

THE PRIVACY PRICE OF SCHOOL SAFETY: STAKEHOLDERS' PERCEPTIONS TOWARDS THE USE OF CLOSED-CIRCUIT TELEVISION (CCTV) IN SCHOOLS

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Abstract

CCTV surveillance cameras have played an influential role in safeguarding security, discipline, and a conducive learning environment in Nepali schools. However, as surveillance technology is gradually being installed and used, there is a growing concern about privacy violations. In this context, the article aims to explore the distinct perceptions and understanding of the key stakeholders, namely students, teachers and administrators, regarding using CCTV surveillance technology in their natural setting. This article especially seeks the stakeholders' perceptions on the impact of surveillance technology on students and teachers about their privacy rights. To meet the objective, I have employed a qualitative study that follows the interpretivists' research paradigm. I have purposively selected five respondents from each school, incorporating three students and two teaching faculties cum administrative persons. I employed semi-structured interviews at three secondary schools from inner Terai of Nawalpur district. Moreover, I utilized non-participant observation, field notes and google-form as a tool to gather content-rich data and verify the information accumulated through semi-structured interviews, regarding their lived and subjective perceptions about using CCTVs. Findings indicate effectively managing and mitigating various risk factors within schools' premises, and cultivating a culture of shared responsibilities among students and teachers for building a conducive learning culture in schools. It is also found that surveillance technology in Nepali schools nurtures suspicion among stakeholders, along with acknowledging the importance of comprehensive policy, and students' privacy concerns to ensure a safe and friendly learning culture.

Key Words: *CCTV Surveillance, Privacy violation, Teaching learning activities*

Introduction

Modern technologies have significantly influenced several facets of human life in recent decades, encompassing security and surveillance systems. Amongst these high-tech advances, Closed-Circuit Television (CCTV) has appeared as an extensively used equipment for monitoring both public

and private spaces (Emewu, 2016). CCTV systems comprise cameras, video recording devices, video monitoring stations, detecting movement, night vision, remote access, video analytics, Pan-Tilt-Zoom (PTZ) control, Scalability, integration with other security systems, and a capability to examine footage for investigations (Taylor,

2013a). Moreover, it also incorporates radio frequency, identification tags (RFID), X-ray scrutiny of students' packs, sniffer dogs, drug testing, and school officers (Taylor, 2013a). The use of surveillance technology, particularly closed-circuit television (CCTV), was intended to curb school violence, encourage pupils to develop self-discipline, and provide a conducive environment for teaching and learning (Hope, 2010). Supporting his claims, Ghimire and Rana (2022) stated that academic institutions are gradually embracing surveillance technologies for safety, security, and academic instructional purposes. These technologies key objective is to reduce non-compliant conduct among teachers and students, ultimately improving academic delivery. A prior South Korean study (Cho & Park, 2017) stresses the significance of strategically placing security cameras to combat crime and disorder, mostly with a focus on protecting women and enhancing public safety and security. The deadly shooting at Dunblane Primary School in March 1996 and the demise of headteacher Philip Lawrence in December 1995 are the two substantial historical events that led to the widespread usage of CCTV in schools in the United Kingdom (Hope, 2009). However, constant monitoring of students' behavior poses a privacy-security conundrum, despite accepting the need for surveillance technology in academic institutions (Perry-Hazan & Birnhack, 2019). He further suggested that using such technology for minor disciplinary violations encourages mistrust

and skepticism among stakeholders. Many pupils are bothered that the CCTV enactment violates their fundamental right to privacy, viewing it as a sign of mistrust or a spark for resistance (Horton, 2012; Taylor, 2010). In response to these concerns, an empirical study conducted in the Netherlands exhibited that people preferred human supervisors/ agents over surveillance technologies, accentuating the worth of human connection (Brands & Van Doorn, 2002).

Several Studies (Andrejevic & Selwyn, 2020; Norma Mollers and Jens Halterlein (2012); Tanner-Smith et al., 2018)) oppose the use of CCTV technology because it violates privacy rights and, is insufficient to avert school violence. This is consistent with an Israeli study that even young students, who are growing up in a digital era with constant surveillance, greatly value their privacy and are only willing to compromise when they are convinced (Birnhack et al., 2018). Despite admitting the benefits of video surveillance for crime reduction, societal well-being and maintaining disciplinary and security concerns (Khan, 2020), it is criticized for its ethical and privacy concerns. Considering privacy, Burt and Geer's (2017) assertion that "the end of the privacy" or "zero privacy" (Lucky, 2008) is pertinent to the modern era. Hence, these claims unmistakably suggest that current technological advancement is eroding individuals' privacy and freedom in public spaces.

There is a visible knowledge gap concerning

the adoption and its influence of CCTV surveillance technology in Nepali schools. The existing body of literature offers a thorough synopsis of the global discourse but lacks insights into the particular cultural, legal, and social implications within Nepali society. The use of CCTV surveillance in schools is still mostly unexplored in the Nepali context, with only a few studies and media reports (Himalayan News Service, 2018; Rauniyar, 2019; Ghimire and Rana, 2022) providing inadequate insights into this emerging trend. To shed light on this vital issue, an in-depth empirical study is required due to the dearth of thorough studies. The current study, however, is to investigate how diverse stakeholders: students, teachers, and administrators perceive the usage of closed-circuit television (CCTV) in schools, with a focus on both security and privacy issues. The aforementioned gap remains unfilled and is of utmost importance in addressing concerns regarding the privacy and security of surveillance technologies in the context of Nepali academia. Furthermore, a substantial knowledge gap exists due to the lack of empirical research on the use of CCTV technology in Nepali educational institutions, calling for an examination of the various perspectives and possible impacts on the learning environments. Further, the legal and cultural context in Nepal may have a significant impact on shaping the perceptions of using CCTVs in Nepali schools.

At this backdrop, I consider understanding these diversified perceptions and

experiences of concerned stakeholders to be pertinent for developing content-rich insight and informed policies and guidelines that resolve the issue of both security needs and privacy considerations, especially for educators and policymakers before installing CCTVs. Therefore, this research examines the following questions:

Research Question

The principal research question for this study is:

1. How do the stakeholders share their perspectives towards introducing CCTV systems in Nepali schools?
2. What are the perspectives of teachers, students, and school administrators on the introduction of CCTV systems in Nepali schools?

By exploring these research questions, this study aims to offer valued insights into the stakeholders' perceptions towards the use of CCTV systems in Nepali schools and shed light on the multifaceted interplay between security concerns and privacy issues.

