Chapter-5

CHAPTER – 5

SUMMARY AND IMPLICATIONS

5.1 INTRODUCTION

The child is believed to be a gift of God. They are valuable assets of any country as they are going to be the future citizens. Hence they require conducive climate to grow. They must be nurtured with care and affection, within the family and the society. The impact of any experience in the period of childhood remains life-long and it plays an important role in the personality development of the child. An environment of understanding, happiness and love is required for the full and harmonious development of a child.

But sometimes every child does not get the environment, atmosphere and facilities which s/he deserves. Unfortunately due to socio-economic factors, the incidents of neglect, abuse and deprivation, particularly, in the poverty afflicted sections of society have gradually increased. Apart from this they also become victims of injustice.

Such a scenario made it imperative to intervene for providing care and protection to children. They require special safe-guard and provision. Special rights for children were thus necessitated by virtue of the fact that children are physically and mentally immature and hence require special rights to protect them and meet their unique needs. Looking into this aspect UN General Assembly adopted the ten-point Declaration on the Rights of the child on Nov 20, 1959. Indian government also made provisions to provide the children their rights and protect them from injustice. It is evident through the present scenario of child labourers, child trafficking, child abuse, child illiteracy, child prostitution and child abduction that the child rights are not being observed. Violations of children's right are not limited to the poor and downtrodden. These happen in middle class and elite homes too, albeit in different forms, and the silence around these is even deeper.

However, it is unfortunate, that the children are hardly aware of their rights, not only children, society as a whole remains ignorant about these and the administrators and bureaucrats connected with the supervision of children and their interest hardly do any thing about it. The child, on the whole, remains neglected, whether it is in the developed

world, developing world or the underdeveloped world. The suffering and agony is only a matter of degree. We are proud of INDIA to be a fully humane country but if the future of the country is not nurtured properly then achievement of this goal will be a big question.

The CRC-Country Report India, Feb 1997, also states "Unless the life of the child in the family and community improves, all developmental efforts would be meaningless. There is, therefore, a need to raise awareness and create an ethos of respect for the rights of the child in society to meet his/her basic developmental needs."

The best mean to bring awareness among people is education. The role of education in the development of children is very crucial. In the history of mankind, education has formed a basis for the development of human society. Through development of attitudes, values, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and contribute to the societal development. Thus education leads society towards betterment. Educational inputs given in various forms can definitely help imbibing correct attitude and positive outlook. Informing and educating children (i.e. present generation) about their rights may guarantee that they would not suffer violations of their basic rights. The autonomy and individuality of the child is respected and encouraged when they can claim for it and convince others about their status in the society. Any individual who is respected, loved and understood have tendency to reflect the same in own behavior. The cyclic process of give and take of respect and understanding helps in creating child rights culture. So, making children aware about their rights is crucial. Hence there arises a dire need to educate the children on Child Rights and society at large.

5.2 HISTORICAL PERSPECTIVE AND EVOLUTION OF CHILD RIGHTS

Although children are regarded as God's Apostle who come to this earth bringing messages of GOD. Actually only during this century "children have been discovered". Children were not regarded as separate entities with distinct interests and attitudes and were taken for granted. Children were not recognized on their own rights and were looked upon as properties that could be handled in any way. They were taken as merely the members of the family not of the society as a whole. They had to suffer or enjoy their lives according to the status and condition of their parents. They had to live life dictated by parents and society.

It was perhaps Englantyne Jebb of England who first started an international movement for providing the child with a status. The debates she initiated culminated in a Declaration adopted by the League of Nations on Sep 26, 1925. But unfortunately the Declaration could not be given effect to as the league itself died. It was only in the fifties of the twentieth century that the UN decided to draft once again a charter of the rights of the child and after certain modifications it was adopted unanimously at a plenary sessions of the UN General Assembly on Nov 20,1959.

The 1959 Declaration of the Rights of the Child was not comprehensive in nature so to encompass all the dimensions, in 1989 Convention on the Rights of the Child was adopted by UN. The Convention has 54 Articles.
Further these rights are categorised under four categories viz. Survival, Protection, Development and Participation.

