# Chapter-1

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# CHAPTER – 1

# INTRODUCTION

## 1.1 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.

## 1.2 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. According to the UN Declaration, a child has to be given 10 basic rights as follows:

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

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 divided into three parts.
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.

## 1.3 PROVISION MADE BY INDIAN CONSTITUTION

Children constitute the nation's future human resource, so it's the bounded duty of every one to look after them. India's commitment to the cause of children is as old as its

civilization. Adequate provisions were also made for care and protections of children in the Indian constitution. The Indian Constitution provides a frame-work within which provisions are available for protection, development and welfare of children. There are wide ranges of laws which guarantee to a substantial extent the rights and entitlement as provided in the constitution.

- Article 15, clause (3): Special provision for women and children.
- Article 21A: Right to education: A fundamental Right:
  The constitution (86th Amendment) Act, 2002 has added a new Article 21A after Article 21 and has made education for all children of the age 6 to 14 a fundamental right. It provides that the state shall provide free and compulsory education to all children of the age 6 to 14 yrs in such manner as the state may by law determine.
- Article 22: Ensure safeguards upon arrest and deals with preventive detention.
- Article 23: of the constitution prohibits trafficked in human being and begar and other similar forms of forced labour.
  'Traffic in human being' means selling and buying men and women like goods and includes immoral traffic in women and children for immoral or other purpose. 'Begar' means involuntary work without payment.
- Article 24 : Prohibition of employment of children in factories etc.:
  This Article 24 of constitution prohibits employment of children below 14 yrs of age in factories and hazardous employment. In so far as the non hazardous jobs are concerned the inspector shall have to see that the working hours of the child are not more than 4 to 6 hrs a day and the child received education at least two hrs each day . The entire cost of education shall be borne by the employer.
- Article 28(3): No person, attending an educational institution recognized by the state or receiving aid from state funds, can be required to participate in any religious instruction imparted in the instruction or to attend any religious worship conducted in the institution or in any premises attached thereto unless such persons consent to do so voluntarily or if a minor, his guardian gives his consent for the same.
- Article 32(1): Guarantees the right to move the Supreme Court for the enforcement of fundamental rights.

- Article 45: Provision for early childhood care and education to children below the age of six yrs. The constitution 86th Amendment Act, 2002 has substituted a new article for the same purpose.
- Article 350A: Every State and local authority shall endeavour to provide children belonging to linguistic minority groups adequate facilities for instruction in their mother tongue at the primary stage of education.

**Directive Principles:**

The directive principles of State Policy contained in part 4 of the Constitution set out the aims and objectives to be taken up by the states in the governance of the country. Under classification A,

- Article 39 – clause (e) & (f)

(e)To protect health and strength of workers and tender age of children and to ensure that they are not forced by economic necessity to enter avocations unsuited to their age or strength.

(f) That children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment. This clause (f) was modified by constitution (42nd amendment) Act, 1976 with a view to emphasize the constructive role of the state with regard to children.

- **THE JUVENILE JUSTICE ACT:** The JJA came into effect in 1986, when Parliament decided to replace the children Acts in different states and Union territories with a single uniform piece of legislation. The JJA was enacted to provide for the care, protection, treatment, development and rehabilitation of neglected or delinquent juveniles and for the adjudication of certain matters related to and disposition of delinquent juveniles.

The provisions and act listed above encompass most of the postulates enshrined in various Declaration and Conventions. It is assumed that these measures shall sensitize the concerned agencies and help in ensuring their implementation.

## 1.4 CHILD RIGHTS : PRESENT SCENARIO

It would not be difficult to find wide gap between the promise and performance. Number of promises and policies are held out nationally and internationally by govt. and UN

Like, the year 1979 was designated as International Year of the Child (IYC), with a view to create awareness among the people by the General Assembly of the UN. Nov 14, Jawaharlal Nehru's birthday was declared as Universal Children's Day. Apart from these we already saw provisions made by our constitution.

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.

## 1.5 PROBLEMS AND ISSUES

In above article we saw pathetic and extreme conditions of children. In order to understand the position of children holistically, we shall be required to have a look at their status in the family, the class-room and the community.

### 1.5.1 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:

(1) 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.

(2) 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.

(3) 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.

### 1.5.2 The Child in the Classroom

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

1. **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.

