Chapter 1

INTRODUCTION
CHAPTER- 1

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Every night and every morn,
Some to misery are born
Some are born to sweet delight
Some are born to endless night. (William Blake)

Childhood is the golden chapter of man’s life. Early childhood constitutes the most crucial period in life, when the foundations are laid for cognitive, social, emotional, physical/motor development and cumulative lifelong learning. The development of children is the first priority on the country’s development agenda, not because they are the most vulnerable, not only because they are our supreme assets but also the future human resources of the country. Yet they are neglected, their needs are not fulfilled. We impose our ideas on them to the extent that they are ignored, ill-treated and tortured. We do not realize that child has separate identity with different needs and conditions, on the contrary, the child has no right actually. He is given what we adults want to give him. We decide his fate. The ground reality is that we ignore the child, his feelings, his sentiments and his dreams because we labour under the impression that he is ignorant and weak. They suffer and enjoy their lives according to the status and conditions of their parents. Children around the world suffer appalling abuses. Too, often street children are killed and tortured by police. Children as young as seven or eight are recruited or kidnapped to serve as soldiers in military forces. Sometimes as young as six years old, children are forced to work under extremely difficult conditions, often as bounded labourers or in forced prostitution. In this study, the researcher has focussed primarily on school going children and is interested in knowing the relationship exist between home and school environment with child abuse.

One of the major problems in understanding the scope of the subject of 'child abuse' is that it is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. It is therefore difficult to gather
data on abused children. Further, definitions of abuse are not yet consistent within 
countries, much less from country to country or region to region. Yet governments do 
estimate that the number of abused and neglected children is alarming, and unless 
governments get their act together and respond to the situation by way of both 
prevention and treatment, we will be doing a grave injustice to our children and would 
be denying them their basic rights.

1.1 WHOM WE CONSIDER AS A CHILD

The child is a boy or girl who has not reached puberty, but also refers to 
offspring of any age. Adults remain the children of their parents, no matter what their 
age. The term is also used figuratively, for someone who behaves like a child, or to a 
teenger or a kidult. It can be applied to non-human offspring, as in the child node of a tree.

The convention on the rights of the child defines a child as every human being 
below the age of 18 years unless the law applicable to the child, majority is attained 
earlier . While Article 19 of the convention specifically addresses child abuse and 
recommends a broad outline for its identification, reporting, investigation, treatment, 
follow-up and prevention. Other articles in the convention emphasize the important 
role of the healthcare community in monitoring and reporting child abuse, as a 
channel of advocacy and direct technical support in other countries. The convention in 
discussing multiple rights and responsibilities emphasizes that rights refers to the 
child’s social, spiritual and moral well-being and physical and mental health and to 
achievement of fullest possible physical development in all areas (CRC, 1989).

The term ‘child’ is used for someone who has not reached the age of 18 years 
or (except in the case of sexual abuse) the age specified by the child protection law of 
the state in which the child resides(CAPTA).

For many students, life in and outside the classroom is intolerable- at the 
hands of peers and teachers, many children suffer under acts of discrimination, abuse, 
sexual violence and harassment. Children are also discriminated against in education 
because of their race or ethnicity.
1.2 CHILD ABUSE

Children make up almost half of the world’s population. In developing countries share is even greater. These children silently suffer at the hands of their parents who basically are assumed to provide them shelter and protection. Children have that right to be loved. But there are those who suffer child abuse in the very sense of the word. Child abuse could either be physical, mental or sexual abuse to children. This might have certain adverse effects on the child so they must be given extra support and attention. Child abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of eighteen and is a globally prevalent phenomenon. However, in India, as in many other countries, there has been no understanding of the extent, magnitude and trends of the problem. The growing complexities of life and the dramatic changes brought about by socio-economic transitions in India have played a major role in increasing the vulnerability of children to various and newer forms of abuse. Unfortunately, a number of children are physically abused by their parents, resulting in serious physical injuries, emotional difficulties and sometimes deaths. According to a report, over 3 million children were reported for child abuse and neglect to Child Protective Services (CPS) in United States in 1997. The statistics represents that 15 out of every 1000 children were victims of child maltreatment. (Wang and Daro, 1997). For hundreds of years parents have whipped or starved, locked up and thrashed their children. The only difference between modern world and developing countries like India with reference to child abuse is that child abuse within the family is quite a visible scene in developed countries but in India, it is still invisible to those who still choose to maintain it in the name of disciplining the children. But to the children, who suffer the harsh reality of its existence, child abuse is like a nightmare that chips away slowly at their spirits and their lives.

Child abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. Child abuse or maltreatment constitutes all forms of physical and emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in
actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. (WHO, 1999)

A child of any age, sex, race, religion, and socioeconomic background can fall victim to child abuse and neglect and abusers are family, friends and neighbours. Child abuse is a violation of the basic human rights of a child and is an outcome of a set of inter-related familial, social, psychological and economic factors. The problem of child abuse and human rights violations is one of the most critical matters on the international human rights agenda. In the Indian context, acceptance of child rights as primary inviolable rights is fairly recent, as is the universal understanding of it. According to the 1997 survey, physical abuse represented 22% of confirmed cases, sexual abuse 8%, neglect 54%, emotional maltreatment 4% and other forms of maltreatment 12%. These percentages have undergone some shift since 1986 when approximately 26% of the children were reported for physical abuse, 16% for sexual abuse, 55% for neglect, and 8% for emotional maltreatment (AAPC, 1988). There are some research evidences also which shows the reported incidence of crimes against children in table 1.1

<table>
<thead>
<tr>
<th>CRIME HEAD</th>
<th>YEAR 2004</th>
<th>YEAR 2005</th>
<th>% VARIATION IN 2005 OVER 2004</th>
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<tr>
<td>Rape</td>
<td>3542</td>
<td>4026</td>
<td>13.7</td>
</tr>
<tr>
<td>Kidnapping &amp; Abduction</td>
<td>3196</td>
<td>3518</td>
<td>10.1</td>
</tr>
<tr>
<td>Procurement of Minor Girls</td>
<td>205</td>
<td>145</td>
<td>29.3</td>
</tr>
<tr>
<td>Selling /buying of Girls for Prostitution</td>
<td>40</td>
<td>70</td>
<td>95.0</td>
</tr>
<tr>
<td>Abetment of Suicide</td>
<td>33</td>
<td>43</td>
<td>30.3</td>
</tr>
<tr>
<td>Exposure and Abandonment</td>
<td>715</td>
<td>933</td>
<td>30.5</td>
</tr>
<tr>
<td>Infanticide</td>
<td>102</td>
<td>108</td>
<td>5.9</td>
</tr>
<tr>
<td>Foeticide</td>
<td>86</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>Child Marriage</td>
<td>93</td>
<td>122</td>
<td>31.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14423</td>
<td>14975</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Source: National Crime Records Bureau (NCRB), Ministry of Home Affairs, Govt. of India (2005): Crime in India
1.3 HISTORICAL OVERVIEW

Child abuse has existed and flourished throughout history, in all cultures and ethnic backgrounds, in all its forms. Historically, two rights are at the core of violence against children: the right to own property and the right to own children. Throughout history, children have been the victims of various forms of serious maltreatment (DeMause, 1974). In fact, Children have been maltreated and exploited throughout history. Evidence even exists that child abuse existed during the prehistoric period. Children have long been considered family property. Fathers in ancient times could sell, mutilate or kill their children. Many religions used child sacrifice to please and appease gods. Infanticide was common. Children born with infirmities, retardation or deformity were killed to maintain and strengthen society. In most cultures, severe punishment and harsh treatment were deemed necessary for rearing and educating children (Harcourt, 1986). Child abuse and neglect are tragic realities within millions of families worldwide. Each day children are abandoned, neglected, beaten, tortured, mutilated, sexually molested, starved, and terrorized. Sadly, violence toward children is not a new phenomenon; it is deeply rooted in cultural and religious values. Reasons are offered throughout the centuries to justify child maltreatment include eliminating children with disabilities, expelling evil spirits, pleasing certain gods, maintaining discipline at home, and transmitting educational concepts (Radbill, 1974). The ancient Greeks favoured killing retarded or deformed children in order to strengthen their society (Radbill, 1974). DeMause (1974) concluded that the prevailing child disciplinary technique prior to the eighteenth century was the application of severe beatings and that nearly half of the European population perished in infancy by improper management or neglect. Throughout history, Judeo-Christian influences have had a tremendous impact on many child-rearing practices. The Bible has been used as a rationale and justification for harsh punishment of children (Harcourt, 1986). Mary-Ellen was considered the very first child abuse case in North America. Her case led to the founding in 1874 of the Society for Prevention of Cruelty to Children with child protection as its primary mandate. The society also promoted the fact that parents did not have complete authority over their children (Finkelhor, 1986).

As regard child abuse in ancient India, it can be said that it existed in the forms of child slaves. The children of less than 8 years were purchased as slaves like articles of trade for doing low and dishonourable works. Children of slaves took birth
as slaves, live and died as slaves unless the master liked to release them from slavery. Kautilya pointed out that trade of children as slaves was not prohibited in Mlechchas, because they were backward and uncivilised. On the other hand, Arya child was prohibited to become a slave (Hansa, 1988). Later on Kautilya realised that children were not physically fit to do ignoble work. Therefore, the first reform, in the field of slavery, that kautilya sought to bring about was to impose a ban on sale and purchase of children as slaves. Any person pledging or selling his own minor children or children of his relatives as slaves was heavily fined (Khan, 1988).

