

CHAPTER I

CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

“Children” are precious gift of god who don’t demand but yet deserves to be protected from all the evils and nurtured with care, love and affection. India with largest youth population in the globe is trying its level best to empower its nation with all its efforts still lacks somewhere when it comes to child protection. Somewhere between the discrimination done by our society between lower and upper caste, rich and poor, children are abandoned. They do not get a chance to step in a school and are subjected to child labor. They are left to fend for themselves on the streets at very small age when they are left alone to face cruel realities of life. They suffer from many forms of physical and mental harassment. They do not have access to even basic healthcare facilities. They are subjected to barbaric and sadistic treatments every day. They are children – innocent, young and beautiful- who are deprived of their child rights which should be afforded to every human below the age of 18 years regardless of race, national origin, color, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics. MANKIND OWNS TO CHILDREN WHATS BEST IT HAS TO GIVE.

In 2007, the Ministry of Women and Child Development (MWCD) released a study report on child abuse. The study included incidence of child abuse nationwide. The study found out that Children between the ages of 5-12 are at the highest risk for abuse and exploitation. 69% of children reported to have been physically abused. Out of these 54.68% were boys. 52.91% of boys and 47.09 % of girls reported having been abused in their family. Children who were abused in family situations 88.6% were abused by their parents. Every two out of three school children reported facing corporal punishment. In juvenile justice institutions 70.21 % of children in conflict with law and 52.86% of children in need of care and protection reported having been physically abused. With regard to child labor 50.2% of children work all seven days of the week. 81.16% of the girl child laborers work in domestic households, while 84% of the boy child laborers worked in tea stalls or kiosks. 65.99 % of boys and 67.92% of girls living on the street reported being physically abused by their family

members and other people. Emotional abuse and girl child neglect was also examined. There are two forms of emotional abuse: humiliation and comparison. 83% of children facing emotional abuse being conducted by their parents itself. 70.57% of girls reported having been neglected by family members. 48.4% of girls wished they were boys. 27.33% of girls reported getting less food than their brothers. Of the young adults (ages 18-24) interviewed, almost half of them reported having been physically or sexually abused as children.

In this chaotic situation where on one hand things are getting worse day by day, on other hand institutions like UNICEF worldwide is giving a sigh of relief to those children and women who completely lost all their hopes on normal living.

1.1 UNITED NATION INTERNATIONAL CHILDREN'S EMERGENCY FUND

(UNICEF) is a United Nations (UN) program whose headquarter is in New York City. UNICEF provides humanitarian and developmental assistance to children and mothers in developing countries. UNICEF since 1949 is fully committed to Indian government in ensuring the overall development of every child right from birth, in this country. From supporting members to advocating rights of children in 16 states of India the journey of UNICEF has added many success stories to its list of achievements. UNICEF provided funds, equipment and technical assistance to India and made possible many drastic changes in the history of India.

UNICEF PLAYED MAJOR ROLE

1949-India's first Penicillin Plant Established-UNICEF provided equipment and technical assistance

1954 -The White Revolution: A beginning- UNICEF signed an agreement with the Government of India to fund the Aarey and Anand milk processing plants.

1954 -India's first DDT Plant Established- Plant was set up with the equipment provided by UNICEF.

1966- Bihar Drought- UNICEF provided drilling rigs to accelerate the government's efforts to provide safe drinking water.

1960-Science teaching- the GOI and UNICEF signed an agreement for reorganization and expansion of science teaching in the schools of India. The emphasis was on teaching through demonstration kits rather than through chalk and talk method.

1963 -Applied Nutrition Program-UNICEF assisted ANP with equipment and supplies.

1970 -The Water Revolution- UNICEF became a key partner with the Government of India in the world's largest rural water supply program. UNICEF brought drilling rigs to India which could drill boreholes in hard rock.

1975 -Integrated Child Development Services-The Government launched the Integrated Child Development Services scheme to improve nutrition and health for children under six as well as expectant and nursing mothers. The scheme now reaches nearly forty million children.

1983- Guinea Worm Eradication Program- UNICEF supported India's national program to rid the country of an agonizing disease caused by guinea worms.

1985 - National Mission on Immunization-UNICEF supported Prime Minister Rajiv Gandhi's National Mission on Immunization.

1989-MahilaSamakhya –Education for women's equality - Mahila Samakhya (meaning education for women's equality), launched in 1989, is now active in 12,000 villages, over 60 districts in 9 states including Bihar, where UNICEF and Mahila Samakhya have long been partners.

1991 - Iodine Deficiency Disorder- the Government of India, UNICEF, other UN agencies and NGOs have been working together for the promotion of Iodized salt as the best way of preventing Iodine Deficiencies Disorders.

1999 -Super Cyclone of Orissa- UNICEF coordinated relief operations for about 1.7 million children.

2001 -Dular Project- project, to combat malnutrition, infant mortality and poor maternal health, started in selected districts of Bihar and Jharkhand by the Government with UNICEF support.

2001 - Gujarat Earthquake- UNICEF supported the efforts to revitalize the education system with modern learning tools and methodologies.

2003- Infant Milk Substitute- The national enactment of the 2003 Infant Milk Substitutes, Feeding Bottles and Infant Foods Amendment Act, that serves to strengthen the existing 1992 law, became a major step promoted and welcomed by UNICEF and partners.

2004 - Tsunami relief- UNICEF worked to raise the standard of child-centered services to levels higher than they were before the disaster.

2005- Joyful Learning- Joyful learning has emerged as a powerful concept to change the way schools and classrooms are managed. Whether it is in NalliKalli of Karnataka, the Quality Education Schools in UP or elsewhere - UNICEF has supported joyful learning.

2011-Census support- Gender issues were mainstreamed into the training and communication strategy for the 2011 Census. This helped 2.7 million enumerators and supervisors collect quality disaggregated data as part of the UNICEF contribution to the joint United Nations support to the Census.

2012–Polio Campaign- Polio cases in India fell from 559 in 2008 to zero cases in 2012. The Government, in partnership with UNICEF, the World Health Organization (WHO), the Bill & Melinda Gates Foundation, Rotary International and the Centers for Disease Control and Prevention contributed to almost universal awareness of the need to vaccinate all children under five against polio. As a result of these efforts, India was removed from the list of endemic countries in 2014.

2013- Reduction in MMR- UNICEF's Support to the National Health Mission (NRHM) and the second phase of the Reproductive and Child Health program resulted in increased access to institutional and community-based maternal, neonatal and child health services.

2013 -Communication Campaign on Maternal and Child Nutrition-The Ministry of Women and Child Development (MWCD) successfully launched a nationwide Communication Campaign on Maternal and Child Nutrition in November 2012, jointly with Mr. Aamir Khan, the renowned actor and UNICEF Ambassador

promoting nutrition for children. This was one of the largest public service campaigns in the country, reaching people across India, through diverse means of communication in 18 languages.

2014 – India Newborn Action Plan launched- This Action Plan, the first of its kind in the region, aims at achieving a single digit neonatal mortality and still birth rate by 2030. These are the areas in which UNICEF right from 1949 has offered its helping hand and made many initiatives possible. In the field of children welfare UNICEF has worked for reducing neonatal deaths, child survival growth and development, providing children protective and learning environment, adolescent empowerment, Advancing Evidence Based Inclusive Policies. UNICEF believes that child's over all development is influenced by the interdependent factors such as health, hygiene, nutrition, education, protection and social development. To make proper development of child possible UNICEF's targeting efforts for children right from birth till adolescent to ensure they not only survive but thrive too in this field of child welfare.

These rights encompass freedom of children and their civil rights, family environment, necessary healthcare and welfare, education, leisure and cultural activities and special protection measures. The UNCRC outlines the fundamental human rights that should be afforded to children in four broad classifications that suitably cover all civil, political, social, economic and cultural rights of every child.

1.2 CHILD LAWS IN INDIA

Children bring development and prosperity to the country. But as we all know that the children are the most vulnerable part of the society can be easily targeted. In India we have enacted many laws and acts related to Children in order to protect them and to give them a sound development.

Constitutional Provisions

Preamble Commitment: Justice, Liberty, Equality and Fraternity for all the citizens including children are the main purpose of the Constitution.

Article 14: Equality before law and equal protection of laws. It is available to every person including children.

Article 15 (3): Empowers the State to make special legal provision for children. It makes mandate to the government to ensure children's welfare constitutionally.

Article 21: It mandates free and compulsory education for all the children in the age group of 6- 14 yrs.

Article 23: Puts total ban on forced labor and is punishable under the Act.

Article 24: Prohibits employment of children in hazardous factories below the age of 14yrs.; e.g.: mine, match industries etc.

Article 51 A clause (k) and (j): the parent or the guardian to provide opportunities for education to his child or as case may be ward between the age of 6- 14 yrs.

Directive principles in Constitution of India also provide protection for the children such as, Article 39 (e), Article 39 (f), Article 41, Article 42, Article 45, & Article 47.

There are many Acts enacted in India for the protection children rights:

The Factories Act, 1948.

The Probation of Offenders Act, 1959.

The Child Labour Act, 1986.

The Child Marriage Restraint Act, 1986.

The Juvenile Justice Act, 2015.

The Pre- Conception and Pre- Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 2002 and many others.

National Policy for Children (NCP), National Institute of public Co-operation and Child Development (NIPCCD), The Integrated Child Development Services are polices made by Government. Even NHRC and UNICEF are also organization, taking special efforts to protect children rights.

The increased crime rate against the children, even after enacting so many laws & implementing them, has raised an alarming concern all over the world as children are being misused for fulfilling some people's illegal purposes. So along with various laws, it is also our social responsibility to take care of the children and to protect their rights.

1.2.1 CHILDREN IN CONFLICT WITH LAW

The word juvenile means “for or related to young people” or we can say it young, youthful, childish, immature. “Juvenile” is a Latin word, meaning young, for the first time it was used in 1615. Juvenile Justice (care and protection of children) Act 2015. It extends to whole of India except the state of Jammu and Kashmir. A

juvenile is a person who has not attained 18 years of age and has conducted a crime or an illegal activity such as rape, murder, rash driving, buying or selling drug, etc. This act shall apply to all matters concerning children in need of care, protection and children in conflict with law, it includes apprehension, detention, prosecution, penalty, or imprisonment, rehabilitation and social re-integration of children in conflict with law. Juvenile is a one accused of a crime or detained for a crime, they are presented before the JUVENILE JUSTICE BOARD (JJB) under the juvenile justice (care and protection of children) ACT 2015. Under this act provisions are made under which children (less than 18 ages) who commit crime are not taken to regular criminal court, but presented before JJB board. The aim is to reduce the risk of event in which they are not and providing counseling. The JJB members consist of a metropolitan magistrate or a judicial magistrate of a first class and two social workers, at least one of them should be a woman. All three people are members of JJB board. JJB boards are meant to resolve cases within four months. A child is brought before JJB by a police officer or a person from the Special Juvenile Police Unit (SJPU). The police have 24 hours to bring the child before the JJB, he/she is presented before the JJB, the juvenile is then sent to the nearest observation home. In observation home vocational training, education, food, water basic facilities are given to children. An observation home are bringing the children towards light from darkness and tries to transform their lives in best possible manner through vocational training, counseling, and providing rehabilitation to them.

At present, those under Juvenile Justice Act, 2015 can be sentenced maximum of three years in an observation home. Recently a bill providing for trial of juveniles aged between 16 and 18 for heinous crimes under laws governing adults was passed by the Lok Sabha. The new bill allows for juveniles 16 years or older to be tried as adults for heinous offences like rape and murderer. Heinous offences are those which are punishable with imprisonment of seven years or more. Under the proposed law, any juvenile aged between 16 and 18 will stay in a hostel, an institution for housing adolescent offenders, till the age of 21, his behavior will be assessed and if he has reformed, his sentence may be reduced. According to the survey conducted juvenile crimes have been increasing. Last year (2016) 38,565 cases were registered including many cases of rapes, murder, and acid attack.

1.3 ISSUES RELATED VILLAGE CHILDREN IN NEED OF CARE AND PROTECTION

Poverty – Seventy percent of people in village are farm labor's except this they don't have any work or job in village to earn money, Farm owner take benefit of this and give less amount of wages to labor, which is not sufficient for their families day to day expenses, that is why all members of family help in working in farm even children to meet their day to day expenses, and if person owns land then also all family members work in family business. These are the main reason of child labor in village and low attendance in school.

Alcohol – There is lot of physical work in farm, make laborers too tired and for just relaxing themselves they start taking alcohol. (Gujarat being a dry state alcohol is banned here). Children being good observers they also learn bad habits from the neighborhood.

Responsibility - When parents go for work elder children take care of their younger siblings and also help in household work like making food, sweeping, mopping, fetching water, taking care of cattle's (grazing, feeding and cleaning them), making cow dung cakes etc.

Shortage of school – In maximum village's school is only up to primary level so ninety percent of children in village leave school after primary level stay at home to support their family or to earn money.

Transportation – It is a major problem in village children and their parents get demotivated to send their children to school for further education in another village. Pregnant ladies also not able to go to hospital for regular check-up women have to depend only on asha worker/ or the primary health center for nutrition and health of expecting and nursing mothers. They do get support from primary health center or sub center and anganwadi.

Motivation for education – Parents and children both are not motivated to provide for education and take education respectively. They think even after studying they will have to do same work so it is better to learn skill of farming so he or she can start earning at early age. And children are not motivated because while not going to

school they feel free to roam here and there. They don't know importance of education even after enrollment in school.

