only be possible when teachers provide them democratic environment. Setting educational goals while taking into consideration the educational rights of the children i.e. participation rights, developmental rights and protection rights.

VI. Respecting the rights of the children in schools by teachers and other associated stakeholders, promote the present as well as future quality life of the children for the full development of the child.

1.4.4 Discrimination and Labelling in the Schools

To discriminate means to see the differences between two things or individuals. In a classroom, discriminating between students extends beyond merely seeing differences between students but also basing one's behaviour on these differences. As mentioned above, a teacher's expectations also get influenced because of the discrimination seen between students. This in turn has damaging effects on the students. Another byproduct of discrimination is labelling. Labelling is the act of assigning and identifying one student, or a group of students based on one particular characteristic observed in them. For instance, a student who has not performed well in an exam may be labelled as 'stupid', 'duffer' or 'slow learner'. Henceforth, the student is not expected to perform better than this level. Teachers start believing that this is his/ majority capability. A more damaging effect would be that on repeatedly being called 'stupid' or having been told that he/she is incapable, the student may start believing the same about himself/herself. A common stressor in school life is the experience of being bullied and harassed at the hands of senior students or classmates. Bullying occurs when one student or a group of students tend to overpower some other student(s) and coerce them into acting or behaving in a particular fashion. Students frequently experience being pushed around to do tasks for others, sometimes even threatened with physical abuse for not completing the task. Bullying and harassment are related activities. However, not all acts of harassment would involve bullying. Sometimes casual teasing over typical characteristics of a child can also be a cause of harassment. Being too short, too tall, too thin, too fat, wearing spectacles or braces. Studying too much are all aspects on which students frequently create a School Environment Free from Trauma. Fear and anxiety tease each other. At times, good-natured teasing becomes too frequent or too

insensitive and leads to harassment. A child who is regular with his/her studies and completes all his/her work on time, for example, maybe commented upon frequently by his/her friends. Frequent jeering and name-calling might embarrass the child, and becomes a source of stress. It is important to mention here that sometimes bullying takes the form of violence and makes students engage in acts of aggression, physical assault and ruthless behaviour. At times, students become victims of the violent anger of teachers and are beaten mercilessly, sometimes even suffering severe health hazards. Such behaviour is not to be condoned and must be safeguarded against. The case discussed above highlights how every student in a class can potentially face bullying. While students should be encouraged to handle and sort out their differences by themselves, sometimes, the teachers would need to intervene to prevent the situation from getting out of hand. Being bullied and harassed often leads students to develop a negative sense of self and lose confidence in themselves. For the bully, it sometimes leads to an overarching sense of power and overconfidence in one's abilities to get others to work for them. The teacher's role in such situations is to ensure that each child learns to accept himself or herself for what he/she is. Students. May sometimes want to share what their friends say and think about them. They would also need to be reassured about their own status. They need to be told to have faith in their abilities and be able to take criticism in their stride. On the other hand, teachers would also have to explain to all students that for the sake of fun. They should not be insensitive and should learn to respect each other's feelings. They need to be encouraged to respect one another for their abilities and not focus on shortcomings. For this, opportunities for group work should be provided through team-building exercises and peer learning. A teacher will have to go beyond merely teaching in the class, and be active in listening

and picking up any incidents of bullying and harassment and taking corrective measures wherever required.

1.5 Considering Educational Approaches to Diversity in the Teacher Training Institutions

Five basic educational approaches have been discussed which are related to diversity and social injustice. These are some of the below discussed approaches regarding diversity that are considered and need to be discussed in the educational context:

1.5.1 Suppression of Cultural Diversity

The main assumption of this approach is that "everyone needs to be assimilated into the American culture to create a united nation". Hence more importance is to be given to the European American culture and is like a racist assumption we can say. So the generalization of the approaches reflects that "the rights and privileges of the United States are only for those who choose to assimilate and therefore establishes a fundamentally unequal power relationship between European and other racial/ethnic groups". The most important thing is to take care of in this regard is the biases in the approach. Hence it is seen that the "early childhood curricula that reflect this orientation do not address the diversity and discourage children and family members from bringing their own languages and cultural practices into the classroom". Along with this the schools which supports this argument reflect only the images, beliefs and behaviour, physical environment and material of European American culture. In this way, the culture of the classroom is not multicultural supportive but it remained restricted to only one culture. Even the teachers do vigorously depress children from retraining their own culture and language. For instance, until the 1960s "schools run by

the Bureau of Indian affairs removed children from their home communities, and teachers and administrators sought to erase the Native American children's culture and language and replace them with the language, values and habits of the middle-class white society". Along with this, it was reported that children were forced to speak English and punished if they speak in the native language. Even the parents expect that their children speak English at home.

1.5.2 Melting Pot

This term refers to the colour blind. Thus the teachers who are oriented to the "Melting Pot" position often claim to be colour blind. In this regard, they were of the opinion that there are no children superior or inferior based on their colour. Thus they deny the phenomenon that "whether their children are white, black, purple, or green and adhere to the position that we are all Americans and share a common culture" and that "everyone is the same". In this way, teachers lessen the differences by ignoring aspects that hinder the development of the children. Along with this, it was argued that teaching practices as well as environments and materials reproduce European American culture and refute the realities of diversity and societal biases.

1.5.3 Add on Multiculturalism

Add on Multiculturalism began to emerge as a result of the civil rights movement started to emerge in the 1960s. There were numerous activities were being done to criticize cultural suppression approaches. Hence this approach and critics of the approaches support that there are positive results of recognizing cultural differences rather than problems and we can say that it is necessary to create a more equitable society. In the period of 1960s, the multicultural approach to education began to take

shape. Thus it supports that “we are a society of many peoples and that we all need to learn to honour ourselves and one another”. Thus it can be reflected from the assumption of the ‘add on multicultural approach’ that “schools have a responsibility to support the cultures of all children, to teach children to respect themselves and others, and to get along with a wide range of people”. It created a hope of positivity which promotes equality and integrity in the classroom than prejudice and discrimination. In this type of education, “the existing classroom environment and curriculum continue to be based on the dominant European American culture, while other cultures are introduced into the curriculum from time to time through special activities”. It is to be discussed here that schools can play a significant role in promoting multicultural education through various associated activities. Schools may have a special multicultural bulletin board for this. Schools can organize teaching and learning in a way that supports diversity.

1.5.4 Bilingualism & Biculturalism

This approach is also the important one to promote the rights of the children in general and educational rights in particular. Hence the main motto of this approach is to be that “children can and should learn to be effective members of both their cultural group and of the wider, mainstream society”. Thus it is a democratic endeavour where everyone is considered equal without any differences and everybody have equal access to opportunities (Appleton, 1983; Banks, 1988). In this regard, early childhood education should be focused more on as children are very keen to understand the language and identity formation in this stage. Hence bilingual and bicultural concepts can be promoted from the early years of the schools and by promoting it through various educational and social activities.

1.5.5 Antibias Multicultural Education

In this approach focus is laid to ensure equitable individual participation in all aspects of society. It is also reflected in the approach to enable people to maintain their own culture and consider the culture of the society together. The first and foremost aim of multicultural education is to promote respect for oneself and others. It is pragmatic and has an idealistic intent. This approach has its history and roots that emerge gradually in society and education (Taba, Brady & Robinson, 1952). Along with this, there are various critics and the opinions of the theorists who disagree with the approach. There is a belief that "learning about differences among people will make children prejudiced". Hence this assumption we can say is not based on the knowledge about the early development of the attitudes.

1.6 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.

1.7 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"*.

1.8 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).

1.9 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?

1.10 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.

1.11 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.

1.12 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.

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 Introduction

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

2.1 Studies Related to Child Rights

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2 Studies Related Participation Rights of the Children

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.3 Studies Related to Protection rights of the children

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.4 Studies Related to Developmental rights of the children

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

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

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

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

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

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

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

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

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

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

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

2.5. Research Gap

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

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

CHAPTER 3

RESEARCH METHODOLOGY

CHAPTER-III

RESEARCH METHODOLOGY

3.0 Introduction

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 present 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.

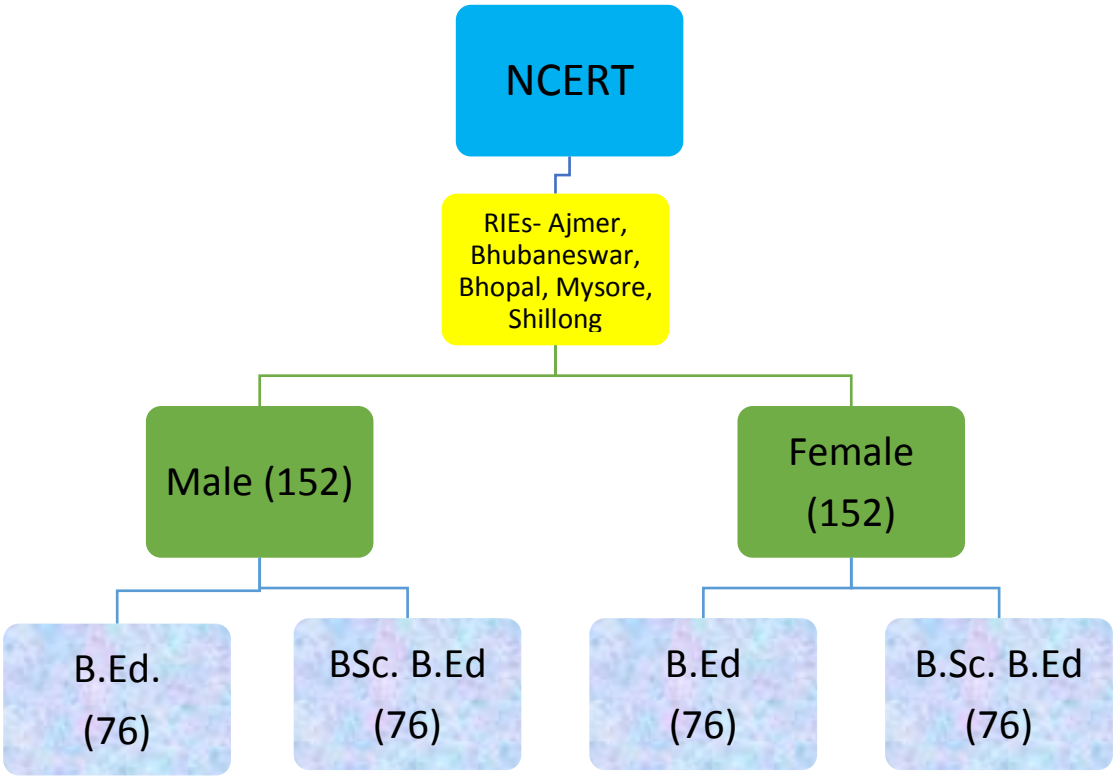
3.1 Approach: Mixed method approach, both qualitative and quantitative is used in the study.

3.2 Method Used: Descriptive Survey method is used in the study

3.3 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.

3.4 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.



3.5 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".

3.6 Process of Construction and Development of the Tools: Construction and development of data collection tool are very important in any educational research. There are certain steps of the construction and development of the research tool which the researchers have to follow. The steps of the data collection tools for the study are given below.

3.6.1 Tool 1: Awareness of Child Rights Education among Pupil Teachers

3.6.1.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative & critical review has been done to identify the items for the questionnaire.

3.6.1.2 Main documents, Articles

1.	Reports of UNESCO, UNICEF, UN Convention 1989, UDHR, POSCO Act, NCPCR, SCPCR, Juvenile Justice Act, and Committee on the rights of the child, RTE Act 2009 etc.:
2.	UNESCO (1995) Directory of European Research and Documentation Institutions on Children's Rights: UNESCO - Childwatch International – UNICEF
3.	UNICEF- Going Back to School: My Rights and Responsibilities:
4.	UNESCO, (2001). Legal Text For The Protection Of Children And Their Fundamental Rights. Emergency Educational Assistance Unit.
5.	Children's Rights In Education: Applying A Rights-Based Approach To Education

6.	United Nations Children's Fund (UNICEF), (2014). EU-UNICEF Child Rights Toolkit: Integrating Child Rights in Development Cooperation.
7.	First Steps to Rights Activities for children aged 3 – 7 years
8.	United Nations (1989). Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989.
9.	Universal Declaration of Human Rights 1948. https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf.
10.	Protection of Children from Sexual Offences Act, 2012. Ministry of Law and Justice, GOI.
11.	The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Law and Justice, GOI.
12.	Children's Rights In Education: Applying A Rights-Based Approach To Education
13.	Jonathon Sargeant, (2007) Children being children: the value of an importance filter.
14.	Leanne Johnny, (2006) Reconceptualising childhood: Children's rights and youth participation in schools
15.	Marion Sturges, (2015). Supporting Child Participation in the Early Years of Education
16.	Leanne Johnny (2005) UN Convention on the Rights of the Child: A Rationale for Implementing Participatory Rights in Schools.
17.	Laura Lundy (2007) 'Voice' is not enough: conceptualizing Article 12 of the United Nations Convention on the Rights of the Child

3.6.1.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents, the researcher has selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

3.6.1.4 Validity of the Questionnaire

Face Validation Procedure

Degree of clarity and content

"1 is assigned for the item which is not clear and understandable, 2 is assigned for the item which is somewhat clear and understandable, 3 is assigned for the item which is clear and understandable"

Table 3.1 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	44	1 to 3	12

First of all researcher has prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for rating was mentioned in the sheet and the responses were gathered on the basis of the degree of clarity and content. The questions of the questionnaire were rated on numbers

1 2 and 3 as above mentioned in the face validation procedure. After this "FVI for the item (I-FVI) and FVI for scale (S-FVI)" was calculated by giving 1 to the agreed items and the items that required modification and 0 to the items on which the experts were not agreed as shows in the below mentioned table of rating . For raters in agreement researcher have counted the rating given by all experts for each item, i.e. "The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1+1+1+1) = 12". After this researcher have calculated the universal agreement, in which researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

"I-FVI (item-level face validity index) is= I-FVI = (agreed item)/ (number of rater)

S-FVI/Ave (scale-level face validity index based on the average method) is = (sum of I-FVI scores)/ (number of item)

S-FVI/UA (scale-level face validity index based on the universal agreement method) is = (sum of UA scores)/ (number of item)" (Saiful & Yusof, 2019).

Table 3.2 shows the clarity and content ratings on the item scale by 12 experts

Item	Ex. 1	Ex2	Ex.3	Ex.4	Ex5	Ex6	Ex7	Ex8	R9	Ex 10	Ex 11	Ex 12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
8	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
29	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
30	0	0	0	0	0	0	0	0	0	0	0	0		0	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
34	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
35	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
36	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
37	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
38	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
41	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
42	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
43	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
44	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	0.82	S-FVI/Ave	0.82		
													S-FVI/UA			0.82
Proportion of content & clarity						**Average proportion of items clarity and content**							0.82			

Interpretation of the table: Hence it can be interpreted from the above table that out of 44 items of the total questionnaire initially, 36 items were accepted and found valid for final data collection.

3.6.1.5 Pilot Testing

Researcher has developed/ created the questionnaire/tool on google form. After the development of the tool researcher has sent the questionnaire to the pupil teachers of Central University of Haryana (School of Education). Hence data for pilot testing was collected via google form/online mode.

Table 3.3 shows Pilot Testing/ Reliability of the questionnaire

Case Processing Summary

		N	%
Cases	Valid	102	100.0
	Excluded	0	.0
	Total	102	100.0

Table 3.4 shows reliability statistics

Reliability Statistics

Cronbach's Alpha	Based on Standardized Items	Number of Items
.808	.799	36

Item Statistics

	Mean	Std. Deviation	N
q1	2.53	.817	102
q2	1.35	.670	102
q3	2.58	.724	102
q4	2.52	.805	102
q5	2.56	.765	102

q6	1.52	.728	102
q7	2.28	.801	102
q8	1.26	.579	102
q9	2.41	.848	102
q10	2.52	.780	102
q11	2.45	.779	102
q12	1.15	.454	102
q13	1.18	.454	102
q14	2.51	.817	102
q15	2.39	.869	102
q16	2.43	.802	102
q17	2.52	.780	102
q18	2.58	.776	102
q19	1.27	.647	102
q20	1.33	.680	102
q21	2.39	.846	102
q22	2.38	.833	102
q23	2.69	.675	102
q24	1.26	.628	102
q25	1.24	.548	102
q26	1.42	.667	102
q27	2.47	.792	102
q28	1.27	.548	102
q29	2.41	.800	102
q30	1.61	.785	102
q31	1.29	.590	102
q32	1.40	.721	102
q33	2.31	.808	102
q34	1.40	.679	102
q35	1.59	.837	102
q36	1.28	.619	102

Table 3.5 shows the sample Representation

KMO and Bartlett's Test

"Kaiser-Meyer-Olkin Measure of Sampling Adequacy"	.759	
"Bartlett's Test of Sphericity"	Approx. Chi-Square	1862.221
	df	630
	Sig.	.000

Interpretation of the table: It can be reflected here from the above table that the value for KMO and Bartlett's Test is .759 which indicates that the sample in the study is representative of the population.

3.6.1.6 Data Collection for Pilot Study

The researcher has developed/ created the questionnaire/tool on a google form. After the development of the tool, the researcher has sent the questionnaire to the pupil teachers of the Central University of Haryana (School of Education). Hence data for pilot testing was collected via google form/online mode.

3.6.2 Questionnaire on *"Implementation and practice of Child Rights Education"*

3.6.2.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative review has been done to identify the items for the questionnaire.

3.6.2.2 Main documents, Articles: Mentioned in the above table no. 3.8.1.2

3.6.2.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents researcher have selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

3.6.2.4 Validity of the Questionnaire

Table 3.6 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	45	1 to 3	12

Face Validation Procedure

"Degree of clarity and content

1= the item is not clear and understandable

2= the item is somewhat clear and understandable

3= the item is clear and understandable"

First of all researcher have prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for

rating was mentioned in the sheet and the responses were gathered on the basis of the degree of clarity and content. The questions of the questionnaire were rated on numbers 1 2 and 3 as above mentioned in the face validation procedure. After this "FVI for the item (I-FVI) and FVI for scale (S-FVI)" was calculated by giving 1 to the agreed and the items required modification and 0 to the items on which the experts were not agreed on shows in the below-mentioned table of rating. For raters in agreement researcher have counted the relevant rating given by all experts for each item, i.e. The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1) = 9. After this researcher has calculated the universal agreement: in this researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

"I-FVI (item-level face validity index) is= I-FVI = (agreed item)/ (number of rater)"

"S-FVI/Ave (scale-level face validity index based on the average method) is = (sum of I-FVI scores)/ (number of item)"

"S-FVI/UA (scale-level face validity index based on the universal agreement method) is = (sum of UA scores)/ (number of item)" (Saiful & Yusof, 2019).

Table 3.7 shows the clarity and content ratings on the item scale by 12 experts.

Item	Ex. 1	Ex2	Ex.3	Ex.4	Ex5	Ex6	Ex7	Ex8	R9	Ex 10	Ex 11	Ex 12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
26	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
28	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
29	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
30	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
31	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
32	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
33	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
34	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
35	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
36	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
37	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
38	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
39	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
40	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
41	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
42	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
43	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
44	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
45	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	S-FVI/Ave	0.84		
													S-FVI/UA			0.84
Proportion of content & clarity					**Average proportion of items clarity and content**								0.84			

Interpretation of the table: Hence it can be interpreted from the above table that out of 45 items of the total questionnaire initially, 38 items were accepted and found valid for final data collection.

3.6.3 Questionnaire on "Challenges faced by the Pupil teachers"

3.6.3.1 Review of the Documents

The researcher has consulted various official documents, articles, research papers, various reports of NGOs and other associated organizations. An informative review has been done to identify the items for the questionnaire.

