

# **AWARENESS ON CHILD RIGHTS AMONG PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL**

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in partial fulfilment of the requirements for the Degree of*  
**MASTER OF EDUCATION**



**FAROOK TRAINING COLLEGE  
UNIVERSITY OF CALICUT**

**2017**

## **DECLARATION**

I, Anju Jacob., do hereby declare that this dissertation  
“**AWARENESS ON CHILD RIGHTS AMONG PROSPECTIVE TEACHERS  
AT ELEMENTARY LEVEL**” has not been submitted by me for the award  
of a Degree, Diploma, Title or Recognition before.

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## **CERTIFICATE**

I, **Dr. P. REKHA.**, do hereby certify that this dissertation entitled “**AWARENESS ON CHILD RIGHTS AMONG PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL**” is a record of bonafide study and research carried out by **ANJU JACOB.**, under my supervision and guidance.

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Farook Training College

**Anju Jacob.**

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# **INTRODUCTION**

- *Need and significance of the study*
- *Statement of the problem*
- *Definition of key terms*
- *Objectives of the study*
- *Methodology*
- *Scope and Limitations of the study*
- *Organization of the report*

Education plays a prominent role in the life of an individual. It is directly related to the life, needs and aspirations of the people. Therefore education has a value in itself, as it develops personality as well as the rationality of individual. It promotes individual liberty, empowerment and all round development. It is a basic right which helps the individual to live with human dignity. Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life.

In India education has been accorded much importance since independence, as it has been perceived that educational development is necessary to ensure economic and overall development of the country. Our country has made tremendous progress during last 70 years of independence in expanding the educational system. The number of schools, enrolment of students, and appointment of teachers have all increased in education during this period of planned development.

Children are considered as the pillar of a nation. They form a bright nation with their power and capability."Children as the root of a brilliant future" said Jawaharlal Nehru. Hence childhood forms the foundation of human life. A safe childhood is a human right. But unfortunately millions of children all over the world remain deprived of educational opportunities, as a result of poverty, social customs, political instability, terrorist activities, internal disturbances, wars, defected policies and corruption. Children have not always been on the human right agenda. They

have not been considered as a separate group but were traditionally thought as a property of their parents.

Each and every child have some rights, but in practical most of the children do not get their rights. The United Nations Convention on the Rights of the Child (UNCRC) defines child right as the minimum entitlement and freedom that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinion, origin, wealth, birth, status, disability or other characteristics.

In the earlier period nobody thought to give special protection to children. In the middle age children were considered as the small adults. In the middle of 19<sup>th</sup> century the idea appeared in French to give children special protection enabling the progressive development of minor rights. Since 1881 the French government include the Law the Right for the Children to be Educated. Protection of child begins at 20<sup>th</sup> century. This was started first in France and spread across the Europe afterwards. In 1959 the General Assembly of the UN adopts the Declaration of the Right of the Child, which describes in 10 principles of the children's right.

The following are the Rights of the Child given in UN declaration (1959)

- No discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family

- Special protection, opportunities and facilities to develop physically, mentally, spiritually and socially in a healthy and normal manner and in condition of freedom and dignity.
- The Right to Name and Nationality.
- The Right to social security, adequate nutrition, housing, recreation, and medical service.
- The differently abled child to be given specific treatment, education and care.
- The Right to participation.
- The Right to development.
- The Right to survival.
- The Right to protection.

India also gives prior importance to the protection of Child Right. There are a number of Rights to the children which is included in the Constitution of India. Some of the Acts which related to the Child Rights in India are Child Labour Prohibition Act (1986), Pre-natal Diagnostic Technique Act (1994), Juvenile Justice Act (2000) which is modified in 2016, Right to Education Act (2009), The Protection Of Children from Sexual Offences Act, 2012(POCSO), The Juvenile Justice Act, 2015( J J Act).

Every child who born is a link in the civilization. This link always has continuity with the past and it can also master the powers to break with the past within certain limits. Rights of the child become relevant within the social context of here and now but also in relation to past and even the future.

Education is the best cure for any problem that arise in the society. The present society is facing a number of problems which include violation of Rights of children, women , the marginalised etc. With the changing times the education should also change in such a way that the changes become purposeful and meaningful.

### **Need and significance of the study**

Children are innocent, trustful and full of hope. They have the Right to survive and develop, be protected and participate in decision that affects their lives. Child Rights are fundamental freedoms and inherent rights of all human beings below the age of eighteen. These rights apply to every child irrespective of the child parent's/legal guardian's race, colour, sex, or other status.

All these rights are there in our constitution even though child rights are constantly violating day by day. Children are being tortured; they do not get a chance to step in a school. They are left to fend for themselves on streets. They suffer from many forms of violence. Children are forced to work and are abused sexually and physically. They do not have access to even primary health care. They are subjected to cruel and inhuman treatments every day.

The Constitution of India gives much importance to the Rights of children. There are a number of articles in our Constitution to address various needs of children. After independence, Government of India has adopted many educational projects for the development of children. In 1964 the Kothari commission report provides comprehensive recommendation to improve Indian education sector. After

that various commissions and committee reports are came to enhance the quality of education in India in the elementary and secondary level. Also various Acts in the areas covering definition of the child rights, civil rights and freedom, general principles, family, environment and alternative care, basic health and welfare, education, leisure and cultural activities and special protection measures related to children are there. Recently the Right of children to Free and Compulsory Education Act or Right to Education Act (RTE), which was passed by the Indian parliament on 4 August 2009. The Act describes the importance of free and compulsory education for children between 6 and 14 years. In 2015 the government modified the Juvenile Justice Act of 2000 and which allows children aged 16 to 18 years and in conflict with law to be tried as adults in cases of heinous offences.

A teacher's role in the life of an individual is crucial and a good teacher occupies a very significant place in the minds of young students. After parents, it is the teacher who influences the child most and contributes to the shaping of his or her personality. Hence teacher should know the rights of the children and need to stand for it. Teacher should ensure that all children are protected from all forms of exploitation, abuse, neglect, inhuman and degrading treatment. Hence the teachers should be well aware of the children's rights and how to protect it.

Children are the future citizens of the society and prospective teachers are the future teachers of the society. Child right is the fundamental freedom of all human beings below the age of 18. So the prospective teachers should know the rights of every child irrespective of the gender, colour, creed or other status. The teachers have a crucial role in protecting the children's right and it will create a

significant and positive impact on children's mind. Awareness of child right is very important in this context. . Therefore the curriculum at Diploma in Education (D.Ed) and Bachelor of Education (B.Ed) level should incorporate the rights of the child. So the present study was undertaken with a view to find out the Awareness on Child Rights among prospective teachers at elementary level.

### **Statement of the problem**

The present study is entitled as 'AWARENESS ON CHILD RIGHTS AMONG PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL'

### **Definition of key terms**

#### **Awareness**

The state of being aware, conscious of a situation or object, without direct affection to it or define knowledge of its nature (Good (1973))

For the present study awareness is operationally defined as the basic knowledge regarding the concept of child rights among prospective teachers at elementary level.

#### **Child Rights**

Child Rights is defined as basic rights of children covering multiple needs and issues regardless of race, colour, gender, language, religion, and financial background

For the present study awareness on Child Right is the knowledge regarding the concept of Child Right



### **Prospective teachers at elementary level**

Prospective teachers at elementary level are the students undergoing the teacher training programme at elementary level is come to known as Diploma in Education (D.Ed)

For the present study prospective teachers at elementary level is operationally defined as students undergoing training at elementary level (D.Ed) in the institutions of Kerala.

### **Objectives**

- To find out the extent of awareness on Child Rights among prospective teachers at elementary level for the total sample and relevant sub samples based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization
  
- To find out whether there exist any significant difference in the awareness on Child Rights among prospective teachers at elementary level based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### **Hypothesis**

- There exists no significant difference in the awareness on Child Rights among prospective teachers at elementary level based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### **Methodology**

The procedure or method adopted is referred as methodology. In the present study the investigator has adopted the survey method to analyze the objectives of the study

### **Sample**

For the present study the investigator collected data from a sample of 429 prospective teachers at elementary level from Kozhikode, Malappuram, and Wayanad districts based on their gender, locality, type of management and subject of specialization.

### **Tool**

The tool used for conducting the study was 'Child Right Awareness Test' ( Gafoor, Rekha Anju and Rajan, (2017))

### **Statistical techniques**

The following statistical techniques were used for the present study

- Preliminary statistics like mean, median, mode and standard deviation
- Test of significance of difference between means (t-test).
- One way ANOVA

### **Scope and Limitations of the Study**

The present study was conducted to find out the ‘Awareness on Child rights among Prospective teachers at Elementary Level’. The study was conducted on a representative sample of 429 D.Ed students from Kozhikode, Malappuram and Wayanad districts using stratified sampling technique. The different strata considered in the population are gender, locale, type of management and subject of specialization. Awareness on Child Rights is the only variable of the study. The tool used for the study was Child Right Awareness Test (2017). Child Rights after 2006 are also included in the tool and thus modified the tool with the help of supervising teacher. Appropriate statistical techniques were used in the study.

The investigator tried her best to make the study as successful as possible. Due to lack of time the sample of the study was confined to three districts only.

## **Organisation of the report**

The report of the study is presented in five chapters

**Chapter 1.** Brief introduction of the problem, need and significance, statement of the problem, definition of the key terms, objectives, hypotheses, methodology, scope and limitations.

**Chapter 2.** Theoretical overview and review of related studies in the area Child Rights.

**Chapter 3.** Methodology of the study described in detail regarding the design of the study, sample selected, tool used, data collection procedure, scoring and statistical techniques used for analysis.

**Chapter 4.** Details of the statistical analysis of the data, discussion of the results , conclusion and tenability of hypotheses.

**Chapter 5.** Summary of the report, major findings, implications of the study and suggestion for further research.

## **REVIEW OF RELATED LITERATURE**

- *Theoretical overview of Child Rights*
- *Studies related to Child Rights*
- *Conclusion*

## **REVIEW OF RELATED LITERATURE**

Review of related literature avoids duplication of work that has already been done and it helps the investigator to go deep into the problem at hand, helps to study the methods, measures, subjects and approaches employed by other research workers which in turn will lead to significant decisions about the research design. Hence this chapter presents an understanding of Child Rights and a review of studies related to Child Rights.

### **Conceptual overview of Child Rights**

According to the law a child is a human being below the age of 18 years. The United Nations Convention on the Rights of the Child (UNCRC) defines child right as the minimum entitlement and freedom that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinion, origin, wealth, birth, status, disability or other characteristics.

In the antiquity, nobody thought to give special protection to children. In the Middle-Age, children were considered as “small adults”. In the middle of the 19th century, the idea appears in France to give children special protection, enabling the progressive development of “minors’ rights”. Since 1841, laws start to protect children in their workplace. Since 1881, French laws include the right for the children to be educated. In the beginning of the 20th century, children’s protection starts to be put in place, including protection in the medical, social and judicial

fields. This kind of protection starts first in France and spreads across Europe afterwards.

The League of Nations was born after the end of World War I and was termed as 'Child of War'. It came into existence partly as a result of the ravages of war on the civilians in affected countries and partly in response to the growing concern in most countries of Europe and North America pertaining to protection of children. In 1919 the League of Nations established a committee on child welfarism. In 1923, Save the Children International Union was established, which was inspired by Eglantyne Jebb who founded the 'Save the Children Movement' in the same year for the child victims of war in Balkans. It adopted a five-point declaration as its charter which described the basic conditions a society should meet in order to provide adequate protection and care for its children. This declaration adopted by the fifth Assembly of the League of Nations was the first international instrument which dealt with the rights of children. In 1924 the union persuaded the League of Nations to adopt the same declaration. Since the League of Nations held its meetings in Geneva, this 1924 Declaration on the Rights of the Child came to be known as the "Declaration of Geneva". It recognized that 'mankind owes to the child the best that it has to give'. The Declaration established five principles:

- The child must be given the means requisite for its normal development both materially and spiritually.
- The child that is hungry must be fed
- The child that is sick must be nursed
- The child that is backward must be helped

- The delinquent child must be reclaimed and the orphan and the waif must be sheltered and succoured.
- The child must be the first to receive relief in times of distress
- The child must be put in a position to earn a livelihood and must be protected against every form of exploitation
- The child must be brought up in the consciousness that its talents must be devoted to the service of its fellow men.

It established the basis of child rights in terms of both protection of the weak and vulnerable and promotion of child development. It also clarified that care and protection was no longer the exclusive responsibility of families, communities or individual countries, the world as a whole had legitimate interest in the welfarism of all the children. It was significant as it highlighted economic entitlements of children and set future international standards in the field of children's rights. Unfortunately the League of Nations could not avert the Second World War that caused greater suffering to children who were forced to work.

The Geneva Declaration is based on the work of the Polish physician Janusz Korczak. World War II and its casualties leave thousands of children in a dire situation. Consequently, the UN Fund for Urgency for the Children is created in 1947, which became UNICEF and was granted the status of a permanent international organization in 1953.

From its inception, UNICEF focuses particularly on helping young victims of World War II, taking care mainly of European children. But in 1953 its mandate



is enlarged to a truly international scope and its actions expanded to developing countries. UNICEF then puts in place several programs for helping children in their education, health, and their access to water and food.

Since December 10, 1948, the Universal Declaration of Human Rights recognizes that “motherhood and childhood are entitled to special care and assistance.”