The Walls Have Eyes: Rethinking Privacy in the Digital Era

Students often perceived the necessity of CCTVs as an apparatus to retain security at the school premises. A study by Birnhack et. al. (2017) argued that Israeli students were significantly critical of the surveillance practices in their academic institutions. For example, Israeli secondary-level students perceived the

installation of CCTV surveillance cameras as an unlawful practice and a tool of mistrust, undermining privacy in the digital era. Regardless of Western countries, Vietnamese stakeholders do not perceive any threat to privacy. They consider that school administrations use CCTV, particularly to erode staff morale and self-esteem, which exacerbates oppressive emotions (Perry-Hazan & Birnhack, 2019). However, qualitative research by Ghimire & Rana (2022) claimed that the safety and academic accomplishment of students, instructors, and non-teaching personnel are much improved by the gradual installation of CCTV surveillance in academic settings. Despite having these benefits, the study also underlined the difficulties in managing a monitoring system to mitigate threats and provide a conducive learning environment. While CCTV in schools improves security and discourages misbehaviour, concerns about how it can impede children's right to privacy and natural fun sometimes overshadow its intended benefits (Hope, 2009). However, the growing use of CCTVs- the first and only surveillance technology used in Israeli schools- leads to privacy violations as well as a culture of mistrust among teachers, students, administration, and other staff members (Birnhack & Perry-Hazan, 2020). Supporting this idea, (Taylor, 2010) argued that the use of CCTV in schools threatens or destroys privacy values, which might have detrimental effects on society. In this context, (Porter, 2009) highlights the equilibrium between individual privacy rights and security concerns. For instance,

he contended that the adaptation and use of CCTV surveillance cameras in schools raises strong moral concerns because it interrupts the delicate balance between individual privacy rights and the necessity of security. Presently, this surveillance technology is commonly employed by academic institutions to address safety concerns, including crime and violence (Fisher et al., 2021). This body of literature illustrates the difficult trade-off between CCTV surveillance's capacity to improve safety and its invasion of students' right to privacy. Due to its undesirable impacts on student well-being and tendency to create a culture of distrust, it is imperative to comply with constitutional and human rights provisions. As the Constitution of Nepal (2072), Article 28 states the right of privacy can be defined as an individual's right to his or her residence, property, document, data, correspondence and matters relating to his or her character shall, except by law, be inviolable (p. 14), should be considered while introducing CCTV cameras within the school premises. Regarding privacy, the Charter of Fundamental Rights of the European Union (2000), assures the right to respect for private and family life, home and communication (Art.7), and the right to the protection of personal data concerning his or her (Art.8(1)). Hence, these literatures demonstrate how complicated and debatable the privacy and security concerns surrounding the use of CCTV surveillance in academia. While considering existing studies and constitutional traditions, Rauniyar (2019) contended that although surveillance

technology has numerous benefits, teachers and students concerned about the psychological consequences and privacy issues should not be ignored, necessitating a balanced approach to freedom and safety.

Big Brother at School? How Students Feel About Surveillance

CCTVs have numerous functions in contemporary times. For instance, According to Fantony (2021), the use of CCTV cameras on the school premises gives pupils a sense of safety and security. They recommended placing cameras, in particular, in the entrances and exits, hallways, cashier areas, and registration offices. They further thought that it may serve as evidence in the event of a security breach and facilitate to halt the bad behaviours including trespassing, vandalism, drinking, smoking, and even drug usage. Nevertheless, they were aware of their rights to adequate privacy. Similar to Fantony, Perry-Hazan and Birnhack (2016) concurred that schools primarily employ CCTVs for three goals, including for disciplinary purposes, real-time surveillance of students, and building faith that students are safe on school grounds. They added that CCTVs usually halts criminal activities such as assault, vandalism, theft, loitering, absenteeism, exam fraud, and drug or alcohol abuse. Some other students, on the other hand, felt that CCTV was unwanted and shared their mistrust of them. Additionally, Margam and Gupta (2020) claimed that CCTVs play a significant role in offering security, particularly in University

libraries to protect academic as well as other precious documents in developing countries context. Previously, Hope, A. (2009) argued that CCTVs are an imperative instrument to facilitate real-time observation, stop undesirable activities inside academic institutions by denying perilous strangers and belated students as a broader disciplinary discourse and also offer evidence to punish misbehaved pupils. CCTV surveillance, according to Ghimire and Rana (2022), is a tough approach to reducing student's disruptive behaviour, such as fights, accusations, arguments, bullying and harassment and providing a learning environment in schools. This finding is partly aligned with (the Himalayan Times story, 2018) that the usage of CCTV has amplified in both public and private schools, to thwart criminal behaviour, traffic infractions, and suspicious activities to offer a more secure and safe environment.

According to Birnhack and Perry-Hazan (2016), high school pupils perceived the usage of CCTV surveillance cameras as both an unethical activity and a source of distrust between tutors and pupils in terms of security and privacy issues. Even though Taylor, E. (2011) reported that school administration only employed CCTV in schools to maintain discipline and viewed it as a tool for mitigating crime, some other pupils continued to misbehave even when there was real-time monitoring. An earlier German study by Mollers and Halterlein (2012) suggested that the issue of privacy and the concept of smart CCTV were

divisive and improper since placing CCTV cameras may threaten individual liberty and personal freedoms. However, in a Russian study by Gurinskaya, A. (2020) among 570 university students, the majority of young people approved the use of cameras for surveillance in public spaces for security reasons. They believed that the installation of surveillance technology improved police-citizen relations to maintain law and order in society in the time of the new digital era. Earlier, Klauser (2007), CCTVs are used to monitor and manage prostitution in Sweden's "hot spot" areas. He did agree, though, that CCTVs as an apparatus have their own limitations when it comes to ensuring public safety.

Overall, it's critical to find an equilibrium between the legitimate needs for privacy protection and security, ensuring that the installation of CCTV cameras sustains individual rights while effectively maintaining safety concerns in academic institutions.