3.6.3.2 Main documents, Articles and agencies: As mentioned in the above table-3.8.1.2

3.6.3.3 Selection of broad Items, Specification of the Items and Final Framing

After the review of the documents researcher have selected and identified the broad items for the questionnaire. Broad items were selected after an extensive review of the documents. After framing broad items researcher has specified the items according to the demand of the study. Hence the final framing of the questionnaire was done by the researcher for expert suggestions.

Table 3.8 shows the total number of items, rating procedure and a number of experts

Sr. No.	Total Number of Items	Rating for content and clarity	Number of Experts
1.	25	1 to 3	12

Face Validation Procedure

“Degree of clarity and content

1 is assigned for the item which is not clear and understandable.

2 is assigned for the item which is somewhat clear and understandable.

3 is assigned for the item which is clear and understandable”.

First of all researcher have prepared the validation sheet and sent it along with the questionnaire to the experts to know the responses of the experts. The procedure for rating was mentioned in the sheet and the responses was gathered on the basis of degree of clarity and content. The questions of the questionnaire was rated on number 1 2 and 3 as above mentioned in the face validation procedure. After this “FVI for item (I-FVI) and FVI for scale (S-FVI)” was calculated by giving 1 to the agreed and the items required modification and 0 to the items on which the experts were not agreed showss in the below mentioned table of rating . For raters in agreement researcher have counted the relevant rating given by all experts for each item, i.e. The raters in agreement for Q1 (1 + 1+ 1 +1 + 1 + 0+ 1+ 1 + 1 + 1) = 9. After this researcher have calculated the universal agreement: in this researcher have assigned 1 to the item that achieved 100% responses in agreement, 0 where all the respondents were not agree for the item. The I-FVI was calculated by the following formula i.e. experts in agreement divided by the number of experts. After this S-FVI/Ave, S-FVI/UA were calculated by the below mentioned formulas:

“I-FVI (item-level face validity index) is= I-FVI = (agreed item)/ (number of rater)”

"S-FVI/Ave (scale-level face validity index based on the average method) is = (sum of I-FVI scores)/ (number of item)"

"S-FVI/UA (scale-level face validity index based on the universal agreement method) is = (sum of UA scores)/ (number of item)" (Saiful & Yusof, 2019).

Table 3.9 shows the clarity and content ratings on the item scale by 12 experts

Item	Ex. 1	Ex2	Ex.3	Ex.4	Ex5	Ex6	Ex7	Ex8	R9	Ex 10	Ex 11	Ex 12		Ex in Agreement	I-FVI	UA
1	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
3	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
4	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
5	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
7	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
8	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
14	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
15	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
16	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0
17	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
19	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
20	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
21	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
22	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
24	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1		12	1	1
	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	0.84	S-FVI/Ave	0.84		
													S-FVI/UA			0.84
Proportion of content & clarity					**Average proportion of items clarity and content**								0.84			

Interpretation of the table: Hence it can be interpreted from the above table that out of 25 items of the questionnaire initially, 21 items were accepted and found valid for final data collection.

3.7 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 soring 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.

3.8 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.

3.9 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 implementation and practice of child rights education and challenges faced by pupil teachers regarding child rights education during the internship programmes.

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

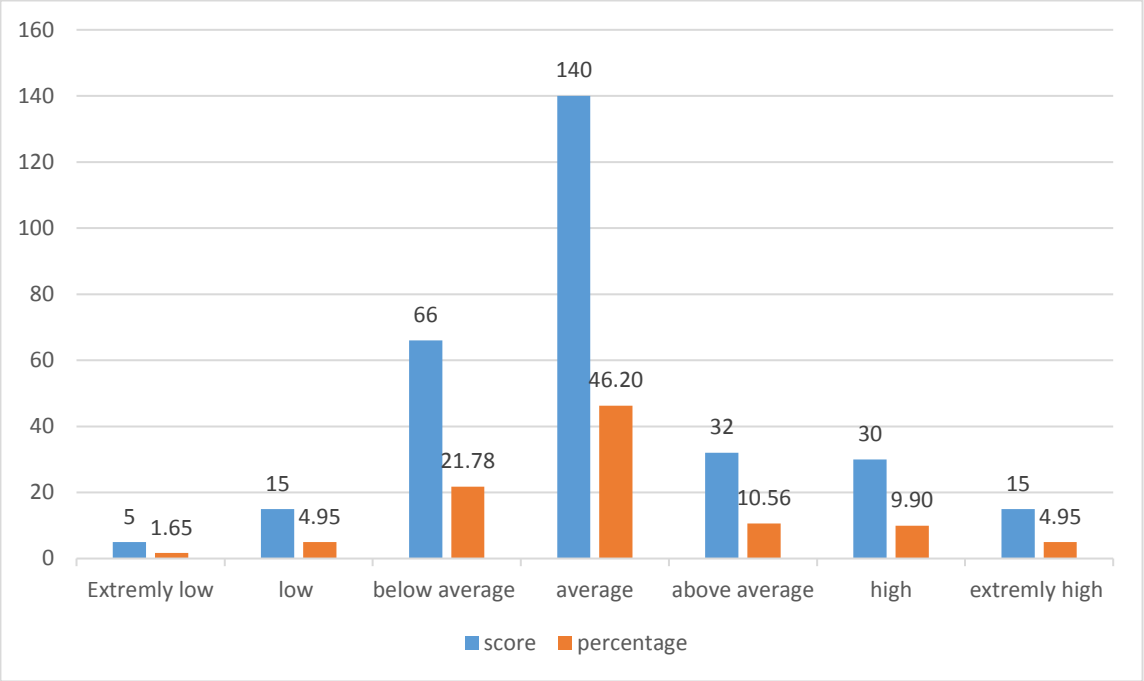
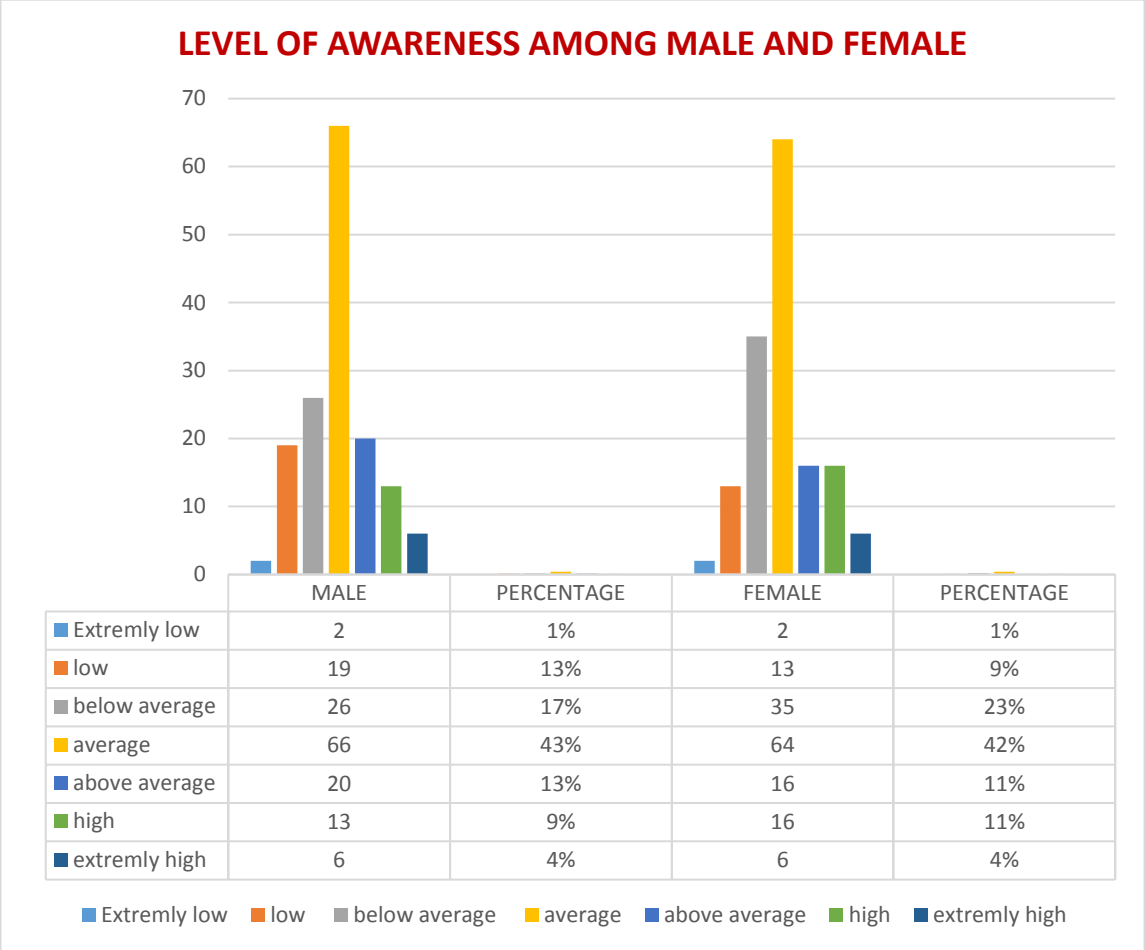


Figure 4.1 shows the level of awareness regarding child rights education among pupil teachers.

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:



	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%
extremly 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

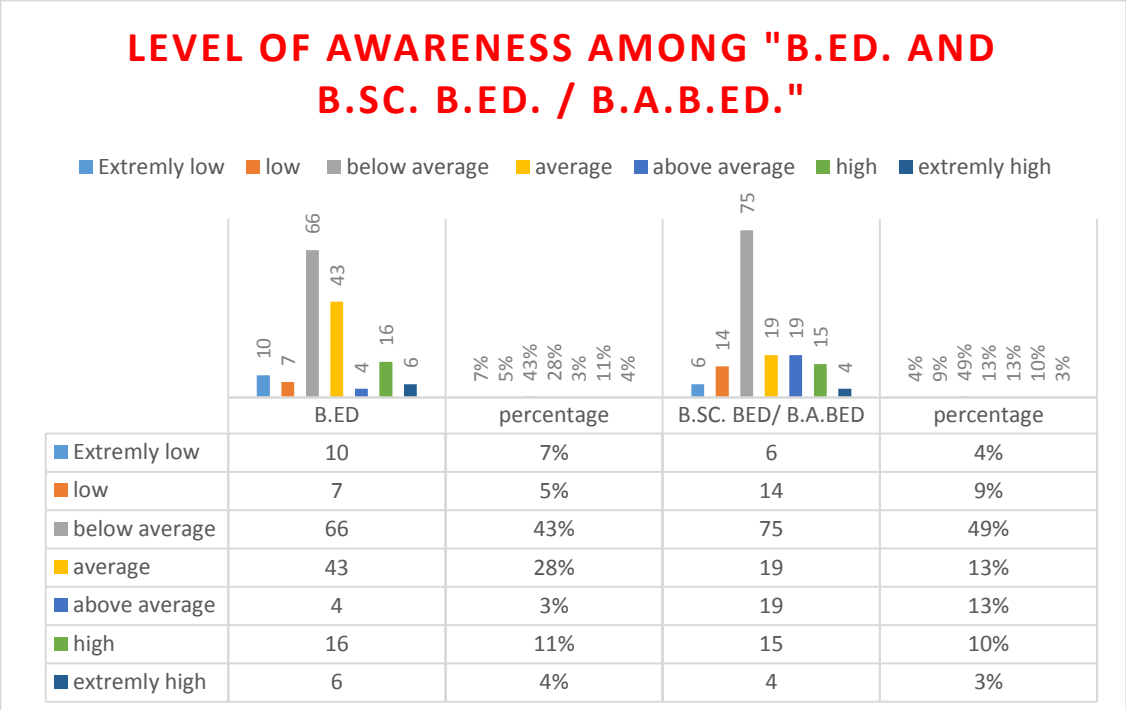
have a high level of awareness, 13.% of the male and 11% of the female were found above average, 43 % of the male and 42% of the female were found average in the level of awareness, 17.% of the male and 23% of the female were below average, 13% of the male and 9% of the female were low in their awareness 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



	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)	**F**	**Sig.**	**t**	**Df**	**Sig.**	**MD**	**Std.ED**	**95% CI**	
								Lower	**Upper**
Equal variances assumed	.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**:**

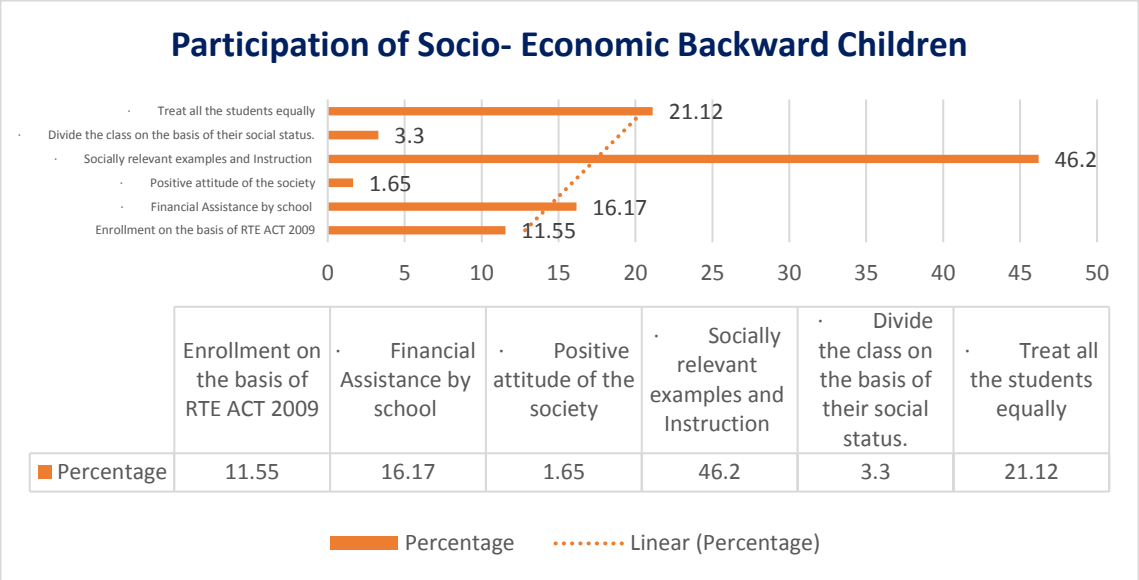
4.2.1 Implementation and Practice of Participation Rights by Pupil-Teachers

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.

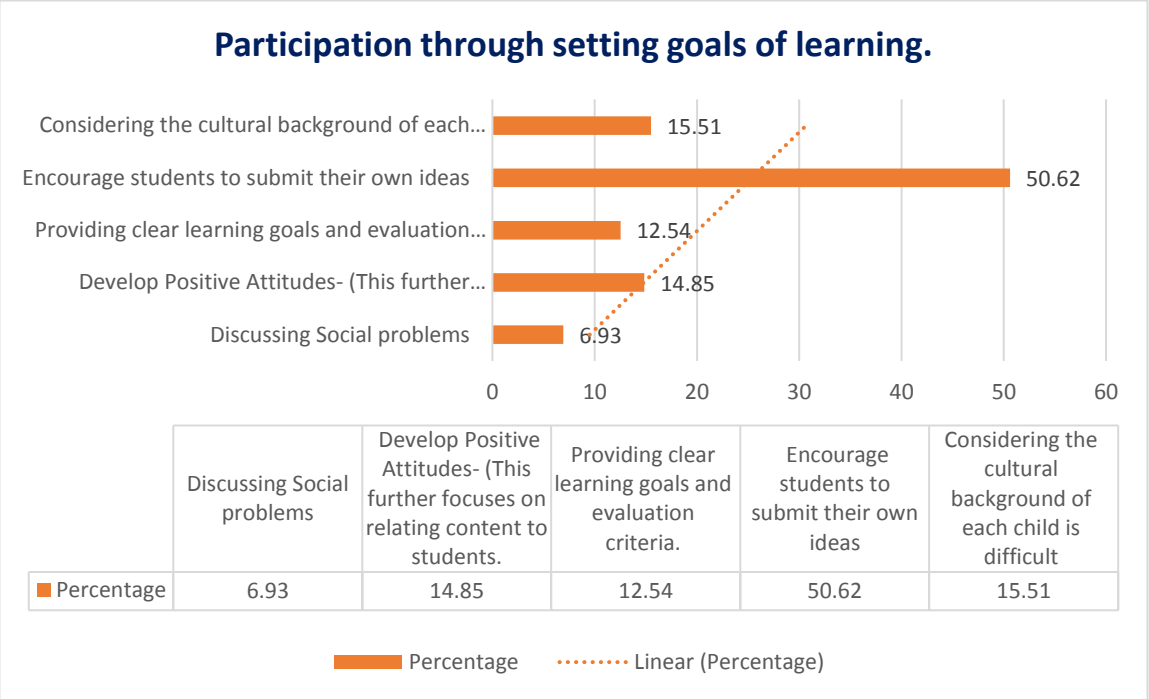
Participation Rights of the children		Factoring Responses	Coding	Frequency	Percentage
Dimensions and themes					
1.	Participation of Socio-Economic Backward Children	Enrollment on the basis of RTE ACT 2009	E	35	11.55
		Financial Assistance by school	F	49	16.17
		Positive attitude of the society	A	05	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.



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.

