

A STUDY ON THE PREVALENCE OF CHILD RIGHT VIOLATION IN KERALA WITH SPECIAL REFERENCE TO KOTTAYAM MUNICIPAL AREA, KOTTAYAM.

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ABSTRACT

Key words: Child Rights, Violation, Right to survival, protection, participation, Development, support system.

India is the home to largest child population in the world. The constitution of India guarantees fundamental rights to all children in the country and empowers the state to make special provisions for children. According to the reports of Social Justice Department, Government of Kerala, a large number of Child population lives in economic and social environment, which prevents the child development in the aspects of physical and mental development. Kerala has around 40.37 lakh children, that is, 13% of Kerala's population.

By evaluating last five years report of Child Line India and the reports of Kerala Child Rights Observatory it can be stated that Kerala was witnessing an alarming increase in Child abuses and child rights violations. Thiruvananthapuram was topping among child sexual abuse cases with 631 cases from 2014 April to 2015 March. According to child line data Wayanad, Malappuram, Kannur and Palakkad were the districts ranks just behind it. The state has seen physical abuse against children topping the list with about 2085 cases (2014-2015) Kottayam district stood first in child physical abuse during this period. The four broad classifications of child rights are Right to Survival, Right to Protection, Right to Participation and Right to Development. Keeping these four classifications in mind, this study aims to identify and describe various sources and forms of child right violations in Kottayam Municipal area, to identify and describe child rights violations based on rights to survival, right to protection, right to participation and right to development and the existence of support systems etc. It was found that child abuses are occurring in an alarming rate in this area. A great majority of children are exposed to sexual, physical and mental abuse at their home itself. Substance abuse among male and female students, verbal abuse, physical abuse, lack of basic facilities at educational institutions, violation of right to participation and development etc. are the leading issues. The researcher identified that they are in need of professional help to solve their problems. Half of the respondents (50.1%) shared that they are less aware about their rights. Among that male respondents (52.6%) are more than female respondents (48.9%). In this study, majority of the respondents (81.6%) who are forced to see porn videos shared that they are forced by their friends. Among that male respondents (83.9%) are more than female respondents (75%). Alcohol consumption also prevalent among the students

(62%). Physical abuse in the form of cane punishment is also there (86.1%). Among that female respondents (93.4%) are more than male respondents (81.4%). The researcher came to realize that the respondents are in need of someone to listen them and to help them to take right decisions. Verbal abuse, substance abuse, Physical abuse etc. affecting the all-around development of children. The authorities both government and school and also parents should involve in a process to help children to attain their goals. The study is definitely to be an eye opener and can contribute to breaking the silence of the people. It is hoped to be helpful to get an idea about the depth of the issue leading to pertinent interventions for to create a better world for the child.

INTRODUCTION

Kerala is rich in its culture, traditions, values, and practices. As most of the modern accounts portray Kerala as God's own Country, it ranks first in most social sector indicators such as education, healthcare, high life expectancy, low infant mortality rate and especially in the national child rights index. But the reported cases in Childline India, National and State Crime Records Bureau indicate that there is an increase in the crimes reported against children. According to the United Nations Convention on the Rights of the Child - (UNCRC-1992) "Child Rights are the minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender, religion, language, opinions, wealth, origins, birth status or ability and therefore apply to all people everywhere".

According to the reports of the Social Justice Department, Government of Kerala (2016), a large section of the child population lives in an economic and social environment, which prevents the child development in the aspects of physical as well as mental development. It includes proneness to disease, poverty, poor environmental sanitation, infection, inadequate access to primary health care, inappropriate child care and feeding practices.

As per the report published in Times of India November 19, 2017, the number of cases of Child Rights Violations in the State went up from 127 in 2013-2014, 863 in 2014-2015. In 2015-2016 the state witnessed registration of 1582 cases. It increased to 2512 cases in 2016-2017. In 2017 till the month of September, a total of 1298 cases have been registered. By evaluating the last five years' report of Childline India and the reports of Kerala Child Rights Observatory it can be stated that Kerala was witnessing an alarming increase in child abuse and child rights violations. Thiruvananthapuram was topping among child sexual abuse cases with 631 cases from 2014 April to 2015 March. According to Childline data Wayanad, Malappuram, Kannur and Palakkad districts were the districts ranks just behind it. The state has seen physical abuse against children topping the list with about 2085 cases (2014-2015) Kottayam district stood first in child physical abuse during this period.

Though Kerala is far ahead compared to other states in terms of educational status, violation of the principles of the right to education (RTE) is rampant in the state. Many schools in the state that lack basic amenities including safe drinking water, functional toilets, compound walls and playground reported by the Chairperson of the Kerala State Commission for Protection of Child Rights (KeSCPCR, 2017).

Based on the latest report by Childline (April-September 2019) an alarming increase in child marriage is seen. About 111 instances of child marriage reported during that period. Among this, 8 cases were reported in the Kottayam district. An increase in the rate of substance abuse, physical abuse, and sexual abuse is also seen.

The study of the Ministry of Women and Child Development (MWCD) 2007 report found that a widespread incidence of abuse and violations among the children in the state of Kerala. Children between the ages of 5-12 are at the highest risk for abuse and various exploitations. The study reported that 69% of children reported having been physically abused. Out of these 54.68% were boys. Moreover, 52.91% of boys and 47.09% of girls reported having been abused in their family environment. Of the children who were abused in family situations, 88.6% were abused by their parents. Every two out of three school children reported facing corporal punishment. It needs more sustainable and concrete actions and the study creates necessitates and analysis of the prevalence of child abuse and right violations in the state.

The four broad classifications of child rights are Right to Survival, Right to Protection, Right to Participation and Right to Development. Keeping these above four classifications in mind, this study aims to learn more about the prevalence of child rights violations in Kerala state. Statistical data from the Childline India, State Crime Records Bureau, National Crime Records Bureau and reports of leading National and State level Newspapers, etc. were checked for this study purpose. It was found that child abuse is occurring at an alarming rate in this state. A great majority of children are exposed to sexual, physical and mental abuse at their home itself.

In this context, the present study aims to identify and describe various sources and forms of child right violations in Kottayam Municipal area, to identify and describe child rights violations based on right to survival, right to protection, right to participation and right to development and the existence of support systems, etc. The study is definitely to be an eye-opener and can contribute to breaking the silence of the people. It is hoped to be helpful to get an idea about the depth of the issue leading to pertinent interventions for the child world welfare. The children face violence and abuse at the school level and family level too. The study suggested some modification in child related legislations, welfare schemes and policies and thereby bring a better world to child.

OBJECTIVES

- To understand the socio demographic status of the respondents.
- To find out the sources and forms of child rights violation based on right to survival, right to protection, right to participation and right to development among high school students.
- To know various sources and forms of child rights violation among high school students.
- To understand the violation of right to survival among High School students.
- To study the violation of right to protection among high school students.
- To describe the violation of right to participation among High School students.
- To identify and describe violation of right to development among High School students. .

