

Role of Child Clubs in the Personality Development: A Case Study of 5 VDCs Child Clubs in Dhading District

**A Thesis Submitted to
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DECLARATION

I hereby declare that the thesis entitled **“Role of Child Clubs in the Personality Development: A Case Study of 5 VDCs Child Clubs in Dhading District”** submitted to the Central Department of Rural Development, Tribhuvan University, is entirely my original work prepared under the guidance and supervision of my supervisor. I have made due acknowledgement to all ideas and information borrowed from different sources in the course of writing this thesis. The result of this thesis has not been presented or submitted anywhere else for the award of any degree or for any other purposes. No part of the content of this dissertation has been published in any form before. I shall be solely responsible if any evidence is found against my declaration.

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RECOMMENDATION LETTER

This is to certify that **Mr. Ramu GC** has prepared this thesis entitled **“Role of Child Clubs in the Personality Development: A Case Study of 5 VDCs Child Clubs in Dhading District”** under my guidance and supervision in partial fulfillment for the Master’s Degree of Arts in Rural Development. Therefore, this thesis is recommended for its evaluation.

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APPROVAL LETTER

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ABSTRACT

Policy momentum and current research efforts and initiations in child clubs and child rights have increased attention of the importance of the Nepalese government and many donor agencies. A child club is a structure that socializes and educates children that provides a space for girls and boys to interact with one another in a more active and democratic way. This is a case study conducted in Dhading district of Nepal and it assessed the status of child clubs, their role in personality development of child club members and the challenges faced in Child club.

The data were collected through child club members survey (n=35), key informant's survey, focus group discussions, field observation and through the review of secondary documents. The MS Excel was used to analyze the obtained data. Descriptive statistics like mean, frequency, percentage were done, and the results were shown in tables, charts, diagrams.

The results showed that the age of the respondents ranged from 7 to 16 years and 40% of the respondents were male whereas 60% of the respondents were female. 14.2%, 57.2% and 28.6% were Dalit, Janajatis and Brahmin/Chhetri respectively. 68.5% of the respondents were dependent upon agriculture. For teachers it was a forum for self-discipline among students as well as a bridge between administration and students on school. Child clubs enhanced children's skills, and self-esteem. It has promotes children's protection and helps in improving the decisions. 85.7% respondents responded that the main reason to join the child club was for personnel development. Many teachers said that "child club uses positive approach and builds good relationships between teachers and students". Different activities were school reforms with kids were obtained during the field visits increased flow of information and decisions to other students and parents, interactions with children on school reforms continuously and share with others and monitoring the attendance of teachers and students in classes. 40% of the respondents attended the meetings on a regular basis where was 25.8% and 34.2% attended the meetings sometimes and often respectively. extra-curricular activities are in limited in schools by school-based child clubs so in future will be better campaign types of program launched into community level

Keywords: Built confidence, Child clubs, Personnel development, Schools, Teachers, training.

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ACRONYMS AND ABBREVIATIONS

CAP-CRON	Centre to Assist and Protect Child Rights of Nepal
CBS	Central Bureau of Statistics
CC	Child Club
CCWB	Central Child Welfare Board
CBOs	Community based organizations
CONCERN	Concern for Children and Environment Nepal
CR	Child Rights
CRC	Convention on the Rights of the Child
CWIN	Child Workers in Nepal Concerned Centre
CWISH	Children and Women in Social Service and Human Rights
DCWB	District Child Welfare Board
DDC	District Development Committee
HIV/AIDS	Human immunodeficiency virus/Acquired Immune Deficiency Syndrome
ILO	International Labor Organization
INGOs	International Non-Government Organizations
INSEC	Informal Sector Service Center
ISCWeB	International Survey of Children's Well-Being
NGOs	Non-Government Organizations
NPC	National Policy on Children
SCN	Save the Children Norway
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
VDCs	Village Development Committees

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A child is defined as "every human being below the age of 18 years (CRC 1989). Such as the census survey 2001 describes 41 percent of total population are children below the age of 16 years in Nepal. The population of 8- to 12-year old children in Nepal is 3,455,499 which makes up 13% of the total population. Even the disaggregated data by single year of age reveal that the number of children of respective age group is 733,228 in 8 years age group, 552,867 in 9 years age group, 811,748 in 10 years age group, 562,582 in 11 years age group and 795,076 in 12 year age group. Further analysis of these data reveals that the percentage of children in 8, 9, 10, 11 and 12 years age group in the country out of total population is 2.8; 2.1; 3.1; 2.1; and 3 respectively (CBS, 2011). However, United Nations Child Rights Convention has defined below the age of 18 years is known as child. Ratifying all international conventions related to children, Nepal issued a realistic and practical national children policy in 2012 including all aspects of children (National Policy on Children, 2012). Children's rights are guaranteed by controlling the exclusion of all forms of exploitation, misbehavior and discrimination against the children.

The concept of child rights emerged in 1923. It has been changed as the convention and more than 191 nations have made amendment on the convention for the rights of the child declared on 20th November, 1989 by the UN convention. Nepal has declared in this convention on 14 September, 1990. Later on an act to provide for safeguarding the interests of children was amended in the year 2048 B.S. The code of rules 2051 B.S. was made for the proper implementation of the children. Likewise, the act of child labor was made for prohibitions and regulations in 2056 B.S (CWIN, 2004).

Similarly, ensuring necessary care and nutrition from conception to after birth and organizing programs for the physical, mental and intellectual development of children are some of the notable strategies. However, the existing level of poverty is one of the major problems in the protection and implementation of child rights. Geographical remoteness and illiteracy also affect the children's well-being. Enforcing children acts and regulations, and policies related to children and building the institutional capacity

of agencies working in the field of child rights are the major challenges (Bhomi, undated).

The various Non-Government Organizations (NGOs) and International Non-Government Organizations (INGOs) along with the state have been actively playing the role of the development and its promotion of Child Rights (CR) after approval assent. In the context of Nepal also, the concept of child rights have been developed recently after the establishment of the multi-party democratic government system. The active participation of children themselves has been felt significant as the awareness programs are launched nowadays about the child rights. There is an equal role of NGOs, INGOs as well as the nation and civil society implementation of the child rights. (SC Norway, 2002)

The Child Rights, which has been explained in about 54 series of resolutions, can be broadly classified as "**Right of Survival, Right of Development, Right of Security and Right of participation**". In conclusion, these above mentioned rights are the Child rights. The nation of the child participation has been the popular agenda in the advocacy for the protection and promotion of Child Rights (CR). In spite of the roles and responsibilities of the stakeholders, the children themselves have been raising their voices in order to enhance their rights. Child clubs in Nepal are functioning at schools, and in communities with an initiative and support of various child rights organizations (CWIN, 2007).

The children have been well organized as the Bal Adhikar Manch, Bal Club and such other names. Various INGO'S such as Plan Nepal, Save the Children, Action aid Nepal started to launch the various children base activities with the formation of the Child Club for their rights since the decade of the 90's and later other various NGO's like Hatemalo Sanchar, INSEC, CWIN and Help Nepal have been implementing for promotion and protection of child rights with child empowerment program by the formation of Child Club.

Nowadays, the umbrella forum Consortium has also been established. About 39 NGOs have been affiliated with this forum. So many other organizations are still working for Child Club in the process of affiliation in the recent future (Consortium, 2004). These days many medias have been promoting child rights through their different programs. One of the most famous is Bal Karakryam of Radio Nepal which

was started more than a decade. Likewise different FMs, televisions and newspapers have given priority in this area of child rights.

Globally, working for children's well-being has been an important activity for a long time. Conducting surveys, in this field is a recent phenomenon. The survey on children's well-being entitled International Survey of Children's Well-Being (ISCWeB) is a world-wide research study on children's subjective well-being. ISCWeB recognizes that children's rights are fundamental to them for ensuring a good childhood and future life chances. It emphasizes the need to provide children with an environment in which they can fully grow and attain their highest potential.

Article 22 of The Interim Constitution of Nepal, 2007 states the rights of the child in five sub-articles:

- i. Every child shall have the right to his or her identity and name.
- ii. Every child shall have the right to nurture, basic health and social security.
- iii. Every child shall have the right against physical, mental or any other form of

exploitation. Such exploitative act shall be punishable by law; and any child so treated shall be given such compensation as may be determined by law.

- iv. The helpless, orphan, mentally retarded, conflict victim, displaced, vulnerable and street children shall have the right to get special facilities from the State for their well-ascertained future.

- v. No minor shall be employed to work in any factory, mine or engaged in any similar other hazardous work or used in army, police or conflict (p. 11).

Normally, children who study in private schools are expected to do a lot of homework and preparation before going to school. However, the situation for children who are studying in public schools is different. Some children of families who are busy in domestic work and income-generating activities in or outside home will study while others may be playing at home or in the street. Children studying in public as well as private schools do mostly similar work in school. In public schools, the school hour is 10 a.m. to 4 p.m. whereas it may be different in private schools. In the afternoon and evening, children studying private schools are busy doing homework before going to play and spending time on the computer. Children in public schools, especially of

lower grades, give more priority to playing and to domestic work than to study and do homework.

The Central Child Welfare Board has declared that more than 20,000 Child Clubs have been established all over the nation in spite of its actual data. Millions of children have been included in their Child Clubs (CCWB, 2017). Most of them were formed with the direct initiation of NGOs whereas some others were formed with their self-initiation. According to the organizations, Child Club is the vehicle for the promotion and protection of the child rights.

1.2 Statement of the Problem

The right of child participation is one of the most important assumptions of child rights. There should be the child participation from the initial stage of any work. This is the process of empowering the children. That is why the child participation is a procedural assumption.

The child participation is so essential to the low-level home, local, national as well as international level. Child Club has been considered as the import of CR. The number of Child Clubs are increasing day by day. Various organizations have been establishing the Child Club for the protection and promotion of CR.

The Child Club has become the effective medium for implementing their programme in school and the community. The Child Club includes programme like awareness on health and hygiene, afforestation, wall magazine publication, Street Drama Shows and many other additional activities have been regulated. Some other organizations have also been assisting for the maximum child participation for the protection and promotion of child rights.

Various organizations have been establishing Child Clubs for the protection and promotion of Child Rights in different places. Various activities have been operated in different Child Clubs. The children have been giving their personal time in the Child Club for which they spare from their household works and school.

Children get busy with the various training seminars, conferences, rallies, sports and other additional activities in their time. The sources of economic investment are provided by NGOs and rest of other is collected from the festivals like Deushi, Bhailo and monthly membership fee etc.

Maximum number of Child Clubs have been scattered all over the country. Child Clubs are increasing day by day, which seems only the quantitative progress. So it is also necessary for the qualitative development of Child Club. And how the actual child participation can be visualized? In what type of Child Club has to be fixed on a proper way is the future destination of Child Club. These are the burning agendas to be addressed today.