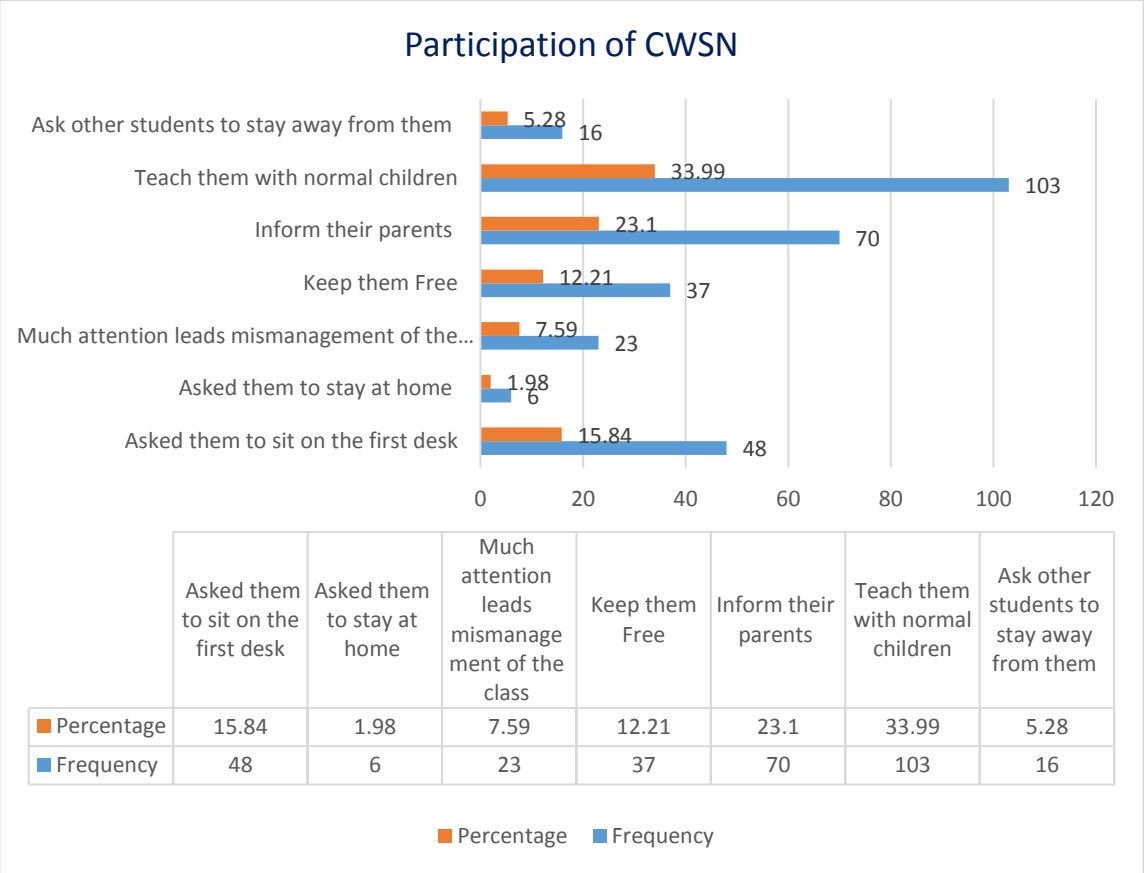


	Discussing Social problems	Develop Positive Attitudes- (This further focuses on relating content to students.	Providing clear learning goals and evaluation criteria.	Encourage students to submit their own ideas	Considering the cultural background of each child is difficult
Percentage	6.93	14.85	12.54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

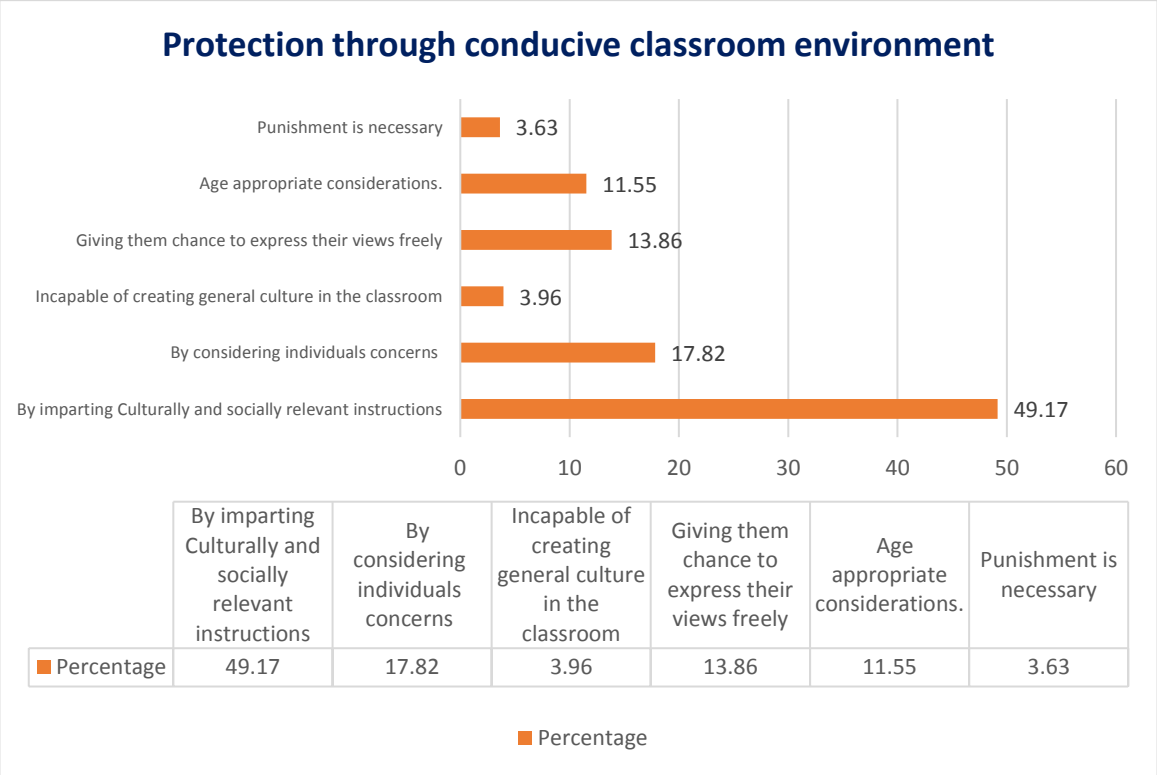


	Asked them to sit on the first desk	Asked them to stay at home	Much attention leads mismanagement of the class	Keep them Free	Inform their parents	Teach them with normal children	Ask other students to stay away from them
Percentage	15.84	1.98	7.59	12.21	23.1	33.99	5.28
Frequency	48	6	23	37	70	103	16

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

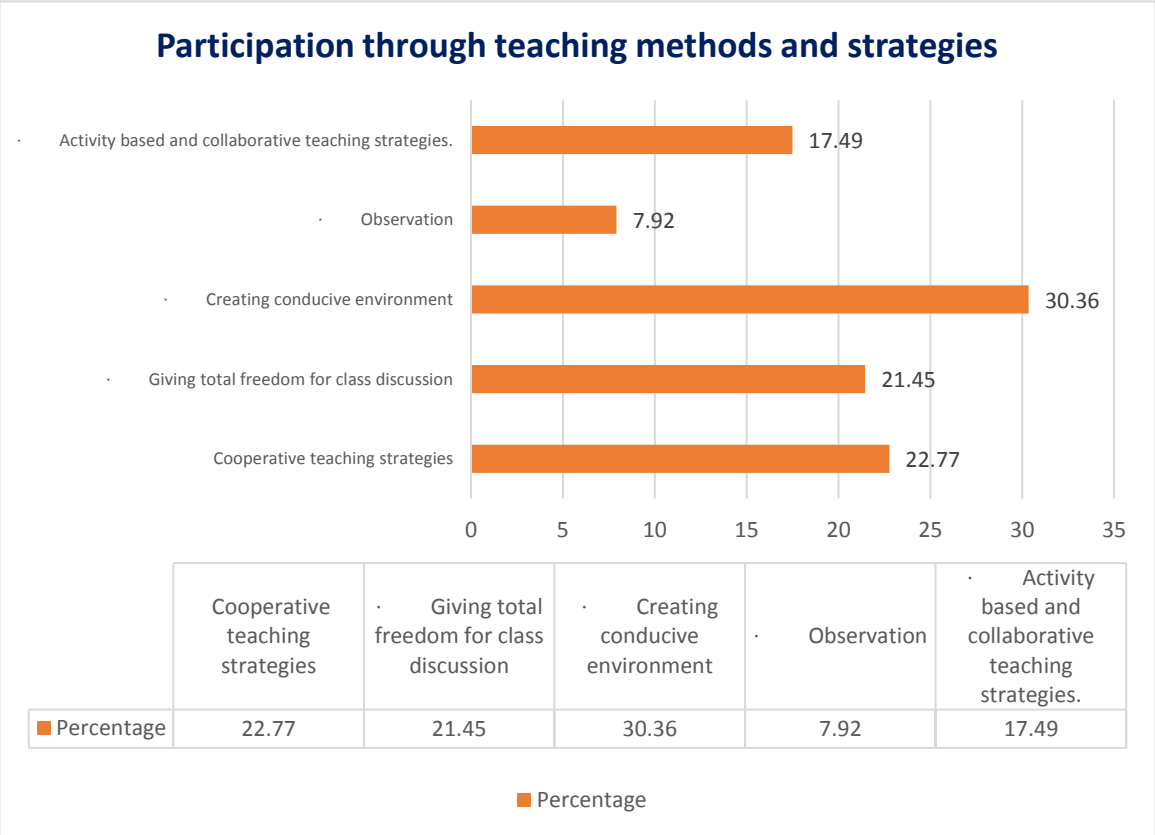


	By imparting Culturally and socially relevant instructions	By considering individuals concerns	Incapable of creating general culture in the classroom	Giving them chance to express their views freely	Age appropriate considerations.	Punishment is necessary
Percentage	49.17	17.82	3.96	13.86	11.55	3.63

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



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.

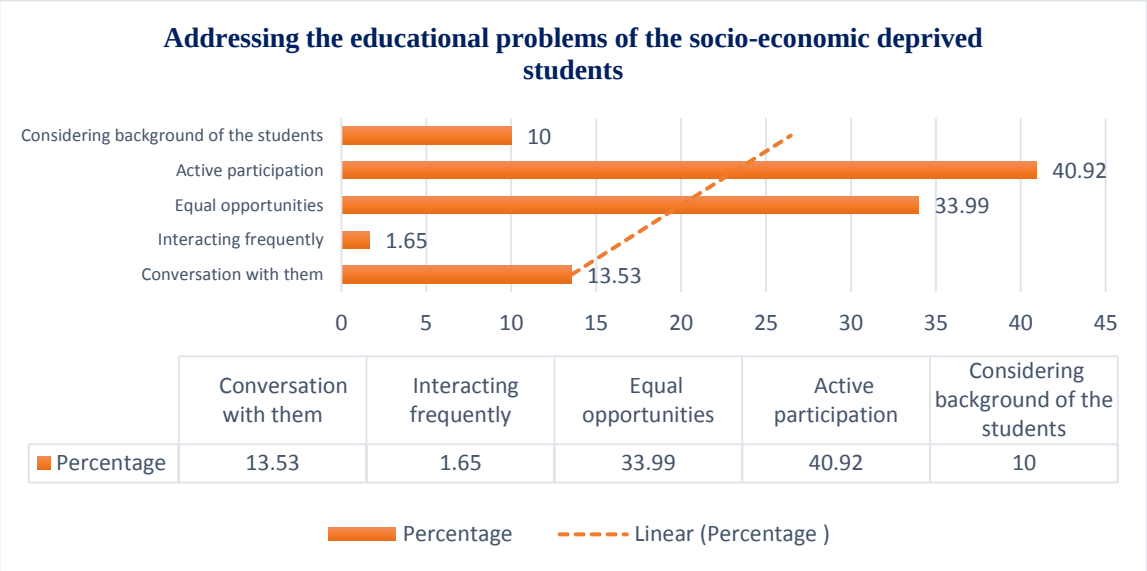
4.2.2 Implementation and Practice of Protection Rights by Pupil Teachers

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.

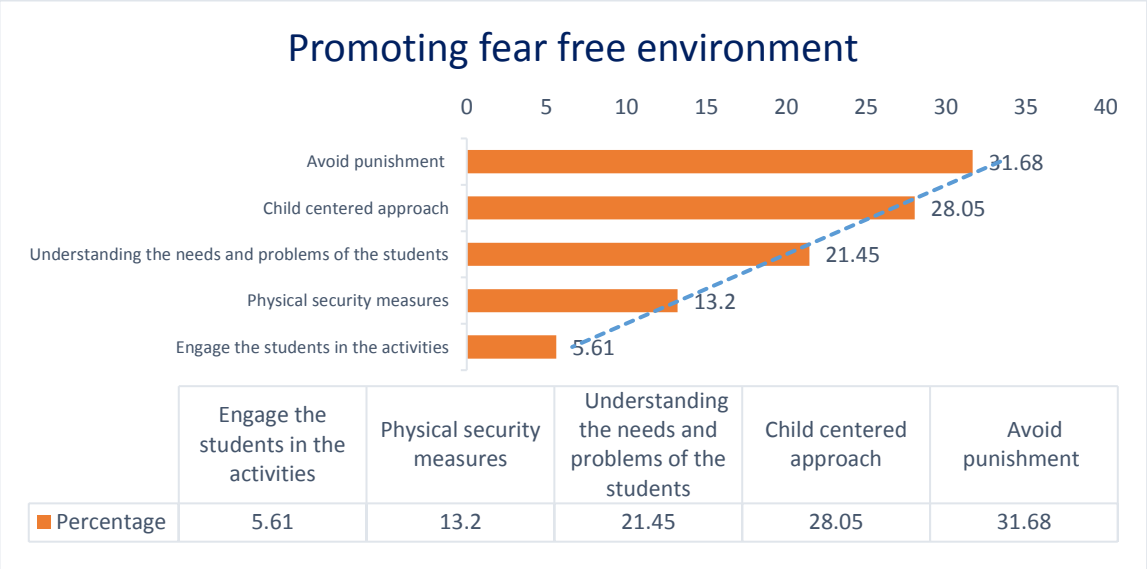
Sr. No.	Protection Rights of The Children		Coding	Frequency	Percentage
	Dimensions and themes	**Factoring Responses**			
1	**Addressing the educational problems of the socio-economic deprived student's**	Conversation with them	C	41	13.53
		Interacting frequently	I	5	1.65
		Equal opportunities	E	103	33.99
		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



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.

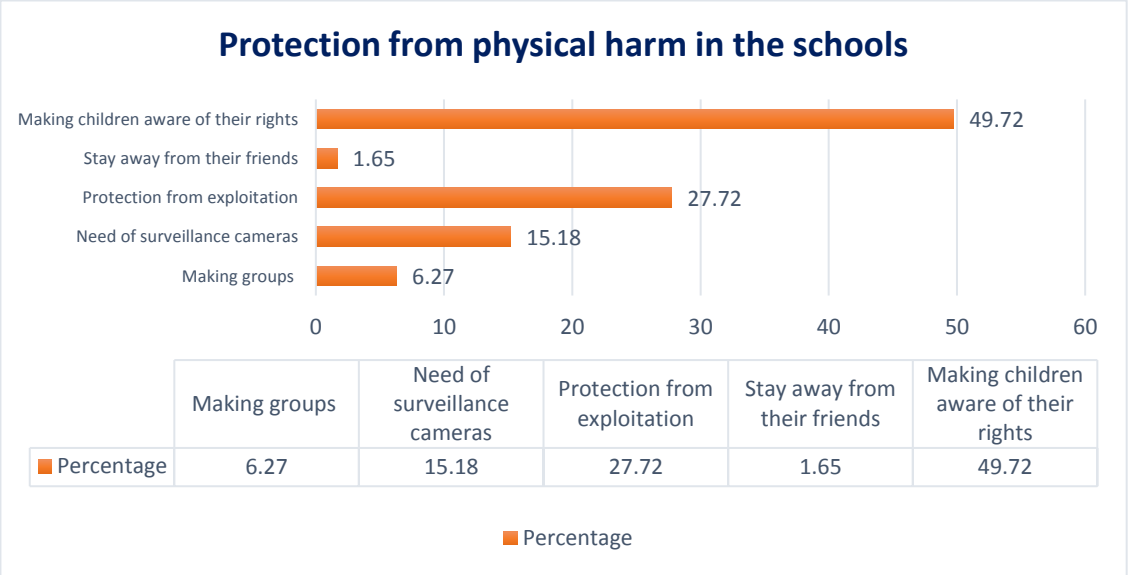
Table with figure 4.8 shows the results regarding the protection rights through Promoting a fear-free environment



	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

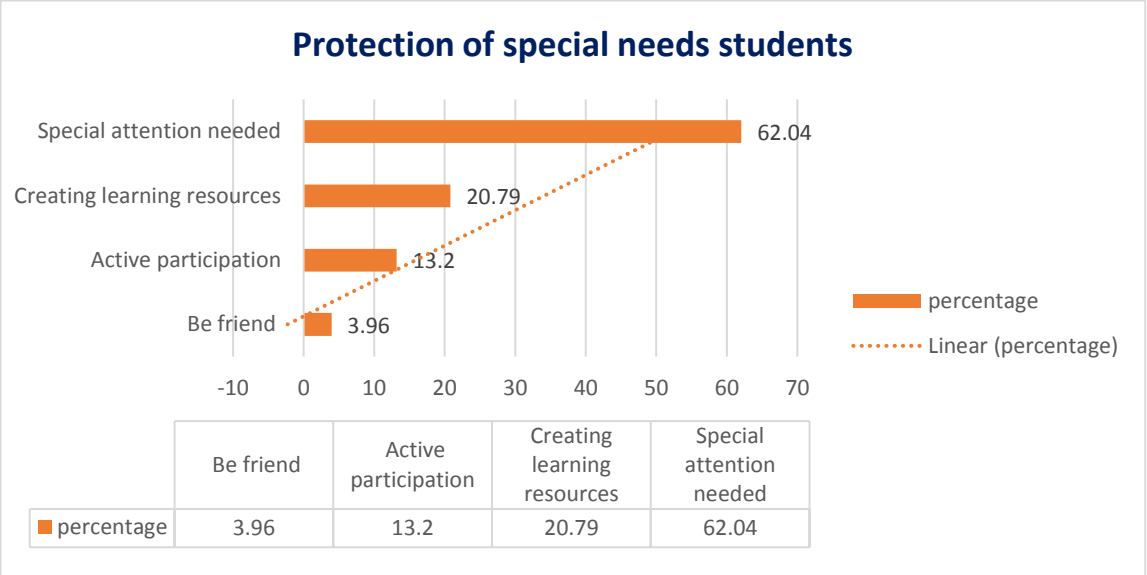
Interpretation: The above table and figure shows the results regarding the Protection rights of the children through Promoting a fear-free environment. It was revealed that more emphasis was given to avoid punishment in the schools for the protection rights through promoting a fear-free environment as 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



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.

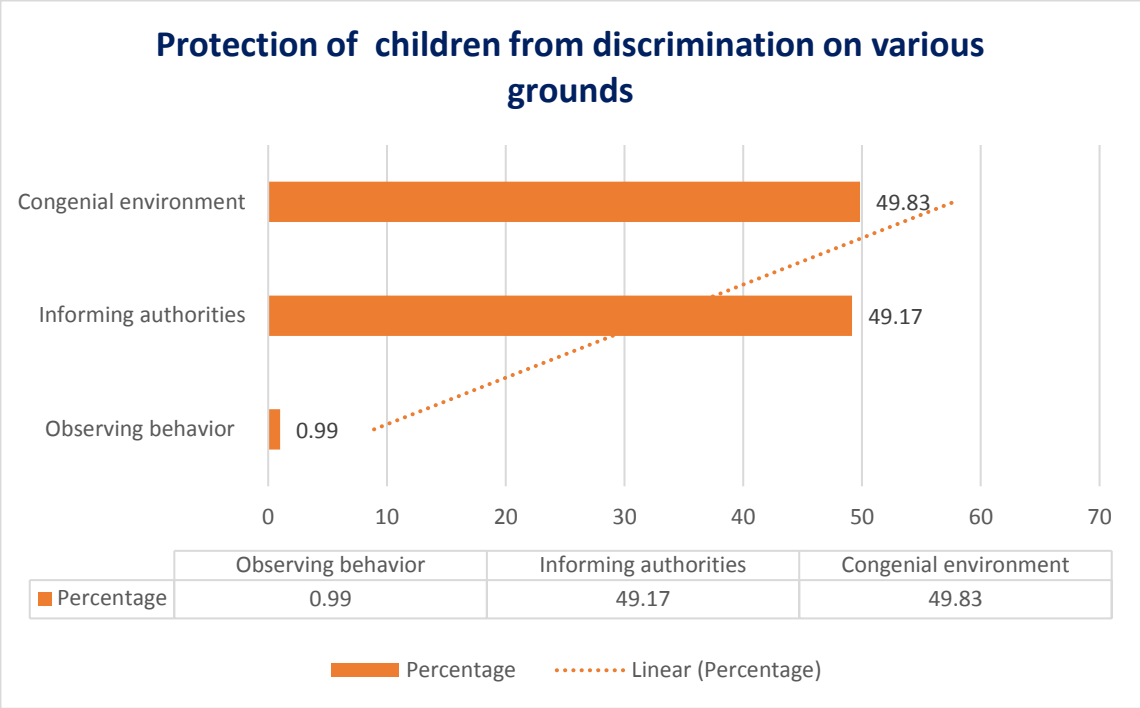
Table with figure 4.10 shows the results about the Protection of special needs students



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

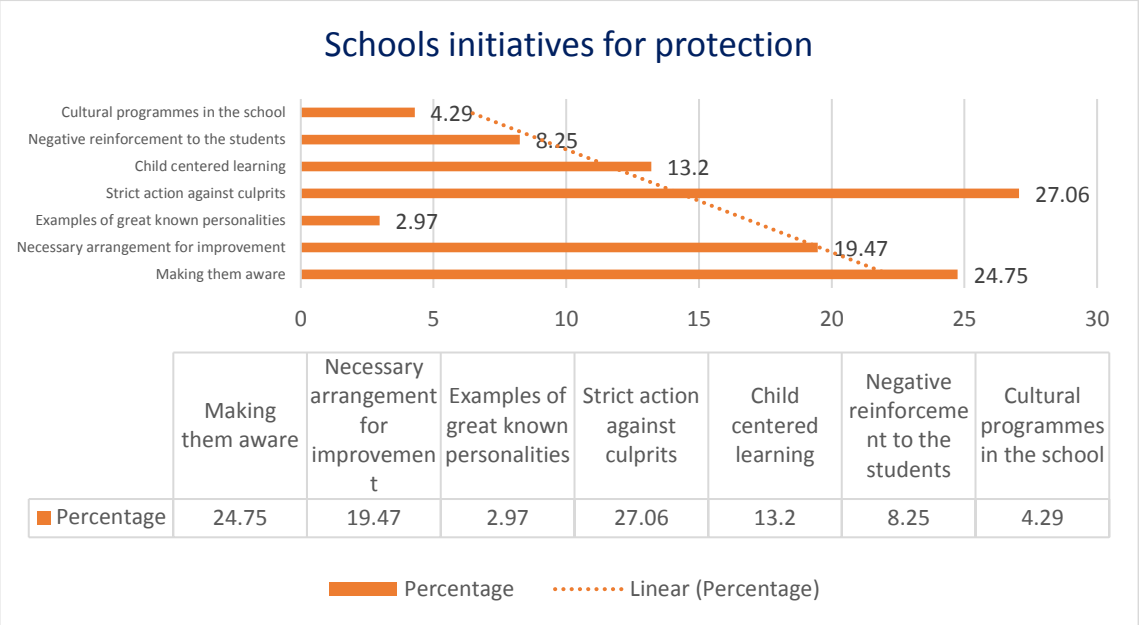
Interpretation: The above table and figure shows the results regarding the Protection rights of the special needs students. It was revealed that more emphasis was given to the special attention of these children as it was reflected by more than 62. 04% of the respondents. Secondly creating learning resources 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



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



	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".

