

**AWARENESS ON CHILD RIGHT AMONG HIGHER
SECONDARY SCHOOL TEACHERS IN
KOZHIKODE DISTRICT**

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DECLARATION

I, **SHIJI P.C.**, do hereby declare that this dissertation entitled, **AWARENESS ON CHILD RIGHT AMONG HIGHER SECONDARY SCHOOL TEACHERS IN KOZHIKODE DISTRICT** is a record of bonafide study and research carried out by me for partial fulfillment of M.Ed. Programme (2019-21) and has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. MOHAMMED NASIMUDHEEN, T.**, do hereby certify that the dissertation entitled, **AWARENESS ON CHILD RIGHT AMONG HIGHER SECONDARY SCHOOL TEACHERS IN KOZHIKODE DISTRICT**, is a record of bonafide study and research carried out by **SHIJI P.C.**, of M.Ed. Programme (2019-21), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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CONTENTS

LIST OF TABLES & FIGURES

LIST OF APPENDICES

Chapter	Title	Page No.
I	INTRODUCTION	1-11
II	REVIEW OF RELATED LITERATURE	12-32
III	METHODOLOGY	33-46
IV	ANALYSIS AND INTERPRETATION	47-59
V	SUMMARY, CONCLUSION AND SUGGESTIONS	60-66
	BIBLIOGRAPHY	67-71
	APPENDICES	

LIST OF TABLES & FIGURES

Table No.	Title	Page No.
1	Sample Selected for the Study	36
2	Descriptive Statistics of the Variable Awareness on Child Right among Teachers in Higher Secondary Level for the Total Sample (N=145)	38
3	Descriptive Statistics of the Variable Awareness on Child Right Among Teachers in Higher Secondary Level for the Total Sample based on Gender	50
4	Descriptive Statistics of the Variable Awareness on Child Right Among Teachers in Higher Secondary Level for the Total Sample based on Type of Management	51
5	Level of Awareness on Child Right among Higher Secondary School Teachers in Kozhikode District for the Total Sample	52
6	Level of Awareness on Child Right among Higher Secondary School Male Teachers in Kozhikode District	53
7	Level of Awareness on Child Right among Higher Secondary School Female Teachers in Kozhikode District	54
8	Level of Awareness on Child Right among Government Higher Secondary School Teachers in Kozhikode District	54
9	Level of Awareness on Child Right among Aided Higher Secondary School Teachers in Kozhikode District	55
10	Level of Awareness on Child Right among Unaided Higher Secondary School Teachers in Kozhikode District	55
11	Data and Result of the Test of Significance of Difference between Mean Score of Awareness on Male and Female Higher Secondary School Teachers	56
12	Data and Result of Analysis of Variance of the Variable Awareness on Child Rights among Higher Secondary School Teachers based on Type of Management (Government, Aided and Unaided)	58
Figure 1	Histogram of the Variable Awareness on Child Right among Teachers in Higher Secondary Level for the Total Sample	49

LIST OF APPENDICES

Appendix No.	Title
I	Child Right Awareness Test (Draft)
II	Child Right Awareness Test (Final)

INTRODUCTION

- ❖ *Need and significance of the study*
- ❖ *Statement of the problem*
- ❖ *Definitions of key terms*
- ❖ *Objectives of the study*
- ❖ *Hypotheses of the study*
- ❖ *Methodology*
- ❖ *Scope and limitations of the study*
- ❖ *Organization of the report*

The Republic of India is a country in south Asia that has 28 states. India has lot of diversity in customs, traditions. India's current population standing at 1.21 billion, it is the seventh most extensive country in the world. It was a developing nation in the world. Despite India's significant progress in addressing poverty, access to education, the result have mainly been uneven.

Education plays an important role in the life of an individual. It is related to life, needs and aspiration of the people. Education gives an opportunity to put our potentials to optimum use. Without education, the training of human mind is incomplete. 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. Each person has different level of understanding and learning but education sharpens and enhances them. Education develops the individual like a flower which spread its fragrance all over the environment. Education is a process which develops child's individuality in all its aspects, physical mental emotional and social.

“Child is the father of a man” is a well-known saying. The future of any nation depends upon the sound development of its children. Every society has the responsibility to protect the well-being of its children. They are living according to the framework designed by their parents. Children are considered are the pillar of the nation. Childhood forms the foundation of human life. A safe child hood 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, wars, defected policies and corruptions.

India is a home for the largest number of children in the world in the age group of 6-18 years, are about 27 core children (UNCRC 1990). Each and every child have some rights. Most of the children are not aware of their rights. Hence it is the responsibility of the adults to make them aware of their rights. The future of every child depends on the care facilities and opportunities, they get in their childhood. The right to education has been described as basic Human Rights. According to United Nations Convention on the Right of the Child (UNCRC, 1990) child right as the minimum entitlement and freedom that should be afford to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinion, wealth, birth, status, disability or other characteristic.

According to United Nation Convention on the right of the child (UNCRC, 1990), child means every human being below the age of eighteen years unless, under the law applicable to the child. Children around the world everyday living with violence, poverty discrimination and injustice. It seems that as soon as one crisis subsides another emerges. Examples of child abuses and exploitation were band in history. Children suffer hunger and homelessness, high infant mortality, deficient health care and limited opportunities for basic education.

The school as one of the basic institutions for child development should be used for increasing awareness on child right. Children spend their time in school

and home; the parent and the teachers are the shapers of children's behavior and influence children's views and concepts. Teachers can play a greater role in providing necessary input for the children's development. Teachers have a vital role in protecting child right. Teacher can make a significant and positive impact on the lives of children through their contact with children formally and informally. Convention on the right of child- CRC (1990) proclaims that an atmosphere of happiness, love, and understanding should be provided for the full and harmonious development of the personality of child. Teacher represents adult society and its pledge through convention, to young people.

The following are the rights of the child given in UN declaration (1959)

- The right to equality, without distinction on account of race, religion or national origin
- The right to special protection for the child's physical, mental and social development.
- The right to name and nationality
- The right to adequate nutrition, housing and medical service
- The right to special education and treatment when a child is physically or mentally handicapped
- The right to understanding love by parents and society
- The right to recreational activities and free education.
- The right to be among the first to receive relief in all circumstances.

- The right to protection against all form of neglect, cruelty and exploitation.
- The right to be brought up the spirit of understanding, tolerance, friendship among people, and universal brotherhood.

There are a number of Rights to the children which is included in the constitution of India. Some of the act related to the Child Rights in India are Child labor prohibition Act (1986), Pre-natal Diagnostic Technique Act(1994), Juvenile Justice Act(2000), and modified in 2016, Right to Education Act(2009), The protection Of Children from Sexual Offence Act, 2012(POCSO) The juvenile justice Act, 2015(JJ Act)

Education is the best cure of any problem that arise in the society. The present society is facing number of problems which included violation of Right of children and women. These can be changed through education. The present study is an attempt to analyse the Awareness on Child Right among higher secondary school teachers. When children rights are protected, children stand a better chance of growing up in a society that allows them to thrive.

Need and Significance of the Study

After world war first, the League of Nations (which would later become UN) drafted the Universal Declaration of Human Rights which included the right of life, food, shelter, education, freedom of speech and religion, justice and peace. Child right are the fundamental freedom and the inherent rights of all

human beings below the age of 18. These rights to apply to every child's parent's/ legal guardian's color, sex, creed or other status.

Children are innocent, trusting and full of hope. Their childhood should be joyful and loving. Their lives should mature gradually, as they gain new experiences. But for many children, the reality of childhood is altogether different. Right through history, children have been abused and exploited. They suffer from hunger and homelessness; work in harm full conditions, high infant mortality, and deficient health care and limited opportunities for basic education. A child need not live such a life. Children have the right to survive, develop, be protected and participate in decision that impact their lives.

The constitution of India gives much importance to the right of the children. There are number of articles in our constitution to address various needs of children. After independence, government of India has adopted many educational project for the development of children. In 1964, Kothari Commission report provides comprehensive recommendation to improve Indian education sector. After that various commissions and committee report are come to enhance the quality of education in India.

Children are regarded as a precious gift from god. It is rather curious and unfortunate that these same children are subjected to abuse and neglect. Universally, childhood is recognized as a period of sensitivity requiring special care, attention and protection. Thus children should know about their rights. Children all over the world are forced to work under conditions of outright slavery.

They are subjected to physical, psychological and sexual abuse. Children's rights are now law. Better knowledge of Child Right will lead to better life of all children, and it's important that more teachers to know about this issue.

Everyday in the news we heard the reports of child rights violations. Children around the world live with violence, poverty, discrimination and injustice. So what can be done to change this. Today's children are tomorrow citizen. They have some right in the society and teacher must have aware of the rights of children. At the same time the child should also be aware of his or her right.

Number of survey is conducted the government and non-government agency reveled that child abuse is rampant in Kerala (Anju Jacob, 2017; Rao, 2015). More sexual abuses are done by those who are close to the children. Boys are sexually abused in unnatural way also, (Mathruboomi Newspaper, June 30, 2015). Abused children Showed less confidence and low self-esteem and decline in the intellectual functioning due to their attachment disturbance and subsequent lack of emotion competence in many situation (Erickson, 1989).

