Chapter-4

CHAPTER - 4

DIAGNOSIS AND REMEDIATION

4.1 INTRODUCTION

This chapter presents methods and techniques of identification of cases (i.e. children whose rights have been violated) and remediation of those identified cases.

4.2 DESIGN OF THE STUDY

The case study method was employed for the diagnosis and prognosis of identified cases.

4.3 TECHNIQUES

- Observation
- Unstructured Interview
- Field Diary

4.4 DATA COLLECTION, ANALYSIS AND INTERPRETATION

Data collection was done by researcher with the help of observation, interview and informal interaction techniques.

Identification of case: 1

The child used to come with his mother to canteen. Very often he used to stay there for entire day which made the researcher probe into the matter. During interaction, the researcher found him not absolutely normal like other children. So, researcher informally started talking to the child, as well as, to mother. Series of informal interactions with mother and child were conducted. Teachers were also interviewed in order to know about child from third person's point of view. Observations were also carried out when child was interacting with other people. Diary was maintained day-wise and important points were noted down. All these procedures and data made the hunch of researcher that the child is a case and his rights are violated is true.

Profile Building – Process Scenario

His name is Suraj(name is changed). He is studying in 4th standard in one of the Prathmik Shala, Vadodara. His father is a full day drunker and does not do any productive work. His mother is working as a daily-wager worker.

His behaviors are deviated from behaviors of normal children. He does not know at times how to behave with girls (innocently), he used to spit on them and go very closer to them. He is not well-mannered. He is disinterested in studies and very reluctant in going to school. Informal interaction revealed that teacher is not teaching in school and not paying proper attention to the child. On asking question – Why you don't want to go to school? He replied in Gujarati – 'Teacher kha kha j kare che, bhanavati nathi. (Teacher is used to eating only and she is not teaching). On reflecting the other question – What your father is doing? He said – a daru pive che(He drinks).

Researcher started providing personal coaching to child by inviting him at own place. Though he is studying in 4th standard the researcher asked him to perform very basic tasks like to write his name, parents name and surname. He could write his name and parents name but he does not know his surname. Even he could not read properly. His hand writings are not legible. Pronunciations are not understandable and many a times he could not understand what we want to convey. Problems in general cognition of the things. Further probing revealed that he neither has friends at school nor at home. Boys at school used to beat him.

Researcher tried to teach him basic 3R (i.e. Reading, Writing & Arithmetic) functions alongwith educating him about personal health-hygiene, sanitation and general manners for about 12 to 15 days. During this process researcher found that he could merely copy down the things from books or whatever we have written (i.e. 1,2,3,..... , alphabets in gujarati & sentences) but if we asked what it is, he could not respond. It means he has problems in Understanding and Interpretation of written things which made the researcher think about his cognitive development. Meanwhile, the researcher interacted with his mother and told her to pay proper attention on his cleanliness habit, dressing and learning status. Instead of following instructions and striving hard to improve upon, she blamed the child that he is not obedient, not doing anything – neither going school

regularly nor cooperating her in getting things done, being unaware of familial and social environment affecting badly the psycho-somatic-spiritual development of the child. She could not make out that her child is not as normal as rest of the children and hence need special care and treatment.

Consequently, the researcher decided to visit the school and interview teachers teaching the child. Teachers too had the same observations about his profile. Teacher who knows him from last two years (i.e. taught him previous year as well as current year) revealed that his father is a drunk and not at all responsible, but, his mother, too, is not as sincere as the condition demands. Teacher said that neither we can pay special attention to child nor we can devote that much time to make him learn things as we are busy with n number of things specially paper-pen work. She said even we do not have sufficient time to carry out teaching-learning process. Teacher further revealed that the mother is not staying at a fix place and not doing job at one place consistently. Teacher suggested that the solution to the problem is that the mother has to take proper care of the child as father is not going to change. Teacher has this perception because large number of students in class has similar background, but, the mothers are taking care. So, children are able to cope up with the prevailing conditions.

The moment researcher step into the classroom he (Suraj) became very happy and joyous. After interviewing teachers researcher tried to mingle with children of his class in order to know the status of their terms. Other children despite of belonging to lower strata and largely similar background are normal and active. All of them do not have favorable attitude towards Raj because of his habits and appearance including clothing. They said he always spits on them and bites them. So, in order to protect the self they also respond in the same fashion which makes him out of the group and he feels excluded and alienated.

Collating all the data & facts and interpreting in context of rights of child, it can be stated that;

- His right of being brought up by both the parents i.e. **Parental Responsibility A – 18** is violated.

- He is going to school but aims are remaining unfulfilled i.e. **Aims of Education A – 29** is violated.
- He is entitled to special care and treatment, but, he is not getting it. So, his right to proper medical care i.e. **Health Services A – 24** is violated.
- He does not have any friends at school and home. Nobody is ready to associate with him. Societal acceptance is not there. His rights to **Freedom of Association A – 15 & Social Security A – 26** are violated.
- Parents do not take care of the child's best interest i.e. **Best Interest of the Child A – 3** is violated.

Remediation

After thorough diagnosis of the case, there is a need to think about various ways to remediate the case in order to relieve the case from existing condition and at the same time it carves the ways for observing/ realizing rights.

Meticulous and in-depth analysis of child's state from all the dimensions suggests following probable remedies.

- The very first step is to provide him medical treatment, mental health related tests and IQ tests can exactly reveal where difficulties lie so that suitable treatment can be provided.
- The child, as well as, mother needs counseling in various respects.
- The child needs more time and individual attention.

