Chapter-2

CHAPTER - 2

PLAN AND PROCEDURE

2.1 INTRODUCTION

Many CAI, Multimedia Packages and Power-Point Presentations have been developed in Social Sciences and Physical Sciences. Many studies focused on effectiveness of these packages. 'Child Rights' is relatively a new area. This area requires attention and intervention. It is high time that we sensitize society in this area. Teachers and students could be the powerful functionaries to do that.

With the above intent the researcher has tried to design and develop an Educational Program on Child Rights. The Educational Program is mainly constituted of two components, namely, power-point presentation and booklet on child rights.

This chapter describes plan and procedure of designing, developing and implementing the programme.

2.2 DESIGNING OF THE EDUCATIONAL PROGRAM (EP)

The researcher first went through the 'Convention on the Rights of the Child' cited on the website, http:|| www.unhchr.ch| html| menu3|b| k2crc.htm by office of the High Commissioner for Human Rights.

The convention has been divided into three sections. Section-I contains description of Articles 1 to 41, section-II contains description of Articles 42 to 45, whereas, section-III contains description of Articles 46 to 54. The convention given by UN is written in highly technical language. Articles are given numbers not headings which makes it difficult to understand. Particular article talks about which right could not be made out clearly. Then the researcher logged on to various websites in search of further specific information. In the quest the researcher found the site namely

'www.sccyp.org.uk|webpages|cypr_rightsofchild.php' The site contains entire convention in child-friendly version having gist of each article along with the name of right related to particular article. After having conceptual clarity, the researcher thought of the form of programme and suitable mode of technology. The researcher started collecting pictures from Internet, news papers and magazines. Exhaustive efforts were made as the researcher needed to collect pictures for all the Articles of the convention. Researcher visited the website www.youtube.com to download videos related to different Articles of convention. In the next phase, task of scrutinizing collected photographs was taken up. For each Article 2-3 photographs were selected. Videos were also scrutinized and most appealing videos were retained. Along with photographs Case studies were also selected to convey idea and produce real scenario.

For longer retention of the concepts the researcher thought of designing booklet on Child Rights which students could refer. Lot of literature was reviewed, websites were visited and brain-storming was done to determine the broad outline and the content of the booklet so as to supplement the already designed power-point presentation.

The booklet is inclusive of brief but comprehensive history of concept, factual information about convention, CRC, entire convention with detailed explanation of each Article and happenings around society.

2.3 DEVELOPMENT OF THE EDUCATIONAL PROGRAM (EP)

To educate students on Rights of Children, CRC and its various Articles, the researcher developed a power-point presentation and pamphlet on child rights.

In the process of designing the researcher found power-point most suitable, as it was economic, easily accessible, user-friendly and having adequate features for the purpose. Internet was also used extensively to collect required pictures. The down loaded pictures were stored in WORD DOCUMENT. Researcher again went through each picture carefully to decide relevance of pictures for corresponding Right. One file was prepared of finally selected pictures. The Articles of the Convention on Rights of Child were presented through the power-point slides. Each slide contains name of the right, textual

description and picture related to that Article. Selected video(s) was/were hyperlinked with particular slide Article-wise. Videos were presented for some of the Articles on availability bases. Case studies were also presented wherever needed to make students aware about real life incidents. This way power-point presentation of total 69 slides was developed by researcher. Then professional from computer field was asked to give finishing touch keeping in mind the viewer of the programme. Font size, font-color, size of heading and slide design were taken care of very well so as to hold attention of the students.

After deciding broad outline of the booklet researcher meticulously went through collected material. Subsequently researcher started writing the booklet. Due care was taken at the time of giving detailed explanation of each Article alongwith illustration wherever needed. For relevant Articles intervention made by Government in forms of launching various schemes were presented as well. Real and relevant incidents were quoted from various news papers. These incidents were cases of violation of various rights taking place in the society.

2.4 IMPLEMENTATION OF THE EDUCATIONAL PROGRAM (EP)

Researcher met principals of various schools for permission to implement the developed education programe on VIIIth standard students. The principal of BHS, Alkapuri permitted the researcher to implement the programe after going through the entire program thoroughly. She allowed the researcher to conduct sessions as per requirement.

Researcher first administered PIS (Personal Information Schedule) and achievement test on one division of VIIIth standard. Then the prepared EP was implemented on the entire class. AV-room was allotted to researcher, wherein, the facilities of LCD projector, white screen, white board and speaker were available. 5 to 6 periods were allotted per week. During one period maximally four Articles could be discussed. Slide-wise presentation was done. Students were asked to read out the Article and relate the presented picture with the Article. They were supposed to interpret the entire slide in their language with example from their day to day life. One activity was carried out and videos were shown

too for some Articles. The following table shows how exactly the implementation was done.

Table:1 Implementation schedule

Sr. No. (Periods)	Matter discussed/Activity done
1.	Administered PIS and Achievement test. Interaction session of 10 minutes was conducted.
2.	Major four categories & Article-1
3.	Article-2 to Article-4 (Videos were shown for A – 2 & 3)
4.	Article-5 to Article-8 (Video was shown for A – 8)
5.	Article-9 to Article-12 (Videos were shown for A – 9 & 10)
6.	Article-13 to Article-16 (Video was shown for A – 14)
7.	Article-17 to Article-20
8.	A presentation was made on ***'Rights & Responsibilities of children'*** along with discussion.
9.	Article-21 to Article-24
10.	Article-25 to Article-29 (Video was shown cutting across various articles)
11.	Article-30 to Article-32 (3 Videos were shown for A – 32)
12.	A task/activity was conducted on *'Rights observed, Rights violated & Rights not understood'*
13.	Article-33 to Article-36 (Video was shown for A – 34)
14.	Article-37 to Article-40
15.	Administered Achievement test
16.	Administered Attitude Scale
17.	Administered Reaction Scale
18.	Administered Picture Perception Test
19.	Administered Picture Perception Test (Two consecutive periods on the same day.)

Simultaneously, permission for control group school was also received. First PIS and achievement test were administered. After a time-gap of 10 days, Achievement Test, Attitude Scale and Picture Perception Test were administered day-wise.