- To elicit the support systems for the promotion of child rights.

HYPOTHESES

- There is no significant difference in the prevalence of child rights violation (Right to survival, protection, participation and development) among high school students in Kottayam district based on gender, age, class, school, religion and caste.
- There is no significant relationship between class of the students and knowledge on child rights.
- There is no association between sex and managing child rights violated situation among the respondents.
- There is no relationship between type of family and safety at home among the respondents.
- There is no relationship between locality of residence and experience in sexual exploitation during childhood period among the respondents.
- There is no significant relationship between the community of the respondents and the expression of ideas and thoughts in their homes.
- There is no relationship between types of family of respondents and getting protection from the family.

METHODOLOGY:

RESEARCH DESIGN	: Descriptive cum exploratory
NATURE OF STUDY	: Quantitative
SAMPLING DESIGN	: Purposive Sampling
SAMPLE SIZE	: Sample size consist of 360 students studying in High schools in Kottayam Municipal area, Kottayam, Kerala.
UNIT OF STUDY	: A student studying in High school in Kottayam Municipal area .

MAJOR FINDINGS:

Findings related to Socio-Demographic condition of the Respondents.

About 41.4 % of the respondents belongs to the age group of 14 and 37.6% are from the age group of 13 and the remaining 21% belongs to the age group of 15. More specifically 19.8% of boys and 17.8% of girls belongs to the age group of 13 and 22.4% boys and 19.0% of girls belongs to 14 years of age. About 9.9% of boys and 11% girls are in the category of 15 years. So more than half percentages of the total population (50.7%) are boys and the remaining (49.2%) are girls in this study. **Raj Lima and K Manikandan** (2013) in their article Prevalence of Girl Child Abuse in Kerala: An Analysis says that the age of victims of child rights violation varies from 4-16 years. Among the respondents, 19.8% of male and 18.1 % of female is having 13 years of age. 22.9% of male and 18.9 % of female belongs to 14 years of age and the remaining 9.9% male and 11% female belongs to 15 years of age. It is clear that 48% are female

respondents and 52% are male respondents. That means out of 353 samples, 184 male respondents and 169 female respondents. It is evident from the study that 73% of the respondents are from aided schools and the remaining 27% belongs to Government schools. That is 257 respondents from Aided school and 96 from Government schools. From the sample population, eight aided schools and two government schools are selected by the researcher. About 58.6% (i.e, 53.2% of boys and 64.4% of girls) of the respondents belongs to Nuclear family.37.6% of respondents belongs to Joint family. The respondents from single headed family are 13 (ie, 3.8%). Nature of violence experienced significantly differs among students from different socio-economic and family background. Research indicates that some children living with single parents may be at higher risk of experiencing any kind of maltreatment than children living with both the biological parents (Weissman, Jogerst, and Dawson, 2003). About the number of family members of the respondents 50.4% of them tells that they have 3-4 family members including them. 36% of the respondents says that they have 5-6 family members.0.8% says that they belongs to two member family(mostly single parent family).9.9% of respondents belongs to families which having 7-8 members. The remaining 2.8% (ie, only 10 respondents) belongs to the families which consist of 9-10 members. It is clear that a big majority of the respondents belongs to nuclear family or families with less than 5-6 members. Larger families with extended family members including uncles and cousins are also risk factors (Stith et al., 2009). Majority of the respondents 65.7% (ie , 232) having only one sibling.23.8 % having 2 siblings.5.1% having 3-4 siblings.5.4% of the respondents says that they have no siblings. So it is evident that a great majority of the respondents in this study are single children of their parents. Whitaker et al., 2008 shared those families with more number of sibling and age differences are also risk for abuse. The family functioning, communication and conflict resolution styles also play a major role on child development and vulnerability. In this study 51.8 percentage of the respondents ie; 183 of the total respondents belongs to rural area and 48.2 %, ie; 170 respondents belongs to urban area.The annual income of respondents families.33.7 % having below 20000 annual income.34.8 % having an annual income of 20000-50000 rupees.17.6% of the respondents have 50000- 1 lakh rupees as family income. The remaining 13.9 % have more than 1 lakh rupees as their family income. Anilkumar (2015) in his article Burden of Child Abuse and Neglect in Northern Kerala: Risk Factors and Impact discussed that Monthly family income was related to family environment. Students with lower family income of less than then thousand rupees and between Rs.10,000 to Rs.30,000 experienced disturbed family environment, uncomfortable in sharing personal problems with parents, parental interference in all personal matters and feelings of running away from home than students with higher family income. It is clear that 62% of the parents of the respondents are degree holders where as 59.7% of the respondents parents ,ie;33.1% of fathers and 26.6% of mothers are pre-degree holders.39.6% have SSLC as their educational qualification and 19.5% of the parents are PG holders.12.1% of the parents have only UP class education. Technically educated parents are 4.2% and the remaining 2.5% got professional education. Anilkumar (2015) in his article Burden of Child Abuse and Neglect in Northern Kerala: Risk Factors and Impact discussed that Parental education of both mother and father was significantly related to interference in children's personal matters. Parents with only primary or secondary (mothers: 87%, n=64 & father: 71%, n=52) or above secondary (mothers: 46%, n=195 & father: 48%, n=175) education tend to interfere more in

their children's personal matters than parents with graduation and above (mothers: 37%, n=88 & father: 39%, n=120) education.

Findings related to awareness of Respondents about Child Rights

It is clear from the study that 8.2% of the respondents very frequently faced right violations in their life time (ie; 10.3% of male respondents and 5.9% of female respondents). About 15.6 percentage frequently experienced it and 33.1% of the respondents sometimes experienced the right violation. It is clear that a great majority of children experiencing right violation in their life time. A recent study on prevalence and spectrum of sexual abuse among adolescents in Kerala by Krishnakumar P, et.al, (2014) reported that 36 percent of boys and 35 percent of girls had experienced sexual abuse at some point of time. About 34.8% of the respondents (ie; 32.2% of male respondents and 37.7% of female respondents) faced right violations when they are at school. According to a study conducted by the **Ministry of Women & Child Development**, Government of India, in 2007, more than 69% of children aged 5 to 18 years old are victims of abuse. It is clear from the study that 11.6% of the respondents (ie; 15.8% of male respondents and 7.1% of female respondents) very frequently faced right violation from family and relatives and 21.2% frequently faced right violation.

