



Dissertation On

The Role of Primary Education in Protection of Children' Rights:
National and International Perspective.

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Letter of Transmittal

To
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Subject: The Role of Primary education in protection of children' rights: National and Global perspective.

Sir,

It's a great pleasure for me to submit the Role of Primary education in protection of children' rights: National and Global perspective. While preparing this research Monograph Paper I have attempted my dimension best to keep up the required Standard. I trust that this examination monograph paper will satisfy your desire.

I, along these lines, supplicate and Hope that you would be sufficiently benevolent to this exploration paper for advancement.

I constantly accessible for any further illumination for any piece of this examination paper whenever the timing is ideal .

Thank You

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Certification

This is to certify that the dissertation report on freedom of expression: An Appraisal is done by Khairul Shahed (ID-151-26-797) in partial fulfillment of the requirements for LL.B (Hon's) degree from the Daffodil International University. The dissertation report has been carried out my guidance and as a record of the bona fide work carried out successfully.

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Declaration

This is **Khairul Shahed, ID NO- 151-26-797**, a regular student of Daffodil International University, I hereby do solemnly declare that the work presented in this dissertation report has been carried out by me and has not been previously submitted to any other institution.

I undertake to indemnify the University against any loss or damage arising from breach of the foregoing obligations.

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ABSTRACT

This report unites the present reasoning and practice on human rights based methodologies in the Education sector. It presents enter issues and difficulties in rights-based methodologies and gives a system to approach and modified improvement from the dimension of the school up to the national and worldwide dimensions.

This record was therefore created as an asset for government officials, common society associations, United Nations and respective organizations, and other improvement accomplices deliberately engaged with the advancement of instruction arrangements and projects. The illustrative investigation of experimental information propose that the yearly government portion for essential instruction isn't sufficient to energize full time school interest in spite of the fact that it is typically 33% of the instructive spending plan. It might be conceivable to Measure the accomplishment of primary education frameworks by examining what number of understudies go ahead to advanced education.

Enhance school offices and to give motivations to families to instruct their children and Daughters above all free sustenance, the disposal of all school charges, and stipends for working children. To change the type of the instructive framework to one that it is more agreeable for understudies and that can be custom fitted to the necessities of various networks. The way that numerous guardians are uneducated, and an overall absence of instructor understudy collaboration ought to be considered when choosing the sort and measure of homework expected of understudies. Quality training is an empowering right and a successful means through which different rights can be gotten to. While noteworthy worldwide advancement has been made towards enrolment in essential training, proceeding with issues with both access and quality lopsidedly influence kids. The Sustainable Development Goal expectations of deserting nobody and endeavoring to achieve the furthest behind first require a purposeful exertion to understanding the difficulties of access, investment and maintenance for kids, and to creating financially savvy and feasible systems that give them great primary education.

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Glossary of Abbreviations and Local Terms

Aparajeo Bangladesh- Child Rights based Bangladeshi NGO

BRAC- Bangladesh Rural Advancement Committee

BSAF-Bangladesh Sishu (children) Adhikar (Right) Forum

CEDAW- Convention on the Elimination of All Forms of Discrimination against Women

CRC-Convention on the Rights of the Child

EMIS -Education Management Information Systems

PECE -Primary Education Completion Examination Primary Education Development Program

UN – United Nation

RNGPS - Registered Non-Government Primary Schools

NGO- Non Governmental Organization

UNICEF-United Nations Children’s Emergency Fund

WBO- World Bank Organization

Chapter 1

Introduction

1.1 Introduction

Education stimulates and empowers people to participate in their own Development. A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to Success in a world where power is closely linked with knowledge. Primary education must receive a great amount of attention in developing nations for this reason. Everyone has a right to education like food and shelter in any country around the world -the Universal Declaration of Human Rights makes education a basic need for an individual. At present, it is no more an elitist need in any society. So every government should be responsible to ensure meeting up this need for its citizens. Right instruction for the apprentices can engage people to free individual personality from the scourge of numbness and obscurity.¹ It speaks to the foundation in the advancement procedure of any general public and the key pointer of the general population's advancement and success .In perspective of the significance of instruction to a nation like Bangladesh the present proposition tends to essential training framework, which is differentiated and diverse because of monetary, socio-social, political, local and religious elements. The entrance of essential training is kept up for the most part by the administration. Bangladesh has made surprising additions in the course of recent decades by guaranteeing access to training, particularly at the essential dimension and for young ladies. The nation's net enlistment rate at the elementary school level expanded from 80 percent in 2000 to 98 percent in 2015. In order to protect Children's right in Bangladesh child education plays a vital role, without keeping away the children's from primary education, and if it does not give to them all the goals for sustainable development must go in vain.²

So, in my desertion I have made an effort to discuss all about it, at first in the first chapter I discussed about the rationale, objectives, limitations etc., in the second chapter I focuses on the nature and background of the primary education and the rights of the children's. Then in the third chapter I work with the local laws of Bangladesh and constitutional provisions, highlighting the approach of different NGOs. Next in the fourth chapter I about international perspective mentioning various conference and convention . Next fifth chapter which deals with the comparative study in accordance with the national and international perspective . Then in the sixth chapter I focuses on findings and recommendations and last with conclusion.