It also seems necessity that who is actually benefited either the organization or the actual targeted children in such Child Clubs? It seems necessary that there should be additional research in micro analyzing the prevailing real picture of Child Clubs here in the context of Nepal.

If the burning problem of the Child Clubs mentioned above is successfully identified and minimized, the Child Club will be the milestone as the real vehicle of child participation for CR.

In the child clubs, there is some evidence that they are making contributions to helping children develop socially and personally. This phenomenon needs to be studied closely in order to understand the nature and extent of developmental impacts on children. Based on such understanding, the social experimentation in the forms of CCs can be properly organized and widely extended. There has been very little effort to date to examine systematically the developmental impact of CCs (CWIN,2006). Hence, there is a need for a study to look at this issue. In this context, this study tries to answer the following questions.

- a. What are the activities the child club have been conducting?
- b. What are the social and personal development impacts that are associated with the membership of CCs?
- c. Are there any differences in effects in terms of the personal and social characteristics after joining in CCs?

Although the forgoing observations are done more or less, there is no empirical evidence regarding the participation of the children in Child Club and the impact of the Child Club on the social and personal development of the children.

1.3 Objectives of the Study

Overall objective of the present study was to explain the role of the Child Club in the personality development of the child clubs members. Within the framework of this overall objective, the specific objectives of the study were set as follows:

- i. To assess the activities carried out by the Child Clubs under study;
- ii. To study Child Club members' participation in the club activities; and
- iii. To analyze the impact of Child Clubs on personal and social development of the children.

1.4 Significance of the Study

Children are considered as future of the nation. They are the pillars of the nation. Social and personal development of children is the important investment for the future of the nation, but it has not been given much priority. The programme is not sufficient overall. On the other hand, so many organizations have been working for protection and promotion for child rights. They are conducting various activities for children. Such organizations have been forming Child Clubs in different areas. This study will be helpful for the protection and promotion of child rights through Child Clubs. Similarly, social organizations have been initiating for the establishment of Child Clubs for child empowerment but time to time they follow up in their activities and their result is felt lack. In such condition this study will be helpful to make it fruitful and will be rethought.

1.5 Limitations of the Study

This is a case study of 10 child club members of more than 300 child clubs in Dhading district. Hence the findings of the study may not be applicable to the child club members of other areas except 5 VDCs of the study area. Besides, the study has some specific limitations. They are:

1. Although the scope of the study was defined as in Dhading district as a whole, yet the study could not cover all the child clubs of all the VDCs of the district. The VDCs were selected through purposive sampling. Hence, the findings of the study may not represent the child clubs of whole district.
2. The study included 10 child clubs of Dhading district, so it may not represent whole district.

3. The variables selected for the study were operationally defined in views of the general characteristics of the study population. The definition may not be equally applicable to other contexts.

1.5 Organization of the Study

This study is divided into five chapters. The first chapter deals with the introduction of the study which includes background, statement of the problem, objectives, significance and organization of the study report.

The second chapter deals with the review of literature; which includes review of empirical study, conceptual framework of the study, operational definitions and operational measures of selected variables.

The third chapter deals with the research methodology of the study. It includes rationale for the selection of the study sites, research design, nature and sources of data, universe and sampling, techniques of data collection, data processing and analysis as well as limitations of the study.

Chapter four describes about the data presentation and analysis of the study. Finally, chapter five presents summary and conclusion of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Review of Empirical Studies

Today, Nepal stands at the crossroads in redefining role and functions of the state in multiple transitions from (UNDP, 2009; Dahal, 2014): i) A monarchy to a republic; ii) authoritarianism to democracy and human rights; iii) a hegemonic to an inclusive and participatory system of governance; iv) a state wholly pervaded by one religion to secularism; and v) a heavily centralized unitary system to decentralization and autonomy at the regional and local levels. This socio-political reality raises several concerns associated with children and childhood in Nepal. Children of all castes, ethnicities, religions and topography have disclosed several childhood conditions (Paudel, 2009; Dahal, 2014). The first condition is that children have to perform the duties in the form of child labor, child worker or supporter to the parental occupation as 85% of the population depend on agriculture (CBS, 2012, Dahal, 2014).

After the approval assent of Child Rights in September 1990, the institutional voice has been raised for the children voices to increase the child participation. Decade has been passed after the approval assent of Child Rights, and child participation known as an essential directive principle of Child Rights, it has been practices.

In the context of child participation, the child right of organizing has become the main issue. Since a decade the process of forming their organization is being regulated when Supreme Court announced its decision of the Child Right to open child organization freely in 25th Shrawan, 2058. Since then this process has been rapidly increasing. Such organizations have been implementing their programme in schools and communities. Though there is not any availability of the actual data, it can be guessed that there are more than 10,000 Child Clubs available all over the country.

2.1.1 Characteristics of Nepalese Children: A Deprived Group

Nepalese society is a homeland of multiethnic (more than 125 ethnic groups), multi-caste (4 major castes in Hindu setting), multi-religious (more than 4), and multilingual (more than 110) people (CBS, 2012). Purity-impurity, caste based structural and

social hierarchies continue the patterns of social discrimination and social exclusion (Bennett, 2006) including of children. Access to assets and services, and voice, influence and agency are the part of empowerment process. The cultural construction of the domestic domain and social construction of gender perpetuate the patriarchy led social hierarchy preferring boys. All these factors including poverty and marginalization interplay in constructing the childhood (Paudel, 2009). Such childhood construction establishes the value such as children are needy, scared and economic being; children are moral, innocent, immature and dependent being; domestic, wage, bondage and street labor/ work are common to all children; and moral order, hierarchical interdependence make social life possible where individuals have no being or value. Empowerment and social inclusion play complementary roles in promoting equity of agency and sustainable prosperity for all including children (Bennett, 2006).

2.1.2 Personality Development

Personality in simple words means distinctive personal qualities which help one to establish one's identity. Personality of a child develops in a very natural process, which certainly can be improved further by proper guidance of parents and teachers and society. In fact, developing a child's personality is in a way development of a child in every aspect. It is the responsibility of the parents as well as the teachers, society to see to it that the child plays, reads and socializes enough (Piaget, 1996).

To some extent, a child inherits its responsibility from its parents. Coming to the specific question how to develop a child's personality, it is important to know about the main factors that constitute its personality. They learn from near and dear ones, the cultural environment in which he/she is brought up, the amount of care and love it gets from its parents, the contribution made by the school and the society (Ojha, 2063).

It is necessary that parents watch how the child interacts with the family members, friends, neighbors, classmates etc. And they must encourage him to mix-up with these people or else the child would prefer to be left alone and may develop shyness and a sense of loneliness. Similarly, teachers can also contribute in making a child social (Ojha, 2063).

An individual's personality is the complex of mental characteristics that makes them unique from other people. It includes all of the patterns of thought and emotions that cause us to do and say things in particular ways. At a basic level, personality is expressed through our temperament or emotional tone. However, personality also colors our values, beliefs, and expectations. There are many potential factors that are involved in shaping a personality. These factors are usually seen as coming from heredity and the environment. Research by psychologists over the last several decades has increasingly pointed to hereditary factors being more important, especially for basic personality traits such as emotional tone. However, the acquisition of values, beliefs, and expectations seem to be due more to socialization and unique experiences, especially during childhood (Piaget, 1996).

The concept of personality types primarily had its origins in anthropology with the research of Ruth Benedict beginning in the 1920's. She believed that personality was almost entirely learned. She said that normal people acquire a distinct *ethos*, or culturally specific personality pattern, during the process of being enculturated as children. Benedict went on to say that our cultural personality patterns are assumed to be "natural" by us and other personality patterns are viewed as being "unnatural" and deviant. She said that such feelings are characteristic of all people in all cultures because we are ethnocentric (Eriksson, 1997).

Benedict's views were especially popular in the 1930's among early feminists such as her student Margaret Mead. This was because if personality is entirely learned, it means that feminine and masculine personality traits are not biologically hard-wired in. In other words, culture rather than genes makes women nurturing towards children and passive in response to men. Likewise, culture and society make men aggressive and domineering. If this is true, these stereotypical behaviors can be altered and even reversed (Eriksson, 1997).

2.1.3 Child Development

Child Development refers to the biological and psychological changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. Because these developmental changes may be strongly influenced by genetic factors and events during prenatal life, genetics and prenatal development are usually included as part of the study of child development.

Related terms include "developmental psychology", referring to development throughout the lifespan and pediatrics, the branch of medicine relating to the care of children. Developmental change may occur as a result of genetically-controlled processes known as maturation, or as a result of environmental factors and learning, but most commonly involves an interaction between the two. (Dworetzky, 1985).

Age-related development terms are: newborn (ages 0-1 month); infant (ages 1 month-1 year); toddler (ages 1-3 years); preschooler (ages 4-6 years); school-aged child (ages 6-13 years); adolescent (ages 13-18). However, organizations like 0 to 3 and the World Association for Infant Mental Health use the term infant as a broad category, including children from birth to age 3, a logical decision considering that the Latin derivation of the word infant refers to those who have no speech, and speech is generally well-established by 3 years. The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. In addition, there are also some theories that seek to describe a sequence of states that comprise child development (Dworetzky, 1985).

Although developmental change runs parallel with chronological age, age itself cannot cause development. The basic mechanisms or causes of developmental change are genetic factors and environmental factors. Genetic factors are responsible for cellular changes like overall growth, changes in proportion of body and brain parts, and the maturation of aspects of function such as vision and dietary needs. Because genes can be "turned off" and "turned on", the individual's initial genotype may change in function over time, giving rise to further developmental change. Environmental factors affecting development may include both diet and disease exposure, social, emotional, and cognitive experiences. However, examination of environmental factors also shows that young human beings can survive within a fairly broad range of environmental experiences. Rather than acting as independent mechanisms, genetic and environmental factors often interact to cause developmental change. Some aspects of child development are notable for their plasticity, or the extent to which the direction of development is guided by environmental factors as well as initiated by genetic factors. For example, the development of allergic reactions

appears to be caused by exposure to certain environmental factors relatively in early life, and protection from early exposure makes the child less likely to show later allergic reactions. When an aspect of development is strongly affected by early experience, it is said to show a high degree of plasticity; when the genetic make-up is the primary cause of development, plasticity is said to be low. Plasticity may involve guidance by endogenous factors like hormones as well as by exogenous factors like infection. (Dworetzky, 1985).