In 1959 the General Assembly of the UN adopts the Declaration of the Rights of the Child, which describes in ten principles about children’s rights. Whereas this text has not been signed by all the countries and its principles have only an indicative value, it paves the way to a Universal Declaration of Children’s Rights.

The Declaration enumerated various rights including

- A child is entitled to a name and nationality
- A child is entitled to adequate nutrition , housing , recreation and medical services
- Special needs of physically , mentally and socially handicapped children
- Needs of children who are without a family
- The right to education is included as is the right to play and recreation

After the adoption of the Universal Declaration of Human Rights, the UN wanted to introduce a Charter of Human Rights which would be enforceable and would oblige the states to respect it. Thus, a Commission on Human Rights was set up to write this text.

In the midst of the Cold War and after hard negotiations, two texts complementary to the Universal Declaration of Human Rights were adopted by the General Assembly of the UN in New York:

- The International Charter for Economical, Social and Cultural Rights recognizes the right to the protection against economical exploitation, the right to be educated and the right to healthcare
- The Charter related to Civil Rights establishes the right to have a name and a nationality.

The year 1979 is declared International Year of the Child by the UN. That year saw a real change of spirit, as Poland makes the proposal to create a working group within the Human Rights Commission, which is in charge of writing an international charter.

The Convention on the Rights of the Child is adopted unanimously by the UN General Assembly on November 20, 1989. Its 54 articles describe the economic, social and cultural rights of the children.

The Convention on the Rights of the Child is the text in relation to human rights which has been the most rapidly adopted. This text becomes an international treaty and enters in force on September 2, 1990, after being ratified by 20 states.

The Organization for African Unity adopts the African Charter for the Rights and Welfare of the Child on July 11, 1990.

The worst forms of Child Labour Convention is adopted on June 17, 1999.

In May 2000, the optional protocol to the International Charter of the Child Rights regarding the participation of children in armed conflicts is ratified. It entered into force in 2002. This text prohibits minors taking part in armed conflicts.

As of today, the International Charter of the Child Rights has been signed by 190 states of 192, even though there are a few reservations concerning certain parts of the text. Only the US and Somalia have signed but not ratified.

Today, its idea and its forceful character are almost universally accepted. However, its application could still be improved and the transformation of words into Acts remains to be done. In a world where the urgency is the master, where a child dies of hunger every 5 seconds, it is time to join theory together with its application.

Children and childhood across the world, have broadly been construed in terms of a 'golden age' that is synonymous with innocence, freedom, joy, play and the like. It is the time when, spared the rigors of adult life, one hardly shoulders any kind of responsibility or obligations. But, then, it is also true that children are vulnerable, especially when very young. The fact that children are vulnerable, they need to be cared for and protected from 'the harshness of the world outside' and around .

The CRC is "the most complete statement of child rights ever made". It takes the ten principles of the 1959 Declaration of the Rights of the Child, and expands them to 54 articles, of which 41 relate specifically to the rights of children, covering almost every aspect of a child's life. It is indeed an innovative document in overall

human rights theory and practice. In fact, it is the first United Nations Human Rights instrument since the UDHR which brings together as inextricable elements of the life of an individual human being the full range of civil and political rights, and economic, social and cultural rights. It can do this because it treats children as complete individuals, rather than as elements in an economic or socio-political system. The Convention aims to create a balance between the rights of children and those of the parents or adults responsible for their survival, development and protection. This is achieved by considering children in the right to participate in decisions concerning them and their future. It is, thus, a holistic document for each article is intertwined with the others. Not only this, the various articles exert an influence on the interpretation and implementation of each other.

The CRC covers four areas of rights for every child

### **The Right to survival**

A child's right to survival begins before a child is born. According to Government of India, a child life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity.

### **The Right to development**

Children have the right to all forms of development: Emotional, Mental and Physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition.

### **The Right to protection**

A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere.

### **The Right to participation**

A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.

### **UN declaration of the rights of the child**

The following are the Rights of the Child given in UN declaration (1959)

- No discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.
- Special protection, opportunities and facilities to develop physically, mentally, spiritually and socially in a healthy and normal manner and in condition of freedom and dignity.
- The Right to Name and Nationality.
- The Right to social security, adequate nutrition, housing, recreation, and medical service.
- The differently able child to be given specific treatment, education and care.

- The need for love and understanding so that the child grows in the care and responsibility of his or her parents in an atmosphere of affection, moral and material security.
- Entitlement to education which should be free and compulsory to the children in the elementary stage.
- The child should be protected from all bad circumstances i.e., neglect, cruelty and exploitation associated with employment.
- The Right to participation.
- The Right to development.
- The Right to survival.
- The Right to protection.

In other words, the rights defined in the Convention are interdependent; as none of the articles can be dealt in isolation. They have to be applied and implemented simultaneously if at all the rights of every child is to be respected. The articles of the CRC could be seen at a glance in below.

### **CRC at a Glance**

#### **Preamble**

#### **Part I Operational Articles**

Article 1 Defines child as a person who is below the age of 18 years.

Article 2 Non-discrimination

Article 3 Best interest of the child

Article 4 Measures for implementation of rights

Article 5 Parents, family, community rights and responsibilities

Article 6 Right to life

Article 7 Right to name and nationality

Article 8 Preservation of identity

Article 9 Non-separation from parents

Article 10 Family reunification

Article 11 Illicit transfer and non-return of children abroad

Article 12 Expression of opinion

Article 13 Freedom of expression and information

Article 14 Freedom of thought, conscience and religion

Article 15 Freedom of association and peaceful assembly

Article 16 Privacy, honour, reputation

Article 17 Access to information and media

Article 18 Parental responsibility

Article 19 Abuse and neglect (while in family or in care)

Article 20 Protection of child who is deprived (temporarily or permanently) of

family environment Article 21 Adoption

Article 22 Refugee children

Article 23 Disabled children

Article 24 Health care

Article 25 Periodic review of children in care

Article 26 Social security

Article 27 Standard of living

Article 28 Education

Article 29 Aims of education

Article 30 Children of minorities, indigenous children

Article 31 Play, recreation and participation in cultural life and the arts

Article 32 Economic exploitation/child labour

Article 33 Protection from narcotic and psychotropic substances abuse

Article 34 Sexual exploitation

Article 35 Abduction/sale/trafficking of children

Article 36 Other forms of exploitation

Article 37 Torture, capital punishment, deprivation of liberty

Article 38 war and Armed conflicts

Article 39 Recovery and reintegration (following abuse, torture, armed conflicts etc.)

Article 40 Juvenile Justice

Article 41 Rights in other national or international instruments

## **Part II Enforcement**

Article 42 Dissemination of the principles and provisions of the Convention

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Article 47 Ratification



Article 48 Accession

Article 49 Entry into force

Article 50 Amendments

Article 51 Reservations

Article 52 Denunciation

Article 53 Depositary

Article 54 Authentic texts

### **Child Rights in India**

The first step to fulfil the rights of children can be found in the Constitution of India. There are a number of articles that address various needs of children as outlined below. The articles are divided into two categories: Fundamental Rights and Directive Principles of State Policy. Fundamental Rights are justifiable in a court of law and are negatives that prohibit the states from doing. The courts are bound to declare a law as invalid if it violates a fundamental right. Directive principles are positive suggestions for states, and are not justifiable in a court of law.

### **Fundamental Rights**

- Article 14- The State shall not deny to any person equality before the law or the equal protection of laws with in the territory of India.
- Article 15- The State shall not discriminate against any citizen..Nothing in this Article shall prevent the State from making any special provisions for women and children.

- Article 21-No person shall be deprived of his life or personal liberty except according to procedure established by law.
- Article 21 A-The State shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the State may, by law, determine.
- Article 23-Traffic in human beings and beggary and other forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with the law.
- Article 24-No child below the age of 14 years shall be employed to work in any factory or mine or engaged in any other hazardous employment.
- The Constitution (86th Amendment) Act was notified on 13th December 2002, making free and compulsory education a Fundamental Right for all children in the age group of 6-14 years.

### **Directive Principles**

Article 39(e) and (f) provides that the State shall, in particular, direct its policy towards securing to "ensure that the health and strength of workers, men and women and the tender age of children are not abused" and "that the citizens are not forced by economic necessity to enter avocations unsuited to their age or strength" and that "the children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity" and that the childhood and youth are protected against exploitation and against moral and material abandonment.

- Article 45- The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.
- Article 47- The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties
- Article 243G read with Schedule 11 - provide for institutionalization of child care by seeking to entrust programmes of Women and Child Development to Panchayat (Item 25 of Schedule 11), apart from education (item 17), family welfare (item 25), health and sanitation (item 23) and other items with a bearing on the welfare of children.
- According to the UNCRC a child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier'. This definition of child allows for individual countries to determine according to the own discretion the age limits of a child in their own laws. But in India various laws related to children define children in different age limits.
- The Indian Penal Code (IPC) 1860 finds that no child below the age of seven may be held criminally responsible for an action (Sec 82 IPC). In case of mental disability or inability to understand the consequences of one's actions the criminal responsibility age is raised to twelve years (Sec 83 IPC). A girl must be of at least sixteen years in order to give sexual consent, unless she is married, in which case the prescribed age is no less than fifteen. With regard

to protection against kidnapping, abduction and related offenses the given age is sixteen for boys and eighteen for girls.

- According to Article 21 (a) of the Indian Constitution all children between the ages of six to fourteen should be provided with free and compulsory education. Article 45 states that the state should provide early childhood care and education to all children below the age of six. Lastly Article 51(k) states the parents/guardians of the children between the ages of six and fourteen should provide them with opportunities for education.
- The Child Labour (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed fourteen years of age. The Factories Act, 1948 and Plantation Labour Act 1951 states that a child is one that has not completed fifteen years of age and an adolescent is one who has completed fifteen years of age but has not completed eighteen years of age. According to the Factories Act adolescents are allowed to work in factories as long as they are deemed medically fit but may not for more than four and half hours a day. The Motor Transport Workers Act 1961, and The Beedi And Cigar Workers (Conditions Of Employment) Act 1966, both define a child as a person who has not completed fourteen years of age. The Merchant Shipping Act 1958 and Apprentices Act 1961 don't define a child, but in provisions of the act state that a child below fourteen is not permitted to work in occupations of the act. The Mines Act, 1952 is the only labour related act that defines adult as person who has completed eighteen years of age (hence a child is a person who has not completed eighteen years of age).

- The Prohibition of Child Marriage Act, 2006 states that a male has not reached majority until he is twenty-one years of age and a female has not reached majority until she is eighteen years of age. The Indian Majority Act, 1875 was enacted to create a blanket definition of a minor for such acts as the Guardians and Wards Act of 1890. Under the Indian Majority Act, 1875 a person has not attained majority until he or she is of eighteen years of age. This definition of a minor also stands for both the Hindu Minority and Guardianship Act, 1956 and the Hindu Adoption and Maintenance Act, 1956. Muslim, Christian and Zoroastrian personal law also upholds eighteen as the age of majority. The first Juvenile Justice Act, 1986 defined a boy child as below sixteen years of age and a girl child as below eighteen years of age. The Juvenile Justice (Care and Protection of Children) Act, 2000 has changed the definition of child to any person who has not completed eighteen years of age.
- Because of its umbrella clauses and because it is the latest law to be enacted regarding child rights and protection, many are of the opinion that the definition of child found in the Juvenile Justice Act, 2000 should be considered the legal definition for a child in all matters.

### **Acts related to child rights**

#### **Child Marriage restraint act (CMRA)-1929**

There is a legal recognition of the fact that children must not be married before they are physically and mentally ready for it. This act prescribes a minimum age of 21 years of male and 18 years for female.

### **Supervision and Control Act-1960**

To provide for the supervision and control of orphanage, homes for neglected women and children and other like institution, and to penalize criminal activity indulged in such institutions.

### **Children Act-1960**

To provide for the care, protection, welfare, training, education and rehabilitation of children in the union territories, orphanage and other charitable homes.

### **Child Labour Prohibition and Regulation Act-1986**

Banning employment of children in specified occupations and process, lays down a procedure for inclusion in the schedule of banned occupation and process and regulation the condition of work of children in employments where they are not prohibited from working.

### **Juvenile Justice Act -1986**

An act to provide the care, protection, treatment, development and rehabilitation of neglected or delinquent juveniles and to provide a specialized approach for the juvenile system.

### **86<sup>th</sup> Amendment of the Constitution**

Education as the fundamental right of the child. It is included as a part of article 21 ie., Article 21(A) The State shall provide free and compulsory education to all children of the age of six to fourteen years.

### **Pre-natal Diagnostic Techniques Act**

In the year 2003, Pre-natal Diagnostic techniques Act, 1994 was amended. The amended act is now called the Pre-natal Diagnostic techniques (prohibition of sex selection) Act, emphasis in simultaneously being laid on compulsory registration of births and deaths as visualized in the National Population Policy (NPP).

### **Right to Education Act-2009**

Education is a fundamental human right and essential for the exercise of all other human rights. The Right to Education Act-2009 in India ensuring the elementary education to all children from the age of six to fourteen.

### **Juvenile justice act (2000)**

The Juvenile Justice (Care and Protection of Children) Act, 2000 is the primary legal framework for juvenile justice in India. The act provides for a special approach towards the prevention and treatment of juvenile delinquency and provides a framework for the protection, treatment and rehabilitation of children in the purview of the juvenile justice system.