In the latter half of the 20th century it was common practice to define child maltreatment or "child abuse" into four main forms: physical abuse, sexual abuse, emotional abuse, and neglect. The term "child abuse" has become the umbrella term used to cover the various forms of maltreatment suffered by children at the hands of others, although it has been criticised on the grounds that it minimises neglect, in itself a form of maltreatment, which can have significant impact.

1.4 DEFINITIONS OF CHILD ABUSE

CAPTA defines child abuse and neglect as: at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation or an act or failure to act which presents an imminent risk of serious harm (CAPTA).

One definition of child abuse cannot serve all purposes e.g. the definition for legal purposes differs from that for research (WHO, March 1999).

Generally, child Abuse is the bad treatment of child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. Abuse of a child is anything that causes injury or puts the child in danger of physical injury. Child abuse can be physical (such as burns or broken bones), sexual (such a touching of private parts or incest), emotional (such as belittling or calling names). Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basic needs of a child.

The UN Secretary General’s study on violence against children has given the following overview of the situation of abuse and violence against children across the globe.
WHO estimates that almost 53,000 child deaths in 2002 were due to child homicide.

Only 2.4% of the world’s children are legally protected from corporal punishment in all settings (Pinheiro).

Nineteen percent of the world’s children live in India. While articulating its vision of progress, development and equity, India has expressed its recognition of the fact that when its children are educated, healthy, and happy and have access to opportunities, they are the country’s greatest human resource.

Regarding this, The National Policy for children, 1974, declared children to be a ‘supreme national asset’. It pledged measures to secure and safeguard all their needs, declaring that this could be done by making wise use of available national resources. Unfortunately, ten successive Five Year plans have not allocated adequate resources to meet the needs of children.

Prayas Institute of Juvenile Justice has taken up a study to assess the situation of child abuse in the light of the National charter for children and the National and state commission(s) on the Rights of the child. Similarly, authors like Barker and Hodes (2003) recognizes that child protection is a responsibility of each person. The process of protecting children crosses all services and all hierarchies.

The National Institute of Child Health and Human Development joined the American psychological Association in marking the WORLD DAY FOR PREVENTION OF CHILD ABUSE on Nov 19, 2007. It aims to create a culture of prevention world by encouraging governments and community/social organizations to play more active roles in protecting children. (NICHD, 2007)

Thus, child Abuse is not usually just one physical attack or just one instance of failure to meet a child’s most basic needs. Usually child abuse is a pattern of behaviour that takes place over a period of time. The longer child abuse continues, the more serious it becomes, the more serious is the injury to the child and the more difficult it is to stop. Abused children sometimes present information in a piecemeal fashion to test an adult’s response to what they share. Therefore, it is vital for teachers and other school personnel to be provided with training not only in detecting
possible abuse but in responding to intentional & accidental disclosure by children. Child abuse is the physical, psychological and emotional mistreatment of children.

In the United States, the Centres for Disease Control and Prevention (CDC, 2008) define child maltreatment as any act or series of acts or commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child. Most of the times, child abuse occurs in a child's home, with a smaller amount occurring in the organizations, schools or communities the child interacts with. To highlight the existence of the most egregious violations of international human rights law and encourage Governments to investigate particular cases, the United Nations Commission on Human Rights has appointed a Special Rapporteur on the sale of children, child prostitution and child pornography. The Special Rapporteur, an expert in the field, works to gather and analyse facts for the Commission. The condition most common to children who suffer, or are deprived of, opportunity is the poverty resulting from economic injustice. The most perverse form of denial of child rights is poverty, because poverty makes it impossible to satisfy those needs that are basic rights.

1.5 WORKING DEFINITION OF CHILD ABUSE

For the purpose of this study, the following working definitions of child abuse have been adopted:

Child abuse refers to the intended, unintended and perceived maltreatment of the child, whether habitual or not, including any of the following:

1. Psychological and physical abuse, neglect, cruelty, sexual and emotional maltreatment.
2. Any act, deed or word which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being.
3. Unreasonable deprivation of his/her basic needs for survival such as food and shelter, or failure to give timely medical treatment to an injured child resulting in serious impairment of his/her growth and development or in his/her permanent incapacity or death.
4. Physical abuse is inflicting physical injury upon a child. This may include hitting, shaking, kicking, beating, or otherwise harming a child physically.

5. Emotional abuse (also known as verbal abuse, mental abuse, and psychological maltreatment) includes acts or the failure to act by parents, caretakers, peers and others that have caused or could cause serious behavioural, cognitive, emotional, or mental distress/trauma.

6. Sexual abuse is inappropriate sexual behaviour with a child. It includes fondling a child's genitals, making the child fondle an adult's genitals, sexual assault (intercourse, incest, rape and sodomy), exhibitionism and pornography. To be considered child abuse, these acts have to be committed by a person responsible for the care of a child or related to the child (for example a babysitter, parent, neighbour, relatives, extended family member, peer, older child, friend, stranger, or a day-care provider).

7. Child neglect is an act of omission or commission leading to the denial of a child's basic needs. Neglect can be physical, educational, emotional or psychological. Physical neglect entails denial of food, clothing, appropriate medical care or supervision. It may include abandonment. Educational neglect includes failure to provide appropriate schooling or special educational needs. Psychological neglect includes lack of emotional support and love. Child abuse is a very complex and dangerous set of problems that include child neglect and the physical, emotional, and sexual abuse of children.

It was not until the 19th century that children were granted the same legal status as domesticated animals with regard to protection against cruelty and neglect. In 1962, the term "battered child syndrome" became part of the medical vocabulary and by 1976 all of the states in the United States had adopted laws mandating the reporting of suspected child abuse. Child abuse is any interaction (or lack of interaction) between a child and his/her parents and other caregivers which results in the non-accidental harm to a child's physical and developmental state. The terms have come to include not only the physical, non-accidental injury of children, but also emotional abuse, sexual abuse and neglect. Therefore, abuse can range from habitually humiliating your child to not giving the necessary care, and from
excessively shaking a child to rape. Some people think that children are only abused by strangers, but generally the person who abuses children is a friend of the parents or even a family member, like an uncle or aunt, or even a parent.

1.6 TYPES OF CHILD ABUSE

Child abuse is doing something or failing to do something that result in harm or injury to a child. An abuser is who fails to nurture the child, physically injures the child, or relates sexually to the child. While many crimes are easily discovered and reported, there are some which may never see the light of the day. Child abuse is one such crime which is rarely noticed and seldom reported. Child abuse is simply neglected by parents for their children. Maltreatment is also termed as child abuse. Child abuse can be caused by parents, guardians, relatives or even friends of the child. A number of child abuse cases have been found to have occurred in institutions revolving around kids, like schools, residential schools, churches and even in government agencies. In practice, there are borderline areas where what constitutes child abuse is not clear. For example, the U.S. Supreme Court has ruled (1944) that parents do not have an absolute right to deny life-saving medical treatment to their children, but devout members of the Church of Christ and other Churches believe in the healing power of prayer and do not always seek medical help. Most U.S. states, however, permit parents to use religious beliefs as a defence against prosecution for the withholding of medical treatment from their sick children, even in cases where the lack of treatment results in a child's death. There are 4 different kinds of abuse:

- Physical abuse
- Sexual abuse
- Emotional / Psychological abuse
- Neglect

1.6 (a) Physical Child Abuse

Physical abuse plays an important part in deciding how the child grows up to be. Physical abuses is one of the most easily recognized child abuses as it can be easily made out by the bruises on the body of the child. State and other laws say that any non-accidental physical injuries to the child or other actions that result in physical
impairment in the child are physical abuses. The World Health Organisation defines ‘physical abuse’ of a child as an incident resulting in actual or potential physical harm from an interaction or lack of interaction, which is reasonably within the control of parent or person in a position of responsibility, power, or trust. There may be single or repeated incidents. For the purpose of this study, physical abuse has been defined as beating manifested as kicking, slapping, punishments through corporal punishment, beating by family members and others including peers, employer, caregivers, etc. It also includes beating which may result in physical impairment or damage to the child.

In the United States, The National Association of Social Workers has issued statements that even the modest form of physical punishment, such as moderate spanking, can lower children’s self-esteem, constitutes acts of violence and teach children that physical force is an acceptable way to resolve conflicts. Children who are physically abused are likely to receive bone fractures, particularly rib fractures, may have a higher risk of developing cancer.

Physical child abuse is an injury resulting from physical aggression. Even if the injury was not intended, the act is considered physical abuse. The injury from physical child abuse may be the result of:

- Beating, slapping, or hitting.
- Pushing, shaking, kicking, or throwing.
- Pinching, biting, choking, or hair-pulling.
- Burning with cigarettes, scalding water, or other hot objects.
- Severe physical punishment.

Some other specific types of physical child abuse are:

- Shaken Baby Syndrome - Shaking a baby or toddler can cause serious head injuries.
- Munchausen by Proxy Syndrome - Inducing medical illness in a child or wrongly convincing others that a child is sick is both dangerous and abusive.
- Drug use during pregnancy - Drug and alcohol use during pregnancy or lactation can be harmful to your child, leading to problems such as Fetal Alcohol Syndrome.
 Hundreds of thousands of children are physically abused each year by someone close to them, and thousands of children die from the injuries. For those who survive, the emotional scars are deeper than the physical scars.

1.6 (b) Warning signs of physical abuse in children

- Frequent injuries or unexplained bruises, bite marks, welts, or cuts.
- Is always watchful and “on alert,” as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot day
- Resistance to going home.
- Fear of adults.

Physical abuse involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child, but not always. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child’s age or physical condition. Many physically abusive parents and caregivers insist that their actions are simply forms of discipline—ways to make children learn to behave. But there is a big difference between using physical punishment to discipline and physical abuse. The point of disciplining children is to teach them right from wrong, not to make them live in fear.