2. **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.

3. **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.

4. **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.

### 1.5.3 The Child in the Community

Another sector where we witness gross violation of rights of the child is in the society at large. Child trafficking, child prostitution, sexual abuse and drug pedaling are common place these days. There is a sharp rise in crimes against children. They are thus the most vulnerable group of our society.

The exploitative Child Labour is an evil of the society which cannot be wished away, as it is deeply rooted in the problems of poverty, illiteracy and overpopulation. Children are engaged in various hazardous industries like fire works, making of matches, carpet weaving, making of glass bangles, diamond cutting, etc. At tiles they are so much exploited, that they pass from childhood to adulthood without proper physical or mental development.

### 1.5.4 The Child with Special Needs

Children who are physically challenged in some way face more problems than their normal counterparts. Some of the difficulties they face may be in terms of architectural barriers hindering their movement from one place to another, inappropriate curriculum, lack of vocational training according to their capabilities, etc.

The question that comes to the fore is how much aware are we to these problems about the rights of the child beyond the four walls of the classrooms, conference halls and academic discussions? These problems of 'the child' are social disorders needing immediate rectification. It is the people and society at large who need to be sensitized and educated. It is here that the role of the teacher assumes significance.

## 1.6. REVIEW OF RELATED LITERATURE

### 1.6.1 Introduction

Review of the available literature of earlier research work provides an empirical framework to carry out further research work. It helps the researcher to get an insight of the problem through studying the past research work. It provides an orientation for the present work and also provides direction that which type of work is required to be done in the future. Thus, it provides an important base to the rationale of the study.

So reviewing related literature is an important aspect of any research activity. An attempt is made, to present related research done in the area of the present study.

### 1.6.2 Studies Conducted Abroad

**Center For Child Rights(CCR) : An-Independent Child Rights Research And Action Center, Hargaisa, Somaliland**

**Background**

The Center for Child Rights (CCR) is an independent child rights research and action Center. It was set up on 6 December 1999 with the aims to conduct researches and advocate the United Nations Convention on the Rights of the Child (UNCRC).

**Vision**

The CCR vision is to see Somaliland children free from abuse and neglect and have basic Rights as written in the UN Convention on the Rights of the Child.

**Mission**

The CCR mission is to allow Somaliland children to shift from needs to rights throughout researches and advocacy.

**Objectives**

The Center for Child Rights (CCR) aim is to improve child rights protection and

promotion throughout conducting researches, making advocacy and lobbying for the CRC implementation.

The center accomplishes its objectives through two interconnected strategies:

- Research-conducting on emerging children's issues
- Advocacy-making on child rights violations

**Aim**

The CCR is keen on to give Somaliland children a strong voice and the attention they require throughout the realization of the full implementation of the Convention on the Rights of the Child.

CCR is striving to eradicate and protect children from all forms of violence, exploitation, neglect, and cruel or inhuman treatment. The CCR is also striving to realize the children's participation in the decision that affects their lives.

**Henry (2002)** conducted a study on street children of Delhi: Their lives today, Their Hopes for Tomorrow. The researcher noted that there are at least 10 million street and working children (SWC) in India of which more than 500,000 live in the capital city of Delhi. Through an exhaustive investigation of existing literature, the researcher observed that less than 40 case studies have been published of SWC in Delhi, and none of those documents the impact of a social action project on their lives. Based on this need, the researcher posed the question: what are the psycho-social-spiritual aspects of the lives of SWC living in urban slum conditions in Delhi and how would their lives be impacted by social action project? The researcher designed and implemented a social action project for SWC in Delhi, documenting the impact of the project on the lives of 14 SWC.

The major findings of study were;

- Basic requirement of food, shelter, health, education, employment and psycho-social support of the children in the study were not being met prior to participating in the social action project.
- Research on street and working children in Delhi and elsewhere in India is lacking, requiring expanded efforts by the public and private sector to bring attention to the plight of SWC and the need to provide them with better life option.

In conclusion, the health, education, opportunities for employment and psycho-social well-being of all the children who participated actively in the social action project over nine month period of the study increased dramatically, demonstrating that well-conceived, holistic interventions over relatively short period of time with street children in Delhi can change their lives and open doors to a brighter future.