A Review of CCTV Installation Guidelines

Although CCTV surveillance is allowed under Nepali law in some situations, its usage in schools is unclear, which raises concerns about data privacy and children's rights and calls for the rapid implementation of a policy. The Installation and Operation Procedure (2015) permits the installation of CCTV surveillance cameras in three designated categories, consisting of public institutions, commercial centres, and private buildings (Ministry of Home

Affairs, 2015). As per the rules, the District Administration Office and the police authority must be informed in writing within 15 days of the installation and operation of CCTV surveillance cameras by authorities of public institutions, business centres, and private buildings, namely banks and financial institutions, shopping centres, hotels, service centres, jewellery stores, industries, factories, and other commercial and business hubs. This policy clearly shows that there are legal lapses because academic institutions are not included in the list of categories. This implies that policymakers did not consider the opinions of teachers, parents, and students when crafting these policy guidelines for installing CCTV. This lack of democratic engagement and transparency ultimately fosters a climate of mistrust. Since schoolchildren are the most vulnerable group, they must have the right to privacy and protection from surveillance, however, it is absent in policy guidelines (Ghimire and Rana, 2022). Furthermore, according to the rules, the most recent video footage must be retained for a minimum of three months and provided to the Nepal police and other government agencies as solicited for investigation. Additionally, the Privacy Act, of 2075 (2018) forbids the enactment of CCTV surveillance cameras in public areas, such as restrooms, changing rooms, and washrooms, to accumulate sensitive information (Nepal Law Commission, 20018b). Similarly, the Act associating to Children, 2075 (2018) also prohibits accumulating data, photographs, and other things related to children in any way to

display, sell, distributing, or engaging in any other activity that detracts from the child's qualities, subjugates them, or makes them feel guilty or ashamed (Nepal Law Commission, 2018a). Therefore, it is clear that due to the absence of clear policies and guidelines regarding the adaptation and use of CCTV surveillance cameras in academic institutions, for example, schools, colleges and universities, there may be higher risks concerning the assortment, storage, access, and destruction of data along with protecting children's rights, including the freedom of speech and right to privacy. In summary, while acknowledging the potential for CCTV cameras to violate citizens' privacy and human rights, they noticeably ignore the opinions of the most significant stakeholders in academia.

Research Methodology:

The key purpose of this research is to explore the various perceptions and understanding of distinct stakeholders' regarding the use of closed-circuit television for privacy violations. However, To the best of my knowledge, I could hardly find literature that explores the perceptions and understanding of emic stakeholders, namely teachers, students and administration in a developing nations context like Nepal about using CCTV in the school's premises. This research gap has inspired and motivated me to utilise a phenomenological research design to explore their perceptions regarding the use of CCTV at academic institutions. I employed a qualitative research method to carry out this study because this

study explores stakeholders' subjective perceptions and understandings concerning the use of CCTV surveillance in their natural settings, as suggested by Denzin and Lincoln (2005). I believe this research is appropriate to accumulate various stakeholders' subjective and multiple perspectives assist to in understanding a phenomenon more comprehensively. In addition, this phenomenological research design is an appropriate method to accumulate new insights into phenomena through participants' lived experiences and their perceptions as informed by Gutland (2018). Especially, I employed semi-structured interviews, non-participant observation and Google Forms as a tool to gather content-rich data. I further utilized Google Forms and non-participant observation (Field Notes) to verify the information accumulated through semi-structured interviews about using surveillance. Moreover, semi-structured interviews help to generate novel perspectives and information that the researchers had not previously accounted for. I also employed thematic analysis as a data analysis technique that offers a framework for shaping content-rich data rigorously and robustly from various stakeholders (Oppong et al., 2020), namely teachers, students and administration about using CCTV in Nepali schools' context. Thus, I analyzed the raw data, made their categories, and developed the pertinent theme as guided by research questions.

Participants, settings, and sampling procedures

Teachers, students and administration are the three key stakeholders of any academic institution. These academic stakeholders were chosen because CCTV surveillance would directly influence their academic performance or activities at schools in both positive and negative ways. Each participant plays a prominent role in ensuring a safe and conducive learning environment preventing unwanted activities at school premises, such as violence, bullying, and harassment. I interviewed three high school graduates from each school along with their two respective teachers and administration who have at least three years of teaching experience in schools equipped with CCTVs. Overall, fifteen participants were interviewed. These distinct participants' perceptions and understanding assist in drawing a comparison and contrast, which ultimately helps to form an insight. Moreover, Google-Form helps to verify their information. Additionally, I employed participants through purposeful sampling because this non-probability sampling is the most effective one to study with knowledgeable stakeholders. I believe purposeful sampling technique helps to provide credible and content-rich data. Eventually, this study followed the data saturation rule (Saunders et al., 2018), under this rule, data saturation is derived when no new information from interviewees. This information and insights help to address my study questions.

The Schools

I purposively chose three secondary-level schools (i.e. two government-run

schools and one community school) in Nepal and renamed them as Shree Sangam Secondary School, Janata Siksha Niketan, and Prithivi Secondary School to maintain confidentiality and anonymity. Each school has its distinct characteristics in terms of location, sociocultural and ethnic background, and is situated in two different municipalities. As a qualitative researcher, I had to focus on a comprehensive and in-depth study of a few participants and schools. Hence, this study was limited to two public and a community school, with a total of fifteen participants.

Prithivi Secondary School

I have incorporated Prithivi Secondary School into my study since it is one of the oldest as well as the model school link with Mahendra highway. Moreover, it is one of the popular government schools in the locality. It is located in the Gandaki province. The institution offers classes in both English and Nepali medium up to 10+2. School Administrators reported that the school has more than 55% female students from various ethnic backgrounds. The school has a serene atmosphere with plenty of trees inside the premises. The school is strong in infrastructure having modern and old buildings with a large playground, spacious classrooms, a tranquil library, and a canteen. There were about 1600 students on the roll and 63 teachers by the time of the field visit. There were 41 classrooms, a science lab, one capacious computer lab,

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one library, and other buildings. There are altogether 52 CCTV cameras operating and recording throughout the school. These cameras were first installed in 2075 BS in specific locations, namely grade 8, 9,10, 11 and 12 along with the administrative room, computer lab, an account section and the school premises. However, CCTV cameras are not installed from Nursery to Grade 7. School administration reported that CCTV cameras are not installed in the lower grades due to inadequate funds. They assured me that the installation of the entire classroom is on the process. There is a clear sign of information i.e. “You are under CCTV surveillance”. According to the school administration, they installed CCTV cameras for security concerns along with disciplinary purposes and to regulate overall teaching-learning activities. The headteacher and computer operator only can have access to this surveillance.