Kacker and Kumar (2008), explored that the care and protection of Children in India has been the responsibility of family and community. Boys and Girls were found to be equally at risk of physical abuse and person who is in trust i.e, family members or relatives were the major abusers. It is evident that 4.2% of the respondents very frequently faced right violation from educational institution and 11.6% frequently faced it. About 23.5% of the respondents sometimes faced right violation from their educational institution. **Kumar P Aneesh** (2015) gave a detailed description on the prevalence of child abuse in his Research titled Burden of Child Abuse and Neglect in Northern Kerala - Risk Factors and Impact shared that Corporal punishment is still prevalent in schools and homes. Boys are punished physically whereas, girls experienced more verbal and emotional abuse. About 5.1 percentage of the respondents (8.2% of male respondents and 1.8% of female respondents) very frequently faced physical exploitation and 7.4% frequently faced it. More over 12.5 percentage of the respondents sometimes faced physical exploitation. A recent study on prevalence and spectrum of sexual abuse among adolescents in Kerala by Krishnakumar P, et.al.(2014) says that two out of every three children were physically abused. About 69% of children from the sample were physically abused, 54.68% were boys. Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse. Out of those children physically abused in family situations, 88.6% were physically abused by parents.

It is clear that 24.4 percent (ie, 29.3% of the male respondents and 18.9% of female respondents) of the respondents very frequently verbal abuse and 17.3% frequently faced it. About 13.0% of the total respondents sometimes faced verbal abuse. **Kumar P Aneesh** (2015) gave a detailed description on the prevalence of child abuse in his Research titled Burden of Child Abuse and Neglect in Northern Kerala - Risk Factors and Impact. It is evident from the article that 58% of the respondents faced verbal abuse and boys have experienced significantly more verbal abuse (62%). About 20.7% of the respondents (25.0% of the male respondents and 16% of female respondents) very frequently faced assault from someone and

18.4% frequently faced it. A recent study on prevalence and spectrum of sexual abuse among adolescents in Kerala by Krishnakumar P, et.al.(2014) says that every second child reported facing emotional abuse. Equal percentage of both girls and boys reported facing emotional abuse. In 83% of the cases parents were the abusers.

About half of the total respondents ie, 50.1% (ie, 52.6% of VIIITH standard student,48.9% of 9TH standard students and 44.9% of XTH standard students) have less awareness about Child Rights and 7.6% had very less awareness .A percentage of 4.2 are not at all aware about their rights. It is clear that about 81% of the respondents are compelled by their friends to use alcohol or drugs. About 11.9% are compelled by their relatives and 2.4% forced by siblings. The remaining 4.8% were compelled by alcohol and drug users to use it.

Afraid of any body- Sex of the child: About 22.1% of the respondents (ie; 21.2% of male respondents and 22.1% of female respondents) very frequently afraid of someone and 12.7% frequently afraid of someone.

Findings related to Right to Survival

About 8.2% of the respondents are not at all aware about their body health care and 13.1% are very less aware .A percentage of 29.5 are less aware about their body health care. Among the respondent 4% not at all have any toilet facility at schools. About 33.7% of the respondents have less toilet facility at school and 23.8% have very less facility. Among the respondents, 37.1% get less clear and fresh drinking water and 26.3% get very less clear and fresh drinking water. About 4.5% of the total respondents not at all get clear and fresh drinking water. About 7.3% of the respondents are not at all safe in terms of physical abuse .9.3% are very less safe and 19% are less safe in terms of physical abuse. It is clear from the study that 1.7 % of the respondents are very less safe and 9.7% are less safe in their own homes. About 24.4% of the respondents enjoys less peaceful and favourable atmosphere at home for education and 2% have very less peaceful and favourable atmosphere. A percentage of 4.5 not at all enjoys peaceful and favourable atmosphere for their education at home.About 7.9% of the respondents not at all have play ground in school and 20.7% have very less playground facility in school. A percentage of 21 have less playground facility at school. Among the respondents 33.7% get less necessary guidelines and 9.3% gets very less guidelines. About 1.7% of the total respondents not at all get necessary guidelines from parents.

Findings related to Right to Protection

About 24.9% of the respondents (ie, 38% of the male respondents and 10.7% of the female respondents) very frequently forced by someone to see porn videos and 3.7 percentage frequently forced by someone .A percentage of 6.8 sometimes forced to see porn videos.

About 81.6% of the respondents (ie, 83.9% of male respondents and 75.0% of female respondents) are forced by their friends to see porn videos and 7.2 % are forced by their relatives to see porn videos.6.4% are forced by their own siblings and 2.4 % forced by their parents .A percentage of 2.4 were forced by their neighbours to see porn videos .Male adolescents use pornography more frequently than female adolescents (Cameron et al., 2005; Lofgren-Mårtenson & Månsson, 2010). Friends introduce alcohol or drugs to more than half percentage of the respondents (ie, 62%) and relative introduce it to 20.7% of the respondents.

Vendors who supply to children introduce drugs to 12 % of the respondents. Neighbours also introduce it to 2.25 of the respondents and another 2.2% introduced to alcohol or drugs by their own siblings .Drug and alcohol users introduce it to 1.1% of the respondents. About 68.4% of the male respondents shared that friends introduce to them and a percentage of 61.5% of female respondents shared that their relative introduce alcohol or drugs to them.

About 27% of the respondents shared that drug vendors usually come near to school and 8% shared that drug vendors usually come at bus stop.6.8% shared that they usually come in isolated places. A percentage of 6 shared that drug vendors usually come near to play ground. And the remaining 4% shared that they usually come to small vendor shops.It is clear that 15.3% of the respondents very frequently faced harsh punishments and 9.1% frequently have faced it. Among the respondents, 86.1 % (ie, 93.4% of female respondents and 81.4% of male respondents) faced cane punishment. But a percentage of 3.8 % faced injury by means of weapons .Another 3.8 % get insulted and again another 3.8% kept starving. About 2.5% of the respondents were imprisoned. Henningham et.al, 2018 in their research article on Parents' use of harsh punishment and young children's behaviour and achievement: a longitudinal study of Jamaican children with conduct problems shared their findings that “ the most commonly used punishment was slapping on the bottom, hand, arm or leg with approximately 50% of parents reporting slapping their child at least once a week. 99% of parents used physical violence and 84% used psychological aggression. About 20.1% of the respondents are very frequently exposed to sexually suggestive conversations and 13.9% of the respondents are frequently exposed to it.15.6% of the respondents shared that they sometimes exposed to it .It is clear from the study that 32.3% of the respondents are less safe in their own homes and 4% are very less safe .About 0.8% shared that they are not at all safe in their own homes. Moirangthem Sydney et al.(2015) says that It is the collective responsibility of the parents to protect children from abuse or neglect, prevent impairment of their health and development, and to ensure their growth in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully. About 35.5% (ie, 33.9% of male respondents and 37.3% of female respondents) of the respondents get less protection from their family and 4.5% getting very less support .A percentage of 1.1not at all getting any support from their family.