The major challenges before child right commission are monitor the implementation of juvenile justice act and creation of awareness to prevent child right violation. Children should know about child right in the present scenario. Teacher has to know the awareness on child right. But in this present scenario. It is evident that teachers are having average level of child right awareness (Gafoor and Rajan, 2008) . So the investigator intended to test the awareness on child right among higher secondary school teachers in Kozhikode district. The study examine whether there exists any significance difference in the mean score of child right

awareness among higher secondary school teachers based on gender and type of management.

Statement of the Problem

The proposed study is entitled as “**Awareness on Child Right among Higher Secondary School Teachers in Kozhikode District**”

Definition of Key Terms

Awareness

Awareness is defined as “the state of being aware, conscious of situation or objects without direct attention to it or, knowledge of its nature (Good (1973). In this study, awareness operationally defined as the score obtained in the Test of Awareness on Child Right (Nasimudheen & Shiji, 2020).

Child Right

According to United Nations Convention on the Right of the Child (UNCRC, 1990) child right as the minimum entitlement and freedom that should be afford to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinion, wealth, birth, status, disability or other characteristic. Child right in the present study stand for those rights which children possess by virtue of Indian constitution

Higher Secondary School Teacher

A higher secondary school teacher is same one who prepare and teaches academic, technical vocational or specialized subjects, at public and private higher Secondary school

Objectives of the Study

1. To find the level of awareness on child right among higher secondary school teachers in Kozhikode district based on total sample and relevant subsamples based on gender and type of management.
2. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to their gender.
3. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to the type of management

Hypotheses of the Study

- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to Gender
- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to type of management

Methodology

For the present study survey method is used

Sample

The sample for the study is 145 higher secondary school teachers from various higher secondary schools in Kozhikode district. Division sample given below

1	Male	Female	Total	
Gender	54	91	145	

2	Government	Aided	Un-aided	Total
Type of management	52	59	34	145

Tools used for the Study:-

The tool used for conducting the study was ‘Child Right Awareness Test’ (Nasimudheen & Shiji, 2020).

Data Collection Procedure

Data were collected from the higher secondary school teachers who are working under different schools in Kozhikode district, through Google form. To select sample, random sampling technique was used.

Statistical Techniques

The following statistical techniques were used for the analysis of data.

- Preliminary statistics like Mean, Median, Mode, and Standard Deviation were used.
- Percentage analysis
- Test of significant of difference between means. (t-test)
- Analysis of variance (ANOVA)

Scope and Limitations of the Study

Indian education system relies heavily on its teachers who are central to the process of teaching and learning. The country has more than 5 million teachers working at different levels of school. Certain competencies, commitments and performance are essential for the teachers to develop a humanistic perspective. The awareness of child rights is an inevitable element for a humanistic teacher. But are they actually well aware of the child right? Are they equipped to practice child right in classroom situation? The growing incidents of violation of the right of children by the teachers themselves are serious issues. The brief description of teacher education curriculum in India suggest that India teachers are expected to well equipped with the three A's (awareness, analysis and action) of child right. The study attempt to find the extent of awareness on child right among teachers. It is expected that the study will throw some light on the darkness aroused due to the unawareness of child right among teachers.

Even though the present study was conducted with maximum possible care and specificity certain limitation have crept the study.

- Shortage of time has necessitated the investigator confine the study in Kozhikode district
- Even though the study was aimed higher secondary teachers of government, aided and unaided, due to practical reason the investigator only considered government and aided teacher.
- Due to the Covid-19 pandemic the investigator used the method of Google form.

Organization of the Report

The report is Presented in Five Chapters

Chapter I consists of a brief introduction to the problem, need and Significance, statement of the problem, definition of key terms, variable, objectives, hypothesis, methodology, sample, tool used for the study, statistical techniques, Scope and limitations of the study and organization of the report

Chapter II presents the theoretical overview of the concerned variables and review of related studies.

Chapter III gives an account of the methodology in detail used for the Present study. It consists of Variable, objectives, hypotheses, tool used for data collection, sample, data collection procedure, scoring and consolidation of data and statistical techniques used for data.

Chapter IV shows the analysis of collected data made by different statistics as per objectives of the study.

Chapter V presents summary, major findings of the study, tenability of hypotheses, educational implications and suggestions for further research.

REVIEW OF RELATED LITERATURE

- ❖ *Theoretical Overview of Child Right*
- ❖ *Studies related with Child Right*

REVIEW OF RELATED LITERATURE

Research is the process of solving problem and finding the facts in an organized way. Review of related literature is an important aspect of any investigation. A proper study of related literature would enable the investigator to locate and go deep in to the problem. It helps the researcher to acquaint oneself with current knowledge in the field or an area in which he or she going to conduct his/her research. Review of the related study enables the researcher to brings delimit and define his /her problem and thus to state objectives clearly and concisely.

The knowledge of related literature brings the researcher up to date on the work which others have done. Through examination of the related literature will help a researcher to understand the significance of present study and to build a new approach to the same. This provides the researcher to have a deep insight to the design of the study, it also help to show whether the evidence already available to solve the problem adequately without further investigation and others to avoid the risk of duplication

The present study is an attempt to find out awareness on child rights among higher secondary school teachers in Kozhikode district. The first section of review of related studies deals with theoretical over view of the variable and second section deals with the review of related studies carried out by the researcher using the variable under consideration

Theoretical Overview of Child Right

These parts of the review give a short account of United Nations convention on the right of the child (1990). The Indian child welfare act, child labour prohibition act and regulation act 1986, children act 1969, young person act 1956, children act 1933 and child marriage restrict act 1929.

Right of the Child

The United Nation's Convention on the Rights of the Child, or UNCRC, is the basis of all of UNICEF'S work. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

Basic Rights of Child

- The right to equality, without distinction on account of race, religion or national origin.
- The right to special protection for the child's special protection for the child's physical, mental and social development

- The right to name and a nationality
- The right to get adequate nutrition, housing and medical service
- The right to special education and treatment when a child is physically or mentally handicapped
- The right to understanding and love by parents and society.
- The right to recreational activities and free education
- The right to be among the first to receive relief in all circumstances
- The right to protection against all form of neglect cruelty and exploitation
- The right to be brought up in spirit of understanding, tolerance, friendship among people, and universal brotherhood

Article 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and caregivers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognizes the child's increasing capacity to make their own choices.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 7 (birth registration, name, nationality, and care) Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

Article 10 (family reunification) Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country.

If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

Article 11 (abduction and non-return of children) Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents guide their child as they grow up.

Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organizations, as long as this does not stop other people from enjoying their rights.

Article 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 (parental responsibilities and state assistance) Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 19 (protection from violence abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 21 (adoption) Governments must oversee the process adoption to make sure it is safe, lawful and that it prioritizes children's best interests. Children

should only be adopted outside of their country if they cannot be placed with a family in their own country.

Article 22 (refugee children) if a child is seeking refuge or have refugee status; governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

Article 23 (children with a disability) a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

Article 26 (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children from minority or indigenous groups) Every child has the right to learn amuse the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32 (child labour) Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

Article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Article 37 (inhumane treatment and detention) Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should bear rested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

Article 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

Article 39 (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must

receive special support to help them recover their health, dignity, self-respect and social life.

Article 40 (juvenile justice) A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage justice system that enables children who have been in conflict with the law to reintegrate into society.

Article 41 (respect for higher national standards) If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

Article 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. **Articles 43–54** are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

Acts Related to Child Right in India

Child Marriage Restraint Act (2006)

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 prescribed a minimum age of 21 year of a male and 18 years of for female.

Children Act-1960

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

Child labour prohibition and Regulation Act -1986

Prohibition of employment of children in certain occupation and processes. No child shall be employed or permitted to work in any of the occupation.

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.

86th amendment of the constitution

Education of the fundamental right of the child. It is included as a part of, Article (21A). The state shall provide free and compulsory education to all children of the age of 6 to 14 years.

Right to Education Act-2009

Education is the fundamental human right and essential for the access of other human right. The right to Education Act 2009 in India ensuring the elementary education to all children from the age of 6 to 14.

Juvenile Justice Act (2000)

Juvenile justice (care and protection text of children) Act, 2000 is the primary legal framework of Juvenile justice in India. The act provides for a special

approach towards the prevention and treatment of a Juvenile delinquency and provide a Framework for the protection, treatment and rehabilitation of a children in the preview of Juvenile justice system.

The protection of children from sexual offence act, 2012

The protection of children from sexual offences Act 2010 defines a child as any person below the age of 18 years and provide protection to all children under the age of 18 years from the options of sexual assault, sexual harassment and pornography. These offence have been clearly defined as the first time in the law. The Act is provide for stringent punishment which have been graded as per the gravity of the offence. The punishment range from simple to rigorous imprisonment of varying periods. This also provision for fine, which is to be decided by the court.

