

**REPORT OF THE SECOND WORKSHOP FOR DEVELOPING A HANDBOOK ON  
CHILD RIGHTS AND CLASSROOM MANAGEMENT FOR SENSITISING  
SECONDARY TEACHER EDUCATORS UNDER UNIVERSITIES.**

*Conducted on: 6th and 7th January 2020*



*Programme Coordinator*  
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January 2020

**REPORT**

## **Introduction**

The Inter University Centre for Teacher Education, (IUCTE), attached to the Regional Institute of Education (NCERT), Mysore, aims to strengthen the knowledge base of Teacher Education by facilitating professional development, networking, new knowledge creation and empowerment of teachers of academic Institutions and central and state universities . The centre has been taking up various activities mainly in the field of materials production catering to the needs in the field of teacher education. An earnest effort is being taken to develop a handbook on child rights and classroom management in the context of changing the definition of a child up to eighteen years.

### **Need and importance. :**

In 1989, something incredible happened. Against the backdrop of a changing world order, world leaders came together and made a historic commitment to the world's children. They made a promise to every child to protect and fulfil their rights, by adopting an international legal framework – the United Nations Convention on the Rights of the Child. The **United Nations Convention on the Rights of the Child** (commonly abbreviated as the CRC or UNCRC) is a **human rights treaty** which sets out the civil, political, economic, social, health and cultural rights of children. The Convention defines a child as any human being under the age of eighteen, unless the **age of majority** is attained earlier under national legislation. India ratified UNCRC on 11 December 1992, agreeing in principle all articles except with certain reservations on issues relating to child labour. The Convention went on to become the most widely ratified human rights treaty in history and has helped transform children's lives.

### **Childhood today: new threats, new opportunities.**

The global changes, like the rise of digital technology, environmental change, prolonged conflict and mass migration are completely changing childhood. Today's children face new threats to their rights, but they also have new opportunities to realize their rights. It is up to today's generation to demand that world leaders from government, business and communities end child rights violations now, once and for all. They must commit to action to make sure every child has every right.

**The Indian Context:** The Government of India ratified UN\_CRC in the year 1992 and there after brought about various measures in Indian contexts to protect the child The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009.It describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution .

According to the RTE act, children from the age group of six to fourteen are covered and given benefits accordingly. According to UN -CRC,the new Draft National Policy on Education, extends the age level up to eighteen years, to define a child. This is according to the international directions and in this context, the children under the age group of eighteen are to be the concern of secondary teacher education sector and the Teacher educators need to be sensitised and may be given advocacy programmes in this regard. Hence the proposed handbook will cater to this need and continue to extend its influence to the secondary teacher education sector.

**Title of the programme:**‘Sensitising the faculty of secondary Teacher Education institutes under universities on Child rights and classroom management .(Phase II)

**Workshop :** The above objectives were achieved by organising a two day consultative workshop on on 6th & 7th January. 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 brainstorming sessions on various happenings in our country and abroad related to children .(for conceptualisation of the theme.)
- To have a presentation 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 presentation of the draft chapters.

**Planning for the workshop**

The pre workshop preparations were made well in advance .Related documents were collected from the internet and document analysis was done systematically. The experts who were invited for the programmes were contacted and reference materials were sent through e mail. There were in house meetings for planning the workshop and the duties were distributed to the faculty and non faculty members.

### **Outcome of the workshop :**

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

### **Day wise proceedings of the workshop.**

#### **Day.1**



The programme started at 9am on 6th of January with registration of the experts. The inaugural session began at 10 am with a prayer .The centre Director , IUCTE inaugurated the programme .



Prof. M S Talawar welcomed the members. He appraised the members present on the upcoming training/workshop events of the center in the next few months. He spoke about the neglect and torture faced by the children in recent times. He added that in the context of implementing the New Education Policy,2019,it is highly feasible to address the secondary teacher educators. He also thanked the members for making it convenient to attend the workshop.

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.

#### 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
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#### 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.