The Indian society, like most societies across the world, is patriarchal in structure where the chain of command is definite and inviolable. In such power structures parents, both fathers and mothers, consider their children as property and assume a freedom to treat them as they like. Thus, not only do parents and teachers adopt harsh methods of disciplining children, there is also little opposition to this harshness. The underlying belief is that physical punishment encourages discipline in children and is for their betterment in the long run. There is enough scientific proof to the contrary and evidence suggests that sometimes it is parent’s
inability to raise their children, and their frustrations find a manifestation in the form of beating them or causing other physical harm. Severe physical mal-treatment also takes place outside family situation and the most common and known forms of it are corporal punishment in schools and physical abuse at work place. Working children have a high probability of being abused by their employer or supervisor. The reasons could be dependence of the child on the employer and the vulnerability of the child, who is a soft and available target for the anger and frustrations of the employer. The same goes with teachers in schools and every other person resorting to physical abuse of children. Whether it is called discipline or venting of personal frustrations, the fact is that it is a grave violation of children’s right to live with dignity and freedom from violence, their right to be loved and cared for and their right to be nurtured with respect.

1.6 (c) Child Sexual Abuse

Child sexual abuse is one form of child abuse. There is no universal definition of child sexual abuse. However, a central characteristic of any abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity. It includes wide range of actions between a child and an adult or older child. Often these involve body contacts, but not always. Sexual abuse includes any sexual act or experience which is forced upon a person or which occurs as a result as coercion. Child sexual abuse is not solely restricted to physical contact, such abuse include noncontact abuse such as exposure, voyeurism and pornography. Exposing one’s genitals to children orpressuring them for sex is sexual abuse. Child sexual abuse is the deliberate exposure of minor children to sexual activity. This means a child is forced or talked into sex or sexual activities by another person. Sexual abuse of a child is any sexual act between an adult and a child, including penetration, intercourse, incest, rape, oral sex, and sodomy. Other examples include:

- **Fondling** - Touching or kissing a child's genitals, making a child fondle an adult's genitals.
- **Violations of bodily privacy** - Forcing a child to undress, spying on a child in the bathroom or bedroom.
• Exposing children to adult sexuality - Performing sexual acts in front of a child, exposing genitals, telling ‘dirty’ stories, showing pornography to a child.

• Commercial exploitation - Sexual exploitation through child prostitution or child pornography.

Regardless of the child's behaviour or reactions, it is the responsibility of the adult not to engage in sexual acts with children. Children and adolescents, regardless of their race, culture, or economic status, appear to be at approximately equal risk for sexual victimization. Sexual abuse is never the child's fault. Sexual child abusers can be:

• Father, mother, siblings, or other relatives.
• Childcare professionals or babysitters.
• Clergy, teachers, or athletic coaches.
• Foster parents or host families of foreign-exchange students.
• Neighbours or friends.
• Strangers

1.6 (d) Warning signs of sexual abuse in children

• Trouble walking or sitting.
• Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behaviour.
• Makes strong efforts to avoid a specific person, without an obvious reason.
• Doesn’t want to change clothes in front of others or participate in physical activities.
• Runs away from home.
• Unusual interest in or avoidance of all things of a sexual nature.
• Sleep problems or nightmares.
• Refusal to go to school.
Seductiveness.
- Depression or withdrawal from family or friends.
- Delinquency or conduct problems.
- Secretiveness.
- Unusual aggressiveness.
- Suicidal behaviour.
- Aspects of sexual molestation in drawings, games, fantasies
- Statements that their bodies are dirty or damaged, or fear that there is something wrong with them in the genital area.

A child who is the victim of prolonged sexual abuse usually develops low self-esteem, an abnormal or distorted view of sex. The child may become withdrawn and mistrustful of adults and can become suicidal. Most sexual abusers know the child they abuse. They may be family friends, neighbours or babysitters. About one-third of abusers are related to the child. Most abusers are men. Child Abuse in itself is a grave legal as well as moral crime. No type of child abuse is worse than the rest. However, the abuse that may mar the child's psychology to the greatest level is sexual abuse. Sexual abuse is considered to be exposing the child, or making them partners in sexual or sex-related acts. Sexual abuse is really hard experience for children. Adolescent sexual abuse has drastic effects for its victims, who often grow into manic-depressive, suicidal, or otherwise mentally disturbed adults (Bryer, et al. 1987).

U.S department of health and human services, 2000 has given composition of substantiated child abuse: 879,000 children were victims of child maltreatment, Neglect 63%, Physical 19%, Sexual 10%, Psychological 8%. Rate of child abuse by race: white 51%, African American 25%, Hispanic 15%, American Indian/Alaska natives 2%, and Asian/Pacific Islanders 1%. The comparative annual rate of child victims: Decreased steadily from 15.3 victims per 1,000 children in 1993 to 11.8 victims per 1,000 children in 1999 then increased to 12.2 per 1,000 children in 2000.

Incest between a child or adolescent and a related adult has been identified as the most widespread form of sexual abuse with a huge capacity for damage to a child. One researcher stated that more than 70% of abusers are immediate family members or someone very close to the family. It has stated that about 30% of all perpetrators of sexual abuse are related to their victim, 60% of the perpetrators are family
acquaintances, like a neighbour, babysitter or friend and 10% of the perpetrators in child sexual abuse cases are stranger (Whealin, 2007). A Child sexual abuse offense where the perpetrator is related to child, either by blood or marriage, is a form of incest described as intra familial child sexual abuse (Fridell, 1990).

The most often reported form of incest is father-daughter and stepfather-daughter incest, with most of the remaining reports mother/stepmother-daughter/son incest (Turner, 1996). Father-son incest is reported less often, however it is not known if the prevalence is less, because it is under-reported by a greater margin. Over 90% of nuclear family incest involved siblings (Finkelhor, 1979). Children trapped in the cycle of commercial sex are often physically abused, beaten, burnt, tortured and deprived of food, air, light and movement (Ditmore, 2007). They are also vulnerable to kidney infections, cervical cancer, early and repeated pregnancies and sexually transmitted diseases. Numerous studies have also shown high levels of abuse by children involved in prostitution. Drugs are often used to keep children taken into prostitution submissively. They may also be a self-medicating means to numb the pain of hunger or despair. It calls attention for nations to implement such a legislation which may come up as antidote to fight against such abuse.

1.6 (e) Emotional Child Abuse

Sticks and stones may break my bones but words will never hurt me? Contrary to this old saying, emotional abuse can severely damage a child’s mental health or social development, leaving lifelong psychological scars. Emotional child abuse is one of the most common and harmful forms of child abuse. Emotional abuse is any act or behaviour or failure to act that disturbs your child’s mental health or social development. This act can range from a simple verbal insult to an extreme form of punishment. Emotional abuse is always found along with some other form of abuse. Emotional abuse exists for longer periods and has negative psychiatric effects than either physical or sexual abuse. Hence emotional abuse can also be called as mental abuse, psychological abuse or verbal abuse. Some of examples of emotional child abuse are: always finding fault, humiliating the child, calling names, and showing no respect can damage a child’s self-esteem. Emotional abuse is when children are not given love, approval or acceptance. They may be constantly criticised, blamed, sworn and shouted at, told that other people are better than they are and rejected by those they look to for affection. Emotional abuse is more common amongst siblings.
Examples of emotional child abuse include:

- Constant belittling, shaming, and humiliating a child
- Calling names and making negative comparisons to others
- Telling a child he or she is “no good,” “worthless,” “bad,” or “a mistake.”
- Frequent yelling, threatening, or bullying.
- Ignoring or rejecting a child as punishment, giving him or her silent treatment.
- Limited physical contact with the child—no hugs, kisses, or other signs of affection.
- Exposing the child to violence or the abuse of others, whether it is the abuse of a parent, a sibling, or even a pet.

Thus, inappropriate punishment, verbal abuse, and scapegoating are also forms of emotional or psychological child abuse. Some authorities consider parental actions abusive if they have negative future consequences, e.g., exposure of a child to violence or harmful substances, extending in some views to the passive inhalation of cigarette smoke. This can include parents/caretakers using extreme and/or bizarre forms of punishment, such as confinement in a closet or dark room or being tied to a chair for long periods of time or threatening or terrorizing a child. Less severe acts, but no less damaging are belittling or rejecting treatment, using derogatory terms to describe the child, habitual scapegoating or blaming.

1.6 (f) Warning signs of emotional abuse in children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behaviour (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn’t seem to be attached to the parent or caregiver.
- Acts either inappropriately adult (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, tantruming).

1.6 (g) Neglect

Neglect is when parents or others looking after children do not provide them with proper food, warmth, shelter, clothing, care and protection. It is a very common
type of child abuse. Neglect refers to the failure of a parent to provide for the development of the child – where the parent is in a position to do so – in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions. Neglect is thus distinguished from circumstances of poverty in that neglect can occur only in cases where reasonable resources are available to the family or caregiver. Most of the children suffer from neglect than from physical and sexual abuse. Signs of neglecting include not providing basic needs for a child, extreme hunger, and clothing unsuited to weather. There are three types of neglect i.e. educational neglect, physical neglect, and emotional neglect.

1. Educational neglect is failure to provide necessary education, or not enrolling a school-age child in school.

2. Physical neglect is the act of not providing food, appropriate clothing, and not providing proper medical care.

3. Emotional neglect is failure to provide love and affection. Neglecting child’s emotional needs and not giving psychological care.

Abandonment is also maintained to be a type of child abuse. If the identity and whereabouts of the parents are not known to the child, it is considered as a case of abandonment. Abandonment also means that the child has been left by the parents in situations where they can face physical harm, or if the parents have failed to keep in contact with the child for a large span of time.