Review of Related Studies

The purpose of literature review is to gain an understanding of the existing research and debates relevant to a particular topic or area of study, and to present that knowledge in the form of written report. Conducting a literature review helps to build knowledge in that field

Rajan (2007) conducted study on child rights awareness among TTC student and found that on an average student teachers who are undergoing TTC in Kerala has scored 58.91 percentage awareness regarding the child right. There is significant difference between student of aided and unaided TTI students of Kerala in the awareness regarding child right.

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

Gafoor and Rajan (2008) studied to know the level of child rights awareness of prospective teachers who have almost completed two years of teacher preparation course for primary school level. A sample of 510 second year student- teachers was selected using simple random sampling technique from 16 teacher training institutes, in Kasaragod, Kannur, Kozhikode, and Malappuram revenue districts in Kerala. The sample had attained specific introduction to child rights concepts as part of formal curriculum during their teacher training course. A child rights awareness test consisting of 52 items covering rights of children under UNCRC (United Nations 55 Child Right Convention) and Indian Constitution were used. Awareness regarding each of the items in child rights awareness test was found out. Though the average score of child right awareness was relatively high, there were serious lacunae found regarding particular child rights among the student-teacher of teachers training institute. Based on the findings the investigator suggested to use different media to enhance the awareness of future teacher.

Egieh and Akinola (2009) interviewed in four primary schools. They used a semi-structured interview schedule. Data analysis showed that the children had

very limited awareness of their rights and interestingly about three quarters of the children were not willing to exercise their rights mainly because they felt that there was no need for children's rights. It was concluded that the objectives of the UN Convention on Children's Rights were yet to be achieved in the schools.

Samal, Dubey, Pradhan and Mohapatra (2009) performed a study on child rights among working girl children in Varanasi district. Working girl children of lower socio-economic strata of eight and eighteen age engaged in un-organised sectors in both rural and urban areas of Varanasi district were taken as population for the study. A multiphase sampling procedure was used to draw the sample. The study found that the majority of children had knowledge about various welfare schemes, mid-day meal, free education, scholarship. But lack of awareness of parents lead them towards dark future. The study suggested the active participation of academicians, social worker, politicians, administrators, activists, law makers and law protectors to address the issue.

Hashmeen (2009) conducted a study on a study of the law relating to right of a child human right perspective found that there is no dearth of normative measure in India protecting right of the children and promoting their welfare, the children have been worst surface in the existing in the socio legal culture.

Chin and Singh (2010) assessed the level of awareness of United Nation Convention on the rights of the child (UNCRC) and its application among doctors working with children in local setting. A cross-sectional study was done using self-

administered written questionnaires to regional pediatric centers. The questionnaire used direct questions and pretested clinical scenarios to evaluate participants' awareness of UNCRC, and their knowledge of applying UNCRC in the healthcare setting. The study found that sixty two percentage doctors were aware of UNCRC but only eighty point six percentages could list some articles of the UNCRC. Doctors with more than five years of experience in pediatrics were significantly more likely to have some level of knowledge on the UNCRC demonstrated by their ability to list some articles. Right to education and right to health were the most quoted articles by the doctors. The study concluded that the level of knowledge of UNCRC among doctors working with children in Malaysia is not satisfactory, and suggested further training in this area to prepare doctors to be better advocates for children.

Husseinat (2011) studied the role of media in developing the awareness of child rights in the Jordanian community. The study aimed at knowing the extent of the effect of gender and the kind of media followed (radio, television) on the degree of the parents' awareness of child rights. Sample consisted of two hundred families from Ajloun, and they were chosen purposefully. To achieve the objective of the study, the researcher used a questionnaire. The researcher found that the awareness of father was greater than the awareness of mother on child rights. It was also found that there was no effect of the followed means of media (radio, television) on developing awareness on the parents about the Jordanian child rights.

Amrita and Sharwanand (2011) conducted a study on primary school teachers to find out their child rights awareness the attempt to identify the variables such as sex age marital status education qualifications type of Management and locations in the role in determining child rights awareness. Data were collected through the survey method by using child right awareness scale. the result showed the teachers do not differ their child rights awareness in terms of the sex, location and marital status, While differ significantly to the terms of age group education qualification and type of Management

Kamath and Shivaswamy (2012) studied to find out whether the elementary school teachers have an awareness of the provisions of the Right to Education Act. A researcher made questionnaire consisting thirty multiple choice questions was used to collect the data. The study was conducted in the district of Chamarajanagar on the sample of eighty school teachers in Karnataka, and it revealed insignificant difference between the awareness level of male and female teachers as well as urban and rural teachers on RTE Act, but the awareness of the teachers on RTE Act is significantly higher among government school teachers than the private school teachers.

Gandhi and Yadav (2013) undertook a study on awareness among primary school teacher's towards Right to Education Act 2009. A sample primary school teachers was selected by the investigator from twenty eight schools of Gurgaon District. A researcher made tool was used to collect the data. The researcher used Mean, S.D., and 't' test as statistical techniques for data analysis. After the data

analysis, the result showed that the male teachers were more aware than female teachers towards RTE.

Lal (2013) used descriptive survey method to studied the awareness of right to education act among teachers. The study aimed to compare the awareness towards right to education of male and female prospective teachers. A sample of one twenty teachers of Rohtak area was taken with the help of stratified random sampling procedure. A self-made questionnaire was administered to measure the awareness of prospective teachers towards RTE. Mean, standard deviation and t-test were used to analyses the data. Findings showed that the male prospective teachers were more aware than their female counterparts towards RTE and both male & female prospective teachers strongly favoured to impart RTE.

Malik, Serohi and Tayal (2013) conducted a study named awareness of right to education act among prospective teachers. A sample of one twenty prospective teachers from Rohtak, Haryana were given a self-made questionnaire on Awareness of Right to Education. The data collected on the basis of Yes or No which was administered and analysed by using Mean, Standard deviation and t-Test. After the analysis of data it was found that the awareness of prospective teachers were not satisfactory. No significant difference was between the male and female prospective teachers as well as rural and urban prospective teachers.

Ojha (2013) did a study to explore the status of the implementation, awareness and understanding of the provisions of RTE amongst teachers, parents, and children in some rural schools of Haryana. Observation method along with unstructured questionnaire was used to collect the data and found that most of the

schools' buildings were all weather buildings but there were lacking in safe drinking water and library. CCE was not properly implemented there due to lack of understanding of CCE among school teachers. No satisfactory mechanism was found to up-to-date the knowledge of teachers and they do not had any platform where they could raise their concerns and doubts. School Management committee was not found functional due to the unawareness and unwillingness of parents. No designated authority was found in schools where violations of the act can be registered. The study also sought the perception of parents towards school of their wards and found that parents were not having positive perception towards school of their wards because of the dirtiness of school, irregularity of teachers, infrastructure, no electricity, no co-curricular.

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

Arora, Thakur and Jasrotia (2014) conducted a study to assess the knowledge and attitude towards child rights among parents in Jammu City. The sample consisted of hundred parents from urban areas of Jammu city. Random sampling technique was used to select the areas for the study and purposive sampling was used to select the parents in the age group of twenty five to forty five years who had children in primary grades. The information was collected by interview schedule, Parenting Style Questionnaire and Child Rights Knowledge

and Attitude Scale. The results of the study revealed that an equal proportion of both fathers and mothers were having high knowledge and attitude of child rights. The mean scores of fathers were higher than mothers on knowledge and attitude of child rights and also predict highly significant difference between them. Insignificant association was found between knowledge and parenting style and also attitude of child rights and parenting style.

Bhargava and Ahmad (2015) undertook a study on the awareness of child rights among the teachers, parents, and the children. The study was basically based on survey among the different schools in Chandigarh, and found that the teachers, parents, and students had low level of awareness towards child rights, and the schools didn't had the awareness about the standards relating to the protection of the children which are set by the NCPCR of India.

Ghumaan and Sandhu (2015) used descriptive survey method to study the awareness of graduate adults towards child rights. The investigator administered the self made questionnaire on the Right to Education and found that forty one percentage of graduate adults residing in urban and rural areas, who . Therefore, investigator concluded that the awareness regarding right to education in graduate adults was low.

Suprabha and Subramanyan (2015) conducted a study on Awareness on teachers towards education act 2009 in Kerala, founded that 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 qualification and experience.

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

Hynniewta et al. (2017) studied school teacher's knowledge and attitude on child abuse of Udupi District by using descriptive survey. Data was collected from 100 school teachers of urban English medium schools. It was found that Majority of the school teachers had average knowledge on child abuse and have favorable attitude towards child abuse

Jacob (2017) studied at prospective teacher's awareness on child right among elementary level. Data was collected from 429 students in Kozhikode, Malappuram and Waynad district, using stratified sampling technique. It was found majority of the prospective teachers had average level of knowledge on child right.

Conclusion

In this chapter the investigator did a theoretical over view and review of related studies. These studies enlightened the investigator to proceed along with

right path. The investigator reviewed the studies related to child right awareness among teachers and prospective teachers. Since the effectiveness of research is based on the past knowledge, review of related studies provides helpful suggestions 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.