¹ unesdoc.unesco.org/images/0023/002305/230508e.pdf> acceded 05-November-2018

² https://www.unicef.org/bangladesh/OOSC_-_Bangladesh_final_DRAFT_020412.pdf > 08 November 2018

1.2 Rationale of the research:

With a population of more than 160 million, Bangladesh recognizes the value of education. However, while its government provides free primary, secondary, and tertiary education, access to education is hindered by poverty and extreme weather in specific regions of the country. Sheikha Moza said, "Educate a Child will reignite the world's commitment to the hardest-to reach children, the forgotten children. Our mission is to turn attention back to the disadvantaged children of today, who could become confident adults tomorrow, able to fulfil their potential, if we just give them the opportunity."³

Some rationale of the research are-

- Creating primary education opportunities for out of school children through accelerated models for both urban and rural children
- To demonstrate relevant learning outcomes for children.
- Realizing the right to quality basic education for all children in Bangladesh

1.3 Research Objective:

This research can be provide the primary education for the children who are located in the poor family and identified the problem of the present education situation.

My research objectives are as follows'-

- i. To identify present scenario of compulsory primary education in relating to children right.
- ii. To present the role of primary education in protecting children's right.
- iii. To construct a model that explains and solves the fundamental problems of achieving compulsory primary education objective.

³ www.ipsnews.net/2012/11/qatar-launches-global-initiative-on-education acceded >11 November 2018

1.4 Research methodology:

In my research I have been used descriptive methodology and includes fact finding enquiries of different kinds, the main purpose of descriptive of the state of affairs as it at present.

The constitution requires a bound together educational programs there is extraordinary difference in the educational program and principles of the schools in Bangladesh and as expressed before this is a noteworthy downside. As per, (BANBEIS, 2010, (UNICEF 2008).⁴ There are at present 13 kinds of schools-

- Government Primary
- Schools (GPS)
- Registered Non-Government Primary Schools (RNGPS)
- HSAPS- High School Attached Primary Schools
- Experimental Schools Primary Teachers' Training Institute Primary School
- Community Schools
- Non-Registered Non
- Governmental Primary Schools
- Kindergarten
- NGO Schools
- Primary sections of Secondary Schools,
- Ebtedayee Madrasahs,
- Primary sections of other Madrasahs,
- English Medium and English Versions

1.5 Data collection:

In this research I have used primary and secondary data. At first I reviewed some books of different scholars, I visited several websites and read out some journals on my topic. I also read articles from newspapers. I also read out all the constitutional, local laws, convention, conferences articles and collected data from it.

Then I have done some field work by visiting some local areas and takes opinion and their experienced relating to it as well as I takes some information's from experts and scholars.

⁴ unesdoc.unesco.org/images/0023/002305/230507e.pdf > ACCEDED ON 21 November 2018

1.6 Literature Review:

The writing I have pursued to develop my model is Biggs, M.L and Dutta, J's paper distributed in National Institute Economic Review 1999 titled the distributional impacts of training expenditure". My model varies from their model in any event in three viewpoints. Right off the bat, they have thought about one training variable while I have considered two dimensions of instruction factors viz. Fundamental dimension and talented dimension. Secondly, they have followed the cost of education in terms of opportunity cost of consumption while I have used two constant costs of basic education and skilled education separately. Thirdly, I have accepted open door expenses of going to fundamental and gifted dimension of instruction in my model what they have Ignored. Along these lines, my discoveries are more practical and significant for clarifying instructive choice of a family in creating nation and created nation too.

Another literature I have followed is Better Days, Better Lives written by Kamal Siddique says that, A spearheading exertion, this book gives an entering investigation of issues confronting the execution of the Convention in the Rights of the Child (CRC) in Bangladesh, and offers, ideally, practical arrangements. Its importance stretches out to every single creating nation where advance in kids' rights comes up short even following a time of the reception of the CRC by the universal network.

This book also sketch on Bangladeshi laws regarding the principles of child rights with stating the capacity of Bangladesh state to implement the child rights in Bangladesh.

Loopholes:

- Although this book remarks on child rights and their implementation but author so merely stated about their education as well as shortly focuses on the rights of their primary education.
- This book shortly focuses on the implementation responsibility for the child rights convention instead of Bangladesh government to make implementation for the protection of child rights.
- This book only discussed on the present scenario and narratively describe it without giving any solution.

Samarrai, S. Al (2007) monograph examines Education patterns for Bangladesh.⁵ Utilizing 1990 to 2006 information, the creator has contended that Bangladesh government has made considerable increment in essential training financing however it is still low contrasted with different nations in the locale and nations at comparable dimensions of improvement. The creator additionally says that the effect on training result at essential dimension is as yet unimportant contrasted with the expansion in government financing. Ahmed A. U and Ninno

⁵ https://www.unicef-irc.org/publications/pdf/c950_ccrbook_130903web_noblanks.pdf > acceded 22 November 2018

C.del (2002) assess sustenance for training program in Bangladesh. Utilizing essential information gathered in school, family unit, network, and nourishment grain merchant overviews; they demonstrate that presentation of this program has expanded elementary school enrolment, advanced participation, and decreased dropout rates in spite of the way that the nature of training, be that as it may, remains an issue. They have additionally discovered that the expansion in enrolment is more noteworthy for young ladies than for young men. It is on the grounds that the open door cost of a young lady in provincial zone is lower than the young men, which isn't referenced in their dialog. Their discoveries have helped me to determine that the open door cost of training assumes a vital job for building up obligatory essential instruction in a creating nation like Bangladesh and I have endeavored to fuse this in my model.⁶

