



INTER UNIVERSITY CENTRE FOR TEACHER EDUCATION

Regional Institute of Education, Mysuru -570006.
(National Council of Educational Research & Training, New Delhi)



**WORKSHOP TO EDIT THE HANDBOOK ON CHILD RIGHTS AND
CLASSROOM MANAGEMENT FOR SENSITISING SECONDARY TEACHER
EDUCATORS UNDER UNIVERSITIES.**

Conducted on: 3rd and 4th march, 2020



Programme Coordinator

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REPORT

Title of the programme.: Workshop for editing the hand book on child rights and classroom management for sensitising the secondary Teacher Educators under universities and colleges of education on Child rights and classroom management

Workshop: The main objective of editing the handbook was achieved by organising a two day workshop on 3rd & 4th March. 2020 at IUCTE, RIE, Mysore.

The specific objectives of this workshop are stated as follows.

The workshop was envisioned with the following activities.

- To have discussions on the main theme and concept behind the evolving of this handbook.
- To have a recheck on the UNCRC and various articles under it and also on the area of children with special needs.
- To elaborate and discuss the draft materials of different chapters of the hand book.
- Group work for discussion and editing and to incorporate classroom activities in the draft chapter.

Outcome of the workshop:

A final draft material of the proposed handbook could be made ready.

Proceedings

The programme started at 9am on 6th of January with registration of the experts. The centre Director, IUCTE interacted with the experts of the programme .He gave directions by fixing the priority for editing. And elaborated on the importance of addressing the felt need in the field of teacher education and usability of the handbook. He elaborated on the ensuing training to be given to the teacher educators in the area of child rights. Dr. K K Chandini, the coordinator of the programme spoke about the importance of this book in the field of secondary teacher Education. She gave a brief note of the work so far initiated and various materials selected to be included as draft, after modification.

- Presentation on the expected outcome of the workshop
- Presentation and discussion on the draft outline –
- Chapter wise Team work on writing and editing chosen material.
- Presentation and discussion on the draft
- Teamwork on modification and writing of chapters
- **Chapters:** 1. History of child rights 2. UNCRC 1989 3. Best interest of the child 4. Provision 5. Protection 6. Participation 7. Juvenile Justice Rights 8. Community and parental awareness 9. Rights of CWSN 10. Child friendly schools

Each chapter was revisited to have a close look into the details. The following criteria were taken into consideration, for editing the chapters.

- Whether the handbook has taken into consideration the target group to which this would be addressed to.
- Whether a universal stand on the topic has been highlighted?
- Whether the required articles of the UNCRC, incorporated accordingly?
- Whether the needs of the children with special needs addressed?
- Whether classroom activities are incorporated judiciously?
- Appropriate pictures selected without any copyright issues.
- Importance to be given for the language elements and regarding the relevance of using a lucid style.

Chapter 1: History of Child Rights...The backdrop

- The world scenario of the plight of the children
- The United nations and child rights
- Child Rights in India
- Child Rights in Global perspective
- Different International Instruments on Child Rights

Chapter 2: UN CRC 1989

General Introduction to UN CRC

- The United nations convention on child rights
- Different initiatives under United nations

Chapter 3: Best Interests of the Child

Definition of the term 'child'

- The concepts as the cornerstone of Child Rights
- The RTE act and its implications
- Provisions in the New Education Policy 2019

Chapter 4: Provision

The main aspects of provision like food, love, education, health care, non-discrimination and right to grow up in a family environment

- The various measures taken by our country in this regard

Chapter 5: Protection

Protection in the family

- Societal awareness and provisions for protection
- Protection from all types of violence
- Protection from sexual exploitation
- Protection from child labour
- Exploitation of gifted children
- Exploitation by media
- Exploitation in research and experimentation
- Relevance of counselling centres in schools

Chapter 6: Participation

Child's role in the family for decision making

- Feeling of belongingness
- Respect for the views of the child
- Freedom of expression
- Access to appropriate information
- Democratic training in schools through school parliament

Chapter 7: Rights of Juvenile delinquents

- Defining JD
- Legislations on JD
- Dealing with JD in school

Chapter 8. Community and parental awareness

Sensitization of stakeholders

- Parents
- Teachers ,Teacher educators and policy makers
- Local self-government

Chapter 9: Rights of special children

Diversities in children, nature and needs of special children

- Relevance of rights to CWSN
- International initiatives for rights of CWSN
- National measures ensuring rights of CWSN
- Classroom implications of rights of CWSN

Chapter 10: Child friendly Schools

Concept of a Child friendly school

- Implementing Child Rights and Democracy in our classes
- Teachers' role in child friendly classes.

Accordingly each chapter was analysed first individually and then in groups.



