Chapter-3

CHAPTER-3

EFFECTIVENESS OF THE EDUCATION PROGRAM ON CHILD RIGHTS

3.1 INTRODUCTION

The effectiveness of the Education Program has been measured in terms of the mean achievement scores of control group and experimental group, difference in perception of control group and experimental group on picture perception test, mean attitude scores of control group and experimental group and reactions of experimental group towards Education Program. The methodology used to study the effectiveness of Education Program (EP) is presented below in terms of population, sample, design of the study, tool used, procedure of data collection, data analysis, interpretation and conclusion, objective-wise.

3.2 METHODOLOGY

3.2.1 Population

All the secondary schools of Gujarat State constituted the population for the study.

3.2.2 Sample

- Two English Medium Schools following Gujarat Secondary and Higher Secondary Education Board (GSHSEB) syllabus were selected by convenient sampling.
  - Baroda High School, Alkapuri was selected as experimental group looking into the facilities (Audio-Visual Room, L.C.D. Projector, Laptop, Sound System) the school is having to execute the Education Program and readiness to give permission to conduct the study.
  - Vidyani School was selected as control group.
- The students of one section of standard VIII from each one of the selected schools constituted the sample. Selection of students was done by cluster sampling.

3.2.3 Design of the Study

The study employed pre-test, post-test experimental group and control group design.

3.3 OBJECTIVE

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.

3.3.1 Hypothesis

There will be no significant difference between the mean gain scores of control group and experimental group on pre-test and post-test.

3.3.2 Tool

To realize the stated objective Achievement Test was constructed. (Appendix-2)

To test the knowledge of students in the area of Child Rights and Convention on the Rights of Child (CRC), Achievement Test was constructed. Questions related to factual information were framed keeping CRC and its history as reference point.

UN, its functioning, child rights, its evolution, various categories, rights pertaining to particular category and violation of rights were the core components of Achievement Test.

It contains 16 questions out of which 2 questions (no.2&5) were non-judgmental (i.e. neither right nor wrong) in nature.

3.3.3 Data Collection

The constructed Achievement Test was administered as pre-test and post-test on, both, the control group and experimental group.

First the Achievement Test was administered as pre-test on both the groups. Then treatment was given in the form of implementing Educational Program on Experimental Group. Then the same Achievement Test was administered as post-test on both the groups.

3.3.4 Data Analysis and Interpretation

To test the hypothesis 'There will be no significant difference between the mean gain scores of control group and experimental group on pre-test and post-test' the collected data were analyzed quantitatively using t-test, frequency and percentage count.

First a total score for each student was obtained. On each right answer students were given one mark else zero. By summing up the score on each item total score for each student was obtained. This way total score of each student was obtained for pre-test as well post test. To obtain gain score of each student pre-test score was subtracted from post-test score. Then Mean, SD, Standard Error of Mean and t-value were computed on gain score. To find out mean grand total was obtained by adding each individual score. Mean was calculated by dividing grand total of both the groups by their respective number of students. SD, Standard Error of Mean and t-value were also calculated.

The analyzed data has been presented through Table 2.

Table 2: Mean, SD, SEm, df and 't'- value on *gain scores*

Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	**50**	**8.25**	**3.6211**	**0.5121**	**99**	**13.8404 & 0.01**
Control	**51**	**0.8431**	**1.109**	**0.1553**		

The computed t-value of 13.8404 is greater than the table t-value 0f 2.63 at .01 level for 99 degree of freedom.

So, the null hypothesis that there will be no significant difference in mean gain scores of control group and experimental group, is rejected.

It means, there is significant difference in the mean gain scores of control group and experimental group, in favour of experimental group, which shows effectiveness of the developed EP on Child Rights.

Moreover, t-value on pre-test scores of both the groups and t-value on post-test scores of both the groups were calculated. These calculations are in addition to above presented statistics to further investigate the effectiveness of developed EP.

Table 3: Mean, SD, SEm, df and 't'- value of *Pre-test scores*

Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	**50**	**1.69**	**0.9428**	**0.1333**	**99**	**0.3224 & 0.01,0.05**
Control	**51**	**1.637**	**0.9293**	**0.1301**		

The computed t-value of 0.3224 is less than the table t-value of 2.63 at .01 level and 1.98 at .05 level for 99 degree of freedom.

It means there is no significant difference in mean achievement score of control group and experimental group on pre-test. So, **the entry level of both the group is almost equal.**

Table 4: Mean, SD, SEm, df and 't'- value of *Post-test scores*

Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	**50**	**9.94**	**3.4995**	**0.4949**	**99**	**123.50 & 0.01**
Control	**51**	**2.48**	**0.8742**	**0.1224**		

The computed t-value of 123.50 is greater than the table t-value 0f 2.63 at .01 level for 99 degree of freedom.

It means, there is significant difference in the mean achievement scores of control group and experimental group, in favour of experimental group.

To analyze Q.No.- 2 & 5 frequency count and % analysis techniques were used. First pre-test responses were analyzed. Responses have two categories Yes and No. Students had to tick mark in either of the one category. Frequencies were calculated for both the categories and converted into percentages.

This way percentages were obtained for experimental group and control group on pre-test as well as post-test and presented below question-wise.

1) **Have you ever heard about Convention on Rights of Children (CRC)?**

Table:5 % of responses of EG & CG

	Experimental Group		Control Group	
	Yes	No	Yes	No
Pre-test	12.73%	87.27%	63.64%	36.36%
Post-test	89.58%	10.42%	76.47%	23.53%

Above table revealed that only 12.73% of experimental group students were aware about CRC whereas 63.64% of control group students fall under this category. After intervention 89.58% of experimental group students were aware about CRC whereas 76.47% of control group students have heard about CRC. The increment of % in 'Yes' category for experimental group is 76.85% whereas for control group it is 12.83%, showing effectiveness of EP over other medium/source of information / knowledge.

2) **Do you know that children have rights?**

Table:6 % of responses of EG & CG

	Experimental Group		Control Group	
	Yes	No	Yes	No
Pre-test	72.73%	27.27%	98.53%	1.47%
Post-test	98%	2%	96.08%	3.92%

Here, on pre-test 72.73% of experimental group students knew that children have rights whereas 98.53% students of control group knew that children have rights. On post-test it is 98% and 96.08% for experimental group and control group, respectively. The

increment of % in 'Yes' category for experimental group is 25.27% whereas for control group it decreases by 2.45%.