1.7 Limitations of the study:

At the time of completing my research I have faced with some problems. These are-

- This research does not cover the whole educational rights of Bangladeshi citizens
- Due to shorten of time that's why I just focuses on the main issues relating to it
- The limitation of the study lies in the choice of methodology. I was quite confused about on which method will be helpful for me

⁶ . Bangladesh Shishu Adhikar Forum (BSAF) (1996): Situation of Children in Bangladesh, A Review of the Government Report on the Implementation of the UNCRC on the situation of children in Bangladesh, Dhaka > 28 November 2018

Chapter 2

Basic concept and Background

2.1 Basic concept

It is somewhat hard to state when and where the institutional type of essential training was presented in the topographical district of Bangladesh as a piece of the Greater India. The cause of standardized training can be followed back to the season of the structure of 'Rg Veda', very nearly 3000 years prior in this subcontinent. The David's, Huns, Aryans and Mongols. Later the Arabs, Turks, Afghans, Portuguese likewise settled their natural surroundings here. There was no reasonable refinement between the essential and optional dimension of training in the underlying phases of formal/institutional instruction.⁷ Along these lines, it is exceptionally hard to depict the essential instruction of that time independently.

2.2 Ancient time

In this period the primary goal of education depended on profound advancement. Dedication, thought and poise were required for this. As per the antiquarians, an extraordinary kind of primary education was basic in the Vedic period. As per this idea there was routine with regards to instruction in the Vedic time, however it was just sanctuary focused. Just priests had the rights to get information and just they found out about venerates. Understudy life was partitioned in five phases and the course of events of training was consistently twelve years. At the primary stage, youngsters (age level-five) were made acquainted with the letters in order. This was the establishment arrange for primary education.⁸ After consummation of this essential instruction, just a single understudy was invited home with the adoration and love as his very own child. Thinking about the age and capacity, the Mentor instructed the students about the profound hypothesis picked up by comprehension. Learning gained by this strategy was passed on in a similar way to the following proper ones by the understudies. To start with, the instructive speculations were moderated as the individual family's belonging. Thereafter, in the long run the disciples from exterior additionally began to obtain this hypothetical information. Accordingly, the foundation of various branches in the Vedic training permitted its development.

⁷ <https://www.bartleby.com › Writing > 12-11-2018>

⁸ <https://www.princeton.edu/~achaney/tmve/wiki100k/browse/term-graph.html > 12 dec 2018>

2.3 Colonial era

In this period under the standard of East India Company (from 1757-1857) there was no critical advancement in primary education in India. Around then there was no monetary arrangement by the state to spread primary education. The most extreme measure of the consumption on training was for the auxiliary and more elevated amounts. The obligations of essential training settled upon the nearby self-governing establishments. However, in 1813 AD as indicated by the proposition of Lord Minto, by the education documentation in the British parliament, East India Company formally assumed control over the obligation of primary school in their administered locale. As per the Act-XLIII of 1813, A spending proposition was made of One lakh rupee out of the blue on school area in this subcontinent. Other than strategy making and new instruction framework was started in the British India. On 20 January 1835, LORD BENTINCK, selected William Adam of Scotland to gather detailed and exact information on training of Bengal and Bihar. Subsequent to doing long research from 1835 to 1838, William Adam submitted three reports on the instruction arrangement of India in which the principal report was on the primary education. As indicated by the proposition of the Indian instruction commission of Lord William Wilson Hunter, the obligations of grade schools were given upon the District board, City partnerships and private associations. Despite the fact that this endeavor flopped later on. Around then in Primary, Secondary and Higher English School, English was instructed in each school. For preparing the instructors, 'High Education School' was likewise settled in each Mahakuma in 1902.⁹ After 1902 numerous recommendations and solicitations were made about instruction however no explicit measures were taken or there was no noteworthy change in the education framework.

The Bengal Primary School Act of 1930 expressed that, Primary school for all offspring of 6-11 years will be without full and primary education will comprise of four years. In 1937, East Bengal government presented a proposition for improving the essential instruction and as per this suggestion, without full essential training was being spread by separating the four classes of essential training into two. To keep up the rate of primary education, for leading instruction in this dimension official direction was made on 27 March 1940. Be that as it may, it flopped because of the hesitance of the organization. In 1945, in restriction of the higher and lower dimensions of primary education, four years range of essential instruction was presented and the framework won up as far as possible of British Empire.¹⁰

⁹ Edwards, M (1996): New Approaches to Children and Development, The save the Children Fund, London.

¹⁰ shodhganga.inflibnet.ac.in/bitstream/10603/102629/13/13_chapter%205.pdf >2018 december 5

2.4 1947 and onwards:

Following Partition of India in 1947, Bangladesh turned into a piece of Pakistan. In 1948, the Education Advisory Committee expanded essential instruction from four to seven years. The initial five-year plan (1955-66) presented a plan for mandatory integral primary education for all. Be that as it may, there was no critical improvement in the Primary training amid the arrangement time frame with the exception of an expansion in the compensation size of the elementary teachers.