One kind of environmental guidance of development has been described as experience-dependent plasticity, in which behavior is altered as a result of learning from the environment. Plasticity of this type can occur throughout the lifespan and may involve many kinds of behavior including some emotional reactions. A second type of plasticity, experience-expectant plasticity, involves the strong effect of specific experiences during limited sensitive periods of development. For example, the coordinated use of the two eyes, and the experience of a single three-dimensional image rather than the two-dimensional images created by light in each eye, depend on experiences with vision during the second half of the first year of life. Experience-expectant plasticity works to fine-tune aspects of development that cannot proceed to optimum outcomes as a result of genetic factors working alone. In addition to the existence of plasticity in some aspects of development, genetic-environmental correlations may function in several ways to determine the mature characteristics of the individual. Genetic-environmental correlations are circumstances in which genetic factors make certain experiences more likely to occur. For example, in passive genetic-environmental correlation, a child is likely to experience a particular environment because his or her parents' genetic make-up makes them likely to choose or create such an environment. In evocative genetic-environmental correlation, the child's genetically-caused characteristics cause other people to respond in certain ways, providing a different environment than might occur for a genetically-different child; for instance, a child with Down syndrome may be treated more protectively and less challengingly than a non-Down child. Finally, an active genetic-environmental correlation is one in which the child chooses experiences that in turn have their effect; for instance, a muscular, active child may choose after-school sports experiences that create increased athletic skills, but perhaps preclude music lessons. In all of these

cases, it becomes difficult to know whether child characteristics were shaped by genetic factors, by experiences, or by a combination of the two (Marshall, 2006).

Newborn infants do not seem to experience fear or have preferences for contact with any specific people. By about 8-10 months, they go through a fairly rapid change and become fearful of perceived threats; they also begin to prefer familiar people and show anxiety and distress when separated from them or approached by strangers. The capacity for empathy and the understanding of social rules begin in the preschool period and continue to develop into adulthood. Middle childhood is characterized by friendships with age-mates, and adolescence by emotions connected with sexuality and the beginnings of romantic love. Anger seems most intense during the toddler and early preschool period and during adolescence.

Some aspects of social-emotional development, like understanding, develop gradually, but others, like fearfulness, seem to involve a rather sudden reorganization of the child's experience of emotion. Sexual and romantic emotions develop in connection with physical maturation.

Genetic factors appear to regulate some social-emotional developments that occur at predictable ages, such as fearfulness and to familiar people. Experience plays a role in determining which people are familiar, which social rules are obeyed, and how anger is expressed. (Marshall, 2006).

Individual differences in the sequence of social-emotional development are unusual, but the intensity or expressiveness of emotions can vary greatly from one normal child to another. Individual tendencies to various types of reactivity are probably constitutional, and they are referred to as temperamental differences. A typical development of social-emotional characteristics may be mildly unusual, or may be so extreme as to indicate mental illness. Temperamental traits are thought to be stable and enduring throughout the life span. Children who are active and angry as infants can be expected to be active and angry as older children, adolescents and adults. (Thomas, 1992).

Population differences may occur in older children, if, for example they have learned that it is appropriate for boys to express emotion or behave differently than girls, or if customs learned by children of one ethnic group are different from those learned in another. Social and emotional differences between boys and girls of a given age may

also be associated with differences in the timing of puberty characteristic of the two sexes (Thomas, 1992).

Children are not just little adults. They go through typical characteristics of growth intellectually, emotionally, and socially on their way to becoming adults. When parents realize these things, there is less strain on both parents and children. Family home evenings can be more enjoyable and successful when a child's personality development is considered. Remembering that a child does not think like an adult, have the same attention span, or see the world the same way adults do, can help a parent plan a home evening everyone can enjoy. After joining in any kind of organization or forum i.e. child clubs, children can do more and many things for their personality development likewise to gain confidence level of mass communication, decision making capacity etc.

2.1.4 Child Rights

Human rights are those rights which are essential to live as human beings basic standards without which people cannot survive and develop in dignity. They are inherent to the human person, inalienable and universal.

The United Nations set a common standard on human rights with the adoption of the Universal Declaration of Human Rights in 1948. Although this Declaration is not part of binding international law, its acceptance by all countries around the world gives great moral weight to the fundamental principle that all human beings, rich and poor, strong and weak, male and female, of all races and religions, are to be treated equally and with respect for their natural worth as human beings.

The United Nations has since adopted many legally binding international human rights instruments. These treaties are used as a framework for discussing and applying human rights. Through these instruments, the principles and rights they outline become legal obligations on those States choosing to be bound by them. The framework also establishes legal and other mechanisms to hold governments accountable in the event they violate human rights.

The instruments of the international human rights framework are the Universal Declaration of Human Rights and the six core human rights treaties: the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Convention

against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment; the International Convention on the Elimination of All Forms of Racial Discrimination; and the Convention on the Elimination of All Forms of Discrimination against Women. Every country in the world has ratified at least one of these, and many have ratified most of them. These treaties are important tools for holding governments accountable for the respect for, protection of and realization of the rights of individuals in their country.

As part of the framework of human rights law, all human rights are indivisible, interrelated and interdependent. Understanding this framework is important to promoting, protecting and realizing children's rights because the Convention on the Rights of the Child and the rights and duties contained in it-are part of the framework (Halter, 2007).

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights-civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too (UNICEF, 2007).

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services (UNICEF, 2007).

By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States parties to the Convention are

obliged to develop and undertake all actions and policies in the light of the best interests of the child (UNICEF, 2007).

Into the child rights basically there come 4 pillars ideas, child protection, child participation, child development and child security if above mentioned 4 things ensure in any place including home, schools, bus, restaurant or any types of industry we assure that there is child rights because under these 4 principle any child can get change to study, entertainment, show the chance of her/his talent.

2.1.5 Status of Children in Nepal

In Nepal, 41 percent of total population is children below the age of 16 years. Out of 100 children; 49 are girls and 51 are boys. Among them 14 percent children live in the towns and 86 percent live in the villages. 40 percent children belong to extremely poor families. 80 percent children have admitted to school, but only 51 have completed primary levels. In the context of Nepal, 2.6 million Children of 5-14 years age group are engaged in different sectors of child worker and at least 40000 children are bonded workers. More than 5000 children work and live on the streets. Due to the armed conflict more than 8000 children have been displaced all over the country (CWIN, 2006). However, Nepal Constitution 2072 has declared that children are below age of 18 (Nepal Constitution 2072).

2.1.6 Program and Organization for Child Development

The concept of child rights started in 1923 has been changed into the convention in 1989. More than 191 countries have approval assent to the convention of child rights on 20 November, 1989. Nepal has also approval assent on 14, November 1990 (Consortium, 2004).

Likewise, the child rights act 2048 and regulation 2051 has also been made later in 2056 B.S. The child act made for the regulation and prohibition has already been made. Certainly, it is the duty and responsibility of civil society to promote and protect the rights of the child.

After the United Nations Convention on Child Rights, it set an environment to promote child rights and its environment across the world. In this context, child organization such as UNICEF, Save the Children, Action Aid Nepal, Plan International, ILO and many other organizations took initiation and active participation to promote and develop child rights programme. After Mass movement-

1990 and multi party democracy system in Nepal, several INGO's were started to work in Nepal for child development. After all more than three hundred NGOs were registered in Nepal for the same. Some organizations which have committed for the fulfillment, principle and provision of child rights convention, are working in Nepal. Some National and international organizations working in Nepal, have a great contribution for the development and operation of Child development programme. The majority of the local NGOs such as CWIN, CONCERN, CAP-CRON, CWISH, Help Nepal and many other have been working here through various programmes for the protection and promotion of child rights. Basically the programmes have been focused in rural area. Some of the programme activities have conducted at school and some at community level. Out of them, some programme activities are being conducted with the direct participation of children and some are targeted to adults for raising awareness about child rights.

Meanwhile, many organizations have started to form child clubs to promote child participation. Through the child clubs, they have been organized various activities for the children. Wall magazine publication, environment conservation programme, child rights training, child rights monitoring, talent show, cultural programme, creative writing, extra curricular activities, HIV/AIDS awareness programme, fund raising and Income generating activities are being conducted in the Child Clubs.

2.1.7 Child Clubs

Generally, the children between eight to sixteen years organizing themselves having an objective for getting their rights to form a group, is known as a Child Club. The children in their club work actively organizing themselves to get their rights with common efforts, objectives and even for the society. In local level, Child Club is known as an organization for personality development and promoting the child rights. Child Club has set an environment of realizing their rights and accomplishing to develop personality. Child Club is an active forum to make them creative and formulating their socialization. They have been established in school or in the local community. There is an executive committee for systematic function of child club where 7 to 21 board members are organized. Including board members, general members are also included in the child clubs. It is not necessary to register child clubs; however, some child clubs are registered in the district child welfare committee.

2.1.8 Impact of Child Clubs

Child Club has been providing new type of opportunities for the individual development of child. They have been learning new skills in the club which they cannot learn in their house, school and other organizations. The self-confidence has increased in them. The skill of group work and friendly behavior has improved and become conscious about their roles and responsibilities. They have also become more skilled to run small programme themselves. Thus, they have used their leisure time in creative works. The benefit of the child club is that the children have gained confidence especially dealing with strangers, self-development and increasing confidence, particularly in publicly speaking.

The community has also got so many benefits from Child Club directly or indirectly because many of the activities of the Child Club are designed to benefit the community. They involve issues such as afforestation, beautifying community area with flower gardens and cleaning water tanks. The activities performed by children also help the elders (adults) to be civilized, neat and clean and good mannered as they made one of the school teachers very shy due to his ill manners. Child Club speeds up consciousness to be friendly, solving problem, co-operative for being the ideal society through the street drama (SCN, 2002).

The Child Club have been organizing so many activities like Publication of wall magazine, Street drama show, Leadership development and club management training, School cleaning awareness, vaccination awareness rally, school enrollment, birth registration awareness, and awareness against early marriage, gambling and alcoholisms and also working as the pressurized group for the protection and promotion of child rights to the stakeholders. And other additional activities (sports, debate competition, cultural programme, quiz context, fine art training etc.) have been conducted in Child Club (Consortium, 2004).

After the formation of Child Club children have made different kinds of habit than early days. According to survey of Child Clubs, some children say that they can easily give their identity in public places. They are disciplined, confident and they have learnt to socialize with strangers. Many children have developed the capacity to speak in public places. Now they can arrange their regular household work and study in time. According to the observation in Palpa district, children above twelve years help

to do their household work before going to school. Simply before going to school, they bring a bundle of grass for their cattle, prepare food, clean the cattle shed, fill water in pots and help their parents for other works. According to an intellectual person, children are responsible and sincere nowadays. Now many guardians are happy with the children because they participate in external activities and help the community people in many ways (SCN, 2005).