These are:

1. **Right to survival:** That includes the right to life, the highest attainable standard of health, nutrition and adequate standard of living. It also includes the right to name and nationality.
2. **Right to Protection:** That includes freedom from all forms of exploitation, abuses, inhuman or degrading treatment and negligence including the right to special protection in situation of emergency and armed conflict.
3. **Right to Development:** That consists of the rights to education support for early childhood, development and care, social security and right to leisure, recreation and cultural activities.
4. **Right to Participation:** That includes respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, consensus and religion.

Thus, the convention of the rights of child (CRC) drafted by the UN Commission on Human Rights and adopted by the General Assembly of the United Nations on Nov 20, 1989 is a set of International Standards and measures meant for protecting and promoting the well-being of children in society. In 1993, 159 countries either signed the

convention or became state parties to it by ratification. The GOI by ratifying the CRC on Nov 12, 1992, reaffirmed its commitment to the cause of children.

5.3 PRESENT SCENARIO, PROBLEMS & ISSUES

Despite Constitutional guarantees of opportunity and civil rights, millions of children face wide-spread deprivation and discrimination. Indians constitute 16 per cent of the world's population occupying 2.42% of its land area. India has more working children than any other nation. Children face discrimination on the basis of caste, region, ethnicity and religion. India is also home to one of the largest illiterate citizenries in the world. Also children are dying of starvation, while food in granaries rots and feeds rats. Little children, barely able to stand, are married off flouting all laws. (65% of girls in India are married by the age of 18 and become mothers soon after.) Little ones are sacrificed, trafficked and sold, as others are locked and abused – the list is endless. And there are all those realities that never make news. We know this is only the tip of iceberg, but we choose not to act. Our silence and tolerance not only condones such violation of rights, it also makes us guilty of complicity.

The health of our children continues to be a matter of grave concern. In India, children suffer from malnutrition or die of starvation and preventable disease. One out of 16 children die before they attain the age of 1, and one out of 11 die before they are 5 years old. According to UNAIDS there are 1, 70,000 children infected by HIV/AIDS in India. Children affected by the viruses – whether children of victims or those who are infected themselves –live on the fringes of society , ostracized by people they call their own , unloved and uncared for , even as our government continues to squabble over number of affected people.

Education for all – A Promise yet to Translate

Education for all is also a promise held out by the State. An examination of state policies and programmes shows that education is not going to open the promised gateway to equality. Indeed if anything, it is a promise of 'differential education for all'. While some children continue to have access to mainstream schools or expensive private schools, the

rest must contend with 'non-formal' second grade education provided by untrained and lowly paid 'para-teachers'.

The passing of the 93rd Amendment Bill (passed as the 86th Amendment to the constitution) making education a fundamental right should have been an occasion to rejoice. Instead it has become an issue for another long struggle because it only reinforces the lack of political will to make education universal and accessible for all. As out of every 100 children, 19 continue to be out of school. Of every 100 children who enroll, 70 drop out of time they reach the secondary level. Of every 100 children who drop out of school, 66 are girls.

Beatings, abuse, physical and mental torture faced by the students in schools is one of the reasons for dropouts. It's well established that corporal punishment is detrimental to children's growth and development. It is in violation of their rights. But there is no comprehensive national law banning it. Moreover, the NEP, 1992 clearly states that corporal punishment should be firmly excluded from the educational system. Despite that, however there are several cases that have been registered against teacher's in schools for use of violence. A recent article published in The Divya Bhaskar, dated 22-01-08, states that a 13 year old child named Nidhi commited suicide due to the overburdened homework and the emotional abuse by the teacher in the class. The child could never complete the homework on time as a consequence of which the child was daily emotionally abused and insulted in the class.

Though the child labour (protection and regulation act) was enacted in 1986, to specifically address the situation of children in labour, there are large ranges of activities that children are engaged in and are exploited and abused. Children are forced to work under hazardous conditions that are fatal to them. Children forced to work are deprived of their education and leisure time and often separated from their families. The large scale exploitation and abuse of children employed in domestic work and hotels are cases in point. (1104 lakh child labourer in the country – SRO 2000)

One of the most heinous crime that human race is facing today is child trafficking. This is taking alarming proportions – nationally and internationally. Although, very little reliable data or documentation is available, meetings and consultation across the country have

revealed the gravity and extent of this crime. It is high time we understand and realize that children are trafficked for a number of reasons and this cannot be treated synonymously with prostitution. The absence of this comprehensive understanding and a comprehensive law that addresses all forms of trafficking makes this issue even more critical.