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

**Venue : IUCTE, Hall.**

**SCHEDULE : DATES: 6<sup>th</sup> to 7<sup>th</sup> january2020**

## PROGRAMME SCHEDULE

DAY & DATE	SESSION - 1	Tea Break	SESSION -2	Lunch Break	SESSION - 3	Tea Break	SESSION-4
<p style="text-align: center;"><b>DAY I</b> - <b>6<sup>th</sup></b> <b>January</b> <b>2020</b></p>	<p style="text-align: center;"><b>09.30 - 10.00 AM</b> <b>REGISTRATION</b> *****</p> <p style="text-align: center;"><b>10.00 - 10.45</b> <b>INAUGURATION</b> *****</p> <p style="text-align: center;"><b>10.45 to 11.15 AM</b></p> <p style="text-align: center;">Finding out suitable activities to be incorporated in the book</p>	<p>11.15 - 11.30</p>	<p style="text-align: center;"><b>11.30 - 12.30</b> Chapter 1 presentation and discussions</p> <p style="text-align: center;"><b>12.30 - 01.30</b> Chapter 2.3 presentation and discussions</p>	<p>1. 30 - 2. 30</p>	<p style="text-align: center;"><b>2.30 - 03.30</b> <b>UN-CRC</b></p> <p style="text-align: center;"><b>Provision, Protection, Participation</b> <b>CRC in Indian Context..in</b> <b>itiations so far.</b></p> <p style="text-align: center;"><b>Chapter4,5,6</b> <b>presentations and discussios</b></p> <p style="text-align: center;"><b>UN--CRC</b></p>	<p>4.30 - 4.45</p>	<p style="text-align: center;"><b>04.45 - 05:30</b> <b>Group discussion and team writing</b></p>
<p style="text-align: center;"><b>DAY II</b> - <b>7<sup>th</sup></b> <b>january</b> <b>2020</b></p>	<p style="text-align: center;"><b>09.30 - 11.30</b></p> <p style="text-align: center;">Group discussion and betterment after presentation</p>	<p>11.15 - 11.30</p>	<p style="text-align: center;"><b>11.30 - 12.30</b> <b>Presentation and Group discussion</b></p> <p style="text-align: center;"><b>12.30 - 01.30</b> <b>Team work on chosen topics</b></p>	<p>1. 30 - 2. 30</p>	<p style="text-align: center;"><b>2.30 - 03.30</b> <b>Presentation and Group discussion</b></p> <p style="text-align: center;"><b>3.30 - 04.30</b> <b>Team work on chosen topics</b></p>	<p>4.30 - 4.45</p>	<p style="text-align: center;"><b>04.45 - 05:30</b> <b>Presentation and discussion</b> <b>And the way forward.</b> *****</p> <p style="text-align: center;"><b>VALEDICTORY</b> *****</p>





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.



## Day2

The second day session began with a discussion on each of the areas included as draft for the book..



The experts gathered themselves in groups of three and had ingroup discussions related to the topic assigned to each group. The discussions and presentations continued as per schedule

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## Appendices

1. The materials on child rights and classroom management.
2. List of experts in the workshop.

### **List of experts and participants of the programme on 5<sup>th</sup> & 6<sup>th</sup> January 2020.**

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### **Name and designation of the program coordinator**

#### **Dr. K. K. Chandini**

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#### **(a) Name(s) and designation of the Associated Faculty**

##### **1. Prof. M. S. Talawar**

Centre Director, IUCTE,  
Regional Institute of Education  
Mysore.

##### **2. Prof. V. D. Bhat**

Professor, IUCTE  
Regional Institute of Education  
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##### **3. Dr. Prasanna Kumar**

Associate Professor in Science Education,  
IUCTE, Regional Institute of Education,  
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##### **4. Dr. A.Divyapriya**

Associate Professor in Mathematics Education,  
IUCTE, Regional Institute of Education,  
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##### **5. Mr. Shravan Kumar Pendyala**

Assistant Professor in Art Education,

**6. Mr.Prasanna Kumar T. K.**

Assistant Professor in Physical Education  
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**7. Dr.Suneetha C.N**

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