Child marriage - It is a major problem in villages, it happens because of so many reason like orthodox thinking, community pressures, economical problem, security reason, thinking of responsibility, person need to do work in home or one helping hand for earning and house work.

Separation after child marriage - In village one can see so many cases of separation because of child marriage, child is not able to handle pressure of new house and life style of another family so many a times they are separated, sadly but some time if a girl is not able to conceive (become mother in early age) boys family sends her back to their parental home.

Migration: When parents migrate for work from one village to another village, education of children suffer. Especially as these children lack appropriate documents for school admission also there is clash in home language and school language. Parents expect the child to work with them for two reasons one is financial problem and second safety of the child.

1.4. STREET CHILDREN

Researcher believes that, need of love, affection, care, and the phrase, "I am here for you" is so important because street children think no one is here for them. They gradually begin to trust people around them and share their life's happiness and problems with the care taker. Asha social worker, one is responsible and trustworthy adult for the street child's life and the first point of contact to a safer life, with enhanced capabilities to improve their well-being and strengthen relationships with family and community. Also realized them what is their importance, in this beautiful world. Like us they all need love and affection.

The term "street child" includes any child that worked on the street. UNICEF defines a street child as, "...any girl or boy... for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood; and who is inadequately protected, supervised, or directed by responsible adults". The issue of street children is considered to be an urban problem. Children can be found on railway stations, near

Temples, Gurudwara, Churches, Durgahs, markets, under bridges, near bus depots, cross roads and bus stops, etc.

There are four categories of children on the street based on research:

- Children who work on the street but return to their families at night.
- Children who work on the street but whose family ties are dwindling.
- Children who live and work with their families on the street.
- Children who work and live on their own on the street.

1.5 CAUSES WHY ARE THEY ON STREETS?

In India every child want to live with their parent in their comfortable area so what are the reason of a child to choose, to live on road.

Mostly running away from home a child comes in the category of street children in most situations. There is lot of data available on why children run away, some reasons are simple, some complex

- Problems and fights within family, or parents.
- Step mother or father of a child. They are exploited by their step parents. Children are forced to work and take all money from them.
- Separation of Parents because of family disintegrates some time no one is willing to keep children, it hurts child and they run away from homes and their life brings them on street.
- Alcoholism of father or mother when parents are alcoholic relations of family becomes worst. Elder child has to take care of their younger siblings.
- Fighting with siblings are reasons too because they think that parents will not understand them.
- Parents force children for education and child doesn't want to study.
- Family poverty is also important reason if family is not able to fulfill needs of child so he or she run away from home to earn a livelihood for himself or herself.
- Wanted to see the city some time a child want to see different places but he or she is not able to see so they run away.

- A child not going to school or not doing homework and thus fear beating/ or corporal punishment also runs away.
- A child stealing money from home or somewhere else again fears rebuke.
- Fear of Exam result is one of the cause they feel parents will not understand the level of child and expect high result and mentally forced child to achieve it.
- Death of a parent, if child become orphan and no one is there to take care of them they come on street to earn a livelihood.
- Sometime child lives with their poor grandparent and their siblings who are not capable to take care or earn money to support their needs so responsibility comes in hand of elder child.
- Strained relationship or affairs of parents with another person.
- Abuse and family violence.
- Single parent.
- Human trafficking some time children are stolen from their family brings them to street for begging.
- Acquiring habit of drugs or alcohol. Children get habit of smoking, tobacco, alcohol or some kind of drugs by wrong friendship, when parent want to stop this they run from home and start living on street.
- Children live with their parents on street because of no shelter they also start working and begging on street.
- To give company to their friends they also run from home.

1.5.1 WORK DONE BY CHILDREN ON STREET

For living on street it is very important to work even working conditions for street children are often very poor. People exploit them, making them virtual prisoners, sometimes withholding pay, and abusing them because no one is there to take care of them. They work in hotels, restaurants, canteens, tea shops and places where street food is available. Majority of them are self-employed shoes repair or polishing, car wash, etc., scavenging for recyclable materials, such as plastic, paper, and metal, selling small items such as balloons or sweets, books, toys, selling newspapers or flowers, begging at different places, carrying loads from one place to

another, working on construction sites, working in roadside stalls or repair shops. Street children, especially the older children, are also sometimes engaged in activities such as stealing, pick-pocketing, drug-peddling, and prostitution.

1.6 CHILD RIGHTS

Like Human rights there are child rights and the various ways these rights are taken care off are mentioned briefly. Every child has a right to care, protection, education. United Nations educational guides for children classify the rights outlined in the Convention on the Rights of the Child as: Survival, Protection, Participation and Development. They may be elaborated as follows:

- **Right to Survival:** A child's right to survival begins before a child is born. According to Government of India, a child life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity.
- **Right to Protection:** A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere.
- **Right to Participation:** A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.
- **Right to Development:** Children have the right to all forms of development: Emotional, Mental and Physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition.
- In a similar fashion, the Child Rights Information Networkor CRIN for short, categorizes rights into two groups:
 - Economic, social and cultural rights, related to the conditions necessary to meet basic human needs such as food, shelter, education, health care, and gainful employment. Included are rights to education, adequate housing, food, water, the

highest attainable standard of health, the right to work and rights at work, as well as the cultural rights of minorities and indigenous peoples.

- Environmental, cultural and developmental rights, which are sometimes called "third generation rights," and including the right to live in safe and healthy environments and that groups of people have the right to cultural, political, and economic development.

Amnesty International openly advocates four particular children's rights, including the end to juvenile incarceration without parole, an end to the recruitment of military use of children, ending the death penalty for people under 21, and raising awareness of human rights in the classroom. Human Rights Watch, an international advocacy organization, includes child labor, juvenile justice, orphans and abandoned children, refugees, street children and corporal punishment. The current study focuses on child protection in the Sinor block of Vadodara District of Gujarat State.

1.7 GUJARAT PROFILE:

Gujarat is a state in western India, sometimes referred to as the "jewel of western India". It has an area of 196,024 km² with a coastline of 1,600 km, most of which lies on the Kathiawar peninsula, and a population in excess of 60 million. The state is bordered by Rajasthan to the north, Maharashtra to the south, Madhya Pradesh to the east, And Arabian sea and the Pakistani province of Sindhi to the west. Its capital city is Gandhinagar, while its largest city is Ahemdabad. Gujarat is home to the Gujarati- speaking people of India.

The state encompasses some sites of the ancient Indus valley civilization, such as Lothal and Dholavira. Lothal is believed to be one of the world's seaports. Gujarat's coastal sites, chiefly Bharuch and Khambat, served as ports and trading centers in the Maurya and Gupta empires, during the succession of royal Saka dynasties from the Western Satraps era.

The population of Gujarat state was 60,383,628, according to the 2011 census data. The population density is 308 km², lower than other Indian states.

As per the census of 2011, the state has a sex ratio of 918 girls for every 1000 boys, one of the lowest amongst the 29 states in India.

Hinduism is the major religion of the state, as about 89% population of the state is Hindu. A major part of the Hindu population follows Vaishnavism. Muslims are the biggest minority in the state accounting for 9.5% of the population. Gujarat has the third largest population of Jains in India.

1.7.1 VADODARA DISTRICT PROFILE

Vadodara, the third largest city in the state of Gujarat, is one of the focal points of industrial growth in Western India. The city became a metropolis in 1991, along with eleven other major cities across the country, by crossing the one million-population mark. As per provisional reports of Census India, population of Vadodara in 2011 is 1,670,806; of which male and female are 869,647 and 801,159 respectively. Although Vadodara city has population of 1,670,806; its urban / metropolitan population is 1,822,221 of which 949,998 are males and 872,223 are females. In education section, total literates in Vadodara city are 1,364,157 of which 732,121 are males while 632,036 are females. Average literacy rate of Vadodara city is 90.63 percent of which male and female literacy was 93.83 and 87.18 percent. The sex ratio of Vadodara city is 921 per 1000 males. Child sex ratio of girls is 852 per 1000 boys. Total children (0-6) in Vadodara city are 165,559 as per figure from Census India report on 2011. There were 89,402 boys while 76,157 are girls. The child forms 9.91 % of total population of Vadodara City.

1.7.2 SINOR PROFILE

Sinor is a Taluka in Vadodara district of Gujarat State, India. It is located 46km towards south from district head quarter Vadodara. 181 km from state capital Gandhinagar towards north there is Karjan Taluka towards west it is bounded by Dabhoi Taluka towards North , towards east there is Nandod taluka, towards east there is Rajpipla taluka. Rajpipla City, Karjan City, Padra City, Vadodara City are the nearby Cities to Sinor.

In Sinor block population of children with age 0-6 is 858 which makes up 10.67 % of total population of village. Average Sex Ratio of Sinor block is 945 which is higher than Gujarat state average of 919. Child Sex Ratio for the Sinor as per census is 911, higher than Gujarat average of 890.

Sinor block has higher literacy rate compared to Gujarat. In 2011, literacy rate of Sinor block was 78.18 % compared to 78.03 % of Gujarat. In Sinor Male literacy stands at 86.57 % while female literacy rate was 69.35 %.

As per constitution of India and Panchyati Raaj Act, Sinor block is administrated by Sarpanch (Head of Village) who is elected representative of village.

POPULATION OF VILLAGES OF SINOR BLOCK

Sr.No.	Villages	Administrative Division	Population
1	Achisara	Sinor	937
2	Ambali	Sinor	765
3	Anandi	Sinor	1,470
4	Avakhal	Sinor	3,162
5	Barkal	Sinor	1,896
6	Bavaliya	Sinor	851
7	Bhekhada	Sinor	572
8	Bithali	Sinor	1,045
9	Chhanbhoi	Sinor	817
10	Damapura	Sinor	692
11	Damnagar	Sinor	587
12	Dariapura	Sinor	315
13	Diver	Sinor	1,252
14	Garadi	Sinor	1,223
15	Kanjetha	Sinor	786
16	Kukas	Sinor	1,885
17	Malpur	Sinor	1,179
18	Malsar	Sinor	2,284
19	Mandva	Sinor	1,756
20	Manjrol	Sinor	1,903
21	Mindhol	Sinor	1,517
22	Moletha	Sinor	1,402

23	Mota Fofaliya	Sinor	2,235
24	Mota Karala	Sinor	1,932
25	Nana Habipura	Sinor	771
26	Nana Karala	Sinor	1,173
27	Puniyad	Sinor	1,426
28	Sadhli	Sinor	6,269
29	Sandha	Sinor	714
30	Satisana	Sinor	937
31	Segva	Sinor	1,414
32	Simli	Sinor	1,695
33	Sinor	Sinor	8,041
34	Surasamal	Sinor	1,982
35	Tarva	Sinor	808
36	Tersa	Sinor	761
37	Timbarva	Sinor	2,047
38	Tinglod	Sinor	819
39	Utraj	Sinor	1,851
40	Vaniyad	Sinor	851
41	Zanzad	Sinor	1,418

1.8 DISTRICT CHILD PROTECTION UNIT VADODARA (DCPU)

Integrated Child Protection Scheme is a centrally sponsored scheme. Ministry of Women and Child Development is looking after the implementation at national level, at State level Department of Social Justice and Empowerment Department have the responsibility of implementing the ICPS in the State.

DCPU Vadodara was our knowledge and funding partner as provided us with necessary posters, survey forms, standees, folders and necessary material that can be used in the rural camp.

To implement the Integrated Child Protection in the state, Memorandum of Understanding was signed with the Government of India in March 2010. Before that,

the Government of Gujarat gave 'in principle approval for the implementation of the scheme in February 2010.

For the implementation of the scheme in the state, the state Child Protection Society was registered under Public Trust Act 1950 on 24th January 2011. State Project Support Unit and State Adoption Resource Agency were formed to support GSCPS for the effective implementation of the scheme in the State. Under GSCPS, District Child Protection Units in each district have been formed to implement the scheme at district, block and village level.

'Child Protection' is about protecting children from or against any perceived or real danger or risk to their life, their personhood and childhood. It is about reducing their vulnerability to any kind of harm and protecting them in harmful situations. It is about ensuring that no child falls out of the social security and safety net and, those who do, receive necessary care, protection and support so as to bring them back into

	Villages	Male	Female	Total population	Male (0-6)	Female (0-6)	Total children (0-6)
1.	<i>Achisara</i>	0466	471	937	58	56	114
2.	<i>Ambali</i>	380	385	765	34	37	71
3.	<i>Anandi</i>	744	726	1470	62	74	136
4.	<i>Avakhal</i>	1,629	1,533	3,162	150	152	302
5.	<i>Barkal</i>	986	910	1896	98	79	177
6.	<i>Bawaliya</i>	429	422	851	49	46	95
7.	<i>Damapura</i>	362	330	692	32	30	62
8.	<i>Damnagar</i>	311	276	587	33	20	53
9.	<i>Diver</i>	642	610	1252	63	60	123
10.	<i>Kanjetha</i>	411	375	786	43	34	77
11.	<i>Kukas</i>	945	940	1885	97	88	185
12.	<i>Mandva</i>	894	862	1756	83	75	158
13.	<i>Moletha</i>	728	674	1402	77	65	142
14.	<i>Mota Karada</i>	998	934	1932	107	107	214
15.	<i>Nana Habipura</i>	399	372	771	42	58	100
16.	<i>Puniyad</i>	731	695	1426	52	69	121
17.	<i>Sandha</i>	395	319	714	32	24	56
18.	<i>Satishana</i>	470	467	937	44	47	91
19.	<i>Manjrol</i>	1004	899	1903	105	94	199
20.	<i>Simli</i>	902	793	1695	86	62	148
21.	<i>Tarva</i>	412	396	808	33	41	74
22.	<i>Tersa</i>	393	368	761	40	34	74
23.	<i>Utraj</i>	996	855	1851	84	66	150
24.	<i>Zanzad</i>	751	667	1418	65	67	132
	TOTAL	16,134	15,034	31,168	1544	1469	3013

the safety net. While protection is a right of every child, some children are more vulnerable than others and need special attention. The Government recognizes these children as ‘children in difficult circumstances’, characterized by their specific social, economic and geo-political situations. In addition to providing a safe environment for these children, it is imperative to ensure that all other children also remain protected. Child protection is integrally linked to every other right of the child.