### **The protection of children from sexual offences act, 2012**

The Protection of Children from Sexual Offences Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. These offences have been clearly defined for the first time in law. The Act provides for stringent punishments, which have been graded as per the gravity

of the offence. The punishments range from simple to rigorous imprisonment of varying periods. There is also provision for fine, which is to be decided by the Court.

### **Juvenile justice act (JJ act) 2015**

Juvenile Justice (Care and Protection of Children) Act, 2015 has been passed by Parliament of India. It aims to replace the existing Indian juvenile delinquency law, Juvenile Justice (Care and Protection of Children) Act, 2000, so that juveniles in conflict with Law in the age group of 16–18, involved in Heinous Offences, can be tried as adults. The Act came into force from 15 January 2016

### **National Commission for Protection of Child Rights**

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005, an Act of Parliament (December 2005). NCPCR is a statutory body under the CPCR Act, 2005 under the administrative control of the Ministry of Women & Child Development, Government of India. The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. The Child is defined as a person in the 0 to 18 years age group.

### **Kerala State Commission for Protection of Child Rights (KeSCPCR)**

The Kerala State Commission for Protection of Child Rights (KeSCPCR) started functioning in June 2013 as a statutory body under the Commissions for



Protection of Child Rights Act, 2005 (Central Act 4 of 2006) [CPCR Act] and the Kerala State Commission for Protection of Child Rights Rules, 2012. The Commission's objective is to protect, promote and defend child rights in the State.

### **Review of related studies**

The reviewed studies are summarized and presented below

Gunnar (2001) studied Right of the Child in Iceland. Cross national survey method by using questionnaire on Children's Right was used for collecting data. Result reveals that children considered rights as important but more likely to be taken at home than school.

Powel and Smith (2002) conducted a study on Children's Participation Rights in Research shows that children should be viewed, not as vulnerable passive victims, but as social actors who can play a part in the decision to participate in research.

Sabhakar and Ashok (2005) in the article Child Right in the classrooms commended that, Child Right should be protected in the school by everyone concerned

Rajan (2007) in his study Child Right Awareness among TTC students found that on an average student teachers who are undergoing TTC in Kerala has scored 58.91% awareness regarding child rights. There is significant difference between students of aided and unaided TTI students of Kerala in their awareness regarding child rights

Jacob (2008) conducted a study on child right awareness among student teachers of Kerala and found that there is an average awareness on child rights among student teachers those who are undergoing B.Ed in Kerala. It has been found that the students in the government institution have child right awareness than students in the private institution.

Hashmeen (2009) conducted a study on A study of the laws relating to rights of child a human rights perspective found that there is no dearth of normative measures in India protecting rights of the children and promoting their welfare, the children have been worst sufferers in the existing socio-legal culture.

Reynaert and Vandeveldde (2009) conducted a Review of Children's Rights Literature Since the Adoption of the United Nations Convention on the Rights of the Child found that Children's rights have become a significant field of study during the past decades, largely due to the adoption of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. Three themes are identified that predominate in the academic work on the UNCRC: (1) autonomy and participation rights as the new norm in children's rights practice and policy, (2) children's rights vs parental rights and (3) the global children's rights industry. That these three themes distinguish contemporary scholarly work on the UNCRC might not be a coincidence, analyzed from the process of 'educationalization' that has characterized childhood in western societies since the 19th century.

Goldman and Juliette (2010) studied Australian undergraduate primary school teachers responses to child sexual abuse. The result showed that all these student teachers feel inadequately prepared to address child sexual abuse and it's

mandatory reporting in schools, being unaware of both knowledge of it. Even though they recognizes the gravity of sexual abuse and also the need and seriousness of child protection.

Rahman (2010) in the study domestic implementation of the convention on the rights of the child in India found that the Convention on the Rights of the Child India has made a number of attempts (and is still making) to bring the country up to the standards and levels of International law regarding protection, promotion and the fullest development of children and their rights.

Amrutha and Saravanan (2011) Conducted a study on Primary school teachers to find out their Child Right Awareness the attempt was to identify the variables such as sex, age, marital status, educational qualifications, type of management and locations play any role in determining child right awareness. Data were collected through survey method by using child right awareness scale. The result showed that teachers do not differ their child right awareness in terms of sex, location and marital status, while differ significantly in terms of age group, educational qualification and type of management.

Boopathi , Kumar, and Saravanan (2011) conducted a study on Child Right Awareness among primary school teachers. The study reveals that the teachers do not differ in their child rights awareness in terms of sex, location and marital status of the primary school while differ significantly in terms of age group, educational qualification and type of management of the school.

Chakraborty (2011) in the study *A study of children of the families living on the streets of Kolkata with special reference to childrens right to protection* reveals that children who are living in poverty are excluded from their basic rights to survival, protection, care and opportunities to develop, and participate in the affairs of mainstream society. Furthermore, the situation of children living on street gets worse by illegitimacy of stay, miserable environmental conditions and lack of protection mechanism. Children are exposed to abuse and exploitations within their families, peer groups and within their immediate community.

Devasenan and Selvan (2011) studied school related child rights practices performed by the rural parents in their family environment revealed that there is no proper practices are found among rural parents. The child practices must be improved among rural parents and the awareness related health, curricular and co-curricular activities may be improved among parents

Guptha and Lata (2013) in their study of *Protection of Child Rights in India: Role of Teachers and Parents* reveals that the role of a teacher and parents as a leader, a torchbearer, a mentor or a guide with love, care and understanding of the child to provide best protection, opportunities and assistance in order to ensure them the best future.

Sathyaraj (2013) conducted a study on child right awareness among primary teachers in Thiruchirappalli district of Tamilnadu and found that the child right awareness of teachers does not differ based on gender and locality. The teachers have only average level of awareness and suggested for improvement.

Sruthi (2013) in her study Interaction effect of child right awareness and teaching experience on behavior management practices of primary school teachers found that the child right awareness and teaching experience differ in their effect on behavior management practices of primary school teachers. Interaction effect of child right awareness and teaching experience on behavior management practices of primary school teachers was not significant.

Roul and Behra (2013) studied Impact of education programme of National Child Labour Project (NCLP) on eradication of child labour. The result of study reveals favorable impact that there is a favorable impact of NCLP on schools for promoting education among child labour in children and to eradicate child labour in tribal district of Odisha.

Brahma (2014) conducted a study on child right awareness among the parents and found that child right awareness is low among the parents in Bodoland Territorial Area District, Assam.

Mondal and Mete (2014) conducted a study on a historical analysis of UEE with reference to the Right to Education act-2009, commended that the RTE Act is now the first central legislation of the landscape of elementary education that puts the responsibilities of enrolment, attendance and completion of elementary education of every Indian child on the government. Free and compulsory elementary education for all the children in the age group of six to fourteen has become a legal reality with the implementation of RTE Act 2009

Suprabha and Subramanian (2015) conducted a study on Awareness of teachers towards Right to Education act 2009 in Kerala found that the school teachers of Kerala have average level of awareness about RTE Act, urban teachers have more aware about the act and there is significant difference with respect to teachers age , educational qualifications and experience

Rao (2015) in the article Thoughts on the RTE Act, a reflection of the failure of the system commended that, the RTE Act tried to address many of the chronic problems bedeviling Indian education. Hence the implementation of RTE Act may change the face of education in India.

Sham (2015) conducted a study on evolution of child rights from an international perspective found that eras children all over the globe were not only deprived of justice but were abused and exploited which compelled them to lead an immoral life.

Venkateswarhu and Bhaskararao (2016) studied Awareness of child rights education among prospective teachers showed that the prospective teachers possessed high level of awareness of child rights education. The prospective teachers do not differ awareness of child right education in terms of Gender, Subject of methodology and Medium of instruction, while differ significantly in terms of type of college

## **Conclusion**

In this chapter the investigator tried to present a brief account of theoretical overview and review of related studies. Since the effectiveness of a research is based on past knowledge, review of related studies provide helpful suggestion for significant investigation. All these reviews given above are based on child right awareness. The review reveals that only a few studies were conducted in this area, especially on child right awareness. As years passes the number of child rights were also increasing. This shows the importance and relevance of the study.

# **METHODOLOGY**

- *Design of the study*
- *Variables of the study*
- *Sample selected for the study*
- *Tools used for data collection*
- *collection of Data*
- *Scoring and consolidation of data*
- *Statistical techniques used for analysis*



## **METHODOLOGY**

Research is a systematic inquiry that investigates hypotheses, suggests new interpretations of data or texts, and poses new questions for future research to explore. It is a systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. Methodology finds a major place in any type of research work. Methodology is the systematic, theoretical analysis of the methods applied in a field of study.

The present study is “Awareness on Child Rights among Prospective Teachers at Elementary Level”

The methodology of the study is described under the following major headings.

- Design of the study
- Variables of the study
- Sample used for the study
- Tool used for Data collection
- Collection of data
- Scoring and Consolidation of Data and
- Statistical Techniques used for analysis

### **Design of the study**

The main purpose of the present investigation was to find out the Awareness on Child Rights among prospective teachers at elementary level. Hence the method adopted for the study was survey.

### **Variable of the study**

Variable refers to any aspect of behaviour or any condition that change. The only variable that is measured and analyzed in the present study was Awareness on Child Rights among Prospective Teachers at Elementary Level.

### **Sample used for the study**

The selection of the sample is of great importance in a study. A subset of a population that is used to represent the entire group as a whole is called sample. The process of obtaining information about an entire population by examining only a part of it is known as sampling.(Kothari, 2009)

The population of the present study was prospective teachers at elementary level in the Kerala state. The sample consisted of 429 prospective teachers at elementary level who were selected from D.Ed colleges of Kozhikode, Malappuram and Wayanad districts. The sample was selected under stratified sampling technique by giving due representation to the factors like gender, locale, type of management and subject of specialization.

### **Gender of the sample**

Gender has great influence on findings of research, since it has been found that sex differences exists in many of the psychological variables. Hence the investigator gave due weightage to the gender .

### **Locale of the sample**

In Kerala more institutions are situated in rural area than in urban area. So the investigator decided to give due weightage to the locale of the institution.

### **Type of management**

There are Government, Government- Aided, and Unaided institutions are conducting D.Ed courses under SCERT. Hence the investigator gave due weightage to the type of management of prospective teachers at elementary level

### **Subject of specialization**

Students who are pursuing D.Ed in Kerala are mainly from Science, Humanities and Commerce streams. Since their subject of study is one of the factors that may influence the variable, the investigator gave due weightage for the same.

The breakup of the sample of the study is shown in table 1

Table 1

*Breakup of the sample*

Samples	Categories	Number of students (N=429)
Gender	Male	23
	Female	406
Locale	Urban	233
	Rural	196
Type of management	Government	241
	Aided	101
	Unaided	87
Subject of specialization	Science	143
	Humanities	195
	Commerce	91

**Tool used for the study**

For the present study, the investigator used the tool Child Right Awareness Test ( Gafoor, Rekha, Anju and Rajan 2017) to collect the necessary data.

**Description of the tool**

As a part of the study, the investigator reviewed a number of books, journals and studies in the area child rights. A tool, Child Right Awareness Test (2006) was available in the area which was developed by Gafoor and Rajan (2006), and for the present study the investigator has taken the same with the permission of the concerned authors. This tool consisted of 52 items in the different areas of child rights, which are, Definition of the child right, Civil rights and freedoms, General principles, Family and alternative care, Basic health and welfare education, Leisure

and cultural activities, Special protection measures, Right to Education Act(2009), POCSO Act (2012), Juvenile Justice Act (2015).

While going through the area the Child Rights, it was found that some prominent Acts which have direct bearing on Rights of the Child is established after 2006. Thus the investigator adapted and modified the tool Child Right Awareness Test developed by the authors Gafoor and Rajan (2006) with the permission of authors. The modified tool Child Right Awareness Test Gafoor, Rekha , Anju and Rajan (2017) consisted of 63 items. by incorporating some more items in the area Right to Education Act (2009), The Protection Of Children from Sexual Offences Act, 2012(POCSO), The Juvenile Justice Act, 2015( J J Act) . Thus in the final tool there were 63 items from 10 areas of child rights. Four distracters were given for each item. The right responses are to be given one mark each. Thus the maximum of a subject could score in the tool was 63. A copy of the tool and it's score sheet is provided in Appendix.

### **1. Definition of the Child Right**

Child Rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to all people everywhere.

Eg: According to UNCRC, who is considered as a child?

- a) Citizen below the age of 16
- b) Citizen below the age of 18

c) Citizen below the age of 14

d) Citizen below the age of 12

## **2. Civil Rights and Freedoms**

Civil rights include the ensuring of peoples' physical and mental integrity, life, and safety; protection from discrimination on grounds such as race, gender, national origin, colour, age, political affiliation, ethnicity, religion, sexual orientation, gender identity, and disability. Individual rights such as privacy and the freedoms of thought, speech, religion, press, assembly, and movement.

Relevant articles of the Convention on the Rights of the Child (CRC) dealing with civil and political rights:

- **Right to be heard** (article 12): The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.
- **Freedom of expression** (article 13): The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.
- **Freedom of thought, conscience and religion** (article 14): The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

- **Freedom of association** (article 15): Children have a right to meet with others, and to join or form associations.
- **Protection of privacy** (article 16): Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.
- **Access to information** (article 17): The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful information.