Shree Sangam Secondary School

Shree Sangam Secondary School, which is located in the Gandaki province, is a co-educational English and Nepali medium state-run school. It is within a 5-minute walk from the Mahendra Highway, the only highway that links Hill and Mountain regions. This public school offers classes up to 10+2. This school was included in this article because it served a sizable proportion of pupils come from diverse ethnic and socioeconomic backgrounds. This institution has a well-developed infrastructure that comprises both modern and old structures. The school is extended in 3 Bigha and 7 ghata which has a wide

playground, spacious classrooms, a canteen and a stunning garden having plenty of trees. There were approximately 1550 students on the roll from Nursery to Grade 12 at the time of study. There are three buildings including classrooms, computer labs, libraries, scientific labs, hotel management labs, and other infrastructure. The school has its own parking areas within the school premises. There is a provision for school security personnel during school hours, both vehicles and pedestrians can enter the school buildings. There are 68 cameras installed from the Nursery to Plus-two level incorporating all classrooms, computer labs, teachers’ offices, library, corridor, reception areas, parking lots, canteens, playgrounds and entrance. Additionally, the school administration reported that they first time installed CCTV cameras in 2078 BS. However, the school administration reported that CCTV cameras were not installed in the washroom and administrators’ offices. All the cameras were in operation and recording for 24 hours a day. It is stated that only the headteacher and academic head had access to the CCTV system. The main objective of using CCTV surveillance is to promote teaching-learning activities along with ensuring a safe and conducive learning environment by maintaining rules and regulations. School administration wants to ensure a sense of security and preserve the school’s properties, for example, they want to prevent gang fights, vandalism of school property, and bullying and harassment among students to sustain discipline on the school premises. In addition, the

school administration reported that there are altogether 60 classrooms, 62 teaching faculties and 14 non-teaching staff in the school. There is a clear sign of information about CCTV surveillance in the different parts of the school premises.

Janata Siksha Niketan

The Janata Siksha Niketan, or "Bamboo School," is a co-educational English medium school in the Gandaki province with the slogan of "Promote Equity Through Education." This school was established in 2040 specifically to offer top-notch instruction for a monthly fee of roughly \$2 (i.e., 100 for a monthly fee and 100 for computer fees). This school has been encompassed in my research because it aspires to offer educational equality and diminish the gap between the wealthy and the poor by providing quality education at a minimum tuition fee. By the time of the field visit, it has roughly 1200 pupils on the roll and 24 teachers from Nursery to tenth grade. Furthermore, this institution became a focal point for the most marginalized members of society, including children from various indigenous populations. It was built entirely out of bamboo on rented land.

The school consists of three separate bamboo buildings which have altogether 20 classrooms, a science lab, a computer lab, parking lots, and an entire school premises. School administration reported that CCTV surveillance cameras were first installed in to combat the various disciplinary issues like bullying, consuming tobacco

products, making pairs, gang fights, using marijuana and wandering around the school during class time. These cameras were installed in specific locations, namely grades 8, 9, and 10, along with the Account section and the school premises. However, CCTV cameras are not installed from Nursery to Grade 7. School administration reported that CCTV cameras in the lower grades are unnecessary as compared to higher grades.

All the teaching and non-teaching faculties stated that CCTV surveillance cameras were initially implemented to handle disciplinary issues and security reasons. Specially, to stop the repeated cases of theft, vandalism of school resources, students' misbehaviors and smoking. Moreover, the key objective of introducing CCTV surveillance cameras to some specific classrooms is to maintain a safe and conducive learning environment inside the school premises.

Data Analysis

After gathering data through semi-structured interviews, google form and Non-participant observation (Field Notes), I transcribed the data as data was collected using audio-recorder and note keeping. Moreover, I categorized the raw data based on themes regarding various academic stakeholders' perceptions and understanding of using CCTV cameras at the school premises. Furthermore, my primary purpose of data analysis is to explore the subjective reality of diverse participants and their lived experiences in Nepali schools' context as suggested

by Denzin and Lincoln (2018). Hence, I critically analyse the collected data so that I may be able to make precise meaning.

Findings

This section discusses the analysis of the findings into two themes: (a) Students' Perception regarding the use of CCTV Surveillance on the School Premises; and (b) Privacy and Impacts on Students' Perception (c) Security and Discipline (d) Impacts of CCTV Cameras on School Discipline: Insights from Teachers/administrators, as well as the literature reviews discussed in chapter two. Moreover, this section answers my three fundamental research questions and reflects my personal experiences that I collected while interviewing the respondents. Although the three schools involved in this study are from inner Terai, located in two different municipalities, I found both similarities and differences among respondents regarding the use of CCTV

Students' Perception Regarding the Use of CCTV Surveillance in the School Premises

CCTVs are considered as a pivotal device for surveillance, crime prevention and security in various settings. The data exhibits how CCTV technology is widely used and integrated into various aspects of contemporary life.

While asking about the objective of using CCTVs at school, most of the students stressed the issue of safety and security on the school premises. For instance:

Anjila, a Grade Twelve Student at Prithivi Secondary School, reported that CCTVs are utilised in her school to prevent unauthorized people and monitor the students who bunk the regular classes. This comment was echoed with Alisha, who articulated that CCTV technology was expected to create a safe teaching-learning environment reducing anti-social activities such as misbehaviors, vandalism, theft and exam cheating. Beyond safety and disciplinary issues, a significant proportion of the students acknowledged the key role of CCTV cameras in monitoring overall academic activities inside the school premises. For example, Prabesh, a Grade Nine Student at Prithivi Secondary School, placed a strong emphasis on monitoring academic activities. This perspective is consistent with the idea that CCTV cameras contribute to an accountable and transparent academic atmosphere by avoiding unwanted activities such as bullying, harassment, and gang fighting. Additionally, it assists in controlling disputes among students and teachers and sometimes between students and teachers. Further, other students reported that CCTVs can serve as a tool for school administration to evaluate and monitor both teachers and students. This designated that the deployment of CCTVs was perceived as an apparatus to confirm accountability and sustain academic standards within the academic institutions. Additionally, I found that almost all the schools in the study installed CCTV cameras in the classroom, administration, collider, staff room, health unit, school playground, library,

canteen, entrance, stairs, parking lot, and computer lab. This shows that the entire school premises were under surveillance cameras which can be effective devices in preserving discipline and making a conducive learning atmosphere. Likewise, another student of my study equally claimed that this surveillance technology is only exploited to control the use of cell phones and identify lost materials such as textbooks, calculators, copies and other materials along with preventing teachers' misbehaviours towards students as well. Regarding the lost items, one of the students argued that "Whenever we bring a big amount of money in school for some purpose, no need to worry about it being stolen or lost, we can easily check the cameras [...]" is relevant. The widespread installation of surveillance cameras suggests a rigorous attempt to control and supervise administrative operations, which intensifies a sense of security. While enquiring whether having CCTVs at school makes you feel safer, the majority of the students expressed their confidence that CCTV cameras contribute to sustaining an amicable learning environment by preventing unwanted activities. Regarding this, Prabesh, a Grade Nine Student at Prithivi Secondary School argued that:

I think It helps to witness 24 hours to prevent misusing gadgets and playing games, watching movies, snapping pictures and ensuring justice among students in case of fights, quarrels, ragging, bullying, teasing, etc.