1.6 (h) Warning signs of neglect in children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Substance abuse is also a type of child abuse under the law. If any manufacture or use of a controlled substance abuse takes place in the presence of the
child, it is termed as Substance abuse. The manufacture may take place either in the presence of the child or premises occupied by the child. Substance abuse also incorporates selling, distributing or giving drugs and alcohol to the child.

In 1999, an estimated 3,244,000 children were reported to Child Protective Services (CPS) agencies as alleged victims of child maltreatment. Child abuse reports have maintained a steady growth for the past ten years, with the total number of reports nationwide increasing 45% since 1987 (NCPCA, 1996, Annual Fifty State Survey).

Neglect represents the most common type of reported and substantiated form of maltreatment. In 1996, 25 states provided the following breakdown for reported cases: 62% involved neglect, 25% physical abuse, 7% sexual abuse, 3% emotional maltreatment and 4% other. For substantiated cases, 31 states gave the following breakdowns: 60% neglect, 23% physical, 9% sexual, 4% emotional maltreatment and 5% other (NCPCA's 1996 Annual Fifty State Survey).

In 1999, an estimated 1,401 child abuse and neglect related fatalities were confirmed by CPS agencies, nearly 4 every day. Since 1985, the rate of child abuse fatalities has increased by 39%. Based on these numbers, more than three children die each day as a result of child abuse or neglect (NCPCA's 1996 Annual Fifty State Survey).

1.7 WHO ARE ABUSERS?

Child abuse occurs in all cultural, ethnic, occupational, and socio-economic groups. Although many people assume that parents are the only culprits, children can become victims of abuse by persons in non-parental relationships, such as siblings, family friends, neighbours, acquaintances, or strangers. Those who abuse children may also be trusted to care for our children, such as teachers, childcare providers, or foster parents. They may be male or female; they may be adults, adolescents, or children.

According to recent statistics, more than 80 percent of perpetrators were parents. Other relatives accounted for 7 percent and unmarried partners of parents accounted for 3 percent. The remaining percent includes persons with other relationships, e.g., camp counsellors, school employees, or unknown relationships to the child. Female perpetrators, mostly mothers, are typically younger than male
perpetrators, mostly fathers. Women comprised a larger percentage than men, 58 percent compared to 42 percent. As previously reported, child abuse fatalities have increased over the past several years. In 2002, one or both parents were involved in 79 percent of child abuse and neglect fatalities. Of the other 21 percent of fatalities, 16 percent were the result of maltreatment by non-parent caretakers, and 5 percent were from unknown person or persons.

1.8 CAUSES OF CHILD ABUSE

There are many interacting causes of child abuse and neglect. Characteristics or circumstances of the abuser, the child, and the family may all contribute. In many cases the abuser was abused as a child. Substance abuse has been identified as a key factor in a growing number of cases. In some cases abusers do not have the education and skills needed to raise a child, thus increasing the likelihood of abuse, and providing inadequate parental role models for future generations. Children who are ill, disabled, or otherwise perceived as different are more likely to be the targets of abuse. In the family, marital discord, domestic violence, unemployment and poverty, and social isolation are all factors that can precipitate abuse.

Patterns of abusive behaviour may result in the physical or mental impairment of the child or even death. Infants are especially vulnerable to physical injury such as whiplash or shaken infant syndrome resulting from battery. Abused children are more likely to experience generalized anxiety, depression, truancy, shame and guilt, or suicidal and homicidal thoughts or to engage in criminal activity, promiscuity, and substance abuse. Some people think that children are only abused by strangers, but sometimes the person who has abused the child is a friend of his/her parents or even a family member, like an uncle or auntie, or even a parent. If anyone is abused, he/she will probably feel hurt, sad, angry, scared and sick inside. That person may even feel like it is his/her fault. But it is NOT HIS/HER FAULT and he/she does not deserve to be abused. There are 3 different kinds/causes of abuse: Parental causes, Ecological causes, Child problems.

- **Parental causes** such as Background of emotional deprival, unwanted pregnancy, colic baby, isolation and lack of support, patriarchal family structure, cycle of violence (parents who were abused children themselves often end up abusing their own children), discipline versus Abuse (where
parents can't tell the difference), blurred boundaries (where there is no clear boundary set by the parents between child and parent).

- **Ecological causes** such as poverty, overcrowding, problems in the marriage.

- **Child problems** such as handicapped child, unrealistic expectations, latch key children (children who have to come home to an empty house), weak bond between mother and child.

- **Domestic violence.** Witnessing domestic violence is terrifying to children and emotionally abusive. Even if the mother does her best to protect her children and keeps them from being physically abused, the situation is still extremely damaging. If one is in an abusive relationship, getting out is the best thing for protecting the children.

- **Alcohol and drug abuse.** Living with an alcoholic or addict is very difficult for children and can easily lead to abuse and neglect. Parents who are drunk or high are unable to care for their children, make good parenting decisions, and control often-dangerous impulses. Substance abuse also commonly leads to physical abuse.

- **Untreated mental illness.** Parents who suffering from depression, an anxiety disorder, bipolar disorder, or another mental illness have trouble taking care of themselves, much less their children. A mentally ill or traumatized parent may be distant and withdrawn from his or her children, or quick to anger without understanding why. Treatment for the caregiver means better care for the children.

- **Lack of parenting skills.** Some caregivers never learned the skills necessary for good parenting. Teen parents, for example, might have unrealistic expectations about how much care babies and small children need. Parents who were victims of child abuse may only know how to raise their children the way they were raised. In such cases, parenting classes, therapy, and caregiver support groups are great resources for learning better parenting skills.

- **Stress and lack of support.** Parenting can be a very time-intensive, difficult job, especially if one is raising children without support from family, friends, or the community or one is dealing with relationship problems or financial
difficulties. Caring for a child with a disability, special needs, or difficult behaviours is also a challenge. It is important to get the support one needs, so one is emotionally and physically able to support one’s child.

Child abuse and neglect occurs in all types of families even in those that look happy from the outside—children are at a much greater risk in certain situations.

1.9 EFFECTS/ CONSEQUENCES OF CHILD ABUSE

In short, the ill effects of child sexual abuse are wide ranging. There is no one set of symptoms or outcomes that victims experience. Some children even report little or no psychological distress from the abuse, but these children may be either afraid to express their true emotions or may be denying their feelings as a coping mechanism. All types of child abuse and neglect leave lasting scars. Some of these scars might be physical, but emotional scarring has long lasting effects throughout life, damaging a child’s sense of self, ability to have healthy relationships, and ability to function at home, at work and at school. For over 30 years, clinicians have described the effects of child abuse and neglect on the physical, psychological, cognitive, and behavioural development of children. These are:

1. Physical consequences range from minor injuries to severe brain damage and even death.

2. Psychological consequences range from chronic low self-esteem to severe dissociative states. It will affect child’s psychological development and ability to behave normally outside his home.

3. The cognitive effects of abuse range from attention problems and learning disorders to severe organic brain syndromes.

4. Behaviourally, the consequences of abuse range from poor peer relations all the way to extraordinarily violent behaviours. It will encourage child to lie, resent, fear, and retaliate, instead loving, trusting, and listening.

Thus, the consequences of abuse and neglect affect the victims themselves and the society in which they live. Abused child may face academic difficulties, aggressive behaviour, Alcohol and/or other drug abuse, Anxiety, Attention problems, Bad dreams, Bed wetting, Behaviour problems, Chronic pain, Compulsive sexual behaviours, Concentration problems, Dangerous behaviour such as speeding,
Dehydration, Depression, Dissociative states, Eating disorders, Failure to thrive, Fear or shyness, Fear of certain adults or places, Frequent injuries, Insomnia, Learning problems, Lying, Malnutrition, Panic attacks, Repeated self-injury, Risky sexual behaviours, Running away, Self neglect, Separation anxiety, Sexual dysfunction, Sleep disorders, Social withdrawal, Stealing, Stuttering, Substance abuse, Suicide attempts, Thumb-sucking or any age-inappropriate behaviour, Truancy.

**Child abuse across the globe**

The UN Secretary General's Study on Violence against Children has given the following overview of the situation of abuse and violence against children across the globe.

- WHO estimates that almost 53,000 child deaths in 2002 were due to child homicide.
- In the Global School-Based Student Health Survey carried out in a wide range of developing countries, between 20% and 65% of school going children reported having been verbally or physically bullied in school in the previous 30 days. Similar rates of bullying have been found in industrialised countries.
- An estimated 150 million girls and 73 million boys under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.
- UNICEF estimates that in sub-Saharan Africa, Egypt and Sudan, 3 million girls and women are subjected to FGM every year.
- ILO estimates that 218 million children were involved in child labour in 2004, of whom 126 million were engaged in hazardous work. Estimates from 2000 suggest that 5.7 million were in forced or bonded labour, 1.8 million in prostitution and pornography and 1.2 million were victims of trafficking.
- Only 2.4% of the world's children are legally protected from corporal punishment in all settings.

### 1.10 PREVENTIVE MEASURES FOR THE PROTECTION OF CHILD RIGHTS

The prevention of child abuse is, however, extremely difficult. Many early prevention efforts were based on the belief that child abuse could follow the same model as pathology prevention in public health. Although mass communicable
diseases were controlled by this approach, child abuse was different. There were no bacteria to attack through inoculation. Currently child abuse is understood as a problem more associated with alienation, anomie and the misuse of power than a disease to be eradicated. Attention has shifted from a disease model to a need for social change and engineering. Social and economic impoverishment is likely the most important features that help explain the maltreatment of children.