With the activities of Child Club, they have become more curious and optimistic. One of the club members of Tanahu, Bishnu Sapkota says, " Before including in Child Club we did not make any question to our teachers whether we understood or not. But now we make questions until we clearly understand the lesson." It is also a saying that children demand their parents which is out of their capacities. In the same context, in Bakmalang and Goldha, some teachers say, "The students are demanding which is out of the capacity of the school teachers." They add, "Sometimes there is interschool football match competition and at this time the children do not like to participate without any help of school for their expenses." In the last game also, they did not participate. There is peace harmony and cooperation among themselves. In most places, because of Child Club programme and mutual cooperation, quarrel, misunderstanding and sometimes and fight among the club members have also reduced. In early days they used to quarrel each other for winning though it is won by another s without any reason in the clas. The Child Club members also solve the problems of quarrel among themselves (SCN, 2005).

2.1.9 Models of Child Participation – Tokenism to Decision Makers

Children as participants in social and political life, including in school, has been influenced by a number of developments in the way we understand children and childhood, and which go some way to explaining why children's participation has come to occupy a central place in social life and policy. The UNCRC is the most potent and symbolic recognition of children's participation, with its near universal ratification, including by Nepal in 1990, widely acknowledged as signaling a new era in the relationship between children, the state and the international community (Davis and Hill, 2006; Greene & Hill, 2006).

There are various models conceptualizing child participation ranging from non-participative consultation to meaningful participation. In citizenship literature, the

eight-step ladder of children's participation (Hart, 1997), the pathways to participation model by Sheir (2001) and Sheir (2010), cyclical model of Fletcher (2005), evolving capacity of children advocated by Lansdown (2005) and Lansdown 2011) and participation pyramid of Mitra and Gross (2009) are perhaps the most significant models in practices. They argue that child participation creates change and develops autonomy according to a child's experience, capacity and socio-cultural context. This reinforces the arguments of DeWinter (1997) and Minow (1999) that children need opportunities to participate so that their citizenship capabilities can grow.

Hart's (1992) and Hart's (1997) modeling of children's participation as a ladder shown below, with its eight rungs from manipulation, decoration and tokenism representing non-participation, assignment and consultation as part of informing children about how and why they are involved, to young people initiating, directing and sharing decisions with adults at the top.

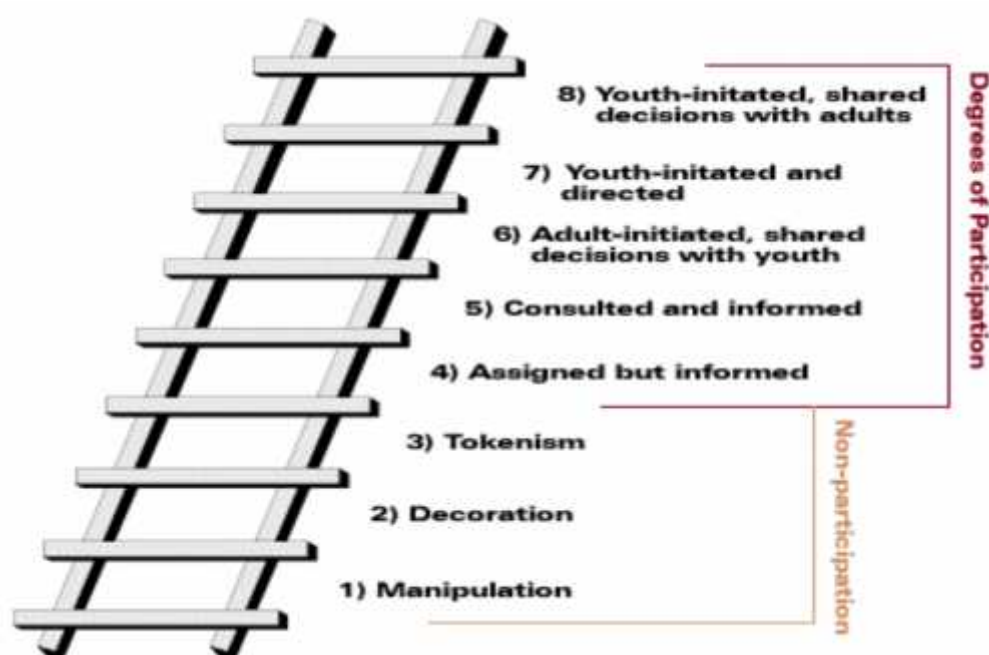


Figure 1: Child participation ladder of Hart (1992)

This model ranges from manipulation, where adults use children's voices to carry their own messages, to child initiated participation with shared decisions with adults. The highest rung of the ladder includes decision-making with adults, as Hart asserts that children's proposed actions could exceed their abilities to execute them due to their limited access to civic institutions and resources. The adult-child divide in social structures of contemporary society makes it necessary for children to engage with

adults, though to support children's autonomy there needs to be joint decision making. This model provides a solid base for advocating and enabling children's active citizenship and participation.

2.1.10 Community-based organizations

Community based organizations (CBOs), i.e., village-level community groups, are considered to be important forms of social capital (Grootaert et al, 2004; Vaidya et al., 2015). In developing economies, they may be influential channels of participatory development at the bottom of the pyramid (Vaidya et al., 2015).

Community Based Organizations (CBOs) have the potential to provide high quality services for orphaned and vulnerable children in resource-limited settings. However, evidence is lacking as to whether CBOs are reaching those who are most vulnerable, whether attending these organizations is associated with greater psychosocial wellbeing, and how they might work (Yakubovich et al., 2016). In reality, CBOs can take many forms. In many cases CBOs are locally inspired. In other cases, CBOs are driven by international organizations and donors. Their services may include visits, parenting or early child education, social support, counselling services, financial assistance, and healthcare provision (Richter et al., 2009).

CBOs are providing services to children in their local communities and they have been able to deliver all the multidimensional services required by vulnerable children to realize their right to survival, protection, development and participation. Yet, in the immediate future, existing CBOs could be capacitated as part of a collaborative approach with governments and donor agencies, to scale up services for vulnerable children (Grundlingh, 2013).

In light of the critical constraints identified, a collaborative and integrated approach is recommended. The constraining factors identified sometimes cannot be addressed by CBOs in isolation. The challenges children, out of school youth, and CBOs encounter can only be mitigated through a collaborative and integrated approach, where the grassroots level services provided by CBOs are combined with interventions offered by government departments and the development community (Grundlingh, 2013).

CBOs are voluntary membership organizations consisting of a group of individuals organized into a self-defined community. The main aim of such organizations is to serve the common interests of their members including production, consumption,

pooling of resources or delivery of services. Studies suggest that CBOs are important catalysts of development in rural communities by providing economic security and bargaining power to their members through mutual cooperation and collective action. They may also generate additional social capital through fostering feelings of mutual trust and interdependence among members (Rindell & Robinson, 1995). Due to their 'local' nature, CBOs have a better understanding of the needs, priorities and capabilities of the community in which they operate and by communicating these needs and capabilities to the policy makers they may give their communities a voice (Opare, 2007).

2.1.11 Central Child Welfare Board

Central Child Welfare Board (CCWB) is a statutory body established under Children's Act 2048 BS (1992). It has overall responsibilities towards ensuring rights of children in Nepal as per the United Nations Convention on the Rights of the Child (CRC), 1989. It also collaborates with national and international development partners including civil society organizations in course of predicting and promoting rights of children.

As decided by Government of Nepal, CCWB has 22 members in its Board. The current Chairperson of the Board is Ms. Babina Shrestha whereas ex officio members are Joint-Secretary from Ministry of Women Children and Social Welfare, Ministry of Education, Ministry of Health, Ministry of Finance, Ministry of Labour and employment, Ministry of Federal Affairs and Local Development, National Planning Commission Secretariat and Member-Secretary of Social Welfare Council, and other members are represented from social workers, female social workers, medical doctors, child psychologists, and teachers. Executive Director works as secretary to the Board along with mandatory functions. There is a District Child Welfare Board (DCWB) in all 75 districts. (http://www.ccwb.gov.np/about_us)

A District Child Welfare Board is constituted in each District under the convener ship of the Chief District Officer. In the District Children Welfare Board, there shall be the persons, 16 *inter alia*, as appointed by the Chief District Officer especially from amongst the following persons: -

- (a) Persons involved in social service,
- (b) Social worker s involved in works relating to rights and interests of children,

- (c) Women social workers,
- (d) Medical practitioners,
- (e) Child psychologists,
- (f) Teachers.

2.1.12 Child policy 2069 (2013)

It is related with the promotion and protection of children and also for the purpose of safeguarding their rights. The nation has adopted such policy viewing the need of state because it is well known fact that children of today are the future of tomorrow's world. Nepal has ratified many national and international laws regarding children, with that the rights of children are also given in the fundamental law of land i.e. constitution. The policy has expected to bring uniform changes in prevailing laws and well-functioning of the agencies and organization.

For the protection and promotion of children there are several laws and numerous organizations that are established by the government. Loads of non- government organizations are also working on it. In the area of child rights and child protection CCWB is responsible .CCWB is a focal point under which, 75 districts of Nepal would be monitored by this institution.

There are five major objectives/aims that this policy holds:

- 1.1. To protect the children from all forms of needs sexual violence, inhuman treatment, and exploitation.
- 1.2. To provide necessary assistance before the birth and after the birth like proper nutrition, appropriate care, education and helping children to be proficient in educational sector with physical and mental development.
- 1.3. Giving platform to express their view and participate where they are able to.
- 1.4. To end prejudice to children.
- 1.5. The justice system should be well-built.

Under these objectives there are various strategic plans through which such objectives can be obtained. CCWB has its own rights and duties as well as powers and functional workings which have been delegated by various Acts and bylaws. Therefore to obtain

such goal CCWB can utilize its power and carry out the strategic plans that the policy has under taken.