**Joyce (2002)** conducted study on Guidelines for social workers rendering services concerning child abuse. Child abuse is a problem which occurs worldwide. This study focused on child abuse in North West Province Moretele District. There is lack of knowledge of the type, causes, symptoms, impact of child abuse and guidelines for social workers rendering services concerning child abuse. An exploratory research design was implemented using purposive sampling of 150 parents/ care-givers whose children were abused during 1995-99 and 14 social workers rendering services concerning child abuse.

The following questions were asked:

1. What are the types, causes, symptoms and impact of child abuse?
2. What are the functions performed the methods and approaches employed by social workers in their services concerning child abuse?

This study found that child abuse is caused by various factors. Child abuse has psychological, behavioral, cognitive and personality effects on the child.

The following hypotheses were formulated:

- If parents are able to identify the symptoms of child abuse then the rate of child abuse will drop.
- If parents are involved in social work service rendering concerning child abuse then child abuse can be prevented.

- If guidelines for service rendering concerning child abuse are formulated for social workers and used properly, then their service rendering can improve.

**Jeanne (2003)** conducted study on childhood victimization and multiple problem behaviors in adolescence. This study focused on the association between childhood victimization and involvement in multiple forms of problem behaviors in adolescence.

Findings from analysis showed that childhood victimization is associated with multiple and diverse adolescent problem behaviors. Individual who were abused or neglected in childhood reported involvement in a significantly greater number of adolescent problem behaviors, non-serious problem behaviors and categories of problem behaviors.

The findings reinforce the need for early intervention with abused and neglected children to prevent or minimize the effect of involvement in adolescent problem behaviors.

The findings also suggest continued research into the mechanisms that link different types of childhood victimization and multiple problem behaviors in adolescence.

**Phillip Cook, University of Victoria, Canada; Lesley du Toit, Child and Youth Agency for Development, South Africa (Circles of Care: Community Child Protection in South Africa)**

High incidences of child abuse and exploitation, increased numbers of street children, children in conflict with the law, and children made vulnerable through HIV/AIDS are major issues with which South African communities and local governments are grappling. This research outlines the Circles of Care: Community Child Protection Project, an applied participatory research model that builds on the resiliency of children and self-mobilization potential of their communities to strengthen the children's right capacity of local governance. The project has been conducted in partnership with local, provincial, and traditional tribal governance partners in the Free State.

**Whistler (2006)** conducted a Ph.D. Program on Child Rights. The various features of the Ph.D. Program are described below.

**Background**

- Various Master Degree programs on Child Rights exist.
- There is a need for a doctoral level program of study that
    - Can prepare individuals who have both a theoretical and applied knowledge of the field.
    - Blends the attributes of scholarship and practice.
    - Produce scholar-practitioners equipped with the ability to research, produce and apply scholarly knowledge and perspectives that will advance the field.
- The vision of the Child Rights Doctoral program is to provide a world renowned community of scholar-practitioners; who access, study and deepen their knowledge and experience of child rights for the benefit of children of the world. The program will be recognized by its graduates and faculty who use their acquired knowledge and experience to contribute to the body of knowledge and continuously improve child rights practice. Their efforts should result in a world where resources are more readily committed to child rights and where child rights are acknowledged and understood to be one of the fundamental sustaining building blocks of healthy, maturing and compassionate societies.

**Program Principles**

- Provide open, non-judgmental access to knowledge, educational resources and experience to child rights professionals who seek further education in this field
- Provide access to, and promote the development of, concepts and practice of child rights.
- Create an environment which encourages doctoral learners to encounter the rich diversity of concepts on which child rights depends and can be further developed.

**Anticipated Results**

- A set of qualified and trained Child Rights Scholar-Practitioners who can work in a cross-disciplinary way in contributing to broad-based learning in Child Rights and other various professions.
- Contributions to the Child Rights body of knowledge.
- Increased awareness of Child Rights