Kacker and Kumar (2008), explored that the care and protection of Children in India has been the responsibility of family and community. Boys and Girls were found to be equally at risk of physical abuse and person who is in trust ie, family members or relatives were the major abusers.

Findings related to Right to Participation

About 64.3% of the respondents (ie, 48.9% of the male respondents and 81.1% of the female respondents) never get an opportunity to exhibit their talents .It is clear that 38.1% of the respondents (ie, 11.4% of the male respondents and 9.5% of the female respondents) get less freedom and 22.7% get very less freedom to select education, dress etc. About 26.6% of the respondents rarely get an opportunity and 11.0 % (ie, 7.1% of the male respondents and 15.4% of the female respondents)never get an opportunity to participate in co-curricular activities in school.

It is clear that 29.5% of the respondents (ie, 25.5% of the male respondents and 33.75 of the female respondents) are not at all active in programmes at native place and a percentage of 26.3 are very less active. About 36.0% of the respondents are less active in programmes at native place. Among the respondents, 28.6% of the respondents (ie, 27.2% of the male respondents and 35.5% of the female respondents) are very less active in socio cultural programmes in native place. About 33.7% are less active and 31.2% are not at all active .

Among the respondents, 16.1% (47.8% of the male respondents and 47.3% of the female respondents) shared that they are not at all active in the club wise programmes at school. About 47.6% are less active and 24.1% are very less active .

Findings related to Right to Development

About 5.4% of the respondents not getting any consideration from teachers. It is evident that 36% of the respondents getting less consideration and 21% of the respondents getting very less consideration. **Pushpam Lilly et al. (2015)** in their article on School teachers - A focal agents of Child Rights Protection says about a teacher's role in the life of an individual. The teachers have to equip themselves to know more about the children's problems, Child Rights and the mechanisms to protect their rights. The teacher as a leader, as a torchbearer, as a mentor and as a guide must also take on the role of a caretaker, a protector and a catalyst in the protection of Child rights. They should ensure that all children are protected from all forms of exploitation, abuse, neglect, inhuman and degrading treatment. About 38.8% (1/4th) of the respondents (ie, 31.0% of the male respondents and 47.3% of female respondents) not at all getting any time for playing and 39.9% of the respondents getting less than 30 minutes time for playing. More female respondents are not getting time to play than male respondents. A study by **Sibnath Deb et al. (2016)** titled Child Rights as perceived by the Community members in India shared that in most of the urban cities in India, there is a lack of adequate spaces, parks and playgrounds in urban areas, and parental reluctance to allow children to mix with other children also tends to deprive children of these rights. About 11.9 % of the respondents (ie, 6.5% of the male respondents and 5.4% of female respondents) very frequently faced insecure situations in their life time and 27.5 % of the respondents sometimes faced insecure situations in life A percentage of 2.8 rarely faced insecure situations. Bowlby (1982) says early separation from caregivers can have adverse effects on children's well-being. Early separation has also been explicitly linked to insecure/disorganized attachment and subsequent mental health problems.

About 17.6 % of the respondents faced insecure situation due to lack of someone to listen. Lack of friendship is the main reason of insecurity feeling among 15.1% of respondents. 10.1% of the respondents shared that poor economic background at family is the reason behind their insecurity feeling. Problems at home are the reason of 9.4% of respondent's insecurity. Father's alcoholism leads to insecurity feelings among 6.9% of the respondents. 4.4 % of the respondents feels insecure due to parent's separation and 2.5 % feels insecure due to father's phone addiction. About 22.0% of the male respondents and 11.9% of the female respondents feels insecurity related to their studies. Morey et al.(2008) says an unsupportive parenting plays a major role in developing the feelings of insecurity among adolescents .

It is evident that 39.4 % of the respondents (ie, 38.0% of the male respondents and 30.4% of the female respondents) getting less support from the part of teachers related for their education. 20.1% get very less support from the teachers and a percentage of 5.9 respondents reported that they not at all getting any support from teachers related to their education. **Pushpam Lilly et al. (2015)** in their article on School teachers - A focal agents of Child Rights Protection says that the teacher's duty to protect children does not come to an end once they are out of the school premises. Creating a safe learning environment, identifying pupils who are suffering with problems or at risk and then taking appropriate action, are vital to ensure that children are safe at home and at school. Friendship is the main reason which disrupting 41.8% of the respondents from their studies. Fathers alcoholism is the reason for 16.4% of the respondents and for 13.8% use of drugs are the main reason which is disrupting them from their studies. 11.1% of the respondents faced love affair and for 8.9% exploitation they faced in their life time is the reason behind their disruption from studies. Poor economic background at family affects 6.7% of the respondents in their studies and for 0.9% of the respondents death of their parents are the reason which is disrupting them from their studies .For 0.4% of the respondents, parents separation is the reason. Howard Kimberly et.al says even brief separations can be associated with later behaviour problems among children. Separations due to divorce, parental moves, and lengthy separations will negatively affect the behaviour of the children.

Among the respondents, 34.8 % getting 30 minutes to 1 hour in a day to study. 27.2 % getting less than one hour time to study. But 29.5% of them getting 1 to 2 hour time to study and 1.1% getting more than 2 hour to study. Among the respondents 7.4% says that they not at all getting any time to study. It is clear from the study that 25.6% of the respondents (ie, About 21.3% of the male respondents and 30.2% of the female respondents) not at all have right circumstance for physical and mental growth and 8.5% have very less circumstances for their physical and mental growth. About 28.1 % of the respondents have less circumstances for their physical and mental growth. Among the respondents, 40.5% (35.3% of the male respondents and 46.2% of female respondents) got less training for personal development and 26.3% getting very less training for personal development. The percentage of children who is not at all getting any training is 8.2. It is evident from the study that 9.1% of the respondents (4.0% of the male respondents and 5.1% of the female respondents) very frequently have suicide tendency and 14.2% very frequently have it. According to Mc Loughlin et.al, Female teenagers show more suicide tendency than male teenagers.

Findings related to Support systems.

Among the respondents, 33.2% (ie, 35.5% of the male respondents and 30.9% of the female respondents) not at all get any support from the person they share with and 28.4% get very less support . About 28.1% of the respondents get less support from the person whom they shared with. Among the total respondents, 81.8% (ie, 80.9% of the male respondents and 82.2% of the female respondents) never taken any counselling or professional services to overcome the crisis situation. Among the total respondents, 85% (ie, 85.4 % of respondents from Government schools and 84.8% of respondents from aided school) shared that they may not at all have any counselling facility at their schools . **Pushpam Lilly et al. (2015)** in their article on School teachers - A focal agents of Child Rights Protection suggested that the teacher as a leader, as a torchbearer, as a mentor and as a guide must also take on the role of a caretaker, a protector and a catalyst in

the protection of Child rights. They should ensure that all children are protected from all forms of exploitation, abuse, neglect, inhuman and degrading treatment. Among the total respondents, 82.7% (ie, 75 % of male respondents and 91.1% of female respondents) are in very much need for professional help. All the respondents which comes under the study shared that they are not accessible to any support systems locally.

