

A STUDY ON CHILD RIGHTS AWARENESS AMONG THE SECONDARY SCHOOL TEACHERS OF WEST BENGAL

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Abstract

Children are the great promise of tomorrow, the dawn of humanity and buds of social development. Children are 'supremely important national assets' and are 'the greatest gift of humanity'. Children are rightful citizens who are entitled to have same rights as any other individual. Children's rights are human rights. As human rights, children's rights are constituted by fundamental guarantees. The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child. There are various legal provisions, Policies, Government Schemes and Programmes beneficial to the safety and welfare of children in India and other countries too. In this study main objective were to find out the awareness on the part of teachers regarding child rights in school and to explore suitable and protective environment in the school. The researcher uses quantitative method of research. And the result of the study shows that most of the teachers are well aware about child right.

Key words- Child Right, Right to Protection, Teacher, secondary school student.

1.1 INTRODUCTION

Children are the great promise of tomorrow, the dawn of humanity and buds of social development. Children are 'supremely important national assets' and are 'the greatest gift of humanity'. A nation's future depends upon young generation, which deserve compassion and bestowal of the best care to protect his tender age and they also need their faculties to blossom with physical, mental, moral and spiritual excellence. With more than a one-third of its population of the world is below the age of 18 years. India has the largest child population in the world. India has made some significant commitment towards ensuring the basic rights of children. There has been progress in overall indicators: infant mortality rates are down, child survival is up, literacy rate have improved and school dropout rates have fallen. But the issue of child rights, in India is still caught between legal and policy commitment to children. This is one side of the coin and the other shows the slack miserable picture of the situation of children in India. Childhood in India is not homogeneous. This is based on social and economic status, physical and mental ability, geographical location and other differences determine the degree of vulnerability of inequality between various sections of society. The child in India is discriminated against by virtue of these inequalities. Thus, all children in India suffer certain violation on account of their status as a child.

Children, being the supremely important national assets, require special attention and protection against all sorts of neglect and exploitation and it is the social responsibility of the state of work in this direction in a strong and positive manner. Accordingly Constitution of India, different legislations, national policies etc, in national level and different conventions and recommendations, declarations etc, in international level have tried their best to protect the children in every aspect. But with the progress and development of the society, even in Twenty-first Century, the rights of the children are being squeezed and the plight of the children remains the same. Day by day, rather offences against children are increasing. Child Rape, Kidnapping and Abduction, Child Prostitution, Exposure and Abandonment, Foeticide and Infanticide, Child Labour, Child

Trafficking, Child Abuse etc. are now very common in the society, which shows how much we are concerned about the welfare and protection of our children.

1.2 CONCEPT OF CHILD RIGHT

The Children have equal value as other human beings. The best interest of the child should be the primary consideration the weight should be given to the child's opinion. Every child without any exception whatsoever, shall be entitled to basic fundamental rights without distinction or discrimination on account of race, color, sex, language and religion and political and social background. According to the Commission for Protection of Child Rights Act, 2005, Child Rights includes the Children's Rights adopted in the United Nations Convention on the Rights of the Child on 20th November, 1989 and ratified by the Government of India on 11th December, 1992. The UNCRC, 1989 outlines the fundamental rights that suitably cover all civil, political, social, economic and cultural rights of every child. Children and young people have the same basic general rights and also specific rights that recognize their special needs. Because the UNCRC brings together rights articulated in other international treaties there are many parallels between the Convention and other treaties.

RIGHT TO PROTECTION

Right to protection is one of the basic right for child. Right to protection includes freedom from all forms of exploitation, abuse, inhuman or degrading treatment, and neglect including the right to special protection in situations of emergency and argued conflicts.

Every child has the right to protection. This not only includes children who are in different circumstances and those who have suffered violence, abuse and exploitation, but also those who are not in any of these adverse situations and yet need to be protected in order to ensure that they remain within the social security and protection net. Child protection is about protecting children from or against any perceived or real danger/risk to their life, their personhood and childhood. It is about reducing their vulnerability to any kind of harm and in harmful situations.

Child protection is integrally linked to every other right of the child. The failure to ensure children's right to protection adversely affects all other rights of the child and the development of the full potential of the child. Child protection is about protecting every right of every child. It must also relate to children's capacity for self-reliance, self-defense, and to the roles and responsibilities of family, school, community, society and state. So here in this study researcher wants to know the role of school in protection of child right.