Child prostitution refers to situations in which children under age of 16 yrs engage in regularized sexual activity for material benefits for themselves or others. Child prostitution is an extreme form of sexual abuse of children and an especially intense form of exploitative child labour. Child prostitution is widespread but it is not possible to assess its magnitude with any precision. According to the report published in 2005 on 'Trafficking in Women and Children in India', 44,476 children were reported missing in India, out of which 11,008 children continued to remain untraced. There are three to five lakh girl children engaged in commercial sex and organized prostitution.

Armed conflicts across the country, based on religion, ethnicity and caste have affected lives of children everywhere. The violence in Gujarat is still fresh in our mind. The ongoing situation in Kashmir and in many of the North Eastern States has led to many child casualties. Children are both victims and perpetrators, brainwashed and incited in spreading violence.

Even the basic need for birth registration that will ensure them a nationality and identity remains unaddressed, affecting children's rights to basic services. Birth registration is just 62% (RGI-2004) impacting name and nationality. Laws make distinction between legitimate and illegitimate children depending on the status of their parent's marriage or relationship. A child born out of wedlock or of a void or illegal marriage is considered "illegitimate". Children pay for the decisions taken by the parents and are denied inheritance rights. Even worse, a child born of rape is stigmatized and treated as "illegitimate" both by society and law.

The Child in Home

The children of India, as many children of the third world face exploitation on several fronts in their life at home. Some examples are given below:

The older children are expected to look after the younger siblings in order to enable their parents to work, thereby, sacrificing their basic right to play, education. Child labour is widespread with the young ones shouldering the burden of keeping the kitchen fire lit, and every one in the family fed. In addition, they are exploited many ways by using them for running errands and for numerous other household chores.

The position of the unwanted child in the family is rather difficult. The child is unwanted either because the parents have a large number of children or when the parents do not get a child of the desired sex. Moreover, due to a change in the life patterns, when both parents are working, children could become a problem. They are therefore sent to boarding school. In addition, a child may be unwanted if s/he is disable in any way and requires sustained attention and effort in bringing up. All such children suffer because of being unwanted – through inadequate affection, are the subject of ridicule from siblings and often receive indifferent treatment by peers and teachers. This, in the long run, results in their receiving poor quality education. The child is thus discriminated against and neglected for no fault of his or her own.

Parents persist even today in their thinking that they are the best judge for deciding the careers of their children- hence children are not given any freedom to choose what they want to do in life, which is theirs to live as they wish.

The Child in the Classroom

The child in the classroom goes through the education process which has the following features:

Lack of individual attention- The child is educated in groups- small or large, which leaves little or no scope for catering to the individual differences among children. Teachers generally address the entire class according to the non-existent average pupil. In the process, neither the quick learner nor the slow learner gets the requisite attention of the teacher.

Regimented life- The life of school going children is extremely regimented in terms of subjects to be studied, the number of hours for which they must put in each day

(school timings) and the place where they have to go to study (the school premises). This puts a child in shackles and curbs his/her growth in several ways. The child is required to conform to the requirements of adults/teachers/prescribed school procedures and in this process, independent thinking is curbed/suppressed and thereby his/ her rights to opportunities for growth as individual human being are violated.

Inadequate rest- The daily schedule of school going children is so inflexible that there is not enough time for rest or play or any other recreational activities. This may be because children often have to travel long distances to reach school in urban areas as the concept of localized schooling is not prevalent, and in rural areas- because there are no schools available in the immediate vicinity of the village. Thus they are under great physical strain and psychological stress.

Attitudinal problems- Children are referred to as citizens of tomorrow- viewed as an investment for the future. Adults fail to realize that each child is an autonomous citizen the moment his or her birth takes place. Another attitudinal problem often witnessed in classroom is that of teachers favouring children of well placed parents. This creates complexes in children whose parents are not so well placed in life. Teachers consciously or subconsciously, work with the mind set and either reward or neglect the meritorious students in the class, forgetting the fact that every child has some positive characteristics which needs to be explored and developed. These attitudes of adults, the teachers in particular, towards children is damaging in many ways. It inhibits their growth and attainment of their full potential.