Recent initiatives include attention to both individual needs such as social skills training, and social structural issues such as child poverty. Within this perspective personal problems are considered in both their interpersonal and socio-cultural dimensions. This view of human development and social issues has helped to develop optimism that something can be done about the problem of child abuse, particularly if communities work in concerted and integrated ways to solve problems they share.

**Child Abuse Prevention Month**

April has been designated as Child Abuse Prevention Month in the United States since 1983. U.S. President Barrack Obama continued that tradition by declaring April, 2009 as Child Abuse Prevention Month. One way the federal government of United States provides funding for child abuse prevention is through Community Based Grants for Prevention of Child Abuse and Neglect (CBCAP). Resources for child protection services are sometimes limited. In 1989, the Blue Ribbon Campaign introduced the blue ribbon as one of the symbols to raise awareness for child abuse. A considerable number of traumatized abused children do not have access to protective child protection strategies (Hosin, 2007).

**1.10 (A) Preventive Measures Taken By Constitution of the India**

The Constitution of India recognizes the vulnerable position of children and their right to protection. Following the doctrine of protective discrimination, it guarantees in Article 15 special attention to children through necessary and special laws and policies that safeguard their rights. The right to equality, protection of life and personal liberty and the right against exploitation are enshrined in Articles 14, 15,15(3), 19(1) (a), 21, 21(A), 23, 24, 39(e) 39(f) and reiterate India's commitment to the protection, safety, security and well-being of all its people, including children.

**Article 14**: The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.
**Article 15:** The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, and place of birth or any of them.

**Article 15 (3):** Nothing in this article shall prevent the State from making any special provision for women and children.

**Article 19(1) (a):** All citizens shall have the right (a) to freedom of speech and expression.

**Article 21:** Protection of life and personal liberty- No person shall be deprived of his life or personal liberty except according to procedure established by law.

**Article 21A:** Free and compulsory education for all children of the age of 6 to 14 years.

**Article 23:** Prohibition of traffic in human beings and forced labour- Traffic in human beings and beggars and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.

**Article 24:** Prohibition of employment of children in factories, etc.- No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment.

**Article 39:** The state shall, in particular, direct its policy towards securing.

(a) that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age or strength;

(b) that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

**1.10 (B) International Conventions and Declarations**

India is signatory to a number of international instruments and declarations pertaining to the rights of children to protection, security and dignity. It acceded to the United Nations Convention on the Rights of the Child (UN CRC) in 1992, reaffirming its earlier acceptance of the 1959 UN Declaration on the Rights of the Child, and is fully committed to implementation of all provisions of India accepted the two Optional Protocols to the UN CRC, addressing the involvement of children in armed
conflict and the sale of children, child prostitution and child pornography. India is strengthening its national policy and measures to protect children from these dangerous forms of violence and exploitation. India is also a signatory to the International Conventions on Civil and Political Rights, and on Economic, Social and Cultural Rights which apply to the human rights of children as much as adults. Three important International Instruments for the protection of Child Rights that India is signatory to, are:

**Convention on the Rights of the Child (CRC)** adopted by the UN General Assembly in 1989, is the widely accepted UN instrument ratified by most of the developed as well as developing countries, including India. The Convention prescribes standards to be adhered to by all State parties in securing the best interest of the child and outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse and from physical or mental violence, as well as ensuring that children will not be separated from their families against their will.

**Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** is also applicable to girls under 18 years of age. Article 16.2 of the Convention lays special emphasis on the prevention of child marriages and states that the betrothal and marriage of a child shall have no legal effect and that legislative action shall be taken by States to specify a minimum age for marriage.

**SAARC Convention on Prevention and Combating Trafficking in Women and Children for Prostitution** emphasizes that the evil of trafficking in women and children for the purpose of prostitution is incompatible with the dignity and honour of human beings and is a violation of basic human rights of women and children.

1.10(C) National Policies and Legislations Regarding Child Rights

The Fundamental Rights and Directive Principles of the Indian Constitution provide the framework for child rights. Several laws and national policies have been framed to implement the commitment to child rights.

A. **National policies**

The major policies and legislations formulated in the country to ensure child rights and improvement in their status include:
Of these, two major policies are discussed below:

(i) National Charter for Children, 2004

Underlying the National Charter for Children 2004, is the intent to secure for every child the right to a healthy and happy childhood, to address the root causes that negate the healthy growth and development of children, and to awaken the conscience of the community in the wider social context to protect children from all forms of abuse, while strengthening the family, society and the nation. This Charter has the following sections on child protection:

- Survival, life and liberty;
- Protection from economic exploitation and all forms of abuse;
- Protection of the girl child;
- Care, protection, welfare of children of marginalised and disadvantaged communities;
- Ensuring child-friendly procedures.

(ii) National Plan of Action for Children (NPAC), 2005

The National Plan of Action for Children was formulated by the then Department of Women and Child Development (now MWCD) in 2005. The Plan is being monitored by the Prime Minister's Office. The Action Plan aims at ensuring all rights to children up to the age of 18 years. It affirms the government's commitment
towards ensuring all measures for the survival, growth, development and protection of all children. It also aims at creating an enabling environment to ensure protection of child rights. States are being encouraged to formulate State Plans of Action for Children inline with NPAC. The National Plan has identified several key priority areas that include children's right to survival, development, protection and participation besides monitoring and review of policies and programmes. The NPAC also stresses the need for budgetary allocations to achieve child protection goals.

B. National legislations

National legislations for protection of child rights in the country are:

- Guardian and Wards Act, 1890
- Factories Act, 1954
- Hindu Adoption and Maintenance Act, 1956
- Probation of Offenders Act, 1958
- Bombay Prevention of Begging Act, 1959
- Orphanages and Other Charitable Homes (Supervision and Control) Act, 1960
- Bonded Labour System (Abolition) Act, 1976
- Immoral Traffic Prevention Act, 1986
- Child Labour (Prohibition and Regulation) Act, 1986
- Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act, 1987
- Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994
- Persons with Disabilities (Equal Protection of Rights and Full Participation) Act, 2000
- Juvenile Justice (Care and Protection of Children) Act, 2000
- Commission for Protection of the Rights of the Child Act, 2005
- Prohibition of Child Marriage Act 2006

Some of the important legislations are discussed below. Under each Act relevant sections have been enumerated:
(i) **The Indian Penal Code**

a) Foeticide (Sections 315 and 316)
b) Infanticide (Section 315)
c) Abetment of Suicide: Abetment to commit suicide of minor (Section 305)
d) Exposure and Abandonment: Crime against children by parents or others to expose or to leave them with the intention of abandonment (Section 317)
e) Kidnapping and Abduction:
   (i) Kidnapping for extortion (Section 360)
   (ii) Kidnapping from lawful guardianship (Section 361)
   (iii) Kidnapping for ransom (Section 363 read with Section 384),
   (iv) Kidnapping for camel racing etc. (Section 363)
   (v) Kidnapping for begging (Section 363-A)
   (vi) Kidnapping to compel for marriage (Section 366)
   (vii) Kidnapping for slavery etc. (Section 367)
   (viii) Kidnapping for stealing from its person: under 10 years of age only (Section 369)

f) Procurement of minor girls by inducement or by force to seduce or have illicit intercourse (Section 366-A)
g) Selling of girls for prostitution (Section 372)
h) Buying of girls for prostitution (Section 373)
i) Rape (Section 376)
j) Unnatural Sex (Section 377).

(ii) **The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994**

This is an Act for the regulation of the use of pre-natal diagnostic techniques for the purpose of detecting genetic or metabolic disorders, chromosomal abnormalities or certain congenital malformations or sex linked disorders, and for the prevention of misuse of such techniques for the purpose of prenatal sex determination leading to female foeticide and for matters connected therewith.
The Juvenile Justice (Care and Protection of Children) Act, 2000

The Juvenile Justice (Care and Protection of Children) Act, 2000 is a comprehensive legislation that provides for proper care, protection and treatment of children in conflict with law and children in need of care and protection by catering to their development needs, and by adopting a child friendly approach in the adjudication and disposition of matters in the best interest of children and for their ultimate rehabilitation through various institutions established under the Act. It conforms to the UN Convention on the Rights of the Child, the UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) 1985, the UN Rules for the Protection of Juveniles Deprived of their Liberty and all other relevant national and international instruments.

It prescribes a uniform age of 18 years, below which both boys and girls are to be treated as children. A clear distinction has been made in this Act between the juvenile offender and the neglected child. It also aims to offer a juvenile or a child increased access to justice by establishing Juvenile Justice Boards and Child Welfare Committees. The Act has laid special emphasis on rehabilitation and social integration of the children and has provided for institutional and non-institutional measures for care and protection of children. The non-institutional alternatives include adoption, foster care, sponsorship, and after care.

The following sections of the Act deal with child abuse:

**Section 23: Punishment for cruelty to juvenile or child:** The Act provides for punishment (imprisonment up to six months) if a person having the actual charge of, or control over, a juvenile or the child, assaults, abandons, exposes or wilfully neglects him/her, causes or procures him/her to be assaulted, abandoned, exposed or neglected in any manner likely to cause such juvenile/child unnecessary mental or physical suffering.

**Section 24: Employment of Juvenile or Child for Begging:** The Act provides for punishment (Imprisonment for a term which may extend to 3 years and fine) if a person employs or uses any Juvenile/child for the purpose or causes any juvenile to beg.

**Section 26: Exploitation of Juvenile or Child Employee:** The Act provides for
punishment (Imprisonment for a term which may extend to 3 years and fine) if a person ostensibly procures a Juvenile/child for the purpose of any hazardous employment keeps him in bondage and withholds his earnings or uses such earning for his own purposes.

