



ABILITY TO PRESERVE RIGHTS AND OPPORTUNITIES FOR ELEMENTARY EDUCATION

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ABSTRACT

Education on the rights of children is of the utmost significance for educators, and it is essential that this topic be taken into consideration throughout both pre-service and in-service training programs. It is vital to provide training to early childhood educators, teachers, judges, attorneys, and other authorities such as child welfare officials, child and youth welfare participants, in order to ensure the protection of child rights in education and other domains. An effort was made in the current research to investigate the level of knowledge of Child Rights Education among male and female instructors of students in the classroom. Taking into consideration the purpose of the research, the hypothesis was formulated as follows: There is no discernible difference in the level of knowledge about Child Rights Education between male and female elementary school instructors. In the course of the research, a quantitative methodology was used. The research was conducted using a technique known as descriptive surveying. Pupil teachers, both male and female, from all of the constituent institutions of the National Council of Educational Research and Training (NCERT), which includes Regional Institutes of Education in Ajmer, Bhubaneswar, Bhopal, Mysore, and Shillong, made up the study's population. Data was gathered via the use of the internet. The researcher has taken into consideration the pupil-teacher as a sample for the study that comprised B.Ed., B.Sc. B.Ed., and B.A. B.Ed. pupil-teachers as participants among the participants. The method of stratified random sampling was used in order to pick the instructors of the students for this research. In order to gather data, a questionnaire that was developed by the respondents themselves and titled "Awareness of child rights education for pupil teachers" was distributed. Both the basic percentage technique and the t-test were used in the process of analyzing the data. Regarding the knowledge of Child Rights Education, the study discovered that there is no significant difference between male and female student teachers. This was the conclusion reached by the researchers.

Keywords: *Child Rights Education, Pupil- Teachers, Awareness*

INTRODUCTION

The teaching of children's rights is included in the curriculum of some of the schools that respect

children's rights. Programs of the United Nations Children's Fund (UNICEF) in the United Kingdom that protect children's rights. It is working very efficiently for the promotion of child rights in schools, as this program is "informing more than 1-5 million children about child rights and over 4500 schools that are working towards the award." It also provides various online platforms and online resources, which are provided with the assistance of professional advisors. This program promotes the interpretation of child rights throughout the entire school community.

Education on children's rights and its significance for educators

Education on children's rights is of the utmost significance for educators, and it is essential that this topic be taken into consideration throughout both pre-service and in-service training. It is vital to provide training to early childhood educators, teachers, judges, attorneys, and other authorities such as child welfare officials, child and youth welfare participants, in order to ensure the protection of child rights in education and other domains.

Promotion of the concept of change in the immediate environment for rights of all children

An investigation of the rights of children was carried out in 26 different nations, and the results showed that not a single state assures that instructors get training in this area. It was also discovered that not a single educator was familiar with the CRC. Regarding the "teaching and learning about the provisions and principles of the Convention on the Rights of the Child (CRC)," Child Rights Education is the subject matter that is being discussed.

As a result, these are to be implemented in many institutions, including the home, the school, the community, the national level, and the global level, in order to safeguard the fundamental rights of children, including those related to education. The promotion of the concept of change in the "immediate environment and the world at large to ensure the full realization of the rights of all children" is an important endeavor that is being undertaken on a worldwide scale. In light of this, it serves to further the goals and ideals that are outlined 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". In order to get a complete understanding of child rights education, we need to talk about what it entails. Embedded in the CRC requirements is a child rights approach in education, which is implemented via both a formal and informal system of instruction. It encompasses the incorporation of the concepts outlined in the CRC as well as the implementation of those principles in educational settings, such as the incorporation of these principles into the curriculum and the learning environments for students.

Additionally, it encompasses the education of professionals who are either dealing directly with children or taking into consideration the problems that are affecting children. In addition, the promotion of child rights education includes the dissemination of information on the principles of the CRC provisions to the general public as well as caregivers who are involved with children. Capacity development programs are geared on launching for teachers and other caregivers in order to facilitate the fulfillment of the requirements of the Convention on the Rights of the Child. The concept of community-based education (CRE) is not restricted to schools or other learning contexts;

yet, as a starting point, it may also contribute to bigger efforts that seek to alter education systems as a whole.”.