As both the groups were at same entry level and at end they differed significantly, it is attributed to developed EP, which is an indicator of the effectiveness of EP.

3.3.5 Conclusion

The Education Program on Child Rights has been found effective as evident through the significant difference in mean achievement scores of experimental group and control group.

3.4 OBJECTIVE

To study the perceptions of students towards rights of children on picture perception test.

3.4.1 Hypothesis

There will be no significant difference between mean achievement scores of control group and experimental group on picture perception test.

3.4.2 Tool

The picture perception test was constructed to achieve the stated objective. (Appendix-3)

Various pictures cutting across the articles of CRC were down-loaded from internet. 20 pictures were selected on the basis of article coverage capacity, response eliciting capacity and clarity of picture.

3.4.3 Data Collection

First the EP was implemented on experimental group. Picture Perception Test was administered post-intervention on the experimental group. Students were asked to identify related right on each slide. They were also asked to mention whether the particular right has been observed or violated and their comments on it. This way slide-wise presentation was made and students were given adequate time to respond on each slide. On each slide after they completed their writing part discussion was also conducted.

The Picture Perception Test was administered on control group in the same manner.

3.4.4 Data Analysis and Interpretation

Data collected through Picture Perception Test were analyzed quantitatively as well as qualitatively. On correct identification of right related to particular slide students were given 1 mark otherwise 0. This way total score of each individual was obtained. Summing up total score of each individual grand total was obtained. Subsequently mean, SD, SEm and t-value were computed in order to study the difference between mean achievement score of both the group.

The perceptions of students in the form of comments were analyzed qualitatively through content analysis. Difference in the quality of responses were studied and presented in the form of analyzed responses of students slide-wise. The depth of the responses too was studied and given as comparative analysis.

3.4.4.1 The quantitative analysis of data

Table 7 : Mean, SD, SEm, df and 't'- value

Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	**43**	**13.93**	**3.23**	**0.4927**	**87**	**21.755 & 0.01**
Control	**46**	**1.956**	**1.667**	**0.2457**		

The computed t-value of 21.755 is greater than the table t-value 0f 2.633 at .01 level for 87 degree of freedom.

So, the null hypothesis that there will be no significant difference in mean achievement scores of control group and experimental group, is rejected.

It means, there is significant difference in the mean achievement scores of control group and experimental group, in favour of experimental group, indicating effectiveness of the developed EP on Child Rights.

3.4.4.2 The qualitative analysis of data

Qualitative analysis done through content analysis is presented below in the form of analysis of the responses on the Picture Perception Test, slidewise.

Analysis of the responses of Experimental Group students:

Slide: 1 Here, a girl is selling flag of India on the eve of 15th August. It's a case of child labour.

Analyzed responses of students:

All the students have correctly identified the gist of the picture and opined that **child labour** is shown. A large majority of students responded that the child is forced to sell flags because of shortage of money and **is not given the right to live peacefully.** Child is selling flags for livelihood as she's poor. Moreover, she has to earn her livelihood in such an early age. She has been given a great responsibility, and in doing so, her right of **getting proper education is violated**. One student responded uniquely by expressing that she has been made to sell flags. She is not getting her right of being free from it, ***but no one bothers of her right.*** A few students reflected that the girl is sending message of nationalism alongwith child labour and their suggestion to Indian Government is to put ban on child labour.

Slide: 2 A boy is admitted to hospital. His right to health services has been observed. But at the same time he seems to have become victim of malnourishment.

Analyzed responses of students:

The reflections of students are woven around health care. Majority of the students responded that the boy is getting better treatment in a hospital. Some of them have said that the boy has shortage of food and water and has not taken anything. So he is suffering from malnutrition, needs health care and protection. **Everyone has right to get medical treatment**. A few of them perceived the boy as orphan and said that he is remembering his parents.

Slide: 3 Right to Education is observed.

Analyzed responses of students:

All the students have rightly responded that children are enjoying **right to education**. Apart from the major comment stated above students have further responded that every child should get proper primary and secondary education, so that, they can earn their livelihood in the future which would lead to their healthy living. Poor children of different castes are studying together. They do not make caste discriminations. Each child has right to education whether they are above or below the poverty line.

Slide: 4 Children are enjoying leisure-time activity. Two women are observing and taking care of them.

Analyzed responses of students:

The focus of the responses of students for this slide is ***adoption and children of minority***. A large majority of students have said that these are children of minority and they are adopted, so they are enjoying right of adoption. Child should be adopted only when adopters are able to fulfill his/her needs. These children can only go to the parents who have come to adopt them if they want. Responses of a few students are bit deviated and they perceived that mother is taking care of the children but the father has not given a part in taking care of children. The mother is not differentiating between them. Mother is taking equal care of all of them. Children are getting good care, they are being loved by their mother. A few students responded that children are learning and drawing something and thereby observing right to participation. One student reflected that children are enjoying many rights, like, right to non-discrimination, right to protection, right to adoption and they are expressing their thoughts too.

Slide:5 Right to food and thereby right to survival—observed.

Analyzed responses of students:

All the students have correctly identified the theme of the picture and responded that ***right to food and right to survival*** are being observed. They reflected that everyone should have a standard of living and right to have food. They are getting good, nutritive food.

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Slide: 6 Protection from armed conflict is not observed.

Analyzed responses of students:

Responses of all the students are woven around armed conflict, sale & trafficking. A large majority of students responded that it is armed conflict and children are not protected against it. People should not abduct and kidnap children for becoming soldiers in war and in terrorist groups. ***They should have right to survive.*** A few students have responded that it is a kind of child labour. The children are being used to make guns and other weapons which would cause harm. Small children are forced to do work which is very dangerous to them and are captured in dangerous hands of terrorist. ***It is against their rights.*** Two of them have responded that children are very poor and for money they do this type of activity. Children are forced to participate in terrorism as they don't have parents and also they can't take their decision. One student reflected that the children are purchased from poor people and they are trained to use weapon and they become terrorist, they are sold and trafficked in army and are struggling. While one student responded in the form of advice that children have right to protection from war, ***under 15 children should not be forced to take part in any war.***

Slide: 7 Here, freedom of association and right to non-discrimination – observed.

