CHAPTER-VI

CHAPTER VI

IDENTIFICATION, DIAGNOSIS AND PROGNOSIS FOR THE DISPOSITION OF THE CASES OF HUMAN RIGHTS

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6.0 INTRODUCTION

A case study is a problem to be solved. The case should have enough information in it that one can understand what the problem is and, after thinking about it and analyzing the information; one should be able to come up with a proposed solution. Writing a case study is a bit like writing a detective story.

Case study refers to the collection and presentation of detailed information about a particular or small group, frequently including the accounts of subjects themselves.

In this chapter the investigator has discussed about some cases in which rights of some persons were violated and how investigator and some teachers identified with the cases and tried to help them to realise their rights.

6.1 OBJECTIVES

- To identify and diagnose some persons whose rights are being/have been violated.
- To workout the prognosis for the disposition of the identified cases and study its effectiveness.

6.2 POPULATION FOR THE STUDY

All the residents of Gujarat constituted the population.

6.3 SAMPLES FOR THE STUDY

Some persons of Ahmedabad were identified whose rights have been/are being violated.

6.4 TOOL & TECHNIQUES

Following tools and techniques were used by the researcher to collect data related to various cases.

- Unstructured Interview
- Observation
- Field Diary

6.5 PROCEDURE FOR DATA COLLECTION

Cases from the field were identified and the data were collected using above mentioned techniques by the investigator, as well as, with the help of teachers from experimental group.

During intervention programme the investigator told the teachers that if they observe any person whose rights have been/are being violated then take a note of the person and observe him for diagnosis and prognosis, on their own or if need be with the help of the investigator.

So, some pre-service teachers after intervention programme and during their Internship identified the cases and tried to solve their problems. Some of the in-service teacher also tried to solve the problems of the cases.

Still some teachers are in contact with the investigator to solve the problem of some cases.

6.6 DATA ANALYSIS AND INTERPRETATION

Qualitative data analysis has been done. Here, are some cases which have been identified by the sample as well as investigator whose rights have been/are being violated.

All the names mentioned in the following cases have been changed for observing confidentiality.

CASE I:

Identification of the problem: A Muslim family not sending their girl child to School.

Diagnosis of the problem: One of the student teachers from S.U.G. B.Ed College found that her neighbour is not ready to send their girl child to the school. She has tried to solve this case as education is every child's right given in article 26 of Human Rights.

According to Hafsabanu (student-teacher), In Muslim community different believes are prevailing for providing education to the girl child. Some families are ready to send their child to the school and they are sending. But some families still believe that girls should not attend the school and for them training from 'Madressa' is enough.

Here in this case, Mr. Kasimbhai is father who did not want to send her girl child Suhana to school. In the words of Suhana's father "Jamana bahut kharab hai, school bhejne se ladki bigad jayegi."

Kasimbhai had decided that he will not send Suhana to the school. On the other hand Suhana's mother Asinbanu is educated and she was ready to send her daughter to the school. But she was not able to convince her husband.

Now after learning about Human Rights Hafsabanu, who herself is a muslim girl realized that her neighbour is violating his daughter's right, right to education (Article 26) and she has decided to try to make him understand.

Prognosis of the case: Student-teacher, Hafsabanu has talked to Suhana's father about her right. She took help of her aunt also to convince him. She convinced him to send his daughter to the nearby school. Initially Kasimbhai was not ready but Hafsabanu didn't leave it. She was talking with him continuously up to week, one or another way. She explained that today in each and every field girls have stepped in. They are doing very well in their social life also. She again explained that if unfortunately some unwanted incident will happen in her life, in today's world who is going to help her? If she is educated then she can help herself. So education is very essential in today's world. She also told him at least he should educate his child up to 7th Standard.

Final Status: After long explanation and discussion at last, Mr. Kasimbhai became ready to send her girl child to school nearby to his house but only up to 7th Standard. Today Suhana is in first standard and according to her teacher she is very intelligent.

Conlusion: In the words of Hafsabanu "આવી હોશિયાર છોકરી આગળ જઈ ઘણી પ્રગતિ કરી શકશે જો તેના પિતા તેને ભણવા દેશે તો...!!!"

CASE II:

Identification of the problem: A family opposes their daughter to marry with the boy of her choice because of different caste.

Diagnosis of the problem: One of the student-teachers from the same college found that her sister's friend wanted to marry a boy of her choice. But her family was not ready to marry that boy because he is from different caste. Her father said that they are Saiyed and Saiyed daughter can not marry with the boy of other caste. Here, Name of daughter is Nazima. She is 19 years old and she wanted to marry Javed Khan who is from Ansari family. But she was very disturbed as she wanted to marry only with Javed Khan, while her father is forcing to marry with another boy of same caste of his choice. When the student-teacher's sister talked about her friend Nazima at the same time she told her sister about article 16- Right to marry of once choice. So they both decided to meet Nazima and wanted to tell about her right.

Prognosis of the case: Here student-teacher feels that Nazima is 19 years old and she has complete right to marry according to her choice as per Human Rights. Because of father's pressure she is not supposed to marry with other boy whom she did not like. The student-teacher explained about Human Rights to Nazima and she said "that you must have that courage to talk to your father. This is your right and you are not supposed to punish yourself and violate your right like this." After long persuasion Nazima got the courage to talk to her father about her decision. Her father got angry and did not accept her relationship as well as decision. So, again they all (including Javed khan) met her and after long talk came to decision. So, Nazima herself married with Javed Khan.

Now, both of them are living happily and their family members have accepted them.

CASE III:

Identification of the problem: A husband beating and torturing his wife.