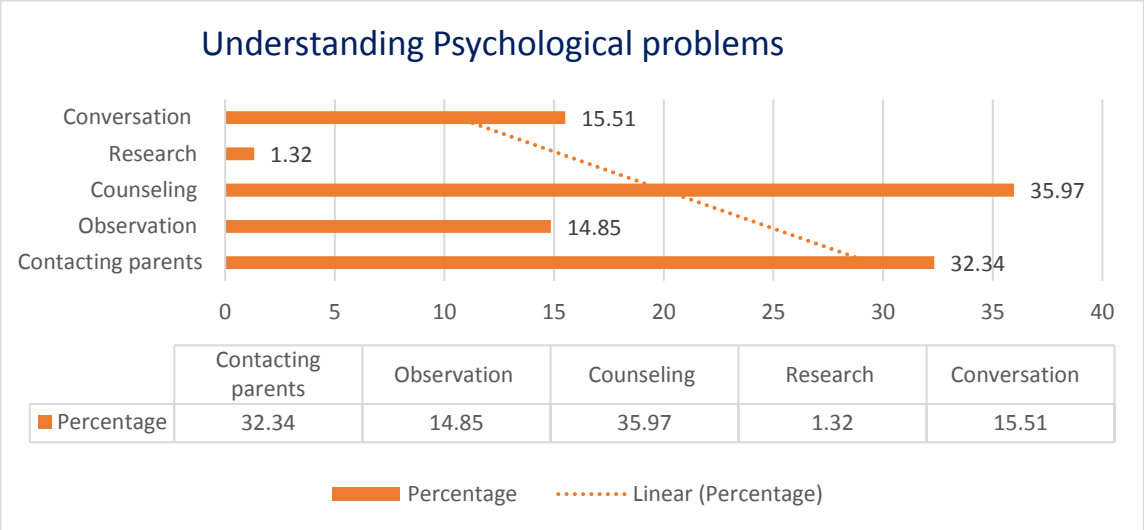
4.2.3 Implementation and Practice of Developmental Rights by Pupil Teachers

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

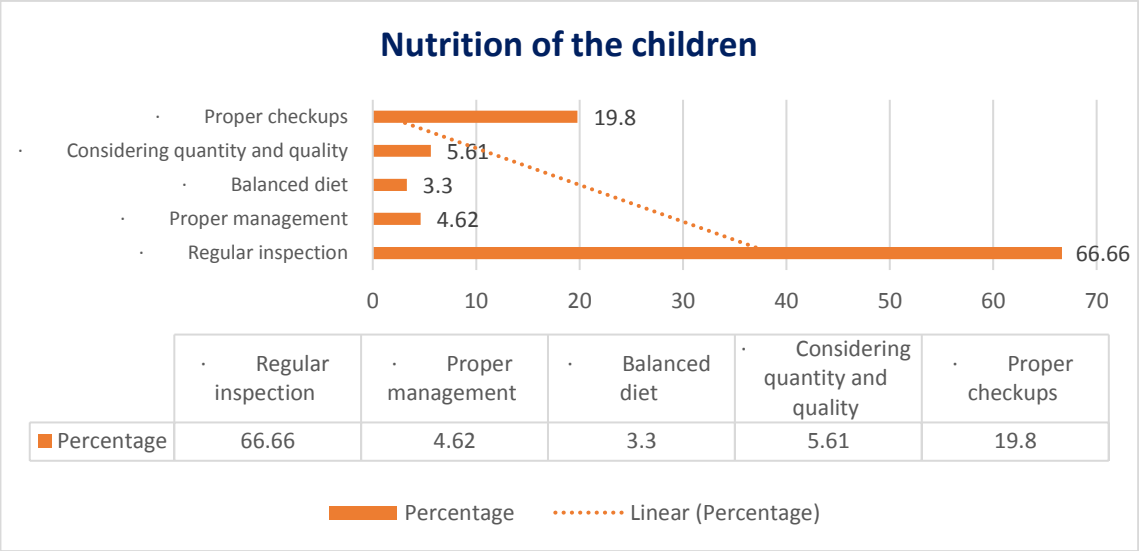
Sr. No.	Developmental Rights of Children Dimensions and themes	Factoring Responses	Coding	Frequency	Percentage
1	**Understanding Psychological problems**	Contacting parents	C	98	32.34
		Observation	O	45	14.85
		Counseling	CL	109	35.97
		Research	R	04	1.32
		Conversation	C	47	15.51
2	**Nutrition of the 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



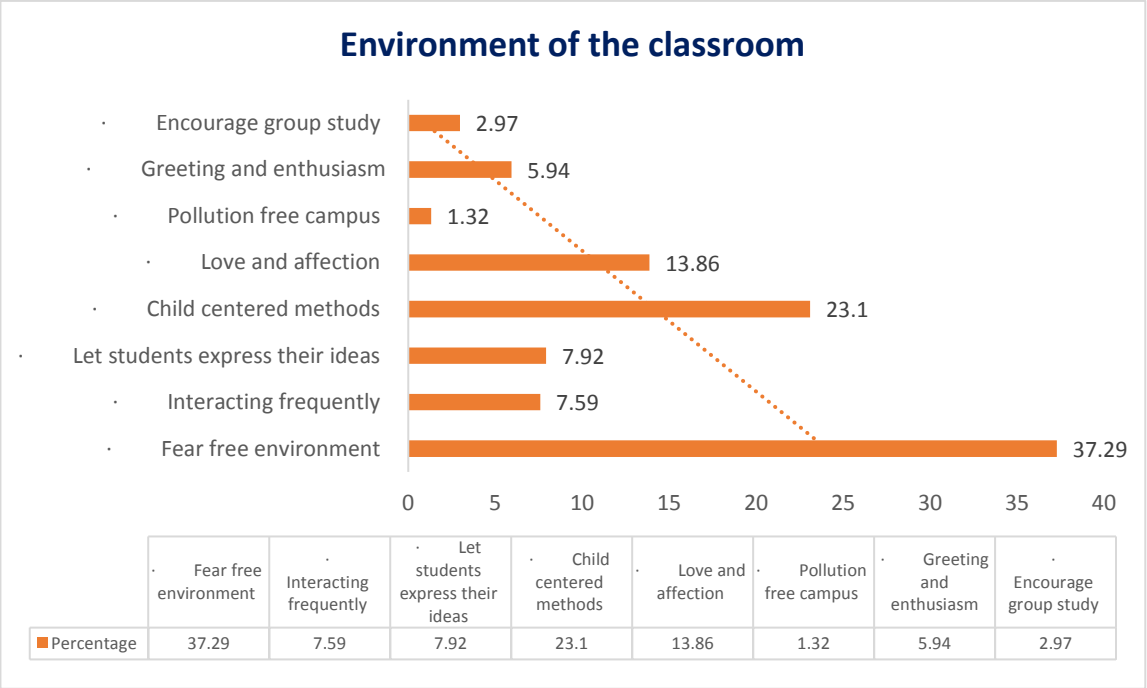
Interpretation: The above table and figure shows the results regarding the Developmental rights of the children through understanding psychological problems. It was revealed that more emphasis was given to the counselling of the children as it was reflected by more than 35. 97% of the respondents. Secondly 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



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.

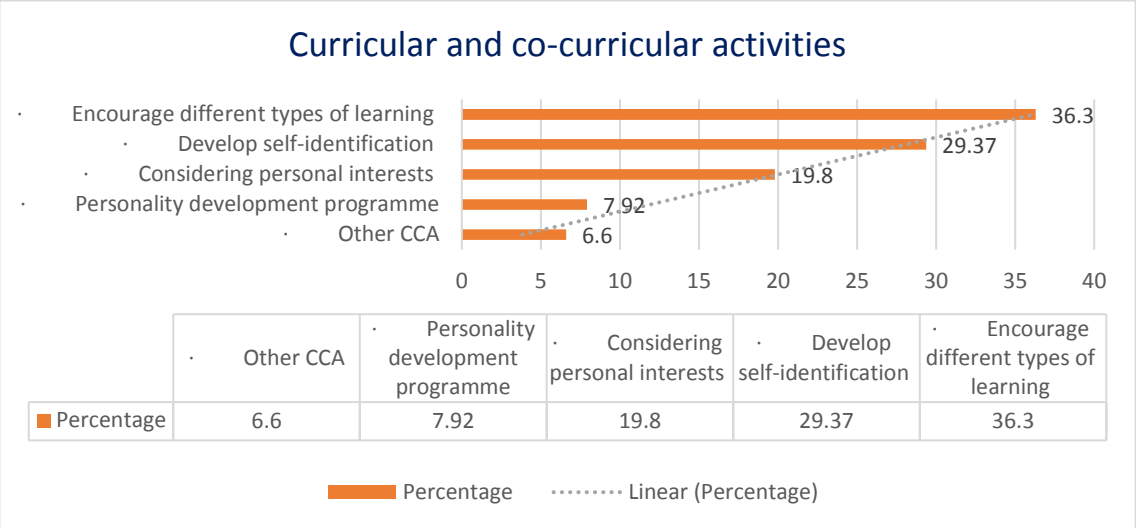
Table with figure 4.15 shows the results about the Environment of the classroom



	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

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



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**:**

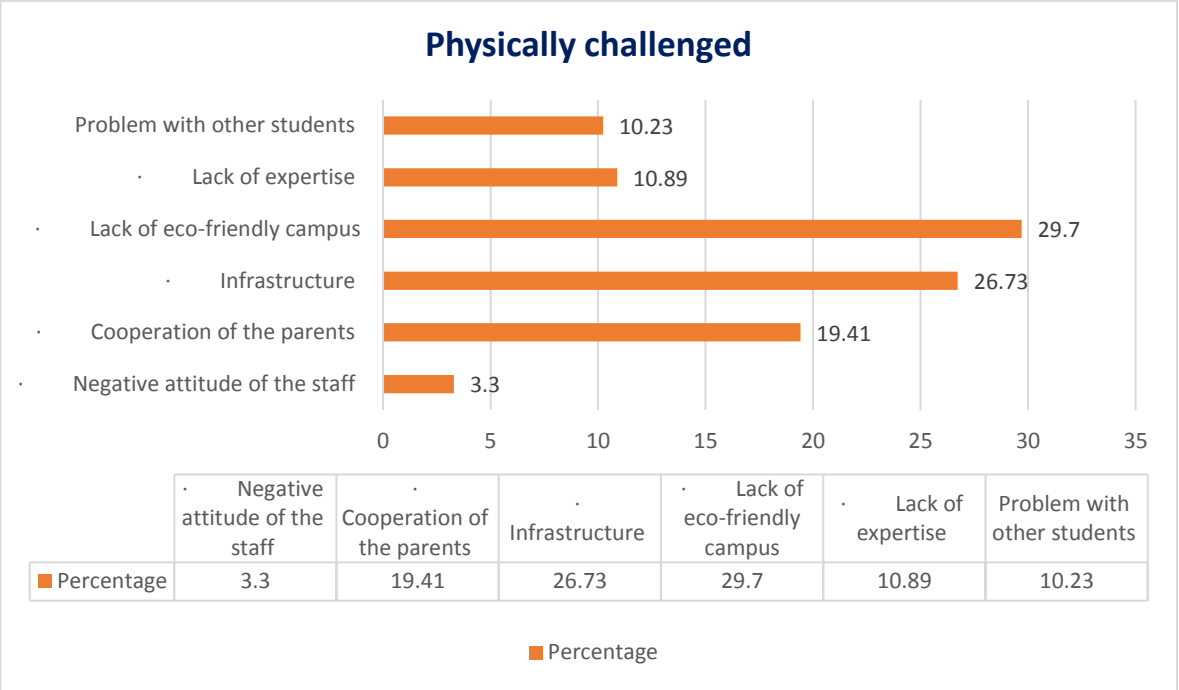
4.3.1 Challenges faced by pupil teachers regarding Participation Rights

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

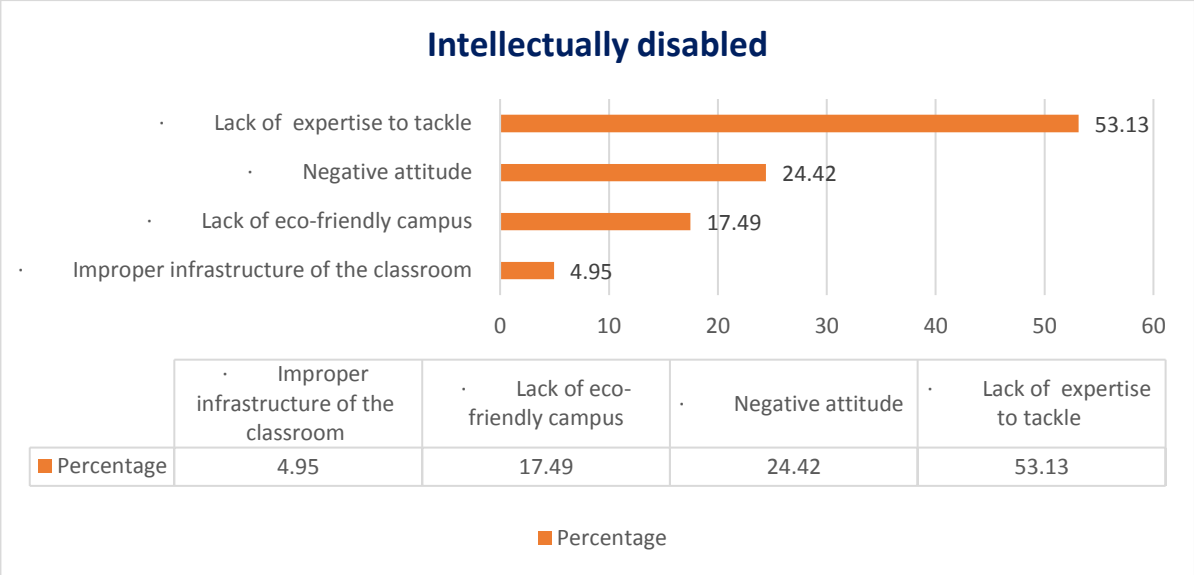
Table with figure 4.17 showing the results about the physically challenged



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.

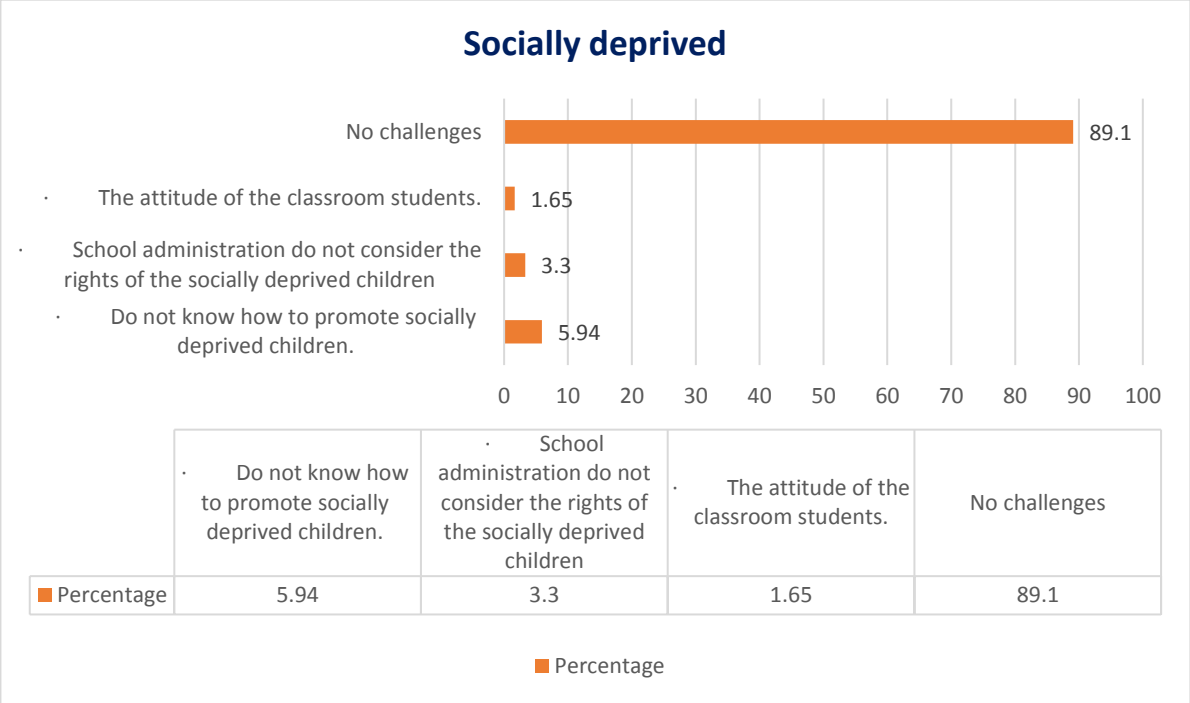
Table with figure 4.18 shows the results about the intellectually disabled



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

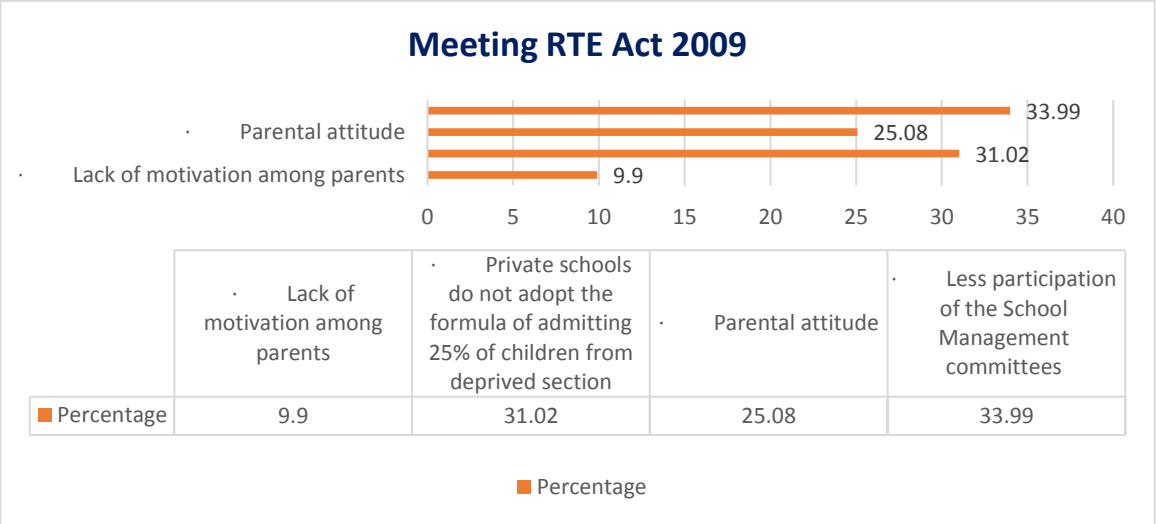
children as the biggest challenge as it was observed by 53.13 % of the respondent followed by the negative attitude of the different stakeholders, lack of eco-friendly campus, Improper infrastructure of the classroom.

