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AWARENESS WITHIN THE STUDENTS OF TEACHER TOWARDS RIGHT OF CHILDREN

Ajay Kumar Singh
Research Scholar
P.G.College, Ghazipur, U.P.
(Affiliated to V.B.S. Purvanchal University, Jaunpur, U.P.)

ABSTRACT

Children are rightful citizens who are entitled to have same rights as any other individual. Children's rights are human rights same as human rights, children's rights are constituted by fundamental guarantees. The United Nations Convention on the Rights of Children (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child. In constitution of India, there are various legal provisions, policies, government schemes and programmes beneficial to the safety and welfare of children in India. Despite of various impressive achievements recorded over the past years, there are many children still far away from their rights to survival, protection and development too. There are many things like poverty, malnutrition inadequate health care, trafficking, physical and sexual harassment and so on continue to hamper children's rights in many part of India and the rest world. This study attempts to gauge awareness level of students of teacher education who have almost completed two years Teacher Training course. The researcher call for concerted efforts to promote children's rights awareness among future teachers through different means.

Keywords: Children's Rights, Protection, Development, Student-Teacher awareness.

Introduction:

Children have the right to their own identity. They are the future of humanity. Childhood must be happy and loving for all the children. But the scenario of reality about happy childhood is quite different children face every day life with violence, poverty, abuse, exploitation, injustice, crime and discrimination in India and other part of the world. They suffer from acute hunger and homelessness high infant mortality insufficient health and life care and limited opportunities for basic education. They also forced to live in crisis, to work in harmful conditions. The most basic needs of children are referred to as rights. Children's rights are the subset of human rights with particular attention to the rights of special protection and care afforded to minors. Children rights are specialized human rights that apply to all human beings below the age of 18. According to the United

Nations Convention on the Rights of the Child (UNCRC 1989). Child rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to all people everywhere. Children's rights included their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal education, health care, criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity national origin, religion, disability, colour, ethnicity or other characteristics. The United Nation finds these rights interdependent and indivisible, meaning that a right cannot be fulfilled at the expenses of another right. The purpose of the UNCRC is to outline the basic human rights that should be afforded to children. Interpretations of children's rights range from allowing children the capacity for autonomous action to the enforcement of children being physically, mentally and emotionally free from abuse. The four broad classifications of these rights are:-

1. **Right to Survival**: Children's right to survival begins before a child is born. According to Government of India, a child's life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child's rights to be born, right to minimum standards of food, shelter and clothing and the right to live with dignity.
2. **Right to Protection**: A child has the right to be protected from exploitation, neglect and abuse at home and elsewhere.
3. **Right to Participation**: A child has a right to participate in any decision making that involves her/him directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.
4. **Right to Development**: Children have the right to develop in all forms emotionally, mentally and physically. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning, physical development through recreation, play and nutrition. These four categories cover all civil, political, social, economic and cultural rights of every child.

Need and Significance of the Study

The students of teacher education could be responsible for the creation of a nation. If they will be aware towards the rights of the children, they can teach their students more efficiently. Lack of awareness towards child rights signalled a harmful situation for their students and the society too. This present study has a great need and importance as it assesses the impact of both the aspects—awareness and lack of awareness among the students of teacher education for the rights of children.

Objectives of the Study

The objective of the present study is:-

- To assess the basic child rights.
- To find out the extent of child rights awareness among the students of teacher education.
- To find out the extent of lack of awareness regarding child rights awareness among the students of teacher education.

Hypothesis

As per the objective of study the present study was on the basis of following hypothesis.

- ❖ There is a significant difference between the women of rural and urban areas in respect of their level of participation in political activity.
- ❖ There is a significant difference between the women of rural and urban areas in respect of their level of participation in economic activity.
- ❖ There is significant difference between the women of rural and urban areas in respect of their level of participation in social activity.

Methodology :

In this study, the descriptive survey method was employed. The present study has employed the interview method and questionnaire for data collection. The researcher used a descriptive analytic method based on secondary sources like books, journals, articles, thesis and websites.

Sources of Data

In the present study researcher used both the primary and secondary data.

Sample Design

The sample for the present study is 460 second year students studying in Teacher Training Institute in Jaunpur, Gorakhpur & Varanasi districts in Bihar selected using simple random sampling technique. Among 15 Teacher Training Institute from which the sample was drawn, six institutes belongs to government, three institutes to aid and six institutes belongs to unaided sector.

Findings

The collected data have been analysed. According to the convention on the Rights of Children (UNCRC) a child has to be given ten basic rights which are as follows:-

1. The child shall be in all circumstances, be among the first to receive protection and relief.
2. The child shall be protected against all forms of negligence, cruelty, exploitation and traffic and shall be permitted to be employed before appropriate age.
3. The child is entitled to grow up in an atmosphere of affection and moral and material security with public authorities taking care of children without families and other support.
4. Right to adequate nutrition, housing, recreation and medical services including special health care and protection and parental care.
5. The physically, mentally or socially handicapped child shall be entitled for special treatment, education and proper care.
6. The child shall be entitled to a name and nationality.
7. The child shall be brought up in a spirit of understanding, friendship, peace and universal brotherhood and shall not be exposed to racial religious or other forms of discrimination.
8. The child shall enjoy special protection to be able to develop in every way in conditions of freedom and dignity.
9. The child entitled to free and compulsory education and such an education is in his best interest and for which parents are to be responsible.