Eg: Which of the following is true the right of children to assemble and to form a peaceful group

- a) Right with the consent of parents
- b) Right with the consent of head master
- c) Children have right to it
- d) Children have no right to it

### **3. General principles**

The general principles of the Convention include

- Non- discrimination
- Adherence to the best interests of the child
- The right to life, survival and development
- The right to participate

Eg: Which of the following is coming under the right to development?

- a) Right to education
- b) Right to information
- c) Right to be protected from neglect
- d) Right to be born

#### **4. Family and alternative care**

The United Nations Convention on the Rights of the Child (UNCRC) acknowledges that the family is the natural environment for the development and well being of children; that parents have the primary responsibility for the upbringing of their children.

Relevant articles of the Convention on the Rights of the Child (CRC) dealing with family and alternative care:

- **Parental guidance and the child's evolving capacities** (article 5): The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child, which is appropriate to her or his evolving capacities.
- **Separation from parents** (article 9): The child has a right to live with his or her parents, unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.



- **Family reunification** (article 10): Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.
- **Parental responsibilities** (article 18): Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.
- **Protection from abuse and neglect** (article 19): The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child, and establish appropriate programmes for the prevention of abuse and the treatment of victims.
- **Protection of a child without a family** (article 20): The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.
- **Adoption** (article 21): In countries where adoption is recognised and/or allowed, it shall only be carried out in the best interest of the child, and then only with the authorisation of competent authorities, and safeguards for the child.

Eg: The children of the divorced parents have the right to stay with

- a) Father and mother
- b) Mother alone
- c) Father alone
- d) Neither father nor mother

## 5. Basic health and welfare education

Relevant articles of the Convention on the Rights of the Child (CRC) dealing with health and welfare:

- **Right to health** (article 24): The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventative health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.
- **Right to life, survival and development** (article 6): Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.
- **Appropriate assistance for parents** (article 18(3)): States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.
- **Social security** (article 26): The child has the right to benefit from social security including social insurance.
- **Standard of living** (article 27): Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be

fulfilled, and is. State responsibility can include material assistance to parents and their children.

- **Drug use** (article 33): Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.
- In its General Comment No.4 on "Adolescent health and development in the context of the CRC" (2003), the Committee on the Rights of the Child stresses the concept of health and development goes beyond article 6 (right to survival) and article 24 (right to health).

Eg: Government has to protect the child from using

- a) Chocolates
- b) Drugs
- c) Chemicals
- d) Polio vaccine

## **6. Leisure and cultural activity**

Children have the right to rest and leisure, to engage in sports and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Eg: Do children have the right to enjoy free time and to engage in entertainments suitable for their age?

- a) No rights
- b) Right too
- c) With the permission of their parents
- d) With the permission of physical education teacher

## **7. Special protection measures**

- Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled.
- Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally.
- Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.
- Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.
- Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.
- Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.
- Article 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education.

Eg; According to factory act what will be the age limit of a child working in a factory

- a) 14 years
- b) 15 years
- c) 16 years
- d) 17 years

### **8. Right to Education Act-2009**

Education is a fundamental human right and essential for the exercise of all other human rights. The Right to Education Act-2009 in India ensuring the elementary education to all children from the age of six to fourteen.

Eg: What is the age limit for compulsory education according to Indian Constitution?

- a) Until 10
- b) Until 14
- c) Until 12
- d) Until 16

### **9. The Protection Of Children from Sexual Offences Act, 2012**

The Protection of Children from Sexual Offences Act, 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from the offences of sexual assault, sexual harassment and pornography. These offences have been clearly defined for the first time in law. The Act provides for stringent punishments, which have been graded as per the gravity of the offence. The punishments range from simple to rigorous imprisonment of

varying periods. There is also provision for fine, which is to be decided by the Court.

Eg: What is POCSO Act?

- a) Sexual offence Act
- b) Compulsory Education Act
- c) Juvenile Justice Act
- d) Right to live with dignity

#### **10. Juvenile justice act (JJ act) 2015**

Juvenile Justice (Care and Protection of Children) Act, 2015 has been passed by Parliament of India. It aims to replace the existing Indian juvenile delinquency law, Juvenile Justice (Care and Protection of Children) Act, 2000, so that juveniles in conflict with Law in the age group of 16–18, involved in Heinous Offences, can be tried as adults. The Act came into force from 15 January 2016

Eg: When did the Juvenile Justice Act 2000 get modified?

- a) 2010
- b) 2015
- c) 2016
- d) 2009

#### **Reliability and validity**

The reliability of a test refers to its consistency. Otherwise reliability ensures degrees to which the test agrees with itself. Reliability is usually expressed as a coefficient but sometimes it is expressed as a standard measurement (Best and

Khan 2009). The reliability of the test was established by test- retest method. The reliability coefficient of this scale was 0.89 which suggests that the test is highly reliable.

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Khan, 2001). The validity of the present study was ensured by content validity. Content validity is based upon careful examination of course, textbooks, syllabi, objectives and the judgement of subject matter specialists (Best and Khan, (2001). In the present study validity is established by giving weightage to each of the major child rights area such as definition of the child rights, civil rights and freedom, general principles, family, environment and alternative care, basic health and welfare, education, leisure and cultural activities, special protection measures, Right to Education Act, POCSO Act and Juvenile Justice Act (2015). Since the tool has sufficient items covering these areas, it has content validity. A test is said to have face validity when it appears to measure whatever the author had in mind namely what he thought he was measuring (Garret 1993). To ensure face validity the investigator consulted experts in the area during the development of the tool and the tool was given to experts for approval of items for measuring child right awareness. Thus ensure face validity.

#### **Data collection procedure and Administration of the tool**

After the selection of the sample for the present study the investigator made arrangements with the principals of the respective D.Ed colleges and took permission from the authorities in advance to conduct the test. The investigator visited each college one after the other in each district. The investigator approached

the teacher trainees with sufficient number of tools and gave instructions about how to fill the response sheet within the allotted time. The investigator collected back the response sheets after the allotted time.

### **Scoring and Consolidation of Data**

Soon after the collection of data the investigator valued the data sheets. The incomplete response sheets were rejected before scoring the data. After that the investigator scored the required number of data as per scoring procedure. For further analysis the scored data entered in to a consolidation sheet. The analysis of the data was done later.

### **Statistical Techniques used for Analysis**

The raw scores obtained for 429 students were subjected to different statistical techniques in order to satisfy the objectives and hypothesis of the study. The various statistical techniques used for analysing the data are given below.

- Preliminary Analysis
- Test of Significance of difference between means for large independent sample done by using the formula.

$$\text{Critical ratio } t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

$M_1$  - Mean of the first group



$M_2$  - Mean of the second group

$\sigma_1^2$  - Square of Standard deviation of first group

$\sigma_2^2$  - Square of Standard deviation of second group

$N_1$  - Size of the first group

$N_2$  - Size of the second group

If the obtained critical ratio (t) is greater than the required tabled value at 0.05 or 0.01 level of significance, the mean difference is considered to be significant.

- ANOVA (one-way)

#### Analysis of variance

Analysis of variance (ANOVA) is used when we happen to examine the significance of the difference amongst more than two sample means at the same time. It is an inferential statistical procedure. This technique is most often used in experiments which involve at least 2 sets of variables namely dependent and independent variable. Independent variable called a factor . The different categories of independent variable are called levels. Through ANOVA technique one can investigate any number of factors which are hypothesized or said to influence the dependent variable. If we take only one factor and investigate the differences amongst its various categories having numerous possible values, we are said to use one-way ANOVA.

For the present study the investigator has computed the one-way ANOVA with three levels to determine whether the mean scores of awareness on child rights differ significantly.

The analysis of the data is presented in the next chapter

## **ANALYSIS AND INTERPRETATIONS**

- *Objectives of the study*
- *Hypothesis of the study*
- *Preliminary analysis*
- *Major analysis*
- *Tenability of hypotheses*

## **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data described in the methodology chapter. The aim of the present study is to find out the Awareness on Child Rights among prospective teachers at elementary level on the basis of gender, locale, type of management and subject of specialization.

### **Objectives**

- To find out the extent of awareness on Child Rights among prospective teachers at elementary level for the total sample and relevant sub samples based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization
  
- To find out whether there exist any significant difference in the Awareness on Child Rights among prospective teachers at elementary level based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### Hypothesis

- There exists no significant difference in the awareness on Child Rights among prospective teachers at elementary based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### Preliminary statistics

To see whether the variable Awareness on child rights among prospective teachers at elementary level is normally distributed or not, important descriptive statistical constants like mean, median, mode, standard deviation, skewness and kurtosis were computed for the total sample. The details of the statistics are presented in table 2.

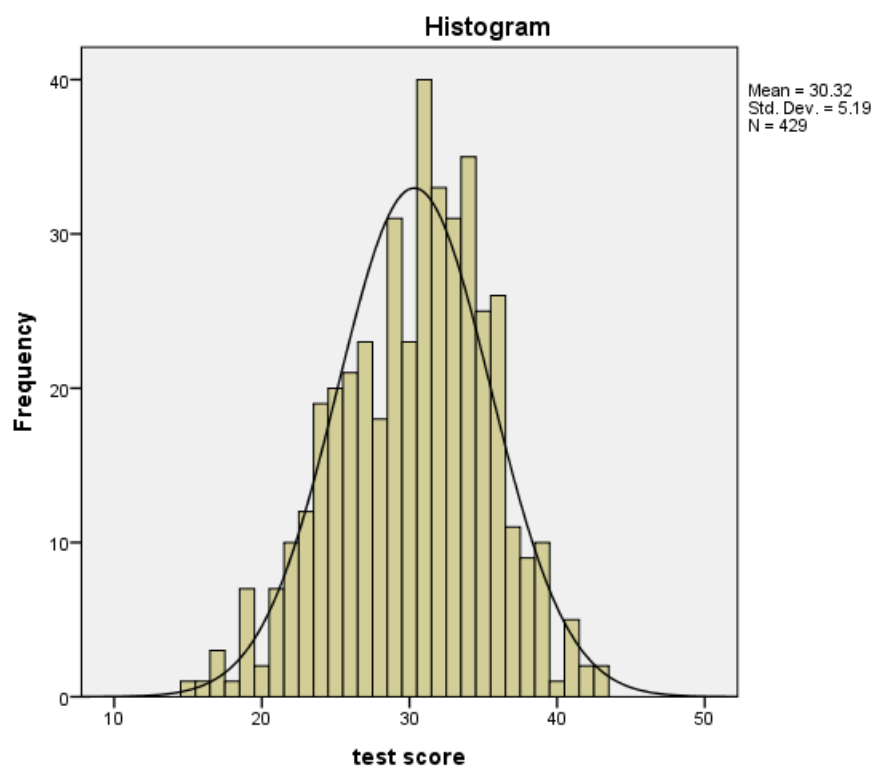
Table 2

*Descriptive statistics of the variable Awareness on child rights among prospective teachers at elementary level for the total sample (N=429)*

Descriptive statistics	Awareness score
Mean	30.32
Median	31
Mode	31
Standard deviation	5.19
Skewness	-0.277
Kurtosis	-0.199

Table 2 reveals that three measures of central tendency viz, mean, median, and mode of variable Awareness on child rights among prospective teachers at elementary level are 30.32, 31 and 31 respectively, for the total sample of 429. These values are almost equal. The extent of skewness is -0.277 shows that the distribution is negatively skewed. The measure of kurtosis is -0.199 which shows the curve is leptokurtic.

The distribution of scores of Awareness on child rights among prospective teachers at elementary level is graphically plotted in figure 1.



*Figure 1:* Graphical representation of frequency distribution of scores of Awareness on child rights among prospective teachers at elementary level.

From the figure 1, we can conclude that Awareness on child rights among prospective teachers at elementary level follows approximately a normal distribution.

**Percentile scores**

The percentiles  $P_{10}$ ,  $P_{20}$ ,  $P_{30}$ ,  $P_{40}$ ,  $P_{50}$ ,  $P_{60}$ ,  $P_{70}$ ,  $P_{80}$  and  $P_{90}$  are calculated and are given in table 3

Table 3

*Percentile table*

Percentiles	Score	Mean
$P_{90}$	36	
$P_{80}$	35	
$P_{70}$	33	
$P_{60}$	32	
$P_{50}$	31	30.32
$P_{40}$	29	
$P_{30}$	28	
$P_{20}$	26	
$P_{10}$	23	

Table 3 shows that the mean score of Awareness on child rights among prospective teachers at elementary level for the total sample is 30.32. Table 3 also reveals percentile scores for total sample. For the total sample, the 10<sup>th</sup> percentile of the score of Awareness on child rights among prospective teachers at elementary level is 23. It means only 10 percent of prospective teachers at elementary level lie

below the score 23. And 20, 30, 40, 50, 60, 70, 80, and 90<sup>th</sup> percentile of prospective teachers at elementary level lie below the score 26, 28, 29, 31, 32, 33, 35 and 36 respectively. That means 90 percent of prospective teachers at elementary level are having Awareness on child rights less than 36.

**The extent of Awareness on child rights among prospective teachers at elementary level based on gender, locality, type of management and subject of specialization**

The extent of Awareness on child rights among prospective teachers at elementary level based on gender, locality, type of management and subject of specialization is calculated through the mean and standard deviation of the subsamples. The details of mean, standard deviation and sample size are given in table 4.