Analyzed responses of students:

All the students could perceive the theme of the picture correctly and responded that it is right to non-discrimination and freedom of association. A few of them said it is unity and re-unification. One student reflected children should not be discriminated by their color. One student felt it is freedom of religion. While one student responded very wisely that ***the children have right to choose own friends and join or set up groups as long as it is not harmful to others.***

Slide: 8 Agrarian labor is shown.

Analyzed responses of students:

All the students have responded that it is the case of child labour. Further few of them said children are forced to do work without their will. Small children of under age are

working in farms for money. Different responses were children should not be hired and put on work, children are working when that is the age of studies and playing, children are forced to service to survive, they did not enjoy their childhood. ***Their rights are violated.***

Slide: 9 Right to leisure, recreational activity, freedom of thought and Best interest of child.

Analyzed responses of students:

A large majority of students reflected that ***right to participation*** is observed. A few students said they have freedom of thinking and express their views. Children are enjoying their right to paint together. One student responded that it is best interest of child.

Slide: 10 Right to play-observed

Analyzed responses of students:

All the students have reflected that it is right to play. Freedom of having fun. A few students responded that children are enjoying with their parents, freedom to enjoy life. A right to participation. One student responded that children should play everyday for physical and mental development.

Slide: 11 Street children or children without family.

Analyzed responses of students:

A large majority of students responded that these are refugee children and are without family. Two students said that children without their family are protected. A few students reflected they have lost their parents in some war and now are in refugee camps. All of them are poor so they have to sleep in one room. One student said children are not getting right to live with a family. Even they are without name and nationality. They are having right to special care and help if they can't live with parents.

Slide: 12 A girl without clothes, having doll in her hands and standing at a corner of the road in a confused state.

Analyzed responses of students:

A large majority of students responded that the girl is poor who does not have enough money to wear clothes and is not protected. She is covering her body with a doll. Some students reflected, she doesn't know her name. She neither knows her nationality nor her parents which is her right to know. A few students responded that a girl is sexually abused. Three students responded divergently by saying that a girl is enjoying playing with doll. Whereas one student said she is unhealthy and not getting right of education.

Slide: 13 Right to freedom of opinion.

Analyzed responses of students:

All the students could correctly identify the theme of the presented picture and reflected that it is ***right to opinion.*** Children are expressing their opinion/ feeling of revolt against child trafficking by joining rally. They are protesting against child trafficking and ***want to be trafficked free***. One student said it is right to participation.

Slide: 14 A case study has been presented of a boy staying away from family and working in a factory where conditions are inhuman and harmful. Conditions of living are not maintained.

Analyzed responses of students:

All the students unanimously responded that it is child labour. Small boy and other children are forced to work at small age to earn money for them and their family as they are poor. The boy is sending money to his family from city to village by working hard and listening the boisunous word of the boss. A few students have reflected that right to survival, freedom, non-discrimination, education, protection and development are violated. Two students said the boss ***illegally*** forced child to work. ***The child did not enjoy his childhood.*** The boss who owns the factory is practicing child labour, ***which is a crime.***

Slide: 15 Here two extreme cases have been presented -- Elite class living and poor class condition in context of right to education.

Analyzed responses of students:

Half of the respondents responded that standard of living is different. While rest of the respondents said it is right to education. We all hate studies but those who do not get education are thirsty for it and want to study anyhow. People in urban area having full freedom to study but people in slum area can't study because of the poverty. One student responded that in one picture of the slide the boy is getting education in good manner while in second picture of the slide students are studying in very bad conditions.

Slide: 16.

Analyzed responses of students:

All the students said that well educated and rich people have a choice of having their desired food but poor people do not have any choice or option. The rich people have all facilities to do work, to live, to study and to eat and poor people have no facilities. One student expresses his/her view that poverty is becoming obstacle in the progress of country.

Slide: 17 Right to live with both the parents, family re-unification.

Analyzed responses of students:

A large majority of the students responded that right to live with family/parents is observed. Children have name, nationality and they are protected too. The whole family is very happy and prosperous. A few students reflected that picture indicates parental responsibilities. Children have the right to live happily. Adoption can help the orphans in doing that. Some students said children are enjoying their rights by getting love of both parents, whereas, one student advised that family should find time to live together.

Slide: 18 Abused child is shown.

Analyzed responses of students:

The focus of the responses of all the students is child abuse. A large majority of students responded that the child is sexually abused. Many of them reflected that the child is abused and exploited as she does not have parents or family members. Two students said, the girl is very poor so her dreams are broken. Her name and nationality are being destroyed.

Analysis of the responses of Control Group students:

Slide: 1 Here, a girl is selling flag of India on the eve of 15th August. It is a case of child laboure.

Analyzed responses of students:

A large majority of students responded that it is a case of child labour. A girl below the age of 18 is working to earn money for her family. Children are made to work at a very early age. Child has to do child labour to get two meals a day. A few students reflected that her child rights are violated. She should be in school as it's her right. A child is neither getting proper education nor her basic needs are met. No right to liberalization. She is not enjoying freedom which other children are having. Though India is an independent country, the girl does not know what rights she has. Right to live a good life is violated.

Slide: 2 A boy is admitted to the hospital. His right to health services has been observed. But at the same time he seems to have become victim of malnourishment.

Analyzed responses of students:

A majority of students responded that the boy must be hungry. So, he had food from the garbage. As a result he is facing a stomach ache. He did not get proper food, shelter and clothing, therefore, he is sick. There are a few diverse responses, like, the picture describes about poverty of India and many people without homes, a boy is not getting the thing which is essential for him so he is hospitalized, a boy sitting on hospital bed is thin, poor and helpless. Due to poverty diseases are really increasing at an alarming rate. A student said that the boy is getting the right to health, while, another student responded quite opposite that the child rights are violated, he is not given

right to shelter, he is weak and did not have proper food, so, hospitalized. One student reflected that may be due to excessive child labour this boy is not well.

Slide: 3 Right to Education is observed.

Analyzed responses of students:

A very few students perceived it as right to education. A large majority of the students divergently reflected by highlighting various dimensions of the presented picture, like, children in rural areas are not given proper education facilities in order to study, some children are studying happily by getting very less material but they have a desire to study. Children do not have proper schools. There is scarcity of benches. Student sitting in a haphazard manner are studying in a government school and sharing the books. They are not having good education. Child rights are given just for the sake of giving, unequal right to education. They want to study but their parents are not able to send them to good schools.