METHODOLOGY

- ❖ *Design of the study*
- ❖ *Variable of the Study*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Tools Used for Data Collection*
- ❖ *Sample of the Study*
- ❖ *Data Collection Procedure*
- ❖ *Scoring and Consolidation of Data*
- ❖ *Statistical Techniques used for Data Analysis*

METHODOLOGY

Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on specific topic. In fact, research is an art of scientific investigation. Research is a systematized effort to gain knowledge (Redman and Moray).

Research method is of great importance in a research process. The success of any research is depending largely on the suitability of method and the tools and techniques used for the data collection. The decision about methods depends upon the nature of the research problem and the kind of data necessary for its solution. A suitable method helps the researcher to explore diverse area of the study

Research methodology is way to systematically solve the research problem. A suitable method helps the researcher to carry out the work in a scientific manner. Methodology occupies a very prominent part in any research. It refers to the general strategy followed in collecting and analyzing data necessary for solving the problem. The method needed for a study is a decided by the nature of the problem and the type of data required for answering the question relating to the problem. Methodology includes all the techniques, methods and procedure used by the investigator to conduct an investigation.

The present study is entitled as “AWARENESS ON CHILD RIGHT AMONG HIGHER SECONDARY SCHOOL TEACHERS IN KOZHIKODE

DISTRICT” The study is an attempt to find out the extent of awareness on Child right among higher secondary school teachers. The methodology of the present study is explained under the following sections.

- Design of the study
- Variable of the Study
- Objectives of the Study
- Hypotheses of the Study
- Tools Used for Data Collection
- Sample of the Study
- Data Collection Procedure
- Scoring and Consolidation of Data
- Statistical Techniques used for Data Analysis

Design of the Study

The main purpose of the present investigation was to find out Awareness on child right among higher secondary school teachers in Kozhikode district. Hence the method adopted for the study was survey.

Variable of the Study

The intention of the present study is to find out the awareness of child right among higher secondary school teachers. Hence the only variable that is measured and analyzed is “Child Right Awareness”

Objectives of the Study

1. To find the level of awareness on child right among higher secondary school teachers in Kozhikode district based on the total sample and relevant subsamples based on gender and type of management.
2. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to their gender.
3. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to the type of management.

Hypotheses of the Study

- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to Gender
- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to type of management

Sample used for the Study

Sampling may be defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it. So selection of sample is an

important aspect of any research work. A sample is small portion of population selected for observation and analysis. By observing the characteristic of the sample one can make certain influences about the population from which it is drawn (Best & Kahn, 2008)

The population concerned for the study is the higher secondary school teachers in Kozhikode district in Kerala. The investigator therefore conducted the study using of 145 samples from Kozhikode district selected through stratified random sampling technique. Due representation was given to different strata like gender and type of management.

- Gender of the teacher (Male and Female)
- Type of management (Government, Aided and Unaided)

The details of the sample are given the table 1.

Table 1

Sample Selected for the Study

Sample	Categories	Number	Total
Gender	Male	54	145
	Female	91	
Type of Management	Government	52	145
	Aided	59	
	Unaided	34	

The factors or strata taken in to consideration while selecting the sample are following.

Gender

While selecting higher secondary teachers the investigator gave due representation to male and female of higher secondary teachers in Kozhikode district. Majority of the study revealed that there exists gender difference in the measuring variables.

Type of Management

In order to get accurate representation of the population, the investigator decided to include those higher secondary teachers on the basis of type of management. Teachers who are working in government, aided and unaided sectors were considered.

Tool used for the Study

Data collection is one of the major parts of research processes. For effective data collection a, productive tool has to be selected and the necessary step in the preparation of tool to be adopted. For the present study the investigator prepare the test of child right awareness with the help of supervising teacher.

Description of the Tool

As part of this study, the investigator reviewed a number of books, journals and research studies. A test on child right awareness was constructed by the investigator with the help of supervising teacher. The question was made out of considering the present condition of the teachers. The development of the tool was as follows.

Planning and Preparation of the Test

In the present study the investigator used a test on child right awareness prepared by the investigator with the help of supervising teacher in order to measure the awareness of child rights among higher secondary school teachers.

The present investigation is an attempt to find out the level of awareness on child right the investigator prepared child right awareness test. After discussing with the experts in the field of education some item were prepared.

Try Out of the Test

The purpose of try out the tool is to select the item for the final test by empirically testing the item characteristic. The procedure of the item analysis is described below.

The draft test was administered to a sample of 145 teachers and the response sheets were scored according to the scoring key prepared. The quality of each test item was determined by analyzing two key features of the items, difficulty index and discriminating power. The procedure proposed by Ebel (1972) was employed to calculate the difficulty index and discriminating power.

Finalizations of the Tool

The items for the final test were selected on the basis of difficulty index and discriminating power of each item. The investigator selected items having difficulty index between .30 and .70 and discriminating power greater'.30. Thus out of the 49 items, 46 items are selected for the final score. The final tool consists of 46 items.

While going through the area the child rights, it was found that some prominent Acts which has direct bearing on Right of the Child is established after 2006. The protection of children from sexual offence act, 2012 (POCSO), the Juvenile Justice Act, 2015(Act). Thus, the final tool there were 46 item from 10 areas of child rights. Four distracters were given for each item. The right response is to be given in one mark each. A copy of the draft tool and its final version is providing in Appendix I and II respectively.

1. Basic Health and Welfare Education

Relevant article of the convention on the right of the child (CRC) dealing with the 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 in infant mortality. They shall encourage International cooperation in this regard as a strive to see that no child is deprived of access to effective health service.

- **Right to Life survival and development** (article 6): every child has an inherent right to life and the state has an obligation to ensure the child's survival and development.

- **Appropriate assistance for parents** (article 8(3)): States parties shall take all appropriate measure 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 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 its state responsibility can include a material assistant 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 the production and distribution

Eg: Government has to protect the child from

- Chocolate
- Chemicals
- Drugs
- Books

2. Right to Education Act 2009

The right of children to Free and Compulsory Education Act or Right to Education Act (RTE) describes the modality of the importance of free and

compulsory education for children between 6 and 14 in India under article 21A of the Indian constitution.

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

- 10 years
- 18 years
- 12 years
- 14 years

3. Juvenile Justice 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 comes in to force from 15 January 2016.

Eg: When was the juvenile justice Act for children forced on?

- a) 2000
- b) 2006
- c) 2011
- d) 2012

4. The Protection of Children from Sexual Offence Act, 2012

The protection of children from Sexual Offence Act, 2012 defines a child as any person below the age of 18 years and provide protection to all children under the

age of 18 years from the offence 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 punishment range from simple to rigorous imprisonment of varying periods. There is also provision for fine, which is to be decided by the court.

Eg: Protection of children from sexual offence act was passed in?

- a) 2000
- b) 2008
- c) 2011
- d) 2012

5. Special Protection Measures

Article 4 (protection of right): Government has a responsibility to take all available measures to make sure children right is respected

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 rule should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 32 (child labor): The government should protect children from work that is dangerous or might harm their health or their education.

Eg: “Child labor is crime”. What is the age limit of Child labor?

- a) 6-14 year
- b) 5-15 year

c) 6-17 year

d) 6-18 year

Reliability and Validity of the test

The reliability of the test refers to its consistency. Reliability is usually expressed as coefficient, but sometimes it is expressed as a standard measurement. (Best & Kahn, 2009). The reliability of the test was established by test–retest method. The reliability coefficient of this test was 0.81 which suggest that test is highly reliable.

The validity of the tool was ensured by the content validity. Content validity is based upon careful examination of course, text book syllabus objectives and the judgment of the subject matter specialists (Best & Ghan, 2011). In this present study validity is established by giving weightage to each of the major child rights area such as definition of child right, civil right and freedom, general principles, right to Education act, children protection from sexual offence act and Juvenile Justice Act (2015). Since the tool has sufficient items covering this area, 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). To ensure face validity the investigator consulted expert in the area during the development of tool and approval of item for measuring child right awareness’ thus ensured face validity.

Data Collection Procedure and Administration of the Tool

After the selection of the sample in the study the investigator made arrangement with the principals of the higher secondary school teachers in Kozhikode district, and take permission to the collection of data through Google forms. The investigator could not collect data through offline mode. So the principals give permission to collect data.

Scoring and Consolidation of Data

After the collection of data, the investigator valued the response sheet. The in complete responses were rejected before scoring the data. The investigator scored the test as per scoring procedure. Each correct answer yields one score, each wrong answer yields zero score. Some of the score of the all item represent the total score. Minimum possible score of the test is 0. Maximum possible score is 46. The maximum score was 46 and the minimum score was 0. All the item were objective type.

Statistical Technique used for the Analysis

The score obtained for 145 teachers were subjected to the different statistical technique in order to satisfy the objectives and hypothesis of the study. The various statistical technique used for analyzing the data are given below.