### 1.6.3 Studies Conducted in India

**Child Rights : Child Labour in Shillong...**

Child Labour in Shillong: A Research Study Conducted by Impulse, Shillong, Meghalaya The research was supported by the Directorate of Social Welfare, Government of Meghalaya and first published in March 2004. The research was conducted to understand the problems that children on the streets and working children felt so that appropriate intervention programmes and activities could be planned for them. The research also intended to locate gaps in existing services regarding children and health, education, work conditions, and exploitation. The main objectives of the research were to: -attain a fair idea of the magnitude of the problem of child labour migration from the seven districts of Meghalaya to the city of Shillong -study the nature of the problem of child labour in Shillong -study the extent of child labour in Shillong -find out the conditions of child labour in Shillong -assess the degree and presence of support systems for child labour in Shillong. The Research was conducted over a two-month period. The data were collected through interviews using questionnaires as the base for the interviews. The questionnaire contained questions covering a variety of topics: personal, social, family, and educational background. Eight field researchers conducted the interviews after one-day training. Each of the field researchers was familiar with the locality assigned to him/her and fluent with the local language/dialect. Participants - A target group of 500 child labourers was identified and interviewed. The research revealed that: The majority of child labourers are between 11 and 14 years of age. Seventy-one percent of the children self-reported as being literate. Only 24 percent of those interviewed reported coming from rural families. The majority (52.82 percent) of children earn between Rs. 10-50 per day. Half of the children were satisfied with their current position, but the other half were not. Health problems identified include cough, tuberculosis, skin diseases, anaemia, physical growth retardation, and other deficiencies. A large majority (89 percent) have an addictive habit such as chewing betel nuts, smoking, dendrite sniffing, and consuming alcohol. The large majority (94 percent) reported they had never been arrested. Conclusions of the Evaluation - When the organisation evaluated the findings, they determined there are children working in the city in situations that violate the Convention on the Rights of the Child. Suitable programmes for the children must be

developed for different age groups, different categories of employment, and for different levels of education. The result of the findings was shared with stakeholders on when an Education Guaranteed Scheme school could be started, as it had been found out that many of the child labourers were dropouts from schools and only 11% were not interested in studies. Afterwards, the final document and research was finally distributed to different government departments to ensure action can be taken accordingly to ensure support for children.

**Devi Prasad (2001)** conducted a study on Maternal employment and child abuse.

The study, comprising a sample of 133 dual earner and 136 single earner couples from Andhra Pradesh, aims at exploring the relationship between mother's employment and violence towards children. Violence was measured using Conflict Tactics Scale(CTS), Marital quality was measured using the Dyadic Adjustment Scale (DAS), and Work Spillover Scale was used for self-report and for spouse report. Data strongly indicated that non-working mothers reported higher rates of violence, while for working parents, work stress and income are found to be indirectly related to child abuse. Mothers are more punitive than fathers, and among mothers, the non-working mother is more punitive as compared to the working mother. Milder forms of violence, such as shouting and swearing at the child are the most common forms of child abuse. Violence rates among the children for the Child Abuse/ Child Sexual Abuse preceding year are found to be high in forms such as slapping or spanking, hitting the child with something and beating the child. Severe forms of abuse such as burning and using a sharp instrument were reported highest among single earner mother, followed by working mother and dual earner father. In terms of overall violence, boys are at the receiving end. Fathers uniformly reported higher violence rates towards boys than girls. Children in the age groups 3-4 years and 5-9 years were more severely abused compared to other groups, especially from non-working mothers. Results indicate significant incidence of violence in Indian families which warrants the need for appropriate intervention programmes. Family life education programmes, and opportunities for learning alternative non-punitive ways of managing interpersonal conflict are suggested, to help reduce violence in families. Parenting skills especially for young mothers need to be imparted.

**Desai (2007)** conducted a study on Designing, developing and implementing Computer Enabled Educational Program on Child Rights for student-teachers. The program was found fruitful and effective. The findings of the study were;

1. There was significant difference in the mean achievement score of control group and experimental group. Most of the control group students were not aware about various Articles of CRC.
2. Large majority of respondents had positive and favourable reactions towards program.

56.52% of the student-teachers strongly agreed to the statement 'Such types of packages are useful for parents, teachers and school children.'