The Ministry of Women and Child, is committed to creating a solid foundation for a protective environment for children. The Ministry will strengthen prevention of the child rights violation; enhance infrastructure for protection services; increase access to a wider range and better quality of services; increase investment in child protection and raise awareness of child rights and their violation and the situation of India’s children.

Achievements

1. Institutional care
2. Non institutional care
3. Child tracking systems India
4. Emergency outreach services (child line)

1.9 BARODA CITIZENS COUNCIL (BCC)

BCC was the ground partner in this research. Entire ground network of cluster co-ordinators and other local support was provided by them. The Council is being managed by rotational imminent board with proven record of public service. The Council's span of activities covers Education, Child Protection, Women and Youth Empowerment, Health, Sanitation, Environment Improvement, Encouragement and Development of local leadership and Economic Independence. The council also works with disadvantageous population groups e.g. Disabled, Street and Working Children, Senior Citizens etc. **Mission:** To develop leadership, competence & faith of people in them self through self- help approach. **Vision:** To emerge as an Effective Service Provider, Change Agent & Community Development Organization integrating voluntary spirit with professional competence.

BCC has many programs like PASS (Program after school support) to provide free quality education through various innovative methods so that kids enjoy and understand importance of education. Inculcate best practices like basic manners and etiquette, as well as self defense and self development skills. Involve community at large for various activities for the holistic development of these children. **Balwadi's** have been adopted in slum area, through which they nurture the underprivileged children. **Savera** since long time, the Council has been working towards educating children. To sponsor a child's education, a donor has to contribute just Rs. 4000/- p.a. and the donor is constantly updated about the child's progress. Dr. Nandini Gandhi **day care center for mentally challenged children** on 1st of July 1994, Baroda Citizens Council established a centre for mentally challenged children of the underprivileged families. It used to be a half day school then. On 5th September 2007, the Day Care's services got recognition by Dr. Nandini Gandhi, who founded the centre and turned it into a Day Care Centre. Baroda child line 24 hours emergency free phone service for children in need of care and protection on 17th February 2001 at Baroda District. It is funded by the Ministry of Women and Child Development and its Nodal Organization is Child India Foundation, Mumbai. Child crisis intervention program: To provide a protective and helpful environment to the children living in dangerous areas and friendly Police protection for their proper development, enabling them to work towards a better future. This program works for the rehabilitation of children who have been sexually assaulted, children who are victimized by domestic violence & Child pornography, Child Laborers, beggars, children with Juvenile delinquency issues or wandering aimlessly, and Children who are either living on Railway station platforms, Slums, or children who are infected by dangerous diseases like HIV/AIDS and need support. Protecting rights of children in cotton farming areas: As per one of the surveys conducted by IKEA Foundation, international furniture manufacturing company, it was found that major child labor in cotton farming areas are in India, Bangladesh and Pakistan. To terminate such practices, the owner of the company took initiative and in partnership with UNICEF launched this project, 'Protecting the Rights of Children in Cotton farming areas', in Rajkot, Banaskatha, Vadodara, Kutch, Patan and Bhavnagar districts of Gujarat. Integrated program for street children. This program works towards providing care, protection, and development of Street Children, which includes Orphans, runaways, children of sex workers, children of HIV/AIDS affected parents, of single parent,

destitute, and children who are neglected and suffering from exploitation. The program was initiated from the year 1998, which was funded by the Ministry of Women and Child Development. Few programs are mentioned apart from these they have anganwadi adoption program, national child labor project, police educational sponsorship project and mission education program.

1.10 NAVRACHANA UNIVERSITY - VADODARA

In the rural camp Navrachana University were implementation partner and academic partner. Students of Master of Social Work Junior Batch and Faculty constituted the implementation team.

The year 2004 earmarked the foray of Navrachana Education Society (NES) into teacher education by instituting “Navrachana College of Education” (NCE) affiliated to the SNDT Women’s University, Mumbai. In the year 2005-2006 NCE won the National award for best integration of technology. Within a short span of time it grew in stature and it was granted the Master’s program, Master of Education (M.Ed.). NCE started the Master’s program from 2009. In 2011 NCE got de-affiliation from The SNDT Women’s University and has become constituent part of Navrachana University (NU), a private university enacted by state government legislation. The Navrachana University was set up in the year 2009. It is listed as a private university in UGC list. The NU has four schools under it.

Navrachana University was established through the Gujarat Private Universities Act, 2009 with the intent to offer superior education that befits the high educational standards of the Navrachana Educational Society in Vadodara. The University has embarked on a new educational paradigm that lays simultaneous emphasis on disciplinary education, inter-disciplinary education, professional education and general education. This paradigm is facilitated by the University's unitary character and offers comprehensive learning and helps develop T-Shape students who have a breadth of knowledge though general and inter-disciplinary education and a depth of knowledge though focused disciplinary education.

There are five important aspects that directs the new educational paradigm at Navrachana University: First, professional education must prepare students with strong disciplinary insights needed to address the challenges confronting the professional community and inculcate a sense of lifelong learning to be successful

and excel overtime. Second, offer interdisciplinary education that cross-fertilize learning with new ideas from desperate disciplines so collision at the fringes raise appropriate questions and create innovation. Third, general education must inform students about the issues that arise in their lives, personally, professionally, and socially and help them to be reflective about their beliefs and choices, and their presuppositions and motivations. Fourth, make the process of learning more effective through exposure into real working conditions by practically applying knowledge and skills learned in the classroom. Fifth, invite students to work on "messy", seemingly intractable problems through a focus on social entrepreneurship and address pressing problems in our immediate community. Disciplinary-specific entrepreneurship is being developed to create job creators who will create opportunities for themselves and for others.

Four schools make up the Navrachana University - School of Liberal Studies and Education with BSc., BA (Journalism & Mass Communication), BEd., MEd., ECCE, MSW, MSc. (Chemistry) and PhD, School of Environmental Design and Architecture provides Bachelor of Architecture and Bachelor of Design (Interior); School of Engineering and Technology offers Bachelor of Mechanical, Electrical, Civil and Computer Science and Engineering, and School of Business and Law offers BBA, BBA-Law, MBA, BCA, and M.Sc (IT). All Educational Programs follow modular, semester-wise curricula and allow taking courses that cut across program boundaries. The unitary character allows the University to innovate new educational and pedagogic models grounded in interdisciplinary thinking and capitalize on the shared infrastructural and educational resources to achieve a rich academic and life experience.

1.11 CHILD RIGHTS AND CHILD AWARENESS, WHY IS IT IMPORTANT?

- In Sinor Taluka, the issue of child marriage is widespread. Children's testimonies indicate that children are forced for early marriage and when opposing they are forced to child labour. The people over there are well aware of the laws related to child marriage and child labour. Still they are forced to do it either because of weak family financial background, fear of molestation of young girls. In some

places education was the barrier as the schools over there were up to primary standard and after that the cases of drop out starts and maximum victims are girls as the family of the girl child didn't allow them to go far for studies. Even transportation plays a vital role in rural areas when education is talked, if government provides proper transportation facilities to every village the ratio can be brought down.

- Anganwadi and the school provides children with information of their rights and legal process, and at some villages the local NGO also provide legal and psychological assistance to both parents and the children when necessary. Awareness is raised on the local level by all the institution by posters, skits, meetings of the SMG (school management group) and also by CPC (child protection committee).
- Government should timely verify the needs of the children and according to the needs budget should be provided, only awareness won't give any fruits proper channel of budget distribution will. Listen to the children, the problems they live with, the rights and the hope they continue to hold on.

1.12 VARIOUS ASPECTS RELATED TO VILLAGES:

Villages in India in general are dependent on agriculture, farm labour and dairy. In Sinor block also major occupation of people may be similar. Rural demography is likely to have more of joint family. Infrastructure support would have houses, electricity, water facility, roads, sanitation facility, schools, aanganwadi primary health centers or sub centers etc. They may also have an agriculture association or a dairy co-operative. Village Sarpanch or village head and members of Panchayat are supposed to look into the matters related to village. Also knowledge related to various government schemes and its dissemination, acquiring funds and distributing them to the people in need, whether for people living below poverty line and above poverty line. Processes have to be referred to and through the Sarpanch of the village. There are various committees that are working with the village head for various purposes. Like village education committee, child protection committee, Aasha worker, etc., Government has proposed number of schemes for children, for sanitation, for infrastructure, for health in general and health of mother and child in particular. Schemes are also proposed related to post, bank account and girl child. There are policy and programs related to child right and child protection. Apart from the government scheme there are number of social issues that need social engineering and change in belief system and mind set of people whether issues are related to child

marriage, child labour, education of children, superstition etc., In order to study issues and challenges related to rural life and as part of bringing awareness regarding above mentioned areas a rural camp was organized from 2nd January, 2017 to 12th January 2017. On 12th January Students of M.S.W. conducted the seminar at Kayavarohan to share their learning with village heads, cluster co-coordinators and other village level workers. In this whole process, DCPU Vadodara was financial partner along with knowledge partner, Baroda citizens council was field partner or ground partner with the network of their cluster co-coordinators and village volunteers. Navrachana University was implementation and academic partner. In this study the researchers have tried to study the issues above as mentioned in the objectives mentioned below.

1.13 OBJECTIVES OF THE STUDY

Objectives of the study are bifurcated into two parts one related to the individual profile another related to village profile.

Objectives Individual Profile

Personal Details:

- 1) To know the basic details of the family.
 - Total Members
 - Details of children

- 2) To know whether they are living in hygienic condition or not.
 - Water Facility
 - Type of House
 - Sanitation Facility

Employment:

- 3) To know their employment status.
 - Source of Income
 - Annual Income
 - Involvement of children in Income Generating activities

Health Care:

- 4) To know the current health status of the people.
- 5) To find out the number of persons with any type of addiction in a particular family.

Child Protection:

- 6) To find out whether the people are aware about the Child Protection / Government Scheme.
- 7) To know whether the people are aware about:-
 - Child Protection Institution
 - Child Protection Committee & its functioning
 - Child Rights
- 8) To know the mindset of people regarding child marriage;
 - Standard Age for marriage for girl/boy
 - Reasons of Child Marriage
- 9) To know whether any family member/children are in contact with crime or not.
- 10) To know whether there is any issue/problem regarding child protection in your village.

Village Profile

General Information:

- 1) To know the basic details of the village like:
 - Name of Sarpanch / Talati
 - Village Population
 - Number of houses
 - Number of BPL/APL holders
 - Forest / Co-operative Committee
 - Bank/ Post office Facility

Infrastructural Facility:

- 2) To know about the infrastructural facility like:
 - Types of Roads
 - Water Facility

Educational Facilities:

- 3) To get the Educational information regarding:-
 - Primary School
 - Aanganwadi
 - High School
 - Ashramshalas
 - Dropout Ratio

Dairy Facilities:

- 4) To get the information regarding dairy facilities:
 - Milk produced
 - Number of Persons depositing milk
 - Mode of Transportation

Health Care Facilities:

- 5) To fetch Information regarding health care facility in village:
 - Number of Primary Health Centers
 - Details of Common Service Centers

Natural Resources:

- 6) To know about the natural resources in the village:
 - Number of Ponds
 - Uncultivated land / Pasture Land
 - Ravines / Rivers
 - Religious/ Historical Sites

Details of Village Child Protection Center:

- 7) To know the details of Village Child Protection Center.

- Name of members & their designation
 - Details of meeting (Time & Place)
 - Getting registered or documented
- 8) To find out whether village has a girl adolescent group or not.
- Name of the members & their designation
 - Details of meeting (Time & Place)
 - Getting registered or documented
- 9) To fetch out the difficulties faced by children through group discussion this involves problems like:
- Are they scared of anyone?
 - Difficulty regarding Drinking water, play, lavatory facilities, Lunch, Beating etc.
 - If they are involved in labor work or not
 - Practice of Child marriage
 - Are they associated with any activities other than studies?
 - Beaten up by someone in home/school.
 - Are the children aware regarding their rights?

Population: Was 41 villages of Sinor Block, of Vadodara District in Gujarat State.

Sample: 41 villages were stratified into three types developed, underdeveloped and very underdeveloped. From each category eight villages were selected randomly. Tools, techniques and other details are mentioned in chapter III.

1.14 CONCLUSION: Chapter I present information related to children, UNICEF, BCC, DCPU, and Navrachana University issues related to children, child rights and villages. Towards the end it mentions the objectives, population and sample. Next chapter deals with review of related literature.

Chapterization of the study:

Chapter one deals with the conceptual framework of the study

Chapter two deals with the review of related literature

Chapter three reflects the Plan and Procedure of the study

Chapter four presents the field notes of the study done by researchers in various villages

Chapter five deals with the data analysis and data interpretation of the study

Chapter six deals with the findings and discussion of the study along with the advocacy report

Finally references and appendices are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Chapter I discussed about the conceptual framework and its constituent parts.