Preliminary Analysis

The important statistical concepts such as mean, median, mode, standard deviation, skewness and kurtosis of the selected variable were computed for the total sample.

Percentage Analysis

The whole sample was classified into groups, having high, average and low levels of child right awareness. For this conventional procedure 'σ' (standard deviation) distance from the mean was used. By this procedure subjects having score above 'μ+1σ' (mean + 1 standard deviation) was treated as the group having high child right awareness. The group falls below 'μ-1σ' (mean-1 standard deviation) were treated as the group having low child right awareness. The score between 'μ+1σ' (mean + 1 standard deviation) and 'μ-1σ' (mean-1 standard deviation) were treated as the group of students having average child right awareness.

Test of Significance of Difference between Means for Large Independent Sample

The test of significance as described by Garret (1979) was applied to find out whether there exists significant difference between the means of large independent samples.

The mean difference was computed using the formula

$$C.R. = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1}{N_1} + \frac{\sigma_2}{N_2}}}$$

Where,

C.R. = critical ratio

M₁, M₂= mean score of two sample

$\sigma_1\sigma_2$ = standard deviation of the two samples

N_1, N_2 = the two samples

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

Analysis of Variance (One way- ANOVA)

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

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

The analysis of the data is presented in the next chapter.

ANALYSIS AND INTERPRETATION

- ❖ *Preliminary analysis*
- ❖ *Percentage analysis*
- ❖ *Test of significance of difference between means*
- ❖ *Analysis of Variance-ANOVA*

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the detail of statistical analysis of the data by the means of standardized tool and its interpretation. Analysis can be defined through study of collected data, which is converted to tabulated forms, so as to determine the actual facts, which are inherent, data collected have analyzed statistically with reference to objective of the study

The main purpose of the study is to find out the awareness on child rights among higher secondary school teachers in Kozhikode district. The data was collected and analyzed as per the procedure described in the previous chapter. The data collected from the sample was analysed to accomplish the objective of the study

Objective of the Study

1. To find the level of Awareness on child right among higher secondary school teachers, in Kozhikode district based on the total sample and relevant subsamples based on gender and type of management
2. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to their gender.
3. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to the type of management

Hypotheses of the Study

- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to Gender
- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to type of management

Preliminary Statistics

As the first step of analysis, the important statistical constants were determined. The preliminary analysis was done to find out whether the total sample was normally distributed or not.

To see whether the variable Awareness on child right among higher secondary school teachers is normally distributed or not, important descriptive statistics used like mean, median, mode, standard deviation, skewness, kurtosis were computed for the total sample. The detail of the statistics is presented in table 2.

Table 2

Descriptive Statistics of the Variable Awareness on Child Right among Teachers in Higher Secondary Level for the Total Sample (N=145)

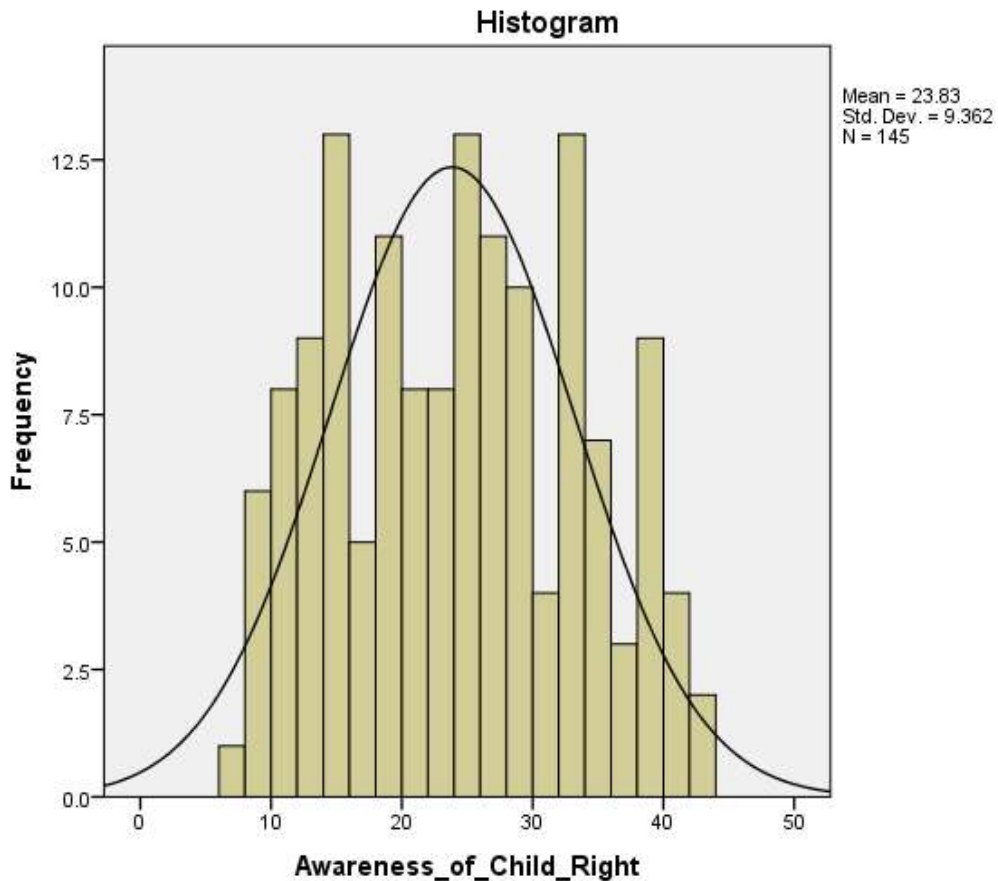
Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	145	23.83	24.00	25	9.36	0.11	- 1.02

Table 2 reveals that measures of central tendency viz., mean, median and mode of variable Awareness on child right among higher secondary school teachers are 23.83, 24.00, and 25 respectively, for the total sample of 145. These

values are almost equal. The standard deviation obtained is 9.36, the extend of skewness is 0.11 shows that the distribution negatively skewed. The measure of kurtosis is -1.02. Which show that the curve is leptokurtic. Thus it is show that the distribution of awareness on child right on higher secondary school teachers of the total sample are approximately normal for the distribution.

Figure 1

Histogram of the Variable Awareness on Child Right among Teachers in Higher Secondary Level for the Total Sample



The histogram shows the distribution of Awareness on Child Right among higher secondary school teachers of the total sample are approximately normal.

To see whether the variable Awareness on child right among higher secondary school teachers based on gender is normally distributed or not, important descriptive statistics like mean, median, mode, standard deviation, skewness, kurtosis were computed. The details of the statistics are presented in table 3

Table 3

Descriptive Statistics of the Variable Awareness on Child Right Among Teachers in Higher Secondary Level for the Total Sample based on sub sample Gender

Gender	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Male	54	24.50	24	24	8.99	.20	-.79
Female	91	23.37	23.50	14	9.54	.11	-1.11

Table 3 reveals that measures of central tendency viz., mean median and mode of variable Awareness on child right among higher secondary school teachers based on Male are 24.50, 24 and 24 respectively, for the sub sample male. These values are almost equal. The standard deviation obtained is 8.99, the extend of skewness is .20, shows that the distribution negatively skewed. The measures of kurtosis is -.79. Mean median and mode of female are 23.37, 23.50 and 14 respectively. The values are almost equal. The standard deviation is obtained is 9.54, the extent of skewness .11, The measure of kurtosis is-1.11. Thus it is show that the distribution of awareness on child right of higher secondary school teachers of the total sample are approximately normal for the distribution.

To see whether the variable Awareness on child right among higher secondary school teachers based on type of management normally distributed or

not, important descriptive statistics like mean, median mode, standard deviation, skewness, and kurtosis were computed. The details of the statistics are presented in table 4.

Table 4

Descriptive Statistics of the Variable Awareness on Child Right Among Teachers in Higher Secondary Level for the Total Sample based on sub sample Type of Management

Type of Management	No	Mean	Median	Mode	SD	Skewness	Kurtosis
Government	52	24.17	24.50	35	9.74	.03	-1.28
Aided	59	24.10	25.00	25	9.48	.19	-.98
Unaided	34	22.74	23.00	20	8.88	.04	-.62

Table 4 reveals that measures of central tendency viz., mean median mode of variable Awareness on child right among higher secondary school teachers based on type of management. Mean, median and mode of government are 24.17, 24.50 and 35 respectively. These values are almost equal. The standard deviation obtained is 9.74, the extend of skewness is .03, show that the distribution negatively skewed. The measure of kurtosis is -1.28. Mean median and mode of aided school teachers are 24.10, 25.00 and 25 respectively. The value is almost equal. The standard deviation is obtained is 9.48, the extent of skewness .19, The measure of kurtosis is-.98. Mean median and mode of unaided school teachers are 22.74, 23.00 and 20 respectively. These values are almost equal. The standard deviation obtained is 8.88, the extend of skewness is .04, the measure of kurtosis is -.62. Thus, it is shown that the distribution of awareness on child right among higher secondary school teachers are approximately normal.

