

A study to Compare the Child Rights Awareness of Primary Teachers teaching in ICSE Board and CBSE Board Schools

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Abstract: In this research paper the researcher analysed the level of Child Rights Awareness between the Primary Teachers teaching in ICSE Board schools and CBSE board schools. 270 primary teachers (135 primary teachers from each board) were selected through Stratified Random Sampling from Ghaziabad City. The data was collected by using Child Rights Awareness Test developed by Abdul Gafoor and Rajan A.V.' t' test was used for analyzing the data. The findings reveal that there is significant difference between the Child Rights Awareness of primary teachers of ICSE Board schools and CBSE Board schools.

Key words: *Child Rights, Primary Teachers, ICSE Board Schools, CBSE Board Schools*

I. Introduction and Need of the Study

This infinite world is the most beautiful creation of the God and if we want to get a glimpse of God definitely we can visualize it in a child who is soft and tender like the petals of flower. Really the child is as soft as lamb, as delicate as rose and as clear as crystal.

Children are the future of humanity. While on one hand we agree that children are the wealth of every nation, on the other hand, we fail to treasure them. Children should be happy and safe but, for so many children the reality of their childhood is totally different. We can see the situation of children around the world everyday they live with violence, discrimination, poverty and injustice. It is true that children suffer from hunger, homelessness, high infant mortality, deficient health care and limited opportunities for elementary education. According to UNICEF "People who know their rights are better able to claim them." [1]

If children are unable to know their rights due to innocence how we are helping them to be aware of their rights while the rights of the child begins when he/she enters the womb of her/his mother.

United Nations Convention on the rights of child [9]:

The process was started by the league of Nations in the year 1924 when the Geneva Declaration on the Rights of the Child was adopted The United Nations restarted the process in 1959 by adopting another Declaration on the Rights of the Child. Thereafter, the year 1979 was celebrated as the International Year of the Child. The culmination of that process reached when the General Assembly adopted on 20th November 1989 the United Nations Convention on the Rights of the child. It came into force on 2nd September 1990 after receiving the necessary satisfaction. India acceded to it in the year 1992.

The four core principles of the convention are:

- Non-discrimination
- Devotion to the best interests of the child
- The rights to life, survival and development.
- Respect for the view of the child.

According to the Convention on the Rights of the Child (UNCRC), a child has to be given ten basic rights. These ten rights are as follows:

- Child should be brought up in a spirit of understanding, friendship, peace and universal brotherhood and should not be exposed to social, religious or other forms of discrimination.
- The child should be protected against all forms of negligence, cruelty, exploitation, and traffic and should not be permitted to be employed before appropriate age.
- The child should be in all circumstances, be among the first to receive protection and relief.
- The child is entitled to free and compulsory elementary education and such an education should be in his best interest and for which parents are to be responsible.
- 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.
- The physically, mentally or socially handicapped child should be entitled for special treatment, education and proper care.
- Right to adequate nutrition, housing, recreation and medical services including special healthcare and protection and prenatal care.
- The child should be entitled to a name and nationality.
- The child should enjoy special protection to be able to develop in every way in conditions of freedom and dignity.
- All children irrespective of their race, colour, sex or creed of their parents should be entitled to these rights.

Guiding principles of the Convention

There are eight guiding principles that underlie the Convention:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

The Indian Constitution [10]:

The Constitution of India guarantees all children certain rights, which have been specially included for them [3]. These include:

- Right to free and compulsory elementary education for all children in the 6 to 14 year age group (Article 21A).
- Right to be protected from any hazardous employment till the age of 14 years (Article 24).
- Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)).
- Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39(f)).

Besides these they also have rights as equal citizens of India, just as any other adult male or female:

- Right to equality (Article 14)
- Right against discrimination (Article 15)
- Right to personal liberty and due process of law (Article 21)
- Right to being protected from trafficking and forced into bonded labour (Article 23)
- Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46)

The State must:

- Make special provisions for women and children (Article 15(3))
- Protect interest of minorities (Article 29)
- Promote educational interests of weaker sections of the people (Article 46)
- Raise the level of nutrition and standard of living of its people and the improvement of public health (Article 47).