Chapter II presents review of related literature related to researches done in the area of child rights. The reviewed researches are further divided into four categories:

- a. Research related to Child Rights
- b. Research related to Child Abuse
- c. Research related to Street Children
- d. Research related to Child Labor

2.1 RESEARCH RELATED TO CHILD RIGHTS

In this category six studies were found they are as follows:

Whistler (2006) conducted a Ph.D. Program on Child Rights. The various features of the Ph.D. Program are described below.

Background Various Master Degree programs on Child Rights exist. There is a need for a doctoral level program of study that can prepare individuals who have both a theoretical and applied knowledge of the field. Blends attributes of scholarship and practice. Produce scholar-practitioners equipped with the ability to research, produce and apply scholarly knowledge and perspectives that will advance the field.

The vision of the Child Rights Doctoral program is to provide a world renowned community of scholar-practitioners; who access, study and deepen their knowledge and experience of child rights for the benefit of children of the world. The program will be recognized by its graduates and faculty who use their acquired knowledge and experience to contribute to the body of knowledge and continuously improve child rights practice. Their efforts should result in a world where resources are more readily committed to child rights and where child rights are acknowledged and understood to be one of the fundamental sustaining building blocks of healthy, maturing and compassionate societies.

Program Principles: Provide open, non-judgmental access to knowledge, educational resources and experience to child rights professionals who seek further education in this field. Provide access to, and promote the development of, concepts and practice of child rights. Create an environment which encourages doctoral learners to encounter the rich diversity of concepts on which child rights depends and can be further developed. A set of qualified and trained Child Rights Scholar-Practitioners who can work in a cross-disciplinary way in contributing to broad-based learning in Child Rights and other various professions. Contributions to the Child Rights body of knowledge. Increased awareness of Child Rights

Desai (2007) conducted a study on Designing, developing and implementing Computer Enabled Educational Program on Child Rights for student-teachers. The program was found fruitful and effective.

The findings of the study were; 1. There was significant difference in the mean achievement score of control group and experimental group. Most of the control group students were not aware about various Articles of CRC.2. Large majority of respondents had positive and favorable reactions towards program. 56.52% of the student-teachers strongly agreed to the statement ‘Such types of packages are useful for parents, teachers and school children.’

Ramesh M (2009) conducted a study on the Rights of the Child and its Practices in Secondary Schools of Nilgiri District.

The objectives of the study were; 1. To find the extent of enjoyment of Rights of the Child in Education. 2. To identify the violence against children in schools. 3. To identify the facilities available in schools for safe food, water, medical care and games. 4. To find out the extent of gender discrimination practiced in schools. 5. To compare the practices of Rights of the Child in government and private schools. 6. To compare the practices of Rights of the Child in Urban and Rural schools.

It was a descriptive survey type study. Questionnaire was used to collect data.

Findings of the study were: In relation to violence against children in schools, there is no difference between urban and rural but there is difference between government and private school. Related to classmates trouble; private schools differ from government.

The private schools children are under more trouble by their classmates than the government schoolchildren. So there is much difference between two schools with respect to trouble by classmates. With respect to punishments given by teachers, 69.6% of students from government schools answered that the teachers punish the children whenever they commit mistakes. 26.4% of students responded that school teacher will send the children outside the class and 25.5% of students responded that the teachers will inform parents. In private schools 93.6% of students answered that the teachers will beat the children when they do mistakes and 36% of students said teacher will inform parents. In urban schools 86% and in rural 75% of students responded that teachers beat the children.

Rai (2006) conducted a study on the Human Rights awareness of B.Ed. students and their perception about Human Rights Education. The objectives of the study were;

1. To study the awareness of B.Ed. students about human rights.
2. To study the perception of B.Ed. Students about human rights education.

It was a descriptive survey type study. Questionnaire was used to collect data. The major findings of the study were; 1. Most of the B.Ed. students though heard of Human Rights but had no concept clarity. 2. They lacked clear understanding of Human Rights. A majority of the sample was unable to mention the concepts related to Human Rights in school curriculum. 3. B.Ed. students opined that Human Rights Education should find place at all stages of Education and also at B.Ed. level.

Gupta and Menezes (2006) conducted a study on Childline night and day: 1098. CHILDLINE is the country's first toll free helpline for street children in distress. In 10 years since it was set up, CHILDLINE received 9.6 million calls and worked with three million children in need of care and protection. An analysis of CHILDLINE calls from June 1996 to March 2006 revealed that 80.3% of all calls were to chat, silent, crank and blank calls which represented the emotional need of a child to connect with a friendly voice, 15.8% calls were for information about child related services, 2% of calls were requests for intervention in severe crisis situations relating to repatriation, resources, medical help, death, sponsorship, restoration of missing children, and 1.7% were requests for emotional support and guidance. CHILDLINE intervened directly in 19.6% of all calls. The highest numbers of children repatriated by CHILDLINE were from families in crisis situations such as poverty, single parent

families and poor landless laborers, families affected by alcoholism, political conflicts and disasters. In most repatriation cases, children were rescued from cities and repatriated back to a district, town or village, and the majority of them were child laborers. The Child NET Data (2003-2005) showed that 39% of all calls received for shelter were from children who had left home, 26.9% from children who had been abandoned by their parents (mostly girls), and 21.9% were from poverty stricken parents seeking shelter for their children. Though, in a majority of the calls recorded, the location of the caller was unspecified, but it was found that 7.3% callers were from slums and chawls and 14.1% were from buildings. Also, 29.7% callers were girls as against 64.3% boy callers, and the girls had limited access to education, 20 which further declined if they had disabilities. In two years there had been a 15% increase in calls seeking rescue from physical abuse, while only 6% callers had ' intervention against sexual abuse.

About 35% of physical abuse cases took place within the family and neighbourhood, and 30% at the workplace. Hence there is need to develop issue-specific interventions to increase the reporting of sexual abuse. In future, CHILDLINE plans to focus on extending 1098 coverage to rural areas to prevent family break ups and economic migration of children and their families; strengthening a gender focus to reach out to girls, setting up services in high endemic areas affected by child labour and child trafficking; developing strategic alliances with people' s movements and community based groups working on livelihood and access issues to develop local child rights volunteer bases that will work as community child protection watch dogs; developing specialized, issue based programmes to reach invisible children (political refugees, mentally challenged children, victims of riots, disasters and sexual abuse); and increasing advocacy with the Government to ensure the full implementation of policy, legislation and child-friendly services for children.

Moti Lai & Charumitra Meharu, Social Work Research Centre, India (Barefoot Democracy: Tribal Youth Speaking Up Through Rights-Based Participatory Research in Rajasthan, India)

This action-based research sought to advocate and demonstrate participatory' models of education and development of tribal communities. Through the research process,

the project sought to 1) Enable local researchers to identify the vulnerabilities and resourcefulness of their villages; 2) Enable villagers and children to address children's rights and protection issues in their communities; 3) Empower villagers to develop and implement local solutions. The research outlines this process and its implications.

2.2 RESEARCH RELATED TO CHILD ABUSE

In the category of studies related to child abuse we found six studies. They are as follows;

Joyce (2002) conducted study on Guidelines for social workers rendering services concerning child abuse. Child abuse is a problem which occurs worldwide. This study focused on child abuse in North West Province Moretele District. There is lack of knowledge of the type, causes, symptoms, impact of child abuse and guidelines for social workers rendering services concerning child abuse. An exploratory research design was implemented using purposive sampling of 150 parents/ care-givers whose children were abused during 1995-99 and 14 social workers rendering services concerning child abuse. The following questions were asked: 1. What are the types, causes, symptoms and impact of child abuse? 2. What are the functions performed the methods and approaches employed by social workers in their services concerning child abuse?

This study found that child abuse is caused by various factors. Child abuse has psychological, behavioral, cognitive and personality effects on the child. The following hypotheses were formulated: • If parents are able to identify the symptoms of child abuse then the rate of child abuse will drop. • If parents are involved in social work service rendering concerning child abuse then child abuse can be prevented. • If guidelines for service rendering concerning child abuse are formulated for social workers and used properly, then their service rendering can improve.

Phillip Cook, University of Victoria, Canada; Lesley du Toit, Child and Youth

Agency for Development, South Africa (Circles of Care: Community Child Protection in South Africa)

High incidences of child abuse and exploitation, increased numbers of street children, children in conflict with the law, and children made vulnerable through HIV/AIDS are major issues with which South African communities and local governments are grappling. This research outlines the Circles of Care: Community Child Protection Project, an applied participatory research model that builds on the resiliency of children and self-mobilization potential of their communities to strengthen the children's right capacity of local governance. The project has been conducted in partnership with local, provincial, and traditional tribal governance partners in the Free State.

Devi Prasad (2001) conducted a study on maternal employment and child abuse. The study, comprising a sample of 133 dual earner and 136 single earner couples from Andhra Pradesh, aims at exploring the relationship between mother's employment and violence towards children. Violence was measured using Conflict Tactics Scale (CTS), Marital quality was measured using the Dyadic Adjustment Scale (DAS), and Work Spillover Scale was used for self-report and for spouse report. Data strongly indicated that non-working mothers reported higher rates of violence, while for working parents, work stress and income are found to be indirectly related to child abuse. Mothers are more punitive than fathers, and among mothers, the non-working mother is more punitive as compared to the working mother. Milder forms of violence, such as shouting and swearing at the child are the most common forms of child abuse. Violence rates among the children for the Child Abuse/ Child Sexual Abuse preceding year are found to be high in forms such as slapping or spanking, hitting the child with something and beating the child. Severe forms of abuse such as burning and using a sharp instrument were reported highest among single earner mother, followed by working mother and dual earner father. In terms of overall violence, boys are at the receiving end. Fathers uniformly reported higher violence rates towards boys than girls. Children in the age groups 3-4 years and 5-9 years were more severely abused compared to other groups, especially from nonworking mothers. Results indicate significant incidence of violence in Indian families which warrants the need for appropriate, intervention programmes. Family life education programmes, and opportunities for learning alternative non-punitive ways of managing interpersonal conflict are suggested, to help reduce violence in families. Parenting skills especially for young mothers need to be imparted.

Jeanne (2003) conducted study on childhood victimization and multiple problem behaviors in adolescence. This study focused on the association between childhood victimization and involvement in multiple forms of problem behaviors in adolescence.

Findings from analysis showed that childhood victimization is associated with multiple and diverse adolescent problem behaviors. Individual who were abused or neglected in childhood reported involvement in a significantly greater number of adolescent problem behaviors, non-serious problem behaviors and categories of problem behaviors. The findings reinforce the need for early intervention with abused and neglected children to prevent or minimize the effect of involvement in adolescent problem behaviors. The findings also suggest continued research into the mechanisms that link different types of childhood victimization and multiple problem behaviors in adolescence.

Seva Mandir, Udaipur. (2005) conducted a study on Abuse of children. Child abuse is both shocking and common place. Child abusers inflict physical, sexual and emotional trauma on defenseless children everyday. The present study was undertaken to find out the incidence of child abuse in schools. The study also reveals the probable reasons for child abuse, and suggests ways that can help Child Abuse/Child Sexual Abuse Seva Mandir in preventing occurrence of child abuse. The study was carried out in 3 villages of Kherwara block in Udaipur district. Data was collected using a self designed questionnaire administered to the sample surveyed, unobtrusive observation of children, and visit to schools; A mix of quota and snowball sampling technique was used. Parents of 84% children were satisfied with the level of their performance. The use of a stick to correct the faults of children was considered right by 96% parents, while 20% parents said that they would do nothing to correct the situation. Only 6% parents believed that they should go to the teacher and converse with them. 47% students stated 25 that they became fearful when they thought about their teachers. 40% of the students became very uncomfortable when they thought about their teachers. 93% students confirmed that they felt very happy going to school. When asked which animal would best represent their teacher, 57% of the respondents chose the picture of a black cobra, 14% a black panther, 10% a tiger, and 20% a beautiful horse. Parents can play a major role in determining the degree of abuse a child is subjected to. If the parents continue to believe that physically abusing the child is 'a necessary part of education, then very little can be done to prevent the

incidences of child abuse. There is need to make parents aware of the rights of the child to a life without abuse, and parents should delay their need for personal gratification from the child. Teachers should be aware of alternative means of establishing discipline among students. Parents must be made aware of the need for a healthy atmosphere at home for the complete development of the child. There is also a need to involve the common man in all these efforts.

Study on Child Abuse, INDIA 2007, Ministry of Women and Child Development, Government of India

The study is the largest of its kind undertaken anywhere in the world, covered 13 states, with a sample size of 12447 children, 2324 young adults and 2449 stakeholders. It looked at different forms of child abuse: Physical Abuse, Sexual Abuse, Emotional Abuse and Girl Child Neglect in five different evidence groups, namely, children in a family environment, children in school, children at work, children on the street and children in institutions.

Major findings: It has very clearly emerged that across different kinds of abuse, it is young children, in the 5-12 year group, who are most at risk of abuse and exploitation.

Physical Abuse 1. Two out of ever' three children were physically abused. 2. Out of 69% children physically abused in 13 sample states, 54.68% were boys. 3. Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse. 4. Out of those children physically abused in family situations, 88.6% were physically abused by parents. 5. 65% of school going children reported facing corporal punishment i.e. two out of three children were victims of corporal punishment. 6. 62% of the corporal punishment was in government and municipal school. 7. The State of Andhra Pradesh, Assam, Bihar and Delhi have almost consistently reported higher rates of abuse in all forms as compared to other states.