OBJECTIVE:

- 1- To study on promotion of the concept of change in the immediate environment for rights of all children.
- 2- To study on Educational rights of the children: Issues, challenges, and solutions

A research that was carried out by Vakkil and Reddy (2014) was titled "Competencies required for high school teachers to deal with students who have learning difficulties." Within the scope of this research, considerations were given to the abilities and capabilities that are essential for educators to possess in order to meet the requirements of students who struggle with learning. The topic of "Designing, Developing, and Implementing an Educational Program on Child Rights" was the subject of study that Goel and Desai (2010) conducted in order to investigate the issue of child rights education. The whole of the research is broken down into six distinct goals, each of which aims to create an educational curriculum that focuses on the rights of children. An investigation of the "knowledge of child rights among teachers of primary school in Jammu" was conducted by Arora and Thakur (2015) study. The goal of this endeavor was to discuss the awareness of child rights, and researchers talked with teachers of elementary schools in Jammu to get information on their expertise. An investigation titled "A Study on Child Rights Awareness among the Primary School Teachers in Tiruchirappalli District of Tamilnadu" was carried out by Sathiyaraj and Jayaraman (2013). Because instructors in schools take on the role of the kid's mother and father, it is imperative that they be informed of the rights that the child is entitled to. Johnny (2006) conducted research on the subject of child rights and termed his study "conceptualizing childhood:

Educational rights of the children: Issues, challenges, and solutions

Children's rights and youth participation in schools." These findings were published in 2006. The UN Convention on the Rights of the Child (UNCRC) article 12 and the involvement of children in schools have been the subject of some degree of consideration. Within the scope of the research, the manner in which the western conception of infancy is used to provide obstacles to involvement in the educational setting has been investigated. A research project titled "Educational rights of the children: Issues, challenges, and solutions: A journey of Independent India" was carried out by Chahal and Kumar (2017). According to the findings of this study, the researchers concentrated on the educational rights of children and addressed many features, concerns, and challenges that have arisen in India since the country's independence. An investigation titled "Awareness of child rights among the parents, school, and children in Chandigarh District with special reference to the national commission for protection of the child rights" was carried out by Bhargava and Ahmed (2015). A number of different child rights protection organizations, including the NCPCR, SCPCR, and others, are the subject of this study's reflections. An effort was made by Pourrajab et al. (2014), who carried out a research with the title "The knowledge of teachers about rights of the children to reducing child abuse in homeless students." Throughout this piece of writing, the researcher has concentrated on determining the role that teachers have in reporting and protecting child abuse in their classrooms, as well as the ways in which teachers may assist in reducing and preventing child abuse among children who are homeless.

Children are the origin of humanity and the starting point for the development of societal progress. They offer the brightest glimmer of hope for the future. Children are sometimes referred to as "the most important national assets" and are often referred to as "the greatest gift that humanity has ever received." They require compassion and the bestowal of the best care to safeguard his fragile age, and they also demand their abilities to blossom with physical, mental, moral, and spiritual excellence in order to meet their needs. The young people of a country are the nation's hope for the future, and as such, they are deserving of our compassion and the very finest medical treatment. More over one-third of the world's population is comprised of people under the age of 18, indicating that the global population is increasing younger. India has the biggest proportion of its total population that is comprised of children, as a percentage. The government of India has demonstrated a significant dedication to ensuring that children's fundamental rights are protected. There has been progress in terms of overall metrics, such as the rate of infant death being lower, the rate of child survival being higher, the literacy rate being better, and the dropout rate being lower. All of these indicate that children are surviving longer and that fewer newborns are dying. Notwithstanding this, the issue of children's rights in India continues to be stymied by the country's conflicting legal and political commitments to the well-being of children. This is just one side of the story, and the other side presents a gloomy and horrific picture of the situation that children in India find themselves in. This is just one side of the story. The years spent growing up in India might be spent in a variety of ways. This is due to a variety of circumstances, including differences in social and economic standing, physical and mental aptitude, geographical location, and other aspects of one's life. The degree of vulnerability that is present in various parts of society is determined by a number of factors, including these distinctions and others. The kid in India is vulnerable to discrimination as a result of the prevalence of these inequities in the country. As a consequence of this, each and every child in India is vulnerable to some kind of mistreatment merely by virtue of the fact that they are a child.