2.2 Conceptual Framework of the Present Study

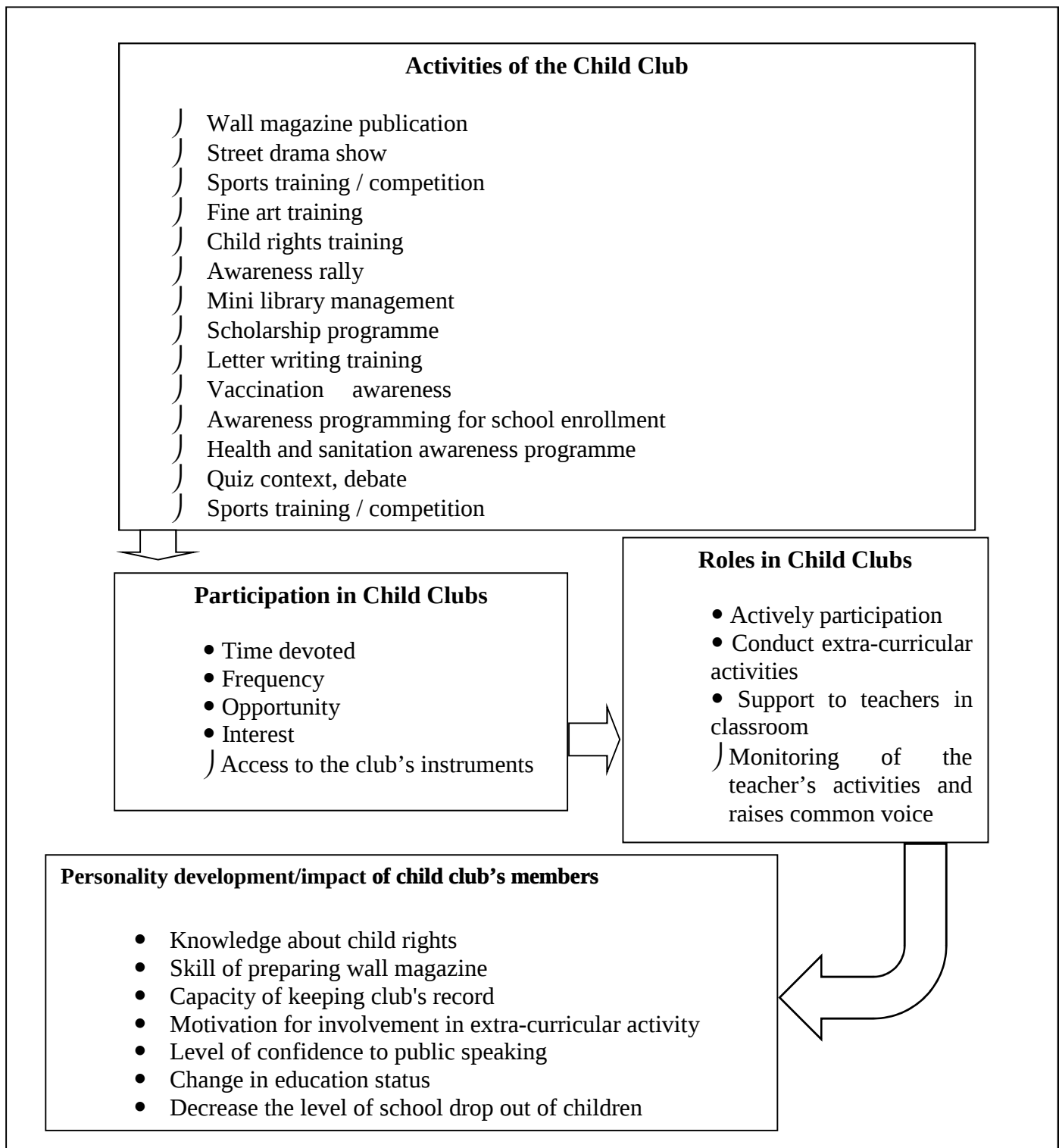
Based on the review of literature as above, conceptual framework has been developed for the present study. The conceptual frame work has been presented in the form of a flow chart as given in Figure 1. As envisaged in the flow chart, personality development of the child club members is a dependent variable which is directly or indirectly determined by their socio personal and family characteristics of the children, their membership, characteristics and activities of the clubs and level of their participation in the child clubs.

Personality development is determined by different variables such as knowledge about child rights, skill of preparing wall magazine, capacity to keeping club's record, motivation for involvement in extra-curricular activity, level of confidence to public speaking and change in education status of club members' children. Personality development is not an independent variable; it depends on the participation of child clubs members. It is determined by time, devoted by club members, needs frequency to participate in club's activity, opportunity in the child clubs and interest of participants in the club's activities.

Participation in child clubs activity is not an independent variable; it depends on different variables such as membership characteristics, activities of the child club and socio personal and family characteristics.

Membership characteristics determine by duration, membership types, role and responsibilities of club members. A membership characteristic is not an independent variable as it depends on socio personal and family characteristics. Socio personal and family characteristics determine by caste/ethnicity, age, sex, education, parents' education and family income of club members.

Activities of the child club is measured by different clubs' activities such as wall magazine publication, Street drama show, Sports training / competition, Fine art training , Child rights training, Awareness rally, Mini library management, Scholarship programme, Letter writing training , Vaccination awareness , Awareness programme for school enrollment, Health and sanitation awareness, Quiz context, debate and Sports training / competition .



(Source: Field Survey, 2017)

Figure 2: Conceptual Framework for the Analysis of Child Clubs' Role in the Personality Development of the Club Members.

2.3 Operational Definitions and Operational Measures of Selected Variables

On the basis of conceptual framework as given above some variables were selected for the present study. The variables were operationally defined, and their operational measures were identified. The operational definitions and the operational measures of the selected variables have been summarized as given below in table 1.

Table 1: The operational definitions and the operational measures

Variables	Operational Definitions	Operational Measure
Socio Personal and Family Characteristics	Cast / ethnicity	Name of the cast / ethnic groups of the person
	Age	Age at 10-13 years, 13-16 years and 16- 18 years
	Education	School going grade, level and dropout
	Parents literacy status	Literacy status of father and mother
	Family income source	Main source of income of the family
Profile of the child clubs	Date of formation	Formation date and time period
	Registration	Registration condition
	Office place	Child clubs office setting as owns office building, school's room, local organizations, guardians cooperation and club members
	Executive board	Executive board and formation time period
	Source of Income	Membership fee, extra curricular activities, I/NGO donation and governmental support
Activity of the child clubs	Conducting regular activities	Game, creative writing, talent show, competition
Child Clubs	Duration of	Membership duration as 3 to 24

Members Participation in Clubs Activities	Membership of the Club	months of the period
	Reason for Joining the Club	To get training opportunities, participate in the extra-curricular activities, make new friends and to expose inner talents
	Initiation to Join the Club	From school teachers, from NGOs, from family members, friends and their self
	Assigned Role in the Club	Decision role, organizing activities, to participate in the activities, managerial role and overall responsibilities
	Frequency of Visits to the Club	Time period as daily, weekly, fortnightly , monthly and occasionally
	Access to the Clubs Instrument	Utilization of club's instrument
	Training Opportunities	Numbers of trainings/ orientations
Personality development	Knowledge about Child Rights	Level of knowledge about child rights as perceived by the children themselves
	Idea and Skill of Preparing Wall Magazine	Having and not having knowledge and skill to prepare wall magazine as perceived by the children themselves
	Capacity to Keeping the Clubs' Record	Level of confidence and knowledge about record keeping as perceived by the children themselves
	Motivation for Involvement in Extra Curricular Activities	Inspiration and motivation to participate in extra curricular activity and received prizes, certificate, appreciation letter etc as perceived by the children themselves
	Level of Confidence to Public Speaking	Level of confidence to public speaking and participate in activities as perceived by the children themselves
	Change in Education Status	Position and rank of their school class as perceived by the children themselves

(Source: Field Survey, 2017)

CHAPTER-THREE

METHODS AND METHODOLOGY

3.1 Study Area/ Location

Democratic Republic of Nepal, noted for its majestic Himalayas, is a landlocked country sandwiched between two giant Asian countries, China in the north and India in the south, east and west. It encompasses 1, 47,181 kilo meters (56,827 sq mile) of land roughly in rectangular shape. It extends to about 800km from east to west and about 90-230km from north to south. It lies between the latitudes of 26 degree 12'N to 30 degree 27' N and longitudes of 80 degree 4' E to 88 degree 12' E. The elevation of Nepal starts at 70m from sea level and ends with Mt. Everest at 8,848m. It is the world's 93rd largest country by land mass and the 41st most populated country.

3.2 Criteria for selection of the study site

This study focused on different Child Clubs of rural areas of Dhading district. The study was conducted at 10 different child clubs of 5 different VDCs of Dhading districts namely; Khalte, Jeebanpur, Katunje, Salyankot and Gumdi. Child clubs which are on the respected VDCs are Schools based and in each VDCs 2 child clubs were carried out for the study. Total number of respondents were 35 from different clubs.

The study area selected for the study purposes were preferred to have the following criteria:

The reasons for selecting the study area were:

- In this district, there are plenty of Child Clubs.
- Situated in different rural and urban areas.
- The Child Clubs are extended in different localities with various caste and ethnic community.
- Heterogeneous households.
- There is a huge people's participation in those child clubs.
- Involvement in child development activities.
- The researcher is familiar with the study area, especially with the child clubs.
- Accessibility of the area.

- Gender representation.

3.3 Research Design

It is the outline for the collection of data, its measurement and analysis. It is a work plan owing to the objective of the research. The English questions were translated into Nepalese language for smooth collection of data in the study area. The pre-test of questionnaires was conducted which allowed us to know the time it took to fill out the questionnaires, to check the flow and sequencing of questions. Notes were eventually taken where the respondents found the questions obscure, repetitive or irritating. The questionnaires were then revised accordingly.

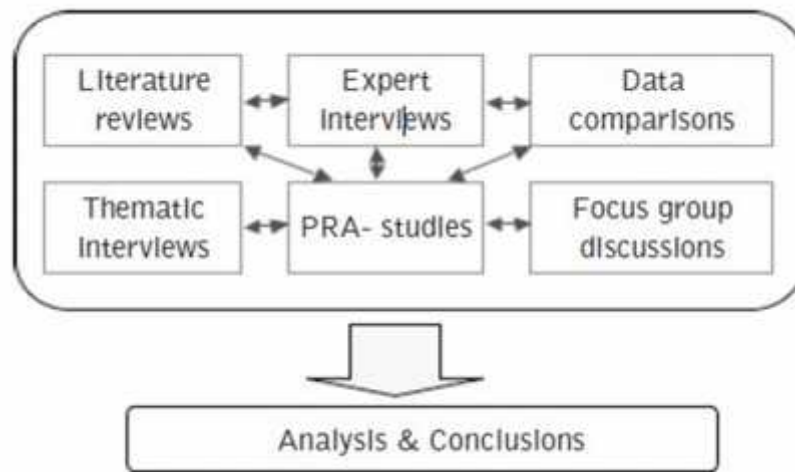


Figure 3: Methodology used

3.4 Research Flow

In order to manage the research work in a proper way within limited time and available resources, the research work was divided in three different phases: preparation, field work and post field work. The research flow of the study is given in figure 4 below.