**Gupta and Menezes (2006)** conducted a study on Childline night and day : 1098.

CHILDLINE is the country's first toll free helpline for street children in distress. In 10 years since it was set up, CHILDLINE received 9.6 million calls and worked with three million children in need of care and protection. An analysis of CHILDLINE calls from June 1996 to March 2006 revealed that 80.3% of all calls were to chat, silent, crank and blank calls which represented the emotional need of a child to connect with a friendly voice, 15.8% calls were for information about child related services, 2% of calls were requests for intervention in severe crisis situations relating to repatriation, resources, medical help, death, sponsorship, restoration of missing children, and 1.7% were requests for emotional support and guidance. CHILDLINE intervened directly in 19.6% of all calls. The highest number of children repatriated by CHILDLINE were from families in crisis situations such as poverty, single parent families, poor landless labourers, families affected by alcoholism, political conflicts and disasters. In most repatriation cases, children were rescued from cities and repatriated back to a district, town or village, and the majority of them were child labourers. The Child NET Data (2003-2005) showed that 39% of all calls received for shelter were from children who had left home, 26.9% from children who had been abandoned by their parents (mostly girls), and 21.9% were from poverty stricken parents seeking shelter for their children. Though, in a majority of the calls recorded, the location of the caller was unspecified, but it was found that 7.3% callers were from slums and chawls and 14.1% were from buildings. Also, 29.7% callers were girls as against 64.3% boy callers, and the girls had limited access to education,

which further declined if they had disabilities. In two years there had been a 15% increase in calls seeking rescue from physical abuse, while only 6% callers had sought intervention against sexual abuse.

About 35% of physical abuse cases took place within the family and neighbourhood, and 30% at the workplace. Hence there is need to develop issue-specific interventions to increase the reporting of sexual abuse. In future, CHILDLINE plans to focus on extending 1098 coverage to rural areas to prevent family break ups and economic migration of children and their families; strengthening a gender focus to reach out to girls, setting up services in high endemic areas affected by child labour and child trafficking; developing strategic alliances with people's movements and community based groups working on livelihood and access issues to develop local child rights volunteer bases that will work as community child protection watch dogs; developing specialized, issue based programmes to reach invisible children (political refugees, mentally challenged children, victims of riots, disasters and sexual abuse); and increasing advocacy with the Government to ensure the full implementation of policy, legislation and child-friendly services for children.

**Moti Lal & Charumitra Meharu, Social Work Research Centre, India (Barefoot Democracy: Tribal Youth Speaking Up Through Rights-Based Participatory Research in Rajasthan, India)**

This action-based research sought to advocate and demonstrate participatory models of education and development of tribal communities. Through the research process, the project sought to

1) Enable local researchers to identify the vulnerabilities and resourcefulness of their villages;
2) Enable villagers and children to address children's rights and protection issues in their communities;
3) Empower villagers to develop and implement local solutions. The research outlines this process and its implications.

**Parmar (2008)** conducted study on Awareness of Child Rights among Street Children.

70 street children in the age group of 8-20 from Bosco Snehalaya were selected by random sampling as sample of the study. Interview Schedule was used as tool to collect data. Objectives of the study were;

1. To study awareness on children's rights.
2. To study practice of children's rights at various level.
3. To study ways in which rights are implemented and violated.
4. To study the source which creates awareness of child rights.

Findings of the study were;

- 71.43% respondents are aware that India has child rights provisions in its constitution. The major source of information is child rights program(44%) followed by NGO worker(28%).
- 59% respondents are aware about the age of child under the constitution of child rights i.e. up to 18 years child rights are applicable.
- 30% of the respondents having some knowledge on child rights from the sources like bcc program and books on child rights.
- All respondents want to know their rights and that should be available to all of them.
- The most preferred source for awareness;
  - 35% of the respondents prefer TV as the best medium to create awareness.
  - 40% News Paper
  - 11% Books on Child Rights
  - 8% Program on Child Rights
  - 6% Radio
  - 5% School Teacher
  - 2% CD's on Child Rights & Stories

**Patel (2002)** conducted study on 80 male street children in Surat city, with special reference to their interpersonal relationship, vulnerability& aspiration.

Findings of the study are as follows.

- The children between 10 to 15 yrs are more vulnerable to become street children.
- Most of the children are working for their subsistence they work 8 to 12 hrs a day and get a meager income of Rs 30 and above per day. As they were working for the whole day there was no scope for getting education.
- Children left home because of financial crises, alcoholic father and disinterest in studies.
- The basic needs of the street children are not met. They have many friends in the same age group; they indulged in illicit behaviour, which means that they are vulnerable to their peer group influence.
- Street children are ill treated by people. They are exposed to dirt, smoke and pollution and the same proportion of the respondents have no facility of bath and sanitary and police harass them.
- Street children overwork but are not equally remunerated to their work.
- Most of the respondents require house, money and education. They are forced to live on the streets and don't enjoy with stay, neither satisfied with their life nor earnings.
- The aspirations revealed that the street children wished to become businessmen in future.