2.5 Bangladesh era

After the autonomy of Bangladesh, Education was distinguished as a fundamental human right in the constitution of 1972. The obligations of the state towards the training of the subjects were depicted in the articles XV (a), XVII and XXVIII (3). To plan a fitting instruction framework for the autonomous and sovereign Bangladesh, an Education Commission was set up under the chairmanship of the famous researcher and educationist Kudrat-E-Khuda. The Commission, which distributed its report in 1974, suggested the presentation of necessary training by 1983. Be that as it may, the proposal couldn't be executed due to the political change in 1975. While arranging the First (1973-78) and Second Five Year Plan (1980-85), Universal Primary Education was presented in 44 thanes under International Development Agency (IDA) by the help of World Bank. Also, expound plan was taken in the First Five Year Plan with respect to Non-Formal Education, similar to Open School, Literacy School, Feeder School, which helped a ton in propelling the essential instruction. Additionally, progressing essential instructive exercises stayed unaltered in the Intermediary Two Year Plan (1978-80). While drafting the Second Five Year Plan (1980-85), A Primary Education Bureau was likewise settled for the fruitful advancement of the primary education.

Primary education Act-1981 was passed in 1981. Under this demonstration, Local Education Authority was built up in the Mahakam level and the supervision, direction, organization and the board of essential instruction was vested in them. Be that as it may, shockingly this Act was canceled before execution. In 1982, the statute for authoritative change and decentralization abrogated Primary training was given high need in the Fourth Multiyear Plan (1990-95). In 1990, 'Necessary Primary Education Act' was endorsed by the National Parliament and was presented in 68 thanas around the nation. Mandatory Primary Education Implementation Monitoring Unit (CPEIM) was shaped in 1990. Another division naming Primary and Mass Education Division (PMED) was framed in August 1992 to fortify the structure of essential instruction, guaranteeing training for all and expelling lack of education.¹¹

¹¹ Das, C. R. (1992): Human Rights: Condition for Peace, Stability and Development- A Case Study of Bangladesh, IBS, University of Rajshahi. > 12 Dec 2018

Chapter 3

Legal Protection: National Perspective

3. Basic concept

The precondition for building a solid dynamic nation is a legitimately instructed masses and each dimension of training. This noteworthiness was acknowledged by the post free legislature of Bangladesh and the main instruction commission prescribed interest in the essential dimension of training. Through that the legislature of Bangladesh has been taken some fundamental objectives, for example,

- Provide Free Education.
- Create a brought together instructive educational modules.
- In expansion to instructing understudies perusing and composing, impart among understudies esteems that will be the sign of their training.
- Instill in understudies a dynamic and logical standpoint free of superstition and socialism and set them up for further investigations.
- As for some understudies essential training might be the most elevated amount, furnish understudies with aptitudes to enter proficient life or enter professional schools.
- Increase enlistment and maintenance .¹²

3.1 Constitutional approach

The Bangladesh constitution manages the instruction in lawfully non enforceable mandates standards as opposed to in the sections on essential rights that can be upheld. Anyway in India through legal activism it is conceivable to extend the understanding of the legitimately key rights and life arrangement in the constitution. Also, thereby give Primary school arrangements, and all the more imperatively designation of assets for Primary Education in the need of CRC conceives.

The Bangladesh Constitution, Part II dealing with Fundamental Principles of State Policy requires the State “to secure to its citizens the provision of basic necessities of life, including food, clothing, shelter, education and medical care;” (Article 15). Article 17 as quoted in paragraph 8 above speaks of “establishing universal system of education and extending free and compulsory education to all children”.¹³

¹² www.primeuniversity.edu.bd/070513/journals/...legislature/role_legislature.pdf > 10 dec 2018

¹³ www.academia.edu/.../Rights_Responsibility_and_Participation_in_Education > December 10 2018

Article 17 of our national constitution mentions free and compulsory education. It articulates that the “State shall adopt effective measures for the purpose of (a) establishing an uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law and (b) relating education to the needs of society and developing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law.”¹⁴

3.2 National platforms

In the National Education Policy of 2010, a condition declares that Detailing of Consolidated Education Law: Steps will be embraced in the light of this Education Policy and considering all laws controls and strategies, mandates identified with training to plan a recently planned Education law and to guarantee its appropriate execution.

3.3 Primary Education compulsory Act 1991

Education has been made mandatory for youngsters matured 6 to 10. Some vital arrangement of this Act are-

- The watchman of any tyke staying for all time in a region where essential Education is required will, without legitimized reasons, get his kid conceded to receive Primary instruction in an essential training foundation of the said region in the region of his place of living arrangement.
- In the zones where essential instruction will be compulsory no individual will keep youngsters occupied with so much occupations as may keep them from going to an essential training establishment to receive essential instruction.
- The Committee will guarantee that all kids staying for all time in its region be entered in and routinely present at the essential instruction foundation, and will take for this reason all estimates it esteems important or which are recommended by the Government.
- If any Committee neglects to achieve its obligations under this Act, any of its individuals will be rebuffed with a fine of not more 200 Takas.
- If any gatekeeper flops multiple times in succession to consent to a request given under this area, he will be rebuffed with a fine of not in excess of 200 Takas. 7. Comprehension of an offense. Without grumbling in composed shape by the Chairman of the Committee, no Court will take perception of any offense under this.