These vignettes reflect how CCTV surveillance is useful in forming a learner-friendly environment by controlling the misuse of gadgets and other undesired activities within the classroom setting. However, Prabesh, one of the students of my study doubts, stressing the limited effectiveness of CCTVs in thwarting incidents. In his view, CCTV cameras could provide evidence to address the security of the institutions. This statement is consistent with my observation as well. I have found that deploying CCTV surveillance is ineffective in resolving the problems. Rather, the issues are not limited to the school; it also affect dimly lit locations like the restrooms, and washrooms, a high potential of school violence and also lead to outside the school's areas. This then has an impact on the neighborhoods that surround the schools, resulting in situations like gang fights and other associated issues. Moreover, when discussing the reliability of information shared by CCTV technology, an overwhelming majority of the students claim that CCTV could serve as an accurate, precise and trustworthy device. However, a minority of students express concerns, arguing that CCTV's data might be deceptive and misleading.

When asked about the effectiveness of CCTV cameras in maintaining discipline in the classroom, Anjila argued, "Yes! Even when teachers are out of the classroom, students are bound to follow rules and regulations. [...] effective tools for maintaining discipline [...] but depends on how they are implemented, the

schools' policies, and the overall context, and the institutional culture. Her statement admits the expected CCTV technology to contribute to sustaining discipline but stresses that their success depends on the explicit conditions and policies within each academic setting. Asking about the presence of signs indicating CCTV surveillance at the school premises, all the students responded in unison that the administration had not placed any such signs. Prabesh highlighted how important these signs are, stating that they could serve to inform all students, staff, and visitors that their actions are under observation, thereby discouraging inappropriate behaviours. However, another student, Pratima, a Grade Nine student at Shree Sangam Secondary School, stressed the significance of having clear policies and procedures for using CCTV footage along with respecting the privacy of the parties concerned. These findings expose a lack of surveillance signage on school premises and also stress the critical need for clear regulations for controlling it.

CCTV cameras, according to Prabesh, deter crime and ensure justice for victims. Conversely, Melina, a Grade Eleven Student reasoned that [...] visible security system makes students less likely to commit a crime. Another student also stressed the necessity of a dedicated room and designated operators for running the CCTV cameras. The perceptions indicate that there is a lack of separate CCTV operators in almost all the schools, in such cases, head teachers and computer

teachers are primarily in charge of these duties, with few exceptions. This finding highlights the necessity for dedicated rooms and designated operators and raises concerns about the current operational mechanism. Under this arrangement, head teachers and computer teachers, lacking specialization, are primarily responsible for CCTV operations. Further, it displays students' concerns about the potential use and misuse of their data, posing a threat to their privacy. When inquired CCTV makes you feel safe, Anjila explained one of the incidents "Once when boys were fighting, and one of the boys was badly hurt [...] after the incident, discipline in charge came and punished the boys instantly. However, this is not the case always. This comment reflects that CCTV devices could not stop fighting, quarrelling and misdeeds but offer evidence to identify and punish the troublesome students. Other students shared that they got their lost materials like cell phones after missing after watching a CCTV recorded video. In my observation as well, I found that CCTVs serve as a good platform to find lost items. However, another student expressed concern over its limitation to control misdeeds and ensure personal safety.

Overall, the findings show, that CCTV surveillance is widely integrated into schools' premises for both security and academic monitoring. Although students tend to link cameras with safety concerns, questions arise concerning the issue of CCTV operators' responsibility, and data security, highlighting the complex nature of

the consequences of CCTVs in education.

Privacy Paradox: How Cameras Impact Students' Perception

The majority of the students in this study discussed the use of CCTV and its impact on privacy, stressing its crucial role in producing a conducive learning environment. However, it is not free from criticism for compromising students' comfort, privacy and trust in the learning space. Similarly, many students asserted apprehension about the probable misuse of footage or data, noting that CCTV surveillance cameras create an environment of doubt and mistrust. Despite these concerns, pupils consider the efficiency of CCTV surveillance cameras in evaluating both students' and teachers' performance. In sharing their experiences of CCTV surveillance cameras are as follows:

In my opinion school administration [...] uses CCTV to capture our images and videos without our consent[...] and our privacy is not respected.

(Pratima, a student at Shree Sangam Secondary School)

[...] Sometimes an innocent person can be punished by CCTVs

(Melina, a student at Shree Sangam Secondary School)

[...] CCTVs always create fear in our mind

(Muskan, a student at Janata Siksha Niketan)

With CCTVs, the wrong person may leak the footage. It prevents students' right to freedom, students can not enjoy freedom. We feel like somebody is seeking and disturbing our time and space. (Anjila, a student at Prithivi Secondary School)

These remarks reflect students' serious doubts about the infringement of their privacy through the introduction of CCTV technology by the school administration. Respondents, for example, Pratima and Melina, feared the expected misuse of video footage and forming a tranquil and amicable environment, with Melina detecting the danger of innocent students being erroneously punished. It is concluded that constant surveillance compromised their freedom and personal space. In sharing their further comments:

All that we see may not be true, and All that we see may not wrong

(Prabesh, a student at Prithivi Secondary School)

CCTV is like a security guard who watches 24 hours (Pratima, a student at Shree Sangam Secondary School)

CCTVs snatch our childhood [...] identify teachers' punishment to students' [...] student's misses childhood fun, and enjoying with our friends (Pratima, a student at Shree Sangam Secondary School)