As per the schedule, detailed discussions based on each chapter were conducted.

There were interactive sessions after each presentation. After the presentations and discussions were made, it was initiated to find out classroom activities to be included in the handbook.

List of experts of the programme on 5th & 6th January 2020.

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A sample of one chapter (draft) evolved finally as the product of the editing Workshop is enclosed.

CHAPTER 4

RIGHT TO PROVISION

After going through this section Teacher Educator will be able to

- Make the secondary teachers aware of the Right to Provisions as envisaged in UN CRC.
- identify the classroom implications of Provision Rights
- Empower the teachers to acquire skills for handling issues related to Provision Rights.
- acquire skills for mobilising community support in order to ensure Provisions rights at different le

1. INTRODUCTION

The UN Convention on the Rights of the Child (CRC) recognizes children as rights holder and provides them with individual rights. We may read the Convention as a suggested "contract" between the child and adult generations, as a desired model where children have access to resources, they are protected and they are allowed to participate. The contract is built upon the three hard P's; provision, protection and participation, However, children's rights are indivisible and holistic and should not be seen separately or in isolation from each other.



These three P's are, actually, universal elements of the organisation of childhood in any society and at any time. Only the social forms of our giving effect to these three P's may vary according to time and place.

Children are always nourished, educated and protected to some degree, and they have participated according to the allowances of a particular generational model. The Convention could be seen as an attempt to make these aspects of the generational model explicit.

Provision refers to sharing and distribution; it includes the right to possess, receive or have access to certain resources and services. The Convention stresses that state parties shall undertake measures for children "to the maximum extent of their available resources". It suggests that children should get a lot and the best. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

2. CONTENT

This chapter provides the reader with a legal understanding of children's right to Provision and the obligations of states parties in implementing this right in practice. The following articles deal with a brief understanding of the provision rights of children.

Article 3: Best interest of the child: In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. The best interests of the child must be a top priority in all decisions and actions that affect children. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform to the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 12: Respect for the views of the child: Every child has the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



Article 13: Right to freedom of expression: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice as long as it is within the law.

Article 15: Right to freedom of association and peaceful assembly: The child has the right to freedom of association and to freedom of peaceful assembly. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order, the protection of public health or morals or the protection of the rights and freedoms of others.

Article 17: Child's access to appropriate information: The child has the right to access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

The appropriate governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23: Rights of children with disabilities: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments should provide special care and support to disabled children and their families. It should also be ensured that the disabled child has effective access to and receives education, training, health care services, rehabilitation services,



preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

Article 24: Child's right to health and health services: The child has the right to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 25: Review of treatment in care: If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

Article 26: Social Security: Every child has the right to benefit from social security including social insurance, financial support and other benefits, to families in need of assistance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

Article 27: Adequate standard of living: Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 28: Right to education: Every child has the right to an education. Primary education must be free and compulsory and different forms of secondary education including general and vocational means and make educational and vocational information and guidance available and accessible to all children education must be available to every child. Discipline in schools must respect children's

Dignity and their rights. Make higher education accessible to all on the basis of capacity by every appropriate.



Article 29: Goals of education: Education must develop every child's personality, talents and mental and physical abilities to their fullest potential. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Children of minorities or of indigenous people: A child belonging to ethnic, religious or linguistic minorities or persons of indigenous origin shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.



Article 31: Child's right to leisure, play and culture: Government shall recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child.

Government shall also respect, and promote the right of the child to participate freely in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

The above Articles ensure the following aspects related with Provision rights.

- Right to life and optimum survival and development
- Right to best possible health and access to healthcare
- Right to education on the basis of equality of opportunity and aimed at promoting the child's personality, talents and mental and physical abilities to their fullest potential.
- Right to play, recreation, rest and leisure
- Right to family life unless not in the child's best interest
- Obligation to support families to enable them to care for their children
- Right to alternative care or adoption when families cannot care for the child
- Right to an adequate standard of living for proper development
- Right to benefit from social security
- Respect for rights and responsibilities of parents
- Access to rehabilitative care following neglect, exploitation or abuse

Provision Rights of children in schools

Children should feel more comfortable in schools, and they will consistently have their needs met, so that children will gain the opportunity to experience true, authentic learning with joy.

All children have the rights to the following in schools.