(iv) The Immoral Traffic (Prevention) Act, 1956

In 1986, the Government of India amended the erstwhile Suppression of Immoral Traffic in Women and Girls Act 1956 (SITA), and renamed it as the Immoral Traffic (Prevention) Act (ITPA) to widen the scope of the law to cover both the sexes exploited sexually for commercial purposes and to provide enhanced penalties for offences involving children and minors. ‘Child’ under ITPA means a person who has not completed the age of sixteen years and ‘prostitution’ means the sexual exploitation or abuse of persons for commercial purposes.

Section 3: Stringent action and punishment for keeping a brothel or allowing premises to be used as a brothel;
Section 4: Living on the earnings of prostitution;
Section 5: Procuring, inducing or taking a person for the sake of prostitution;
Section 6: If any person is found with a child in a brothel it shall be presumed, unless the contrary is proved, that he has committed an offence of detaining a person in premises where prostitution is carried on;
Section 6(1B): The punishment consists of imprisonment of either description for a term which shall not be less than 7 years, but which may be for life or for a term, which may extend to 10 years and shall also be liable to fine, with a provision for less than 7 years under special circumstances;
Section 6(2A): A child or minor found in a brothel, on medical examination, detected to have been sexually abused, it shall be presumed, unless the contrary is proved, that the child or minor has been detained for purposes of prostitution or, as the case may be, has been sexually exploited for commercial purposes;

Section 21: Establishment of Protective Homes by the State Government.

(v) Child Labour (Prohibition and Regulation) Act, 1986

The Act was formulated to eliminate child labour and provides for punishments and penalties for employing children below the age of 14 years in from
various hazardous occupations and processes. The Act provides power to State Governments to make Rules with reference to health and safety of children, wherever their employment is permitted. It provides for regulation of work conditions including fixing hours of work, weekly holidays, notice to inspectors, provision for resolving disputes as to age, maintenance of registers etc. Through a recent notification, child domestic workers up to 14 years of age working in hotels and dhabas have been brought within the purview of the Act. It is one step towards the total elimination of child labour.

(vi) The Prohibition of Child Marriage Act, 2006

The Child Marriage Restraint Act, 1929 has been repealed and the major provisions of the new Act include:

(a) Every child marriage shall be voidable at the option of the contracting party who was a child at the time of the marriage.

(b) The Court while granting a decree of nullity shall make an order directing the parties, parents and guardians to return the money, valuables, ornaments and other gifts received.

(c) The Court may also make an interim or final order directing the male contracting party to the child marriage or parents or guardian to pay maintenance to the female contracting party to the marriage and for her residence until her remarriage.

(d) The Court shall make an appropriate order for the custody and the maintenance of the children of child marriages.

(e) Notwithstanding that a child marriage has been annulled, every child of such marriage shall be deemed to be a legitimate child for all purposes.

(f) Child marriages to be void in certain circumstances like minor being sold for the purpose of marriage, minor after being married is sold or trafficked or used for immoral purposes, etc.

(g) Enhancement in punishments for male adults marrying a child and persons performing, abetting, promoting, attending etc. a child marriage with imprisonment up to two years and fine up to one lakh rupees.

(h) States to appoint Child Marriage Prohibition Officers whose duties include prevention of solemnization of child marriages, collection of evidence for effective prosecution, creating awareness and sensitization of the community etc.
(vii) **The Commissions for the Protection of Child Rights Act, 2005**

The Act provides for the Constitution of a National and State Commissions for protection of Child Rights in every State and Union Territory. The functions and powers of the National and State Commissions will be to:

(a) Examine and review the legal safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation.

(b) Prepare and present annual and periodic reports upon the working of these safeguards.

(c) Inquire into violations of child rights and recommend initiation of proceedings where necessary.

(d) Undertake periodic review of policies, programmes and other activities related to child rights in reference to the treaties and other international instruments.

(e) Spread awareness about child rights among various sections of society.

(f) Children's Courts for speedy trial of offences against children or of violation of Child Rights.

(g) State Governments and UT Administrations to appoint a Special Public Prosecutor for every Child's Court.

Apart from these laws mainly concerning children, there are a host of related social legislations and criminal laws which have some beneficial provisions for the care, protection and rehabilitation of children. The laws relating to commerce, industry and trade have some provisions for children, but they hardly provide any protection or cater to their developmental needs. Some states have formulated state specific legislation to deal with child abuse e.g. Goa & Tamil Nadu.

Despite the above mentioned legislations, there are still major gaps in the legal provisions relating to child abuse in myriad situations, particularly in cases of trafficking, sexual and forced labour, child pornography, sex tourism and sexual assault on male children. The Ministry of Women and Child Development is therefore formulating a comprehensive legislation on Offences against Children.

**1.10(D) Schemes and Programmes on Child Protection**

Some of the existing child protection schemes and programmes include:
A Programme for Juvenile Justice for children in need of care and protection and children in conflict with law. The Government of India provides financial assistance to the State Governments/UT Administrations for establishment and maintenance of various homes, salary of staff, food, clothing, etc. for children in need of care and protection and juveniles in conflict with law. Financial assistance is based on proposals submitted by States on a 50-50 cost sharing basis.

An Integrated Programme for Street Children without homes and family ties. Under the scheme NGOs are supported to run 24 hours drop-in shelters and provide food, clothing, and shelter, non-formal education, recreation, counselling, guidance and referral services for children. The other components of the scheme include enrolment in schools, vocational training, occupational placement, mobilizing preventive health services and reducing the incidence of drug and substance abuse, HIV/AIDS etc.

Childline Service for children in distress, especially children in need of care and protection so as to provide them medical services, shelter, rescue from abuse, counselling, repatriation and rehabilitation. Under this initiative, a telephone helpline, number 1098, runs in 74 urban and semi-urban centres in the country.

Shishu Greha Scheme for care and protection of orphans/abandoned/destitute infants or children up to 6 years and promote in-country adoption for rehabilitating them.

Scheme for Working Children in Need of Care and Protection for children working as domestic workers, at roadside dhabas, mechanic shops, etc. The scheme provides for bridge education and vocational training, medicine, food, recreation and sports equipments.

Rajiv Gandhi National Crèche Scheme for the Children of Working Mothers in the age group of 0-6 years. The scheme provides for comprehensive day-care services including facilities like food, shelter, medical, recreation, etc. to children below 6 years of age.

Pilot Project to Combat the Trafficking of women and Children for Commercial Sexual Exploitation in Source and Destination Areas for providing care and protection to trafficked and sexually abused women and children. Components of the scheme include networking with law enforcement agencies, rescue operation, temporary shelter for the victims, repatriation to hometown and legal services.
National Child Labour Project (NCLP) for the rehabilitation of child labour. Under the scheme, Project Societies at the district level are fully funded for opening up of Special Schools/Rehabilitation Centres for the rehabilitation of child labourers. These Special Schools/Rehabilitation Centres provide non-formal education, vocational training, supplementary nutrition and stipend to children withdrawn from employment.

**INDO-US Child Labour Project (INDUS):** The Ministry of Labour, Government of India and the US Department of Labour have initiated a project aimed at eliminating child labour in 10 hazardous sectors across 21 districts in five States namely, Maharashtra, Madhya Pradesh, Tamil Nadu, Uttar Pradesh and NCT of Delhi.

### 1.11 HOME ENVIRONMENT

Parents are a child’s first and enduring teachers. They play a crucial role in helping their children learn. Children achieve more when schools and parents work together and parents understand what the school is trying to achieve and how they can help. Good home environment can be beneficial to the children in creating positive attitude towards life, establishing higher self-esteem, promoting good work ethics and control over emotions. The study of the family must begin with the relationship and interactions that each member has with each other. In systems theory, higher levels can control lower levels. The individual members are both unique individuals and part of the family at the same time. "The family is a bounded system in interaction with its environment. Within the family boundary are its members and their roles, norms, values, traditions, and goals, plus other elements that distinguish one family from another and the social environment and families whose boundaries are open and flexible are the healthiest." (Longres, 1990). Family members take on roles in the family such as wife and mother, father and husband, daughter and sister, and son and brother. When the family goes out into the community the parents take on roles as workers, citizens, volunteers, etc. while children take on roles as students, friends, etc. There are role expectations placed on each member within the family and on the roles they take in the community. Role expectations are a form of social control. Parent’s overt behaviour is one way in which parents may exhibit their involvement in the child’s schooling, the child may also have a more profound affective experience that his parents are providing resources to him & are concerned about him. Child abuse has become a national epidemic. More than one million children are confirmed each
year as victims of child abuse and neglect by state departments of child protective services. And every day a minimum of three children die as a result (Lung and Daro, 2006). Violence in the home has been listed as a major factor contributing to the growth of reports of child abuse and neglect.

It is important to evaluate the family's environment because general living conditions can pose risks for illness or accidents. Furthermore, certain environmental conditions may be essential to a child's basic health and, in some instances, may even be lifesaving. Research findings support the existence of a positive relationship between parental involvement and educational issues, especially in the elementary school years. The role of effective experiences and emotional climate at home has been worked upon by several researchers. Studies have indicated the beneficial influence of emotionally supportive home situations on children’s outcomes (Nelson, 1985; Bradley et al., 1987, Tamir, 1990).