¹⁴ Government of Bangladesh (1991): The constitution of the People’s Republic of Bangladesh (as modified up to October 10, 1991), Ministry of Law and Justice > 11 November 2018

3.4 Non-governmental Organization (NGO)

Some non-governmental Organization have been made an orderly stride for activated for essential training of securing youngster rights by giving quality essential instruction and makes a measure of arrangements which are works not exclusively to the ordinary kids' yet in addition works with the road tyke to give them essential training and urge them to get instruction in the event that they need to ensure their rights to instruction and to pull them in the umbrella of value essential training. BRAC, Save the Children's, BSAF, PALLI SHISHU FOUNDATION, DHAKA AHSANIA MISSION APARAJEO BANGLADESH and so on are non-legislative association working for building up youngsters rights. Pardon global Bangladesh a non-legislative association pronounces that, Essential training ought to be free, and mandatory, all over the place. Kids should have the capacity to get the opportunity to class without strolling for a considerable length of time, or through minefields. They ought to have the capacity to learn and appreciate school life. However over and over, children from poor and underestimated networks are denied an instruction or experience segregation.¹⁵

In the region of primary education, NGOs in Bangladesh have been intensely associated with the arrangement of essential instruction, especially to youngsters from monetarily hindered families. At present, about 1.4 million kids, or 8% of the kids enlisted in grade schools go to non-formal elementary schools given by NGOs. Non-formal essential training was started amidst 1980s since it was seen that essential instruction given by the legislature couldn't achieve the poorest kids in remote zones. Right now, in excess of 400 NGOs are engaged with non-formal essential instruction. The biggest NGO working in the field of training in Bangladesh is the Bangladesh Rural Advancement Committee (BRAC), which gives non-formal essential instruction to 1.2 million kids out of 1.4 million Children right now accepting non-formal education.¹⁶

¹⁵ Edwards, M (1996): *New Approaches to Children and Development*, The save the Children Fund, London.

¹⁶ Government Bangladesh (1994): *Situation of Children in Bangladesh, 1994*, Ministry of Social Welfare, Dhaka

Chapter 4

International perspective

4.1 CRC

The convention on the Rights of the children was affirmed by the UN General gathering through consultation by all nation agents to the UN and the main world's specialists on kids' undertakings. Article 28 and 29 of that convention specially mentioned about child's right to education and established a link to child labor with right to the education. And said that child labor works against child education where children's education is strongly organized. It also stated that it requires state parties to recognize their right to education, on the other hand it declares that they have an obligation to make primary education free and compulsory for all children. Art 24 .2¹⁷

To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

Article 28

□ States Parties perceive the privilege of the tyke to instruction, and with a view to accomplishing this privilege dynamically and based on equivalent chance, they will, specifically:

--- Make essential instruction necessary and accessible allowed to all;

--- Encourage the advancement of various types of auxiliary training, including general and professional instruction, make them accessible and available to each kid, and take proper estimates, for example, the presentation of free training and offering monetary help with instance of need;

--- Make advanced education available to all based on limit by each fitting means;

--- Make instructive and professional data and direction accessible and open to all youngsters;

--- Take measures to empower standard participation at schools and the decrease of drop-out rates.

□ States Parties will take every single proper measure to guarantee that school discipline is managed in a way predictable with the tyke's human nobility and in similarity with the present Convention.¹⁸

¹⁷ Government Bangladesh (1994): Progotir Pathey, Progress towards the achievement of the goals for the 1990s, Bangladesh bureau of Statistics, Dhaka

¹⁸ .GSS (1996): Quality Education, The GSS Education Programme, Dhaka

□ States Parties will advance and energize worldwide participation in issues identifying with training, specifically with a view to adding to the disposal of obliviousness and absence of education all through the world and encouraging access to logical and specialized learning.

4.2 UNICEF

UNICEF bolsters the Government of Bangladesh's (Gob) Third Primary Education Development Program (PEDP3). The PEDP3 is a multi year, part wide program covering Grades I through V and one year of pre-essential instruction. The goal is 'to build up a proficient, comprehensive and evenhanded essential instruction framework conveying compelling and pertinent tyke benevolent figuring out how to every one of Bangladesh's children from pre-essential through Grade V primary.'¹⁹

4.3 WBO

World Bank organization aims to finances social programmes such as development of education, health and training. The World Bank Education Projects Database includes around 130 potential activities that are commonly proposed in education operations. The activities cover a range of categories from Learning Assessments and Education Financing to Science, Technology and Innovation Since teachers are a key component in a quality education system, the World Bank Education Projects Database includes a variety of activities related to the training and management of teachers.²⁰

Table 1: World Bank Operations in Education Sub-Sectors

Education Sub-Sector	Total Operations with Sub-Sector	% of Total Operations with Sub-Sector	New Operations with Sub-Sector	% of New Operations with Sub-Sector	AF Operations with Sub-Sector	% of AF Operations with Sub-Sector
Pre-Primary Education	5	18.5	4	23.5	1	10
Primary Education	14	51.9	7	41.2	7	70
Secondary Education	11	40.7	10	58.8	1	10
Tertiary Education	8	29.6	6	35.3	2	20
Vocational Training	5	18.5	5	29.4	0	0
Adult Literacy/Non-Formal Ed.	1	3.7	1	5.9	0	0
General Education Sector	24	88.9	17	100.0	7	70

Source: World Bank, October 2010

The World Bank education operations are classified among the seven subset-tors listed in Table 1. The primary education subsector was included over half (14) of FY10 operations,

¹⁹ www.adeanet.org/en/system/files/resources/r4d-iep_gbf_full_report_web.pdf > December 3 2018

²⁰ www.worldbank.org/.../world-bank-support-to-education-a-systems-approach> December 5 2018

but 7 of the 14 operations were ad-additional financing (AF) for previously approved education projects. There were more new projects approved in the secondary education subsector (10) than in primary, and almost as many new operations in the tertiary education subsector (6) as primary. Pre-primary education and vocational education sub-sectors were represented in slightly fewer new operations (4 and 5, respectively), and only one FY10 project in Nepal included Adult Literacy activities.