5.4 RATIONALE FOR THE STUDY

"To look into some aspects of the future; we do not need projections by supercomputers. Much of the next millennium can be seen in how we care for our children today. Tomorrow's world may be influenced by science and technology, but more than anything, it is already taking shape in the bodies and minds of our children"

(Kofi A Annan, Secretary-General of the UN, 1997)

Children are supremely important national asset. No nation on this globe can ignore the responsibility to ensure the proper growth and development of children as the future of the country lies within them. Respect of the rights of all individual in the society is the foundation of liberty, justice, development and peace in the world. But present status of children shows that their rights are not being observed up to full extent. We have already seen that rights are violated not only of those children who are poor, street children, orphan, disabled, illegitimate etc in society/community at large but also in home, neighborhood and school too. Children, whose basic needs and fundamental rights are denied, cannot be expected to mature into caring, productive adults, who will respect the rights of others. Violation of rights is not only the cause of personal sufferings; they also sow the seeds for political and social unrest and violent conflict which in turn disturbs the harmony of society.

Universal ratification undoubtedly creates a significant global movement for children, leaving universal implementation as the ongoing challenge. Translating the commitment into action to improve the lives of children is a task that is incumbent on everyone. It can only achieve reality when respected by everyone – within the family, in school and all other public and private places. Also children themselves need to know what rights they are entitled to empathise with those whose rights have been denied, and to be empowered to take action on behalf of their own rights and those of others. Learning about CRC is one way to begin as people who know their rights are better able to claim them. Making the convention and its provision widely known is therefore an essential step in promoting child rights. Education can be used as a potent medium for the purpose.

"Education is a fundamental human right and a prime means in the promotion of child rights. Child – rights education is intended to be a life-long process by which people at all level of development and in all strata of society learn to respect for the dignity of others and the means of ensuring that respect in all societies. Child rights education implies that education which enables an individual to understand his/her rights."

(United Nations)

Bringing awareness at all levels of society has now become an essential pre-requisite for creating a culture of Human Rights for children. If we want to create Human Right

culture for children and right – respecting citizens who have respect for rights of others and knowledge about same then we need to make them aware and teach them about it. Society as a whole needs to sensitize about the plight of children.

Children are taken as granted and they do not have any voice in decision-making process, especially decision related to their life. They have to enjoy/suffer life according to status of parents. Parents and elders being authorities, treat children the way they like to treat them. In one or the other way children's desire or voice remains neglected. Whether it is child of elite class, middle class or lower class, childhood neglected up to large extent. Each economic class has different problems. Elite class and middle class children have pressure of study, no time for recreation, interference of parents in each matter, working parents have very less time to spent with their children which leads to other serious problems and poor/lower class children do not have their basic facilities met, relatively their problems are more grave. Rights violated of poor children are apperant, easily observable whereas of middle and elite class children are subtle and difficult to make out.

It is therefore essential to empower children by making them aware about their rights. They are legally entitled to protect themselves from any kind of degraded treatment and injustice. Educating them about Rights of Children surely help them in understanding their rights and in dealing with the situation positively, especially with parents/elders at home.

Also, researches conducted all over revealed that violation of rights of children in family, classroom and society is regular and everyday phenomenon. The studies of Whistler (2006) and Study on Child Abuse (2007) advocated that more researches should be conducted in the area of child rights. Also the study conducted by Desai (2007) found that computer enabled educational program was effective in bringing about awareness on child rights among student-teachers. There is a dire need to create research-cum-knowledge base vis-à-vis solving field level problems of rights of children. This area has been untouched by the researcher in the field of education, while it requires due focus. Also present scenario, problems, and issues made it imperative to intervene in this area.

5.5 STATEMENT OF THE PROBLEM

Designing, Developing and Implementing an Educational Program on Child Rights

5.6 OBJECTIVES OF THE STUDY

1. To design and develop an educational program on Child Rights.
2. To study the effectiveness of the educational program on Child Rights in terms of the difference in mean achievement scores of the control group and experimental group on Child Rights test.
3. To study the perceptions of students towards rights of children on picture perception test.
4. To study the effectiveness of the Educational Program in terms of attitude of students towards Child Rights.
5. To study the reactions of students towards the educational program on Child Rights.
6. To case study children whose rights have been /are being violated.