REVIEW RELATED LITERATURE

Kaur (2011). conducted a study on” **Child abuse among elementary school students in relation to their home and school environment**”. To conducted the study the researcher was taken 300 students as a sample. Objectives of the study were (1) to observe the difference between girls and boys on different types of child abuse. (2) To observe the difference rural and urban school children on different type of child abuse. (3) To observe the interactional effect of location by gender on different type of child abuse. Data were collected through stratified random sampling. Chi square, t- test, ANOVA was used to interpreted data.

Chakraborty,S (2016). conducted a study on” **A study of children of the families living on the streets of Kolkata with special reference to child right to protection**”. The purpose of the study were to elicit the socio economic profile of respondents and identify types of abuses being perpetrated against child both by family member and outsider and to know the perception of parents towards abuse by family members and outsiders. The researcher was identified 200 (12-16) children as sample. They were divided by male and female. Data collected tools was interview. Major findings of the study were thatthe migrant families was the lack of livelihood option in their native village and the violence against the children occurs in different settings were within family, at school. There were 81% children who felt uncomfortable to live on the streets.

Lilly Pushpam, Dr. M. Daniel Solomon (2008) conducted a study on “**School teachers - A focal agents of Child Rights Protection**”. The main objectives of the study were to know the teachers awareness about the Child Related problems and violations of Child Rights and their knowledge about child right. The researcher

conducted case study and collected data through interview and observation. The findings of the study indicate that there is relationship between low awareness on Child Rights and adverse effects on handling child Rights issues and most of the teachers are aware about child right.

RATIONALE OF THE STUDY:

In India, the problem of violation of child rights & child abuse is prevailing on a large scale. Not only in India, the phenomenon of child abuse rampant across the world. The magnitude of child abuse and neglect can be expressed in terms of prevalent and incidence rates. In present scenario child right violation and child abuse incident increasing rapidly in school. According to a report by Delhi police 60% of child abuse cases are linked with school. The school which is considered as second home for the child now days are unable to protect the child from abuses and violence. While majority of the parents think that their children are safe and secure in school environment but actual reports and data shows the dark side of this. According to a study by National Commission for Protection of child rights (NCPCR) in 2017 stated that “about 53% of kids surveyed reported having faced one or other form of sexual abuse”. Another report by The Ministry of Women and Child development is stated that “two out of three school going children are physically abused”. And according to the most recent report of ‘The National Crime Records Bureau’ in 2017 in India, a child is sexually abused in every 15 minutes.

STATEMENT OF THE PROBLEM:

The problem shall be studied under the title- **A Study on Child Rights Awareness among the Secondary School Teachers of West Bengal**

OPERATIONLE DEFINITION OF THE TERM USED:

School:

The school is an organization designed to provide a place for the learning and education of students.

Child:

A child was defined as a person not having completed 18 years of age.

Child Right:

Child rights are specialized human rights that apply to all human beings below the age of 18.

Child Rights Awareness

It means the condition of being aware of child’s right to survival, right to protection, right to development and right to participation as given in the U.N. Convention on the rights of the child,(1989) as well as provisions of Indian Government on the rights of the child.

Secondary School Teachers

Refer to the male and female teachers teaching in the secondary schools i.e. standards VIII and X th affiliated to the West Bengal Board of secondary Education.

OBJECTIVES OF THE STUDY:

1. To find out the awareness on the part of teachers regarding child rights in school.
2. To explore suitable and protective environment in the school.

METHODOLOGY:**Method:**

Quantitative and Qualitative method of research was used to carry out the study.

Population:

The study includes all secondary school students and teachers of Hooghly District.

Sample:

10 secondary school students, 150 school teachers and 50 secondary schools were selected as sample for the study.

Sampling technique:

Sample was selected through stratified random sampling.

Tools:**Researcher made Tools**

1. Child Right Awareness scale for teacher
2. School Environment checklist

DELIMITATIONS:

Following are the delimitation of present study

1. The study will be delimited to the secondary school students of Hooghly.
2. The study will be delimited in the students of class V-X
3. The sample size will be limited only 15 teachers and 150 students.
4. The study will be delimited to "Right to Protection" only.

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation were made from the collected raw data, which were responded by the participants in the respective interview and questionnaire and then analysed.