10. All children irrespective of their race, colour, sex or creed of their parents shall be entitled to these rights.

This study reveals the awareness level of prospective teachers who have almost completed their two years teacher training course for primary level. This sample of students of teacher education has undergone some specific introduction to child rights concepts during their teacher training course. The content covered included rights of children under UNCRC as well as Indian constitution. A list provided by UNICEF on child rights has helped the researcher to identify the various dimensions of children's right to be included in the Child Rights Awareness Test (CRAT) content validity was ensured for this test by giving weightage to each of the major children right area mentioned in this list. The 52 multiple choice test items in CRAT covers the different areas of children rights like definition of the child, discrimination and non-discriminations, right to life survival and development, interest of children, respect of the views of the child, civil rights and freedom, dignity, name and nationality, preservation of identity, freedom of expression, thought, conscience and religion, protection of privacy, freedom of association and peaceful gathering, right to information, the rights not to be subjected to torture or other cruel or degrading treatment or punishment, family environment and alternative care, parental responsibilities and guidance, family reunification, basic health and welfare, children with special needs, social security and child care services and facilities, cultural activities, leisure activities, children involved with the system of administration of juvenile, justice, sentencing of children, children with exploitation, child labour, drug abuse, children belonging to an indigenous group or minority.

- Out of the total possible score of 52 in the CRAT (Child Rights Awareness Test), an average student teacher studying in teacher training institutes had obtained 26 scores i.e. 49.74 percent.
- The result of comparisons of mean scores of CRAT (Child Rights Awareness Test) in the relevant sub samples of student of teacher education is as follows:-
 - At 0.05 significant level there is no significant difference in gender in the Child Rights Awareness among the students of teacher education.
 - At 0.05 level of significance, there is significant difference in urban and rural areas in the child rights awareness among the students of teacher education.
 - At 0.01 level of significance, there is significant difference child right awareness between the students of government and aided teacher education institutes.
- Awareness about separate aspects of child rights was found out by estimating the percentage of students responding correctly to each item in the Child Right Awareness Test. More than 50 percent (out of 230 of 460) of students of teacher education responded wrongly to more than 35 percent of items (18 out of 52) in Child Right Awareness Test.
- Only 46.05 percent (216 out of 460) students of teacher education were aware that right to do job is a right of child.
- Only 68.48 percent (315 out of 460) students of teacher education were aware about child gets legal protection and care before and after birth.
- Only 64.78 percent (298 out of 460) students of teacher education were aware that mother's knowledge regarding the importance and proper way of breast-feeding is a necessity for child's right.

- Only 54.56% (251 out of 460) students of teacher's education were aware that eighteen years is the legal age limit of marriage of girls.
- Only 43.04 percent (198 out of 460) students of teacher education were aware that non can force child to be a witness.
- Only 56.95 percent (262 out of 460) students of teacher education were aware that family is the basic social unit responsible for child's growth and development.
- Nearly 58.69 percent (270 out of 460) students of teacher education were aware that Indian constitution ensures compulsory education up to the age of limit of 14 years.
- Only 53.69 percent (247 out of 460) students of teacher education were aware the right for development, right to have a name, right to know parents are all rights to every child.
- Only 42.60 percent (191 out of 460) students of teacher education were aware that by registering their birth, the right of the child to get parental protection is guaranteed.
- Almost 54.78 percent (252 out of 460) students of teacher education were aware that pregnant women's awareness regarding nutritional food is very important measure for child rights.
- Nearly 52.39 percent (241 out of 460) students of teacher education were aware that population, education, health awareness and environmental protection are all factors essential for children's development.
- Nearly 56.73 percent (261 out of 460) students of teacher education were aware that a life with dignity is applicable to all children irrespective of nationality, status of parents.
- Only 56.30 percent (259 out of 460) students of teacher education were aware that joyful environment, loving atmosphere and mutual understanding are all essential components for the complete and balanced personality development of child.
- Approximately 57.39 percent (264 out of 460) students of teacher education were aware that no nation can discriminate against a child based on parental religion, nationality or political views.
- Nearly 40.86 percent (188 out of 460) students of teacher education were not aware that the rights for education of the child criminal attitude towards alien nations and culture is not a part of right for education.

Conclusion & Suggestions

Though the average score of Child Right Awareness Test (CRAT) is relatively high, there are serious lacunae in the awareness among the students of teacher education in Uttar Pradesh. This study shows the lack of awareness and calls for concerted efforts to promote child rights awareness among future teacher through different means. There are some suggestions for this regard.

- Setting the classroom environmental demonstrating respect for justice and child dignity in an experience-based and practice-oriented style with the involvement of student of teacher education, parents and society.
- Selecting appropriate learning strategies like brainstorming, co-operative learning, and suitable questioning related to the social development of the students of teachers education.

- Arranging action based activities for teaching of child rights including discussion, role playing, seminar presentations, inter institutional and inter school level competitions in essay, quiz etc. exhibitions for the benefits of the students of teacher education.
- Constructing conflict situation to promote enquiry and provide opportunities to the students of teacher education for critically analysing child rights issues.
- Arranging appropriate learning strategies to provide opportunities to the students of teacher education for the solutions to the problem related with child right's issues and to explore and develop personal, moral, social, ethical and democratic values regarding child rights.
- Hence identifying prejudices and various discriminations and practising democratic decisions making process within their classrooms by becoming the living model of child right, the students of teacher education can imbibe the child right concepts, attitudes and values from their own classroom also to improve awareness about the child rights among students of teacher education the curriculum for teacher education should cater to their need.

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