



Status and Co-scholastic Activities of Elementary School Education Status and Implementation of child Rights in the Curriculum in Gujarat

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Abstract:

NCERT, New Delhi has presented National Curriculum Frame work (NCF-2005) and recommended common core components for the school curriculum throughout the country. In Gujarat GCERT follow NCF-2005 and taken result oriented steps for curriculum reformation and renewal process at elementary level. The subject of social science is one of them. The curriculum reformation process was done by GCERT. SRGs, educationists, BRCs, CRCs, coordinators, Teachers, GCERT personal and text book boards are done the key role in this process. They had suggested including Child Rights and Human Rights in text book of social science at elementary level, to make aware the children, teachers and society. A tale conference was also arranged by GCERT for all related persons. All this rights are included in textbook and co-scholastic activity. Activities like women's day, cultural programme ma-betty sammelan, BAL ramtotsav, maths-science day exhibition are the main co-curricular activities for the overall development of the child. A series of workshop are held for the text book writers and reviewers to prepare the curriculum and syllabus. An intensive teachers training was also given by the department of education and GCERT.

Keywords: Child rights, Co-scholastic activities, Curriculum, E.S.E., GCERT, NCERT

1. Background

Constitution of India reflects- "We, the people of India having solemnly resolved to constitute India into a sovereign socialist secular democratic republic and to secure to its entire citizen.

Justice , social , economical and political , liberty of thought, expression, belief , faith and worship, equality of status and of opportunity , and to promote among them all, fraternity assuring the dignity of the individual and the unity and integrity of the nation.

National council of educational research and Training (NCERT), New Delhi has presented National Curriculum framework (NCF) – 2005 and recommended a common core components for the school curriculum throughout the country. NCF-2005 and is based on national policy on education (NPE-1986) and a report of 'Learning without Burden' 1993 prepared by the committee under the chairmanship of Prof. Yashpal.

Education secretary of ministry of human resource and development (MHRD), New Delhi. Rightly said that "The NCF-2005 should always be in harmony with the idea of India as enshrined in its constitution. To follow and implement the components and recommendations suggested in NCF-2005, Gujarat council of educational Research and Training (GCERT), Gandhinagar, Gujarat has taken results oriented steps, for curriculum reformation and renewal

process at elementary level. The subject of social science is one of the key persons and project fellows of this process.

2. Objectives

The main objectives of curriculum reformation and renewal process of elementary level in Gujarat, with a special reference to “**Human Right**” are as under.

1. To make the students and teachers aware about the child right, human right, communal harmony and peace education.
2. To develop a common understanding in the society about the right based approach (RBA), with a focus on child rights.
3. To create a platform for the children’s participation within and outside the school.
4. To motivate the teachers to organize Co- scholastic activities in the school for promoting child rights and Human Rights.

3. Procedure

- The curriculum reformation process was done by GCERT. A state resource group (SRG). Pedagogy was formulated by GCERT. The members of this SRC are Teachers, eminent educationists, block and cluster resource co-ordinators, lecturers, GCERT personnel and textbook boards. They had suggested including child rights and human rights in the text book of social science at elementary level, to make aware the children, teachers and society. They had discussed about human rights and child rights and included the chapters of it’s in the text book of social science. The main theme of the child rights are: As we all know that child rights is not a new concept very few people are aware about its existence and as a result their implementation is poor. The constitution of India took care of the well being of children way back in 1950 through its Articles 24,39 and 45 which deal with child labour, child abuse and child education. The national policy for children formulated by the Government of India (GOI) in 1974 described children as a “Supremely important asset.” The United Nations (UN) announced the convention on the Rights of the child (CRC) in 1989, which was ratified by India in 1992. This shows the commitment of the Indian Government to improve the status of children, Some of the recent efforts are:
- The GOI Ministry of human resource development (HRD) Development of Women and Child Development (DWCD) announced the national charter for children in February 2004 and the commission for the protection of the child right bill was introduced in the monsoon session of parliament 2005. In August 2005, the national plan of action for children (NPAC) was launched by DWCD. Ministry of HRD at New Delhi. The Gujarat State plan of Action for Children is ready and is about to be launched soon. Despite all these efforts the current data about status of children in India indicates a huge gap between Policies and Practice. A large numbers of children are still under privileged and unreached. We see children loitering or begging on the roads, not attending school and not having access to basic health care. We also read reports of children engaged in hazardous work. Almost every day we also read reports of minor girls being raped or abused.