Slide: 4 Children are enjoying leisure-time activity. Two women are observing and taking care of them.

Analyzed responses of students:

All students have different perception of the presented picture. Responses of a few students converged to a point - a person/ some lady is teaching small children, helping those who could not have education. Different responses are that the children don't get proper living because of the over population in the family. Children are studying in a small house where there is no space. They are uncomfortable studying on floor but still happy. They are orphans and child rights are given to them. They are getting proper shelter and housing. Parents are helping their children for education. Children are drawing picture with an artist and the artist is happy helping them in drawing. Children are fed by mid-day meal scheme. Even in this selfish world there are people who live to educate children and make their future bright.

Slide:5 Right to food and thereby right to survival—observed.

Analyzed responses of students:

A majority of the students responded that the children are eating food, whereas, some students said that children are not given proper, sufficient, healthy food for their growth. Children are in a government school and they are eating their lunch. The government is trying to feed all poor children. Mid-day meal is given to children who are under privileged. A few students reflected children are getting right to basic need and education. Child rights are given and these children are getting food. One student reflected that some children are poor and not getting food to eat, clothes to wear, some community is providing them food.

Slide: 6 Protection from armed conflict is not observed.

Analyzed responses of students:

One major element of almost all the responses is poverty. Students identified poverty as the root cause of all the problems. A few students said children do not have money so for money they are indulging into wrong deeds. As children are poor, to earn money they land up in doing something bad. The child is having a weapon. This shows he has been given training either for army or for some crime. Children are forced to become terrorist and not given education. The children are not getting their rights as they are below age of 18 and are told to fight. Children who are under privileged engaged in terrorist activities in the greed of food, cloth and proper nourishment. Entering to a world of criminals.

Slide: 7 Here, freedom of association and right to non-discrimination – observed.

Analyzed responses of students:

The responses of students do not converge to one particular response. The children are working in the sun and thinking about their future. Small and big all are together which is very helpful for a developing country. Everyone is equal, no one is less and no one is more. The children are working in the sun and thinking about their future. It's child labour. They are so tired in bright sun, still for money they have to work hard in summer. A few students said we should be united and stay together. Children from small to big age all are going together and moving ahead to get their

rights. Child rights are again violated and are not given proper shelter therefore are standing in the sun.

Slide: 8 Agrarian labor is shown.

Analyzed responses of students:

A majority of students responded that child labor is being carried out to earn some sort of money. They are harvesting at a very early age to earn money. The boys are pulling out grass so that they can earn a little. To earn food these children are working hard, must be parents are forcing them or they are alone. As there is nothing to fill their stomach they have to eat grass like animals. One student said that children are keeping mangoes under dry grass for ripening. A few children said that they should be made to study, they should go to the school for education. Child rights are violated. They don't want to beg and eat. They want a comfortable life.

Slide: 9 Right to leisure, recreational activity, freedom of thought and Best interest of child.

Analyzed responses of students:

A large majority of the students reflected that children are in municipal school, doing drawing, where facilities are less. Children are using imagination. They are colouring in groups. They are showing their abilities. One student said that the boys are studying in the class. No girls are there, means, that girls are not sent to school. A few students perceived it as violation of child rights and said children are doing group activity, no proper education is being provided to them. A group of children making a drawing to show the people to know their right. They are preparing slogan against their conditions. Children are making a poster for the country and a message is given to save earth and environment.

Slide: 10 Right to play-observed

Analyzed responses of students:

A majority of students reflected that the children are playing in the park.right to freedom and right to entertainment. Child rights are observed and children are playing freely. Children are having right to liberty and to go anywhere. Whereas, rest of the students have opposite perception of the same thing. They responded that children are roaming in park as they are not getting proper

shelter. Today children do not play, they are forced to work. The park is flooded and children are not given home to live. Children have to go miles in search of water. Children are working in a park and they are driving the boat. They are fishing – child labour. Poor children do not have time to play as they have to work and earn. Under privileged children don't get the right to go to park. One student said, in this picture the future of India is depicted and in a way saying that children should enjoy their lives to live properly.

Slide: 11 Street children or children without family.

Analyzed responses of students:

A large majority of students responded that children are not getting proper place and enough room to sleep. They are sleeping in an uncomfortable manner. The children are adjusting in their lives and thinking about their future. Being so poor nobody can be disallowed to dream. Children do not get place to sleep in home because of over population in family. A few students said that children are sad and thinking when they will get proper shelter. There are various other questions coming to their mind. They must be thinking that why God has made them poor and God must do something in their life. Boys together dreaming for their bright future. One student perceived it as violation of child rights as these children are thinking why they are not getting child rights. They want their child rights and good life too.

Slide: 12 A girl without clothes, having doll in her hands and standing at a corner of the road in a confused state.

Analyzed responses of students:

A large majority of students responded that the child is not getting good and proper cloths to wear. She does not have good kind of toys. May be she has got the doll from garbage or from road. A girl is carrying a cheap, old doll not properly dressed up like her. The girl is expressing her views through a doll that how poor she is. Despite of not having a very pretty doll, the girl is happy and loves having the doll as she values it. One student reflected that child rights are violated and the girl is not getting proper toys.

Slide: 13 Right to freedom of opinion.

Analyzed responses of students:

Responses of students do not converge to one point/view. Various responses are, children are not given rights which lead them to go on a strike, the poster says that stop child trafficking which means that give rights to children, children are protesting to stop child trafficking, a rally held by children to get their rights in their life, the picture is about the 12th Dec when there was a rally about stop child trafficking, educated children are demanding to give child rights to poor people, the rally stops children going to the wrong ways.

Slide: 14 A case study has been presented of a boy staying away from family and working in a factory where conditions are inhumane and harmful. Conditions of living are not maintained.

Analyzed responses of students:

A majority of students perceived that it is a child labour. Child labour is done in poor conditions, they are innocent and helpless, so they are treated badly by others. The child is not getting right to education. A boy left his home and migrated to city for earning some money to fill his tummy and helping the family. One student responded that he would give only one advice that he should use his child rights instead of wasting his life. A few students said children are giving message of not to force them to labour. They don't want to beg and eat. They want a comfortable life. This boy is a poor child, if educated could do miracle.