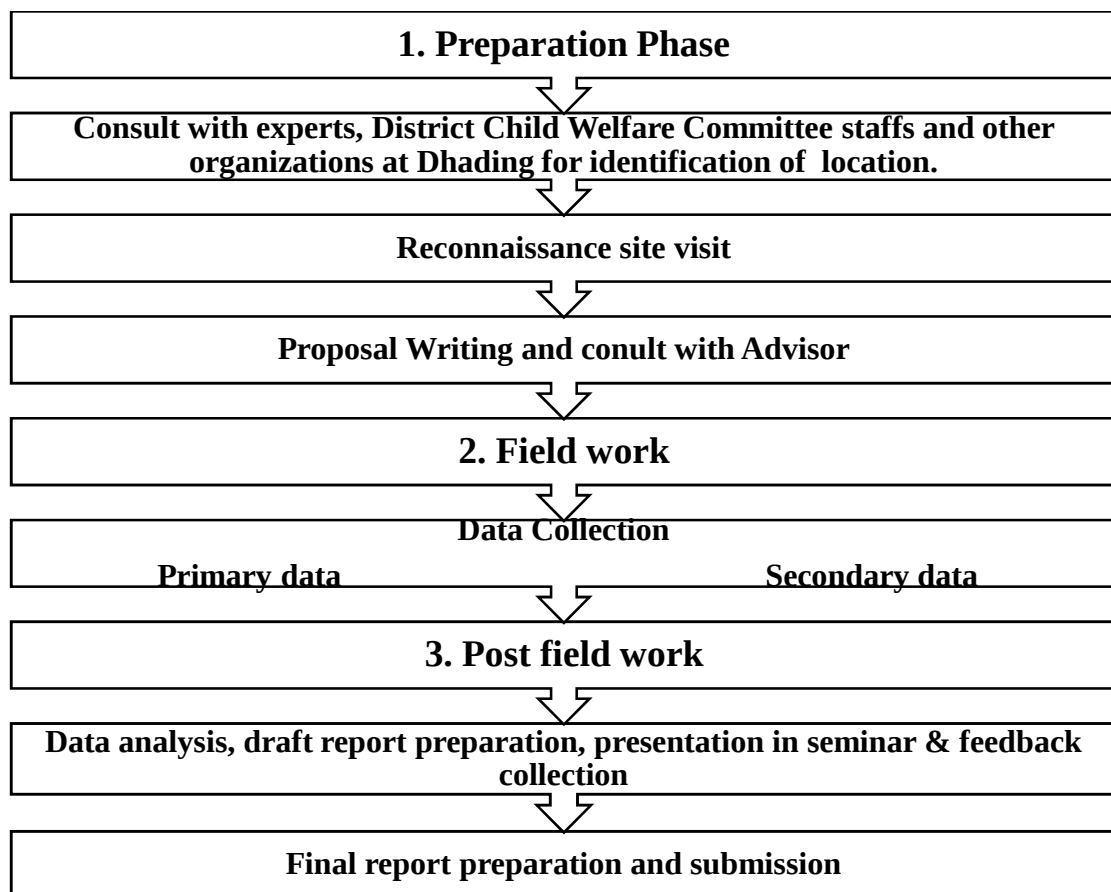


Figure 4: Conceptual Framework of the Study

3.5 Nature and Sources of Data

Both qualitative and quantitative data were collected from the field through the use of various research tools and techniques in order to fulfill the stated objectives and answer the research questions. The data were gathered from both primary and secondary sources. The primary data were gathered from the field through Child Clubs survey, group discussion, questionnaire cum interview schedule and key informants interview. The secondary data and information were gathered from relevant literatures, published and unpublished documents, office records, journals, reports and many other documents.

3.6 Tools of Data Collection:

3.6.1 Sampling Design

Purposive sampling was applied in the field for the selection of the child club members to meet the purpose of the study. After consultation with the District Child Welfare Committee staffs and other organizations working in the favor of child development, the interview was conducted. The study was carried out with an exploratory and qualitative approach. Both qualitative and quantitative data were collected from the field through the use of various research tools and techniques in order to fulfill the stated objectives and answer the research questions. The child clubs with active participation of children were selected so that the impact of child clubs in their personality development could be achieved. Participants were selected randomly for study as representative of different child clubs. The following techniques were used for the collection of data required to fulfill the purpose of the study. This study was conducted by adopting non-probability sampling method. Samples were selected by purposive sampling method.

3.6.2 Primary information will be collected from the following techniques.

3.6.2.1 Personal Interview: Interviews were conducted with Child Clubs members in the Child Clubs. For this purpose a semi - structure interview schedule was prepared to cover various aspects of Child Club.

3.6.2.2 Key Informant Interview: Guardians, school teachers, Child Club facilitators, former Child Club members were taken as key informants and were interviewed with unstructured questionnaires. These key informants were interviewed as per necessary for depth information. A checklist was prepared and was used in the key informant interview so that the information of the organizations and institutions related to child clubs and child club members were obtained.

3.6.2.3 Focus Group Discussion: The executive board members and general members of Child Clubs were gathered in a certain place and discussed various issues regarding the child rights in the development activities of Child Club. Focus group discussions were both formal and informal, especially informal.

3.6.2.4 Informal Discussions: Discussion with staffs working on different organizations related to child clubs were also during the study.

3.6.2.5 Structured Questionnaire: Structured questionnaires were filled up by the child club members who were selected randomly.

3.6.2.6 Unstructured Questionnaire: For primary purpose, much information need were asked with unstructured questions. These types of interview were conducted in extremely informal way so that the respondents did not know about the real purpose of the questioning. By this interview, the realities, which are not presented by the representatives, were obtained.

3.6.3 Secondary Information:

Secondary data regarding this study were collected through literature survey. Secondary information were also collected from different institutions. This included survey of various journals and websites, review of various published and unpublished reports and thesis of various GOs, NGOs and individual, specially, working in the field of child clubs. These data were used to back up the findings and to discuss other relevant issues related to different organizations which were related to child clubs.

3.6.4 Data Analysis:

Before entering the data into Microsoft Office Excel, each questionnaire was given an identity number. Data obtained from different methods and means were categorized and each question and the responses were coded in order to summarize and simplify them in to some meaningful and manageable themes. These codes data were then saved in MS Excel. Data analysis is a continuous process of reviewing the information as it is collected, classifying it formulating additional questions, verifying information and drawing conclusions. Analysis is the process of making sense of the collected information. The explorative as well as descriptive presentations of the findings were demonstrated in the research reports. Analysis of the findings were conducted by using different statistical techniques such as frequencies, percentages and proportions for quantitative data. It was also graphically depicted. Qualitative data were analyzed and interpreted descriptively.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Demographic Characteristics of the Child Clubs.

The child clubs in the study area of Dhading were formed from 2068 B.S. to 2071 B.S. Age of the respondents ranged from 7 to 16 years. The ages of respondents is presented below in the following figure 5. It was found that 40% of the respondents were male whereas 60% of the respondents were female. It is shown in the figure 6 below.

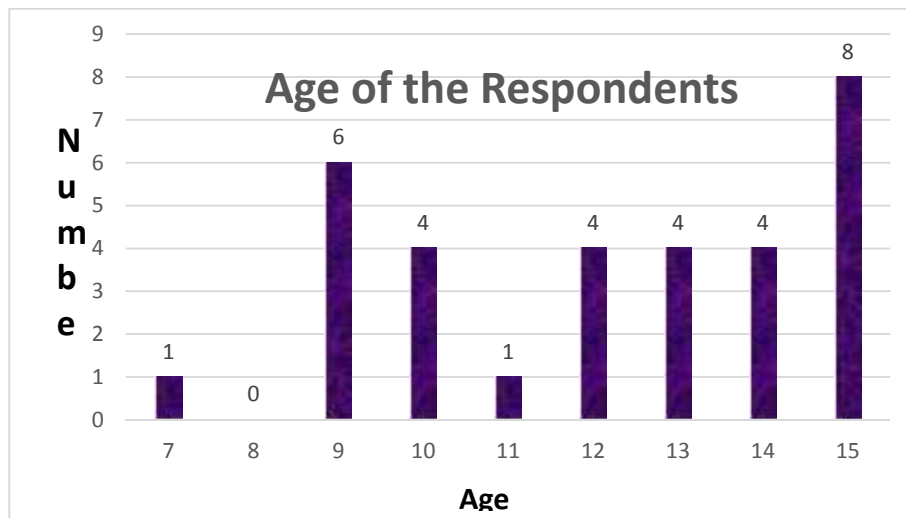


Figure 5: Age of the Respondents

(Source: Field Survey, 2017)

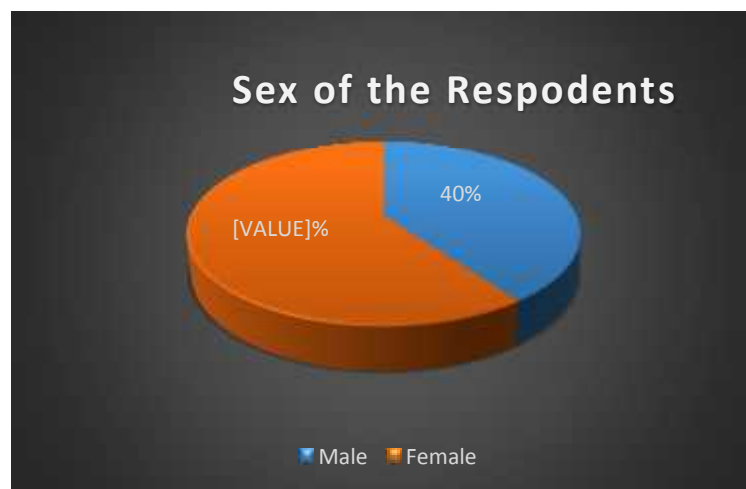


Figure 6: Sex of the Respondents

(Source: Field Survey, 2017)

Table 2: Socio economic status of the household (n=35)

Socio economic indicators	Percentage (%)	Number (n)
Head of the household		
Father	100	35
Mother	0	0
Caste		
Hindu	88.5	31
Buddhist	5.75	2
Christian	5.75	2
Ethnicity		
Lower Caste: Dalit	14.2	5
Middle Caste: Disadvantage janajatis	57.2	20
High Caste: Brahmin/ Chhetri	28.6	10
Education: Father		
Literate	88.5	31
Illiterate	11.5	4
Education: Mother		
Literate	34.2	12
Illiterate	65.8	23

Livelihood Options		
Agriculture/ Wage labor	68.5	24
Service (government/private)	11.4	4
Business	0	0
Remittance	20	7

(Source: Field Survey, 2017)

4.2 Profile of the Child Clubs

4.2.1 Date of Formation

The child clubs which were under study were formed from 2068 B.S. to 2072 B.S in Dhading district. Some child clubs have maximum club members, equipment and good knowledge about the function of the clubs. And the respondents joined those child clubs since establishment to 2072 B.S. In 2068, 2069, 2070, 2071 and 2072 B.S. 51.5%, 17.1%, 14.2%, 11.4% and 5.8% clubs were formed respectively which is shown below in figure 7.



Figure 7: Formation of Child Clubs

(Source: Field Survey, 2017)

4.2.2 Registration

Registration is an important thing for the child clubs. Child Club is an informal organization of children. It shows the legal status of the child clubs. There is a provision of registration at District Child Welfare Committee of Dhading.

4.2.3 Executive Board

For the systematic operation and regulation of the Child Club, there is a provision of executive board in the child clubs. Executive board is an important pillar of the Child Club. For the democratic way, it is very important to reform board through the election or nomination by general assembly.