Data Interpretation in accordance with**Objective 1: To find out the awareness on the part of teachers regarding child rights in school.**

Table 1. Level of child right awareness

	Very High (107 and above) In %(N)	High (95-106) In %(N)	Average (82-94) In %(N)	Low (70-81) In %(N)	Very Low (69 and below) In %(N)
TEACHER (MALE) N=88	17.05 (15)	36.36 (32)	45.46 (40)	1.14 (01)	00
TEACHER (Female) N=62	16.13 (10)	41.93 (26)	35.48 (22)	4.83 (03)	1.61 (01)
TOTAL N=150	16.67 (25)	38.66 (58)	41.33 (62)	2.67 (04)	0.67 (01)

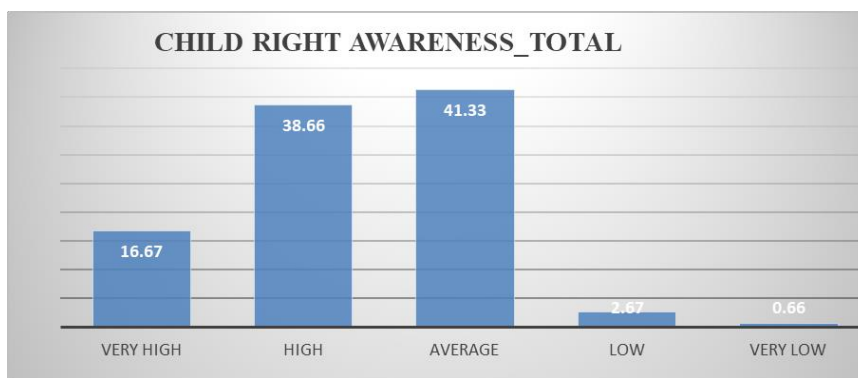


Figure 1: Child Right Awareness_Total

It is referred from the from the above table that 16.67% of School teachers have very high, 38.66 % of them have high, 41.33% of them have average and 2.67% of them have low level of awareness for child rights.

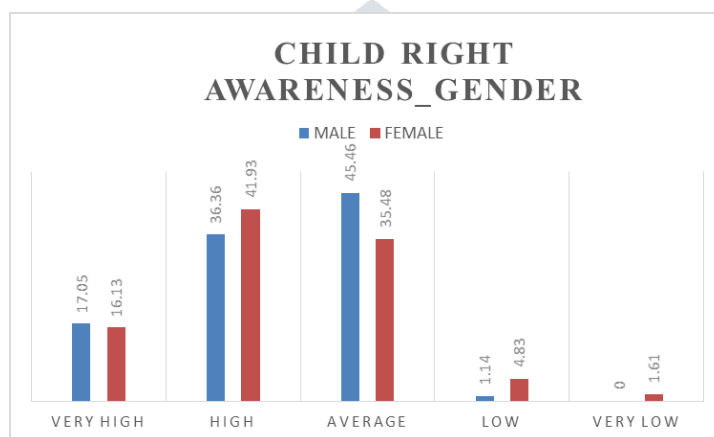


Figure 2: Child Right Awareness_Gender

Table No. 1 shows that 17.05% of male teacher of secondary school have very high, 36.36% of them have high, 45.46% of them have average, 1.14% of them have low and 0% of them have very low level of Child Right Awareness, whereas 16.13% of female teacher of secondary teachers have very low, 41.93% of them have high, 35.48% of them have average, 4.83% of them have low and 1.61% of them have very low level of Child Right Awareness.

Data Interpretation in accordance with

Objective 2: To explore suitable and protective environment in the school.

Table no 2: School safety facility

School Facility	Available (%)	Unavailable (%)
Child Protection Officer	00	100
Child Protection Committee	16	84
Counselling Center	06	94
CCTV Surveillance	46	54
Complaint Box	76	24
Proper school boundaries	82	18
Social, Emotional & Sexual Safety Training	04	96
Security personnel	94	06
Medical Assistance	42	58
Separate bathroom	100	00
Separate common room	58	42
Disciplinary Procedure	88	12
Total school n= 50		

Table no. 2 clearly shows that no school have a child protection officer and only 16% school have a child protection committee. Only 46% of school has a CCTV facility, and 6% school have a counselling center. but most of the school had proper boundaries, complaint box, security personnel and separate bathroom and common room facility.

Major Findings

1. The study shows that 16.67% of teachers have very high, 38.66% have high and 41.33% have average awareness.
2. Male teachers have slightly high awareness than female teachers.
3. Most of the school don't have the proper facility to save them from child right violation.

CONCLUSION

All children have the right to live in safe and dignity in a protective environment. But the sufferings and problems of children are enormous and widespread. It's evident that children around the world are economically exploited, socially discriminated, educationally deprived and physically mistreated. A Child cannot develop to be responsible and productive member of our society unless an environment which is conducive to his/her social and physical health and protection is assured to him/her. Teachers play a major role in ensuring that all our children live in safety and dignity in a protective and nurturing environment. Hence it is imperative for every teacher to be aware of the many prevailing social evils which impact adversely on the development of children, and also of the legal provisions which exist and which can help in safeguarding the interests of the child. And thus contribute to the protection/promotion of rights of our children.

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