Findings on hypothesis

1. There is a significant difference in the prevalence of child rights violation among high school students in Kottayam municipal area based on the gender, age, school, religion caste, income occupation and educational qualification.

- **H(o) there is no significant difference in the area of prevalence based on the gender of the students**

Data and results of test of significant Difference in the area of prevalence based on the gender of the students

	Sex of the child	N	Mean	Std. Deviation	T	P value
Sources	Male	184	33.07	9.51356	3.49	.001
	Female	169	29.82	7.74598		
Right to Survival.	Male	184	90.85	22.54480	3.22	.001
	Female	169	83.81	17.97981		
Right to Protection.	Male	184	26.65	8.28315	6.30	.000
	Female	169	22.13	4.47954		
Right to Participation	Male	184	44.92	8.29118	.195	.845
	Female	169	45.09	7.56578		
Right to Development.	Male	184	51.59	13.83360	1.79	.073
	Female	169	49.05	12.61106		
Support Systems	Male	184	41.44	4.91198	1.11	.265
	Female	169	40.86	4.66697		

Above table shows that the obtained t value for the area such as Sources, Right to survival, and Right to Protection are 3.49, 3.22, and 6.30 respectively. All the p value are less than 0.05 level of significance ($p < 0.05$) that means there is significant difference in the Sources, Right to survival, and Right to Protection between male and female students. the obtained mean score of male students for sources 33.07, Right to survival 90.85 and Right to Protection 26.65 are greater than the mean score female students in their area Sources, Right to survival, and Right to Protection. But in the case of area such as Right to Participation, Right to Development and Support Systems the t values are .195, 1.79 and 1.11 .all the p value are greater than 0.05 level of significance ($p > 0.05$).that means there is no difference between the male and female students in their Right to Participation, Right to Development and Support Systems. That means male and female students have same level of Right to Participation, Right to Development and Support Systems. So

the hypothesis *there is no significant difference in the area of prevalence based on the gender of the students is partially substantiated* .

➤ **H(o) there is no significant difference in the area of prevalence based on the age of the students**

Data and results of test of significant Difference in the area of prevalence based on the Age of the students

		Sum of Squares	df	Mean Square	F	P Value
Sources	Between Groups	643.785	2	321.892	4.184	.016
	Within Groups	26928.306	350	76.938		
	Total	27572.091	352			
Right to Survival .	Between Groups	3745.230	2	1872.615	4.430	.013
	Within Groups	147946.90	350	422.705		
	Total	151692.13	352			
Right to Protection.	Between Groups	34.809	2	17.404	.344	.709
	Within Groups	17693.384	350	50.553		
	Total	17728.193	352			
Right to Participation	Between Groups	117.063	2	58.531	.928	.396
	Within Groups	22081.912	350	63.091		
	Total	22198.975	352			
Right to Development.	Between Groups	956.967	2	478.484	2.730	.067
	Within Groups	61349.923	350	175.285		
	Total	62306.890	352			
Support Systems	Between Groups	158.178	2	79.089	3.484	.032
	Within Groups	7944.960	350	22.700		
	Total	8103.139	352			

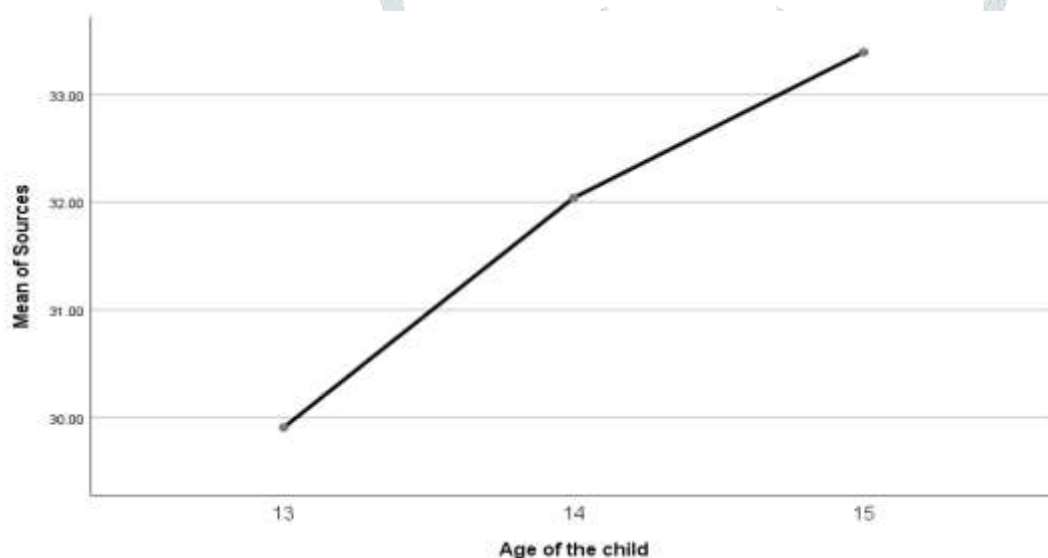
Above table shows that the obtained F value for the area such as Sources, Right to survival, and Support System are 4.18, 4.43 and 3.48 respectively. All the p value are less than 0.05 level of significance ($p < 0.05$) that means there is significant difference in the Sources, Right to survival, and Support System among the different age group of students. . But in the case of area such as Right to Protection Right to Participation and Right to development, the F values are .344 .928 and 2.73. All the p value are greater than 0.05 level of significance ($p > 0.05$) that means there is no difference among age group of the students in their Right to

Protection Right to Participation and Right to development,. That means all the age group of students have same level of Right to Protection Right to Participation and Right to development So the hypothesis *there is no significant difference in the area of prevalence based on the gender of the students is partially substantiated* .In order to find out the difference the scheffe post hoc test used the results are given in the table no.3

Data results of scheef post hoc test of sources and forms

Sources			
Age of the child	N	Subset for alpha = 0.05	
		1	2
13	133	29.9098	
14	146	32.0411	32.0411
15	74		33.3919