- Learn to take care of personal needs
- Learn to process emotions through play
- Availability of sports and recreation facilities
- Make mistakes and not to be judged or shamed
- Not to be judged for being different
- Not to be compared with peers, instead, acknowledge as an individual student with individual talents, opinions and characteristics.
- Timely access to learning materials and other resources in school
- Access to periodic health check-up and medical care
- Have drinking water available
- Provision for nutritious food
- Special care and support to the disabled and disadvantaged children
- Go to the toilet when needed
- Sanitation facilities for boys and girls and water supply to ensure basic hygiene
- Right to adequate infrastructure; there should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and resilient to natural risks and disasters.
- Right to quality trained teachers; schools should have a sufficient number of quality trained teachers of whom a good proportion are female.
- Right to relevant education: the curriculum should not discriminate and should be relevant to the social, cultural, environmental, economic and linguistic context of learners.
- Right to know their rights; schools should teach human rights education and children's rights in particular.
- Right to transparent and accountable schools; schools need to have transparent and effective monitoring systems.
- Right to quality learning; girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential.

3. ROLE OF TEACHERS/CLASSROOM IMPLICATION

What can teachers do?

Teacher's duty to protect children does not come to an end once they are out of the school premises.

The life of a child who is out of the school system can be changed with teacher's positive intervention. So teachers just have to prepare themselves for it and know more about their problems as well as what they can do to help. Once teachers are mentally prepared and equipped to tackle the problem they will be able to do many things.



- Make children feel it is worthwhile attending the class
- Be open to learning
- Avoid one-way communication and give opportunities to children to come up with their doubts and queries.
- Create a relationship where children can express their views, concerns, fear etc. True to engage with children in informal discussions.
- Organise periodic meeting of children with school authorities to discuss their problems.
- Say 'NO' to discrimination. Take active steps to reach out to children from discriminated or disadvantaged groups.
- Teach children about their rights. People who know their rights are better able to claim them. When you guide children toward understanding their rights, it's important that you help build and maintain respect for their parents.
- Develop rights-based learning and assessment. Ensure that children's right to express their views is granted and that their views are given due weight. Provide adequate teaching and learning materials.
- Encourage School Management Committees (SMCs) and Parent Teacher Associations (PTAs) to join together to lobby local government to use locally available funds to improve school infrastructures.
- Make school fully accessible to disabled students, addressing not just physical access but all relevant support measures.
- Prepare new teaching-learning materials that ensure education is more relevant are developed in collaboration with local communities and used in schools.

- Ensure children are able to learn about tolerance and democracy in a tolerant and democratic environment and understand their rights and how to claim them.
- Actively involve children in developing, monitoring and reviewing School Improvement and School Development Plans and that these include specific activities aimed at improving child participation in school.
- Analyse evidence on learning outcomes in relation to key indicators such as class size, the level of accountability of the school and the level and type of training teachers have received.

4. CONCLUSION

Children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The right to survival and development (provision rights) underscores the vital importance of ensuring access to resources and to basic services and to equity of opportunity for children to achieve their full development.

5. ACTIVITIES

- a. Develop a checklist on provision rights (resources and services) of children in schools.
Find out the status of your school/ other school in provision aspects by using the checklist.
- b. Promoting Rights in schools: score card for an initial overview of major provision rights.

<p>10 core rights ↓</p>	<p>score →</p>			
<p>1 Right to free & compulsory education There should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.</p>				
<p>2 Right to non-discrimination Schools must not make any distinction in provision based on sex, race, caste, language, religion, political opinion, social class or family, ability or any other basis.</p>				
<p>3 Right to adequate infrastructure There should be an appropriate structure of classrooms, corridors, playgrounds and other facilities. There should be no overcrowding and the buildings should be suitable to natural light and ventilation.</p>				
<p>4 Right to quality trained teachers Schools should have a sufficient number of trained teachers. The quality of teachers should be maintained through continuous professional development and training.</p>				
<p>5 Right to a safe & non-violent environment Schools should be safe and secure and free from violence, harassment, and other forms of abuse. There should be a safe and secure environment for all children.</p>				
<p>6 Right to relevant education The curriculum should be relevant and should be relevant to the social, cultural, economic, economic context and language of learners.</p>				
<p>7 Right to know your rights Schools should teach children their rights and children's rights in a simple, understandable and age-appropriate and accessible information in a clear and repetitive manner.</p>				
<p>8 Right to participate Children and young people have the right to participate in decision-making processes in school. There should be a safe and secure environment for their participation in school.</p>				
<p>9 Right to transparent & accountable schools Schools should be transparent and accountable to the community and the government. There should be a clear and accessible system of accountability.</p>				
<p>10 Right to quality learning There should be a quality learning environment that is safe, secure and free from violence, harassment and other forms of abuse. There should be a safe and secure environment for all children.</p>				

6. REFERENCES

1. UNICEF, Implementation Handbook for the Convention on the Rights of the Child-(2007), Fully revised third edition.
2. Promoting Rights in schools – An Implementation Guide (2015), compiled and drafted by Asmara Figure, an external consultant, under the coordination of Victorine Kemonou Djitrinou, Cambodia.