**Patel (2002)** conducted study on 70 female street children in New Delhi. Major findings are same as findings of above study. Apart from that,

- Most of them were first or second child in the family, indicating that first or second have more burdens due to family pressures on them.
- In most of cases, respondent were on the street due to poverty or financial crises, some came to street in hope of better life and others came as they were abused or were neglected in the family due to poverty or over crowding in the family.
- Most of them were looked upon by hostility and indifference by others around them while very few were looked upon by sympathy.
- They were forcibly made to over work and earn by their parents.

- They also have aim and aspiration like, they would not keep on living like this on street. They had planned to have a good life such as having a house , getting better work. Half of them wanted to get married in future while some wanted to study and become teachers and doctors.

**Rai (2006)** conducted a study on the Human Rights awareness of B.Ed. students and their perception about Human Rights Education.

The objectives of the study were;

1. To study the awareness of B.Ed. students about human rights.
2. To study the perception of B.Ed. students about human rights education.

It was a descriptive survey type study. Questionnaire was used to collect data. The major findings of the study were;

1. Most of the B.Ed. students though heard of Human Rights but had no concept clarity.
2. They lacked clear understanding of Human Rights. A majority of the sample was unable to mention the concepts related to Human Rights in school curriculum.
3. B.Ed. students opined that Human Rights Education should find place at all stages of Education and also at B.Ed. level.

**Ramesh M (2009)** conducted a study on the Rights of the Child and its Practices in Secondary Schools of Nilgiri District.

The objectives of the study were;

1. To find the extent of enjoyment of Rights of the Child in Education.
2. To identify the violence against children in schools.
3. To identify the facilities available in schools for safe food, water, medical care and games.
4. To find out the extent of gender discrimination practiced in schools.
5. To compare the practices of Rights of the Child in government and private schools.
6. To compare the practices of Rights of the Child in Urban and Rural schools.

It was a descriptive survey type study. Questionnaire was used to collect data.

Findings of the study were;

- In relation to violence against children in schools, there is no difference between urban and rural but there is difference between government and private school.
- Related to classmates trouble; private schools differ from government. The private schools children are under more trouble by their classmates than the government school children. So there is much difference between two schools with respect to trouble by classmates.
- With respect to punishments given by teachers, 69.6% of students from government schools answered that the teachers punish the children whenever they commit mistakes. 26.4% of students responded that school teacher will send the children outside the class and 25.5% of students responded that the teachers will inform parents. In private schools 93.6% of students answered that the teachers will beat the children when they do mistakes and 36% of students said teacher will inform parents. In urban schools 86% and in rural 75% of students responded that teachers beat the children.

**Seva Mandir, Udaipur. (2005)** conducted a study on Abuse of children.

Child abuse is both shocking and common place. Child abusers inflict physical, sexual and emotional trauma on defenseless children everyday. The present study was undertaken to find out the incidence of child abuse in schools. The study also reveals the probable reasons for child abuse, and suggests ways that can help Child Abuse/ Child Sexual Abuse Seva Mandir in preventing occurrence of child abuse. The study was carried out in 3 villages of Kherwara block in Udaipur district. Data was collected using a self designed questionnaire administered to the sample surveyed, unobtrusive observation of children, and visit to schools. A mix of quota and snowball sampling technique was used. Parents of 84% children were satisfied with the level of their performance. The use of a stick to correct the faults of children was considered right by 96% parents, while 20% parents said that they would do nothing to correct the situation. Only 6% parents believed that they should go to the teacher and converse with them. 47% students stated

that they became fearful when they thought about their teachers. 40% of the students became very uncomfortable when they thought about their teachers. 93% students confirmed that they felt very happy going to school. When asked which animal would best represent their teacher, 57% of the respondents chose the picture of a black cobra, 14% a black panther, 10% a tiger, and 20% a beautiful horse. Parents can play a major role in determining the degree of abuse a child is subjected to. If the parents continue to believe that physically abusing the child is a necessary part of education, then very little can be done to prevent the incidences of child abuse. There is need to make parents aware of the rights of the child to a life without abuse, and parents should delay their need for personal gratification from the child. Teachers should be aware of alternative means of establishing discipline among students. Parents must be made aware of the need for a healthy atmosphere at home for the complete development of the child. There is also a need to involve the common man in all these efforts.