8. Most children did not report the matter to anyone. 9. 50.2% children worked seven days a week.

Sexual Abuse 1. 53.22% children reported having faced one or more forms of sexual abuse. 2. Andhra Pradesh, Assam, Bihar and Delhi reported the highest percentage of sexual abuse among both boys and girls. 3. 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse. 4. Out of the

child respondents, 5.69% reported being sexually assaulted. 5. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault. 6. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault. 7. 50% abuses are persons known to the child or in a position of trust and responsibility. 8. Most children did not report the matter to anyone.

Emotional Abuse and Girl Child Neglect 1. Every second child reported facing emotional abuse. 2. Equal percentage of both girls and boys reported facing emotional abuse. 3. In 83% of the cases parents were the abusers. 4. 48.4% of girls wished they were boys. Based on the findings of the study, the following recommendations for addressing the issue of child abuse and girl child neglect are proposed:

Shared Responsibility: Child protection is a shared responsibility, and for any intervention to be effective there should be a synergy between efforts being made by different stakeholders to address the issues. There is a need to create a mechanism that will make such a synergy possible. These may include child protection mechanisms at village, block, district and state levels which involve parents, elected representatives of urban and rural local bodies, teachers, anganwadi workers, medical practitioners, police and social workers and responsible members of public among others.

Capacity Building: All the above recommendations regarding formulation of a new policy, legislation, scheme and strengthening of the service delivery mechanism, assume the creation of a cadre of trained personnel, sensitized to child rights and protection of children. In order to create this cadre, in the first instance, schools of social work and universities should offer specialized courses on child rights, protection and counseling. Further, child rights and protection issues should be integrated into the curricula of administrative institutes, police training academies, law colleges, medical colleges, teacher training schools, etc. so that the professionals passing out of these institutions have both the sensitivity and the knowledge to deal with these issues.

Research and Documentation: The national study has thrown open various avenues of research which need to be undertaken in order to further strengthen some of the findings emanating from the study. These areas for research could include: Child Rights, Violence and its impact on children, Causes and impact of different forms of

child abuse, Issues around children in conflict with the law, Corporal punishment in schools, Urban poverty and children, Gender discrimination, Orphans and the adoption system. Good practices in protection should be documented and shared to facilitate qualitative improvement at all levels

2.3 RESEARCH RELATED TO STREET CHILDREN

Four studies were reported in the area of researches related to street children.

Henry (2002) conducted a study on street children of Delhi: Their lives today, Their Hopes for Tomorrow. The researcher noted that there are at least 10 million street and working children (SWC) in India of which more than 500,000 live in the capital city of Delhi. Through an exhaustive investigation of existing literature, the researcher observed that less than 40 case studies have been published of SWC in Delhi, and none of those documents the impact of a social action project on their lives. Based on this need, the researcher posed the question: what are the psycho-social-spiritual aspects of the lives of SWC living in urban slum conditions in Delhi and how would their lives be impacted by social action project? The researcher designed and implemented a social action project for SWC in Delhi, documenting the impact of the project on the lives of 14 SWC.

The major findings of study were; • Basic requirement of food, shelter, health, education, employment and psychosocial support of the children in the study were not being met prior to participating in the social action project. • Research on street and working children in Delhi and elsewhere in India is lacking, requiring expanded efforts by the public and private sector to bring attention to the plight of SWC and the need to provide them with better life option.

In conclusion, the health, education, opportunities for employment and psycho-social wellbeing of all the children who participated actively in the social action project over nine month period of the study increased dramatically, demonstrating that well-conceived, holistic interventions over relatively short period of time with street children in Delhi can change their lives and open doors to a brighter future.

Parmar (2008) conducted study on Awareness of Child Rights among Street Children. 70 street children in the age group of 8-20 from Bosco Snehalaya were selected by random sampling as sample of the study. Interview Schedule was used as

tool to collect data. Objectives of the study were; 1. To study awareness on children's rights. 2. To study practice of children's rights at various level. 3. To study ways in which rights are implemented and violated. 4. To study the source which creates awareness of child rights.

Findings of the study were; 71.43% respondents are aware that India has child rights provisions in its constitution. The major source of information is child rights program (44%) followed by NGO worker (28%). 59% respondents are aware about the age of child under the constitution of child rights i.e. up to 18 years child rights are applicable. 30% of the respondents having some knowledge on child rights from the sources like bcc program and books on child rights. All respondents want to know their rights and that should be available to all of them. The most preferred source for awareness; - 35% of the respondents prefer TV as the best medium to create awareness. - 40% News Paper - 11% Books on Child Rights - 8% Program on Child Rights - 6% Radio - 5% School Teacher - 2% CD's on Child Rights & Stories

Patel (2002) conducted study on 80 male street children in Surat city, with special reference to their interpersonal relationship, vulnerability & aspiration. Findings of the study are as follows. The children between 10 to 15 yrs are more vulnerable to become street children. Most of the children are working for their subsistence they work 8 to 12 hrs a day and get a meager income of Rs 30 and above per day. As they were working for the whole day there was no scope for getting education. Children left home because of financial crises, alcoholic father and disinterest in studies. The basic needs of the street children are not met. They have many friends in the same age group; they indulged in illicit behaviour, which means that they are vulnerable to their peer group influence. Street children are ill treated by people. They are exposed to dirt, smoke and pollution and the same proportion of the respondents have no facility of bath and sanitary and police harass them. Street children overwork but are not equally remunerated to their work. Most of the respondents require house, money and education. They are forced to live on the streets and don't enjoy with stay, neither satisfied with their life nor earnings. The aspirations revealed that the street children wished to become businessmen in future.

Patel (2002) conducted study on 70 female street children in New Delhi. Major findings are same as findings of above study. Most of them were first or second child

in the family, indicating that first or second have more burdens due to family pressures on them. In most of cases, respondent were on the. Street due to poverty or financial crises, some came to street in hope of better life and others came as they were abused or were neglected in the family due to poverty or over crowding in the family. Most of them were looked upon by hostility and indifference by others around them while very few were looked upon by sympathy. They were forcibly made to over work and earn by their parents. They also have aim and aspiration like, they would not keep on living like this on street. They had planned to have a good life such as having a house, getting better work. Half of them wanted to get married in future while some wanted to study and become teachers and doctors.

2.4 RESEARCH RELATED TO CHILD LABOUR

In this category we found one study that discussed the issues related to emotional abuse of domestic workers.

A research study conducted by Tulir and Save the Children among Child Domestic Workers of West Bengal gathered data on emotional abuse. The study reported that the "problem of emotional abuse of child domestic workers seems to be near universal in character, with 441 out of a total of 513 participants saying that they have faced emotional abuse. The nature of the abuse faced by them is mostly being shouted at and/or cursed at." The statistics from the study reveal that children face emotional abuse in varied forms such as being shouted at (20.1%), cursed/verbally abused (11.1%), threatened (1.9%), being called a mistake (3.3%), locked in a room (1.2%), compared with other children (1.2%), blamed (0.4%) and a combination of all the above forms (23.5%).

According to the National Census data, there were 13.39 million child workers in 1951, 14.47 million in 1961, 10.66 million in 1971, 11.20 million in 1981, 12.67 million in 1991 and 12.50 million in 2001. According to the National Sample Survey (NSS) data, there were 22 million child labourers in 1983, 17 million in 1987, 13 million in 1993 and 10 million in 2000 (Kannan 2001). Trends show that the number of child workers is declining over the years, although there is a rise in child population over the same period. The NSS data, 2000 states that there are 9.84 million working persons of age group 5- 14 years.

According to NSSO, 1999, approx 3.18% of rural girls (5-14 years) and 3.03% of urban girls attend 'domestic duties only'. The corresponding figures for boys are 0.33% and 0.20%. (CRY- Child Rights and You Concept Paper on Child Labour in India)

2.5 OVERVIEW OF RESEARCHES: In all the three categories of research Children are in focus. The *first* category looks at child rights. Whistler (2006) It focuses on child rights and importance of having a Ph.D program in child rights. If we have more experts in the area; these experts will be able to cater to children in distress. Desai (2007) developed a computer aided program to teach child rights and found the package to be effective in learning child rights. Moti Lai & Charumitra Meharu, Social Work Research Centre, empowerment of villagers through action oriented program of empowering village community about child rights.

Third category of researches was in the area of street children. The studies reveal the following. Gupta and Menezes (2006) conducted a study on Childline night and day to find the kinds of issues and problems reported on helpline number.

Ramesh M (2009) conducted a study on the Rights of the Child and its Practices in Secondary Schools. The methodology employed was survey and tools employed questionnaire to collect data. *Second* category was on studies related to child abuse, Study on Child Abuse, INDIA 2007 covered 13 states in their study and conducted survey on various forms of child abuse. The methodology employed was survey and questionnaire was used as a tool for collecting data. *Third* category of studies was related to child abuse. Joyce (2002) conducted study on Guidelines for social workers rendering services Seva Mandir, Udaipur. (2005) conducted study on child abuse of school children. The methodology was survey, interview was used as a tool of collecting data. Jeanne (2003) conducted study on childhood victimization and multiple problem behaviors in adolescence. The study was on how child abuse affects the behavior of adolescents. Henry (2002) conducted study on street children; survey and case studies. Conducted survey with street children and also did many case studies with them. Two research methods were employed survey and case study. Parmar (2008) conducted a study regarding awareness about child rights education to street children. Children were from Don Bosco Snehalay. Education was provided to children. So it was intervention study designed based on experimental method. Patel (2002) conducted a study on 50 male street children from Surat. These children were

vulnerable to various kinds of exploitation desired a peaceful life. Method employed to collect data was survey. Patel (2002) conducted study on 70 female street children in Delhi. In his study he used descriptive survey and questionnaire as a tool to collect data. His findings also hinted right time intervention could have saved them and helped them in fulfilling their aspirations. In the *fourth* category that is studies related to child labour one study was reported by Tulir and save children, this study focused on emotional abuse of domestic workers. It used survey and questionnaire as method of study to reach to their findings.

2.6 IMPLICATIONS FOR THE STUDY

Most of the study employed survey as a method and questionnaire as a tool for data collection. Some of the studies have also used interviews to collect data. Researchers have also used survey as the method and questionnaire as a tool for data collection. Apart from the two tools mentioned researches have also used games to collect data. For awareness of rural community skit and advocacy were used.

2.7 CONCLUSION

In the second chapter review of related literature is presented, studies were categorized into four sections studies related to child rights, child abuse, street children and child labour. From the overview of study implication are drawn for the current study. In the next chapter plan and procedure of the study is presented.

CHAPTER III

PLAN AND PROCEDURE OF STUDY

3.0 INTRODUCTION

Previous chapter dealt with the review of related literature. Present chapter deals with the methodology of the study. It discusses the plan and procedure adopted to carry out the study at the Rural Camp at Kayavarohan. Present study was done to find awareness regarding child protection and child rights in the rural areas of Sinor block of Vadodara district. The statement of the study is as under.

3.1. STATEMENT OF THE STUDY

“Cognizance on Child Protection in Sinor Block of Vadodara District”

3.2. OBJECTIVES OF THE STUDY

Objectives of the study are further bifurcated into two that is Individual profile of family profile and village profile.

3.2.1. Individual Profile

Personal Details:

- 11) To know the basic details of the family.
 - Total Members
 - Details of children
- 12) To know whether they are living in hygienic condition or not.
 - Water Facility
 - Type of House
 - Sanitation Facility

Employment:

- 13) To know their employment status.
 - Source of Income
 - Annual Income
 - Involvement of children in Income Generating activities

Health Care:

14) To know the current health status of the people.

15) To find out the number of persons with any type of addiction in a particular family.

Child Protection:

16) To find out whether the people are aware about the Child Protection / Government Scheme.

17) To know whether the people are aware about:-

- Child Protection Institution
- Child Protection Committee & its functioning
- Child Rights

18) To know the mindset of people regarding child marriage;

- Standard Age for marriage for girl/boy
- Reasons of Child Marriage

19) To know whether any family member/children are in contact with crime or not.

20) To know whether there is any issue/problem regarding child protection in your village.

3.2.2. Village Profile

General Information:

10) To know the basic details of the village like:

- Name of Sarpanch / Talati
- Village Population
- Number of houses
- Number of BPL/APL holders
- Forest / Co-operative Committee
- Bank/ Post office Facility

Infrastructural Facility:

11) To know about the infrastructural facility like:

- Types of Roads
- Water Facility

Educational Facilities:

12) To get the Educational information regarding:-

- Primary School
- Aanganwadi
- High School
- Ashramshalas
- Dropout Ratio

Dairy Facilities

13) To get the information regarding dairy facilities:

- Milk produced
- Number of Persons depositing milk
- Mode of Transportation

Health Care Facilities:

14) To fetch Information regarding health care facility in village:

- Number of Public Health Centers
- Details of Common Service Centers

Natural Resources:

15) To know about the natural resources in the village:

- Number of Ponds
- Uncultivated land / Pasture Land
- Ravines / Rivers
- Religious/ Historical Sites

Details of Village Child Protection Center:

16) To know the details of Village Child Protection Center.

- Name of members & their designation
- Details of meeting (Time & Place)
- Getting registered or documented

17) To find out whether village has a girl adolescent group or not.

- Name of the members & their designation
- Details of meeting (Time & Place)
- Getting registered or documented

18) To fetch out the difficulties faced by children through group discussion this involves problems like:

- Are they scared of anyone?
- Difficulty regarding Drinking water, play, lavatory facilities, Lunch, Beating etc.
- If they are involved in labor work or not
- Practice of Child marriage
- Are they associated with any activities other than studies?
- Beaten up by someone in home/school.
- Are the children aware regarding their rights?