Major Analysis

Percentage Analysis

Percentage analysis was used to find out the levels of Awareness on child right among higher secondary school teachers. For classifying the students into categories, the investigator calculated $M+1\sigma$ (Mean + 1 standard deviation). By this procedure teachers having score above $M+1\sigma$ (Mean +1 Standard deviation) are considered teachers with high awareness groups. The group that falls to $M-1\sigma$ (Mean-1standerd deviation) are selected as the group having low awareness. The scores between $M+1\sigma$ (Mean + 1standerd deviation) and $M-1\sigma$ (Mean-1standerd deviation) are included in the group of having average awareness groups for the total sample and relevant samples.

The Level of Awareness on Child Rights among Higher Secondary School Teachers based on Total Sample

The details of the percentage analysis is given in Table 5.

Table 5

Level of Awareness on Child Right among Higher Secondary School Teachers in Kozhikode District for the Total Sample

Sample	Category	Number of students	Percentage
Total (Mean=23.83, S.D=9.36)	High	32	22
	Average	89	61
	Low	24	17
	Total	145	100

Table 5 reveals that majority of the higher secondary school teachers (61%) have an average level of Awareness on Child Rights. Only 22 percent of them have high

level of child right awareness and the remaining (17 percent) of them have low level of child right awareness.

The Level of Awareness on Child Rights among Higher Secondary School Teachers based on the Subsample Gender

The different levels of Awareness on Child Rights among higher secondary school male and female teachers are given in Table 6 and 7 respectively.

Table 6

Level of Awareness on Child Right among Higher Secondary School Male Teachers in Kozhikode District

Gender	Category	Number of students	Percentage
Male (Mean =24.5, S.D =8.99)	High	12	22
	Average	32	59
	Low	10	19
Total		54	100

Table 6 reveals that, majority of the higher secondary school male teachers (59%) have an average level of child right awareness. Only 22 percent of them have high level of child right awareness and 19 percent of them have low level of child right awareness.

Table 7

Level of Awareness on Child Right among Higher Secondary School Female Teachers in Kozhikode District

Gender	Category	Number of Students	Percentage
Female (Mean = 23.35, S.D = 9.59)	High	20	22
	Average	53	58
	Low	18	20
	Total	91	100

Table 7 reveals that, majority of the higher secondary school female teachers (58%) have an average level of child right awareness. Only 22 percent of them have high level of child right awareness and 20 percent of them have low level of child right awareness.

The Level of Awareness on Child Rights among Higher Secondary School Teachers based on the Subsample Type of Management

The different levels of Awareness on Child Rights among government, aided and unaided higher secondary school teachers are given in Tables 8, 9 and 10 respectively.

Table 8

Level of Awareness on Child Right among Government Higher Secondary School Teachers in Kozhikode District

Type of Management	Category	Number of students	Percentage
Government (Mean=24.17, S.D=9.74)	High	12	23
	Average	31	60
	Low	9	17
	Total	52	100

From the Table 8, it is clear that, majority (60%) of the government higher secondary school teachers have an average level of child right awareness. Only 23 percent of the government higher secondary school teachers have high level and 17 percent of them have low level of child right awareness.

Table 9

Level of Awareness on Child Right among Aided Higher Secondary School Teachers in Kozhikode District

Type of Management	Category	Number of students	Percentage
Aided (Mean =24.10, S.D=9.48)	High	11	19
	Average	36	61
	Low	12	20
	Total	59	100

From the Table 9, it is clear that, majority (61%) of the aided higher secondary school teachers have an average level of child right awareness. Only 19 percent of the government higher secondary school teachers lie under high level and 20 percent of them have low level of child right awareness.

Table 10

Level of Awareness on Child Right among Unaided Higher Secondary School Teachers in Kozhikode District

Type of Management	Category	Number of students	Percentage
Unaided (Mean=22.74, S.D=8.88)	High	6	18
	Average	21	62
	Low	7	21
	Total	34	100

From the Table 10, it is clear that, majority (62%) of the unaided higher secondary school teachers have an average level of child right awareness. Only 18 percent of the unaided higher secondary school teachers lie under high level and 21 percent of them have low level of child right awareness.

Discussion

It is concluded that, majority of the higher secondary school teachers have an average level of Awareness on Child Rights. From the results, it is also clear that Male and Female; Government, Aided and Unaided Teachers have average level of Child Right Awareness.

Test of Significance of Difference between Means

Comparison of mean score of Awareness on Child Right among Male and Female Higher Secondary School Teachers

The mean and standard deviation of the sub sample based on gender were calculated. The comparison of the mean score of the Awareness on the child right among higher secondary school teachers male and female were done by calculating the 't' value .the result of t-test in given .

Table 11

Data and Result of the Test of Significance of Difference between Mean Score of Awareness on child right Male and Female Higher Secondary School Teachers

Gender	Number (N)	Mean	Standard Deviation	t-value
Male	54	24.50	8.99	0.66
Female	91	23.50	9.54	

From table 11 it is evident that the mean scores obtained by the higher secondary school teachers for male and female are 24.50 and 23.50 respectively. The standard deviation obtained for male and female teachers are 8.99 and 9.54. The t value obtained is 0.66, which is less than the table value 1.96 at .05 levels. It is concluded that no significant difference between mean scores. This indicate that there exists no significant difference in Awareness on child right between male and female of higher secondary school teachers.

Discussion

The mean score of awareness on child right among higher secondary school teachers between male and female were found. It is clear that no significant difference in the mean score of awareness on child right among male and female higher secondary school teachers. So it can be concluded that the male and female higher secondary school teachers have the same level of awareness on the child right.

Comparison of Mean Score of Awareness on Child Right among Higher Secondary School Teachers based on their Type of Management (Government, Aided and Unaided)

In this study one-way ANOVA is used to find out whether there exists any significant mean difference in the Awareness on child rights among higher secondary school teachers based on their type of management. Type of management categorized in to three groups ie. Government, Aided and Unaided. Hence for the present study the investigator used one way ANOVA with three levels.

Being parametric techniques ANOVA has some basic assumptions, viz.,

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

The investigator drawn the sample from a normal population and took sufficiently large sample. From the preliminary analysis the statistical constants obtained for the variable awareness on child right reveals that the variable on child right awareness is normally distributed in total sample. Since the sample in the present study is selected randomly and measures are independent, it satisfies the third basic assumption of ANOVA. The statistical analysis and discussion are given below

In order to understand whether there exists any significant difference in awareness based on type of management, the analysis of variance of the variable, awareness on child right, among higher secondary school teachers is given below:

Table 12

Data and Result of Analysis of Variance of the Variable Awareness on Child Rights among Higher Secondary School Teachers based on Type of Management (Government, Aided and Unaided)

Test score	Sum of Squares	df	Mean of Squares	F	Sig
Between groups	48.406	2	24.20	.27	.76
Within group	12571.662	142	88.53		
Total	12620.028	144			

The table 12 indicate that the obtained F value.27 with degrees of freedom of (2,142). This is far less than the tabled value for significance at .05 levels. Hence

there is no significant difference between type of management in the mean score of awareness on child right.

Discussion

The mean score of child right awareness among government, aided and unaided higher secondary school teachers are given The table 12, which indicates that F value obtained by the higher secondary school teachers are .27, with degrees of the a freedom (2,142). This value less than the tabled value for significant level at .05 levels. It indicates that there is no significant difference in awareness on child right based on type of management.

SUMMARY, FINDINGS AND SUGGESTION

- ❖ *Restatement of the problem*
- ❖ *Variable of the study*
- ❖ *Objective of the study*
- ❖ *Hypotheses of the study*
- ❖ *Methodology*
- ❖ *Major findings of the study*
- ❖ *Conclusions*
- ❖ *Tenability of Hypotheses*
- ❖ *Educational implications*
- ❖ *Suggestions for further Research*

SUMMARY, FINDINGS AND SUGGESTION

This chapter provides an overview of the significant aspects of the various stages of the study, the major findings of the study and their educational implications, and suggestions for the further research. The chapter is organized under the following headings.

- Restatement of the problem
- Variable of the study
- Objective of the study
- Hypotheses of the study
- Methodology
- Major findings of the study
- Conclusions
- Tenability of Hypotheses
- Educational implication
- Suggestions for further Research

Restatement of the Problem

The present study is entitled as ‘AWARENESS ON CHILD RIGHTS AMONG HIGHER SECONDARY SCHOOL TEACHERS IN KOZHIKODE DISTRICT’

Variable of the Study

‘Awareness on Child Right’ is the variable of the study.

Objectives of the Study

1. To find the level of Awareness on child right among higher secondary school teachers, in Kozhikode district based on total sample and relevant subsamples based on gender and type of management.
2. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to their gender.
3. To find out whether there exists any significant difference in awareness on child right among higher secondary school teachers in Kozhikode district with respect to the type of management

Hypotheses of the Study

- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to Gender
- There exists no significant difference in the awareness on child right among higher secondary school teacher with respect to type of management

Methodology

The purpose of the present study is to find out the extent of awareness on child right among higher secondary school teachers. Survey method was used by the investigator in order to collect necessary information.