Table 4

*Data and Results of the extent of Awareness on child rights among prospective teachers at elementary level based on subsamples ( gender, locale, type of management and subject of specialization)*

Sub samples		Number(N)	Mean	Standard Deviation
Gender	Male	23	31.43	5.062
	Female	406	30.25	5.196
Locale	Urban	233	30.74	5.226
	Rural	196	29.82	5.115
Type of management	Government	241	30.01	5.264
	Aided	101	29.96	5.101
	Unaided	87	31.58	4.851
Subject of specialization	Science	143	28.87	5.182
	Humanities	195	31.49	5.122
	Commerce	91	29.62	4.622

From the table 4 it is found that the mean scores of Awareness on Child Rights obtained by the prospective teachers at elementary level based on gender for male and female are 31.43 and 30.25 respectively. It means that the mean scores of child right awareness of the prospective male teachers at elementary level having slightly greater mean scores than the mean scores obtained by the prospective female teachers at elementary level.

The table also indicates that the mean scores of Awareness obtained by the prospective teachers at elementary level for urban and rural are 30.74 and 29.82 respectively. It indicates that the mean scores of awareness obtained by prospective

elementary teachers from the urban area is higher the mean scores obtained by prospective elementary teachers from rural area..

The table also shows that the mean scores of awareness obtained by prospective teachers at elementary level based on their type of management government, government-aided, and unaided are 30.01, 29.96 and 31.58 respectively. It indicates that the mean scores obtained by the prospective teachers at elementary level based on government is 30.01, the mean scores obtained by the prospective teachers at elementary level based on aided management is 29.96 and , the mean scores obtained by the prospective teachers at elementary level based on unaided management is 31.58. It indicates that the prospective teachers at elementary level from unaided college are having greater mean score than the government and aided college

The table also indicates the mean scores of awareness obtained by prospective teachers at elementary level based on their subject of specialization viz., science, humanities and commerce are 28.87, 31.49, and 29.62 respectively. It indicates that the mean scores obtained by the prospective teachers at elementary level based on science is 28.87, the mean scores obtained by the prospective teachers at elementary level based on a humanities is 31.49 and, the mean scores obtained by the prospective teachers at elementary level based on commerce is 29.62. It indicates that the prospective teachers at elementary level from humanities background are having greater mean score than the prospective teachers at elementary level from science and commerce background.

**Comparison of mean scores of Awareness on child rights among prospective teachers at elementary level between male and female**

The mean and standard deviation of the subsamples based on gender is calculated. The comparison of the mean scores of awareness between male and female prospective teachers at elementary level were done by calculating the 't' value. The result of t-test is given in table 5.

Table 5

*Data and results of the test of significance of difference between mean scores of awareness of male and female prospective teachers at elementary level.*

Gender	Number(N)	Mean	Standard Deviation	t-value
Male	23	31.43	5.062	
Female	406	30.25	5.196	1.087

From table 5 it is evident that the mean scores obtained by the prospective teachers at elementary level for male and female are 31.43 and 30.25 respectively. And the t-value obtained is 1.087 which is less than the tabled value of t (1.96) required for significance level .05. It indicates that the mean score of Awareness on child rights among prospective teachers at elementary level based on gender of the sample is not significant at .05 level. Which means there exists no significant difference between male and female prospective teachers at elementary level in their awareness on Child Rights.

**Comparison of mean scores of Awareness on child rights among prospective teachers at elementary level between urban and rural**

The mean and standard deviation of the subsamples based on locale is calculated. The comparison of the mean scores of awareness between urban and rural were done by calculating the 't' value. The result of t-test is given in table 6.

Table 6

*Data and Results of the test of significance of difference between mean scores of awareness of urban and rural prospective teachers at elementary level*

Locale	Number (N)	Mean	Standard Deviation	t-value
Urban	233	30.74	5.226	1.838
Rural	196	29.82	5.115	

From table 6 it is evident that the mean scores obtained by the prospective teachers at elementary level from urban and rural are 30.74 and 28.82 respectively. And the t-value obtained is 1.838 which is less than the tabled value of t (1.96) required for significance level .05. It indicates that the comparison of mean score of Awareness on child rights among prospective teachers at elementary level based on locale of the sample is not significant. Which means there exists no significant difference between urban and rural prospective teachers at elementary level in their awareness on Child Rights.

**ANOVA (one-way)**

In the present study one way ANOVA is used to find out whether there exist any significant mean difference in Awareness on child rights among prospective teachers at elementary level based on their type of management and subject of specialization. Type of management is categorised in to three groups ie, Government, Aided and Unaided. And subject of specialization is categorized in to three, ie, Science, Humanities and Commerce. Hence for the present study the investigator used one way ANOVA with three levels.

Being a parametric technique ANOVA has some basic assumptions, viz,

- The distribution of independent variable should follow normality
- Homogeneity of variance
- The sample drawn should be random and independent

From preliminary analysis the statistical constant and graphical representation obtained for the variable Awareness on child rights reveals that the variable Awareness on child rights is normally distributed for total sample.

The investigator drawn the sample from a normal population and look sufficiently large sample, assumes there is homogeneity of variance.

Since the sample in the present study is selected randomly and measures are independent, it satisfies the third basic assumption of ANOVA

Since the basic conditions of ANOVA are almost satisfied, ANOVA is carried out. The statistical analysis and discussions are given below.

**Comparison of mean scores of Awareness on child rights among prospective teachers at elementary level based on their type of management (government, aided and unaided)**

In order to check whether there exist any significant differences in awareness based on type of management, the analysis of variance of the variable Awareness on child rights among prospective teachers at elementary level is done and given in table 7.

Table 7

*Data and results of analysis of variance of the variable Awareness on child rights among prospective teachers at elementary level based on type of management(government, aided, and unaided)*

Test score	Sum of squares	Df	Mean squares	F	Sig
Between groups	175.957	2	87.979	3.301	0.038
Within groups	11352.928	426	26.650		
Total	11528.886	428			

**Discussion**

This table indicates that the F value obtained by the prospective teachers at elementary level based on type of management is 3.301, which is greater than the tabled F value (3.01) which is required for significance at .05 level with (2, 426) degrees of freedom. Hence there is a significant difference in the mean scores of Awareness on child rights among prospective teachers at elementary level based on type of management.

Since the main effect of type of management on Awareness on child rights among prospective teachers at elementary level based on the sub sample type of management is found to be significant, the investigator conducted Scheffe test. The data and results are presented in table 8.

Table 8

*Result of Post Hoc test of Awareness on child rights among prospective teachers at elementary level based on type of management*

Group	Mean difference
Government- Aided	0.048
Government-Unaided	1.578*
Aided- Unaided	1.626

(\* The mean difference is significant at 0.05 level)

Table 8 reveals that there is no significant difference in the Awareness on child rights between prospective teachers at elementary level of government and aided management. There is a significant difference in the Awareness on child rights between prospective teachers at elementary level of government and unaided management. And there is no significant difference in the Awareness on child rights between prospective teachers at elementary level of aided and unaided management. Prospective teachers at elementary level of unaided have more awareness on child rights compared to the prospective teachers at elementary level of government and aided management.

**Comparison of mean scores of Awareness on child rights among prospective teachers at elementary level based on subject of specialization (Science, Humanities, and Commerce)**

To check whether there exist any significant difference in awareness based on subject of specialization, the analysis of variance of the variable Awareness on child rights among prospective teachers at elementary level is given in table 9.

Table 9

*Data and results of Awareness on child rights among prospective teachers at elementary level based on subject of specialization (Science, Humanities, and Commerce)*

Test score	Sum of squares	Df	Mean square	F	Sig
Between groups	512.488	2	256.244	9.909	0.000
Within groups	11016.397	426	25.860		
Total	11528.886	428			

**Discussion**

The table 9 indicates that the F value obtained by the prospective teachers at elementary level based on subject of specialization is 9.909, which is greater than the tabled F value (4.65) which is required for significance at .01 level with (2, 426) degrees of freedom. Hence there is a significant difference in the mean scores of Awareness on child rights among prospective teachers at elementary level based on subject of specialization.



Since the main effect of subject of specialization on Awareness on child rights among prospective teachers at elementary level based on the sub sample subject of specialization is found to be significant, the investigator conducted Scheffe test. The data and results are presented in table 10.

Table 10

*Result of Post Hoc test of Awareness on child rights among prospective teachers at elementary level based on subject of specialization.*

Group	Mean difference
Science – Humanities	2.331*
Science – Commerce	0.474
Humanities- Commerce	1.857

(\*Significant at 0.01 level.)

Table 10 reveals that there is a significant difference in the Awareness on child rights between prospective teachers at elementary level of science and humanities subjects. There is no significant difference in the Awareness on child rights between prospective teachers at elementary level of science and commerce subjects. And there is no significant difference in the Awareness on child rights between prospective teachers at elementary level of humanities and commerce subjects. Prospective teachers at elementary level of humanities have more awareness on child rights compared to the prospective teachers at elementary level of science and commerce.

### **Tenability of Hypothesis**

The tenability of hypothesis was examined in the light of the above findings. The hypothesis states that there exists no significant difference in the awareness on child rights among prospective teachers at elementary level based on Gender, Locality, Type of management and Subject of specialization.

Findings of the study revealed that

- There is no significant difference in the awareness on child rights among prospective teachers at elementary level of sub groups Gender and Locality.
- There is a significant difference in awareness on child rights among prospective teachers at elementary level between Government and Unaided Management. Prospective elementary teachers of Unaided have more awareness on child rights compared to Government and Aided prospective elementary teachers .
- There is a significant difference in awareness on child rights between prospective teachers at elementary level of Humanities and Science teachers. Prospective elementary teachers of Humanities have more awareness compared to prospective elementary teachers of Science and Commerce Subjects. Thus, the hypothesis is partially substantiated.

**SUMMARY, FINDINGS AND  
SUGGESTION**

- *Restatement of the problem*
- *Objectives of the study*
- *Hypotheses of the study*
- *Methodology of the study*
- *Major Findings*
- *Educational Implication*
- *Suggestions for Further Research*

## **SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter presents a summary of the procedure used for the study along with major findings, educational implications and suggestions for further research in the field.

### **Restatement of the problem**

The present study is entitled as 'AWARENESS ON CHILD RIGHTS AMONG PROSPECTIVE TEACHERS AT ELEMENTARY LEVEL.

### **Objectives**

- To find out the extent of awareness on Child Rights among prospective teachers at elementary level for the total sample and relevant sub samples based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization
- To find out whether there exist any significant difference in the awareness on Child Rights among prospective teachers at elementary level based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### **Hypothesis**

- There exists no significant difference in the awareness on Child Right among prospective teachers at elementary level based on
  - Gender
  - Locality
  - Type of management
  - Subject of specialization

### **Variable of the study**

In the present study the variable that is taken into consideration by the investigator was Awareness on Child Rights.

### **Methodology**

For the present study the investigator used the following methodology

#### **Method of study**

The method of study used by the investigator for the present study was survey method

#### **Sample**

The sample for the present study was consisted of 429 prospective teachers at elementary level from Kozhikode, Wayanad and Malappuram districts based on their gender, locality, type of management and subject of specialization.

## **Tool**

The tool used for conducting the study was Child Right Awareness Test Gafoor, Rekha Anju, and Rajan(2017)

## **Statistical techniques**

The following statistical techniques are used for the present study

- Preliminary statistics like mean, median and standard deviation
- Test of significance of difference between means (t-test).
- One way ANOVA

## **Major Findings**

The analysis of the data led the investigator to the following findings

- The study reveals that, the means scores of awareness on child rights among prospective teachers at elementary level for the total sample is 30.32
- The means scores of awareness on child rights among prospective teachers at elementary level for subsample Gender, Male and Female are 31.43 and 30.25 respectively
- The means scores of awareness on child rights among prospective teachers at elementary level for subsample Locality, Urban and Rural are 30.74 and 29.82 respectively.

- The means scores of awareness on child rights among prospective teachers at elementary level for subsample, type of management; Government, Aided and Unaided are 30.01, 29.96 and 31.58 respectively
- The means scores of awareness on child rights among prospective teachers at elementary level for subsample Subject of Specialization, Science, Humanities and Commerce are 28.87, 31.49 and 29.62 respectively.
- When t test is conducted to find out the significant difference between mean scores of male and female prospective teachers at elementary level in their awareness on child rights, it was found that there is no significant difference in awareness on child rights among prospective teachers at elementary level based on subsample Gender, Male and Female.
- When t test is conducted to find out the significant difference between mean scores of Urban and Rural prospective teachers at elementary level in their awareness on child rights, it was found that there is no significant difference in awareness on child rights among prospective teachers at elementary level based on subsample Locality, Urban and Rural
- From the result of ANOVA to find out the significant difference in the awareness on child rights among prospective teachers at elementary level based on type of management, it was found that there is a significant difference in the awareness on child rights among prospective teachers at elementary level between Government and Unaided Management. Prospective elementary teachers of Unaided have more awareness on child rights compared to Government and Aided prospective elementary teachers.