5.7 HYPOTHESES

1. There will be no significant difference between the mean gain scores of control group and experimental group on pre-test and post-test.
2. There will be no significant difference between mean achievement scores of control group and experimental group on picture perception test.
3. There will be no significant difference in the attitude of control group and experimental group towards the rights of children post-intervention.
4. There will be no significant difference in the observed frequency and frequency expected against equality hypothesis on various statements of the reaction scale.

5.8 POPULATION OF THE STUDY

All the secondary schools of Gujarat State constituted the population.

5.9 SAMPLE OF THE STUDY

- Two English medium schools following Gujarat secondary and higher secondary education board (GSHSEB) syllabus were selected by convenient sampling.
- All the students of standard VIII from the selected school constituted the sample. Selection of students was done by cluster sampling.

5.10 OPERATIONALIZATION OF TERMS

- Educational Program: In the context of present study, Educational Program was inclusive of following;

1) The power-point presentation containing Child Rights content followed by discussion on various real life situations.

2) Printed Material in the form of booklet.

- Effectiveness: Difference in the mean gain score from pre-test to post-test of the experimental group and control group is termed as effectiveness for the purpose of the present study. Also the effectiveness of the program was judged in terms of attitude, perception and reactions.

5.11 DELIMITATION OF THE STUDY

The study is delimited to English medium secondary schools of Baroda city following GSHSEB syllabus.

5.12 DESIGN OF THE STUDY

The study employed pre-test, post-test experimental group and control group design. Further case study method was employed for the diagnosis and prognosis of identified cases.

5.13 TOOLS AND TECHNIQUES

Following tools were constructed by the researcher to collect data

- Achievement test
- Picture Perception Test
- Attitude Scale
- Reaction Scale

Following techniques were used by the researcher to collect data related to various cases.

- Observation
- Unstructured Interview
- Field Diary

5.14 DATA COLLECTION

The researcher first administered pre-test on control group and experimental group both. Then Educational Program was implemented on experimental group. Then post-test was administered on both the groups. Subsequently picture perception test and attitude scale were too administered on both the groups. Lastly, reaction scale was administered on experimental group. Cases from the field were identified and data were collected using above mention techniques.

5.15 DATA ANALYSIS

Data collected through achievement test were analyzed using mean, SD, SEm and t-test. Data on attitude scale were analyzed employing t-test. Further mean, median, mode, skewness and kurtosis were also computed. Picture perception test responses were analyzed both quantitatively as well as qualitatively using t-test and content analysis method respectively. Data on reaction scale were analyzed employing chi-square.

The entire analysis procedure objective wise have been presented below in tabular form.

Table: 30 Objective Wise Analysis Procedure

Objective No.	Theme	Tool	Analysis Technique
2.	Achievement of students of both the groups on pre-test and post-test.	Achievement Test	Mean, Standard Deviation, SEm and t-test.
3.	Perceptions of students of both the groups towards rights of children.	Picture Perception Test	*Quantitative*- Mean, Standard Deviation, SEm and t-test. *Qualitative*- Content Analysis
4.	Attitude of students of both the groups towards rights of children post-intervention.	Attitude Scale	Mean, Median, Mode, Standard Deviation, SEm, t-test, Skewness and Kurtosis
5.	Reactions of students of experimental group towards the Education Program.	Reaction Scale	Frequency, Percentage Analysis and Chi-square.
6.	Case study of children whose rights are violated	• Observation • Unstructured Interview • Field Diary	Qualitative Analysis

The analyzed data in the form of results for each objective have been presented below comprehensively in tabular form.