Parent’s personal involvement may provide the child an important resource to rely upon. Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to wide range of resources to promote and support young children’s development. They are able to provide their young children with high quality child care, books and toys to encourage children in various learning activities at home. Different cultures have different rules about what are acceptable parenting practices. Some researchers have suggested that views on child-rearing across cultures might diverge to such an extent that agreement on what practices are abusive or neglectful may be extremely difficult to reach (Facchin, et al. 1998, National Research Council.1993). Nonetheless, differences in how cultures define what is abusive have more to do with emphasizing particular aspects of parental behaviour. It appears that there is general agreement across many cultures that child abuse should not be allowed and virtual unanimity in this respect where very harsh disciplinary practices and sexual abuse are concerned (Bross, et. al.2000).

Researchers have long been aware of the link between domestic violence and child abuse. Even if children are witnesses to acts of violence and not the intended targets, they can be affected in the same way as children who are physically and sexually abused (Goodman and Rosenber, 1987). Since domestic violence is a pattern of behaviour, not a single event, episodes may become more severe and more frequent
over time, resulting in an increased likelihood that the children eventually become victims.

The common attribute of abusive parents is a need to reverse parent-child roles that is, the children are expected to be sensitive to the parents’ needs and responsible for much of their happiness (Martin, 1976). Steele (1975) describes this role reversal as the parent behaving as a helpless, needy child who looks to his or her own children as though they were adults who could provide parental care and comfort.

Ackley (1977) states that potential abusers both seek and shun intimate relationships. They may seek intimacy to obtain what is missing in their relationship with their parents, which leads them to define a close relationship as one in which, similar to a child, they can obtain emotional support and warmth without giving much in return and depend on their partners to solve the problems of living that adults are called on to solve. Alternately, they may shun intimacy because their earliest childhood attempts at intimacy with their parents were seen as failures. The early failures at achieving intimacy may suggest that close relationships are dangerous, doomed to produce disappointment, and a threat to self-esteem because people cannot be trusted. For a healthy family, fathers and mothers must have a good sense of who they are, evidenced by good communication skills, healthy ego boundaries, and flexible roles. Each parent must be healthy in order to have healthy relationships. Intimacy requires that power be shared in the relationship. Since children don’t have equality with their parents, the nature of the parental-child relationship is not (nor should it be) intimate. "If the marriage is functional, the children have a chance to be fully functional. If the marriage is dysfunctional, the family members are stressed and adapt dysfunctionally." (Bradshaw, 1988)

Although it is taken for granted that families are the first nurturers, educators and protectors of children and their rights in many cases it is founded that the family creates such situation which coerce the innocent child to the world of sexual abuse. Thus, family as the first line of defence against such ailments breaks down in our modern society (Mohanty, 2000). Oftentimes, parents who lack child-rearing skills will also treat their children as objects to vent their frustrations. Parents are not exempt from making mistakes. They are also not immune to the pressures of life. When parents keep their emotions and the pressures they face bottled up inside and cannot find good means to vent their emotions, as soon as their child makes a mistake,
these parents are more likely to respond with uncontrollable outbursts resulting in child abuse. In a 1985 survey of American families found that mothers who were victims of partner violence were at least twice as likely to physically abuse their children as mothers who were not (Straus and Gelles, 1990). Though experts support disciplining children as soon as they make mistakes so that effective correction can take place, they also point out that if parents do not have adequate means to vent their daily frustrations, discipline can often become marred by illogical outbursts that destroy a parent’s relationship with their children and lead to irreparable damage. Parents who are from lower socio-economic backgrounds tend to be rougher when disciplining their children (Rong & Ma, 2009).

In a recent study in India, the occurrence of domestic violence in the home doubled the risk of child abuse (Hunter, et al. 2000). Families affected by alcoholism report higher levels of conflict than do families with no alcoholism. Drinking is the primary factor in family disruption. The environment of children of alcoholics has been characterized by lack of parenting, poor home management, and lack of family communication skills, thereby effectively robbing children of alcoholic parents of modeling or training on parenting skills or family effectiveness. The following family problems have been frequently associated with families affected by alcoholism: increased family conflict; emotional or physical violence; decreased family cohesion; decreased family organization; increased family isolation; increased family stress including work problems, illness, marital strain and financial problems; and frequent family moves. Addicted parents often lack the ability to provide structure or discipline in family life but simultaneously expect their children to be competent at a wide variety of tasks earlier than do non-substance-abusing parents.

1.12 SCHOOL ENVIRONMENT

It is strongly believed that the two most important factors which play the major role in shaping and framing a child’s personality are his home and school. There are some institutions that are entrusted with the responsibility of providing children with basic information that is required in the process of socialisation of the coming generation; the school comes only next to family. Few years ago, this was not of great concern and worry for the parents to find in depth about the schools and their environment but with time passing, schools, these days are not safe anymore for the
kids as all kind of violence is seen happening there. These are not any physical threats to the kids but mental too. Kids are been found with the arms, knives and many other instruments that may cause harm to the innocent children and not only that the usage of foul language among the students is also a contributor in the school violence.

Education is the most important asset of any nation. Now every nation is taking steps for its educational development. In teaching–learning situation, three components are involved viz. the teacher, the learner and the subject matter to be possessed. The expanded curriculum, specialization approach to teaching large size classroom, expansive school environment and meeting strange faces, all of which constitute new experiences to fresh students, may impact significantly the achievement of students. Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one’s friends on the school grounds, free time to sit on the benches and chat with one’s friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test and trips made with one’s classmates and teachers to places outside the school — all these are activities bringing the community together, giving it the character of a learning community. Behind the scenes but still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar. The teachers should have descriptive role titles as group discussion leader, planner, tutor, evaluator, club sponsor, counsellor, disciplinarian, classroom manager, parent interviewer, part time administrator and trouble shooter. This type of opinion indicates the role of teacher is multidimensional. But sometimes, it becomes one way traffic and it blocks the process of communication which hampers the real spirit of teaching. Our education system works with the participation of the students, the teachers and staff members and to keep this system work smoothly it becomes important for the teachers and all other members to keep their eyes open to any kind of children abuse in the school.

The classroom environment is regarded a significant factor in children’s socialization and enculturation in school, together with other factors such as peer
interaction, pupil-teacher relations, teaching material and program and the surrounding community that communicate norms and system of meaning (Minoura, 1990).

Environment is the aggregate of all external conditions and influences which affecting the life and development of individual. A school has its impact not only on the educational achievements but also on the health and personality development of children. Various aspects of the school, like psycho-socio aspects (involving teachers and students), learning aspects (involves curriculum and standards), organizational aspects (school facilities and school type), physical aspects (school size, maintenance & environment) all influence one another. School personnel are in the best position to identify and report abuse and maltreatment because they have consistent daily contact with students. The same study revealed that 84% of all suspected abuse cases in schools are never reported, making schools simultaneously the largest source of both over- and underreporting of child abuse (Kesner & Robinson, 2002).

In US schools, according to the US Department of Education, nearly 9.6% of students are targets of educator sexual misconduct sometime their school career. Student sex abuse by male and female educators, male students were reported as targets in ranges from 23% to 44%. In U.S. school settings same sex (female and male) sexual misconduct against students by educators ranges from 18-28% of reported cases (Shakeshaft, 2004). The different forms of abuse occur in schools in a very subtle way and could have damaging effects on children’s educational development. This is not exhaustive but shows that abuse is on going in the school. Physical abuse is one form of abuse that persistently occurs in schools especially in the form of correction or corporal punishment. Corporal punishment is the use of physical force with the intention of causing bodily pain, but not injury for the purpose of correction or control (Straus, 1994)

In many schools in the USA, corporal punishment has been declared illegal. This is not so in Nigeria where corporal punishment is being held in high esteem as a way of correcting and instilling discipline in young children. Even though spanking is culturally approved for correcting children most times the teachers do this in anger and in the process the child is left injured and physically inflicted with bruises and pains. Teachers hold great expectations of young children and so when these children
fall short of these expectations, they are mercilessly flogged. Children are flogged for committing minor offences like coming to school late or failure to do homework and for other major offences like fighting and insulting others. Most teachers and school authorities assume that children are stubborn, indisciplined and unintelligent and the only way to drive out this foolishness from the children is to use the rod, in order not to spoil the child. Most times, the teachers fail to listen to the students’ apparent show of some misbehaviour. They hold more strongly to their beliefs and ideals that they are unwilling to hear the students out. Other punishments adopted include threatening or terrorizing students as well as belittling them. In a study that asked teachers about their knowledge of various forms of abuse, only 4 percent of the polled teachers stated that they were “very aware” of the signs of sexual abuse. Another 17 percent said they would be able to recognize signs that were “very obvious,” while 75 percent reported that they would not recognize signs at any point (McIntyre, 1987).

Instances abound in schools where teachers use sinister languages in addressing students such words/phrases like ‘idiots’, ‘never do well’, ‘I knew you’ll never perform better’, etc. This use of words/phrases not only belittles the child but may ridicule and lead to lack of concentration and withdrawal of students to themselves and eventual dislike of school. In schools especially where there are young male teachers, there is the tendency for the teachers to take advantage of the young, innocent, harmless and naïve school girls. Some teachers lure these students who sometimes transfer their parental affection to them, into having illicit affairs and relationship. At other times, the teachers deny the students their right and grades in demand for sexual gratification. Mandated reporting laws place school professionals in a position to protect children from the ill effects of maltreatment (Dombrowski, Ahia & McQuillan, 2003).

Every child has the right to feel safe at school. Unfortunately, we cannot always keep children safe from other children at school. Many kids do not go to school in fear of bullies. But even bullies need kind, compassionate treatment from the school system. Treating both the bullies and the victims with care can improve the quality of learning for school students, since they will be able to focus on their studies instead of fear and aggression. Those who bully and are bullied may be the most likely to experience mistreatment by their parents, including psychological abuse.
They may also be the most likely to experience forms of sexual mistreatment by family members. All bullies are more likely to see violence in the home and witness violent acts in their communities. Research findings have indicated that students are inflicted with corporal punishment without due inquiry. Furthermore, they are said to be exposed to humiliating situations in the form of sarcasm, ridicule, name-calling, rejection, and forced labour.