Slide: 15 Here two extreme cases have been presented -- Elite class living and poor class condition in context of right to education.

Analyzed responses of students:

A majority of the students responded that poor children are studying on ground and not getting all the facilities and no right to education. A comparison is shown between life of common people and poor people. It shows difference that however we are living a far better life but we don't care. These children are willing to study but can't afford it, they are poor so going to school which has not proper classroom. These children do not get anything still they love studying. We never respect what we have, in fact blame and demand more but one thing we should think is that other children do not even have this much.

Slide: 16

Analyzed responses of students:

The responses of students are woven around having food, not having food and wasting food. Students reflected that we children just waste food and we don't like green vegetables. But they don't have enough food to eat. It shows about people not having food because of us. The child is begging for food so he is not having good body. The people who don't get enough food have to eat what they have and those who are getting enough food waste it. Long line for food as they don't get food for long days. We waste food but there are 50% people who die because of hunger. One student advised that value things around you. Be thankful to God. Some children do not have anything.

Slide: 17 Right to live with both the parents, family re-unification.

Analyzed responses of students:

A large majority of respondents reflected that we have our family but many especially poor don't have parents. Poor don't have the whole family. Children are born then left in bins and left over anywhere unlike us. A few students said the children with their parents living happily together. Right for having good life and good family. One student said the picture shows that a child should have a family. Learn to value/care people around you.

Slide: 18 Abused child is shown.

Analyzed responses of students:

A large majority of the respondents reflected that the girl's heart is broken and she's feeling sad about her condition. Her dreams are not fulfilled. A few students said her life is not at all comfortable and living a sad life as she is poor. No food, clothing, shelter, she is dirty and thin. A body without soul. One student said she is not getting rights. Support these children; they also have a heart which needs love.

Comparative Analysis of Picture Perception Test

To study the commonalities and differences among the responses of both the groups, comparative analysis has been done.

Slide-1

Congruence was found among the responses of both the groups on some points like child labour at tender age, poverty, violation of Right to Education and violation of Right to Freedom. Also, differences are found in responses of both the groups, like control group students reflected that though India is an independent country, the girl doesn't know what rights she has. The student made very subtle comment on right to information in the form of knowing own rights and thereby practicing those..

Responses of experimental group students go beyond identification of factual information to levels of concern. Concern expressed at two levels-individual and national. The student reflected that no one bothers of her rights. It means as an aware and responsible citizen we have kept our eyes closed towards plight of a child, whereas, another student advised Indian Government to put ban on child labour to improve life and living conditions of children of entire nation.

Slide-2

Responses of both the groups differ significantly as majority of experimental group students responded that his right to medical treatment is observed whereas majority of control group students said the boy was hungry so had food from garbage and was facing a stomach-ache.

The common response of both the group is the boy has shortage of food, water, shelter and clothing. Control group students identified poverty and child labour as causes of such a physical state of the boy. They also responded that child rights are violated. Experimental group students said everyone has right to get medical treatment.

Slide-3

Students of EG have highlighted positive and proper dimension of presented picture by saying that children are enjoying right to education while a large majority of students of CG responded that children in rural areas are not given proper education facilities. The focus of responses of CG students is on not having things, they said child rights are given for sake of giving, unequal right to education. Whereas students of EG expressed their concern by saying that every child must get proper primary and secondary education in order to secure bright future by earning well. Further they said all children have right to education irrespective of economic status.

Slide-4

The responses of CG and EG differ markedly. The responses of CG converge towards apparent visualization of children not getting proper facilities due to over population in the family and that they were uncomfortable. There were also responses which said about children being fed mid-day meal and that there were people who worked for the bright future of underprivileged children.

The responses of the EG were more focused and centralized. The focal point of their responses is adoption-adopters and care, concern and love of mother.

Slide:5

Congruence was observed in the responses of both the groups on the theme 'Right to food'. EG students unanimously converged to presented theme and said that every child should have a standard of living and right to food which they are being provided in the form of nutritive food, while, all the students of CG were not able to perceive the theme 'Right to food'. They had different views related to presented theme. Many of them were of the view that children are not being provided sufficient healthy food for their growth and cloths to wear. Some of them reflected on the Governments policy of providing mid day meal to underprivileged children.

Slide:6

Difference was found amongst responses of both the groups. CG students have identified poverty as the root cause of children indulging themselves into crime, whereas, students of EG responded that there is a need to protect children against armed conflict which is an indicator of Government's/ Society's responsibility in nurturing the youth of the nation. They also highlighted the importance of parents and family in developing the healthy personality of the child and helping him take up the right decisions.

Congruence was observed on the issues of poverty and children being forced for anti-social activities.

Slide:7

Congruence was found on one aspect of presented picture, that is, non-discrimination. Responses of the EG students have gone to the level of concern and wisdom expressed by saying that children have right to form group as long as it is not harmful to others. Whereas CG students perceived that child rights are violated, children are working hard in sunlight and thinking about their future.

Slide:8

Majority of CG and EG students responded that it was the case of child labour, and that children were forced to work against their will. Further they believed that children should not be hired and put on work at this age when they need to studying and enjoying their childhood. Apart from this the students of CG said that the children were hungry and eating grass like animals. Some of them also said that the child neither wished to do labour nor wanted to beg and eat. They wished to have a comfortable life.

Slide:9

Students of CG and EG had contradictory views. Majority students of EG reflected it to be right to participation. A few were of the view that they expressed the freedom of thinking and enjoying painting together. While responses of CG students do not converge unanimously to the presented theme. The responses were cutting across the various apparent aspects of the presented picture. (which covers aspects like girls were not sent to

schools, violation of child rights as no proper education being provided. Refer to slide no-9 of CG)

Slide:10

Students of EG were able to identify the theme of the slide and reflected it be an expression of freedom, to enjoy life and play for physical & mental development. Most of the students of CG were able to identify the theme correctly, whereas, some of them gave divergent responses, like, the park being flooded and children have no home. Children were forced to work and had to go miles in search of water.

Slide:11

Responses of CG are very general and divergent, whereas, responses of EG are specific (and to the point). Students of CG tried to guess probable reasons and state of mind of boys (presented in picture) while students of EG could pin point various related aspects of picture.

Slide:12

A large majority of CG students could describe physical state of the girl properly. Only one student perceived it as violation of rights that too in context of not getting proper toys.