Almost 90 percent of projects included activities that addressed the education system level (General Education Sector) rather than one educational level. The types of activities most commonly proposed for this sub-sector are management training of Ministry officials, support for decentralization and monitoring and evaluation (M&E), and improvements to Education Management Information Systems (EMIS). All of the new education operations in FY10 included this subsector, which reflects a focus in World Bank operations on increasing governments' capacity to deliver quality education services.²¹

4.5 CEDAW

Girls and women entitlement to training is a focal commitment of States parties under the Convention on the Elimination of All Forms of Discrimination against Women (the CEDAW Convention). This commitment is set out in articles 2 and 10 of the CEDAW Convention and also in other worldwide human rights reports, for example, the Millennium Development Goals and the Education for All (EFA) Dakar Framework for Action.²²

Regardless of the appearing to be worldwide agreement on the privilege of young ladies and ladies to instruction, and albeit universally, the unskilled populace is contracting, ignorance keeps on being a feminized marvel, especially in specific districts of the world. In 2009, there were 35 million young ladies of grade school age and 37 million lower auxiliary dimension young ladies, who were out of school. Because of these patterns after some time, of the announced 793 million grown-ups lacking essential education abilities, 508 million (66%) are females.²³

Article 10: Equal Rights in the Field of Education

Instruction is one of the privileges of each lady and man of Bangladesh. It is additionally the vital instrument in dispensing with oppression ladies. With a view to supporting young lady's training up to higher auxiliary dimension, the Government of Bangladesh propelled female optional and higher auxiliary projects in 1993 and 2002 separately. Criteria for female training stipend incorporate fulfillments of 75 Percent participation, 45 percent stamps and stay unmarried (to forestall kid Marriage). The female stipend programs have been demonstrated viable in raisin Enrolment of female understudies at optional and higher auxiliary dimensions and avoiding Dropouts and also early marriage. Educational cost

²¹ datatopics.worldbank.org/education/files/EducationProjects/WBEducationSector.pdf > December 6 2018

²² <https://www.justlanded.com/english/Canada/Canada-Guide/Education/Public-Schools> > December 4 2018

²³ www.un.org/womenwatch/daw/cedaw > dec 9 2018

expenses of young lady understudies up to class XII have been exempted for improving financial status and strengthening of ladies through monstrous extension of female training. Also, they are given Additional money related help to buying books and in addition installment of examination Fees. From 2000 to 2008, about 26.3 million young lady understudies at optional dimension have Received Tk. 17,367.1 million as stipend. Educational programs and educator preparing modules have been intended to guarantee a young lady well-disposed school condition. Subsequently in excess of 50 percent of the understudies examining in optional dimension are young ladies; and their enrolment in higher auxiliary dimension has likewise expanded altogether.

Chapter 5

Comparative study between national and international prospect

5.1 India

In late decades India has gained critical ground on access to tutoring and enlistment rates in essential instruction yet dropout rates and low dimensions of learning remain difficulties for the state and local governments. Elementary school enlistment in India has been an example of overcoming adversity, to a great extent because of different projects and drives to expand enlistment even in remote territories. As indicated by Saakshar Organization , Aug 23, 2017 -

□ Kerala has turned into the main Indian state to accomplish 100 percent essential instruction. The Vice-President of India, in January 2016, formally announced the 100 percent essential instruction status accomplished by the state.

□ In India, 80 percent of every single perceived school at the basic stage are government run or upheld, in this way, making it the biggest supplier of essential training in the nation.

□ Under the Right of Children to Free and Compulsory Education Act 2009, training for kids for 6 to 14 years old or up to Class 8 has been made free by the administration

□ In the previous couple of years, this essential training plan has demonstrated a high Gross Enrollment Ratio of 93– 95 percent in some Indian states.

□ There were upgrades made in framework and expanding number of schools to 1.4 million with 7.7 million educators.

□ Today there is a school at each 1 km and pretty much every tyke is in school. The administration's leader program Sarva Shiksha Abhiyan has done this supernatural occurrence.

□ There has been a colossal increment in private schooling with new tuition based schools coming up over the city. This has made the essential instruction framework more urbanized with a splendid future for the equivalent. ²⁴

²⁴ Indian Perspective, Retrieved from <https://medium.com/@SaaksharOrganisation/primary-education-in-india-progress-and-challenges-c318b5c41d9e> at December 2 2018

5.2 UK

The points, purposes and estimations of primary school amid the nineties concentrated on the Restructuring and redesign of primary education and the presentation of school. Power over instruction. Instruction started to mirror governments' political, social and Economic plans. These variables added to the expanding centralization and Standardization of instruction, especially in England which, before the decades over, was depicted by a few commentators as a standout amongst the most brought together and undemocratic training frameworks in the western world. There are basic likenesses. For example, all young men and young ladies must go to full-time instruction until the age of 16. Numerous understudies remain on at school after that age to set themselves up for college or different professions. In the free schools, most students remain at school until the age of 18 and almost all understudies go ahead to college after they leave school.²⁵