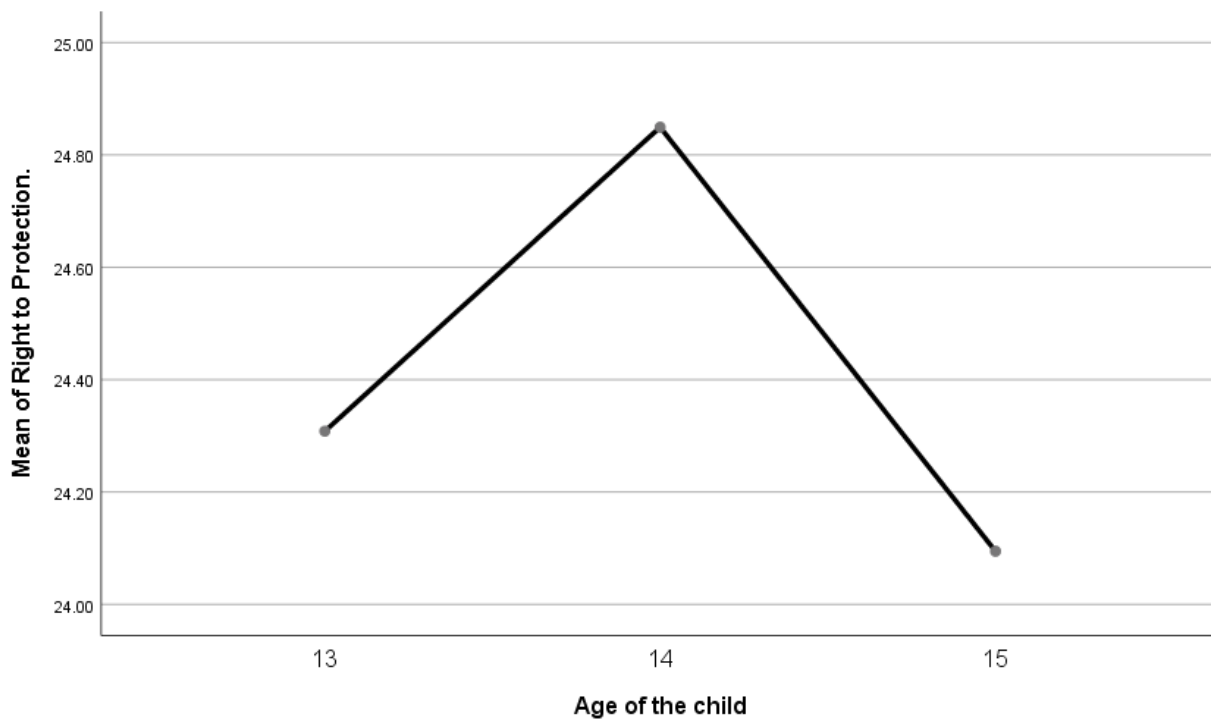
Above table shows that the mean scores of students at 15 age group 33.39 is significantly differed from the mean score of age groups at 14 and 13. So its inferred that when the age level is increase the awareness level of students is also increases . it can be shown in below mean plot



Data results of scheef post hoc test of Right to Survival of students

Right to Survival .			
Age of the child	N	Subset for alpha = 0.05	
		1	2
13	133	83.3459	
14	146	89.5137	89.5137
15	74		90.9054
P Value		.090	.884

Above table shows that the mean scores of students at 15 age group 90.90 is significantly differed from the mean score of age groups at 14 and 13. So its inferred that when the age level is increase the **Right to Survival** .level of students is also increases . it can be shown in below mean plot



- **H(o) there is no significant difference in the area of prevalence based on the type of school of the students**

Data and results of test of significant Difference in the area of prevalence based on the type of school of the students

	School type	N	Mean	Std. Deviation	T	P value
Sources	Government	96	32.09	10.95453	.643	.454
	Aided	257	31.30	7.93743		
Right to Survival.	Government	96	88.17	23.59215	.384	.724
	Aided	257	87.22	19.64055		
Right to Protection.	Government	96	26.32	8.06747	2.74	.007
	Aided	257	23.80	6.58504		
Right to Participation	Government	96	47.36	6.91165	3.46	.001
	Aided	257	44.12	8.13191		
Right to Development.	Government	96	55.27	12.05294	4.32	.000
	Aided	257	48.54	13.30937		
Support Systems	Government	96	43.30	3.70524	5.30	.000
	Aided	257	40.36	4.92041		

Above table shows that the obtained t value for the area such as Right to Protection Right to participation ,Right to Development and support system are 2.74,3.46 ,4.32 and 5.30 respectively. All the p value are less than 0.05 level of significance ($p < 0.05$),that means there is significant difference in the Right to Protection Right to participation, Right to Development and support system between Government and Aided school students. the obtained mean score of Government school students for Right to Protection (26.33) Right to

participation (47.36), Right to Development (55.27) and support system (43.30) are greater than the mean score Aided school students in their area Right to Protection, Right to participation, Right to Development and support system. But in the case of area such as Sources and, Right to survival, the t values are .643 and, .384 respectively. All the p value are greater than 0.05 level of significance ($p > 0.05$) that means there is no difference between the Government and aided school students in their Sources and, Right to survival, . That means male female students have same level of Sources and, Right to survival, . So the hypothesis *there is no significant difference in the area of prevalence based on the gender of the students is partially substantiated*.

- **H(o) there is no significant difference in the area of prevalence based on the Religion of the students**

Religion of students is not a factor of Sources, Right to survival, Right to Protection, Right to Participation, Right to Development, and Support System. So the hypothesis there is no significant difference in the area of prevalence based on the gender of the students is accepted.

- **H(o) there is no significant difference in the area of prevalence based on the Caste of the students**

Caste of students are no significant factor to the level of Awareness, Right to survival, Right to Protection, Right to Participation, Right to Development and Support System. So the hypothesis there is no significant difference in the area of prevalence based on the gender of the students is accepted.

- **H(o) there is no significant difference in the area of prevalence based on the type of the family of the students .**

There is difference in the level of , Right to Protection based on the type of family . So the hypothesis there is no significant difference in the area of prevalence based on the gender of the students is partially substantiated .

- **H (o) there is no significant Difference in the area of prevalence based on the locality of residence school of the students**

There is a difference between the rural and urban school students in their Right to Development. That means urban students have high level of Right to Development compare to female students. So the hypothesis there is no significant difference in the area of prevalence based on the gender of the students is partially substantiated

- **H(o) there is no significant difference in the area of prevalence based on the income of the parents of the students**

Income of respondents parents are no significant factor to the level of Awareness, Right to survival, Right to Protection, Right to Participation, Right to Development, And Support System. So the hypothesis there is no significant difference in the area of prevalence based on the gender of the respondents is accepted

- **H(o) there is no significant difference in the area of prevalence based on the educational qualification of the respondents parents.**

Education of respondents parents are not a significant factor to the level of Awareness, Right to survival, Right to Protection. Right to Participation, Right to Development. And Support System .So the hypothesis there is no significant difference in the area of prevalence based on educational level of respondent's parents is accepted.

2. *There is no significant relationship between standard of the students and knowledge on child rights.*

The hypothesis (H_1) that there is an association (independency) between levels of agreement on the awareness about rights and the class the students are studying is rejected. In other words, irrespective of the class the students are studying (8th or 9th or 10th class), the percentage of students across each level of agreement ('Very Much' to 'Not at all') does not differ significantly.