Sample of the Study

The population concerned for the study is the higher secondary school teachers in Kozhikode district. The investigator conducted the study using the sample 145 higher secondary teachers in Kozhikode, selected in stratified random sampling technique. Due representations were given different strata like gender and type of management of schools.

Statistical Techniques used for the Analysis

The following statistical technique used for the present study

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

Major Findings of the Study

The analysis of the data leads the investigator to the following findings:

1. The study reveals that the mean score of awareness on child rights among higher secondary school teachers for total sample is 23.83. It indicates that the awareness on child right among higher secondary school teachers for total sample is average.
2. The study shows that the mean score of awareness on child right among higher secondary school teachers for the subsample male and subsample

female are 24.5 and 23.37 respectively. It indicates that the awareness on child right among higher secondary school teachers based on subsample male and subsample female are average.

3. The study reveals that the mean score of awareness on child right among higher secondary school teachers for the subsample government, subsample aided and subsample unaided are 24.17, 24.10 and 22.74 respectively. It indicates that the awareness on child right among higher secondary school teacher based on subsample government, subsample aided and subsample unaided are average.
4. When t-test is conducted to find out the significant difference between the mean score of male and female higher secondary school teachers in their awareness on child rights, the t value obtained is 0.66. It is not significant at .05 level. Hence it is concluded that there is no significant difference between awareness on child right among higher secondary school teachers based on subsample male and subsample female.
5. One-way ANOVA is carried out to find whether there exists any significant difference in the awareness on child rights among higher secondary school teachers based on their type of management. From the results of ANOVA, the obtained F value is .27 with degrees of freedom (2,142). This is far less than the tabled value for significance at .05 level. Hence there is no significant difference between awareness on child right among higher secondary school teachers based subsample government, subsample aided and subsample unaided.

Tenability of Hypotheses

The tenability of hypothesis was examined in the light of the above findings.

The first hypothesis is stated that there exists no significant difference in the awareness on child right among higher secondary school teacher with respect to Gender.

The study shows that there is no statistically significant difference in the mean score of awareness on child right among higher secondary school teacher with respect to gender.

Hence the first hypothesis is accepted.

The second hypothesis is stated that there exists no significant difference in the awareness on child right among higher secondary school teacher with respect to type of management.

The study shows that there is no statistically significant difference in the mean score of awareness on child right among higher secondary school teacher with respect to type of management.

Hence the second hypothesis is accepted.

Conclusion

The present study dealt with the awareness on child right among higher secondary school teachers. The study reveals that the mean score of awareness on child rights among higher secondary school teachers for the total sample is average. The study also reveals that the mean scores of awareness on child rights among

higher secondary school teachers based on the relevant subsamples, gender and type of management, are average. The statistical analysis shows that there is no significance difference between awareness on child rights among male and female teachers. It further shows there is no significance difference between awareness on child rights among higher secondary school teachers based on type of management.

Educational Implications

The present study explores the awareness on child right among higher secondary school teachers in Kozhikode district. In this study the investigator reveals the picture of the awareness on child right among higher secondary school teachers. The value of the research lies in its implications.

Based on the findings of the study the investigator put forward some suggestions to improve the educational practice.

- The present study helps to understand the awareness on child right among higher secondary school teachers
- Incorporate the study of child right as a separate area in curriculum of teacher training courses
- Improve the awareness on child right among higher secondary teachers through seminar, discussion and debates.
- A workshop on child right should be conducted during in service course.

- Proper training should be given to teachers to improve awareness on child right.
- Proper child right education should be provided for students and parents.

Suggestions for Further Research

The findings of the study and the limitations encountered in the present study helped the investigator to suggest the following.

- A similar study can be conducted in state and national level
- A study can be conducted on the Awareness on parents about child right
- An in-depth study on the extend of social participation in protecting the children's right can be conducted.

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APPENDICES

Appendix I

FAROOK TRAINING COLLEGE

CHILD RIGHT AWARENESS TEST (DRAFT)

Dr. Mohammed Nasimudheen, T.
Assistant Professor

Shiji, P.C.
Research Scholar

Instruction:

- This is a test on Child Right Awareness. In this test there are altogether 46 questions. Each question carries 1 mark.
 - Read the following questions carefully. For each question four options are given. Mark your answer by putting tick mark for the correct answer.
-

1. When a false complaint has been made or a false information has been provided by a child, he/she will receive
 - Six month imprisonment
 - Three month imprisonment
 - No punishment
 - One year imprisonment
2. The statement of the child shall be recorded at the residence of the child or at the place, the officer shall be-
 - Sub inspector of police
 - Women police officer not below the rank of sub inspector
 - Zillah magistrate
 - None of these
3. When an elder person make false complaint against a child, he/she will be received
 - Six Month imprisonment with Fine
 - Three month imprisonment with fine
 - One year imprisonment with fine
 - No punishment
4. While recording the statement of child the police officer should be in-
 - Uniform
 - Not in uniform
 - Either uniform or not uniform
 - None of these

5. The statement of the child is being recorded under the section of –
 - 164
 - 173
 - 207
 - 100
6. The magistrate or police officer shall recorded the statement as spoken by child in the presence of –
 - Head master
 - Medias
 - Parents
 - Zillah collector
7. Who is considered to be the father of child rights-
 - Janusz korczak
 - Shobha koshy
 - Sam Pithroda
 - None of these
8. Who is child?
 - Every human being under the age of 20
 - Every human being under the age of 14
 - Every human being under the age of 15
 - Every human being under the age of 18
9. In which year UN's International desecration was created
 - 1980 September 20
 - 1989 November 29
 - 1980- November 20
 - 1989 September 29
 - Option 5
10. What does the UNCRC stand for?
 - United Nations convention on the Right of the Child
 - United Nations Congress of the Right of Child
 - United Nation's convention on the Right of Children
 - United Nation's convention on the Right of all Children
11. How many Articles in UNCRC?
 - 54
 - 44
 - 24
 - 34

12. What is the full name of NCPCR?

- National Commission for Protection of Child
- National Commission for Production of Child
- National Committee for Production of Child
- National Committee for Protection of Child

13. When NCPCR set up?

- 2007 March
- 2005 March
- 2008 March
- 2009 March

14. Protection of Children from Sexual Offenses Act was passed in

- 2000
- 2008
- 2011
- 2012

15. What is POCSO Act?

- Juvenile Justice
- Elimination of Child Labour
- Care for Marginalized Children
- Sexual Offence Act

16. Commission for Protection Child Right Act was passed in

- 2012
- 2000
- 2005
- 2002

17. Who is the present Chairman of Kerala Child Right Commission

- Manohar Pareekar
- Manoj Kadeeram
- Manohar Joshi
- Manoj Kumar K V

18. When was the Child Labour Prohibition Act forced on ?

- 1986
- 2013
- 2014
- 2015

19. “Child Labor is crime” What was the lower age limit of Child Labor?
- 6-14 year
 - 5-15 year
 - 6-17 year
 - 6-18 year
20. When was the Juvenile Justice Act for children forced on?
- 2000
 - 2006
 - 2011
 - 2012
21. Who is the leader of the project “Global March Against Child Labor”?
- Malala Yousaf Sai
 - Medha Patkar
 - Kailash Sathyarthi
 - None of these
22. When did Vienna convention for human rights accept child rights?
- 2006
 - 1993
 - 1996
 - 1992
23. What is the child help line number?
- 1091
 - 101
 - 1098
 - 1322
24. Can you force child to be a witness?
- No
 - Yes
 - certain case
 - Determine by the court
25. To protect a child government appoint a trained person. He is known as-
- Gramma Sevak
 - Student Police Cadet
 - Sit Person
 - Counsellor

26. Full form of POCSO Act?

- Protection of child from social offence Act
- Prevention of child from sexual offence Act
- Protected child from social Act
- Protection of children's from social offence Act

27. What is the age limit for compulsory education according to Indian Constitution?

- 10 years
- 18 years
- 12 years
- 14 years

28. Article 21 refers to

- Right to education
- Right to equality
- Right to freedom
- Protection of life and personal liberty
- Option 5

29. Right to education act 2009 come into force on-

- 2009 April 1
- 2010 March
- 2010 April 1
- 2009 March 1

30. Who monitor utilization of government grants and school environment

- School Management Committee
- School Monitoring Committee
- School Management commission
- None of these

31. The child convict to be presented for prosecution before

- Family court
- Magistrate
- Zilla court
- None of these

32. What is the duty of Child Welfare Committee (CWC)

- Child in need care and protection
- Child in conflict with law
- Protect child from parent
- Protect child from poverty

33. Which one of the following is correct regarding right of child?

- Right to job
- Right to education
- Right to drive
- Right to express his opinion

34. Select the Right of the Child given below?

- Right to education
- Right to learn, rest and leisure
- Right to parental and societal care and protection
- All the above