Table with figure 4.19 shows the results about the socially deprived



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



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.

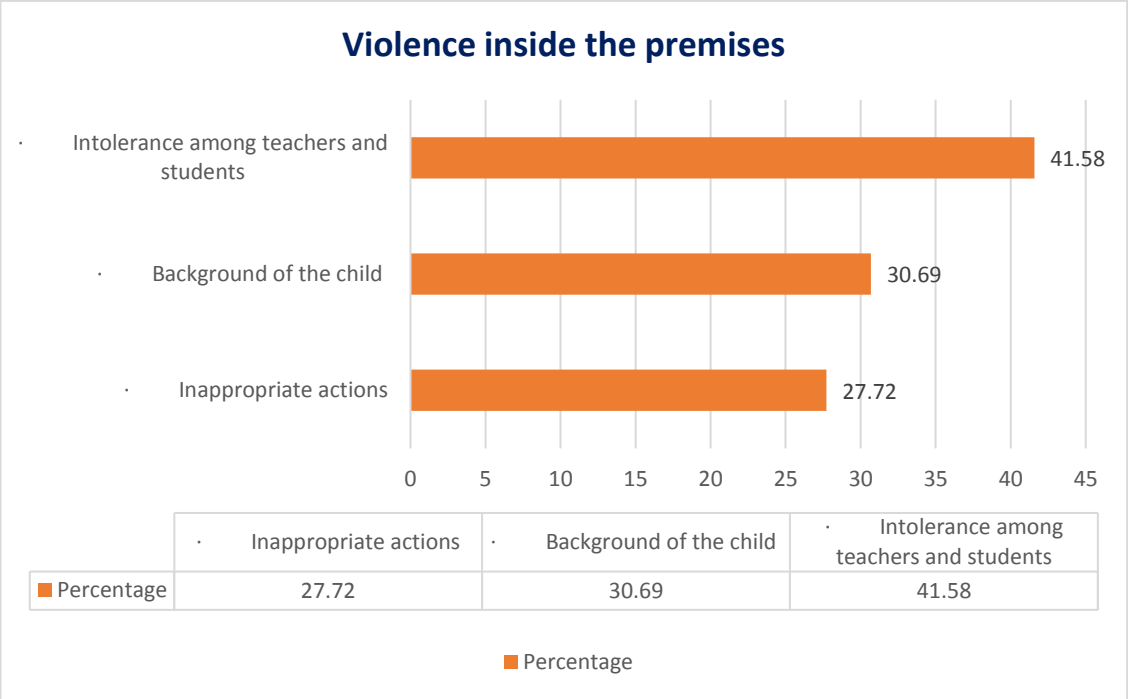
4.3.2 Challenges faced by pupil teachers regarding Protection Rights

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

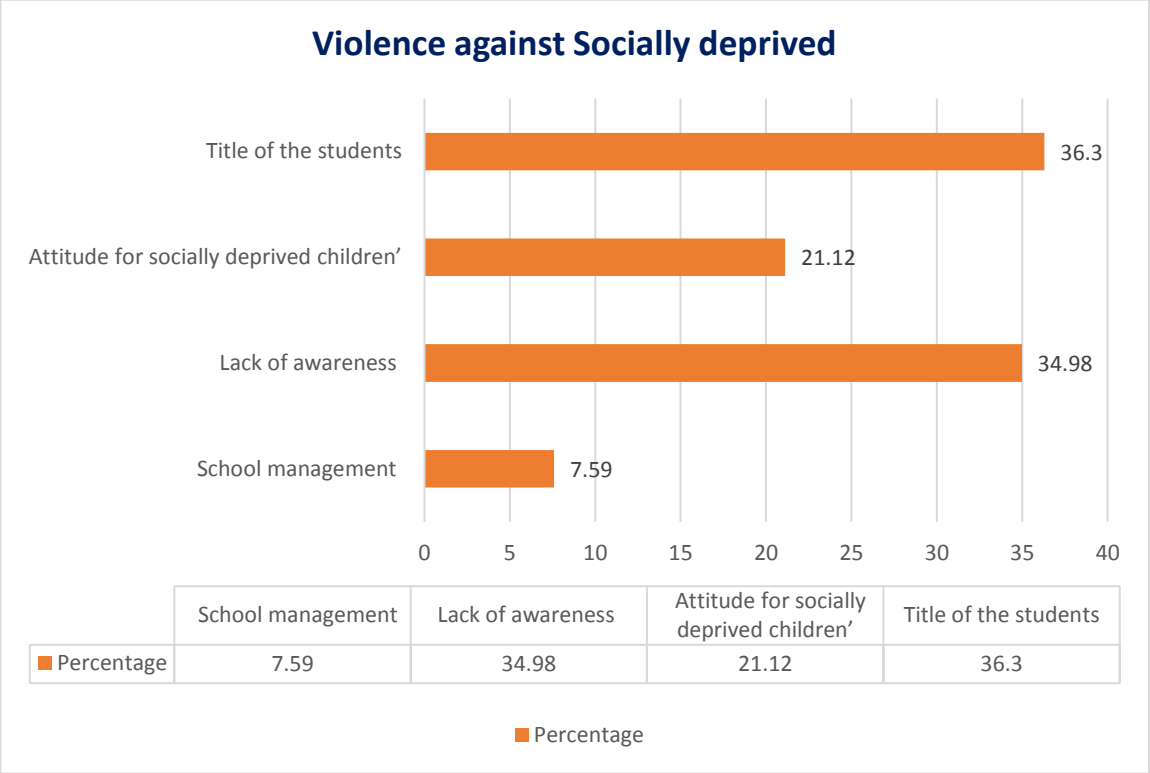
Table with figure 4.21 showing the results about the Violence inside the premises



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.

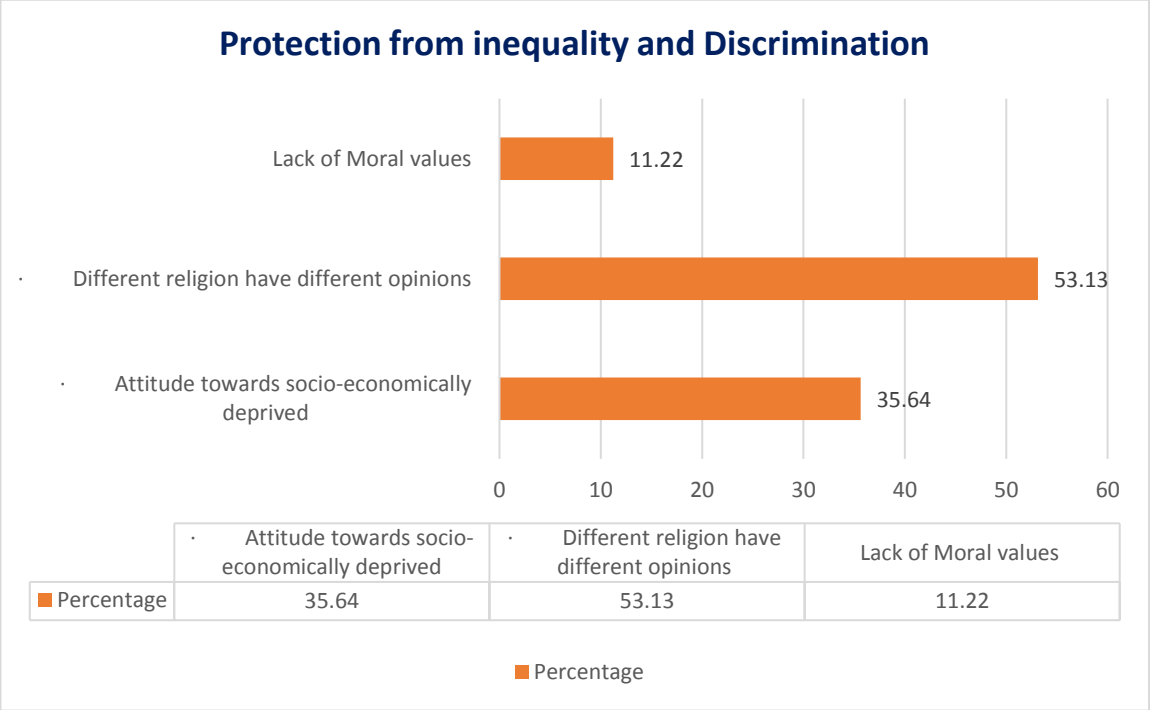
Table with figure 4.22 shows the results of the Violence against the socially deprived



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



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.

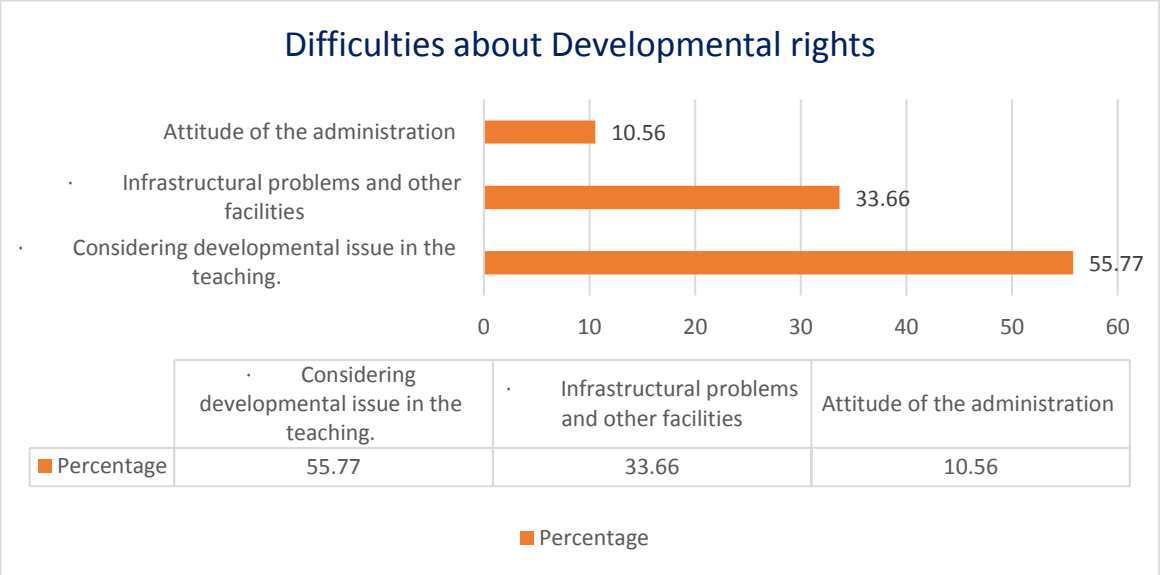
4.3.3 Challenges faced by pupil teachers regarding Developmental Rights

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

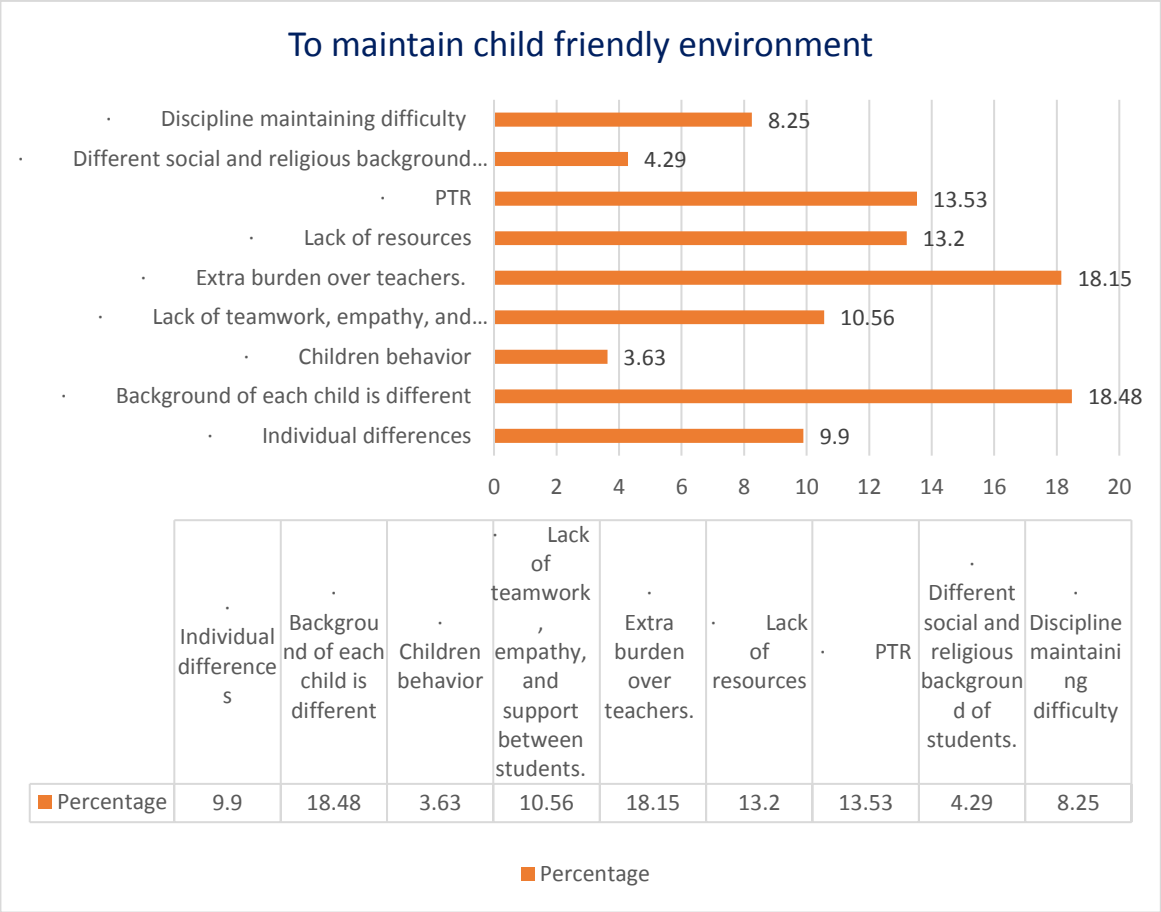
Sr. No.	Developmental rights Dimensions and themes	Factoring Responses	Coding	Frequency	Percentage
1	**Difficulties about Developmental rights**	Considering developmental issues in the teaching.	LA	169	55.77
		Infrastructural problems and other facilities	IP	102	33.66
		Attitude of the administration	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



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.

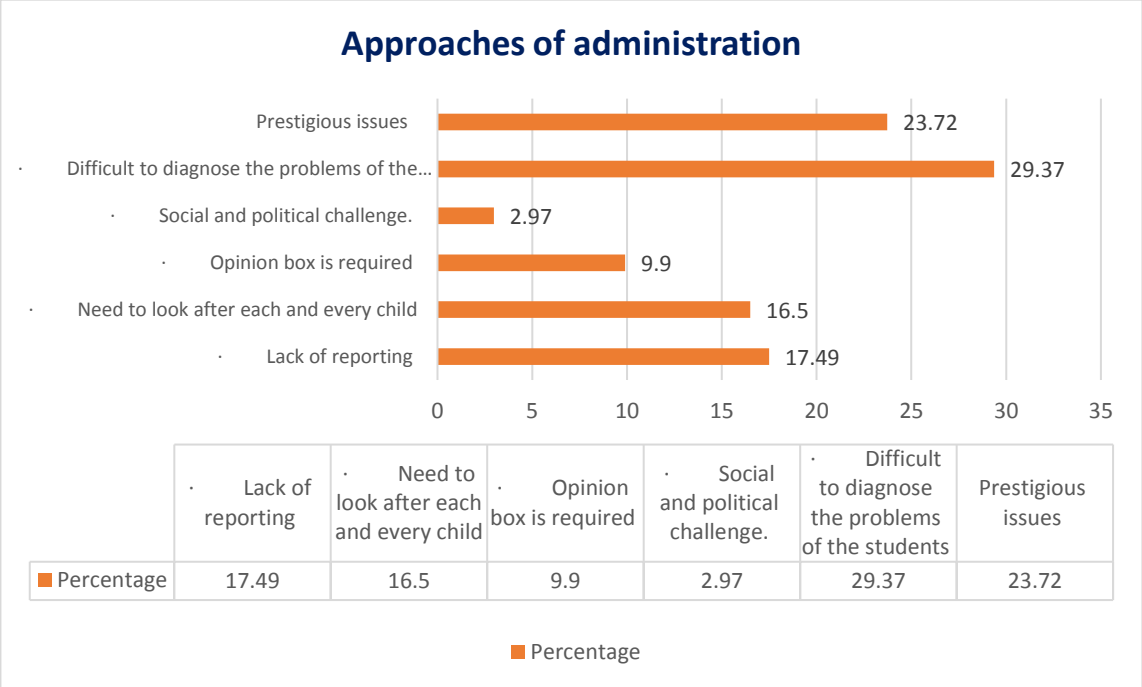
Table with figure 4.25 shows the results of a child-friendly environment



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

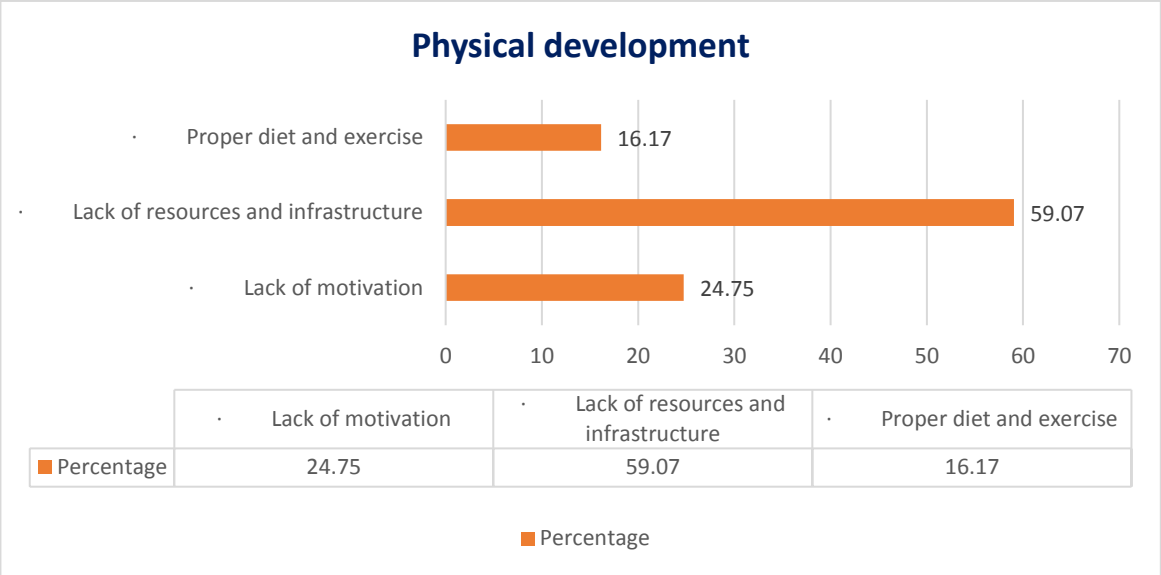


	Lack of reporting	Need to look after each and every child	Opinion box is required	Social and political challenge.	Difficult to diagnose the problems of the students	Prestigious issues
Percentage	17.49	16.5	9.9	2.97	29.37	23.72

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.