Diagnosis of the case: One of the in-service teachers, named, Mr. Yashwantbhai Patel found near his living area there was a slum area. In that area one family is living there. Name of the husband and wife are Bhikhabhai and Manjulaben. They are living with their children. Whenever Mr. Yashwantbhai passes through that path he saw that Manjulaben was tortured by Bhikhabhai very frequently. During that time Bhikhabhai was drunk and he was beating and was telling bad words to his wife Manjulaben. Sometimes when he was not drunk then also he tortured his wife. Mr. Yashwantbhai just learned about Human Rights by the researcher. So, he came to understand this is not only the problem of a family and one should not to interfere in their privacy....but actually here right is violated and he must help that couple to live happily without violating each other's rights. Here according to Yashwantbhai article 5 was violated. So, he talked to investigator. They decided to talk with Mr. Bhikhabahi and if after talking and discussion also he will not understand than they decided to take help of Human Rights Organisation.

Prognosis of the case: One day Mr. Yashwantbhai went to Mr. Bhikhabhai's house, when he was not in drunk stage. Mr. Yashwantbhai talked with him in general. He introduced himself that he is a teacher in a school and slowly came to the point about not to torture any one, even wife. Bhikhabhai got the message negatively and got angry on Mr. Yashwantbhai. But Yashwantbhai sometime alone and sometime with his wife visited his house. Even after getting insulted he continued to visit his house and talked with him calmly. One day he talked about Human Rights in simple language on some articles. And talked about violations of rights and some organization which helps the persons whose rights are violated. Thus he told to Bhikhabhai that while you beat and torture your wife you are violating her right. You can get punishment through NGO's working on Human Rights. Gradually Bhikhabhai got the message and there was a drastic change in his behaviour. Now he understands the value of wife as well as rights. Even after that he tried to understand various Human Rights from Yashwantbhai and promised

not to violate anyone's right, rather help them to enjoy their rights. Nowadays Yashwantbhai saw that Bhikahbahi is taking care of his wife and also he has left drinking gradually. Many times he was found talking with neighbours about Human Rights and not to violate them.

CASE IV:

Identification of the problem: Staff not getting full salary from the trust.

Diagnose of the case: One of the in-service teachers, named, Bhavanaben Shah found and helped this case. Her friend Monaben is working as a teacher in private school. From friendly talk with her, Bhavanaben came to know that Monaben and other staff was not getting full salary as well as not getting holidays as per rules. Also, many times they got tortured by their trustee one or another way. Same time Bhavanaben remembered about article 23, 24 of Human Rights and other article 5. She told to Monaben but Monaben was in fear of loosing her job.

Prognosis of the case: Bhavanaben talked to the investigator and then they got an idea. They felt that if this idea will work then without losing her job Monaben will get the right to fair pay for work and also leaves as per rules. Then Bhavanaben talked to Monaben. In that school many activities and functions are always going on. So Bhavanaben told to Monaben and their staff that first of all unity should be there between them. She discussed different ideas with them to help the case. After some days they decided to play a role through students during the institutional function. They became very enthusiastic and worked hard to write a play and help the students to perform it effectively. On the day of function students had played a small act in which they acted and talked about Human Rights and violations of Human Rights and how NGO's and others help the victims whose rights have been violated. Thus, through this act they have conveyed the message to the trustee. After that they gathered the courage and were ready to discuss the same thing with the trustee. After two days of function they talked with the trustee and discussed about it. Already during the function the trustee had got the message and

during discussion also he was very calm and ready to give salary and sanction leaves as per rules as he was impressed by his staff.

Disposition of the case: It has resulted into a better climate in the school. Now they are getting leaves as per rules and also their salary was increased.

"Human Rights: Know them, Demand them, Defend them."

CASE V:

Identification of the problem: A husband left her wife and went abroad.

Diagnose of the case: One of the pre-service teachers Rupal of S.U.G. B.Ed college found this case. Rupal's aunt's best friend Aartiben got married with Mr. Navin Patel on 27th October 2009. It was both's second marriage. Aartiben has a daughter 10 year old from her first husband. Aartiben is coming from a wealthy family. Navinbhai has a 7 years old son. After marriage Navinbhai told to Aartiben that she should take care of whole family and has to do all small and big works. Aartiben accepted all the condition but she was not aware of that his son was mentally retarted. She just wanted Navinbhai should have told this before marriage. But then also she has accepted his son happily. But then also on 25th November 09 Navinbhai went abroad with his son and told Aartiben that after sometime he will call her. After that he never called Aartiben nor even ever contacted her. Even from her in-laws house also no one gave her any information about Navinbhai. When Rupal came to investigator with this case then the investigator discussed many point with her. Aartiben even did not know where exactly her husband had gone? Many questions arose in their mind. She is from wealthy family then why her father is not helping her? From the discussion and after talking with her aunt got the idea that Aartiben was not well educated and her father loved money more than daughter.

Prognosis of the case: The Student teacher tried to convince Aartiben with her aunt's help that she should meet prosecutor and go to court after discussing with the investigator.

6.7 CONCLUSION

From the above cases one can observe that many rights are violated. All the teachers must be sensitized toward Human Rights. If the teachers understand and observe Human Rights and also educate on Human Rights, the Human Rights will be universally respected in all spheres of society.

Also from the field diary the investigator felt that many rights are violated around us at every momet. We are the persons who are responsible for the violation of our rights, ometimes because of ignorance and sometimes knowingly. We want to excel in our fields, but it is at times at the cost of others. The investigator has observed many cases in which we become selfish and violate the rights of each other. So, the main task is to sensitize all of us towards our rights.

Cases of Human Rights violation are evident in all spheres; here, there and everywhere, right from house maids to mega public and corporate sectiors. Somewhere rights are being violated due to ignorance, sometimes these is well designed and deliberate violation. There is a direneed to educate all on Human Rights. The grave crisis and paradox of the present century is to humanize the human beings.