3.3. EXPLANATION OF TERMS

Child -The United Nations Convention on the Rights of the **Child** defines **child** as "a human being below the age of 18 years unless under the law applicable to the **child**, majority is attained earlier". This is ratified by 192 of 194 member countries. Biologically, a **child** is generally anyone between birth and puberty.

Child protection – UNICEF uses the term “**Child Protection**” to refer to preventing and responding to violence, exploitation and abuse against children-including commercial sexual exploitation, Trafficking, Child labour and Harmful traditional practices, such as female genital mutation/cutting and child marriage.”

3.4. POPULATION

Sinor block is composed of 41 villages in all. Sinor is a block in Vadodara district of Gujarat State. (Map of Sinor is enclosed in and as Appendix No.II)

3.5. SAMPLE

A list of 41 villages was prepared. Further the villages were classified according to their development status that is Developed, Under Developed and Very Less Developed. From this list of 41 villages the list was then divided into 8 villages for 3 different groups randomly. (List of sample villages given on appendix 4)

3.6. TOOLS AND TECHNIQUES OF DATA COLLECTION

Questionnaires were prepared for collecting family information and villages' profiles.

Techniques like open ended interviews, focus group discussion and games were used to collect data during the rural camp.

3.6.1 ASPECTS COVERED IN FAMILY INFORMATION QUESTIONNAIRE

- Personal details
- Details of children in the family
- Children not studying (with age)
- Number of illiterate people
- Are the children benefited by any government schemes regarding education?
- Facility for drinking / potable water
- Type of house/ resident
- Are people benefited by any government scheme?
- Facilities of lavatories and bathroom present or not, and are they made under any government scheme.
- Details of ration card
- Employment detail of family
- Health care details
- Child protection related questions were added just to know how much people are aware about child rights and child protection. (Appendix 3)

3.6.2 VILLAGE PROFILE

- General Information:
- Infrastructural Facility:
- Educational Facilities:
- Dairy Facilities
- Health Care Facilities:
- Natural Resources:
- Details of Village Child Protection center
- To find out whether village has a girl adolescent group or not.
- To fetch out the difficulties faced by children through group discussion (appendix 2)

3.7 PLANNING PROCESS OF RURAL CAMP

The process of our rural camp began with first meeting of 2 students of Masters of social work program of Navrachana University, who were placed in Boys observation home with Mr. Amit Vasava (DCPO). Mr. Amit Vasava showed them the proposal regarding rural camp in Kawat. Details of the proposal were then shared with the faculty members of Navrachana University in the meeting with Mr. Amit Vasava at Narmada Bhavan and then the proposal was accepted. The discussion regarding timing of the rural camp were kept forward by the faculty members. But due to village head's election and code of conduct from the government side the dates were then to be decided in the next meeting. The next meeting took place at BCC office and the dates of rural camp were finalized.

3.7.1 FIRST ORIENTATION

The students of MSW program were given their first orientation regarding the dos and don'ts of rural camp by their own Faculty Dr. Archana Tomar. After discussing everything regarding rural camps with DCPO and BCC authorities, in this orientation the students were given brief introduction about the village they will be working in and what all things they need to keep in mind during their 10 day rural camp. The dress code they need to follow, the facilities they will be getting and they were asked to deposit 4000/- rupees per head as expense towards rural camp.

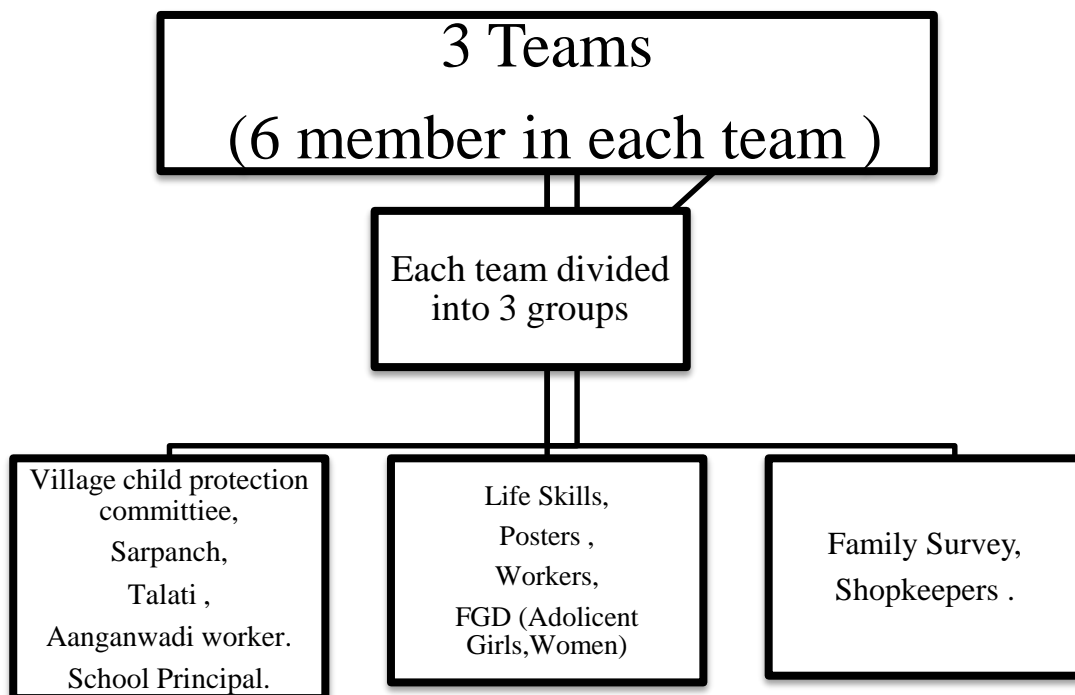
In the second meeting with DCPO, Priya Jagdale ma'am, Leo sir, Archana ma'am and Priya Ma'am discussed about the villages to work in, place of stay and the date for pre-visit to Kayavarohan were finalized. For this pre-visit 2 girl representatives and 2 boy representatives, 2 teachers along with DCPO and coordinator of UNICEF project Leo sir and village coordinator Dinesh Bhai left for Kayavarohan on 7.12.2016. There the students were told to observe all the facilities they will be getting and were asked to report if any additional things they need. The BCC coordinators even took the group to Malsar village for a visit just to get an idea about what kind of environment we will be working in. After returning back to our destination that is Kayavarahan we had lunch prepared by the cook who was assigned the duty of preparing food for the students for next 10 days. We were asked to taste the food and let him know what all changes we will be requiring and we even made a

rough menu and handed it out to the cook. After making all the arrangements we headed back to Vadodara.

3.7.2 SECOND ORIENTATION

Our second orientation was given by DCPO and Leo sir. DCPO gave a presentation on “**who is child**” which included all the details regarding who are termed as child and who are called as child labour. He even showed us documentary on child abuse and children with special needs. Followed with Amit sir’s presentation Leo sir gave presentation which included information regarding child rights and also policies made for child protections. We were also introduced to Dinesh Sir the cluster coordinator who was working in Sinor block from past many years and he was the one who helped students through out of rural camp. During that session students were also asked to learn life skills which they had to practice with school children of 24 selected villages. They were even asked to collect the books which Amit sir had regarding life skills. For conducting our rural camp we got permission from collector of Vadodara Mr. Lochan Sehra (appendix no.1)

3.7.3 MAKING OF GROUPS



18 students of MSW program were divided into 3 groups of 6 members. These groups were then further divided into 3 subgroups for doing 3 different tasks that is 1. Meeting CPC, Sarpanch and Talati, Anganwadi worker and school principal to fill the village profile form. 2. Practicing life skills with school children, Pasting posters around the village, and conducting FGD with adolescent girls and women, was the second task which 2 students were assigned to do and 3. Doing family survey for which questionnaire were prepared in which family information was supposed to be filled. As the questionnaire was given to us by DCPU but it was in Gujarati language students translated it in English.

3.7.4 PILOT STUDY

After translating the questionnaire from Gujarat to English we went for a pilot study at Bhayli village near Navrachana University. The permission for conducting this survey was taken by Kalpesh Bhai, office admin of the Navrachana University and also resident of Bhayli village. After getting permission to carry on survey. Students tried to fill the questionnaire of family details and recorded the timing needed to fill one form so that they can estimate how many forms can be filled by them in one day during rural camp and also get an idea about the challenges or difficulties faced by them during the process. After conducting the survey the outcomes and the feedback of students were taken by the faculty members' in charge.

3.7.5 LIFE SKILL EDUCATION FOR MSW STUDENTS

To get a clear idea about what are life skills and how one can have a meaningful interaction with children and get all the required information (example- about child marriages, whether they are forced to do child labour, etc.) without creating a stressful situation for children but in playful manner. For this DCPO selected 2 students who attended one day workshop of life skills at Chani village in open shelter home. After this session they were asked to teach the same to all the students of MSW program. After few days DCPO gave life skill books to each student. The life skills were divided into 6 different chapters and Archana ma'am divided those chapters among the students. 6 students were asked to read those chapters and understand what that chapter tries to teach and teach the same to all other students. The chapters were in the form of games. Each chapter started with a warm up activity and then the real activities begin through which we can get the required

information if we try to play those activities in well planned manner. Each activity has its own objective which in the end tries to teach something. Each student was given leadership to conduct life skills with their own class mates so that when they are asked to practice it in the field, it will be easy for them to carry on the activities with school children. Students continued practicing life skill activities till the day they left for their rural camp.

3.7.6 REHEARSAL OF SKIT

Students were also asked to prepare a skit before they leave for rural camp. The script of the skit was first given to them by DCPO which included social issues like child marriage, child labour, alcoholism, child abuse, child protection. As the script was too long and the time duration given to us for performing this skit was too less as all the group individually were asked to perform the skit in the villages assigned to them once they complete all other tasks scheduled to them and in the end skit was to be performed. So students prepared another skit which included all the above mentioned social issues. The skit demanded for 6 actors and as the groups already had 6 members the roles were equally divided among each member in each group. After the competition of skit students also spread awareness regarding many other government schemes such as Palak Matapita , Children help line, Women help line. Etc.

3.7.7 PROCESS OF DATA COLLECTION

First after reaching the village, students were oriented by their cluster coordinators regarding data collection. They explained about the daily routines for the same.

1. Village profile collection from CPC, Sarpanch, Talati, school principal, and Anganwadi worker.
2. Questionnaire filling for family information, students were asked to collect data from house to house personally for getting the required details. Here the students had a goal to fill at least 30 forms from each village each day. Along with survey, posters sticking were one of the tasks.
3. Performing life skills with school students and in the end of all of these tasks, skits was to be performed. Everyone was assigned the tasks every day at the very

beginning and each student was asked to carry on each task at least once so as to get an overall idea about working in each sector.



VILLAGE SURVEY



ENACTING SKIT





P
O
S
T
E
R
S



LIFE SKILL ACTIVITY

3.8 ADVOCACY PROGRAM

The theme of advocacy program was **“Felicitation program and experience sharing for village level child protection committee members”**. The guests of this program were Dr.Nilamben Kodnani (chairperson, child protection unit Gujarat) Ms.Minal Chheda (Unicef, Gujarat), Mr. Amit Vasava (District Child Protection officer,Vadodara), Ms.Priya Jagdale (Director, BCC), Mr. Bernard Leo(Project coordinator, Unicef) and Mr. Ketan Fransis (Unicef, Gujarat). Cluster coordinators, village volunteers and sarpanchs of all the villages were also part of the program. The teachers of MSW program Dr.Archana Tomar, Ms.Poonam Bhalla and Ms. Priya Mistry along with the students of MSW program organized this felicitation and experience sharing program in cooperation with District Child Protection Unit and Baroda Citizen Council. The cluster coordinators and village volunteers were felicitated by BCC with trophies and kits. Then the experience sharing session started by MSW students and cluster coordinators, sarpanchs and village volunteers supported them by sharing their field experiences with all. The program was followed by lunch and group photograph.



3.9 ROLE OF VARIOUS COMMITTEES

1. **Transportation Committee:** (Ritu, Aakash, Karan, Chhayal)
2. **Food Committee:** (Shruti, Nadeem, Varun, Priyanka Trivedi)
3. **Treasury Committee:** (Karan, Randal And Ritu)
4. **Report Writing Committee:** (Shivangi, Vighnesh, Shruti And Priyanka Trivedi)
5. **Technical Support Committee:** (Anoop And Aakash)
6. **Advocacy Committee:** (Mayank, Vighnesh, Devesh And Karan)
7. **Hospitality Committee:** (Randal, Nadeem And Chhayal)

1) TRANSPORTATION COMMITTEE

(There were 4 members Ritu, Aakash, Karan and Chhayal)

The Transportation committee decided to car pool (car sharing) for travelling towards Kayavarohan and also for coming back. Students arranged 6 cars for 18 students along with 2 faculty members. For the household surveys and for visiting different villages, of Sinor Taluka 3 chakdas were arranged as 18 students were divided into 3 groups, (**VIKAS GROUP**), (**PRAGATI GROUP**), and (**UNNATI GROUP**), **Each group** consisting of 6 members. The Chakda's (six seater rikshaw) were very helpful in taking us to the different villages and bringing us back safely on time.

2) FOOD COMMITTEE

There were four members in food committee (Shruti, Nadeem, Varun and Priyanka Trivedi.) Food committee members assisted the caterer's and also stood by them every morning and at the time of dinner and used to take care of the taste, flavors'. The food was prepared by a hired caterer; food prepared by them was nutritious, tasty and healthy.

Members used to give the menu for breakfast, lunch and dinner in advance. Members used to work on rotational basis and also took care that every student is eating properly. Tea, coffee and milk were served in morning and evening.