35. The age limit of girl child can be married

- 14 years
- 18 years
- 16 years
- 21 years

36. Government has to protect child from using

- Chemicals
- Drugs
- Books
- Chocolates

37. The Juvenile Justice of children Act 2000 amended in-

- 2005 and 2006
- 2006 and 2011
- 2006 and 2007
- 2007 and 2008

38. Who is the President of Juvenile Justice Board?

- District police commissioner
- The District Juvenile Magistrate
- Education Minister
- Chair person of Balavakasha Commission

39. Which right is the most important right for child.?

- Survival rights
- Development rights
- Protection rights
- All the above

40. Which of these is not a right under UNCRC?
- A Right to be safe
 - A Right to have your say and be listed to
 - A Right to food and water
 - A Right to join the army even if you are under 15
41. Violating Child Labour Prevention Act must be
- Penalized with the punishments with 3 months
 - Fine of Rupee 10,000 to 20,000
 - Both (A) & (B)
 - None of these
42. Only three states published that plan of child labor prevention act these are :-
- Maharashtra, Karnataka & Tamilnadu
 - Punjab, Haryana & Maharashtra
 - Both (a) & (b)
 - None of these
43. Which section of the child labor Act, 1986 defines the 'child'?
- Section 1
 - Section 2(i)
 - Section 2(ii)
 - Section 2(iii)
44. The child labor (Prohibition and Regulation) Act 1986 is an example
- Regulative labor legislation
 - Protective labor legislation
 - Social security legislation
 - Welfare legislation
45. United Nations convention on the Right of child primarily concerned with four aspects of child right known as "Four p".....
- Punishment, preparation, participation, power
 - Provision, protection, power, participation
 - Provision, power, participation, protection
 - Participation, protection, prevention, provision
46. Which Constitutional Amendment declare Right to education as fundamental right-
- 94th Amendment Act 2006
 - 86th Amendment Act 2002
 - 93rd Amendment Act 2006
 - 95th Amendment Act 2010

47. Which Section of Right to Education provide free and compulsory education to child
- Section 5
 - Section 4
 - Section 17
 - Section 3
48. The eligibility criteria for prospective adoptive parents shall be-
- physically stable
 - Mentally stable
 - Emotionally stable
 - All the above
49. A single female can adopt a child is?
- Girl child only
 - Boy child only
 - No gender
 - No child shall be givenS

Appendix II

FAROOK TRAINING COLLEGE

CHILD RIGHT AWARENESS TEST (FINAL)

Dr. Mohammed Nasimudheen, T.
Assistant Professor

Shiji, P.C.
Research Scholar

Instruction:

- This is a test on Child Right Awareness. In this test there are altogether 46 questions. Each question carries 1 mark.
 - Read the following questions carefully. For each question four options are given. Mark your answer by putting tick mark for the correct answer.
-

1. When a false complaint has been made or a false information has been provided by a child, he/she will receive
 - Six month imprisonment
 - Three month imprisonment
 - No punishment
 - One year imprisonment
2. The statement of the child shall be recorded at the residence of the child or at the place, the officer shall be-
 - Sub inspector of police
 - Women police officer not below the rank of sub inspector
 - Zillah magistrate
 - None of these
3. When an elder person make false complaint against a child, he/she will be received
 - Six Month imprisonment with Fine
 - Three month imprisonment with fine
 - One year imprisonment with fine
 - No punishment
4. While recording the statement of child the police officer should be in-
 - Uniform
 - Not in uniform
 - Either uniform or not uniform
 - None of these

5. The statement of the child is being recorded under the section of –
 - 164
 - 173
 - 207
 - 100
6. The magistrate or police officer shall recorded the statement as spoken by child in the presence of –
 - Head master
 - Medias
 - Parents
 - Zillah collector
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 - 1980- November 20
 - 1989 September 29
 - Option 5
9. What does the UNCRC stand for?
 - United Nations convention on the Right of the Child
 - United Nations Congress of the Right of Child
 - United Nation’s convention on the Right of Children
 - United Nation’s convention on the Right of all Children
10. How many Articles in UNCRC?
 - 54
 - 44
 - 24
 - 34
11. What is the full name of NCPCR?
 - National Commission for Protection of Child
 - National Commission for Production of Child
 - National Committee for Production of Child
 - National Committee for Protection of Child

12. When NCPCR set up?

- 2007 March
- 2005 March
- 2008 March
- 2009 March

13. Protection of Children from Sexual Offenses Act was passed in

- 2000
- 2008
- 2011
- 2012

14. What is POCSO Act?

- Juvenile Justice
- Elimination of Child Labour
- Care for Marginalized Children
- Sexual Offence Act

15. Commission for Protection Child Right Act was passed in

- 2012
- 2000
- 2005
- 2002

16. Who is the present Chairman of Kerala Child Right Commission

- Manohar Pareekar
- Manoj Kadeeram
- Manohar Joshi
- Manoj Kumar K V

17. When was the Child Labour Prohibition Act forced on ?

- 1986
- 2013
- 2014
- 2015

18. "Child Labor is crime" What was the lower age limit of Child Labor?

- 6-14 year
- 5-15 year
- 6-17 year
- 6-18 year

19. When was the Juvenile Justice Act for children forced on?
- 2000
 - 2006
 - 2011
 - 2012
20. Who is the leader of the project “Global March Against Child Labor”
- Malala Yousaf Sai
 - Medha Patkar
 - Kailash Sathyarthi
 - None of these
21. When did Vienna convention for human rights accept child rights?
- 2006
 - 1993
 - 1996
 - 1992
22. What is the child help line number?
- 1091
 - 101
 - 1098
 - 1322
23. Can you force child to be a witness?
- No
 - Yes
 - certain case
 - Determine by the court
24. To protect a child government appoint a trained person. He is known as-
- Gramma Sevak
 - Student Police Cadet
 - Sit Person
 - Counsellor
25. What is the age limit for compulsory education according to Indian Constitution?
- 10 years
 - 18 years
 - 12 years
 - 14 years

26. Article 21 refers to

- Right to education
- Right to equality
- Right to freedom
- Protection of life and personal liberty
- Option 5

27. Right to education act 2009 come into force on-

- 2009 April 1
- 2010 March
- 2010 April 1
- 2009 March 1

28. Who monitor utilization of government grants and school environment

- School Management Committee
- School Monitoring Committee
- School Management commission
- None of these

29. The child convict to be presented for prosecution before

- Family court
- Magistrate
- Zilla court
- None of these

30. What is the duty of Child Welfare Committee (CWC)

- Child in need care and protection
- Child in conflict with law
- Protect child from parent
- Protect child from poverty

31. Which one of the following is correct regarding right of child?

- Right to job
- Right to education
- Right to drive
- Right to express his opinion

32. Select the Right of the Child given below?

- Right to education
- Right to learn, rest and leisure
- Right to parental and societal care and protection
- All the above

33. The age limit of girl child can be married
- 14 years
 - 18 years
 - 16 years
 - 21 years
34. Government has to protect child from using
- Chemicals
 - Drugs
 - Books
 - Chocolates
35. The Juvenile Justice of children Act 2000 amended in-
- 2005 and 2006
 - 2006 and 2011
 - 2006 and 2007
 - 2007 and 2008
36. Who is the President of Juvenile Justice Board?
- District police commissioner
 - The District Juvenile Magistrate
 - Education Minister
 - Chair person of Balavakasha Commission
37. Which right is the most important right for child.?
- Survival rights
 - Development rights
 - Protection rights
 - All the above
38. Which of these is not a right under UNCRC?
- A Right to be safe
 - A Right to have your say and be listened to
 - A Right to food and water
 - A Right to join the army even if you are under 15
39. Violating Child Labour Prevention Act must be
- Penalized with the punishments with 3 months
 - Fine of Rupee 10,000 to 20,000
 - Both (A) & (B)
 - None of these

40. Only three states published that plan of child labor prevention act these are :-
- Maharashtra, Karnataka & Tamilnadu
 - Punjab, Haryana & Maharashtra
 - Both (a) & (b)
 - None of these
41. Which section of the child labor Act, 1986 defines the ‘child’
- Section 1
 - Section 2(i)
 - Section 2(ii)
 - Section 2(iii)
42. The child labor (Prohibition and Regulation) Act 1986 is an example
- Regulative labor legislation
 - Protective labor legislation
 - Social security legislation
 - Welfare legislation
43. United Nations convention on the Right of child primarily concerned with four aspects of child right known as “Four p”.....
- Punishment, preparation, participation, power
 - Provision, protection, power, participation
 - Provision, power, participation, protection
 - Participation, protection, prevention, provision
44. Which Constitutional Amendment declare Right to education as fundamental right-
- 94th Amendment Act 2006
 - 86th Amendment Act 2002
 - 93rd Amendment Act 2006
 - 95th Amendment Act 2010
45. Which Section of Right to Education provide free and compulsory education to child
- Section 5
 - Section 4
 - Section 17
 - Section 3
46. The eligibility criteria for prospective adoptive parents shall be-
- physically stable
 - Mentally stable
 - Emotionally stable
 - All the above