These comments visualized a clear picture

of how CCTV surveillance cameras invade their privacy and stifle their childhood innocence, fun, playful nature or carefree school days. Some students believe CCTV surveillance is an omnipresent security guard, while others believe argue that over-dependence on the reliability of the technology loses personal freedom and liberty. When queried about the privacy issue regarding the use of CCTVs, Bibek stated, “Improper use of video surveillance can lead to negative sentiments and concerns about privacy invasion”. He further argued that students might feel uncomfortable being monitored every time under CCTV surveillance. In response to a privacy issue, Anjila claimed “Students do not need privacy in school because they are in school only for study”. Her comments echoed the finding of Prabesh, arguing that it is good to install CCTV at school because it ensures quality education and increases the performance of both teachers and students. When asked about the perception towards the use of CCTVs in the school premises, students expressed their mixed concerns. For instance:

I feel safe and protected (Anjila, a student at Prithivi Secondary School)

I feel like I am in control of somebody (Alisha, a student)

I feel safe when I am constantly under CCTV surveillance (Prabesh, a student)

It makes students inactive (Melina, a student at Shree Sangam

Secondary School)

The participants’ viewpoints varied on CCTV surveillance are evident. Anjila and Prabesh express a positive perception, feeling secure and protected under the surveillance system. Alisha articulates a contrasting emotion, indicating a feeling of being controlled by somebody. Moreover, Melina expresses concerns, hinting at a possible drawback to this kind of surveillance, it could cause students to become inactive due to constant observation. This dichotomy highlights the complex nature of students’ responses to CCTV surveillance, consisting of both positive and negative aspects that make sense to take into consideration when evaluating the technology’s overall impact. Additionally, another student Pratima strongly argues that schools must respect the privacy rights of both students and staff. When it comes to the effects of surveillance on students, the significant majority of the students feel pressured to conceal their humorous nature and project a mature one.

[...] Students mostly hide their playful nature. (Alisha).

[....] We feel like being captured and can’t enjoy freedom (Prabesh).

This is clear in the statement by Alisha, who asserts that students mostly hide their fun side. This indicates a self-imposed limitation on natural behavior probably motivated by the consciousness of surveillance. Additionally, the comment is echoed in the statement articulating a feeling of being captured, averting personal

freedom.

Pupils' views on privacy in the classroom seem to be diverse, representing a variety of perceptions. Some pupils highlight the public nature of education and claim that, in light of the shared learning environment, privacy is not a major concern. Conversely, some accentuate the value of privacy, pointing out that it helps students form close relationships among students producing a comfortable learning environment in which they can freely exchange ideas. Another participant supports the idea that teachers and students have an equal right to privacy, demonstrating a shared understanding of how critical it is to protect personal space in the classroom. On the other hand, opposing viewpoints also surface. Some students minimize the value of privacy in the classroom and argue that learning is its main goal. This comment exhibits the complexity of the issue, suggesting a dynamic interaction between public learning spaces and the pupil's right to privacy within the academic context. For examples:

The classroom is a public place so it doesn't matter the privacy (Anjila)

I think there is not only one student, there are almost more than 30. So, why privacy? (Muskan)

Students need privacy to develop close relationships (Pratima)

When students feel that their privacy is being respected, they

are more likely to feel comfortable sharing their thoughts and ideas in the classroom (Sujan)

I think there is a need for privacy [...] privacy is the right of everyone both students and teachers (Bhawana)

I don't think so.... The classroom is the place of learning (Sujan)

There are distinct opinions on classroom privacy. Some stress important aspects of building relationships and encouraging sharing, while others learning atmosphere refutes the need for privacy. This stresses an ongoing discussion about the value of privacy in education.

The Impact of CCTV Cameras on School Discipline: Insights from Teachers and Administrators

The majority of the respondents agreed that CCTV is one of the best apparatus to sustain discipline in the classroom and create a learning environment. For example: Aayush, a Co-Ordinator, Kamal, a teacher at Prithivi Secondary School and Krishna, a teacher at Shree Sangam Secondary School endorsed the same idea that CCTVs are helpful and necessary devices to monitor each activity within school premises. They believed that CCTVs contribute to producing a friendly and safe learning environment. However, Bibek, a teacher at Janata Siksha Niketan presents a dissenting opinion, arguing that "It is useful outside the classroom or compound, but within the classroom, it is disgusting, it

restricts and limits all the activities of the students which is wrong”. Despite this, He accepted the positive view regarding the introduction of CCTV, however stressed its effective implementation, contributing to the modern and smart image of institutions. This comment reflects the conflicting opinions regarding its use. On the one hand, it presented the potential benefits of using surveillance technology for maintaining discipline, safety, and monitoring issues, on the other hand, privacy issues and its potential drawbacks of creating mistrust among various stakeholders. When asked about the impact of CCTV surveillance cameras on school safety, all the respondents expressed a consensus that CCTV plays a significant aspect in creating a safe environment inside the school premises. For, Aayush, Prithivi Secondary School specifically reported that CCTV surveillance can discourage the probable, enhancing overall safety.

Most of the respondents exhibited a high level of awareness concerning the presence of CCTV cameras on the school premises. This suggests that the school community, at least among those who responded, is conscious of surveillance infrastructure. For instance: Narayan, a teacher at Janata Siksha Niketan endorsed this thought, reflecting the psychological impact of surveillance technology on behavior. While observing the school premises, I found that there was no sign of surveillance technology indicating the presence of surveillance cameras inside the school premises. However, the respondents

acknowledged the use of CCTVs, but they did not offer detailed insights into the perceived objective of these devices. Regarding the positive impact of CCTV, the majority of the teacher respondents agreed on the positive impact of CCTV cameras on student’s behaviour. For example, Krishna, the principal and Suresh, a teacher from the same school (Shree Sangam Secondary School), reported that CCTV surveillance assists in controlling negative behaviours, such as bullying, vandalism, theft, and sexual activities, contributing a friendly learning environment. Bibek and Narayan, teacher at Janata Siksha Niketan, conversely expressed their reservations, emphasizing that cameras are not comprehensive solutions to all disciplinary issues. The introduction of CCTV inside the classroom premises, however positively influences teachers’ behaviour, as recognized by Krishna, the principal at Shree Sangam Secondary School, who states that the presence of CCTV cameras makes teachers more accountable and responsible, reducing undesirable behaviours. It shows that CCTV plays a pivotal role in promoting an academic environment making every stakeholder equally accountable. Additionally, Suresh, a Co-Ordinator at Shree Sangam Secondary School supports this idea, arguing that less responsible, dutiful, and engaged individuals become more alert and responsible when under observation. Similarly, Bibek and Narayan reported that CCTV cameras serve as a reminder for teachers to be on schedule and stay alert in the classroom, nurturing a safe and

intensive learning environment. Moreover, one teacher respondent accentuates that CCTV surveillance safeguards teachers from baseless accusations by providing video evidence. This comment shows that CCTV monitoring has genuinely impacted teachers' conduct by encouraging accountability, boosting understanding, and promoting punctuality. Despite these merits, the downsides of CCTV surveillance cameras are also acknowledged. For example, Aayush, Kamal and Krishna pointed out that constantly being monitored may induce fear among students, limiting their classroom activities and forming a monotonous atmosphere. Further, Krishna contended that incessant surveillance may undermine students' sense of privacy and autonomy, developing mistrust and adversely impacting their overall sense of autonomy and privacy. Similarly, Suresh expressed his reservations about the potential misuse of video footage, which could invite unintended outcomes.