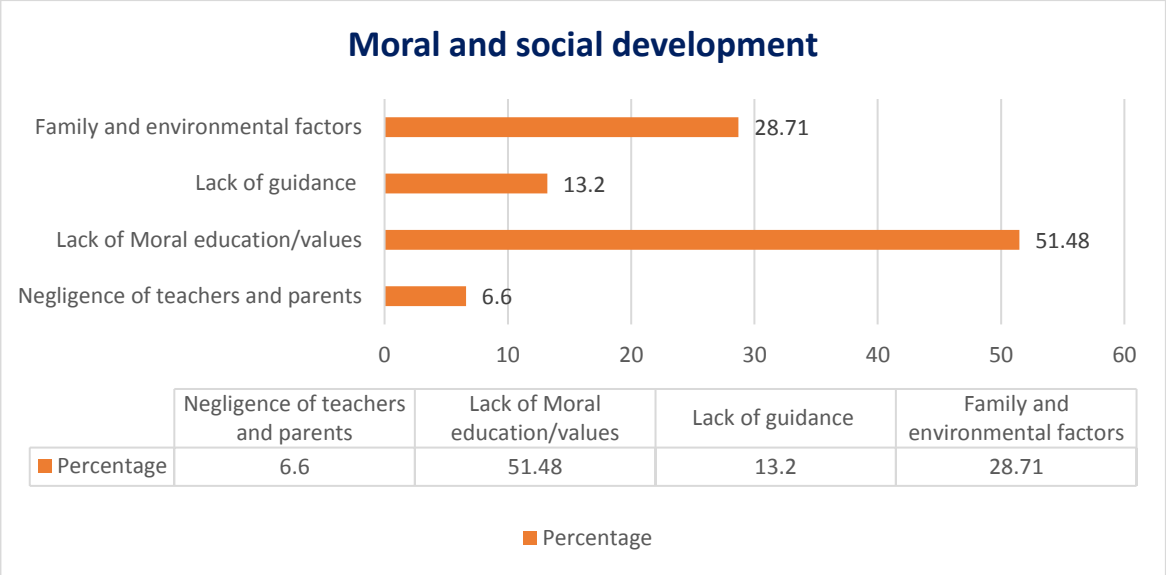
Table with figure 4.27 shows the results about challenges in physical development



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



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.

CHAPTER 5

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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.

SUMMARY

SUMMARY

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 Jhabean 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.

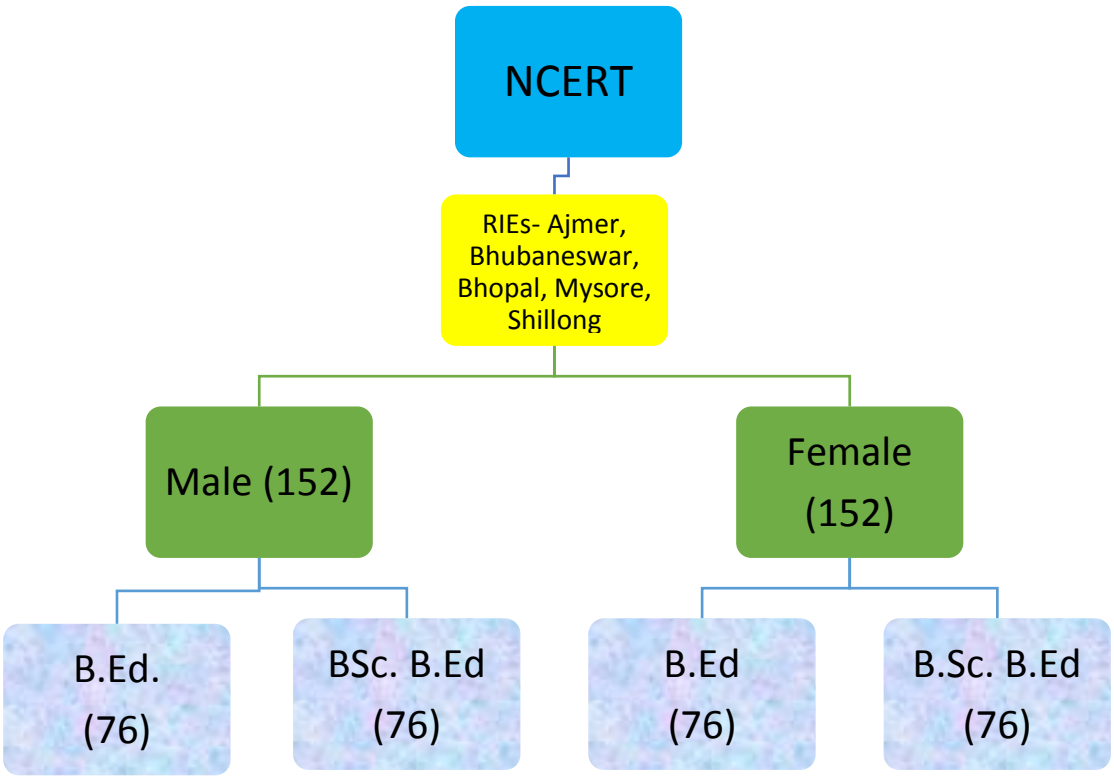
Approach: Mixed method approach, both qualitative and quantitative is used in the study.

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 soring 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.

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APPENDICES

Appendices-I

Awareness of Child Rights Education among Pupil Teachers

Introduction

This questionnaire is developed by Mr. Raj Kumar, Research Scholar, School of Education, the Central University of Haryana under the supervision of Dr. Dinesh Chahal, Associate Professor, School of Education, Central University of Haryana.

The topic of Research:

"An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme"

Note: These questions are given in the form of statements. You are requested to answer the statement on the basis of your understanding.

1. There are no provisions under the RTE Act, 2009 for Free and Compulsory Education of children from the age of 6 to 14 years.

a) True
b) Undecided
c) False

2. National Policy of Education (1986) had emphasized child-centered learning, recognizing that school learning should be joyful for children.

a) True
b) Undecided
c) False

3. RTE Act, 2009 does not support Barrier-free access to Education to children.

a) True
b) Undecided
c) False

4. Child rights are not violated when young children are engaged in manual works in restaurants, Dhabas, shops etc.

a) True
b) Undecided
c) False

5. The educational and economic interests of the weaker sections of the people are not mentioned in the constitution of India.

a) True
b) Undecided
c) False

6. Declaration of the Rights of the Child was adopted by the United Nation in 1959.

a) True
b) Undecided
c) False

7. International Covenant on the Civil and Political Rights 1976 which do not take into consideration the care and welfare of the children.

a) True
b) Undecided
c) False

8. UN Convention on The Rights of the children (1989) took into consideration the educational rights of the children.

a) True
b) Undecided
c) False

9. The National Commission for the Protection of Child Rights does not work for the protection of the educational rights of children.

a) True
b) Undecided
c) False

10. There is no State Commission for the Protection of Child Rights at the state level.

a) True
b) Undecided
c) False

11. POCSO Act, 2012 is not applicable if cases of sexual violence is reported in the schools.

a) True
b) Undecided
c) False

12. It is the right of every child to get desirable participation in learning.

a) True
b) Undecided
c) False

13. Acquaintance with the appropriate approaches is needed to address the rights of special needs children.

a) True
b) Undecided
c) False

14. Respecting the opinion of the children in the classroom is not the step towards the protection of child rights.

a) True
b) Undecided
c) False

15. It is not against the protection of the rights of the children dividing the class on any basis (on a social basis, colour, creed, gender etc.)

a) True
b) Undecided
c) False

16. Corporal punishment is not banned under RTE Act, 2009.

a) True
b) Undecided
c) False

17. Teaching-learning styles and methods do not commensurate with knowledge and understanding of children's rights.

a) True
b) Undecided
c) False

18. Proper lesson planning is not required to address the rights of the children in the classroom (quality education).

a) True
b) Undecided
c) False

19. The educational rights of children with special needs can be protected by providing favourable educational facilities.

a) True
b) Undecided
c) False

20. A child can be protected from physical harm through child-friendly buildings.

a) True
b) Undecided
c) False

21. Giving priority to the dignity and beliefs of the students is not the step towards the protection of the rights of the children.

a) True
b) Undecided
c) False

22. Giving priority to the right to privacy of the children is not the appropriate step towards considering rights in education.

a) True
b) Undecided
c) False

23. Leisure and cultural activities for school children are not the part of the curriculum.

a) True
b) Undecided
c) False

24. Taking care and welfare of the children in the school is the responsibility of the teachers/headmasters.

a) True
b) Undecided
c) False

25. Protecting children from situations of exploitation is the responsibility of the teachers at school.

a) True
b) Undecided
c) False

26. Preservation of identity in the school is a key attribute of the teaching-learning process suggested by the United Nations Convention on the Rights of the Child (UNCRC, 1989).

a) True
b) Undecided
c) False

27. Taking care of the best interest of the child while transacting the curriculum does not promote the concept of child rights.

a) True
b) Undecided
c) False

28. Rights of the child adopted by the General Assembly of the UN 1959 indicated that children need special care, protection, special safeguards.

a) True
b) Undecided
c) False

29. Participation of the children in different activities and decisions is not necessary to reveal the social consciousness of the children.

a) True
b) Undecided
c) False

30. Article 29 of the Indian constitution should be taken care of in the educational system of the country, especially in the teacher training programme.

a) True
b) Undecided
c) False

31. The goal of the convention on the rights of the child is the development of the child's personality and the development of respect for human rights.

a) True
b) Undecided
c) False

32. The full exercise of participatory rights in schools is possible only when the officials and teachers consider students' voices.

a) True
b) Undecided
c) False

33. NCPCR does not make any provision to promote awareness of safeguards for the protection of child rights among various sections of the society by publications, social media, seminars and other possible measures and means.

a) True
b) Undecided
c) False

34. Article 39 of the Indian constitution provides the opportunities and facilities for children to develop in a healthy manner, and to live with freedom and dignity.

a) True
b) Undecided
c) False

35. Article 51A of the Indian constitution states that parents or guardians shall provide educational opportunities to the child between the ages of 6 to fourteen years.

a) True
b) Undecided
c) False

36. The aim of implementing right based approach to Education is to provide Universal Education without any barrier related to discrimination, access, equity, and attitudinal barrier.

a) True
b) Undecided
c) False

Table of questions falling in different dimensions

Sr.No.	Dimension	Question number
1	Participation Rights	5,8,12,13,15,19,26,29,30,32,36
2	Protection Rights	3,6,4,9,10,11,14,16,20,21,24,25,28,33
3	Developmental Rights	2,7,17,18,22,23,27,31,34,35

Appendices-II

Questionnaire on *"Implementation and Practice of Child Rights Education"*

Introduction

This questionnaire is developed by Mr. Raj Kumar, PhD. Research Scholar, School of Education, the Central University of Haryana under the supervision of Dr. Dinesh Chahal, Associate Professor, School of Education, Central University of Haryana.

The topic of Research:

"An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme"

Participation Rights of the Children

1. How does the Right of education of the socio-economic backward children is protected?
    a) Free enrollment in the school
    b) Enrollment on the basis of RTE ACT 2009
    c) Financial Assistance by school
    d) The attitude of the society
    e) Other
2. What teaching-learning activities do you use in the classroom?
    a) Democratic teaching strategies
    b) Cooperative teaching strategies
    c) According to the level of the students
    d) Whatever you like
    e) Other
3. How do you tackle the child who is physically challenged?
    a) Asked them to sit on the first desk
    b) Asked them to stay at home
    c) Do not pay much attention to them
    d) Free them to do anything in the classroom
    e) other

4. How do you tackle a child who is intellectually disabled?
    a) Discard from the class
    b) Inform their parents regarding their symptoms and activities
    c) Teach them with normal children with equal instruction
    d) Ask other students to stay away from them
    e) Other
5. How do you deal with a child who is socially deprived?
    a) Socially relevant examples and Instruction
    b) Divide the class on the basis of their social status
    c) Promotes discrimination on the basis of social status
    d) Treat all the students equally
    e) Other
6. How can you create a conducive culture/environment in the classroom?
    a) By imparting Culturally relevant instructions
    b) By imparting Socially relevant instruction
    c) By considering individuals concerns
    d) Incapable of creating a general culture in the classroom
    e) Other
7. Assurance of the participation of the children in the school activities by:
    a) Giving them equal opportunities
    b) Developing their abilities
    c) Considering Individual concerns.
    d) Making the group on the basis of caste
    e) Other
8. Assurance to develop the capability of forming child's own views is to be done by:
    a) Giving them chance to express their views freely
    b) Asked them to be silent and restrict their opinion
    c) A child's view is given due weight in accordance with the age and maturity of the child.
    d) Invite them to the staff room and scold in front of other teachers.
    e) Other

9. Preparing culturally appropriate curricula to have difficulties.
    a) Considering the cultural background of each child is difficult
    b) It requires expertise in culturally appropriate instructions
    c) Deviate from learning objectives
    d) Difficult to operate lesson plan
    e) Other
10. What teaching strategies do you use to cater for the learning needs of the students?
    a) Democratic
    b) Student Centric
    c) Teacher Centric
    d) other
11. What educational goals do you set while taking into consideration the rights of the children:

    _____

12. Which strategy do you adopt to promote culturally appropriate curricula in the class?

    _____

13. Describe the ways you have planned educational activities to get maximum participation of the children:

    _____

14. How do you facilitate the inclusion of socio-economically marginalized students in the school?

    _____

15. As a pupil-teacher, what ways do you adopt to make child-friendly schools for students?

    _____

16. How do you listen to what children speak in the classroom?

    _____

Protection Rights of the Children

17. Describe the way, you adopt to punish students if they do not take lecture/class serious?

    _____

18. Describe the way as a teacher you adopt to protect the children from physical harm?

    _____

    _____

19. What best way, you used to consider so that all the children can enjoy special protection in the classroom and school?

_____

20. Describe the ways you adopt to give the child, education and care required by his particular condition (who is physically challenged and need special treatment)?

_____

21. Describe the way you adopt to give the child who is socially deprived the special treatment, education and care required by his particular condition?

_____

22. Describe the way, you adopt to protect the children from practices that may foster racial, religious and any other form of discrimination?

_____

23. How do schools adopt this procedure to detect whether children are at risk?

_____

24. Describe the ways schools take initiatives to report incidences of violation of child protection cases in schools?

_____

25. Describe the way, you plan and design, culturally appropriate curricula and adequate teaching materials and aids?

_____

26. How schools can meet the rights-respecting school criteria?

_____

Developmental Rights of the children:

27. How do you understand the psychological problems of the students?
28. How do you take care of nutritious food for the mid-day meal in the school?

_____

29. How do you maintain Child-Friendly Environment in the classroom?

_____

30. How do you create a learning environment that does not cause fear, anxiety and trauma to children:

_____

31. Being a teacher, I have promoted their all-round development through these activities (write about the activities):

_____

_____

32. How do you sustain the psychological, needs of the students?

_____

33. How do you sustain the social needs of the students?

_____

34. What you will do as a pupil-teacher to avoid any form of humiliation, and refrain among students from any form of abuse, physical or psychological?

_____

35. How can you build self-confidence among learners?

_____

36. How do you enable the students to become aware of their rights and responsibilities?

_____

37. What suggestions will you give in developing a management model to assist teachers to implement children's rights?

_____

38. If more you want to add

_____

Appendices-III

Questionnaire on "Challenges faced by the Pupil teachers Related to Child Rights Education"

Introduction

This questionnaire is developed by Mr Raj Kumar, Ph.D. Research Scholar, School of Education, the Central University of Haryana under the supervision of Dr. Dinesh Chahal, Associate Professor, School of Education, Central University of Haryana.

The topic of Research:
"An Exploratory Study of Child Rights Education in Relation to Teacher Training Programme"

Participation Rights

1. What problems do you usually face to tackle with physically challenged children?
    a) The improper infrastructure of the classroom
    b) Lack of eco-friendly campus
    c) The negative attitude of the staff
    d) Problem with other class students
    e) Lack of my expertise to tackle
    f) Other
2. What challenges do you face in dealing with intellectually disabled children?
    a) The improper infrastructure of the classroom
    b) Lack of eco-friendly campus
    c) The negative attitude of the staff
    d) Problem with other class students
    e) Lack of my expertise to tackle
    f) Other

3. What challenges do you face while addressing the right of socially deprived children?
    a) I do not want to promote the children who are socially deprived
    b) School administration do not consider the rights of the socially deprived children
    c) The attitude of the other students in the classroom looks negative towards socially handicapped children
    d) Other
4. What challenges do you face in your teaching to fulfil the requirement suggested in the RTE Act, 2009 regarding free and compulsory education?
    a) Lack of motivation among parents
    b) Private schools do not adopt the formula of admitting 25% of children from the deprived section
    c) Parental attitude
    d) Less participation of the School Management committees
    e) Other
5. What challenges have you faced in creating a congenial classroom culture?
    a) Differences of opinion in the classroom
    b) Children from the poor background in the classroom
    c) Socially deprived children in the classroom
    d) Children with some kind of difficulty
    e) Other

6. What challenges have you experienced to ensure the participation of the children in the classroom?
    a) The problem in giving equal opportunities as their socio-economic status matters
    b) The problem of time table/ completion of syllabus
    c) We have to work according to the school administration
    d) Difficult to manage the class
    e) Other
7. What challenges have you faced to let children form their own views?
    a) I think children are not capable of forming their own views
    b) Children cannot think according to the situation
    c) Different opinions create disturbance in the classroom
    d) Considering students views takes time to complete class
    e) Other
8. The difficulties you faced when you tried to apply democratic teaching strategies.
    a) Democratic teaching strategies are time-consuming
    b) I do not give importance to democratic teaching strategies over traditional one.
    c) Applying these in the classroom requires expertise
    d) Lack of educational resources
    e) Other
9. What challenges have you faced for creating desirable participation of children in learning?
    a) Infrastructural problems in the classroom
    b) My ability to create desirable participation
    c) School's main concern is on quantity not quality
    d) Other

10. Preparing culturally appropriate curricula to have difficulties.
    a) Considering the cultural background of each child is difficult
    b) It requires expertise in culturally appropriate instructions
    c) Deviate from learning objectives
    d) Difficult to operate lesson plan
    e) Other
11. What difficulties do you face to reach the educational goals which you have set to accomplish through the participation of the children?
    a) Differences of opinion in the classroom during the participatory process
    b) Children from the poor background in the classroom create hurdle
    c) Socially deprived children in the classroom create hurdles to reach the objective
    d) Other

Protection Rights of the Children

12. What difficulties do you face to accomplish the protection rights of the children in the school?
    a) School mechanism is not appropriate
    b) School infrastructure is not child friendly
    c) I am not aware of the protection mechanism of the children
    d) School administration does not take the extra headache
    e) Other
13. What difficulties have you faced while protecting the interest of socially deprived students and their special treatment?

_____

14. Explain what challenges are there in front of schools to protect the children from practices that may foster racial, religious and any other form of discrimination?

_____

15. What challenges do schools administration face to report incidences of violence against children?
16. As a pupil-teacher what problems do you face to protect the right to education of marginalized children?
    a) The financial problem at the school level
    b) Lack of initiatives of the government
    c) Lack of the initiative taken by you as a teacher
    d) Lack of motivation among parents
    e) Other

Developmental Rights of the Children

17. What difficulties do you face to accomplish the Developmental Rights of the children in the school?
    a) The problem of lack of awareness
    b) Infrastructural problems and other facilities
    c) The attitude of the administration
    d) There is no system to address child development issues
    e) Other
18. Being a pupil-teacher, what challenges have you faced to maintain a child-friendly environment in the classroom:

    _____

19. What are the barriers you might have thought of which affects the physical development of the children?

    _____

20. What are the barriers you might have thought of which affects the social development of the children?

_____

21. Enlist the problems you have faced to sustain the psychological, and social needs of the students.

_____

Range of Scores and level of awareness considered regarding Child Rights Education

Sr. No.	Range of z-Scores	Grade	Level of Human Rights Awareness
1.	+2·01 and above	A	Extremely High
2.	+1·26 to + 2·00	B	High
3.	+0·51 to + 1·25	C	Above Average
4.	−0·50 to + 0·50	D	Average
5.	−0·51 to − 1·25	E	Below Average
6.	−1·26 to − 2·00	F	Low
7.	−2·01 and below	G	Extremely Low

Ref: Human Rights Awareness Test- HRAT Developed by Dr. Vinod Sood Dr. Arti Anand (2012).