Looking into complexity of the case as well as nature of probable remedies researcher decided to contact Childline, Baroda, The National Initiative For Child Protection (NICP) as they have collaboration with all the related professionals.

- In this regards on 25th Feb-2010 researcher went to Childline office and described the entire case history. They assured to do needful to relieve the case.
- On 19th Mar-2010 researcher gave a call to know the status, the para-professionals responded they are after it and she will let researcher know the status as and when they will be through.

- On 16th Apr-2010 again researcher talked to para-professional, she revealed that the team members have inquired into the case and went to child's home. They asked his mother to come for counseling but she did not go to the place. Para-professional further assured researcher that despite of the complexity of the case they will try more and see what can be done.
- Lastly, during first week of June researcher inquired further and came to know that mother with child turned up for counseling only ones and then onwards never seen.

Identification of case: 2

Researcher purposefully visited the backward area (basti ilakaa) of Sayanjigunj area of Baroda. Researcher carefully and keenly observed all the children of the locality in order to know their status. Observations revealed that except one girl child other children are normal which lead researcher to further inquire of that child.

Profile Building – Process Scenario

Her name is Radha(name is changed). She is approximately 10-12 years old. The informal talk with a person who knew her since few years revealed that she was sexually abused which resulted in stagnation of mental and physical growth. It can be considered as mild retardation. She lost her both the parents and staying with grand parents. Grand father was running a small dhaba where rotla and sabji was served to lower class people. Radha was helping her grand parents by washing dishes and glasses. She could do mechanical work but failed to comprehend concepts and things. Her grandfather complained to researcher that despite of studying in 3rd standard she can not write, read and count. Further, grand father said despite of performing poor throughout the year, teachers promoted her in next grade rather than making concepts clear and make her learn. Here, grand father was not aware of her underdeveloped status and need for proper medical and psychological treatment.

Collating all the data & facts and interpreting in context of rights of child, it can be stated that;

- She is going to school but aims are remaining unfulfilled i.e. **Aims of Education A – 29** is violated.
- She is entitled to special care and treatment looking into her cognitive development but she could not avail required medical facility. So, her right to proper medical care i.e. **Health Services A – 24** is violated.
- Her right to protection from sexual abuse i.e. **Protection from abuse and neglect A-19** has been violated.

Researcher interviewed boys of the village where researcher resides (at - kundi, dist - valsad) for identification of cases further. Three boys were not going to school as they were not staying at one place throughout the year. Their parents are working in brick manufacturing bhathha. So during monsoon they return back to the village and get engaged in agricultural work. Researcher informally talked to them and discussed advantages of education including their right to free and compulsory education till the age of 14 years. They were reluctant as far as rejoining of school was concerned. Further probing revealed that attitude of parents was mainly responsible for that. Parents made/considered their child as instruments of getting the work done and earning some money.

In these cases despite having constitutional provision of free and compulsory education their **Right to Education i.e. A – 28** is violated. Even the decision and action of their parents do not take care of best interest of child i.e. **Best Interest of the Child A – 3** is violated. Right to protection from **Child Labour i.e. A – 32** is also violated.

Researcher came across similar kind of situation at different place (i.e. at – V.V.Nagar, Anand) while identifying cases. Here also three boys and a girl were playing in dust on the road side. They belonged to Dahod District and said we were studying there. Their parents were working as sweepers in Nagar Palika. Out of 30 days of a month 18 to 20 days they were at V.V.Nagar and for 10 days at their native place. At V.V.Nagar, they stayed in small tent or shanty. Children had habit of gutkha

chewing. For entire day they roam around and waste their time rather than going to school. They might attend school for 8 to 9 days per month. Here, also their **Right to Education i.e. A – 28 and Aims of Education i.e. A-29** are violated. Their parents need to take responsible and judicious decision in order to ensure good future of their children. (i.e. need to permanently stay at one place rather than migrating every month.) **Best Interest of the Child A – 3** is violated.

His name was Balu(name is changed). He was a street child and left his home. He did not know his residence place. In V.V.Nagar he was staying with another boy on road sides. On asking question 'Why do you not go to school?', he replied that the teacher deliberately failed him. So, he left the school. He was studying in 6th standard. He did not reveal the reason that why he left the home. But at the same time he expressed the wish to go back to home which remained unfulfilled as he did not know his residence place. With whom he came to V.V.Nagar? Why did he leave home? These questions remained unanswered. Here, his **Right to Education i.e. A-28**, brought up by both the parents i.e. **Parental Responsibility A – 18,** protection from **Child Labour A-32**, **Social Security A-26** and **Best Interest A-3** are violated.

4.5 CONCLUSION

During the course of study, for this particular objective researcher identified 9 cases. These 9 cases were from different geographical locations. Despite of the different locations, their conditions are more or less same. Right to Education, Best Interest of Child and Parental Responsibilities are three rights commonly violated in all the cases. One more common factor is illiteracy of parents and very low economic condition. In all the cases children are helping their parents to make two ends meet. These are homes where conducive and congenial home environment is difficult to observe because of poverty and illiteracy.

Researcher tried to solve few cases but co-operation of parents was difficult to observe. They had their own mind-set and constraints which acted as hurdle in process of relieving the cases. The efforts of Childline, Baroda are appreciable but more rigorous

efforts are needed. Instead of employing para-professional, fully trained professional could be employed which will strengthen the field.

Further, it can be concluded that the objective 'to case study the children whose rights are violated' of the present study is partially fulfilled. Researcher could identify a few cases but the task of remediation of the situation was quite complicated and difficult. Intervening the cases and fully solving the problems in context of Rights of Children demands support of all the allied systems.