A large majority of EG students too could describe physical state of the girl child properly. They further responded on lonely state of the child in context of name, nationality & parents and said it's her right to know about her name, nationality & parents. Looking into her physical state one student found her sexually abused.

So, students of EG tried to focus various related aspects of the picture observing her physical and mental state.

Slide:13

Responses of both the groups differ significantly. CG students could describe about apparent aspects of the picture. They could reflect that, it is rally and for what it is, as written on banner of the rally. They could not correctly identify which right it is and

whether it is observed or violated whereas all the EG students could correctly identify the theme of the picture.

Slide:14

Students of both the groups correctly identified it as a case of child labour. Students of EG and CG describe causes and consequences of such episode. Students of CG advised the boy to use his child rights, whereas, students of EG blame owner of the factory for such illegal practice and consider it as crime.

Slide:15

Congruency is observed amongst responses of both the groups.

Slide:16

Congruency is observed amongst responses of both the groups.

Slide:17

Responses of both the groups differ significantly. All the EG students could correctly perceive the gist of the presented picture, whereas, responses of majority of the CG students have influence of already formed belief/perception rather than what presented picture speaks. A few CG students could respond that children with family are living happily while one EG student go above/beyond what picture speaks and advised family members to spare quality time with each other for observing healthy constellation.

Slide:18

Differences are found among responses of both the groups. Responses of EG are specific and centralized to the theme, whereas, CG students could read the theme correctly up to a large extent. One CG student go to the level of concern by expressing that we should support these children.

3.4.5 Conclusion

Comparative Analysis cutting across all the slides indicates that responses of a large majority of CG students are very general in nature and very often remain at identification

of fact and apparent perception. Even they reflected negative aspects of the positively presented picture. This might be attributed to the already formed thinking patterns. Responses of EG students are specific and all the time they are able to perceive the things in right and relevant dimension.

So, suitable intervention can help in cultivating sensitivity and sensibility towards rights as evident through the perceptions of the EG students.

3.5 Objective

To study the effectiveness of the Educational Program in terms of attitude of students towards Child Rights.

3.5.1 Hypothesis

There will be no significant difference in the attitude of control group and experimental group towards the rights of children post-intervention.

3.5.2 Tool

3.5.2.1 Construction of Attitude Scale

Five point Likert – type attitude scale was constructed by the researcher to study the attitude of students towards rights of children i.e., toward their individuality, autonomy, participation, freedom, consideration of their opinion and their interest. The researcher tried to frame at least one statement on each Article of the Convention. For the purpose researcher carefully read entire convention many times. Related articles and literature were also reviewed. Then statements were formed keeping in mind the gist of each Article of Convention. Statements were marked as positive and negative statements based on the impact that they could make on the students. The first draft of Attitude scale consisted of fifty statements which was administered on 200 students of three different schools. Scoring was done according to the polarity of statements and total score was obtained for each student by adding scores on fifty statements. Obtained 200 scores were organized in ascending order and 25% of top and 25% of bottom

scores were sorted out. Then statement-wise analysis was carried out for all the 50 statements. t-value was computed for each statement and only those statements were retained for which t-value was found significant. This way 33 statements were retained for final draft. This attitude scale was administered on both control and experimental group.

3.5.2.2 Distribution of Statements according to Articles and Polarity

Table:8 Distribution of Statements according to Articles and Polarity

Statement No.	Article	Polarity	Status of Statement (retained/not retained)
1.	2	N	Retained
2.	13	N	Retained
3.	42 to 54	P	Not retained
4.	4	N	Retained
5.	14	P	Not retained
6.	42 to 54	P	Retained
7.	41 to 54	N	Not retained
8.	5 & 12	P	Retained
9.	31	P	Retained
10.	37	P	Not retained
11.	17	N	Not retained
12.	32	P	Retained
13.	32	P	Retained
14.	19	P	Retained
15.	37	P	Retained
16.	19	N	Not retained
17.	15	P	Retained
18.	18 & 31	P	Retained
19.	9 & 18	N	Not retained
20.	4	P	Not retained

21.	34	P	Retained
22.	6	N	Retained
23.	24	P	Not retained
24.	18	P	Retained
25.	6 & 18	P	Retained
26.	10 & 8	P	Retained
27.	7	P	Not retained
28.	2 & 27	N	Not retained
29.	17	N	Not retained
30.	18	P	Not retained
31.	31	N	Retained
32.	19	N	Not retained
33.	21 & 3	N	Retained
34.	2 & 36	N	Retained
35.	18	N	Retained
36.	42 to 54	P	Retained
37.	29&31	P	Retained
38.	37	P	Retained
39.	14	N	Retained
40.	40	P	Retained
41.	35	N	Retained
42.	29	P	Not retained
43.	26&38	P	Retained
44.	3,6,20,33	N	Retained
45.	18 & 27	P	Retained
46.	28 & 30	P	Not retained
47.	16	N	Not retained
48.	1	P	Retained
49.	22 & 39	P	Retained
50.	23	N	Retained

3.5.3 Data Collection

To study the attitude of students towards Rights of Children researcher administered the constructed Attitude Scale on both the groups post-intervention. They were given instruction and wherever required researcher helped respondents to fill it up.

3.5.4 Data Analysis and Interpretation

Data collected through attitude scale were analyzed by obtaining scores for each student of both the groups. To obtain score for each individual each item/statement is given score according to response category tick marked by student and polarity of the statement. Scoring procedure adopted is suggested by Likert and presented below in tabular form.

Table 9 : Scoring Procedure for Attitude Scale

Response Category	Score for Positive Statement	Score for Negative Statement
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

A total score for each student was obtained by summing up scores on each item. Afterward group-wise grand total was obtained by adding score of each students. Then mean, SD, SEm, and 't'- value were computed.

The analyzed data have been presented through Table 10

Table 10 : Mean, SD, SEm, df and 't'- value

Group	No. of students	Mean Scores	SD	SEm	df	t- value & significant level
Experimental	**54**	**135.834**	**13.63**	**1.8376**	**124**	**4.1016 & 0.01**
Control	**72**	**126.916**	**9.92**	**1.161**		

The computed t-value of 4.1016 is greater than the table t-value 0f 2.62 at .01 level for 124 degree of freedom.