3. *There is no association between sex (gender) and managing child rights violated situation among the respondents.*

There is an association (independency) between levels of agreement on facing any sort of taking advantage in terms of sex and the gender of the students is rejected. In other words, irrespective of the gender (male or female), the percentage of students across each level of agreement ('very much' to 'not at all') does not differ significantly.

4. *There is no relationship between type of family and safety at home among the respondents.*

There is an association (dependency) between the level of agreement on being safe in own homes and type of the family is accepted. In other words, there seems to a statistical evidence to conclude with the change (moving from a joint family to a nuclear family and a single parent family) in the type of household they belong to, there is a likelihood of change in the percentage of students' acceptance with regard to being safe in their respective homes.

5. *There is no relationship between living area and experience in sexual exploitation during childhood period among the respondents.*

There is an association (dependency) between levels of agreement on being exposed to any sort of sexual assault and the location (Area of residence) of the students is rejected. In other words, irrespective of the location (Urban or Rural), the percentage of students across each level of agreement ('Very Much' to 'Not at all') does not differ significantly.

6. *There is no significant relationship between the community and expression of ideas and thoughts in the home among the respondents.*

There is an association (independency) between levels of agreement on anyone being forcing them to see porn videos and the location (Area of residence) of the students is rejected. In other words, irrespective of the location (Urban or Rural), the percentage of students across each level of agreement ('Very Much' to 'Not at all') does not differ significantly.

7. There is no relationship between types of family and getting protection from the family among the respondents.

There is an association (dependency) between levels of agreement on experiencing right violation in life and gender of the students is rejected. In other words, irrespective of the gender (male or female), the percentage of students across each level of agreement ('very much' to 'not at all') does not differ significantly.

SUGGESTIONS BASED ON THE STUDY:

- As verbal abuse affect the mental state of children, parents should avoid the situation of using bad words against children. Parents should be friendly with the children and should bring a friendly atmosphere in the family. They must take initiatives to avoid situations that make the children afraid of someone.
- It is the responsibility of the parents to provide peaceful and favourable atmosphere for education of their children. Parents should spent quality time with the children by helping them in their studies and it is their responsibility to arrange basic facilities for the children to study. Every parent should find time- "FAMILY TIME" (as many of the respondents suggested) to sit with the child and hear them and should give them necessary guidelines related to their life. They wants to talk to their parents and hear from them.
- Parents should teach the children about how to say 'NO' to the things which is not good. It is their responsibility to train their children to choose right friends. They should fix screen time for children .Parents should continuously observe the changes in the behaviour of the children. Parents should monitor the activities of children and avoid the situations which avails alcohol or drugs. Don't use alcohol along with children and don't share alcohol to the children.
- Parents should observe what children are watching, playing and listening to and take advantage of teachable moments to discuss any inappropriate content or behaviours with them. Set time to watch /use TV and internet. Teach them about media representations of sex, relationships, and gender roles and teach them to question the accuracy and intent of the messages they receive.
- Parents should ensure the safety of children in their home. Don't make children alone in home especially in the presence of strangers. Parents should protect their children from all kind of abuses. They should find time to talk to them and hear their problems. Parents should ask the suggestions to children before taking decisions especially in matters related to them. Their right to express ideas and thoughts must be respected. Children become more encouraged when they feel their ideas and thoughts are accepted.
- Parents should give freedom to children in matters related to selection of dress, education etc. Parents should avoid authoritative attitude but parents can support them to choose right dress which suits to them. Parents have a prior right to choose the kind of education that shall be given to their child. But before choosing a particular course parents should ask for the interests of their child. They must ensure that selection of a particular course not making the children stressful.

- Parents should teach their children the need and importance to protect socio cultural values and practices. Local leaderships in the community should engage children in various activities. Parents should act as a model to their children. Parents should provide proper environment to the students to concentrate in their studies well. Parents should assist, engage and teach some coping skills to the children.
- Parents should ensure whether the students are getting enough time to study. They should arrange right study environment at home. Parents should find time to sit along with their children and help them in their studies. The research suggests that the parents and teachers should bring a positive atmosphere to the children to maintain their mental stability and help children to develop self - esteem. Teach them how to solve their problems through various activities. Create a safe and positive home environment and encourage children by listening them. It is the responsibility of the parents to provide and ensure right circumstances for the physical and mental growth of children. Parents should encourage the children and give responsibilities to them. Find time to talk with children and be friendly with them.
- Alcohol or drug abuse prevention starts with parents. Parents should teach their children to say 'NO' to the one who force them to use alcohol or drugs. They should find time to talk to their children about their problems, people they met, incidents happened in their life etc. They should provide guidance and clear rules about not to use alcohol or drugs. The study suggests that the parents should give responsibilities to the children and make them independent. Taking responsibilities only make them self-reliant.
- A large number of children are also victims of abuse at schools. It should be handled by the teachers properly. Schools and families are the places where most of the children facing right violations. Teachers should observe each student and enquire about the changes in their behaviour. As most of the respondents suggested, complaint box (sahayam venam box) should place in each school. Educational institutions should be student friendly where students should get opportunity to exhibit their talents, platform for physical, mental and intellectual development.
- Educational institutions must be a positive space for children to learn new things, develop good thoughts etc. So motivation from the part of teachers will help the students especially weaker students. Teachers also should use motivating words instead of abusive words against children. Teachers should reach out to verbally abused children and try to divert them from the negative feelings they got through the incident.
- The school authorities should appoint counsellors to address the problems faced by children. Sharing the problems to someone will definitely help the children to overcome the situation. As an age which seeks more independence, looking for experiences, searching for identity, teachers should teach the children about right decision making and encourage children to initiate activities. Teachers should be a role model to students. The parents and school teachers have to take lead role to create awareness on personal health care and body health care. The teachers can use different type of health educational materials to create awareness among the students.
- Clean and fresh drinking water is one of the basic needs of human beings. Lack of clean and fresh drinking water may leads to lot of health problems. It is based on ones right to survival. The school

authorities should take necessary steps to avail clean and fresh drinking water to the students. The school authorities should make some arrangements for the children to play and must ensure the facilities available. As Right to play is the basic right of a child, District Education Officer should intervene in this issue and avail the facilities for children.