Course of the study	Gender	Name of University/ College	1.There is no provisions under RTE Act, 2009 for Free and Compulsory Education of the children from the age 6 to 14 years.	2. National Policy of Education (1986) had emphasized child centered learning, recognizing that school learning should be joyful for children	3. RTE Act, 2009 do not support Barrier free access to Education to the children.	4.Child rights are not violated when young children are engaged in manual works in restaurants, Dhabas, shops etc.	5.Educational and economic interests of the weaker sections of the people is not mentioned in the constitution of India.	6.Declaration of the Rights of the Child adopted by the United Nation in 1959.	7. International Covenant on the Civil and Political Rights 1976 which do not take into consideration care and welfare of the children.	8.UN Convention on The Rights of the children (1989) took into consideration the educational rights of the children.	9.National Commission for the Protection of Child Rights do not works for protection of educational rights of the children.	10.There is no State Commission for the Protection of Child Rights at state level.	11.POCSO Act, 2012 is not applicable if cases of sexual violence is reported in the schools.	12.It is the right of every child to get desirable participation in learning.	13.Acquainance with the appropriate approaches is needed to address the rights of special needs children.	14.Respecting the opinion of the children in the classroom is not the step towards the protection of child rights.	15.It is not against the protection of the rights of the children dividing the class on any basis (on social basis, color, creed, gender etc.)	16.Corporal punishment is not banned under RTE Act, 2009.	17.Teaching-learning styles and methods do not commensurate with knowledge and understanding of children's rights.	18.Proper lesson planning is not required to address the rights of the children in the classroom (quality education).	19.Educational rights of the children with special needs can be protected by providing favorable educational facilities.	20.Child can be protected from physical harm through child friendly building.	21.Giving priority to dignity and beliefs of the students is not the step towards protection of rights of the children.	22. Giving priority to the right to privacy of the children is not the appropriate step towards considering rights in education.	23.Leisure and cultural activities for school children are not the part of curriculum.	24.Taking care and welfare of the children in the school is the responsibility of the teachers/he admasters.	25.Protecting children from the situations of exploitation is the responsibility of the teachers at school.	26.Preservation of identity in the school is key attribute of teaching learning process suggested by United Nations Convention on the Rights of the Child (UNCRC, 1989).	27.Taking care of the best interest of the child while transacting the curriculum do not promotes the concept of child rights.	28.Rights of the child adopted by the General Assembly of the UN 1959 indicated that children needs special care, protection, special safeguards.	29.Participation of the children in different activities and decisions is not necessary to reveal the social consciousness of the children.	30.Article 29 of the Indian constitution should be taken care of in educational system of the country especially in teacher training programme.	31.The goal of the convention on the rights of the child are development of the child's personality and development of respect for human rights.	32.The full exercise of participatory rights in schools is possible only when the officials and teachers considers student's voice.	33.NCPCR do not make any provision to promote awareness of safeguards for the protection of the child rights among various sections of the society by publication, social media, seminars and other possible measures and means.	34.Article 39 of the Indian constitution provides the opportunities and facilities to children to develop in a healthy manner, and to live with freedom and dignity.	35.Article 51A of the Indian constitution states that parents or guardian shall provide educational opportunities to the child between the ages of the 6 to 14 years.	36.The aim of implementing right based approach to Education is to provide Universal Education without any barrier related to discrimination, access, equity, and attitudinal barrier.
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	1	2	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1
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B.Ed.	Female	RIE BHUBNESWAR	3	1	1	1	1	1	3	1	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	3	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	3	1	3	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	1	
B.Ed.	Female	RIE BHOPAL	1	2	3	3	1	1	2	1	2	2	3	1	1	3	2	2	1	3	3	1	2	3	1	1	3	2	3	3	2	1	2	3	3	3	1	3
B.Ed.	Female	RIE BHUBNESWAR	1	3	3	1	2	3	3	1	1	2	3	2	2	1	2	3	2	2	3	3	2	2	2	3	2	2	2	2	3	1	1	2	3	2	2	
B.Ed.	Female	RIE AJMER	1	2	1	1	1	1	1	1	1	1	2	1	1	3	1	1	3	1	1	1	1	1	3	3	2	1	3	2	1	3	3	1	1	3	1	
B.Ed.	Female	RIE MYSORE	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	1	1	1	1	3	1	1	3	1	1	1	3
B.Ed.	Female	RIE SHILONG	1	1	1	1	1	3	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	2	1	1	1	1	1	1	2	1	3	1
B.Ed.	Female	RIE AJMER	1	1	1	1	2	1	3	1	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE BHUBNSWAR	1	1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	3	1	3	3	3	3	3	1	3	1	1	3	3	3	3	1	1	3	3	3	2	2	2	2	1	2	1	1	2	2	2	3	3
B.Ed.	Female	RIE AJMER	1	1	3	1	1	3	1	1	3	3	1	1	1	1	3	3	1	3	1	1	2	3	3	2	1	2	3	1	1	2	1	3	3	2	2	3
B.Ed.	Female	RIE BHUBNESWAR	1	1	3	1	1	3	1	1	1	1	3	1	1	3	1	1	1	1	1	2	1	1	1	1	1	2	1	1	1	3	1	3	1	3	1	1
B.Ed.	Female	RIE BHUNESWAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	3	1	1	3	1	1	1	3	1	1	1	1	1	1	3	3	1	1	1	1	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	3	3	1	3	1	1	3	1	1	1	3	1	3	1	1	1	3	3	3	1	1	1	1	1	1	3	1	1	1	1	1	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	2	1	3	1
B.Ed.	Female	RIE BHUBNESWAR	1	2	1	1	1	1	1	1	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	3	1	3	1	3	3	3	1	1	1	3	1	3	3	1	1	3	3	1	1	1	1	3	1	3	1	1	2	3	2	1	1
B.Ed.	Female	RIE AJMER	1	1	1	3	2	1	1	1	1	1	3	1	2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	3	1	1	1	1	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	2	3	2	
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	3	1	2	3	1	3	3	3	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.Ed.	Female	RIE SHILONG	1	2	1	3	1	1	2	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	3	1	3	2	2	1
B.Ed.	Female	RIE BHUBNESWAR	1	3	1	1	1	1	3	1	1	3	2	2	1	3	1	2	3	3	1	1	1	1	2	1	1	1	2	2	2	1	1	1	2	2	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	2	1	1	3	2	3	1	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE MYSORE	1	1	1	1	1	1	1	1	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1
B.Ed.	Female	RIE BHOPAL	3	1	3	3	3	2	2	1	2	2	1	1	1	2	3	3	2	3	2	1	1	3	3	2	2	2	2	2	2	2	1	2	2	2	2	2
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE AJMER	1	3	1	1	1	1	1	1	1	1	3	1	1	3	1	1	2	2	1	1	1	1	3	1	1	2	1	2	1	1	1	3	3	1	3	1
B.Ed.	Female	RIE MYSORE	1	3	1	1	1	3	3	1	1	1	3	1	3	3	1	3	2	2	1	1	1	3	1	1	2	1	2	1	1	1	3	3	1	3	1	
B.Ed.	Female	RIE SHILONG	1	1	1	3	3	1	1	1	3	1	1	1	1	3	1	1	3	3	1	1	3	3	1	1	1	1	1	1	3	1	1	1	3	1	1	1
B.Ed.	Female	RIE AJMER	1	1	1	1	3	3	3	1	3	2	2	1	3	2	3	3	1	1	1	2	1	2	2	2	2	2	1	3	1	3	3	1	3	1	1	1
B.Ed.	Female	RIE BHUBNSWAR	1	1	1	1	1	1	2	1	1	2	3	1	1	3	1	1	3	1	1	1	1	1	1	1	1	2	3	1	2	3	1	1	3	1	3	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	3	2	1	1	1	1	2	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE AJMER	1	1	1	1	1	1	1	1	1	1	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	3	1
B.Ed.	Female	RIE BHUBNESWAR	3	1	1	1	2	2	2	2	1	2	2	1	1	2	1	2	2	1	1	1	2	2	1	1	1	2	2	1	1	2	1	2	2	1	1	1
B.Ed.	Female	RIE BHUNESWAR	1	1	3	1	2	2	2	2	1	1	2	1	3	3	1	2	2	1	1	1	1	1	1	1	2	2	2	1	1	1	1	2	1	3		
B.Ed.	Female	RIE BHUBNESWAR	3	1	1	1	1	2	2	1	1	1	2	1	1	3	1	2	1	1	1	1	1	2	3	1	1	1	2	1	1	1	1	1	2	2	3	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	2	1	1	1	2	2	1	1	3	1	2	1	1	1	1	1	1	1	2	1	1	2	2	2	1	2	2	2	1		
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	2	2	2	1	2	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	2	1	1	
B.Ed.	Female	RIE MYSORE	1	1	1	1	1	1	2	1	1	1	2	1	1	3	1	1	2	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Female	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1
B.Ed.	Female	RIE BHUBNESWAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE AJMER	1	1	3	1	1	1	2	1	1	2	2	1	1	3	3	2	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1	2	2	1	1
B.Ed.	male	RIE MYSORE	1	1	1	3	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE SHILONG	1	1	1	1	1	1	1	1	3	1	3	1	1	3	1	1	1	3	1	3	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
B.Ed.	male	RIE AJMER	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE BHUBNSWAR	1	1	1	1	1	2	1	1	1	1	2	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	2	1	2	1

B.Ed.	male	RIE BHUBNESWAR	1	1	1	1	1	1	3	1	1	1	3	1	1	3	1	1	1	3	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE AJMER	1	1	1	3	2	1	2	2	1	3	2	1	1	2	1	3	2	1	1	1	2	2	1	2	1	2	2	3	3	1	2	1	2	2	1	1
B.Ed.	male	RIE BHUBNESWAR	1	3	3	1	1	2	2	1	1	2	2	1	1	3	1	2	1	1	1	1	1	2	1	1	1	2	1	2	2	1	2	2	2	1	2	1
B.Ed.	male	RIE BHUNESWAR	1	1	1	1	1	1	2	1	1	1	3	1	2	3	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	3	1	1	3	1
B.Ed.	male	RIE BHUBNESWAR	3	1	3	1	2	2	2	2	3	3	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
B.Ed.	male	RIE BHUBNESWAR	1	3	1	3	1	1	1	3	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	3	3	1	1	3	1	1	1	3	3	3
B.Ed.	male	RIE BHUBNESWAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE	1	1	1	1	1	1	1	3	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	1	2	3	1	1
B.Ed.	male	RIE BHOPAL	1	1	1	3	1	3	2	1	3	3	2	1	1	2	3	2	3	3	2	1	3	3	3	3	1	2	3	1	3	1	1	2	1	1	1	1
B.Ed.	male	RIE BHUBNESWAR	1	1	1	1	1	2	1	1	1	1	2	1	2	1	1	2	2	1	2	2	2	2	2	1	1	2	2	3	2	1	2	2	2	2	1	2
B.Ed.	male	RIE AJMER	1	1	3	3	1	2	2	1	2	3	1	1	1	1	2	3	3	1	1	1	2	3	3	1	1	1	3	1	3	1	1	2	2	1	1	1
B.Ed.	male	RIE MYSORE	1	3	1	3	1	1	2	1	1	2	2	1	1	2	2	3	1	2	1	1	2	2	1	1	1	1	1	1	1	1	1	2	1	1	2	2
B.Ed.	male	RIE SHILONG	1	1	1	3	1	1	1	1	1	1	3	1	1	3	1	1	3	3	1	1	1	3	1	1	1	1	1	1	1	1	2	1	2	1	1	1
B.Ed.	male	RIE AJMER	1	2	1	1	2	3	1	1	1	3	2	1	1	2	1	3	1	1	1	1	2	3	1	1	1	1	1	2	1	1	1	1	1	1	1	3
B.Ed.	male	RIE BHOPAL	1	2	1	1	1	2	1	1	3	1	3	3	1	3	3	1	1	1	3	1	1	1	3	1	2	1	2	1	3	1	1	2	1	2	1	1
B.Ed.	male	RIE SHILONG	1	1	1	1	1	1	1	1	2	1	3	1	2	3	3	2	2	1	2	1	1	1	1	1	1	2	1	3	1	1	2	1	1	1	1	1
B.Ed.	male	RIE BHOPAL	3	3	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
B.Ed.	male	RIE BHOPAL	1	2	3	3	1	1	2	1	2	2	3	1	1	3	2	2	1	3	3	1	2	3	1	1	3	2	3	3	2	1	2	3	3	3	1	3
B.Ed.	male	RIE BHOPAL	1	3	3	1	2	3	3	1	1	2	3	2	2	1	2	3	2	2	3	3	2	2	2	3	2	2	2	2	2	3	1	1	2	3	2	2
B.Ed.	male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1
B.Ed.	male	RIE BHUBNESWAR	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	1	1	1	1	1	3	1	1	1	1	3
B.Ed.	male	RIE BHUBNESWAR	1	1	1	3	1	3	3	3	3	3	1	3	1	1	3	3	3	3	1	1	3	3	3	2	2	2	2	1	2	1	1	2	2	2	3	3
B.Ed.	male	RIE AJMER	1	2	3	3	3	3	3	2	2	3	3	1	2	3	3	1	1	3	3	2	3	1	3	2	2	3	3	3	2	1	2	3	3	3	1	3
B.Ed.	male	RIE MYSORE	1	1	3	1	1	3	1	1	1	1	3	1	1	3	1	1	1	1	3	2	1	1	1	2	1	1	1	1	1	3	1	3	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	1	1	1	1	3	1	1	3	3	1	1	3	1	1	1	3	1	1	1	1	1	1	3	3	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	3	3	1	3	1	1	3	1	1	1	3	1	1	1	1	1	3	3	3	1	1	1	1	1	1	3	1	1	3	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	2	1	1	1	1	3	1	1	3	1	2	1	1	1	1	1	3	1	1	1	1	1	1	3	1	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	3	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1
B.Ed.	male	RIE AJMER	1	1	1	2	1	2	3	1	3	3	3	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	3	1	1	1	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE AJMER, RIE BHUBNESWAR	1	2	1	3	1	1	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	3	1	3	2	2	1	1
B.Ed.	male	RIE MYSORE	3	1	1	1	1	1	2	1	3	1	3	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1
B.Ed.	male	RIE AJMER	3	1	3	3	3	2	1	1	2	2	1	1	1	2	3	3	2	3	2	1	1	3	3	2	2	2	2	2	2	2	1	2	2	2	2	2
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	2	1	1	1	3	1	1	3	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	3	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	3	1	1	3	1	1	1	1	1	3	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	3	3	3	1	1	1	1	1	1	1	3	1	1	3	1	1	1	2	1	2	2	3	1	1	1	1	3	1	3	3	1	3	1	1	3	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	1	2	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	2	1	2	1	2	1	1	2	2	1	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	1	1	3	1	1	2	3	1	1	3	1	1	3	1	1	1	1	1	1	2	3	1	2	3	1	1	3	1	3	1	1	1
B.Ed.	male	RIE MYSORE	1	1	1	1	3	2	2	1	1	1	2	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
B.Ed.	male	RIE MYSORE	3	1	1	1	3	1	1	1	3	1	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	3	1	1	3	1
B.Ed.	Male	RIE BHUBNESWAR	1	1	1	1	1	2	2	1	1	1	3	1	1	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE BHUBNESWAR	1	1	3	1	1	1	2	1	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1
B.Ed.	Male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE BHUBNESWAR	1	1	3	3	3	1	1	1	1	1	3	1	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE AJMER	1	1	1	1	3	1	3	1	1	1	3	1	1	3	3	1	3	1	1	1	3	1	3	1	3	3	1	3	3	1	1	1	3	3	3	1
B.Ed.	Male	RIE SHILONG	1	1	1	1	1	1	1	1	1	1	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE BHUBNESWAR	1	1	1	3	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE BHUBNESWAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.Ed.	Male	RIE MYSORE	3	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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B.SC.B.ED/ BA.B.ED	Female	RIE SHILONG	1	1	1	1	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	2	2	2	2	1	3	2	1	2	1	1	1	1	1	1	2	2	1	1	1	2	1	1	2	2	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE MYSORE	1	2	1	3	2	2	2	1	1	2	1	1	1	3	3	2	2	1	1	1	2	2	1	1	1	1	2	1	2	2	1	1	2	1	1	2
B.SC.B.ED/ BA.B.ED	Female	RIE AJMER	1	2	1	3	1	3	2	1	3	2	3	1	2	3	3	2	2	2	1	3	3	2	2	3	2	3	2	3	1	3	2	3	1	3	3	2
B.SC.B.ED/ BA.B.ED	Female	RIE BHOPAL	1	1	1	3	1	3	2	2	2	2	3	1	2	2	3	3	1	2	1	2	2	2	1	3	2	3	3	2	1	2	3	3	1	1	2	3
B.SC.B.ED/ BA.B.ED	Female	RIE BHOPAL	3	3	1	3	1	3	2	1	2	1	2	2	1	2	1	2	2	1	3	2	2	3	1	3	2	3	3	2	3	2	3	3	3	2	3	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	3	1	1	1	1	2	1	1	1	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHOPAL	1	1	3	1	1	2	2	1	1	2	2	1	2	3	1	2	2	1	1	1	2	3	1	1	2	2	3	2	3	2	2	2	2	2	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	2	2	1	1	2	2	1	1	3	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE AJMER	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	2	2	1	1	3	3	3	1	2	3	1	1	1	1	1	1	1	1	3	2	2	1	1	1	2	2	1	1	2	2	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	3	1	2	2	3	1	2	3	1	2	3	1	1	3	3	3	2	1	3	3	2	2	3	2	3	1	3	1	2	1	3	2	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE SHILONG	1	1	3	3	3	1	3	1	3	3	1	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	2	1	1	1	1	3	1	1	3	1	2	1	1	1	3	2	1	1	1	1	1	1	1	1	1	1	2	3	3	1	
B.SC.B.ED/ BA.B.ED	Female	RIE BHUBNES WAR	1	1	1	1	1	1	3	1	3	1	1	1	1	3	3	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	3	3	3	1	3	1	3	3	1	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNES WAR	3	1	1	3	1	1	2	1	1	3	3	1	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	3	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	3	1	1	1	3	3	1	1	1	3	1	3	3	1	3	2	2	1	1	1	1	3	1	1	2	1	2	1	1	1	3	3	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	3	1	1	1	3	3	1	1	3	2	2	1	3	2	3	3	1	1	1	2	1	2	2	2	2	2	1	3	3	3	3	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	3	3	2	2	2	2	1	1	2	1	3	3	1	2	2	1	1	1	1	1	1	1	1	2	2	2	1	1	1	1	3	2	1	3
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	3	1	1	1	1	2	2	1	1	2	2	1	1	3	1	2	1	1	1	1	1	1	1	1	1	1	2	1	2	2	2	1	2	2	2	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNES WAR	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	3	1	1	1	3	1	1	1	1	1	3	1	3	3	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	2	1	1	3	3	2	2	1	1	3	1	1	3	1	1	1	3	1	1	3	1	1	1	1	1	3	2	2	2	2	2	2	2	1	2
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNES WAR	3	2	3	3	3	3	3	2	2	3	3	1	2	3	3	1	1	3	3	2	3	1	3	2	2	3	3	3	2	1	2	3	1	3	1	3
B.SC.B.ED/ BA.B.ED	Male	RIE mysore	1	2	3	1	2	3	3	3	1	3	3	1	3	3	3	1	3	1	3	3	3	2	2	3	3	3	2	2	1	1	2	3	2	2	2	2
B.SC.B.ED/ BA.B.ED	Male	RIE mysore	3	2	3	1	1	2	1	3	2	2	2	3	2	3	1	1	2	1	3	2	1	1	3	1	1	2	3	3	3	1	3	1	1	3	2	2
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	3	2	2	2	1	1	3	1	1	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	2	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	1	2	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	3	1	3	3	3	2	3	1	3	1	2	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	1	1	3	1	1	1	2	1	1	3
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	1	1	2	1	1	1	1	3	1	1	3	3	3	1	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	3	1	3	1	1	1	3	3	1	1	3	1	1	1	1	1	3	1	3	1	1	1	1	1	1	1	1	1	1	3	3	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	3	3	3	1	3	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	3