4.2.4 Source of Income

Economic source plays an important role for the Child Clubs to operate and conduct its activities smoothly. There are different types of economic sources available in Child Clubs. Available major economic sources of the Child Clubs are presented in the figure 8 below.

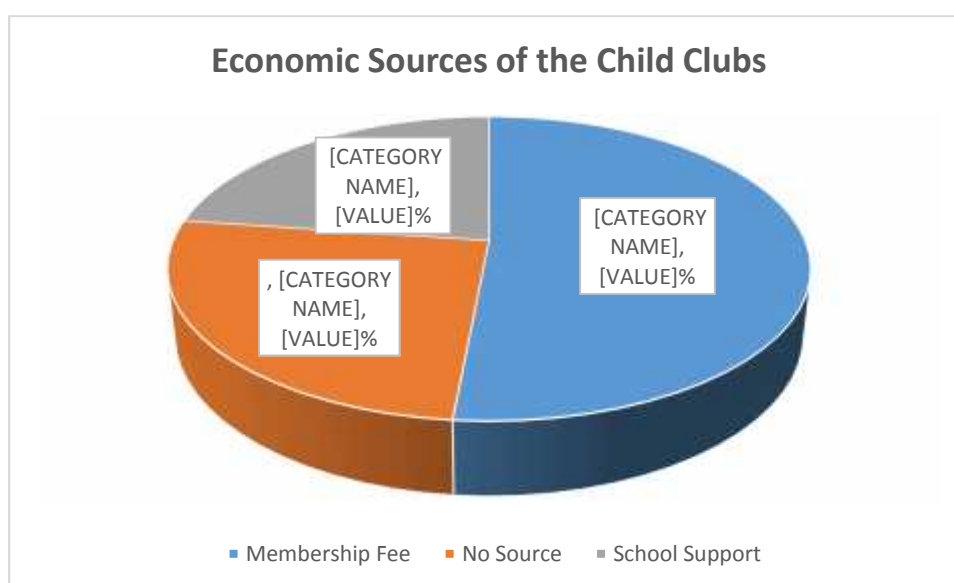


Figure 8: Distribution of Child Clubs by Income Sources

(Source: Field Survey, 2017)

4.3 Stakeholders' Perceptions on Child Clubs

Different stakeholders had various perceptions toward the child clubs. The following table summarizes the perceptions of children, parents and teachers towards the child Club

Table 3: Stakeholders' Perceptions on Child Clubs

Stakeholders	Perception
Children	Our own group to learn new things, skills and knowledge. An agency that gives recognition and respect from adult and their institutions An organizer of extracurricular activities A forum to raise common voices or concerns A friend for guidance to children and also helping each other's in need A learning place for social skills and leadership
Teachers	A helping hand in classroom and schools Initiator of child friendly teaching A fund raiser for school An avenue for teachers and students to get exposure and new knowledge A tool for socialization A forum for self-discipline among students A bridge between administration and students A platform to build child capabilities A media to circulate different news and information
Parents	A mirror of school democracy

	A watch dog of school activities and teachers' duties A helping hand to reduce drop out of students and improve school environment A collective demand of children An active member of the school management A forum for listening collective voices of children and their concerns A means to aware parents on their rights and duties
--	---

(Source: Field Survey, 2017)

4.4 Activities of the Child Clubs

There are different types of activities conducting in the child clubs. Those activities are related to physical and personal development of the children. Some are creative activities, some are related to sports, some support to expose inner talents and some create environment to enhance learning capacities of the children.

It was reported that most common activities of the child clubs were quiz contest, creative writing, debate competition, talent show, cultural (music and dance), public speaking training, wall magazine publication, fine art training, sports, public awareness, child rights awareness and so on.

4.5 Benefits of the students participation in Child Clubs

Almost all the respondents were very happy to be in the child clubs. Different benefits which were obtained by the child clubs members when they were in the child clubs. I have listed these benefits of child participation during field visit are listed below in the table 4.

Table 4 Benefits of Child Participation

Benefits	Assumptions and Characteristics
Uphold children's Rights	Children are citizens and service users and share the same fundamental rights to participate as others, meaning adults
Fulfill legal responsibilities	The rights of children to be listened and heard is defined as obligations of adults and state in UNCRC articles 12 to 17
Improve services	Consulting with children enables services to be improved and adapted to meet changing needs that children can help define; participation gives them a level of influence and an element of choice about the provision offered and can help them understand their own wants and needs
Improve decision making	Participation leads to more accurate, relevant decision which are better informed and hence more likely to be implemented
Enhance democratic processes	Representative democracy can be strengthened as children gain new opportunities to become active members of their community, whether in schools, local authorities or organizations
Promote children's protection	A recurring theme of successive enquires into abuse has been the failure to listen to children, thus, participation is an important aid to protection
Enhance children's Skills	Participation helps in developing skills useful for debate, communication, negotiation, prioritization and decision making
Empower and enhance self-esteem	Effective participation can provide a sense of self-efficacy and raise self-esteem among children

(Source: Field Survey, 2017)

4.6 Reasons for Joining the Club

Child club is a place to meet with new friends. They wanted to get various types of opportunities from the child clubs. Available opportunities, feasible activities and other regular activities create a center of attention to the children. Personnel development was the first choice. In it different opportunities such as training opportunities, participate in the extra-curricular activities, making new friends and others are included. The next reason was to solve the problems of the society such as early marriage, child harassment, and awareness program for joining the school and so on. It shows that, training opportunities and extra-curricular activities are a focus for joining child clubs.

The reasons for joining the child club is presented in the table 5 below.

Table 5 Main Reasons for Joining the Club

Reasons	Numbers (n = 35)	Percent
Personnel Development	30	85.7
Solving Social Problems	5	14.3

(Source: Field Survey, 2017)

4.7 Making Children Disciplined and Responsive

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of students and teachers and maintenance of order in schools (Seligman & Reichenberg, 2010). Its aim is to control the school stakeholders mostly students' actions and behavior both negatively and positively. Many teachers said that “*child club uses positive approach and builds good relationships between teachers and students*”.

4.8 Initiation to Join the Club

To join the child club, children were influenced by different factors. Initiation is a kind of motivation which influences the children to join these child clubs. It was an

important role of initiator to the club member children. Child Clubs members' initiation to join the Child Clubs is presented in the following table 6 below.

Table 6 Initiation to join the Clubs

Initiator	Number (n = 35)	Percent
School Teachers	12	34.5
NGO / CBO	8	22.8
Parents / Guardians	10	28.5
Self-motivated	3	8.5
Friends	2	5.7

(Source: Field Survey, 2017)

It was reported that large number of the respondents of the clubs members were motivated to join the Child Clubs by their teachers (34.5%). And some others were initiated by their friends, local NGOs/CBOs and their parents. Even some kids were self-motivated to join the child clubs seeing their friends. There were significant roles of external factors to initiate to join the Club.

4.9 Role of Respondents in Child Clubs

The executive committee runs for a year. It is necessary to run the child clubs effectively and efficiently. The respondents were having different roles in the child clubs. 45.7% of the respondents were members in the executive committee where as 20% of the respondents were chairman. The figure 9 below clearly shows different roles of the respondents in the child clubs.

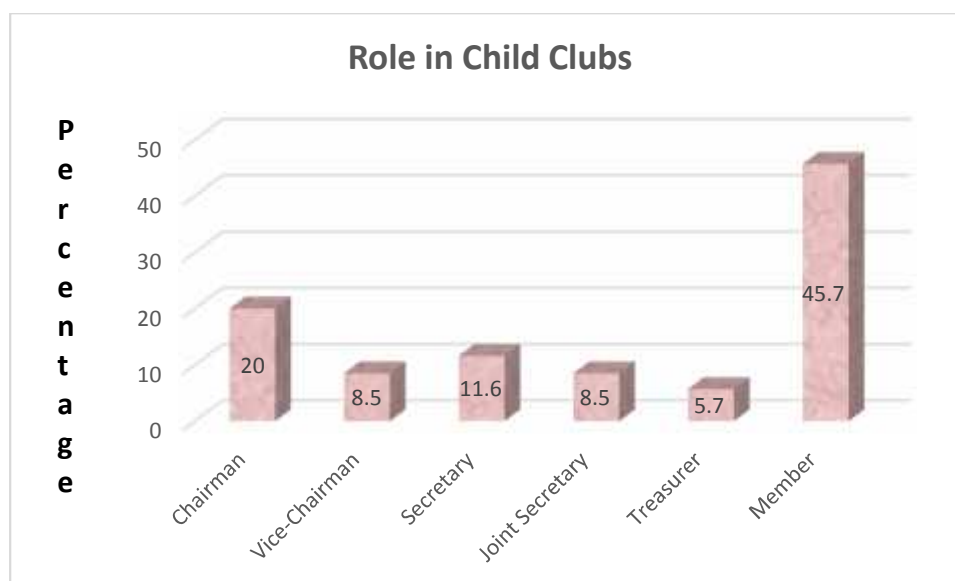


Figure 9: Role of respondents in the Child Clubs

(Source: Field Survey, 2017)

4.10 Assigned Role in the Club

Being a child club member, children have different types of role in the club. Clubs members' role shows the level of their participation in the clubs. Those, who have multiple responsibilities, should understand well and meaningful participation in the clubs. Different roles and responsibilities of the Child Club members in the Child Clubs are presented in the following table 7.

Table 7: Assigned Role in the Club

Roles/Responsibilities	Number	Percent
Decision	4	11.5
Organizing club's activities	9	25.7
Participation at activities	10	28.5
Managerial	5	14.3
Overall responsibilities	7	20.0
Total	35	100.0

(Source: Field Survey, 2017)

4.11 School Reforms with Children

Children and teachers hold the similar opinions that child clubs have brought the changes and reforms in school management and governance. School transforms as a social organization of students and parents when children are engaged in school interventions. They highlight the key reasons for becoming school reforms successful is to work and collaborate with children. Different activities were school reforms with kids were obtained during the field visits were: i) Increased flow of information and decisions to other students and parents; ii) interactions with children on school reforms continuously and share with others; iii) monitoring the attendance of teachers and students in classes; iv) being more transparent in financial system of schools; and v) a push for applying child friendly and child centric teaching and learning methodologies.

4.12 Frequency of Visits to the Clubs

Child clubs are small platforms to children where they can perform various activities. To perform activities and meeting they need to be gathered in the child clubs. There are different types of frequency to visit the clubs. Short frequency shows the intimacy and close relationship with the club. Similarly long frequency shows the less intimacy and gap with the clubs. Thus frequency shows the relation and participation level of the clubs members. Frequency of the Child Club members visiting in the Child Club is presented in the table 8 below.