3) TREASURY COMMITTEE

(It had 3 members, Karan, Randal and Ritu) As a member of treasury group we were having day to day responsibility for looking after groups money. The committee was responsible for deciding how funds will be spent, where and when to spend etc. how to minimize expenses. Members also had to save money so that it could be returned back to the students. Members were keeping a clear record every time whether they used to receive money or pay out money.

Every cash expense was attached by a bill duly signed by the shopkeeper and by the guest house administration. All the expenditure bills were separately attached for a clear transactional record.

4) REPORT WRITING COMMITTEE

(There were 4 members Shivangi, Vighnesh, Shruti and Priyanka Trivedi)

This committee was responsible for documenting reports for 10 days and also took care that all students write and submit individual and group reports of each and every day of every group and of every village. There were 24 villages in total of Sinor Taluka. The team documented report on a daily report format and in narrative formats which was to be submitted to our faculties. The report writing team used to record and document each and every aspect such as meeting Sarpanch, Asha worker, Talati, School Principal, teachers, focused group discussion, adolescent group meeting, information received from life skill games, interest of children in various games, survey forms, village forms, Aanganwadi forms, swachta forms and forms filled by shopkeepers and they also used to record skit reactions, interactions with rural people, their common queries, questions etc.

5) TECHNICAL SUPPORT COMMITTEE

(There were 2 members in this committee Anoop and Aakash)

Two members role was to provide assistance with technology use related to projectors, laptops, speakers, and mike on the last day when the function was scheduled. Technical support assistance was very well assisted by Anoop and Aakash.

6) ADVOCACY COMMITTEE

(There were 4 members in this group Devesh, Karan, Mayank and Vighnesh.)

Under this committee all the members used to undertake public speaking, commissioning and lobbying in the village. In all the ten days they used to conduct a interactive session after the skit performance in which they used to interact with the villagers and the interaction's main aim was to influence decisions of villagers relating to avail benefits of government scheme, such as Mukhyamantri Amrutam yojana, palak mata yojana,etc , de addiction, stop child labor , encouraging to send their children to schools, to stop child marriage etc.

7) HOSPITALITY COMMITTEE

(There were 3 members in this committee Randal, Nadeem, and Chhayal).

The main task of all 3 members was to keep a check that all rooms get adequate facilities and bedding. To take care of all the necessary small yet essential things such as water jugs, cleaning of all the rooms, bathrooms, blankets etc.

3.10. DATA ANALYSIS

For data analysis google forms were prepared in which all the details collected in each village were filled and analysis was done using percentages.

3.11 CONCLUSION

Chapter III presents the plan and procedure of the study in order to work in the rural camp. To collect the data. The collected data was further subjected to analysis using pie charts and percentage analysis. Next chapter presents field notes of the villages visited by MSW students in the rural camp.

CHAPTER IV

FIELD NOTES AND OBSERVATIONS

4.0 INTRODUCTION

In this section field notes of three groups are presented. The three groups constituted for the Rural Camp were Unnati, Pragati and Vikas. The field reports from these groups are presented as under.

4.1 UNNATI GROUP'S FIELD NOTES

Members: Shivangi, Vighnesh, Varun, Chhayal, Kinjal and Shreya

Villages covered: Zanzad, Damnagar, Mota Karada, Moletha, Mandva, Barkal Damapura, and Ambali



1. ZANZAD, 33 km from Kayavarohan was our first village. As it was our first day journey got delayed due to some unexpected reasons. We left for the village at 9.45 am and reached village at 10.45 after reaching we were asked to gather in Prathmic

school for orientation by our cluster coordinator from BCC Mrs. Jagruti. She gave us basic information about the village and also guided us about our aims and activities that we were planning to do with school children, what kind of survey forms do we have and who all are we planning to meet for collecting basic information of the village. After knowing our aim she guided us and even introduced us to the village leader which was helpful to us by giving the village profile.

Out of the group of six we divided ourselves into smaller groups of two each and distributed our work. Today my work was to do village survey. Zanzad seemed to be underdeveloped and had many migrant families. It was decided to survey migrant families first. After migrant families we went to Vasava Fadia. At 10.00 pm the members who were engaged with life skills activities started their work. We helped them in their work. We helped gather and coordinate children. We did some activities with children and even took picture. We tried to involve children to participate by becoming leader turn by turn. This way we made children comfortable with us. After some time we left for survey. As the village was very small and had less number of households and less number of children in the age group of 1-17 years. We were able to complete the survey around 3.30 pm along with survey we were even inviting the villagers for visiting school at 4.00pm where we decided to conduct our skit. For skit we had around 60 people with majority of school children and women of villages. After the skit we had half an hour as we were supposed to leave from village by 5.00 pm.

Learning:

1. Multitasking by managing and dividing time properly
2. Learned how to communicate in Gujarati.

Observation: It is difficult to get correct reponse, if we try asking questions directly. People are not ready to answer.

Majority of migrants were marginalized as they are not getting any benefits from the government and not even from local authorities. Majority of migrants don't send their children to school.

Majority of people were T.B affected.

People were unaware about government schemes.

Solution: Awareness campaigns

2. DAMANAGAR Our village for the day was Damanagar as we were late in the first day due to some reasons. This time we tried our best to start on time from Kayavarohan for Damanagar we started our journey at 9.15 and reached our destination at 10.10 am. Without wasting much of the time as our cluster co-ordinator Mrs Jagruti ben had already oriented us on the first day we knew what all things we have to do. We distributed all the task and decided our self in group of two students visited local schools for practicing life skill education. Two students went for family survey with the objectives of knowing how much people are aware about child protection, child rights and what all benefits they get from government schemes and to know how much aware they are regarding government schemes.

Here my task was to teach life skills with local government aided school with student population of about 23 students in which 13 were boys and 10 were girls but out of the total number of students only 18 students were present. There were 2 teachers in the school one was Principal of the school who gave us the basic information about what all facilities are provided to the students of the school. School was only upto 5th standard. They were even provided lunch at 2.00 pm which is cooked in village itself.

Students were also provided with neat and clean toilet separate for both girls and boys. Hand washing facilities were given according to the height of children, so as to make things easier and comfortable to them. After collecting information from the Principal we started our life skill games, we started with OM chanting so as to make children relaxed. We even did some ice-breaking games, such as making them clap up in the air then we even asked them to introduce themselves to us and tell them one thing about themselves.

After the ice-breaking activities we slowly drifted to life skill activities such as follow the leader, pass in the emotion, whole group status, my name is and i like. (activities were adopted as per the age group of children.)

Slowly we shifted and asked questions; is there any child who is forced not to go to school?Is there any child who is asked to go and buy bidi, tobacco, alcohol,

gutka etc by their family member? Is any child subjected to child labour? Is any child forced for child marriage? Where is alcohol available in village?

These questions were not asked directly. But we tried to blend these questions with some funny questions so that no serious situation is created. Through this activity we were able to collect some good information about who all are going for buying alcohol, bidi, tobacco for their family member. Number of students going to buy alcohol, bidi, tobacco were in total 13 and they are send to buy these things alone..We even asked them to tell us near whose house alcohol is being sold. Here 35 students exchanged their places by which we came to know near whose house people get alcohol.

Learning : Smarter way to project to get more information.

Earlier i was finding difficulties to communicate with villagers due to communication barrier (language) difference when i talked to them for the first time but second time i was more confident and found out different ways how can i make villagers understand my aims of the study.

Observation: People were totally unaware about basic child rights, what is child protection and they were not even knowing about any community working or advocating child rights in these villages.

Solution: According to my observation i feel people need to be given basic information about child rights, what all schemes are made for children by government by organizing campaign, workshops not only giving information but also telling them, means to avail schemes. About child protection, awareness is mandatory, people should know what can happen if they try to break rules or take away the rights of their children.

3.MOTA KARADA Today we started at 9.15 am and reached the destination at 10.15 am. Today school conducted a meeting for all the Sinor Teachers. So as we reached the village and entered Mota Karada Prathmik school. We decided to do focused group discussion with all those teachers so as to know what kind of problem are faced by school of mostly all the village in Sinor.

Process of FGD

1. We all gathered in the room provided to us by school principal.
2. We wrote down the question we wanted to ask to all the teachers.

Questions:

1. What problem do teachers face in their school?
2. Do they have Swachh Bharat Abhiyan in School and in village?
3. Is there separate toilet for boys and girls in the school?
4. Do teachers aware about what is a child protection and child right?
5. Dropout rates
6. Is their child labor in their villages?
7. Mid day meal

Answers

1. Teachers addressed about the answer of children in school they said though they themselves go far calling children but due to awareness about importance of education in parents of children, parents don't force children to attend school. The teachers even addressed problem of child labor. Half of the teachers agreed that students are not present in class as they go to work in fields.
2. About Swachh Bharat Abhiyan – They said it is only in school but no care for cleanliness is kept in the village. Separate toilet for girls and boys are there but there are no toilets for female teachers which they find is a problem for them. For hand washing . Taps are fixed according to height of children. So that they don't find any difficulty during hand wash.
3. When we asked teachers about child rights. Majority of them knew about basic child rights such as 1. Right of Education 2. Right to protection 3. Right to participate. But most of them didn't know about any specific committee working for welfare of children other than anganwadi.
4. About dropout rate, they agreed that the dropout rate is near to Nil in their village school but absence of children is very common due to child labor.
5. We even asked them about transportation facilities as most of villages were not having high schools in village. For that they said all the village has transportation facilities provided by government for children going for high school education outside their villages due to which dropout level of girls after 7thstd has decreased.

6. Child labor is a serious matter of concern in whole of Sinor sector as till now. We have come across many cases of child labor and the same was addressed by the teachers. Here people are completely unaware that sending their children to other people's farm during holidays or in the evening after school is a child labor which is a crime.

7. In the end we asked them about what other facilities all provided to students. Here then said about mid day meal. Meals are prepared in school itself.

Observation:

1. High rate of absence in schools especially girls.
2. High rate of child labor.
3. No cleanliness facilities in village.
4. Low dropout rate

After the completion of Focus Group Discussion, we were assigned to do survey. We collected the survey form of family and even form which need to be filled from shopkeeper. I with my partner started with Vasava faliya in this village.

4.MOLETHA Today we started from Kayavarohan for our destination Moletha at 9:15am and reached there at 10:45am. Moletha village is located in Sinor Tehsil of Vadodara district in Gujarat, India. It is situated 20km away from sub-district headquarter Sinor. Moletha is a medium size village with total 324 families residing. The Moletha village has population of 1402 of which 728 are males while 674 are females. As per constitution of India and Panchyati Raaj Act, Moletha village is administrated by Sarpanch (Head of Village) who is elected representative of village.

As always duties were divided equally among the 6 members with interchanging partners. Today my work was to practice life skills with 1st to 5th standard students of Moletha primary school. The numbers of students were high in this school in comparison to other schools we visited till the date. As there were more than 50 students we decided to start our activity with an ice breaking round in which we asked them to introduce themselves and tell us what that one thing they like the most is. Then we even asked them to sing whatever they like. Between all this fun activities:

1. My name is...and I like

2. Follow the leader
3. Whole group Statue
4. Passing the emotion.

In the end we started with the game which included questions we needed answers for. The concern questions which we asked in this game apart from funny questions were:

1. Who all are asked to go for working in the farms during their free time and how much wages do they get for their work?
2. Who all are forced to stay back home and go for labor work instead of school?
3. Whose young siblings are getting married or any of their friends few years elder than them are getting married?
4. Who all are asked to go and buy narcotic substances for their parents or family members?
5. Who all are aware about liquor being sold near to their place?
6. Are they beaten by their teachers or parents for not fulfilling their needs?

Lastly we played a game to see the quality of education school is providing to its students. In this game children were asked to narrate Monday to Sunday in a form of game play.

Observations -

- Majority of children (24) were asked to go for working in farms during the 2 day holiday they get from school that is Saturday and Sunday. The wages they get for their work ranges from 100-150 rupees. The kind of work they do is plucking tuver, cotton, chilly, cutting woods, bringing fodder for cattle etc. as these children were not working in the farms that were owned by their parents but instead of it working in farms where their parents work as laborers and for which they are even paid wages, this is why we considered these children under the category of child labors.
- When we asked them if any of their close ones are getting married at small age we could only get negative answers but one of the student informed us about one girl who will soon be marrying and she is not more than the age of 18 years. As the

students were not big enough to answer things correctly we decided to visit the place of that girl personally.

- When we asked who all are going to buy bidi, vimal, tobacco for their parents we could get 12 names of students who are asked to go and buy such things by their family members. Worst part is these children were not more than the age of 10 years and were exposed to such harmful substances. We even came to know that some of them even smoke bidi on daily basis. As those children were absent on that day, we could not personally interact with those children but we were informed about this by their peer mates. We even asked them if they are aware of any place where still alcohol is available in village, 7 children agreed to this that yes alcohol is available near to their place and their own family members consume it.
- Parents who consume alcohol beat their children and other family members. This information we could not get directly from the children whose father or any other family member were into alcohol abuse because they felt ashamed about it but this matter was disclosed by their own friends. When we took aside few children whom we felt could openly give us what all information we needed to gather. We took them with us for few minutes after the completion of life skill activities and interacted with them and asked them again all the concerned questions and asked them to tell us in detail what all things they know about that particular issue. Our group discussion really helped us as we got to know the exact location where alcohol is being produced in the village. These children even took us to the house of the child whom they felt is getting married at small age. They even informed us about the children who are into smoking at their age and whose parents are beating their children after getting drunk. They even informed us about the child marriage tradition followed by Rabari community staying in old village 1km away from Moletha preprimary school.
- Lastly we played a game in which students were supposed to narrate Monday to Sunday. Through this game we could identify whether the school is providing proper education or not. In this game we expected children of standard 4th and 5th to know days of week properly but still few of them failed. There were still 4 students of standard 4th who did not know days of week in spite of being regular school going children.
- One more thing we noticed in Moletha was that it had majority of Muslim community even in school.