- School authorities should initiate some awareness session with the help of excise department against the use of alcohol and drugs among students. Counselling services should provide to those student who is an addict to it. The school curriculum should modify focuses on equipping children with information about drugs, the life skills necessary to enable them to deal with different situations without turning to drugs, the ability to resist pressure to use drugs and an understanding of what drugs are. A safe and supportive school environment made possible by a set of clearly communicated policies and procedures that provides care, counselling and support for all students and ensures a cooperative approach among staff, students, parents, and related professionals, agencies and the police.
- The study suggests that in every school there should be a support system to handle the grievances of children related to harsh punishments and they should report the same to Childline. Avail counselling services to those children who are in need. Teachers should provide equal opportunity to the students and should motivate them to exhibit their talents. Teachers must try to identify the hidden talents in each students. The school authorities should ensure that whether every children is getting an equal opportunity to participate in the co - curricular activities in school. They should organise different programmes in which everyone can participate and show their talents.
- The study suggested that there needs equal consideration by the teachers to all the students in the class. Teachers should give individual attention to children. Find time to talk to them and identify their problems. Education department should take initiatives to chart mentoring hours once in every week. During this hours teachers can talk to students and can help them in their needs.
- As physical development is the stepping stone to mental development, Children should get enough time to play. Teachers should ensure whether the physical education period is fruitfully used by the children and they should implement creative activities to engage children during that hour. Parents should allow the children to play. Teachers should take initiative to find out the problems of the children and try to reduce their anxious feeling by engage them in different activities. School counsellors can plan various programmes for children and their parents.
- Teacher and counsellor should establish a caring relationship with the students. Adjust the academic assignments to match the student's academic skills.
- Teachers should give special attention to each student and support them in curriculum and extracurricular activities. Education department should arrange some training programme for teachers about how to support students in academic activities. The study suggested teachers to develop a positive peer group relationship among students. Formation of study groups, learning programmes through interactive sessions etc. will definitely help the students to concentrate in their studies.
- Training in personal development will help the student to develop leadership skills, assertiveness, increases capability to handle peer pressure and bullies along with time management, team work,

decision making or taking initiatives. Additional hours should chart in every week for the activities which help to improve the personal development of the student. The research suggest the need and importance of counselling sessions for children at school .Principle of acceptance is the first step a teacher can practice. Accept the student as he or she is. Education department should arrange training programme for teachers and school counsellors to deal with the problems of children. Awareness campaigns on mental health should arrange in school level and community level.

- School authorities should take necessary steps to help the students in their need of professional support. Promote child abuse prevention programme at schools and community level. Public engagement and awareness campaign can use as strategies for it.

The study suggests to include more personal development activities in the curriculum. The Government should take necessary steps to avoid the situation of Child Right violation. It is the responsibility of the government to create safe place for children in community, especially neighbourhood and society .Should bring changes in the existing legislations which is related to child rights. The local self-government bodies should take initiatives to aware parents on community base about the rights of children. Counsellors should appoint in panchayat wise to deal with the problems of children.Local government bodies should ensure the safety and security of children in each home. Projects should develop under Panchayats to protect children from right violations.Awareness generation is the best way to reduce right violations. So it is possible through syllabus modification. One hour class in every week on child rights will help the students to identify their rights and can save themselves from abuses.

- ADS and CDS members should enquire about the children who are in crisis and report the same to the authorities.The research suggests that sex education should be a part of curriculum especially for teenage group.The study suggests that the local self-government departments and ICDS should take positive efforts to promote and develop the talents of children and should ensure their participation. Formation of area based groups for children under ICDS and implementation of various training programmes for them can bring them forward. As hygienic environment is an important factor in the personal growth and development of an individual, the study suggested the local authorities and adult members in the family should take adequate steps towards it. Childline should organize training programmes for teachers on child rights.
- Emotional abuse may face severe and long - term psychological consequences. School counsellors should provide mental health services to those children who faced emotional abuse and it will help them to address the stressors and thereby can end such kind of abuses. Awareness generation among children about their rights will help the children to address the situation of right violation. Childline along with District Child Protection Unit should jointly organize awareness campaign for children, parents and teachers. Childline should aware children about the services available through toll free number.
- Child support systems in the district level should take an adequate step to deal with the problems of children. Efficient and effective problem solving method should adopt for that. Childline along with District Child Protection Unit ensure the availability of Counsellors in schools and take necessary steps

to train counsellors in schools to deal with the problems of children. Childline should arrange awareness campaign on Counselling and other professional services provides by support systems like childline, District Child Protection Unit, Schools, Local self-Government departments etc. The study suggests the appointment of Counsellors in every panchayats under Local Self Government .

- Lack of toilet facilities creates numerous problems like, urinary infection, unable to change sanitary pad among girls. This problem should be addressed to the District Educational Officer, Kottayam. It should be rectified through proper intervention. ICDS, womens groups etc. in the community should start campaigns on nutritious food to empower the parents.
- The police and excise department should take necessary steps to identify the sources from where the children getting alcohol and drugs. The police and excise should take initiatives to identify the alcohol or drug distributors among children and should implement projects to reduce substance abuse among school children.
- Excise department must do continuous patrolling near to schools to identify drug vendors and should take action against them. Children should aware through campaigns and publicity drives about their rights, especially right to protection. They must be given confidence to make complaints against it. The research also suggested modification in the law against corporal punishment. The study suggests to train the students to report the incidents related to sexually suggestive conversations to the authorities. The authorities should report the complaint from children to police and Childline. Women and Child development Department and Social Justice Department in the district should take adequate steps to appoint School counsellors in all schools (Private and Government).

CONCLUSION:

The study on prevalence on child rights violation in Kerala focuses on the areas where child rights are violated and the reasons behind it, and the support systems which is available to protect the children who is in need. The study goes through the categorization of Child Rights as-Right to survival, protection, participation and development.

From the study it is evident that more than half percentage of the children facing some sort of violations very frequently .While checking the places from where they faces right violation it shows that most of the children faced right violation from family ,relatives and from educational institutions in the forms of verbal, physical ,emotional and sexual abuses.

Nearly half percentage of the respondents demands the need of proper toilet and fresh drinking water facilities. As these are the basic needs the study suggests to do arrangement for the same. Lack of playground facility is another issue raised by the respondents. Children also lacks peaceful and favourable atmosphere for education at home and nearly half percentage of the children not getting necessary guidelines from their parents.

The respondents are forced to see porn videos and the person who is forcing them the most is their friends. Majority of the respondents are forced to use alcohol or drugs by their friends. Nearly half percentage of the respondents is less safe in their homes and not getting proper protection from parents.

More than half percentage of the respondents never get an opportunity to exhibit their talents and nearly half of the respondents lack freedom to choose dress, education etc. Nearly half of the respondents getting less attention from teachers and the respondents face insecurity due to lack of someone to listen. Friendship (peer pressure) disrupting majority of the respondents from their studies. It is clear from the study that the children also lacks enough time to play and study after school. Nearly half percentage of the respondents lack adequate training for their personal development and right circumstances for their physical and mental development.

Majority of the respondents not get proper support from the person they shared their issues. It is evident from the study that there is no proper counselling facility at school and local self-government level and the research suggest the appointment of counsellors at schools and Panchayath level. It is clear that the support systems are not at all functioning efficiently. As the weaker section in the society children needs quick response or solutions to the problems they faced.

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