Table 8: Frequency of visiting to the Club

Frequency	Number	Percent
Daily	3	8.5
Weekly	20	57.3
Fortnightly	6	17.2
Monthly	3	8.5
Occasionally	3	8.5
Total	35	100.0

(Source: Field Survey, 2017)

To manage and participate in the clubs activities, Clubs members' children visited in the club frequently. Because of the majority of school going children, they managed their weekend to visit the clubs. It shows the majority of the members' children who visited clubs regularly and they were high probability of participation in the clubs.

Likewise, the child clubs members who have attended the meetings of the child clubs was studied. 40% of the respondents attended the meetings on a regular basis where was 25.8% and 34.2% attended the meetings sometimes and often respectively. The figure 10 below shows the frequency of attending the meetings by the members.



Figure 10: Frequency of Attending Child Clubs Meeting

(Source: Field Survey, 2017)

4.13 Impact of the Child Clubs to the Children

Children's participation as outlined in Article 12 of the UN Convention on the Rights of the Child (CRC) states that children have the right to be heard and considered in decisions affecting them. Increasing recognition is being given to the value of children's participation, on how it furthers children's survival, protection and development, and how children as right bearers actively contribute to our society as a whole. Different impact of child clubs toward children is shown below in table 9.

Table 9: Percentage distribution on the Effect of Child Clubs towards Children

Particulars	Numbers	Percentage
Do your child clubs have some games?		
Yes	30	85.8
No	5	14.2
Do you have access to games in the clubs?		
Yes	21	60
No	14	40
Have you taken any child rights training?		
Yes	21	60
No	14	40
Do you have knowledge on HIV/AIDS?		
Yes	24	68.6
No	11	31.4
Did you take leadership development training?		
Yes	21	60
No	14	40
Do you have an idea on Wall Magazine?		
Yes	19	54.3
No	16	45.7
Do you have an idea about keeping Meeting's Minute?		
Yes	23	65.7
No	12	34.3
Did you win any prizes after joining the child club?		
Yes	17	48.6
No	18	51.4
Do you have built any Confidence to address the mass?		
Yes	26	74.3
No	9	25.7
Do you have any access to read magazines in club?		
Yes	20	57.2
No	15	42.8
Did you improve Rank in Class after joining the club?		
Yes	32	91.4
No	3	8.6

(Source: Field Survey, 2017)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

“Development effectiveness cannot be realized if children are represented as passive actors or largely invisible.” (Harper et al. 2010)

This study focuses on exploration and analysis of the role of child clubs on personality development, emergence, evolution, management and contribution on children’s learning and practice in schools. A sample of 35 child club’s members were personally interviewed using a schedule of interview on the information about child clubs, socio economic characteristics of the child clubs members, major activities of them, their participation level in the club and impact to their personal and social development from the child clubs.

The results showed that that 40% of the respondents were male whereas 60% of the respondents were female. Age of the respondents ranged from 7 to 16 years. The father was the head of the household. 88.5% of the respondents were Hindus, 5.75% were Buddhists whereas remaining 5.75% were Christians. A huge percentage, I.e 57.2% were disadvantaged janajatis, Dalits represent 14.2% whereas Brahmins and Chhetris were 28.6%. 88.5% of the fathers were literate whereas only 34.2% of the mothers were literate. 68.5% of the parents were heavily involved in agriculture to sustain their livelihood.

Children and childhood is a social construct changing over time. It also differs based on local context and cultures, social, economic and political structures and mechanism, availability and quality of basic services. Child Participation has been an emerging phenomenon in both schools and communities. Children participation, accountability, increase in the personal development were seen as the best options of the child clubs. Evolution of child clubs has been a nationwide phenomenon of community schools in Nepal. The growing need and aspiration of stakeholders including children and child clubs demand inclusive and institutionalized local institutions, modest invest, expanded work opportunities and representation to all children in club activities is a need of the day. This need also asks for adult support as a guide to them, not a manipulator.

In 2068, 2069, 2070, 2071 and 2072 B.S. 51.5%, 17.1%, 14.2%, 11.4% and 5.8% clubs were formed respectively. There were different types of economic sources

available in Child Clubs such as school support 22.8%, membership fee 51.5% where 25.7% responded that they had no sources.

The perception of children was that a child club was a good forum to raise common voices or concerns, whereas teachers perceived that a child club was an initiator of child friendly teaching and a tool for socialization. On the perception of parents-a child club worked as a mirror of school democracy as well as an active member of the school management.

85.7% children joined the club for personnel development because it would help to improve in class as well as in their future life. Almost all of the teachers where I visited agreed that “child club uses positive approach and builds good relationships between teachers and students”.

School teachers (34.5%) were the main initiators who insisted the children to join the child clubs. Beside teachers, parents (28.5%) and NGOs/CBOs (22.8%) also encouraged the children to join the child clubs. Self-motivation and friendship were the key elements of the children to involve in the club activities. Level of knowledge of the Child Club members was operationally defined as the perceived knowledge as it is very important to have knowledge about child rights to the club members and most of them have found basic idea and knowledge about child rights.

The respondents were having different roles in the child clubs. 45.7% of the respondents were members in the executive committee where as 20% of the respondents were chairman. 28.5% of the respondents were actively involved in participation of different activities, 25.7% were involved organizing different club's activities, 11.5% were involved in decision making and 14.3% were involved in managerial.

The major different outputs of child clubs were increased flow of information and decisions to other students and parents, interactions with children on school reforms continuously and share with others and monitoring the attendance of teachers and students in classes.

57.3% of the respondents used to meet weekly in the child club, whereas 17.2% used to meet fortnightly in the child clubs. Because of the majority of school going children, they managed their weekend to visit the clubs. It shows the majority of the

members' children who visited clubs regularly and they were high probability of participation in the clubs.

Most common activities of the child clubs were quiz contest, creative writing, debate competition, talent show, cultural (music and dance), public speaking training, wall magazine publication, fine art, sports, health awareness, child rights awareness etc. 85.8% of the respondents were happy to share that their child clubs had some games and 60% responded that they had access to those games of the child clubs.

68.6% of the respondents had knowledge on HIV/AIDS. Exactly 60% of the respondents have taken the child rights trainings after joining the child club.

Because of the regular participation at clubs activities and having training they were found to be capable of preparing wall magazine, public speaking, record keeping and participated on different extra-curricular activities. 54.3% had idea on wall magazine and 65.7% had an idea about keeping meeting's minute.

Only 48.6% had won the prizes after joining the child clubs, whereas 74.3% had built confidence to address the mass.

They were happy to share that 91.4% of the respondents improved the rank in the class after joining the clubs.

Further studies on this theme are necessary, in all district including school based and community-based child clubs which can help in further policy making, effectively implementation of the existing policy as well. As I observed most of extra-curricular activities are in limited in schools by school-based child clubs so in future will be better campaign types of program launched into community level. Additionally, it will be important to study the impact of different kinds of club programmes on the personality and social development of children. Lastly, the effectiveness of CCs in terms of developing children should also be evaluated for a better understanding of the observed differences in the benefits as perceived by the children from their membership of the club.

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ANNEXES

Annex I: Interview questions for members of the child clubs

General Information about Child clubs from the executive board members

1. Name of the Child Club:

Address:

School:

VDC / Municipality:

Ward No:

District:

Zone:

2. When did this child club start?

Year:

Month:

3. Numbers of child clubs members:

General Members:

Total:

Boys:

Girls:

Executive Board Members:

Total:

Boys:

Girls:

4. Does the clubs have an advisory committee?

Yes

No

5. When was the present executive board formed (reformation of child club)?

6. What is the time period of general assembly at this club?

8. Is the child club registered any where?

Yes:

No:

If yes, specifies that:

9. What is the economic source for running your club?

10. What are the activities the child clubs have been conducting?

No.

Activities

a.

b.

c.

d.

e.

11. What are the problems faced by this child club?

- a.
- b.
- c.
- d.
- e.
- f.

Socio economic status of child clubs members:

12. Family Background:

- | | |
|-------------------------------|------------------|
| a. Name of child club member: | b. Age: |
| c. Sex: | d. Caste / |
| ethnicity: | |
| e. Religion: | f. Post in child |
| club: | |

13. No. of family members:

15. Parent's education:

- | | |
|-----------|------------|
| a. Father | b. Mother: |
|-----------|------------|

16. Parent's occupation:

- | | | |
|----------------|--------------------|------------------------------------|
| i. Father: | | |
| a. Agriculture | b. Wage labor: | c. Service: (Government / Private) |
| d. Business: | e. foreign country | f. other |
| ii. Mother: | | |
| a. Agriculture | b. Wage labor: | c. Service: (Government / Private) |
| d. Business: | e. foreign country | f. other |

18. Does your family have own house?

Participation of child clubs members in the clubs activities:

19. When did you join this child club?



20. Why did you join this club?
➤
21. Who incited you to join this club?
➤
22. What is your role in the child club?
23. What types of activities you like to do in your child club?
a. Entertainment
b. Sports
c. Art/ cultural
d. Educational / awareness
e. Others
24. How often do you participate in the clubs activities?
a. Every time b. Sometimes c. Often d. Rarely e. Never f. other
25. Do you have to attend child clubs meeting?
If yes how many times ... ? or every time
26. What games / instruments does the club have?
➤
27. Do you have any access to use game/instrument of the child club?
➤
28. Have you taken any training / orientation from child club?
If yes, specify that.....
29. What do your parents say about you being in the club's member?
➤

Impact of the child clubs to the children

30. Do you have any child rights training? If you have, what is child rights?
➤
31. Do you have knowledge about HIV/AIDS?
➤
32. Do you have leadership training?
➤
33. Do you have an idea to write wall magazine?
➤
34. Do you have an idea about keeping child club's meeting minute?
➤
35. After joining the clubs, did you win any prize from clubs/ school's event?
➤
36. Do you have built confidence to address the mass as a speaker?
➤

37. Do you have access to read child magazine from child clubs? If you have access, what magazine you like most and why?
➤
38. Before joining the child clubs what was your rank in your class and then, is there any change?
➤

Thank you

Question for KII and FGD

1. What types of activities are being conducted under this child club?

-) Awareness raising
-) Public speaking
-) Sports competition
-) Quiz content
-) Debate
-) Others

1. What types of support are needed to them for conducting and manager the child club effectively?

-) Economics support
-) Guidance
-) Others specify.....

2. Are you invited by child club during extracurricular activities?



3. Do you show your interest to observe the child club activities?



4. Are there any changes seen in children after joining child club ?

If yes,

5. To the teachers only- have you got any changes of their educational status after joining in child club and any changes in their position of class ?



6. In comparatively what types of differences can you observe among child club executive members and others students ?

-) Quality of study
-) Rate/chance in class repetition
-) Personal relation
-) Confident level

Thank you

Annex II: Field Photos



Interview with Child Club Members



Group Photo after Group Discussion



Happy faves after the meeting



Students listening to the researcher



On the way to back home after meeting



Key Informants' Interview

The End