There are likewise noteworthy divergences between education in England and Wales, from one perspective, and in Scotland. In England and Wales, the legislature presented a National Curriculum in 1988. This gives a structure to instruction between the ages of 5 - 18. All state schools are required to tail it. Autonomous schools are not required to pursue the National Curriculum in everything about, they should demonstrate that they give a decent all-round instruction and they are assessed frequently at regular intervals.²⁶

5.3 USA

Primary education in the United States likewise basic instruction alludes to the initial seven to nine years of formal instruction in many locales, frequently in primary schools, including center schools. Preschool programs, which are less formal and as a rule not commanded by law, are commonly not thought about piece of essential training. The principal year of essential training is ordinarily alluded to as kindergarten and starts at or around age 5 or 6. Resulting years are typically numbered being alluded to as first grade, second grade, etc.

Before advanced education, American understudies go to essential and auxiliary school for a joined aggregate of 12 years. These years are alluded to as the first through twelfth grades.²⁷

5.6 FINLAND:

On the global scene, Finland, where the school beginning age is 7 (Business Insider, 2011), has been number one in instruction for a long time. Finnish understudies' execution in 'Program for International Student Assessment' (PISA) examinations has been unparalleled (Abrams 2011). There is a lot to be gained from their prosperity. The most striking element of their framework is the acknowledgment of training as a privilege and not a business. There are private learning focuses in Finland, be that as it may, incredibly they are additionally thoroughly free and work and give all offices like state funded schools by government order

²⁵ UK perspective retrieved from <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/> at December 2 2018

²⁶ UK perspective retrieved from <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/> at December 2 2018

²⁷ d-scholarship.pitt.edu/id/file/60568 > dec 7 2018.

(Hechinger Report, 2010).²⁸ Finnish teachers additionally understand the significance of little class sizes. The national normal educator understudy proportion is 1:14 and in higher evaluations, in lab classes, which are a day by day issue, the class measure is restricted to 16 (Abrams 2011, Business Insider 2011). Besides, the administration of Finland gives superb offices to youngsters guaranteeing most extreme solace. One model is the inside of schools which are delightful and kept clean. They are perfect enough for youngsters to remove their shoes and socks. This shows them neatness and moreover, no shoes and socks makes taking in a more wonderful ordeal. Nature is intended to lessen the clean formal feel of schools and make them more casual. The educational modules in Finland is additionally novel and generally inventive. The reasoning is to enable understudies to appreciate learning and to find out about themselves and find their potential. Remembering this, instructors totally forgo overpowering the understudies. There is additionally just a single state educational modules or as it were their essential instruction pursues a brought together educational programs (Fig. 8). This educational programs is, nonetheless, adaptable and gives educators freedom in classrooms (Hechinger Report 2010).²⁹ The focal point of training in Finland is novel in that the understudies invest far less energy in the classroom examining. Understudies are not loaded with work – practically zero homework is given (Business Insider, 2011). Physical exercise and open air exercises are a major piece of their educational programs. Finnish understudies additionally get a 75 minute break contrasted with the half hour break that is typically the situation somewhere else. There is additionally an extraordinary accentuation on perusing for joy and sitting in front of the TV which permits learning outside the class and creates free reasoning (Sandy 2007). There is additionally accentuation on learning 3 dialects and moreover there are courses in craftsmanship, music, cooking, carpentry, metalwork, and materials carpentry and so forth that give understudies a balanced training and urge understudies to pick professional tutoring. Truth be told, about 43% go to professional school in the wake of finishing their secondary school.³⁰

²⁸ <https://www.weforum.org/agenda/2016/11/finland-has-one-of-the-worlds-best-education-systems-four-ways-it-beats-these> >dec 11 2018

²⁹ Journal of International Social Issues.

³⁰ https://www.google.com/search?rlz=1C1CHBD_enBD723BD7&q=modern+children+ight. > December 8 2018

Chapter 6

Findings and Recommendations

We realize that the instruction in Bangladesh is profoundly financed. The government has given the most astounding significance to the instruction area to guarantee training for all. An extensive area of the nation's national spending plan is put aside to advance instruction and make it more available. But the education system of Bangladesh faces several problems this chapter mainly deals with the loopholes which I find in the time of doing my research. And try to give an opinion which I think fit to recover these loopholes.

6.1 Findings

Presentation of PECE (Primary Education Completion Examination) or PSC and JSC examinations in essential and optional dimensions from most recent couple of years have urged the understudies to penetrate and repetition retention. Understudies don't inspire opportunity to comprehend the substance or motivate extension to make something all alone. Training specialists, analysts, wise residents, instructors and gatekeepers have scrutinized the estimation of these examinations. It doesn't add to enhancing the showing learning process. Manzoor Ahmed stated, ".....The impacts of PECE have been to energize drills and repetition remembrance, disregard comprehension and inventiveness, neglect fundamental substance of the educational programs, and debilitate considering and thinking." Formative appraisal is expected to assess understudy's learning. An inventive educational programs has been presented in essential and auxiliary instruction segments from 2009.³¹

As per National Education Policy 2010, the National Curriculum and Textbook Board (NCTB) made changes in the substance of the prospectus and also the inquiry example to evaluate the student's innovativeness. Be that as it may, the instructors are not fit enough to do the arrangement. Around 41 percent secondary schools of our nation can't get ready imaginative inquiries. 55 percent instructors of elementary schools don't comprehend imaginative framework. So dependent on it the discoveries are-³²