4. Children’s Rights NCF-2005

Those rights of the children, which are incorporated in the document of NCF-2005, Published by NCERT and New Delhi in December 2005, are the main themes or the components of the curriculum and pedagogy, for the subject of social science. India has signed the convention on the Right of the child (CRC). There most important principles of this convention are the rights to Participation. Right to association or the Right to organization and Right to information. These are essential rights if children and youth are to realise all their other rights. CRC does not

concern itself only with the protection of children and delivery or provision of services and programmes, but also ensures that children have the right to determine the quality and nature of these services and of upholding and preserving the best interests of children.

Although CRC guarantees children the right to express their views freely in all matters affecting them, and to exercise freedom of expression, children are frequently denied the opportunity to participate in decision making process and activities that effect their lives and futures. The right to participation also depends on the realisation of other primary rights such as access to information, the freedom of association, and the right to formulate opinions free from influence and coercion. The principle of participation should be integrated into all areas of concern for children.

In reality social, political and economic structures are still very much hierarchical, children and youth are the most marginalised sections of society, and their effective participation depends largely on the extent to which they are given the opportunity to organise themselves. Coming together gives them visibility, strength and a collective voice. The participation of individual 'HAND PICKED' children or youth is fraught with discrimination, and is ineffective because such 'representatives' represent no one but themselves, it excludes the less vocal and less visible, and it gives more room for manipulation.

5. Tool and methodology

Four main groups of child rights are as under.

1. Right to birth, right to life and survival.
2. Right to development (Physically, mentally, emotionally, intellectually, socially and morally).
3. Right to education.
4. Right to protection and right to participation.

All these child rights are the content area of the text books at elementary level. Other than that the co-scholastic activities which are celebrated in the school are celebration of world women day, MA-BETI sammelan, 'Beti Bachavo Andolan' etc. Balmela (Activity Mela), Bal Ramtotssav (children sports events), maths science exhibition etc. Are the main co-curricular activities for the overall development of the children's? A teleconference was also arranged by GCERT for all the teacher and teacher educators of the state on the subject of human rights, child rights and civilization. Child labour, child abuse, child trafficking and child exploitation, all these burning issues were covered under this distance education programme.

During these tale conference a feedback forms of the programme were filled up the teachers. So the tool of this research is feedback form and the methodology of the research is educational survey type qualitative research. Other then that the researchers have observed a lot, about integrating the issue of child rights and human rights during textbook writing and review workshop. So participatory observation is also one of the research methods of this research.

An article on 'Child Right' and 'Human Rights' was also published by researcher in the educational journal of GCERT, Department of Education, Gujarat and sent to all the school teachers of the state free of cost. During the training programme of the teachers a separate session was held on the subject of 'Child Rights' and 'Human Rights.'

6. Content area

The content area of this article are Human Rights, Right of equality, Right of freedom, Right against exploitation, Right to religious freedom and Cultural and educational Rights.

6.1 Some of the major learning from the tale conference regarding child rights

- Children's are citizens right from their birth and have rights and responsibilities. They should have the freedom to express themselves freely. Adults need to listen to children trust them and take their views in to account.
- Participation is a human right. There are various steps to reach child initiated. Participation where adults are consulted. The level of participation depends on the individual capacities, attitudes and relationship of adults with children and the context.
- Children cannot be given unreasonable responsibilities in the name of participation and ownership. They need to be protected and empowered to take independent decisions according to their evolving capacities.
- Children can participate from a very young age within families and schools provided adults are ready to give them an opportunity to express themselves and listen to them .The relationship between community and schools needs to be strengthened.
- Adults especially parents and teachers have a major role in enhancing children's participation. They should act as facilitators and partners in children's development. They first need to examine themselves critically and redefine their roles.
- When children are exposed to their rights, they should also be exposed to their responsibilities as rights without responsibilities are meaningless.

7. Findings

- The teachers become aware about child Rights and human Rights.
- A common understanding was developed among the students about their duties and rights.
- Education for peace and inter community understanding was happen through the text book like social science at upper primary/elementary level.
- Teacher had got the knowledge about communal harmony, moral education, peace education and Human Rights.

8. Conclusion

As a part of curriculum reformation and reconstruction process these entire child Rights and Human Rights are incorporated in the text book of elementary education. A series of workshops are held for the text book writers and reviewers to prepare the curriculum and syllabus. An intensive teachers training was also given by the Department of Education and GCERT.

This research based on intense interaction with stakeholders which include feedback from 3601 teachers. Member of village education committee (VEC) and teacher educators from rural as well as urban areas spread out all over the state. The teachers, Principals, authors, trainers and educationists, are intended to serve as a feedback to the department in its reform process.

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