Child abuse in the school days can become a serious threat to his future life also as he might turn out to be harmful to his friends and peers. Indeed, all school personnel should receive formal training in child abuse/neglect issues including identifying, referring, and reporting (Dombrowski et. al., 2003; Dombrowski, LeMasney, Ahia & Dickson, 2004; Dombrowski & Gischlar, 2005). Every individual in our education system has an important role to play to keep our young generation safe and happy and so everyone needs to be careful in keeping a check on any kind of abuse going in or around the school as it is our social responsibility to provide a safe and healthy environment at school.

1.13 RATIONALE OF THE STUDY

In India, the problem of child abuse has not received enough attention. There have been few and sporadic efforts to understand and address the problem. There is a large child population in India and a large percentage of this population is vulnerable to abuse, exploitation and neglect. There is also inadequate information about the extent of child abuse in the country. Child abuse is shrouded in secrecy and there is a conspiracy of silence around the entire subject. In fact here is a well entrenched belief that there is no child abuse in India and certainly there is no sexual abuse in the country. Child abuse is prevalent in India as in many other countries and there is a need to understand its dimensions and complexities. Further, certain kinds of traditional practices that are accepted across the country, knowingly or un-knowingly amount to child abuse. Existing socio-economic conditions also render some children vulnerable and more at risk to abuse, exploitation and neglect. It is about time that we recognize this and take remedial measures. Lack of empirical evidence and qualitative information on the dimensions of child abuse and neglect makes it difficult to address the issue in a comprehensive manner. Independent India has taken large strides in addressing issues like child education, health and development. However, child
protection has remained largely unaddressed. There is now a realization that if issues of child abuse and neglect like female foeticide and infanticide, girl child discrimination, child marriage, trafficking of children and so on are not addressed, it will affect the overall progress of the country.

Child abuse, unfortunately, has not been viewed as a separate offence or group of offences, or state of body and mind, causing physical and emotional damage to the child. It is, at best, viewed in the context of child labour, child prostitution and child trafficking, for which legal provisions have been made. It was felt that the problem of child Abuse was bigger than what was either understood or acknowledged. It was also felt that India needs both legislation as well as large scale interventions to deal with the increasing incidence of child Abuse. Child Abuse has serious physical and psycho-social consequences which adversely affect the health and overall well-being of a child. The problem has primarily emerged from the fact that children are the future of democracy and for this they must know their rights. Child Abuse is a violation of the basic human rights of a child and is an outcome of a set of interrelated familial, social, psychological and economic factors. Since Child Abuse as a concept and its various dimensions have not been properly established because of lack of authentic and comprehensive data, it is all the more essential to undertake such study to formalize a definition and concept of child Abuse in the Indian context.

During their early years of innocence, in which they should be weaving colourful dreams, children in the region are being subjected to heinous crimes like torture, murder and rape. Ironically, despite these traumatizing events, the authorities are seen watching the situation as mute spectators. The spurt in child abuse cases during the last couple of days from various areas of the region have left advocates of human rights shocked. The problem of child abuse and human rights violations is one of the most critical matters on the international human rights agenda.

Traditionally in India, the responsibility of care and protection of children has been with families and communities. A strong knit patriarchal family that is meant to look after its children well has seldom had the realization that children are individuals with their own rights. While the Constitution of India guarantees many fundamental rights to the children, the approach to ensure the fulfilment of these rights was more needs based rather than rights based. The transition to the rights based approach in the
Government and civil society is still evolving socio-economic status also influences the behaviour of parents and their wards. Several Researches came out with a conclusion that families with high socio-economic status often have more success in preparing their young children for better development. School environment has also influences the behaviour of students. Teacher-pupil relationship, peer relationship often modifies the behaviour of the child. Modification may be positive or it may be negative. Better school environment is regarded as a significant factor in children’s socialization in developmental manner. Similarly, cordial relations between parent-child further facilitate child’s academic achievement, understanding and improved levels of self-esteem etc. It is the family which influences a child life before the child goes to school. He is the part of his family and to know him the teacher must have contacts with the family itself. The parents and teacher must pool their knowledge and experience to give a better training to the child. The problem originated with the investigator not at as a matter of chance but as a result of articles published in journals and news in the newspapers and Television. The aim of this study is to identify the child abuse among elementary school students in relation to their home and school environment.

1.14 STATEMENT OF THE PROBLEM

Child abuse among elementary school students in relation to their home and school environment.

1.15 OBJECTIVES OF THE STUDY

1. To observe the difference between girls and boys on different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect and projectively measured abuse, overall abuse, home environment and school environment.

2. To observe the difference between rural and urban school children on different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect and projectively measured abuse, overall abuse, home environment and school environment.

3. To observe the interactional effect of location (rural and urban) by gender (girls and boys) on different types of child abuse i.e. Physical abuse, sexual abuse, emotional abuse, neglect and projectively measured abuse, overall abuse, home environment and school environment.
abuse, emotional abuse, neglect, projectively measured abuse, overall abuse, home environment and school environment.

4. To observe the relationship of home environment dimensions with different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

5. To observe the relationship of school environment dimensions with different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

6. To observe home environment and school environment dimensions as predictors of different types of child abuse i.e. physical abuse, sexual abuse, emotional abuse, neglect, projectively measured abuse and overall child abuse.

7. It will be seen how particular dimensions of child abuse are related to the different dimensions of home environment and school environment.

1.16 HYPOTHESES

1.16 (a) GENERAL HYPOTHESIS

It is presumed that this hypothesis will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Poor/ unhealthy home environment and school environment lead to child abuse.

On the basis of review the related literature (given in Chapter 2), the above hypothesis has been formulated. Some studies from them have been mentioned here. It can be said that it is essential to keep the child in mind and to protect the child within the context of their family environment. Child protection is a responsibility which crosses all services and all hierarchies (Barker and Hodes, 2003). Similarly, Moss and Brannen (2002) stressed on variety of care contexts. They both talked about that how care might be transformed in the future. Mother’s employment, religious beliefs and parent’s educational attainments also demonstrated significant relations with child abuse. Another research concluded that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home (Cotton and Wiklund, 2001). Parental involvement at
home influences the educational achievements of children. Herrenkohl, et.al. (2008) talked about domestic violence and its effect on children, the prediction of child outcomes, and resilience in children exposed to family violence. They explore current findings on the intersection of physical child abuse and domestic violence within the context of other risk factors, including community violence and related family and environmental stressors. Farah (2001) focussed on the relationship of child abuse and neglect with the patterns of parental acceptance-rejection towards their children and role of these patterns played in child abuse. The results of the study revealed the fact that the children were more emotionally or psychologically abused by the parents as compared to physical abuse. So, good home environment may curb the child abuse to some extent and poor/unhealthy home environment lead to child abuse.

In schools also, there should be a cordial and pleasant environment for the proper growth of the students. Today, many schools are striving to become more effective participants in prevention and intervention efforts designed to reduce the complex problem of child abuse (Gupta, 2007). It was also found by some researchers that poorer classroom environments were associated with poorer levels of student aggression, peer relations and academic focus (Barth et. al., 2004). Garrusi, et.al.(2007) elucidated that teachers do spend many hours a day with children and they are likely to be concerned about the possible abuse or neglect of a child or young person at some time during their career. It is strong school violence that can impede students’ development and productivity (jolly et.al. 2009). So on the basis of these researches, it can be said that healthy school environment helps the child to develop in a compact manner. If school environment will not provide the cordial environment then it will definitely lead to many forms of child abuses. So, unhealthy school environment lead to child abuse.

1.16 (b) HYPOTHESES RELATED TO HOME ENVIRONMENT

It is presumed that these hypotheses will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Overall child abuse is positively related to uncaring (HE1) home environment.
2. Overall child abuse is positively related to rejecting (HE2) home environment.
3. Overall child abuse is positively related to unsupportive (HE3) home environment.

4. Overall child abuse is positively related to low cognitive oriented (HE4) home environment.

5. Overall child abuse is positively related to low socio-emotional development (HE5) in home environment.

6. Overall child abuse is positively related to low cultural-moral oriented (HE6) home environment.

7. Overall child abuse is positively related to high controlled (HE7) home environment.

8. Overall child abuse is positively related to unsecure (HE8) home environment.

9. Overall child abuse is positively related to low independent (HE9) home environment.

1.16 (c) HYPOTHESES RELATED TO SCHOOL ENVIRONMENT

It is presumed that these hypotheses will hold in all the groups of children i.e. rural female, rural male, urban female and urban male.

1. Overall child abuse is positively related to discouraging school environment.

2. Overall child abuse is positively related to distrusting school environment.

3. Overall child abuse is positively related to low cognitive oriented school environment.

4. Overall child abuse is positively related to low socio-emotional development in school environment.

5. Overall child abuse is positively related to low cultural-moral oriented school environment.

6. Overall child abuse is positively related to low physical development in school environment.

7. Overall child abuse is positively related to high controlled school environment.
8. Overall child abuse is positively related to indisciplined school environment.

9. Overall child abuse is positively related to unsupportive school environment.

1.17 DELIMITATION OF THE STUDY

The present study will be delimited to:

- Only the variables i.e. Home environment, School environment and Child Abuse have been taken for this study.
- Sample of 300 students will comprise of only students of elementary classes of high schools of Mohali.
- Only government schools of Mohali from rural and urban location have been taken.