Table 31: Mean, SD, SEm, df and 't'- value of *gain scores, Pre-test scores, post-test scores, mean achievement scores on Picture perception test and mean attitude scores*

Statistics of	Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Mean Gain Score on Achievement Test	Experimental	50	8.25	3.6211	0.5121	99	13.8404 & 0.01
	Control	51	0.8431	1.109	0.1553		
Pre-test Score on Achievement Test	Experimental	50	1.69	0.9428	0.1333	99	0.3224 & 0.01,0.05
	Control	51	1.637	0.9293	0.1301		
Post-test Score on Achievement Test	Experimental	50	9.94	3.4995	0.4949	99	123.50 & 0.01
	Control	51	2.48	0.8742	0.1224		
Scores on Picture Perception Test	Experimental	43	13.93	3.23	0.4927	87	21.755 & 0.01
	Control	46	1.956	1.667	0.2457		
Scores on Attitude Scale	Experimental	54	135.834	13.63	1.8376	124	4.1016 & 0.01
	Control	72	126.916	9.92	1.161		

Table 32: Analysis of responses of students on the Reaction Scale

Sr. No	STATEMENTS	ALWAYS	MOST OFTEN	OFTEN	SOMETIMES	NEVER
		fo %	*fo* %	*fo* %	*fo* %	*fo* %
1.	The content matter on child rights was suitable.	24 (54.55 %)	16 (36.36 %)	2 (4.55 %)	1 (2.27 %)	1 (2.27 %)
2.	The pictures corresponding to the Article were relevant.	20 (45.45%)	17 (38.63%)	5 (11.36%)	1 (2.27%)	1 (2.27%)
3.	Language used in package was appropriate.	25 (56.82%)	8 (18.18%)	5 (11.36%)	4 (9.09%)	2 (4.55%)
4.	The color combination used in the view composition was suitable.	12 (28.57%)	14 (33.34%)	12 (28.57%)	1 (2.38%)	3 (7.14%)
5.	The Article made me aware of child rights.	28 (66.67%)	7 (16.67%)	4 (9.52%)	2 (4.76%)	1 (2.38%)
6.	There was logical flow throughout the package.	13 (29.55%)	17 (38.64%)	9 (20.46%)	2 (4.54%)	3 (6.81%)
7.	Learning through this package was a good experience.	29 (67.44%)	9 (20.94%)	3 (6.97%)	-	2 (4.65%)
8.	Such types of packages need to be integrated into the school education curricula.	21 (47.73%)	16 (36.36%)	5 (11.37%)	1 (2.27%)	1 (2.27%)
9.	The supplementary commentary given by the researcher facilitated understanding.	23 (53.48%)	9 (20.93%)	6 (13.95%)	4 (9.31%)	1 (2.33%)
10.	The package has made me conscious of children rights in dealing with them.	12 (27.27%)	17 (38.64%)	10 (22.72%)	3 (6.82%)	2 (4.55%)
11.	Such types of packages are useful for parents, teachers, and school children.	12 (27.27%)	24 (54.53%)	9 (9.10%)	2 (4.55%)	2 (4.55%)

12.	Activity done during the programme in small group has facilitated understanding of the concept.	8 (18.61%)	18 (41.86%)	7 (16.27%)	7 (16.27%)	3 (6.97%)
13.	Videos shown under particular article during the programme were relevant.	16 (36.36%)	14 (31.82%)	9 (20.45%)	3 (6.82%)	2 (4.55%)
14.	The programme helped me to relate real life incidents with the articles.	14 (32.56%)	15 (34.88%)	10 (23.26%)	4 (9.30%)	-
15.	The booklet on 'Rights of Children' strengthen the understanding of child rights.	12 (27.27%)	27 (61.36%)	3 (6.82%)	-	2 (4.55%)
16.	The information contained in 'Rights of Children' was quite comprehensive and supplemented the information presented through ppt.	16 (36.37%)	8 (18.18%)	12 (27.27%)	7 (15.91)	1 (2.27%)
17.	The booklet on 'Rights of Children' has been a ready recknor.	26 (59.10%)	11 (25.00%)	5 (11.36%)	1 (2.27%)	1 (2.27%)

5.16. FINDINGS

On the basis of analyzed data following findings were drawn out by researcher.

The efforts of the researcher to educate the students on Child Rights and various Articles with help of developed EP were found effective and fruitful.