The aforementioned findings exhibit that teaching faculties are generally in favour of using CCTV cameras on school premises, especially to maintain safety, discipline, and monitoring procedures. Although the beneficial effects on students' behaviour and teachers' accountability are acknowledged, fears about probable drawbacks like anxiety, limited activities, and privacy invasion should not be ignored.

Discussion

Students' Perception Regarding the Use of CCTV Surveillance in the School

Premises

This study investigated administrators, teachers, and students' experience and perception of CCTV surveillance cameras in three distinct schools from two municipalities of inner Terai. Considering the findings, I acknowledged significant issues required to be addressed including undesired behaviours, vandalism, theft, bullying, harassment, gang fighting, damage to school properties, loss of students' academic materials and a lack of teachers' sincere commitment to their profession. I also identified the entry of unauthorized people as a significant issue. All the respondents unanimously agreed that the primary objective of installing CCTV surveillance cameras in the school premises is to sustain an amicable and conducive learning environment while ensuring safety and disciplinary issues. The participants' expressions echoed with the findings of Fantony (2021) and Perry-Hazan and Birnhack (2016), suggesting that surveillance cameras in these schools' function as an apparatus by which disruptive activities are managed and create a conducive learning environment. They contended that monitoring pupils in real time upholds discipline and provides a sense of safety and security. Moreover, CCTV technology's success depends on the explicit conditions and policies within academic settings however these kinds of policies are lacking in each school. However, completely reliant upon this sort of control mechanism to uphold discipline fosters mistrust among stakeholders, namely

students, teachers and administration. A similar issue was reported by Birnhack and Perry-Hazan (2016), stating that these surveillance technologies are the source of distrust and doubt between tutors and pupils regarding the issue of security and privacy. These perceptions are also aligning with (Andrejevic & Selwyn, 2020), who claimed that CCTV can lead to misrecognition. The concerns that have been reported are consistent with a larger context, mostly with studies conducted by Fantony (2021), Perry-Hazan, and Birnhack (2016). This connection indicates that the issues confronting Nepali schools are not specific to the country; rather, they are part of a larger global discourse about the role of surveillance technologies, particularly CCTV cameras, in maintaining safety and discipline. Therefore, it might be accurate to claim that CCTV surveillance cameras are effective and efficient tools for assessing the academic performance of both teachers and pupils, which ultimately improves the academic standards of the institutions.

The majority of the participants in the study recognized the issue of having clear policies and procedures for using CCTV footage to respect and acknowledge the issue of privacy and security concerns. Despite the procedures, the schools do not meet the basic requirements, such as posting signs alerting students to potential threats inside the school premises. Nonetheless, it is specifically stated in the Closed-Circuit Television Operating Procedure (2072) that notices of CCTV installation must be displayed in all necessary locations.

In terms of installation, it procedures clearly state “If the government/public body installs and operates CCTV for the security of citizens, security of government property, monitoring of prisons, security of airports, security of cultural heritage, security of important institutions, security of diplomatic mission, vehicle management, etc., the written information thereof according to Schedule(1)15 (fifteen) shall be compulsorily submitted to the nearest police unit or the concerned district administration office within a day.” The procedure appears to have a wide range of topics, including cultural assets, government property, and citizen security. But when it comes to academic institutions consisting of schools, it is imprecise. Thus, schools have special challenges, and a more specialized set of regulations and guidelines might be required. When asked about it, the concerned bodies completely expressed their ignorance regarding the installation procedures.

While CCTV cameras can improve disciplinary and safety issues in schools, imprecise policies and procedures limit their practicality and raise privacy issues. The current procedures are not specifically intended with schools in mind, which might lead to misunderstandings and allow for possible abuse. Thus, certain policies and procedures rules are indispensable for schools to achieve a wise balance between privacy and security. Hence, they can benefit from surveillance technology without jeopardizing the safety of their students.

The Use of CCTV in Schools: Integrating Privacy and Security Concerns

Understanding how academic institutions can effectively safeguard students' privacy along with creating a welcoming and conducive learning environment such as students' comfort, privacy, and trust are fundamental. Considering the privacy issue and its impacts, the significant majority of the respondents argued that CCTV surveillance cameras invade their privacy by snatching their childhood innocence, fun, playful nature or carefree school days, compelling them to show mature-like qualities. While some other students argued that over-dependence on the reliability of the technology loses personal freedom and liberty. This argument partly resonated with the conclusion by Birnhack et. al. (2017) who claimed that the introduction of CCTV surveillance cameras was an unlawful practice along with a tool of mistrust that paved the way for the loss of privacy in the current digital era. Moreover, some student participants expressed discomfort with the continual monitoring of CCTV technology, expressing a sense of restriction and control over their activities. They strongly argued that schools need to respect the privacy rights and self-esteem of both students and teaching faculties. These findings are in line with an earlier study (Birnhack & Perry-Hazan, 2020) that the growing use of surveillance technology in Israeli schools leads to privacy violations as well as a culture of mistrust among teachers, students, administration, and other staff members.