- Low exhibitions in essential and optional dimensions and dropout are matters of concern.
- Low exhibitions are consequences of neediness, augmenting differences in training openings and offices
- Poor school participation
- Less contact time in school
- Lack of gifted teachers

³¹ Primary Education-in-Bangladesh: current scenario retrieved from /www.daily-sun.com/arcprint/details/114492 at December 2 2018

³² Background and nature of Primary education, retrieved from Educationhttp://en.banglapedia.org/index.php?title=Primary_Education at December 2 2018

- Burden of overabundance educational programs
- Grading framework
- High cost of education

6.2 Recommendations

In light of the upper discussions findings the following steps can be taken in order to materialize the creative system of education-

6.2.1 Checking dropout

Destitution is a major danger to Primary education. Bangladesh has accomplished huge advancement in essential instruction as far as enrollment of the understudies. Be that as it may, the present situation of essential isn't up to our desire. Dropout is a typical occasion in all phases of training. High educational cost charges in schools and universities have made a negative frame of mind in the students and the gatekeepers too. Poor people and the white collar class gatekeepers neglect to manage the cost of such higher charges for their youngsters. Along these lines, the administration should settle reasonable educational cost expenses and be strict to pursue the affirmed diagram of educational cost charges.³³

6.2.2. Lessening low performances

The low exhibitions in essential and optional dimensions are disturbing. As a matter of first importance we should think about the intensity of maintenance of the students. In the event that the educational modules wind up harder than their ability, the exhibitions are certain to run low. Educational programs ought to be made thinking about their evaluations, ages and so forth. Poor school participation of the two understudies and instructors, less contact time in school, absence of gifted teachers, weight of overabundance educational modules, and so on are reasons for low exhibitions. The legislature should take fundamental activities to address the issues.³⁴

³³ <https://www.thedailystar.net> › Opinion › Interviews › December 4 2018

³⁴ discovery.ucl.ac.uk/10018868/1/124375.pdf › December 10 2018

6.2.3 Teachers must not join the coaching centers

A few teachers don't educate appropriately in classrooms, and they make their understudies bound to go to their coaching centers. The understudies who don't go to the instructing focuses, they are given poor checks in the examinations and their exhibitions are appeared to be low. At that point the exemplary understudies are not assessed legitimately. Accordingly the respectable point of training goes futile.

6.2.4 Dependence on notes, guidebooks and reference books

Reliance on these sorts of books is the result of a few slips by in our training framework. I've just referenced some significant causes that ought to be unraveled first. At that point the reading material of the related subjects ought to be defined so that the students can without much of a stretch find solutions from it.

At long last, it very well may be said that imagination arrangement of instruction is another procedure of training. It is surely a hard undertaking for the students to answer the inquiries sitting in the examination lobbies in apportioned occasions. The inquiry setters should think on the issue and set the inquiries mindfully. The point of training is to influence the understudies to take in their given subjects. However, the point of examinations shouldn't be to keep them from learning. We trust the administration will continue ardent by thinking about all sides.³⁵

³⁵ Primary Education-in-Bangladesh: current scenario retrieved from /www.daily-sun.com/arcprint/details/114492 at December 5 2018

Chapter 7

CONCLUDING REMARK

7.1 Conclusion

The unmistakable examination of exact information propose that the yearly government allotment for essential instruction isn't sufficient to empower full time school cooperation in spite of the fact that it is generally 33% of the instructive spending plan. It might be conceivable to Measure the accomplishment of essential instruction frameworks by investigating what number of understudies go ahead to advanced education. Consider the way that sex inconsistencies stay at the auxiliary dimension. It is imperative to ensure that kids appreciate learning on the off chance that they are to be motivated to proceed with their instruction later. Schools ought to likewise be treated as a model for society. On the off chance that young ladies and ladies are regarded in Bangladesh's schools, these organizations may fill in as the reason for societal change on a bigger scale as youngsters develop and learn. Bangladesh has a few favorable circumstances with regards to giving instruction. We are sufficiently fortunate to have an amazingly homogeneous culture. 98% of our natives communicate in Bengali as a first dialect Bangladesh is likewise topographically moderately little, which makes the authoritative viewpoint less complex. On the off chance that administration schools are to just hold their present effective reach teaching generally youngsters in urban zones whose families can bear the cost of their instruction changes will be important to guarantee a decent instructive affair for the tyke. The changes this board of trustees proposes are these-

---To increment indisputably the quantity of instructors in Bangladesh until the point that class sizes can be constrained

---To roughly 30 understudies, instead of 60 or even 100 understudies as is seen today.

---To change the type of the instructive framework to one that it is more pleasant for understudies and that can be custom-made to the requirements of various networks. The way that numerous guardians are uneducated, and in addition an overall absence of instructor understudy communication, ought to be considered when choosing the sort and measure of homework expected of understudies.

---To enhance school offices and to give impetuses to families to instruct their children and Daughters above all free sustenance, the disposal of all school expenses, and stipends for working kids.

Such changes will require a more noteworthy use on instruction by the Bangladesh government. An Increase from roughly 2% of the GDP to 5% would enable the training framework to execute various changes. Be that as it may, the administration should investigate ways making its.

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