- From the result of ANOVA to find out the significant difference in the awareness on child rights among prospective teachers at elementary level based on Subject of specialization, it was found that there is a significant difference in the awareness on child rights among prospective teachers at elementary level between Humanities and Science teachers. Prospective elementary teachers of Humanities have more awareness on child rights compared to Science and Commerce prospective elementary teachers

### **.Educational Implications**

The present study entitled as Awareness on Child Rights among Prospective Teachers at Elementary Level reveals that the awareness on Child Rights among prospective teachers at elementary level is very low. There is no significant difference in awareness on child rights among prospective teachers at elementary level based on gender and locality. The study also reveals that the awareness on child rights among prospective teachers at elementary level of unaided management have more awareness. And awareness among prospective teachers at elementary level from humanities subject have more awareness than prospective teachers of science and commerce. These results reveal the necessity to make teachers aware about different rights related to children and hence they can help the children to make aware of these rights.

According to the annual report of Kerala State Commission for Protection of Child Rights 2015-2016, there are 99,32,755 children in our state, from this 50,60,037 are boys and 48,72,718 are girls. By comparing with the total population of the state 29.73% are children therefore the protection of children and their rights



is very important. Our constitution gave much importance to the protection of child and their rights. By analyzing the importance of children there forms National and State level Commissions for protecting the rights of every child, hence a study like this helps the commission to know the awareness of prospective teachers and helps to provide them adequate awareness regarding child right.

Every child require special help for the solutions of their problems. Special measures are taken to protect the rights of every child during their childhood. Teaching is considered as one of the noblest profession. Teachers are the builders of the student's character, behaviour and the whole personality. The awareness of teachers on child rights helps them to improve the effective implementation of it. Child right awareness programs have to be conducted during the pre-service and in-service course and also include child right in their syllabus. Special Social Development programme related to child rights can be included in their course of study. Provide classes from experts by effective implementations of child protection law. Prospective teachers can conduct street plays regarding the concept of child and child rights.

It is very important to improve the awareness on Child Rights among Prospective teachers at elementary level. To improve the awareness some suggestions are given below.

- During the time of curriculum construction effective planning should be done to aware the elementary teachers on child rights
- Government can establish special programmes at the state and district levels to aware the prospective teachers on child rights.

- Conduct workshop to aware the teacher trainees about child rights and it's violations
- Give awareness on various commissions for protection of child rights, it's objective, and it's beneficiaries
- Encourage teacher trainees to conduct seminars and paper presentations regarding child rights
- Conduct debates and symposium related to child rights.

### **Suggestion for Further Research**

The findings and limitations of the present study helped the investigator to put forward the following suggestions for further research in the area

- Similar study can be conducted at state and national level.
- A survey can be conducted on violation of child rights in schools.
- A study can be conducted on the awareness of parents about child rights.
- An in depth study on extent of community and social participation in protecting the children's right can be conducted.
- The present study can be replicated among in-service teachers at various levels.

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## **APPENDICES**

**APPENDIX I**  
**FAROOK TRAINING COLLEGE**  
**CHILD RIGHT AWARENESS TEST, 2017 (Modified)**

**Gafoor, Rekha, Anju and Rajan**

**നിർദ്ദേശങ്ങൾ**

ഈ ടെസ്റ്റിൽ ആകെ 63 ചോദ്യങ്ങൾ ഉണ്ട്. ഓരോ ചോദ്യത്തിനും a, b, c, d എന്നിങ്ങനെ നാല് ഉത്തരങ്ങൾ കൊടുത്തിട്ടുണ്ട്. അവയിൽ ഓരോ ചോദ്യത്തിനും ശരിയായ ഉത്തരം തിരഞ്ഞെടുത്ത് ഈ ചോദ്യാവലിയോടൊപ്പം തന്നിട്ടുള്ള ഉത്തരക്കടലാസ്സിൽ ✓ ചിഹ്നം കൊണ്ട് രേഖപ്പെടുത്തുക. ഇത് ഒരു ഗവേഷണാർത്ഥം ഉപയോഗിക്കാനുള്ള ചോദ്യാവലിയാണ്..

1. UNCRC യുടെ പൂർണ്ണരൂപം എന്ത്
  - a) United Nations Council of Rights of the Child.
  - b) United Nations Centre for Rights of the Child.
  - c) United Nations Convention on the Rights of the Child
  - d) United Nations Council for Rules of the Child.
2. യു.എൻ. ചൈൽഡ് റൈറ്റ്സ് കൺവെൻഷനിൽ ആരെയാണ് കുട്ടികളായി നിർവചിച്ചിരിക്കുന്നത്.
  - a) 18 വയസ്സുവരെയുള്ളവർ
  - b) 16 വയസ്സുവരെയുള്ളവർ
  - c) 15 വയസ്സുവരെയുള്ളവർ
  - d) 14 വയസ്സുവരെയുള്ളവർ
3. ബാലാവകാശങ്ങളെ സംബന്ധിച്ച് ഐക്യരാഷ്ട്രസഭയിൽ എത്ര വകുപ്പുകൾ ഉണ്ട്?
  - a) 40
  - b) 42
  - c) 43
  - d) 39
4. അച്ഛനും അമ്മയും വേർപിരിഞ്ഞ കുട്ടികൾക്ക് ആരുടെ സംരക്ഷണത്തിൽ കഴിയാനാണ് അവകാശം?
  - a) അച്ഛന്റെയും അമ്മയുടെയും ഒപ്പം
  - b) അമ്മയുടെ ഒപ്പം
  - c) അച്ഛന്റെ ഒപ്പം
  - d) രണ്ടുപേരുടെയും ഒപ്പം അല്ല.

5. ജൂവനൈൽ ഹോം എന്തിനുവേണ്ടിയുള്ളതാണ്?
  - a) സമൂഹത്തിൽ നിന്നും മാറ്റിനിർത്താൻ
  - b) അനാഥ കുട്ടികൾക്ക് താമസിക്കാൻ
  - c) രോഗബാധിതരായ കുട്ടികളെ താമസിപ്പിക്കാൻ
  - d) കുട്ടികളെ പുനഃരധിവാസിപ്പിക്കാൻ
6. സംഘടിക്കുന്നതിനും സമാധാനപരമായി കൂട്ടം ചേരുന്നതിനും കുട്ടികൾക്കുള്ള അവകാശത്തെക്കുറിച്ച് താഴെ പറയുന്നവയിൽ ശരിയായത് ഏത്?
  - a) മാതാപിതാക്കളുടെ അനുമതിയോടുകൂടി സംഘടിക്കുന്നതിനുള്ള അവകാശം ഉണ്ട്.
  - b) പ്രധാനാധ്യാപകന്റെ അനുമതിയോടുകൂടി സംഘടിക്കുന്നതിനുള്ള അവകാശം ഉണ്ട്.
  - c) കുട്ടികൾക്ക് മാത്രമായി സംഘടിക്കുന്നതിനുള്ള അവകാശം ഉണ്ട്.
  - d) കുട്ടികൾക്ക് മാത്രമായി സംഘടിക്കുന്നതിനുള്ള അവകാശം ഇല്ല.
7. വിശ്രമവേളകൾ ആസ്വദിക്കാനും പ്രായത്തിനു ചേർന്ന വിനോദ പരിപാടികളിൽ ഏർപ്പെടുന്നതിനും കുട്ടികൾക്ക് അവകാശമുണ്ടോ?
  - a) അവകാശമില്ല
  - b) അവകാശമുണ്ട്
  - c) മാതാപിതാക്കളുടെ അനുമതിയോടുകൂടി
  - d) കായികാധ്യാപകന്റെ അനുമതിയോടുകൂടി.
8. ഏത് മേഖലയുമായി ബന്ധപ്പെട്ടാണ് കൈലാഷ് സത്യാർത്ഥിക്ക് 2014 ൽ നോബൽ സമ്മാനം ലഭിച്ചത്?
  - a) ബാലവേലയ്ക്ക് എതിരായ തീവ്രപ്രയത്നത്തിന്
  - b) പെൺകുട്ടികളുടെ വിദ്യാഭ്യാസത്തിന്
  - c) കുട്ടികളുടെ ലൈംഗിക ദുരുപയോഗത്തിനെതിരെ
  - d) കുട്ടികളുടെ വിദ്യാഭ്യാസ അവകാശത്തിനുവേണ്ടി

9. POCSO ആക്ട് എന്താണ്?
- a) ബാലനീതി നിയമം
  - b) നിർബന്ധിത വിദ്യാഭ്യാസ നിയമം
  - c) ലൈംഗിക കുറ്റകൃത്യങ്ങളിൽ നിന്നും കുട്ടികളെ സംരക്ഷിക്കുന്നതിനുള്ള നിയമം.
  - d) കുട്ടികൾക്ക് അന്തസോടെ ജീവിക്കാനുള്ള അവകാശം.
10. കുട്ടികളുടെ ജനനരേഖകൾ രജിസ്റ്റർ ചെയ്യേണ്ടത് ജനിച്ച് എത്ര ദിവസത്തിനുള്ളിലാണ്?
- a) 31 ദിവസത്തിനുള്ളിൽ
  - b) 21 ദിവസത്തിനുള്ളിൽ
  - c) 12 ദിവസത്തിനുള്ളിൽ
  - d) 7 ദിവസത്തിനുള്ളിൽ
11. ബാലാവകാശങ്ങളെ സംബന്ധിച്ച് ഐക്യരാഷ്ട്ര സഭയുടെ അന്താരാഷ്ട്ര പ്രഖ്യാപനമുണ്ടായത് എന്ന്?
- a) 1986
  - b) 2000
  - c) 1993
  - d) 1989
12. മാതാപിതാക്കളുടെ സ്വത്തുക്കളിൽ കുട്ടികൾക്കുള്ള അവകാശത്തെ സംബന്ധിച്ച് താഴെ പറയുന്നവയിൽ ശരിയേത്?
- a) മുതിർന്ന കുട്ടിക്ക്
  - b) ഇളയ കുട്ടിക്ക്
  - c) എല്ലാ കുട്ടികൾക്കും തുല്യഅവകാശം
  - d) കുട്ടികൾക്ക് അവകാശമില്ല.
13. കുട്ടികൾക്ക് പ്രത്യേക ശ്രദ്ധയും നിയമപരമായ സംരക്ഷണവും അത്യാവശ്യമാണെന്ന് ചൈൽഡ് റൈറ്റ്സ് കൺവെൻഷൻ ആവശ്യപ്പെടുന്നതിനുള്ള പ്രധാന കാരണമെന്ത്?
- a) അവർക്ക് ആവശ്യമായ അത്രയും പക്ഷത വന്നിട്ടില്ല.
  - b) ലിംഗഭേദത്തിനുള്ള സാധ്യത ഉള്ളതുകൊണ്ട്.
  - c) തെറ്റായ മാർഗങ്ങൾ സ്വീകരിക്കാൻ സാധ്യത ഉള്ളതിനാൽ
  - d) ജോലിക്ക് പോകാൻ കഴിയാത്തതിനാൽ
14. ഏത് വർഷമാണ് ബാലാവകാശ കമ്മീഷൻ രൂപം കൊണ്ടത്?
- a) 2012
  - b) 2013
  - c) 2014
  - d) 2015

15. ഇന്ത്യൻ ഭരണഘടന നിർബന്ധിത വിദ്യാഭ്യാസത്തിനുള്ള അവകാശം നൽകുന്നത് എത്ര വയസ്സുവരെയാണ്?
  - a) 10 വയസ്സുവരെ
  - b) 14 വയസ്സുവരെ
  - c) 12 വയസ്സുവരെ
  - d) 16 വയസ്സുവരെ
16. കുട്ടികുറ്റവാളികളെ ഹാജരാക്കുന്നത് ഏത് കോടതിയിലാണ്?
  - a) കുടുംബ കോടതിയിൽ
  - b) വകുപ്പിന് മുമ്പിൽ
  - c) ഭരണാധികാരികളുടെ മുമ്പിൽ
  - d) ജുവനൈൽ കോടതിയിൽ
17. ഭരണഘടനയുടെ ഏത് വകുപ്പിലാണ് ശരിയായ സമത്വത്തെക്കുറിച്ച് പരാമർശിക്കുന്നത്?
  - a) 14-ാം വകുപ്പിൽ
  - b) 15-ാം വകുപ്പിൽ
  - c) 23-ാം വകുപ്പിൽ
  - d) 24-ാം വകുപ്പിൽ
18. ഏത് വർഷമാണ് പാർലമെന്റിൽ വിദ്യാഭ്യാസ അവകാശ നിയമം മുന്നോട്ടുവെച്ചത്?
  - a) 2006
  - b) 2009
  - c) 2012
  - d) 2008
19. UNICEF ന്റെ പൂർണ്ണ രൂപമെന്ത്?
  - a) United Nations Integrated Committee for Education Fund.
  - b) United Nations International Cultural Elementary Field.
  - c) United Nations International Children Emergency Fund.
  - d) United Nations Integration Continuing Education Fund
20. എത്ര വയസ്സുവരെയുള്ള കുട്ടികളെക്കൊണ്ട് കഠിനജോലി ചെയ്യിക്കുന്നതാണ് കുറ്റകരമാവുന്നത്?
  - a) 12 വയസ്സുവരെ
  - b) 15 വയസ്സുവരെ
  - c) 16 വയസ്സുവരെ
  - d) 14 വയസ്സുവരെ
21. മനുഷ്യാവകാശങ്ങളെക്കുറിച്ചുള്ള വിയന്ന കൺവെൻഷനിൽ ബാലാവകാശങ്ങളെ അംഗീകരിച്ചതെപ്പോഴാണ്?
  - a) 2006
  - b) 1993
  - c) 1996
  - d) 1992
22. അധ്യാപകർക്കും രക്ഷിതാക്കൾക്കും സമൂഹത്തിനും കുട്ടികളെ നേർവഴിക്ക് നടത്താൻ എന്തും ചെയ്യുന്നതിന് അവകാശമുണ്ടോ?
  - a) രക്ഷിതാക്കൾക്ക് അവകാശമുണ്ട്
  - b) അധ്യാപകർക്ക് അവകാശമുണ്ട്.
  - c) ആർക്കും അവകാശമില്ല
  - d) സമൂഹത്തിന് അവകാശമുണ്ട്