- No significant difference was found between the pre-test mean scores of Experimental Group and Control Group, establishing a parallel between the Experimental and Control Group on the knowledge of Child Rights.
- The mean gain scores of Experimental Group were found to be significantly greater than that of Control Group on achievement test.
- The mean achievement score of Experimental Group was found to be significantly greater than that of Control Group on picture perception test.
- Suitable intervention can help in cultivating sensitivity and sensibility towards rights of children as evident through the qualitative analysis of the perceptions of the Experimental Group students.
- The mean attitude score of Experimental Group was found to be significantly greater than that of Control Group.
- Majority students (72.23%) of Experimental Group were found to have highly favourable attitude towards Rights of Children whereas 27.77% students of Control Group fall under this category.
- Majority students (72.23%) of Control Group were found to have moderately favourable attitude, while, 24.07% students of experimental group fall under this category.
- Only 3.70% students of Experimental Group were found to have least favourable attitude towards Rights of Children.

- The Education program was found to be effective in developing positive attitude of children towards their Rights.
- The students were found to have favourable reactions towards the Educational Program on Child Rights.
- Right to Education, Parental Responsibilities and Best Interest of the Child were found to be the commonly violated rights.
- Prognosis of the cases of Child Rights violation was found to be highly challenging and complex task

5.17 DISCUSSION

Childhood is so tender a phase that it ought to be fully respected and skillfully nurtured to realize its full bloom. While dealing with the children their tastes, their likings and dislikings, their conditions ought to be fully considered. Every child is the extension of man and a promise to sustain mankind. There should be no limit to the rights of children. Declaration of CRC was a historic move in the history of mankind. It is heartening to note that the convention on the Rights of Children is being adopted by many a nation. Observation of rights of each child is an assurance for creating powerful, peaceful and harmonious world. Bringing Child Rights awareness amongst people including children is an essential and first step in creating Child-Rights culture.

The Educational Program on Child Rights designed, developed and implemented by the investigator was found to be effective in developing knowledge-base, shaping positive attitude and realizing sensitivity and sensibility of students towards rights of children. Was it worth doing activity? Were students really benefited by this activity? Do they really understand what rights they have? Will they be able to practice their rights?

Yes, this activity has definitely sown the seeds. Students were well-versed about the knowledge of child rights and sensible towards rights of other children through the intervention program. The informal interactions during implementation period revealed

that all of them could relate all the rights with their experiences with all, such as, children, teachers, elders and other beings.

When children discussed their rights at home, parents opined that our rights come first and then your rights. A few girls revealed that they were not allowed to go out with the friends, had pressure of studies and they were imposed for which stream is to be opted for future study. So, it can be stated that rigidity exists in the attitude of even qualified parents. Many of the parents were of the view that their children will be arrogant and may overpower them. Even a few teachers were found to discriminate students on the basis of favoritism and more talkative nature of students rather than scholarship. Teachers knowingly or unknowingly behave in that way and students may fear in presenting their views as teachers are authority in the class. Case studies conducted during the course of the study revealed that in cases of all the children, Right to Education, Parental Responsibility, Best Interest of the Child were found to be commonly violated. In cases of these children also their feelings and voices do not matter. Feelings of the children need to be respected and not to be neglected. Our views should not be super imposed on them. If we talk about society as a whole dividing into two strata, viz., *haves* and *have-not,* child rights are violated by all. Development of the knowledge-base of children on the rights of children, favourable attitude towards child rights, constitutional provisions for the rights of children do assure observation of Child Right. The observation of Child Rights demands strong commitment, congenial culture and conditions which the human civilization ought to have. Globe as a whole needs more concrete, continuous and comprehensive measures in order to develop child rights observing world.

5.18 IMPLICATIONS OF THE PRESENT STUDY

The Child Rights Education should be an integral part of school education curricula, wherein, Educational Programs should be developed and implemented for the transaction of curricula at all levels of school Education. As per the level (primary, upper primary, secondary and higher secondary) of education different type of programs should be developed. Case studies need to be undertaken and efforts should be made to arrive at solutions of those cases.

5.19 SUGGESTIONS FOR FURTHER STUDY

- The present package was prepared using power-point. Similar packages can be developed using flash and other advanced softwear.
- The present study was done on the students. It could also be done on teachers and parents.
- DVDs may be produced on Children Rights capturing the reality through High Tech and implemented.
- Intervention Programs for Street Children and Child Labourers can be designed and implemented at individual level and government level to bring changes in the life of those children.
- More awareness programs on Child Rights should be launched at Local, State and National levels