Children have the right to specialised care and protection from all forms of abuse and exploitation, and it is the social responsibility of the state to act in this direction in a manner that is both forceful and constructive. Children are the nation's most valuable resources, and as such, they have the right to have this right upheld. As a direct consequence of this, the Constitution of India, various legislations, national policies, and so on, on the national level, and many conventions, recommendations, declarations, and so on, on the international level, have all done their utmost to protect children in every way that is currently possible. But, in spite of the development and progress that society has made, even in the twenty-first century, the rights of children are being violated, and the plight of children has not improved. This is happening despite the fact that we are in the twenty-first century. The amount of crimes that are done against children keeps climbing more and higher with each passing day. The fact that heinous crimes against children such as rape, kidnapping, and abduction, child prostitution, exposure, and abandonment, feticide and infanticide, child labour, child trafficking, and child abuse have reached epidemic proportions in today's society demonstrates how seriously we take the welfare and safety of our young people. Other examples of heinous crimes against children include: feticide and infanticide, child prostitution, exposure, and abandonment; child prostitution; exposure

Children's right and human rights

Children have their own distinct rights as citizens. Who are entitled to enjoy the same rights as any other individual who finds themselves in the same predicament as they do. The same fundamental guarantees that underpin human rights also underpin children's rights, hence it follows that children's rights are human rights. The rights of children should always be protected as a matter of course. The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that is legally binding and describes the civil, political, economic, social, and cultural rights of every child. The convention was adopted by the United Nations in 1989. The United Nations is responsible for the creation of the convention. The Constitution of India has a number of legislative provisions, laws, and government plans and programmes that are helpful for the protection and wellbeing of children in India. They can be found in a variety of different places. Despite the many remarkable achievements that have been documented over the course of the past several years, there is still a large number of children who have a long way to go before they can realise their rights to survival, protection, and growth. This is the case despite the numerous remarkable successes that have been documented. Poverty, hunger, lack of access to sufficient health care, trafficking, physical and sexual harassment, and other challenges similar to these continue to be obstacles to the rights of children in many parts of India and the rest of the world. This investigation's objective is to ascertain the extent of students' familiarity with gang culture at the point in their academic careers when they are very close to completing a programme that lasts for two years. The researcher suggests that a concentrated effort be made to educate adults who are studying in academia about the rights of children utilising a range of different teaching methods.

Ability to preserve rights and opportunities for elementary education

Children have the right to grow up with the ability to preserve their unique identities into maturity. They are the embodiment of the human race's continued existence. The formative years of every person's life need to be marked by happiness and a genuine fondness for their fellow humans. On the other hand, the picture we get of a happy childhood when we look back through the lens of adulthood is quite different. Children in India and other areas of the world are forced to face the harsh realities of life on a daily basis, which can involve acts of violence, poverty, abuse, exploitation, injustice, crime, and discrimination. In India, this problem is especially prevalent. They suffer from severe hunger, homelessness, a high birth death rate, inadequate health and life care, and little opportunities for elementary education. Moreover, the rate of infant mortality is extremely high. They were also forced to live in insecurity and work in hostile surroundings against their will. When we talk about doing what's "right" for a child, we're referring to meeting their most fundamental needs. Children's rights are a subset of human rights that focus primarily on the rights of children to be afforded the additional protection and care to which they are legally entitled to receive. These rights are sometimes referred to as the "rights of the child." The rights of children are a subset of universal human rights that apply to all individuals who have not yet reached the age of 18. These rights were established to ensure that children have a safe and healthy environment in which to develop and grow.

In accordance with the United Nations Convention on the Rights of the Child, which was passed in (UNCRC 1989). Child rights are the minimal entitlements and freedoms that should be granted to all persons under the age of 18 regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status, or aptitude. These rights should be granted regardless of any of these

factors: race, colour, gender, language, religion, opinions, origins, wealth, birth status, or aptitude. Due to the fact that child rights are universal, they are applicable to all people in all places. Children's rights include equal protection of the child's civil rights as well as freedom from discrimination based on the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, colour, ethnicity, or any other characteristic. In addition, children have the right not to be treated differently because of any of these characteristics. In addition to this, children had the right to maintain a human identity and to have their fundamental requirements met. They could also maintain a relationship with both of their parents. These rights included the right to physical protection, the right to food, the right to universal education and health care, and the right to criminal laws that were appropriate for the child's age and stage of development. According to the United Nations, these rights are interconnected and indivisible, which means that the satisfaction of one right cannot be achieved at the expense of another right. The goal of the United Nations Convention on the Rights of the Child is to define the fundamental civil liberties that all individuals, including children, are entitled to have. This includes the rights to privacy, education, health care, and employment. The idea of children's rights can be construed in a number of different ways, including the granting of children the capacity to take independent action and the mandating of children's protection from abuse on all fronts. Both of these interpretations are included in the concept of children's rights (physically, intellectually, and emotionally).