**Study on Child Abuse, INDIA 2007, Ministry of Women and Child Development, Government of India**

The study is the largest of its kind undertaken anywhere in the world, covered 13 states with a sample size of 12447 children, 2324 young adults and 2449 stakeholders. It looked at different forms of child abuse: Physical Abuse, Sexual Abuse, Emotional Abuse and Girl Child Neglect in five different evidence groups, namely, children in a family environment, children in school, children at work, children on the street and children in institutions.

**Major findings:**

It has very clearly emerged that across different kinds of abuse, it is young children, in the 5-12 year group, who are most at risk of abuse and exploitation.

**Physical Abuse**

1. Two out of every three children were physically abused.

2. Out of 69% children physically abused in 13 sample states, 54.68% were boys.

3. Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse.

4. Out of those children physically abused in family situations, 88.6% were physically abused by parents.

5. 65% of school going children reported facing corporal punishment i.e. two out of three children were victims of corporal punishment.

6. 62% of the corporal punishment was in government and municipal school.

7. The State of Andhra Pradesh, Assam, Bihar and Delhi have almost consistently reported higher rates of abuse in all forms as compared to other states.

8. Most children did not report the matter to anyone.

9. 50.2% children worked seven days a week.

**Sexual Abuse**

1. 53.22% children reported having faced one or more forms of sexual abuse.

2. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls.

3. 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse.

4. Out of the child respondents, 5.69% reported being sexually assaulted.

5. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault.

6. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault.

7. 50% abuses are persons known to the child or in a position of trust and responsibility.

8. Most children did not report the matter to anyone.

**Emotional Abuse and Girl Child Neglect**

1. Every second child reported facing emotional abuse.

2. Equal percentage of both girls and boys reported facing emotional abuse.

3. In 83% of the cases parents were the abusers.

4. 48.4% of girls wished they were boys.

Based on the findings of the study, the following recommendations for addressing the issue of child abuse and girl child neglect are proposed:

**Shared Responsibility:** Child protection is a shared responsibility, and for any intervention to be effective there should be a synergy between efforts being made by different stakeholders to address the issues. There is a need to create a mechanism that will make such a synergy possible. These may include child protection mechanisms at village, block, district and state levels which involve parents, elected representatives of urban and rural local bodies, teachers, anganwadi workers, medical practitioners, police and social workers and responsible members of public among others.

**Capacity Building:** All the above recommendations regarding formulation of a new policy, legislation, scheme and strengthening of the service delivery mechanism, assume the creation of a cadre of trained personnel, sensitized to child rights and protection of children. In order to create this cadre, in the first instance, schools of social work and universities should offer specialized courses on child rights, protection and counseling. Further, child rights and protection issues should be integrated into the curricula of administrative institutes, police training academies, law colleges, medical colleges, teacher training schools, etc. so that the professionals passing out of these institutions have both the sensitivity and the knowledge to deal with these issues.

**Research and Documentation:** The national study has thrown open various avenues of research which need to be undertaken in order to further strengthen some of the findings emanating from the study. These areas for research could include:

- Child Rights

- Violence and its impact on children
- Causes and impact of different forms of child abuse
- Issues around children in conflict with the law
- Corporal punishment in schools
- Urban poverty and children
- Gender discrimination
- Orphans and the adoption system

Good practices in protection should be documented and shared to facilitate qualitative improvement at all levels.

**A research study conducted by Tulir and Save the Children among Child Domestic Workers of West Bengal** gathered data on emotional abuse. The study reported that the "problem of emotional abuse of child domestic workers seems to be near universal in character, with 441 out of a total of 513 participants saying that they have faced emotional abuse. The nature of the abuse faced by them is mostly being shouted at and/or cursed at." The statistics from the study reveal that children face emotional abuse in varied forms such as being shouted at (20.1%), cursed/verbally abused (11.1%), threatened (1.9%),being called a mistake (3.3%), locked in a room (1.2%), compared with other children (1.2%), blamed (0.4%) and a combination of all the above forms (23.5%).