Acknowledging the positive aspects of using CCTVs, many parent participants in the study argue that these devices are not comprehensive solutions to all disciplinary issues. Concurrently, some teacher participants reflect on the psychological impact of surveillance technology on their behaviour. This finding resonated with the study conclusion of Ghimire and Rana (2022), emphasizing that CCTV surveillance cameras are not a comprehensive solution to all disciplinary issues. According to Ghimire and Rana (2022), CCTV surveillance, while a tough approach to diminish students' disruptive behaviour, such as fights, accusations, arguments, bullying and harassment and to ensure a learning environment in schools; is not a solution; rather it also has the potential to harm schoolchildren. This comment displays that both teaching faculties and parents acknowledge the psychological impact of surveillance technology on stakeholders while recognizing its benefits with some reservations about its limitations. The constant surveillance is believed to create a fearful environment, contrary to the ideal students' friendly environment. This perception is further strengthened by one of the participants' remarks that "cameras are useful outside in the school compound, but disgusting inside the classroom", is disgusting. This remark can be analyzed to suggest that students feel threatened by teachers monitoring through CCTV, and teachers, in turn, are monitored by the administration, creating an environment of doubts and mistrust, which contradicts the policy of every child's right to learn

in a safer, fearless, and child-friendly educational environment. This contrasting perspective among stakeholders reflects the role and effectiveness of CCTV cameras in managing students' behaviours highlights the complexity of the issue, and indicates that a one-size-fits-all approach may not be suitable for addressing the concerns raised by various stakeholders.

Another contrasting situation is the legal provision of installing CCTV cameras in any public place to get permission with 15 days of prior notice. However, the teachers and administrative participants in my study mentioned that they did not know the legal provisions. On the other hand, the Privacy Act related to children clearly reported to prohibit the collection and misuse of information, photos, and materials of a child in a manner that negatively impacts their characteristics, dominates, them or causes shame or regret. Regarding this issue, many of the student participants in my study raise serious concerns about data leakage or misuse of footage. This legal provision is aligned with students' comments that "Students mostly hide their playful nature (ALISHA). These remarks clearly stress that because of surveillance technology inside the school premises could affect school children's natural, playful behaviour, particularly in an educational setting.

The majority of the students in my study are conscious of their privacy invasion due to CCTV surveillance cameras. However, a few participants argue that since the classroom is a public place, it is not a

matter of privacy. Interestingly, the Privacy Act, of 2075 (2018), explicitly prohibits the installation of CCTV surveillance cameras in any public places, including bathrooms, toilets, and changing rooms, to obtain anything confidential (Nepal Law Commission, 2018b). This legal provision aligns with the students' statements such as "We feel like being captured and cannot enjoy freedom "(Prabesh). These comments clearly express serious concern about the intrusive nature of surveillance, even in public places like classrooms. One participant in the study argued that CCTV surveillance cameras have the potential to impact surveillance on personal interactions and relationships within the educational environment. Regarding the legal provision about CCTV installation in public places with 15 days of prior notice. However, teachers and administrative participants in my study mentioned that they were not aware of this legal provision. Additionally, on the one hand, the Privacy Act related to children explicitly prohibits the collection and misuse of information, photos, and materials of children in a manner that negatively impacts their characteristics, dominates them, or causes shame or regret. Regarding this issue as well, many student participants in the study express serious concerns about data leakage or misuse of footage. This legal provision aligns with students' comments such as "Students mostly hide their playful nature" (Alisha). These remarks emphasize that surveillance technology within school premises could affect school children's natural, playful behaviour, particularly

in educational settings. Similarly, The Charter of Fundamental Rights of the European Union (2000), for instance, requires respect for his private and family life, home, and communication (Art7), and the right to the protection of personal data concerning his or her (Art/8(1)). These legal frameworks further highlight the importance of safeguarding privacy and personal data, aligning with concerns raised by students in the study. Hence, this data asserts that teaching faculties and administrative bodies are not conscious or aware of the awareness gap, asserting the need to develop guidelines and CCTV surveillance cameras' legal provisions which ultimately maintain the effective gap between the sense of security and ensure to maintain children's freedom and liberty.

Conclusion

This study explores the complex interplay of CCTV surveillance in Nepali schools with the belief of maintaining discipline, and security and facilitating a conducive learning environment by avoiding potential risk factors. The main objective of this study is to offer valued insights into stakeholders' perceptions towards the use of CCTV systems in Nepali schools about security concerns and privacy issues. Undoubtedly, this study aimed to bridge the existing gaps in empirical studies within the Nepali context. The global discourse on CCTV technology has presented a rich context, reflecting the dichotomy of distinct perspectives worldwide. Some studies highlight its positive aspects of preventing undesired behaviours, vandalism, theft,

bullying, harassment, gang fighting, smoking, marijuana consumption and others. In other words, CCTV surveillance cameras are utilized in the school premises mainly to sustain an amicable and conducive learning environment. This idea is in line with distinct stakeholders that the belief behind surveillance at these schools is to offer a sense of safety, physical security and support for a conducive learning environment. Other studies, however, express their solemn concerns about privacy violations and the potential influence on students' natural and playful behaviour along with teachers' privacy. This thought echoes with global discourse on privacy violations and the erosion of trust due to the enactment of surveillance technologies. That is to say, CCTV surveillance creates an environment of distrust and skepticism, which might hamper the learning culture within the school premises. Further, the discrepancy between legal provisions and awareness among teaching faculties underscores a critical gap in understanding and adherence to existing regulations.

Balancing the benefits and challenges of CCTV implementation necessitates the development of specific guidelines tailored to the unique context of educational institutions in Nepal. The diverse perspectives of students, teachers, and administrators varied significantly, reflecting the complex interplay between security needs and privacy concerns. Students, while acknowledging the potential merits of CCTV cameras in enhancing safety and discipline, expressed

concerns about the infringement on their privacy rights, and rights to learn in a fair and free environment. The study highlights the importance of recognizing the impact of constant surveillance on the natural behaviour of students, particularly in the academic milieu, where a sense of freedom and comfort is crucial for effective and efficient learning. The absence of comprehensive policies and guidelines for the adaptation and enactment of CCTV cameras in Nepali schools emerged as a significant challenge. This not only raises legal and ethical questions regarding data privacy and children's rights but also contributes to the creation of an environment of discomfort, distrust and resistance among students. The finding of the study stresses the urgent need for a balanced and utilitarian approach in shaping policies that address both security

imperatives and privacy considerations in Nepali schools. Lacking the proper guidelines for surveillance technology in Nepali schools compounds the challenges, requiring urgent attention to align practices with legal and ethical frameworks. Teachers and administrators generally support this sort of surveillance device for safety reasons, along with acknowledging the psychological impact on students. Respecting privacy rights, safeguarding data protection, and improving the efficiency of surveillance technologies to foster a culture of learning are other equally important findings of the study. Lastly, the study meticulously answers the apprehensions voiced by influential stakeholders, seeking to effectively reconcile a balance between personal liberties and security issues.

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