The four broad classifications of these rights are:-

1. **The Duty to Maintain One's Own Life** The right of children to survive begins before they are born and continues throughout their entire lives. Children have the right to survive. According to the laws of the Indian government, a child's life is not deemed to have formally started until twenty weeks have passed since the moment of conception. Therefore, the right to survive encompasses other fundamental human rights, such as the right to be born, the right to a certain minimal level of food, housing, and clothes, and the right to live with dignity. Moreover, the right to survive encompasses other fundamental human rights, such as the right to live.
2. **The Right to Have Oneself Protected:** A kid has the right to be shielded from being exploited, neglected, or mistreated in any setting, including the one in which they are raised at home as well as any other one.
3. **The Right to Take Part in the Process:** A kid has the legal right to be heard and considered in any decision-making process that might in any way, shape, or form influence them, whether directly or indirectly. There are a variety of participation levels that can be chosen from, based on the age of the child as well as their current level of development.
4. Children have the right to grow in all aspects, including emotionally, cognitively, and physically. This right extends to them throughout their lives. The right to development is the name given to this particular right. The correct care and love from a support system are essential to the emotional development of a person, while education and learning are necessary for the development of a person's cerebral capacity, and recreation, play, and adequate nutrition are important for the development of a person's physical capacity. These four domains include not just a child's civil rights, but also their political rights, social rights,

economic rights, and cultural rights.

Right To Protection Forms Of Exploitation, Abuse, Inhuman Or Degrading Treatment

One of the most important rights that belong to a child is the right to be shielded from any kind of danger. The right to protection includes the freedom to live without fear of being subjected to any type of exploitation, abuse, cruel or degrading treatment, or neglect. In addition, the right to protection encompasses the right to exceptional protection at times of crisis and armed conflicts if there is disagreement. Every single child has the right to have their wellbeing protected. This does not only include children who are in different circumstances and those who have been subjected to violence, abuse, or exploitation; rather, it also includes children who are not in any of these adverse situations but who nonetheless need to be protected in order to ensure that they remain within the social security and protection net. Those who are not in any of these adverse situations include children who are still included in this category. When we talk about "child protection," we're referring to the process of shielding young people from any kind of danger, whether it's perceived or actual, that could affect their lives, their identities, or their childhoods. It is about making children less prone to being hurt in any form, and in situations where they could be hurt, whether it be physically or emotionally. The right of children to be protected is integrally connected to each and every one of the other rights that children have. The inability to protect the children's right to be safe has a severe influence not only on the child's ability to exercise their other rights, but also on the child's ability to grow into their maximum potential as an individual. Protecting children requires taking measures to ensure that their individual rights are respected at all times. In addition to this, it ought to discuss children's capabilities for independent living and self-defense, in addition to the roles and responsibilities of the family, the school, the community, society, and the state. The goal of the researchers who are responsible for conducting this study is to ascertain the role that schools play in the protection of the rights of children.

CONCLUSION

For the purpose of this conversation, the awareness level of each and every male and female student teacher was taken into consideration. According to the report, around 43 percent of males and 42 percent of females had received education on child rights. Only one percent of those who participated in the survey were found to have an exceedingly poor level of knowledge about the teaching of children's rights. According to the findings of a research that was carried out by Sathiyaraj A. and Jayaraman (2013) and titled "A Study on Child Rights Awareness among the Primary School Teachers," it was found that just 27 percent of instructors had a high degree of understanding on the rights of children. It was shown that just 4% of male and female student instructors fit into the group of having a very high knowledge of child rights education. However, the data presented in this article contradict the findings that were discovered in the previous aforementioned paper. The findings of a research conducted by Bhargava, M. and Ahmed Taffique (2015) indicate that a significant number of educational institutions are not aware of the norms, standards, and legislation that pertain to the protection of child rights. In light of the fact that it was discovered in the current endeavor that the majority of respondents fell into the category of average in their awareness towards child rights education, then it is possible to compare the findings of the research. Approximately 43 percent of the male respondents and 42 percent of the female respondents met this criteria. On the basis of the statistics, it is possible to arrive at the conclusion

that the degree of awareness among male and female instructors of students is rather low, coming in at about 4-43 percent. Through the implementation of child rights education activities and practices, it is of the utmost importance to significantly raise the level of awareness among both male and female instructors of students. According to Ragnhild (2012), it is the responsibility of all parties involved to safeguard the rights of children. There are many different stakeholders.

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