23. പൊതുമനുഷ്യാവകാശ പ്രഖ്യാപനത്തിൽ യു.എൻ, കുട്ടികൾക്കായി പ്രഖ്യാപിച്ച പ്രത്യേക അവകാശമാണ്
- a) പ്രത്യേക ശ്രദ്ധയ്ക്കും സഹായത്തിനുമുള്ള അവകാശം
  - b) രോഗത്തിനെതിരായ അവകാശം
  - c) കായികപരമായ അവകാശം
  - d) വായിക്കുന്നതിനും വളരുന്നതിനുമുള്ള അവകാശം
24. എന്തിന്റെ അടിസ്ഥാനത്തിലാണ് ജില്ലാതലത്തിൽ ബാലാവകാശ കമ്മീഷനുകൾ രൂപം കൊണ്ടത്?
- a) ബാലനീതിഭേദഗതി നിയമം 2006
  - b) ബാലവേല നിയമം 1986
  - c) CPCRC നിയമം 2005
  - d) POCSO നിയമം 2012
25. ഏത് വർഷമാണ് കുട്ടികൾക്കുവേണ്ടിയുള്ള അന്താരാഷ്ട്ര വർഷമായി പരിഗണിക്കുന്നത്?
- a) 1975
  - b) 1979
  - c) 1983
  - d) 1980
26. കുട്ടികളുടെ ജീവൻ ഭീഷണി നേരിട്ടാൽ നിയമപരമായി എന്താണ് ചെയ്യേണ്ടത്?
- a) ഭീഷണിപ്പെടുത്തിയവരെ തിരിച്ച് ഭീഷണിപ്പെടുത്തുക.
  - b) ഉയർന്ന ആളുകളെ അറിയിക്കുക.
  - c) ഭീഷണി സഹിക്കുക.
  - d) കോടതിയിൽ നിന്നും നീതി ആവശ്യപ്പെടുക
27. താഴെ പറയുന്നവയിൽ കുട്ടികളുടെ അവകാശമേത്?
- a) എന്തും ചെയ്യുന്നതിനുള്ള അവകാശം
  - b) സഹായം തേടുന്നതിനുള്ള അവകാശം
  - c) വാഹനങ്ങൾ ഓടിക്കുന്നതിനുള്ള അവകാശം
  - d) മുകളിൽ പറയുന്നവയൊന്നുമല്ല
28. കുട്ടികളെ സംബന്ധിച്ച കാര്യങ്ങളിൽ ഏറ്റവും പ്രധാന പരിഗണന നൽകേണ്ടത് എന്തിനാണ്?
- a) ശരിയായ ഉറക്കം
  - b) കുട്ടികൾക്ക് വേണ്ട വസ്ത്രം
  - c) കുട്ടികൾക്കു വേണ്ട വിദ്യാഭ്യാസം
  - d) കുട്ടികളുടെ താല്പര്യം







- c) കുട്ടിയെ മന്ത്രിസഭയുടെ തീരുമാനത്തിന് വിടും
  - d) കുട്ടിയെ മാതാപിതാക്കളിൽ നിന്നും വേർപിരിയാൻ നിർബന്ധിക്കും.
42. ആരെയാണ് ജുവനൈൽ ജസ്റ്റിസ് ബോർഡിന്റെ അധ്യക്ഷനായി നിയമിക്കുന്നത്?
- a) ബാലാവകാശ കമ്മീഷന്റെ ചെയർപേഴ്സൺ
  - b) അതതു ജില്ലകളിലെ പോലീസ് കമ്മീഷണർമാർ
  - c) മനുശാസ്ത്ര വിദഗ്ധൻ
  - d) അതതു ജില്ലകളിലെ ചീഫ് ജുഡീഷ്യൽ മജിസ്ട്രേറ്റുമാർ
43. സിഗരറ്റ്, ബീഡി നിർമ്മാണ തൊഴിലിൽ ഏർപ്പെടുന്നവർ എത്ര വയസ്സിനു മുകളിലുള്ളവരായിരിക്കണം?
- a) 12 വയസ്സിനു മുകളിൽ
  - b) 15 വയസ്സിനു മുകളിൽ
  - c) 16 വയസ്സിനു മുകളിൽ
  - d) 18 വയസ്സിനു മുകളിൽ
44. താഴെ പറയുന്നവയിൽ കുട്ടികളുടെ വളർച്ചയ്ക്കും ക്ഷേമത്തിനും സഹായിക്കേണ്ട അടിസ്ഥാന ഘടകമേത്?
- a) കുടുംബം
  - b) സ്കൂൾ
  - c) രാഷ്ട്രം
  - d) സമൂഹം
45. വേർപിരിഞ്ഞ മാതാപിതാക്കൾ കുട്ടിയെ സ്വന്തമാക്കുന്നതിന് കോടതിയെ സമീപിക്കുന്നു. താഴെ പറയുന്നവയിൽ ശരിയായ തീരുമാനം എന്തായിരിക്കും?
- a) അച്ഛനോടൊപ്പം പോകാൻ
  - b) അമ്മയോടൊപ്പം പോകാൻ
  - c) കുട്ടിയുടെ താല്പര്യത്തിനനുസരിച്ച് പോകാൻ
  - d) കുട്ടിക്ക് കൂടുതൽ സംരക്ഷണം നൽകുന്നവരുടെ ഒപ്പം പോകാൻ
46. താഴെ പറയുന്നവയിൽ കുട്ടികളുടെ പൂർണ്ണവും സന്തുലിതവുമായ വ്യക്തിത്വവികസനത്തിന് അനിവാര്യമായതെന്ത്?
- a) സന്തോഷകരമായ ചുറ്റുപാട്
  - b) സ്നേഹാന്തരീക്ഷം
  - c) പരസ്പരധാരണ
  - d) മുകളിൽ പറഞ്ഞിരിക്കുന്നവയെല്ലാം

47. കുട്ടികൾക്ക് പ്രത്യേക ശ്രദ്ധയും സംരക്ഷണവും നിയമപരമായി ലഭിക്കുന്നത് എപ്പോഴാണ്?
- a) ജനന വിവരം രജിസ്റ്റർ ചെയ്തതിനു ശേഷം
  - b) ജനനത്തിന് മുൻപും പിൻപും
  - c) ജനനത്തിന് മുൻപ്
  - d) മുകളിൽ പറഞ്ഞവയൊന്നുമല്ല
48. എപ്പോഴാണ് രാഷ്ട്രത്തിന് കുട്ടികളുടെ മേൽ വിവേചനം കാണിക്കാവുന്നത്?
- a) മാതാപിതാക്കളുടെ മതവുമായി ബന്ധപ്പെട്ട്.
  - b) മാതാപിതാക്കളുടെ ദേശീയതയും വംശീയതയുമായി ബന്ധപ്പെട്ട്.
  - c) മാതാപിതാക്കളുടെ രാഷ്ട്രീയ നിലപാടുമായി ബന്ധപ്പെട്ട്
  - d) മുകളിൽ പറഞ്ഞവയൊന്നുമല്ല
49. അനാഥരായ കുട്ടികൾക്ക് ജീവിത സാഹചര്യം ഉറപ്പുവരുത്തുന്നതിന് നിയമപരമായി എന്ത് സംവിധാനം ചെയ്യും?
- a) കോടതിക്കു സമീപം കുട്ടികളെ താമസിപ്പിക്കും
  - b) കുട്ടികളെ ദത്തെടുക്കുക
  - c) കുട്ടികളെ സർക്കസ് കമ്പനികൾ ഏറ്റെടുക്കുക.
  - d) മുകളിൽ പറഞ്ഞവയൊന്നുമല്ല.
50. കുട്ടികൾ എന്ത് ഉപയോഗിക്കുന്നതിൽ നിന്നുള്ള സംരക്ഷണമാണ് ഗവൺമെന്റ് ഏറ്റെടുക്കേണ്ടത്.
- a) മിഠായി
  - b) രാസപദാർത്ഥങ്ങൾ
  - c) ലഹരി മരുന്ന്
  - d) പോളിയോ മരുന്ന്
51. കുട്ടി കുറ്റവാളികളുടെ കാര്യത്തിൽ ബാലനിയമം പ്രത്യേകമായി പറയുന്നത് എന്താണ്?
- a) മാതാപിതാക്കളുടെ കൂടെ ജീവിക്കാൻ അനുവദിക്കുക.
  - b) പ്രത്യേക താമസ സംവിധാനം ഏർപ്പെടുത്തുക.
  - c) കോടതിക്ക് സമീപം താമസിപ്പിക്കുക
  - d) മുകളിൽ പറഞ്ഞവയൊന്നുമല്ല

52. ആദിവാസികുട്ടികളുടെ ഏതവകാശമാണ് രാഷ്ട്രത്തിന് നിഷേധിക്കാവുന്നത്?
- a) തനിയെ വളരാനുള്ള അവകാശം
  - b) അവരുടെ തന്നെ ഭാഷയിൽ സംസാരിക്കാനുള്ള അവകാശം
  - c) അവരുടെ തന്നെ സംസ്കാരത്തിൽ വളരുവാനുള്ള അവകാശം
  - d) മുകളിൽ പറഞ്ഞവ ഒന്നും ഒഴിവാക്കാൻ പറ്റുന്നവയല്ല.
53. പെൺകുട്ടികൾക്ക് നിയമപരമായി വിവാഹിതരാകുവാൻ നിയമം അനുശാസിക്കുന്നത് എത്രവയസുമുതലാണ്?
- a) 16 വയസ്സു മുതൽ
  - b) 21 വയസ്സു മുതൽ
  - c) 18 വയസ്സു മുതൽ
  - d) 14 വയസ്സു മുതൽ
54. ഇന്ത്യയിൽ കുട്ടികൾക്കുവേണ്ടി 2000 ൽ നിലവിൽ വന്ന നിയമം ഏത്?
- a) ബാലസേവ നിയമം
  - b) ബാലനീതി നിയമം
  - c) ബാലക്ഷേമ നിയമം
  - d) മുകളിൽ പറഞ്ഞവയൊന്നും അല്ല
55. പ്രസവാനന്തരം അമ്മയ്ക്ക് എന്തറിവ് ലഭിക്കുന്നുണ്ടോ എന്നാണ് ഉറപ്പ് വരുത്തേണ്ടത്?
- a) കുട്ടിയുടെ വളർച്ചയെപ്പറ്റിയുള്ള അറിവ്
  - b) മുലയൂട്ടുന്നതിനെപ്പറ്റിയുള്ള അറിവ്
  - c) കുട്ടിയുടെ രക്തഗ്രൂപ്പിനെപ്പറ്റിയുള്ള അറിവ്
  - d) കുട്ടിയുടെ ഭാവിയെക്കുറിച്ചുള്ള അറിവ്
56. കുട്ടിക്ക് മാതാപിതാക്കളെതിരിച്ചറിയാൻ സാധിക്കാതെ വന്നാൽ തിരിച്ചറിയാൻ സഹായിക്കേണ്ടത് ആരാണ്?
- a) സർക്കാർ
  - b) സമൂഹം
  - c) രാഷ്ട്രീയ പാർട്ടികൾ
  - d) കോടതി
57. താഴെ പറയുന്നവയിൽ കുട്ടിയുടെ അവകാശമേത്?
- a) പൂർണ്ണവികാസത്തിനുള്ള അവകാശം
  - b) തിരിച്ചറിയപ്പെടാനുള്ള കുട്ടിയുടെ അവകാശം