Child Rights [6]:- According to the U. N. Convention on the child's Rights, "A child means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier." Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to the young, including their right to association with both biological parents human identity, the basic needs, food, universal state paid education, healthcare and criminal laws appropriate for their age and development of the child. Children's right law is defined where the law intersects with a child's life that includes juvenile delinquency, due process for children involved in the criminal justice system, appropriate representation and effective rehabilitative services, care and protection for children in state care; ensuring education for all children regardless of their origin , race ,gender, disabilities or abilities, health care and advocacy. One Canadian organization categorizes child's rights into three categories Provisions: Children have the right to an adequate standard of living, health care, education and services and to play. Protection: Children have the right to protection from abuse, neglect, exploitation and discrimination. Participation: This includes children's involvement in libraries and community programs, Youth voice activities, and involving children as decision-makers in society.

Primary Teachers [2]:- According to the Indian Constitution, the country is committed to providing free and compulsory education to all the children up to the age 14. The constitution has not used any term for this. Elementary education generally extends over classes/ standards/grades I to VIII. It ordinarily covers the children of age 6 to 14 years. It comprises two distinct stages referred to as the primary stage (classes I to V). And at the upper primary or middle stage (classes VI to VIII). Generally, the class teacher system is followed at the primary stage. Class teacher system requires a teacher to teach almost all the academic subjects to one class. Special interest, proficiency and qualifications of the teachers are taken into consideration at the upper Primary stage.

In other words primary teacher is that who teaches at primary level or I to V classes (age 6 to 14).

ICSE Board Schools: The Indian Certificate of Secondary Education (ICSE) is an examination conducted by the Council for the Indian School Certificate Examinations, a private, non-governmental board of school education in India, for class 10, i.e., grade 10. It has been designed to provide an examination in a course of general education in accordance with the recommendations of the New Education Policy 1986 (India), through the medium of English.

The examination allows secure suitable representation of Governments responsible for schools (which are affiliated to it) in their States/Territories. Private candidates are not permitted to appear for this examination.

CBSE Board Schools [8]: The Central Board of Secondary Education (abbreviated CBSE) is a Board of Education for public and private schools. The first education board to be set up in India was the Uttar Pradesh Board of High School and Intermediate Education in 1921, which was under jurisdiction of Rajputana, Central India and Gwalior. In 1929 the government of India set up a joint Board named "Board of High School and Intermediate Education, "Rajputana". This included Ajmer, Merwara, Central India and Gwalior. Later it was confined to Ajmer, Bhopal and Vindhya Pradesh. In 1952, it became the "Central Board of Secondary Education".

Teachers and Child Rights Awareness [10, 11]:

"Good teachers are costly but bad teachers cost more" - Bob Talber

Teacher is the most decisive element in the classroom. It is her/his personal philosophy that creates the climate of the classroom. She is the constant source of inspiration for children to achieve success. It is their manner, attitude, beliefs and values which project their behavior and interaction style with the learners ultimately affecting the learner's self esteem and their success. It is the teacher whose responsibility is to create learning friendly environment that stimulate and motivate the children to use their potentialities to maximum.

Besides the constitution, there are several laws that are specifically for children as responsible teachers and citizens it is advisable that teachers should be aware of them and their significance[2].

'Know Your Rights' is the message of the United Nations. There is always a close relationship between legislative measures, implementation and education. Article 26(2) of Universal Declaration of Human Rights exhorts that 'Education shall be directed for the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. A key systematic issue of education is to position the school as a place for the realization and protection of children's rights enshrined in the constitution (NCERT 2006)[9].

