

CHAPTER 1
INTRODUCTION

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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 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 (Stasiulus, 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 beliefs 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 or 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 set 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.