B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	2	2	2	1	2	2	1	2	3	1	2	1	1	1	1	1	2	1	1	1	2	1	2	2	2	2	2	2	2	2	2
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	3	3	1	1	1	1	3	1	3	3	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	3	1	1	3	1	1	3	1	2	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	2	1	2	1	1	2	1	1	3	2	1	2	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	2	3	1	1	1	1	1	1	1	3	1	1	3	2	2	3	2	3	3	3	2	2	3	1	3	2	2	3	3	3	1	1	1	3	2
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	2	2	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	2	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	2	1	3	2	1	2	1	3	1	2	2	3	3	1	1	3	1	3	2	3	3	2	2	3	3	2	3	2	3	3	2
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	3	1	1	1	2	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	3	1	1	1	1	2	2	2	2	1	3	2	1	2	1	1	1	1	1	1	2	2	1	1	1	2	1	1	2	2	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	1	1	3	2	2	2	2	1	1	1	2	3	3	3	1	1	3	2	1	1	2	2	2	1	1	2	1	1	1	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	1	1	2	1	2	1	2	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	2	3	3	2	2	2	1	1	2	1	1	1	3	3	2	2	1	1	1	2	2	1	1	1	1	2	1	2	2	1	1	2	1	1	2
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	3	2	3	3	2	1	1	2	2	2	3	2	2	2	1	2	3	2	1	2	3	2	2	2	3	2	2	2	2	1	2	3	2
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	3	2	1	3	1	2	3	3	1	1	2	2	2	2	2	3	2	1	2	3	2	3	2	3	2	2	1	2	2	2	3	2	2	3	1	3
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	3	2	3	1	3	2	3	2	2	1	3	3	2	2	3	3	2	2	2	1	1	2	1	2	1	2	2	2	1	1	2	1	1	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	2	1	3	2	2	2	2	3	1	2	2	3	3	1	2	1	2	2	2	1	3	2	3	3	2	1	2	3	3	1	1	2	3
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	3	1	1	1	1	2	1	1	1	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	1	1	2	2	1	1	2	2	1	2	3	1	2	2	1	1	1	2	3	1	1	2	2	3	2	3	2	2	2	2	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	1	3	1	1	3	3	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	2	2	1	1	2	2	1	1	3	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNESWAR	1	1	1	1	1	3	3	1	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	2	1	1	3	1	1	1	2	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNESWAR	1	1	3	3	3	1	3	1	3	3	1	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	3	1	1	3	3	1	3	1	3	3	1	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	1	1	1	2	1	1	1	1	3	1	1	3	1	2	1	1	1	3	2	1	1	1	1	1	1	1	3	1	1	1	2	3	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	1	1	1	1	3	1	3	1	1	1	1	3	3	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	3	1	1	3	3	1	3	1	3	3	1	1	1	3	1	3	3	3	1	1	3	3	1	1	1	1	1	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	1	3	1	1	1	2	1	1	3	3	1	1	3	3	3	3	3	3	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE SHILONG	1	2	1	1	1	2	1	1	3	1	3	3	1	3	3	1	1	1	1	3	1	1	1	3	1	2	1	2	1	3	1	1	1	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	1	1	1	1	1	1	1	3	3	1	3	1	1	3	1	1	1	1	3	1	1	1	1	1	1	2	1	2	2	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNESWAR	3	1	1	1	2	2	1	1	3	3	3	1	2	3	1	1	1	1	1	1	1	1	1	3	2	2	1	1	1	2	2	1	1	2	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	3	1	2	2	3	1	2	3	1	2	3	1	1	3	3	3	2	1	3	3	2	2	3	2	3	1	3	1	2	1	3	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNESWAR	1	1	1	1	2	1	3	1	3	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	3	1	1	1	1	2	1	1	1	3	1	1	1	1	1	2	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	1	2	1	1	1	1	1	1	2	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNESWAR	1	1	1	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1

B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	3	1	1	3	1	1	3	3	1	1	1	1	3	3	1	3	1	1	2	3	3	2	1	2	3	1	1	2	1	3	3	2	2	3
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	3	1	3	3	3	1	3	1	3	3	1	1	1	1	3	3	3	3	1	1	3	3	3	1	1	1	3	1	3	1	1	1	3	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	1	1	1	1	2	1	3	1	1	1	1	3	1	1	1	3	1	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	1	3	1	1	2	1	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	2	1	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	2	1	1	1	1	1	1	3	1	3	1	1	3	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE AJMER	1	1	1	1	3	1	1	1	3	3	3	1	1	1	3	1	3	3	1	1	3	3	1	1	1	1	3	1	3	1	1	2	3	2	1	1
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B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNES WAR	1	1	3	1	1	1	1	1	1	3	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	2	3	2
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	1	1	3	1	1	1	1	1	3	1	1	3	3	1	3	1	1	1	3	1	3	1	3	3	1	3	3	1	1	1	3	3	3	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	1	3	1	1	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	1	1	1	1	2	1	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHUBNES WAR	1	3	1	1	1	1	1	1	1	3	2	2	1	3	1	2	3	3	1	1	1	1	2	1	1	1	2	2	2	1	1	1	2	2	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE MYSORE	1	1	1	1	1	2	3	1	3	2	3	1	1	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
B.SC.B.ED/ BA.B.ED	Male	RIE BHOPAL	1	1	1	3	1	3	1	3	1	1	3	1	2	1	1	1	2	3	1	1	1	1	1	1	3	2	1	1	1	2	1	2	1	1	1	1
B.SC.B.ED/ BA.B.ED	male	RIE MYSORE	3	1	1	3	2	2	1	2	1	2	2	1	1	2	1	2	2	1	1	1	2	2	1	1	1	2	2	1	1	2	1	2	2	1	1	1
B.SC.B.ED/ BA.B.ED	male	RIE MYSORE	1	1	1	1	3	2	2	1	1	1	2	1	1	3	1	2	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	3	2	3	1

Effective Learning Outcomes through Constructivist Approach of Teaching

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Abstract

The major purpose of Constructivist approach is to involve the students/ pupils in teaching-learning process as much as possible. The objective of this study is to reflect upon paradigms of the constructivist approach in teaching of social science. In this conceptual endeavour attempt is made to understand the significance and importance of constructivist approach in learning and learning outcomes in social science. For this conceptual endeavour researcher consulted previous researches on constructivist approach of learning and its effectiveness in various aspects of teaching and learning, related literature on different strategies in teaching of social science. All the related data is collected from secondary sources. The recommendations and suggestions are given while taking into consideration the significance and effectiveness of constructivist approach in learning and learning outcomes of school children.

KEYWORDS: Constructivism, Teaching & Learning, Social Science, Teaching Strategies, learning outcomes

Introduction

In most of the Government Indian Schools Social Science is taught through teacher-centered activities the focus of which is only to memorize the facts and concepts. The aim of Social Science is to aware the students on how to become effective and productive citizens. The most important task of teacher is to engage students in such activities that they can construct knowledge of their own apply in different situations and form some conclusion. As the society is changing, the social processes and social patterns are also changing. In this changing scenario teacher need to adopt essential teaching learning strategies while teaching of social science so that it could have positive learning outcomes (Kumar & Teotia, 2017).The firm attempt requires to made in constructivist approach is that pupils should not be passive recipients of knowledge in classroom but have to actively participate in the teaching and learning process (Fosnot 1996). By adopting the approach of constructivism in social science, experience of the students regarding social processes can be channelized by the teacher in a right direction. Along with this knowledge gained by learners from their social environment is refined and presented by the teacher. This results in an active interaction of key cognitive processes of the learner (Glynn, Yeany& Britton 1991).Understanding become knowledge when it is syntheses with the previous information and new inputs. In constructivist approach of learning students construct their own knowledge. As per the subject of social science is concerned, it forms the content and curriculum from the surroundings of the students and social process which every individual experienced in one and another form. By adopting the approach of constructivism in social science, teacher tests ideas and approaches based

on the prior knowledge and experience of the learner and then teacher tries to ask the students to apply these to new situations. In this sense integration of the new knowledge gained by the learner with pre-existing intellectual constructs is made in the approach. It is utmost essential for social science teacher to understand the previous knowledge of the learner and then integrate with new knowledge. As the sole feature of constructivism is interaction between student and teacher is concerned various strategies are introduced on the basis of the constructivist theory such as discovery learning, joyful learning, experimental learning, experiential learning etc. Hence the focus of study is to make shift from teacher-centered education to learner-centered education which is essential for effective learning outcomes in teaching of social science.

One of the major aspect in teaching of social science class is that the planning and presentation of the lessons must be changed. Teacher should realise that today's world is very complex and there are multiple approaches exist on nearly every issue. To assert the constructivist method, the teacher needs to impart the lessons in such a way that students can apply their knowledge in real world situations. Effective practice of constructivist method can help the learner in utilizing the knowledge in complex learning environment that will foster authentic experiences (Driscoll, 1994). In 21st century the world is passing through rapid changes and great advancements, so it is essential that content and skills that the students develop are made relevant to the students. This will help in making the teaching learning process interesting and engage the students in construct the relevant knowledge which leads better learning outcomes. In social science, many issues are there which require a wider understanding so teacher can utiliseconstructivist method and organize the teaching learning process which helps the learner in gaining knowledge and skills which they can apply in real situations. Social science as a school subject enables the learner to deal with the complex social realities. By the virtue of being social, teaching of social science is the best way to teach students about prevailing social norms, social practices etc. Social science should make the learners aware of present situation and reveal them to reality of the society. Constructivist method of teaching social science enable the students to think critically about the related social issues. National Curriculum Framework, (NCF) 2005 also support the view that social science teaching enables the learner critical thinker and take informed position regarding different social issues. It gives the preference the learner's experiences and focus on applying the knowledge to real world. Teaching and learning process should reflect the links between school learning and learners' everyday experiences. Dewey (1916) suggested that school should provide multiple opportunities for learner to learn what a democratic way of life means and how it might be led. So constructivist method in teaching of social science provide a new way to think critically which helps in wider understanding on real world problems issues. Social science is a subject through which children forms their understanding about social phenomenon, social values, social patterns, structure of the society, economy and history of the different regions and country as well. It depends on the teaching on teaching practice and pedagogy adopted by the teacher in the classroom to get effective learning outcomes. Social science is a subject where teacher has to reveal the experience of the students what they experience in the society and how to establish those experience in a managed form to make children civilized and valuable.

There are number of teaching strategies, teaching methods, teaching techniques, teaching-learning approaches adopted in Education system to cover both curricular and co-curricular activities. Constructivist approach in learning do not work in isolation. It forms with different aspects taken from other approaches. Leaning in constructivism is a dynamic in which prior understanding and social setting of the students are considered.

Constructivist approach of teaching is best understood by integrating their standards with the Important concepts suggested by Slavin such as

a) Advanced organizers: In this concept general statements are given before instruction by the teacher that relate new information to existing knowledge to help students process new information by activating background knowledge. This technique is adopted to give the clue to the students so that students can express what they know and what they feel. Thus students start relating new information with the previous knowledge they have for that particular topic. In teaching of social science teacher needs to keep in mind the class of the students and mental level of the students, only then previous knowledge of the students can be judged. By relating general statement with previous knowledge students forms their new categories of knowledge.

b) Analogies: Teaching of history in social science is widely accepted. Teacher of social science has to encourage the students develop understanding by finding similarities and dissimilarities in the historical sites of the different era. and different rulers and their sites through which students learns differences in cultures, social status, social patterns and way of living which is quite essential in social science

c) Elaboration: Elaboration is the process of thinking about new material in a way that helps to connect it with existing knowledge. (Slavin 1994). In social science teaching elaboration requires to understand the concepts of geography, polity, civics and history in detail. In this strategy of teaching, social science students will expand their mental faculties and will try to explain the concept by citing the examples from different social phenomenon. Timely essay type questions can be given to students on socially related issues:

d) Exploration: Constructivism firmly believe in the participation of the students in the process of teaching and learning. Students participation and independent thinking of the students explore many social problems from the society as whole and also explore the ways to combat with these problems. Social science teacher has to give the chance to the students by their maximum participation in the classroom to improve the learning outcomes.

f) Inductive approach: Inductive instruction is a much more student-centered approach and makes use of a strategy known as noticing. Inductive instruction makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works(sites.educ.ualberta.ca). Social science teacher has to use this approach while teaching.

g) Come with formed Ideas: Constructivist approach of teaching in social science demands that students should not come in class with blank faces, but to have some idea about the topic already suggested by the teacher in the class. So what is most important in this approach is optimum participation of the students as much as teacher can make by various inputs and strategies of teaching.

h)Activity Based Teaching-Learning: While adopting the constructivist approach in teaching teacher creates the environment learning environment by debates, and activities for the interests and needs of learners, a certain uncertainty and collaboration to provide creative thinking are organized for the learners (Taylor, Fraser and Fisher 1997). Some specific activities that blend in quite well with constructivist theory. One of the constructivist pedagogic approach is Cooperative learning which allows students to become active in social collaborative activities. To establish group size a Social Science teacher should take into account the size of the class and the complexity of the activity that is being performed. Some cooperative learning activities are group problem solving, group inquiry, simulations, and debates. The activities encourage creativity, value, and foster higher-level thinking (Kumar & Teotia, 2017).

I) Role of teacher in constructivist approach

Doolittle and Hicks state: 'Constructivism requires that teachers become facilitators of knowledge not conduits. The teacher's role is to create experiences within which students will learn and then guide the students through those experiences; is a form of scaffolding' (Doolittle and Hicks 2001). In this way the role of teachers is just to guide the students through the specific experiences or activities. This approach helps the students to construct their own knowledge through exploration. Teachers dedication is utmost important in this approach of teaching and learning.

Methodology

For this conceptual endeavour researcher consulted previous researches on constructivist approach of learning and its effectiveness in various aspects of teaching and learning, related literature on different strategies in teaching of social science. All the related data is collected from secondary sources

Objective

The objective of this study is to reflect upon paradigms of the constructivist approach in teaching of social science. In this conceptual endeavour attempt is made to understand the significance and importance of constructivist approach in learning and learning outcomes in social science.

Related studies

Kumar, A. & Kumar, A. T. (2017) conducted a study on constructivism a dynamic approach of teaching learning social science at upper primary level. The objective of the study was to provide an intense look into constructivist theory and its need in teaching learning Social Science at upper primary level. in constructivist approach of learning learners remains active and interactive in the class more focus is laid on application based knowledge. Mishra1, R.K. reflects on Social Constructivism and

teaching of Social Science. Attempt has been to reflect on prevailing pedagogic practices of social science at school level in India. Interviews of social science teachers were taken. It has been reveled in the study that the teaching of social science is a reflection of teacher's own biases and beliefs; dominated by deficit model of thinking and learning. It was recommended that in the model of teaching-learning, knowledge should be viewed as co-constructed, negotiated and situated entity. William J. Matthews. 2003. Conducted a study entitled Constructivism in the Classroom: Epistemology, History, and Empirical Evidence. The purpose of this article was to present an overview and critique of constructivist teaching practices, followed by a brief review of evidenced-based practices in teaching.

Discussion and recommendations

According to Piaget (1973), children, as operational thinkers, progress through three stages of thinking: preoperational, concrete, and formal operational. Based on the assumed reality of these stages, constructivist teachers need to adapt their teaching style, approach, and content to the specific developmental stage of the child. Again Waite-Stupiansky (1997) states, "The context provided by social interactions among peers is a natural learning environment in which logical reasoning can develop. The feedback is usually immediate and the motivation to succeed is high". To achieve this, teachers should have a clear idea of what students have already known and understood so that they can engage students in activities that help them construct new meanings (Von Glaserfeld 1992). Moreover, the opportunities for pupils to talk about their ideas concerning particular concepts or issues are prominent in the learning process. Teachers who employ constructivist teaching try to help pupils to learn meaningfully. They should encourage pupils of school level to accept the invitation to learn and to take action on what they have learnt, and to provide them with opportunities to explore as well as to propose explanations and solutions to current issues. There are many problems in the society whether it is social problem, economic problem, religious problems and others are sorted through the education. Social science is directly deals with the social phenomenon which can be presented by the teacher in a way that the students could generate new ideas for social problems and can think critically on the problems of the country and the world. Constructivist approach in teaching and learning of Civics helps the students to critically analyze the system of government, forms of government and create an understanding of the best government works for the development of the country. A teacher can provide them the situation on the basis of their understanding regarding government and other political issues and ask them to reflect their views on that particular issue. Students should be asked for selecting any political issue and debate on that issue. Constructivism is not deals with the prescription for how to teach but to teach effectively. Students derive their own meaning and knowledge on the basis of their experience. Piaget suggested that students learn by expanding their knowledge by experiences which are generated through play and necessary for learning. Constructivist approach in teaching focuses on process of gaining knowledge.

Conclusion

On the basis of above discussion, it is evident to say that paradigms in constructivist approach can be proved fruitful when it applied in teaching of social

science. Constructivist approach of teaching is best understood by integrating their standards with the Important concepts suggested by Slavin such as. Advanced organizers, Analogies and elaboration. Along with this activity based learning Inductive approach, exploration, are best strategies for the teacher to apply constructivist approach in teaching and learning of social science. It can also be discussed here that the role of teacher in this approach means a lot as facilitator and as guide of every activity. It is most important for social science teacher to understand the previous knowledge of the learner and then integrate with new knowledge. As the sole feature of constructivism is interaction between student and teacher is concerned various strategies are introduced on the basis of the constructivist theory such as discovery learning, joyful learning, experimental learning, experiential learning.

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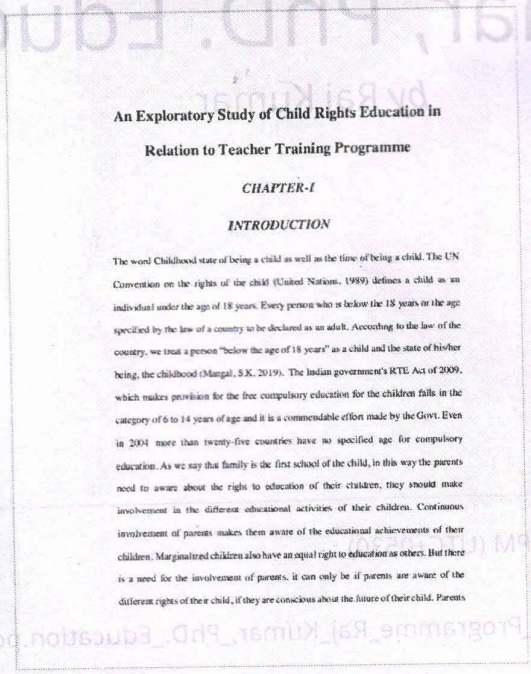

An Exploratory Study of Child Rights Education in

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CHAPTER-I

INTRODUCTION

The word Childhood state of being a child as well as the time of being a child. The UN Convention on the rights of the child (United Nations, 1989) defines a child as an individual under the age of 18 years. Every person who is below the 18 years or the age specified by the law of a country to be declared as an adult. According to the law of the country, we treat a person "below the age of 18 years" as a child and the state of his/her being, the childhood (Mangal, S.K. 2019). The Indian government's RTE Act of 2009, which makes provision for the free compulsory education for the children falls in the category of 6 to 14 years of age and it is a commendable effort made by the Govt. Even in 2004 more than twenty-five countries have no specified age for compulsory education. As we say that family is the first school of the child, in this way the parents need to aware about the right to education of their children, they should make involvement in the different educational activities of their children. Continuous involvement of parents makes them aware of the educational achievements of their children. Marginalized children also have an equal right to education as others. But there is a need for the involvement of parents, it can only be if parents are aware of the different rights of their child, if they are conscious about the future of their child. Parents

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