In order to achieve this goal our teachers need to be equipped to carry out the educational process with the enlightened consciousness resulting from action and practice of children's rights throughout their career. Following basic principles needed for this purpose:

- Every student has an inherent right to education on the basis of equality of opportunity.
- No student is excluded from, or discriminated with education on the grounds of race, color, sex , language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adapt to the needs of students, rather than students adapting to the needs of the school.
- The student views are listened to and taken seriously.
- Individual differences students are a source of richness and diversity and not a problem.
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Since teachers have to deal with children specially the primary teachers as they are the founder of true basis of education, they must be aware to understand implications of children's rights .The most important need of child right awareness among primary teachers is to create a feeling of affection. love & understanding among the students and also to fulfill the special needs of children .

In support of the need of child rights awareness **Dhankar Neerja (2005)[5]**, wrote an article on the topic of **Child Rights in Schools**. She emphasized that a teacher should be a quality teacher and every school should be a quality school for the sake of these children.

This study was conducted to compare the Child Rights Awareness of Primary Teachers teaching in ICSE Board and CBSE Board schools.

II. Objectives of the study

- To study the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools.
- To study the Child Rights Awareness of Primary Teachers teaching in CBSE Board Schools.
- To compare the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools and CBSE Board Schools.

III. Hypothesis of the Study

There is no significant difference between the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools and CBSE Board Schools.

Methodology of the study:

Method of the research

Normative Survey method was adopted as the appropriate means for gathering the data essentials for the study.

Sample and Sampling Technique:

Stratified Random Sampling Technique was used for selecting the data. 270 Primary teachers from ICSE Board and CBSE Board (135 primary teachers from each board) were selected.

Tool used for the Study:

In this study, Child Rights Awareness Test developed by Dr. K. Abdul Gafoor and Rajan A.V. was used. This test consists of 52 multiple choice test items. Test retest reliability co-efficient of the tool is 0.89 (N=36)[4].

Statistical Techniques

Mean, SD and t- test techniques were used for the calculation and interpretation of data.

Delimitation

The study was delimited to the schools of Ghaziabad city.

IV. Result and Discussion

Objective:

1. To study the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools. The mean score of Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools was 27.17. The mean score shows that the Primary Teacher of ICSE Board has MODERATE level of Child Rights Awareness.
2. To study the Child Rights Awareness of Primary Teachers teaching in CBSE Board Schools. The mean score of Child Rights Awareness of Primary Teachers teaching in CBSE Board Schools was 24.28. The mean score shows that the Primary Teacher of CBSE Board are also having AVERAGE kind of Child Rights Awareness.
3. To compare the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools and CBSE Board Schools.

Variable	N	Mean	SD	t – value	Table value
<i>Primary Teachers of ICSE Board Schools</i>	135	27.17	4.76	4.64	2.59
<i>Primary Teachers of CBSE Board Schools</i>	135	24.28	5.47		

To compare the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools and CBSE Board Schools ‘ t’ test was used. The calculated value of ‘ t’ test was 4.64 at 300 df at .01 level the critical value is 2.59. Comparing the calculated value and critical value this can be concluded that calculated value (4.64) is greater than the critical value 2.59.

The above result shows that there is significant difference in the Child Rights Awareness of Primary Teachers teaching in ICSE Board Schools and CBSE Board Schools.

At last but not the least, we have to protect and Promote Child Rights with limited resources by:

- International Child rights law recognizes the limitations on resources
- Limitations on resources is not an excuse to delay implementation
- Limited resources have to be prioritized according to reasonable and objective criteria and funding must be proportional
- Strategies for effective use of limited resources:

- Target low-cost programmes
- Target people in the most marginalized situations
- Be non-discriminatory
- Draw on international cooperation
- Include persons with disabilities in all stages

We can safely say that Primary Teachers teaching in ICSE Board Schools have more Child Rights Awareness than Primary Teachers teaching in CBSE Board Schools.

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