So, Null hypothesis – 'There will be no significant difference between mean attitude scores of control group and experimental group post intervention' was rejected. It means there is significant difference in mean attitude score of control group and experimental group, in favour of experimental group

Table 11 : Mean, Median, Mode, SD, Skewness and Kurtosis

Group	No. of students	Mean	Median	Mode	SD	Skewness	Kurtosis
Experimental	**54**	**135.834**	**138**	**148**	**13.63**	**-1.96804**	**5.38808**
Control	**72**	**126.916**	**128**	**129**	**9.92**	**-0.12018**	**-0.38466**

Table 11 indicates overall attitude of VIII standard students of both the groups. The measures of central tendency – mean, median and mode of the distribution for

experimental group are 135.834, 138 and 148, respectively, whereas, for control group 126.916, 128, 129 respectively. This implies that attitude was normally distributed for control group as all the three values are almost equal, whereas, for experimental group the value of mode is slightly deviated from those of mean and median.

The average attitude of both the groups towards Rights of Children was 135.834 and 126.916, which were more than the average of the ideally maximum and minimum obtainable score (i.e. average of 165 & 33 = 99). But average attitude of experimental group is significantly greater than control group.

Further, to better understand the distribution of attitude of both the sample Skewness and Kurtosis were also computed. The calculated value of Skewness for experimental group and control group were -1.96804 and -0.12018 respectively. This means that distribution of attitude was negatively skewed as the score tend to trail off to the left or the negative end of the curve. The Kurtosis was calculated to be 5.38808 and -0.38466 for experimental group and control group respectively. It means that distribution is platykurtic for experimental group as calculated value of kurtosis is greater then standard value 0.263 of normal distribution curve. Further distribution is leptokurtic for control group as calculated value of kurtosis is less then standard value 0.263 of normal distribution curve.

Table 12: Distribution of favourableness of Attitude towards *Rights of Children*

Group	Highly Favourable Attitude (132 to 165)	Moderately Favourable Attitude (99 to 132)	Least Favourable Attitude (66 to 99)
Experimental	**72.23 %**	**24.07 %**	**3.70%**
Control	**27.77 %**	**72.23 %**	**-**

Table 12 indicate that majority students (72.23%) of experimental group 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 have moderately favourable attitude while 24.07% students of experimental group fall under this category. Only 3.70% students of experimental group have least favourable attitude towards Rights of Children, showing positive impact of Education programme in cultivating positive attitude of children towards Rights of their own.

3.5.5 Conclusion

From the present study it was found that students of VIII standard had moderately favourable to highly favourable attitude towards Rights of Children in case of control group whereas scenario is reverse in case of experimental group showing the positive impact of implemented *Education Programme on Rights of Children* in shaping the attitude of students. It has been found to have significant positive impact on students of experimental group.

3.6 Objective

To study the reactions of students towards the educational program on Child Rights.

3.6.1 Hypothesis

There will be no significant difference in the observed frequency and frequency expected against equality hypothesis on various statements of the reaction scale.

3.6.2 Tool

To study the reactions of students towards prepared EP, the researcher has constructed a five points scale which is constituted of a total of 17 statements on various aspects of the EP, various features of booklet and consciousness at personal level in dealing with children. The five points on scale are ALWAYS, MOST OFTEN, OFTEN, SOME TIMES, NEVER. (Appendix – 5)

3.6.3 Data Collection

Data related to this objective were collected from students of experimental group only, as EP was administered on them. After having interaction with the EP on Child Rights, the students were asked to respond to various statements of the Reaction Scale.

3.6.4 Data Analysis and Interpretation

The researcher formulated a null hypothesis, i.e. 'There will be no significant difference in the observed frequency and frequency expected against equal probability on various statements of the reaction scale.'

To test the hypothesis on each statement frequencies and χ^2 were calculated and then % analysis was done to get better picture of responses.

Reactions of the Students analyzed in terms of frequencies, percentages and χ^2 are presented below, statement-wise.

STATEMENT 1: The content matter on Child Rights was suitable.

Table 13: Analysis of responses of students on statement-1

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	24 (54.55 %)	16 (36.36 %)	2 (4.55 %)	1 (2.27 %)	1 (2.27 %)	51.22 (0.01)
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected. Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (54.55 %) found the contents on Child Rights suitable always, 36.36% always, 4.55% often, 2.27% sometimes, whereas, 2.27% found the contents suitable never.

STATEMENT 2: The pictures corresponding to the Articles were relevant.

Table 14 : Analysis of responses of students on statement-2

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	20 (45.45%)	17 (38.63%)	5 (11.36%)	1 (2.27%)	1 (2.27%)	37.36 (0.01)
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (45.45%) found the pictures relevant to the Articles always, 38.63% most often, 11.36% often, 2.27% sometimes, whereas, 2.27% found the pictures relevant never.

STATEMENT 3: Language used in the package was appropriate.

Table 15: Analysis of responses of students on statement-3

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	25 (56.82%)	8 (18.18%)	5 (11.36%)	4 (9.09%)	2 (4.55%)	39.40 0.01
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (56.82%) found the Language used in the package appropriate always, 18.18% most often, 11.36% often, 9.09% sometimes, whereas, 4.55% found the language appropriate never.

STATEMENT: 4 The color-combination used in the view composition was suitable.

Table 16 : Analysis of responses of students on statement-4

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	12 (28.57%)	14 (33.34%)	12 (28.57%)	1 (2.38%)	3 (7.14%)	16.79 (0.01)
f_e	8.4	8.4	8.4	8.4	8.4	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected. Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (33.34%) found the color-combination used in the view composition suitable most often, 28.57% always, 28.57% often, 2.38% sometimes, whereas, 7.14% found the color-combination suitable never.

STATEMENT 5: The Articles made me aware of Child Rights.

Table 17 : Analysis of responses of students on statement-5

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	28 (66.67%)	7 (16.67%)	4 (9.52%)	2 (4.76%)	1 (2.38%)	59.66 (0.01)
f_e	8.4	8.4	8.4	8.4	8.4	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (66.67%) agreed to the statement always, (16.67%) most often, (9.52%) often, (4.76%) sometimes, whereas, (2.38%) agreed never.

STATEMENT: 6 There was logical flow throughout the package.