- c) മാതാപിതാക്കളെക്കുറിച്ചറിയുന്നതിനുള്ള അവകാശം
  - d) മുകളിൽ പറയുന്നവയെല്ലാം
58. താഴെ പറയുന്നവയിൽ കുട്ടിയുടെ ആരോഗ്യകരമായ വികാസത്തിന് ആവശ്യമായതേത്?
- a) കുടുംബാസൂത്രണത്തിനായുള്ള വിദ്യാഭ്യാസം
  - b) പരമ്പരാഗതമായ വിശ്വാസങ്ങളെ മാറ്റിനിർത്തുക
  - c) നിഷേധാത്മകമായ കാര്യങ്ങളെ പരിഗണിക്കുക
  - d) മുകളിൽ പറഞ്ഞവയെല്ലാം
59. താഴെ പറയുന്നവയിൽ കുട്ടിയുടെ വിദ്യാഭ്യാസത്തിനുള്ള അവകാശത്തിൽ പെടാത്തത് ഏത്?
- a) മാതാപിതാക്കളോടുള്ള ബഹുമാനം
  - b) അതുല്യമായ സാംസ്കാരിക വ്യക്തിത്വം
  - c) മറ്റു രാഷ്ട്രങ്ങളോട് ശത്രുതാ മനോഭാവം നിലനിർത്തുന്നത്
  - d) മറ്റു സംസ്കാരങ്ങളെക്കുറിച്ചുള്ള അറിവ് വളർത്തിയെടുക്കുന്നത്.
60. താഴെ പറയുന്നവയിൽ കുട്ടിയുടെ അവകാശമല്ലാത്തത് ഏത്?
- a) വിശ്രമത്തിനുള്ള അവകാശം
  - b) കലാകായിക പരിപാടികളിൽ പങ്കെടുക്കാനുള്ള അവകാശം
  - c) കളിക്കാനുള്ള അവകാശം
  - d) തൊഴിൽ ചെയ്യുന്നതിനുള്ള അവകാശം
61. കുട്ടികളെ വളർത്തിക്കൊണ്ടു വരേണ്ടത് പ്രധാനമായും ആരുടെ കടമയാണ്?
- a) നഴ്സറി അധ്യാപകർ
  - b) മാതാപിതാക്കൾ
  - c) സമൂഹം
  - d) അധ്യാപകർ
62. മാതാപിതാക്കൾ അന്യദേശത്ത് താമസിക്കുന്നവരായ കുട്ടികളെ സംബന്ധിച്ച് ശരിയായത് ഏത്?
- a) മാനുഷിക പരിഗണന നൽകുക
  - b) മാതാപിതാക്കളുമായി ബന്ധപ്പെടാൻ അവകാശമില്ല
  - c) സ്വന്തം രാജ്യത്ത് നിന്ന് പുറത്ത് പോകാൻ അവകാശമില്ല
  - d) മുകളിൽ പറഞ്ഞവയൊന്നുമല്ല

63. കുട്ടിയെ സംബന്ധിച്ച കാര്യങ്ങളിൽ കുട്ടിക്ക് സ്വതന്ത്രമായി അഭിപ്രായം രേഖപ്പെടുത്താനുള്ള അവകാശത്തെ സംബന്ധിച്ച് ശരിയായത് ഏത്?
- a) വ്യക്തികളിലുള്ള താല്പര്യം
  - b) കുട്ടിയുടെ അഭിപ്രായം നേരിട്ട് പ്രകടിപ്പിക്കാനുള്ള അവകാശമില്ല
  - c) പ്രായം പരിഗണിക്കേണ്ടതില്ല
  - d) മുകളിൽ കൊടുത്തിരിക്കുന്നവയെല്ലാം തെറ്റാണ്.

## **APPENDIX II**

### **FAROOK TRAINING COLLEGE**

#### **Child Right Awareness Test 2017(Modified)**

**Gafoor, Rekha, Anju And Rajan**

#### **Instructions**

This is a test based on child rights consisting of 63 questions each having four options a, b, c, d mark (✓) against the correct answer to each question in the response sheet provided

1. What is the full form of UNCRC
  - a) United Nation council of Rights of the child
  - b) United Nation centre for Rights of the child
  - c) United Nation convention on Rights of the child
  - d) United Nation council for rules of the child
2. UN child right defined children as
  - a) up to 18 years      (b) up to 16 years
  - (c) up to 15 years      (d) up to 14 years
3. How many articles are there in UNCRC related to child rights
  - a) 40                  (b) 42                  (c) 43 (d) 39
4. The children of the divorced parents have the right to stay with
  - (a) Father and mother                  (b) mother alone
  - (c) father alone                  (d) Neither father and mother
5. The purpose of juvenile home is
  - (a) To rehabilitate children      (b) To isolate in the society
  - (c) For the orphans to stay      (d) For sick children to stay
6. Which of the following is true the rights of the children to assemble and to form a peaceful group.
  - (a) Rights with the consent of parents

- (b)Rights with the consent of head master
  - (c)children have right to it
  - (d)children have no right to it
7. Do children have the right to enjoy free time and to engage in entertainments suitable of their age
- (a)No right
  - (b)Right too
  - (c)With the permission of their parents
  - (d)With the permission of physical education teacher
8. For what purpose Mr.Kailsh Sathyarathi got Nobel prize in 2014?
- (a)Struggle to children from child labour
  - (b)Education for girls
  - (c)Against the sexual abuse of children
  - (d)Right to education
9. What is POCSO Act
- (a)Sexual offence act
  - (b) Compulsory education act
  - (c)Juvenile justice
  - (d)Right to live with dignity
10. Birth should be registered with in how many days?
- (a)21 days
  - (b)31 days
  - (c)12days
  - (d)7 days
11. Which year UN's international declaration related to child rights?
- (a)1986
  - (b)2000
  - (c)1993
  - (d)1989
12. Among children who has the right to handle the properties of their parents?
- (a)Elder child
  - (b)Younger child
  - (c)Elder and younger have equal right
  - (d)Children have no rights

13. Why does child right convention demand for special case of legal protection of children?
- (a) They were not matured for enough
  - (b) Possibility for gender
  - (a) Not to take wrong means
  - (d) They cannot go for work
14. In which year commission for protection of child rights began?
- (a) 2012
  - (b) 2013
  - (c) 2014
  - (d) 2015
15. What is the age limit for compulsory education according to Indian constitution
- (a) until 10
  - (b) until 14
  - (c) until 12
  - (d) until 16
16. The child convict to be presented for prosecution before
- (a) family court
  - (b) juvenile court
  - (a) magistrate
  - (d) sections
17. Which article says Right to Equality
- (a) article 14
  - (b) article 15
  - (c) article 23
  - (d) article 24
18. Which year parliament put forwarded the RTE Act?
- (a) 2006
  - (b) 2009
  - (c) 2012
  - (d) 2008
19. The expansion of UNICEF
- (a) United Nation Integrated Committee For education fund
  - (b) United Nation Integrated Cultural Elementary Field
  - (c) United Nation Integrated Children Emergency Fund
  - (d) United Nation Integrated Continuity Education fund
20. What is the lower age limit till which child labour is a crime
- (a) up to 12 years
  - (b) up to 15 years
  - (C) up to 16 years
  - (d) up to 14 years



21. When did Vienna convention for human rights accepts child rights  
(a)2006 (b)1993 (c)1996 (d)1992
22. Do teacher ,parents and society have the right to do anything for guiding the children  
(a)Parents have right (b)Teachers have right  
(c)nobody has the right (d)society has the rights
23. Which is the special rights of children as per UN Human Right Act?  
(a)To give special case and help  
(b)To prevent disease  
(c)To help them sports and games  
(d)To allow them to read and grow
24. On what basis the District Child Protection Unit established?  
(a)Juvenile justice Amendment Act 2006  
(b) Child labour Act 1986  
(c)CPCRC Act 2005  
(d)POSCO Act 2012
25. Which year considered as the international year of the child  
(a)1975 (b)1979 (c)1983 (d)1980
26. What should one do legally when the child life is threatened?  
(a)To threaten them back (b)To inform the VIR of the region  
(c)Bear it (d)To seek justice from court
27. Select the right of the children  
(a)The right to do anything (b)The right to seek help  
(c)The right to drive vehicle (d)None of these
28. Which one is the most considerable regulatory the matters related to children  
(a) proper sleep (b)children's dress  
(c)Hearing of children (d)Children's interest

29. Which agency has to approve the activities of physical and mental development of children
- (a) Bala neethi sabba (b)Supreme court  
(c)Government (d)Committee experts
30. The right does the child get through register their birth
- (A)Right to admitted school (b)Right to freedom  
(a)Right to protect the parents (d)Right to grow
31. What is the age limit upto which life time imprisonment is avoided?
- (a)21 years (b)14 years (a)16 years (d)18 years
32. According to article 51(k) who have the responsibility to provide free and compulsory education for children between 6 and 14 years
- (a)State (b)Nation (c)Parents (d)Society
33. When did the juvenile justice ACT 2000 get modified
- (a)2010 (b)2015 (c)2016 (d)2009
34. What is the age of majority according to Hindu Adoption and Maintenance Act 1956
- (a)16 (b)17 (c)18 (d)20
35. According to factory act what will be the age limit of a child working in a factory
- (a)14 years (b)15 years (c)16 years (d)17 years
36. Which situation children can be separated from parents without children's permission
- (a)Parents join to the army (b)Parents legally punished  
(c)To ensure parents avoid to child (d)Foreign travels to parents
37. What is the child help line number?
- (a)1091 (b)100 (c)1098 (d)1322
38. Can you force a child to be a witness?
- (a)Yes (b)No  
(c) Determinded by the Court (d)In certain case

39. The international rule, the minimum age for joining the army is
- (a) 18 years                      (b) 15 years  
(c) 21 years                      (d) 14 years
40. What is Juvenile Justice ACT 2016
- (a) Children's aged 16 to 18 years considers as adults when they cases heinous offences  
(b) Children aged 13 to 14 years considered as adult when they cases heinous offences  
(c) Children aged 16 to 18 years considered as adult when they cases heinous offences  
(d) Children aged only 18 years considered as adult when they cases heinous offences
41. What will be the courts response when a close relative of a child approaches it?
- (a) There is no rule for separation    (b) Say for police aid  
(c) The decision of cabinet              (d) To force the child
42. Who is the president of Juvenile Justice Board?
- (a) The chair person of balavakasha commission  
(b) The District police commissioner  
(c) Psychologists  
(d) The district chief Judicial magistrate
43. What is the minimum required age to be cigarette ,beedi workers?
- (a) 12 years    (b) 15 years    (c) 16 years    (d) 18 years
44. Which is the factor to help child's growth and development?
- (a) Family    (b) School    (c) Nation    (d) Society
45. When separated parent go to court for the child, what will be the decision of the court?
- (a) To stay with father  
(b) To stay with mother  
(c) Interest to children to go  
(d) To stay that most protected person

46. Which among the following are most essential component for personality development of child?
- (a) Pleasant environment                      (b) Loving atmosphere  
(c) mutual understanding                      (d) All the above
47. When do child get legal protection and care?
- (a) After registering birth                      (b) Before and after birth  
(c) Before birth                                      (d) None of the above
48. On what basis can a nation of the above
- (a) The religion of parents  
(b) The nationality and race of parents  
(c) parents on seek political decision  
(d) None of the above
49. A step that can take to produce the congeal atmosphere to live for the child
- (a) Can be inhabited near the court                      (b) Can be adopted  
(c) Can be take up circus company                      (d) None of these
50. Government has to protect the child from using
- (a) Chocolate                      (b) Drugs  
(c) Chemicals                      (d) Polio vaccine
51. What does child law state in the case juvenile delinquent?
- (a) permitted o live with parents                      (b) Should have a special board  
(c) Inhabited near the court                      (d) None of these
52. On which basic the rights for tribal child can be demit by the nation?
- (a) Right to be grown up alone  
(b) Right to speech their own language  
(c) Right to develop their own culture  
(d) None can be demit
53. The age limit in which a girl can be legally married is?
- (a) 16 years    (b) 21 years    (c) 18 years    (d) 14 years

54. Which law is implemented in India on 2000 of children?
- (a) The religion of parents
  - (b) The nationality and race of parents
  - (c) parents on seek political decision
  - (d) None of the above
55. What knowledge of mother should be ensured after her delivery
- (a) The growth of the child
  - (b) Breast feeding
  - (c) Blood group of child
  - (d) Future of child
56. The agency that helps the child to identify the parents?
- (a) Court
  - (b) Society
  - (c) Political parties
  - (d) government
57. Select the Right of children from given below
- (a) right for development
  - (b) right to have a name
  - (c) right to know about their parents
  - (d) all the above
58. Which among the following are the factor essential for development of a child?
- (a) Education for family planning
  - (b) Removing traditional understanding
  - (c) Considering the negative effects
  - (d) All the above
59. Which one is not coming under the scope of the right of child education?
- (a) Respect their parents

- (b) Unique cultural individuality
  - (c) To develop an awareness on other cultures
  - (d) To maintain and inimical towards other nations
60. Which of the following is not a right of the children?
- (a) Right to take rest
  - (b) Right to take part in cultural programmes
  - (c) Right to sports and games
  - (d) Right to job
61. On whom the responsibility of upbringing of the child rests on
- (a) Nursery teacher
  - (b) Society
  - (c) Parents
  - (d) Teachers
62. Which are the correct statement in the case of children whose parents are abroad
- (a) Considered humanitarian grounds
  - (b) No right to contact parents
  - (c) No right to live their nations
  - (d) None of these
63. which one is regarding correct rights of the child to express his freedom of opinion
- (a) He can interest on individuals
  - (b) No right to express his opinion directly
  - (c) No need of considering the age
  - (d) All the above are wrong.

**APPENDIX III  
CHILD RIGHT AWARENESS TEST 2016  
RESPONSE SHEET**

**PERSONAL DATA**

Name of the student: \_\_\_\_\_ Gender : Male/Female  
 Name of the college : \_\_\_\_\_ Locality : Urban/Rural  
 Subject of specialisation: \_\_\_\_\_  
 Type of Management : Govt. /Aided/Unaided

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**APPENDIX IV**  
**LIST OF D.Ed Colleges**

1. DIET Vadakara
2. Farook Institute of Teacher Education
3. Govt. TTI for women
4. DIET Wayanad
5. Govt. TTI Panamaram
6. Marbaselious TTI Bathery
7. St. Joseph TTI Kaniyaram
8. Valummal TTI Bathery
9. DIET, Tirur
10. STTI Ramanattukara
11. Devaki Amma Memorial Teacher Education College, TTI