### 1.6.4 IMPLICATIONS FOR PRESENT STUDY

From review of literature it could be observed that;

**Henry (2002)**The basic requirement of food, shelter, health, education, employment and psycho-social support of the children were not being met and research on SWC in India is sorely lacking, requiring expanded efforts by the public and private sector to bring attention to the plight of SWC and the need to provide them with better life option. Well-conceived interventions over relatively short period of time with street children can change their lives. **Whistler (2006)** expressed the need to conduct research in the area of Child Rights.He through his Ph.D. program conveyed that, there is a need for a doctoral level program of study that can prepare individuals who have both a theoretical and applied knowledge of the field, blends the attributes of scholarship and practice, produce scholar-practitioners

equipped with the ability to research, produce and apply scholarly knowledge and perspectives that will advance the field. **Patel &Patel (2002)** observed that basic needs of street children were not met. The behaviors of people were not sympathetic. Children lived in hostile climate and are exploited, neglected and abused by their own parents and employer. Children also aspire to live progressive life. **Study conducted in Shillong** on child labour concluded that suitable programs for the children must be developed for different age groups, different categories of employment and for different levels of education. Study conducted by **Devi Prasad (2001)** indicated that significant incidence of violence in Indian Families warrants the need for appropriate intervention program. The study also revealed that children are abused by own parents and physically beaten. So right of children are violated even in their own homes. **Parmar (2008)** study revealed that all the respondents wants to know rights and expressed that all the rights should be available to all of them. **Seva Mandir, Udaipur (2005)** study on abuse of children in schools revealed that children are abused in school by various ways and there is need to bring awareness that its right of child to a life without abuse. **CCR** is a research centre established in Somaliland with objective to improve Child rights protection and promotion through conducting research and lobbying for the CRC implementation.

**Study on Child Abuse,** INDIA 2007, has established beyond doubt that child abuse exists in India and the incidence is much higher than generally perceived. It revealed that 65% of school going children faced corporal punishment. Based on the findings of the study they have recommended;

- Integration of child rights and protection issues in the curricula of teacher training school.
- Researches needs to be undertaken on the area like child rights and various issues related to protection of children.

The reviews of the studies revealed that, children's right are being violated in the school, at home and in the society at gross level and subtle level.

- This is high time, action and measures needs to be taken to sensitize society about plight of children and implementation of CRC.

- There are few studies which focus on conditions of street children and child labourers.

The researcher did not come across any study which has been conducted to integrate Children Rights in education field to bring awareness in society. So, the researcher wanted to explore this area. This study is an attempt to develop an Educational Program on Child Rights to bring about awareness among the students. An attempt has also been made to study field level reality by studying few cases of children whose rights are violated.

## 1.7 RATIONALE

"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 individuals 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.

## 1.8 TITLE OF THE STUDY

Designing, Developing and Implementing an Educational Program on Child Rights

## 1.9 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.

## 1.10 HYPOTHESIS

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.

## 1.11 METHODOLOGY OF THE STUDY

### 1.11.1 Population of the Study

All the secondary schools of Gujarat State constituted the population.

### 1.11.2 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 schools constituted the sample. Selection of students was done by cluster sampling.

### 1.11.3 Operationalization of Terms

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

1) Technology enabled package 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.

### 1.11.4 Delimitation of the Study

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

### 1.11.5 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.

## 1.12 SCHEME OF CHAPTERIZATION

The first chapter describes introduction to study. Conceptual framework is built by tracing history of Child Rights, provision made by government, present scenario, various issues and problems faced by children, followed by review of related literature and its implications, rationale, statement of problem, objectives, hypothesis, operationalization of terms and delimitation of the study.

Further, the thesis has been presented objective-wise in the following way.

The second chapter at length describes the plan and procedure of designing, developing and implementing the educational program. The third chapter presents effectiveness of the educational program by giving details of the methodology adopted, procedure for data collection, techniques used to analyze data, data interpretation and conclusion of objectives 2, 3, 4, 5. The fourth chapter describes the details related to sixth objective that is the case studies of children whose rights are violated. The fifth chapter is the summary of the entire research work carried out, implication of the study, suggestions for further research and discussion.