Table 18 : Analysis of responses of students on statement-6

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	13 (29.55%)	17 (38.64%)	9 (20.46%)	2 (4.54%)	3 (6.81%)	18.72 (0.01)
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (38.64%) found logical flow throughout the package most often, 29.55% always, 20.46% often, 4.54% sometimes, whereas, 6.81% found logical flow throughout the package never.

STATEMENT 7: Learning through this package was good experience.

Table 19 : Analysis of responses of students on statement-7

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	29 (67.44%)	9 (20.94%)	3 (6.97%)	-	2 (4.65%)	65.71 (0.01)
f_e	8.6	8.6	8.6	8.6	8.6	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (67.44%) found learning through this package a good experience always, 20.94% most often, 6.97% often, whereas, 4.65% found learning through this package a good experience never.

STATEMENT 8: Such type of packages need to be integrated in the school education curriculum.

Table 20 : Analysis of responses of students on statement-8

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	21 (47.73%)	16 (36.36%)	5 (11.37%)	1 (2.27%)	1 (2.27%)	38.26 (0.01)
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (47.73%) found the need of integration of such type packages in school education curriculum always, 36.36% most often, 11.37% often, 2.27% students sometimes, whereas, 2.27% found no need of integration of such type of packages in teacher education curriculum.

STATEMENT 9: The supplementary commentary given by researcher facilitated understanding.

Table 21 : Analysis of responses of students on statement-9

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	23 (53.48%)	9 (20.93%)	6 (13.95%)	4 (9.31%)	1 (2.33%)	54.27 (0.01)
f_e	8.6	8.6	8.6	8.6	8.6	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (53.48%) found the supplementary commentary given by the researcher facilitated understanding always, 20.93% most often, 13.95% often, 9.31% students sometimes, whereas, 2.33% found supplementary commentary given by the researcher facilitated understanding never.

STATEMENT 10: The package has made me conscious of children right in dealing with them.

Table 22 : Analysis of responses of students on statement-10

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 calculated and level of significance
f_o	12 (27.27%)	17 (38.64%)	10 (22.72%)	3 (6.82%)	2 (4.55%)	18.03 (0.01)
f_e	8.8	8.8	8.8	8.8	8.8	

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (38.64%) found that the package made them conscious of children right in dealing with them most often, 27.27% always, 22.72% often, 6.82% sometimes, whereas, 4.55% found it never.

STATEMENT: 11 Such type of packages are useful for parents, teachers, school children.

Table 23 : Analysis of responses of students on statement-11

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	12 (27.27%)	24 (54.53%)	9 (9.10%)	2 (4.55%)	2 (4.55%)	40.53
f_e	8.8	8.8	8.8	8.8	8.8	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (54.53%) found such type of packages useful for parents, teachers and school children most often, 27.27% always, 9.10% often, 4.55% sometimes, whereas, 4.55% found such type of packages are never useful for parents, teachers and school children.

STATEMENT 12:Activity done during the programme in small group has facilitated understanding of the concept.

Table 24 : Analysis of responses of students on statement-12

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	8 (18.61%)	18 (41.86%)	7 (16.27%)	7 (16.27%)	3 (6.97%)	14.55
f_e	8.6	8.6	8.6	8.6	8.6	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (41.86%) found activity done during the programme in small group has facilitated understanding of the concept most often, 18.61% always, 16.27% often, 16.27% sometimes, whereas, 6.97% found activity done during the programme in small group has never facilitated understanding of the concept.

STATEMENT 13 : Videos shown under particular article during the programme were relevant.

Table 25 : Analysis of responses of students on statement-13

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	16 (36.36%)	14 (31.82%)	9 (20.45%)	3 (6.82%)	2 (4.55%)	18.03
f_e	8.6	8.6	8.6	8.6	8.6	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (36.36%) found videos shown under particular article during the programme were relevant always, 31.82% most often, 20.45% often, 6.82% sometimes, whereas, 4.55% found videos shown under particular article during the programme were relevant never.

STATEMENT 14: The programme helped me to relate real life incidents with the articles.

Table 26: Analysis of responses of students on statement-14

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	14 (32.56%)	15 (34.88%)	10 (23.26%)	4 (9.30%)	-	19.43
f_e	8.6	8.6	8.6	8.6	8.6	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected. Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (34.88%) found the programme helped them to relate real life incidents with the articles most often, 32.56% always, 23.26% often, whereas, 9.30% found it some times.

STATEMENT 15:The booklet on 'Rights of Children' strengthen the understanding of child rights.

Table 27: Analysis of responses of students on statement-15

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	12 (27.27%)	27 (61.36%)	3 (6.82%)	-	2 (4.55%)	56.67
f_e	8.8	8.8	8.8	8.8	8.8	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (61.36%) found that the textual material on 'Rights of Children' strengthen the understanding of child rights most often, 27.27% always, 6.82% often, whereas, 4.55% found it never.

STATEMENT 16: The information contained in 'Rights of Children' was quite comprehensive and supplemented the information presented through ppt.

Table 28: Analysis of responses of students on statement-16

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	16 (36.37%)	8 (18.18%)	12 (27.27%)	7 (15.91)	1 (2.27%)	14.40
f_e	8.8	8.8	8.8	8.8	8.8	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (36.37%) found the information contained in 'Rights of Children' quite comprehensive and supplemented the information presented through ppt always, 18.18% most often, 27.27% often, 15.91% sometimes, whereas, 2.27% found it never.

STATEMENT 17: The booklet on 'Rights of Children' has been a ready recknor.

Table 29: Analysis of responses of students on statement-17

	ALWAYS	MOST OFTEN	OFTEN	SOME TIMES	NEVER	χ^2 and level of significance
f_o	26 (59.10%)	11 (25.00%)	5 (11.36%)	1 (2.27%)	1 (2.27%)	49.62
f_e	8.8	8.8	8.8	8.8	8.8	0.01

At the 0.01 significant level, the table value of χ^2 against 4 degree of freedom is 13.28 Here calculated value of χ^2 is greater then table value of χ^2. So, the null hypothesis is rejected.

Therefore there is significant difference in expected frequencies and observed frequencies.

A large majority of respondents (59.10%) found the booklet on 'Rights of Children' a ready recknor always, 25.00% most often, 11.36% often, 2.27% some times, whereas, 2.27% found it never.

3.6.5 Conclusion

The Students were found to have favorable reactions on the Educational Program on Child Rights.