After completing life skills activities we took some time to look at the facilities provided by the school to the children. We went to toilets which were seemed to be pretty neat and clean and were separate for both boys and girls. Hand washing area was constructed according to the average height of 1st to 5th standard children to avoid any kind of discomfort for them. The school even had UV. Water purifier which provided children with portable drinking water. And they provided them with proper mid-day meal prepared in school itself. After completing all this we asked few of the students to take us to place where they felt a small girl is getting married. We started our survey from there itself. We

tried to interact with the family of the girl. Though girl seemed to be of age smaller than 18years her parents denied and even refused to show her Adhar card when we asked for it. So here all we could do was to interact with the family and fill in the required detail. We even interacted with other families and could find out about that there are child marriage practices in Rabari community. Apart from child marriage people also had a blind faith on tantric practices. We were able to see clear discrimination between 2 faliya that is Patel faliya and Vasava faliya. People belonging to Patel faliya were more developed and majority of them were educated and sent their children to private schools. Majority of people had their own farms as their means of money generation but Vasava faliya was total different. Majority of people living in this faliya were not well to do and included their children in money generation practices. Majority of people in Vasava faliya were from Muslim community.

After survey we all the 6 members gathered in the school and went together with few of the school children to convince people to attend the skit. For this we took with as children who knew how to play Manjira and other musical instruments available in school to draw more attention of the village residents. We did our skit at the Moletha preprimary school premises. We were able to gather around 70 people including school children and some of the villagers. Here majority were males who attended the skit. We successfully communicated the information we aimed to give and we came to know about this when we conducted a sharing session with people who attended the skit. Here we received a positive response as people were able to answer the questions we asked them which were related to the topics covered in skit. This way we ended our day. We were able to build a good rapport with the school

children this is why they even asked us if we could take out some time before we leave and play with them. We played with them for some time and left the place for heading back to Kayavarohan.

Over all observation-

1. **Child marriages in Rabari community-** The reason people gave for practicing child marriage was that they are afraid to keep their daughters at home once they are of age 13-14. As Moletha is not having high school facilities and people are neither keeping their daughters at home nor sent them for further studies they prefer to marry them at small age. As alcohol is one of the major issues in all the villages , people even addressed that if they keep young daughters at home, elder boys get drunk and break through their houses and beat the members of the family and try to create situations which are very embarrassing for them. So to avoid all this they practice child marriage.
2. **Child labor-** Majority in Vasava faliya.
3. Prevalence of **superstitions** not at high extent but people choose to go to tantric for they feel doctors are unable to help them and those who were never in such situation where they felt the need of going to such place but they said they do believe in such practices.
4. **Alcohol abuses** in abundant and even children are aware about the places where it's made and sold. Other substances such as **Bidi, Tobacco, Vimal** is also much in use and children are also dragged in this as they are asked to bring all this things for their family members by them itself.
5. We were not introduced to any committee in village which was working for the welfare of children or is there to fight for the rights or stop child labor being practiced in this village.

Action plan

1. People need to be given information about what all harm they are doing to themselves by keep superstitious, believing more on tantric and less on doctors. It's true that it's not easy to change the mind set of people so easily in just one day but at least we can assign a specialist who can make people aware of where they are putting their trust and money into is not right. Here I will suggest the concern reader to contact **Community Science Center**, Vadodara. As it is

working in the same field and is trying its best to irradiate superstitions from the villages and bring people's faith into medical science.

2. For child labor, strict punishments should be given to the land owner who is keeping children under 14 years as labor because due to them only poor villagers are motivated to send their children to work in farms.
3. For child marriage, there should be committee in every village who keeps a record of girls between the age of 12 to 18 years. They should be aware of what these girls are doing, what future plans do their parents have for them. This way we can create a threat situation in hearts of people which will be discouraging them from practicing child marriage. This committee should take complete in charge of the safety of these girls and their future.

Learning

If we wish to receive true information regarding any issues, target the most vulnerable group that is children and women. They are the one who can give us the exact information as they are always the victims of any social or personal issues. This is what I learned from the journey till now.

5. MANDVA: On our last day of rural camp. We visited Mandva village of Sinor Taluka. The village is situated almost 5-6 km from Shinor Taluka. This village has two communities – Muslim community and Vasava community. However, there was a majority of muslim community in the village. The Mandva Prathmik shala school was one of the best schools we visited among other villages. The school premises were well developed, clean and there were proper toilet facilities unlike other villages.

The anganwadi was also present in the school premises. It was also well maintained. Schemes were well implemented, all the committees were functional and proper care of hygiene and sanitation was maintained. The major problem we observed in the village was; child labour, child marriage, girls dropout because lack of high school in the village. Child labour was a major problem in the village especially in the vasava community.

We through our surveys found out that there were many children enrolled in the village who were not going to school and were working at shops, field etc., In one

of the shops we visited a boy of 8th class was forced to work at the shop instead of going to school as there was no one present in the family to take care of the shop for that day. Boy told us that whenever his parents are not available to look after the shop he has to take leave from school and look after the shop. In the same house, his sister of sixteen years old was also not studying as she was forced to do household work.

There were many houses we visited where we came across girls who were forced to sit at home after they complete their primary education as there were no high school in the village and parents did not allow them to travel to other village to study further. Most of the girls were forced to go for farm labour or to do home chores. In the Vasava fadiya, we also came across children who have never been to school since childhood.

During our focused group discussion with adolescent girls, we came across certain girls who complained that they won't be allowed to go for further studies in high school in some other village as there was no transportation facility.

During Focus Group Discussion, we also came across girls from Vasava community who were forced into child labour at farms on Saturdays and Sundays. There were no such complaints from the muslim community girls. The major problem of child marriage was discovered by two of our group mates who visited sarpanch of the village. The son of a sarpanch was himself married as a child. There were many other houses we visited during our survey where we found out child marriage problems. Through our life skills activity in school, we came across children who were forced to work at farm for labour on Saturday and Sunday.

6.BARKAL COLONY :Today we started for Barkal colony at 9.15 and reached the destination at 10:30. As it was Sunday there was holiday in Anganwadi and primary school. Due to which out of 3 activities that we do in every village that is visiting the village leader, conducting life skill activities were eliminated from our task list. As we can play skit in every village today due to unexpected death of two year old in the village we were asked to do two things. 1. Family survey 2. Meeting with village leaders, to collect as much data as possible.

Barkal colony contains most of Vasava families. Here we tried to interview one Aasha worker along with family survey. Questions included in the interview

were. No. Of school drop out. Is there child labour in village do people practice child marriages. Schools, toilet/ bathroom facilities in village as well as school.

Do people consume alcohol in village? If yes where do they buy it from. What all government schemes benefits do village people get.

The Aasha Worker addressed about child labour as one of the major problem in the village people take their child to work in farms and the reason they give is many hands bring more money everyday. They are not concerned about child's education. About child marriage she said majority of people in village marry their children at the age of 13-14 years. When we asked for the list of names of such people; she said names of such people are kept secret. Due to this children are not send to school after 5th or 7th standard. Parents also feel it is not safe to send their girls to school after this age. Parents get their daughters married off as soon as possible.

Sanitation facilities: she said 99 % of houses in village don't have toilet and bathroom. Many a time government provides people with raw material to build toilets and people have to only give labour cost

People used raw material for making bathroom for constructing other things at home. The tub provided by government for free for villagers are sold at rs. 150/- . This is how no toilets were built in the village but there are separate toilets for girls and boys.

Alcohol is one more matter of concern of this village. She addressed majority of men in village have a habit of consuming alcohol which is produced and sold in village itself.

Government schemes benefitting villages only handful of villagers have Maa amrutam card out of 29 people who register for awaiting the scheme only four people have the card, very few people have Sardar Awas and Indira awas for housing. For children Shisyavrutti (scholarship) MDM (mid day meal) is available. But majority of people of village are not getting government schemes benefits due to unawareness and some due to shortage of time as majority of people of village are not getting government scheme benefits due to lack of awareness and some due to lack of time as most of the people are daily wage workers and cannot afford to waste one whole day for paper work. As the process to get the benefit of these scheme requires many

documentation and even physical presence of the person and in health care scheme card the whole family needs to be present for registration; which is difficult for village daily wage earners.

Lastly she informed us about the presence of blind faith / superstition in village. Villagers prefer to go to get treatment for their illness. This was the reason why a two year old child died last night from cold and his parents instead of taking him to doctor took him to tantric. When the child's situation worsened; they took him to hospital, where the child was declared dead. So, superstition is a major problem.

After the completion of this interview we left for meeting Sarpanch who was staying in Barkal village to get village profile. Sarpanch Prajapati Hasmukhbhai and Talati Manubhai Mehta turned out to be very helpful. Barkal is a village of 1022 male and 867 female which is in total 1889 people from which 136 people are BPL. There are 10 faliya and 530 families with one post office. Roads of the village were pukka for water facilities mini water scheme is available in all faliya. There was no highway in the village. So student after 7th go for higher education to Anandi which is 13 km from Barkal village. 70 children go to high school. We even asked them about dairy facilities from the people owning dairy in village. The village has Barkal Dudh Utpadak Shakari Mandali who collects milk from the village and deposit it to dairy, per day collection of milk was about 250 litre as 60 people deposit milk everyday committee people are even provided with some kuccha and some pukka houses by the government.

There are no bijdan centres in the village. The transport used for milk transportation by tempo. We even told them about health care facilities as he is also the parent of high school going child. He said there is no government hospital but have private hospital with private doctor name Pramodbhai.

Further information about natural resources present in village were also used. Village had one pond and Narmada river near the village the village is beautiful with 10 of its religious sites and one historical site "Vyas Beth Mandir". As today was non working day for aanganwadi worker there we could get every possible facilities provided by aanganwadi to its children. Through this survey we came to know their were no toilet for student visiting aanganwadi. PHC was not available in the village

and we were able to find only two shops in the colony we tried to negotiate with them asked whether they are keeping small children as labour in their shop.

Observation: Majority of school going children are child labour due to which some were school dropout. Majority of people are alcoholic including women inspite of government has banned alcohol and had framed strict rules against it. Alcohol was easily available in the village.

People are in deep belief of black magic and superstitions. They prefer to go to tantric other than doctors for treatment which has caused them many loses, still not ready to change their mindset. Marriage at the age of 13-14 year is also common in village. But details are kept secret majority of them don't get health care benefits.

There is poor sanitation.

Action Plan: Awareness workshops in school and villages so as to make people aware about the importance of education and also about the importance of education and also about what advantages they will have if they send their child for education.

Strict action should be taken against child marriage cases. Social authority should keep an eye on such families and awareness about disadvantage of child marriage cases.

There should be one committee in the school which can focus on child protection related problem and help those in child protection related problem and help those children and follow-up till situation gets better.

Awareness through campaign for health care facilities and benefits which people can get. Awareness workshop for removal of superstition should also be conducted and followup process should undergo till the day people start to change their mindset.

Sanitation: Swachh Bharat scheme should be provided to village which can help maintain cleanliness in village. We even motivate people to use the toilets and avoid open defecation.

Learning:-

Now we have understood that its difficult to bring out true answer from people. So for that it is difficult to bring out true answer from people so far that we try to do cross questioning instead of asking questions directly to them.

Till now people were not knowing their age so for that we have started asking for them adhar cards. So as to know their real age.

People are not even remembering which government scheme they are using for health care so for that also we ask them to show all the cards they have got from government. This is how we try to get proper information to avoid future error in data.

4.2 VIKAS GROUP'S FIELD NOTES

Members: Karan, Aakash, Devesh, Priyanka T, Ritu, Priyanka S.

Villages Covered: Nanahabipura, Bavadia, Kanjetha, Utaraj, Manjrol, Simali, Satishana and Aanandi



1. NANAHABIPURA: Visit with Sarpanch –Today was our first day of the rural camp and our first village was Nanhabipura. Dineshbhai from BCC came with us, as

our guide. He briefed us about the information related to the village. We started with meeting with the school principal. He had also invited the sarpanch to school only. We had an interactive session with the principal as well as with the sarpanch. We discussed many points relating to education, high school, village development etc.

It was a good experience on our first day to have such an interesting interactive session. The sarpanch was newly elected. So she was also having some goals for the growth and development of the village. Her motto was also to educate children of the village. After the conversation we started filling the village information forms.

Aanganwadi – our first team members Priyanka Shukla and Devesh went for Aanganwadi visit. There was only one Aanganwadi in the village. They filled the Aanganwadi form and according to the Aanganwadi walls were painted with fruits, vegetables, flowers, colors etc. there were around 10 to 12 children in the Aanganwadi. The Aanganwadi worker was really helpful and cooperative in providing us with the required information.

Sticking Posters for creating awareness- we started sticking posters and banners on public places, so it could create awareness near bus station, temple, Aanganwadi, school gate, common walls etc.

Survey - there were around 9 faliya's, we could complete 56 forms on our first day. Dinesh Sir guided us about the faliya's then we were separated for each faliya in the group of two. People were first surprised that why is the survey being taken, on which we explained the reason behind it by introducing about child protection. Some people were very shy then we started talking with them regarding cattle, government schemes after which they also felt comfortable.

Life Skill Activity - it was a memorable time. We gathered around 100 to 150 children for life skill activity. We both (Priyanka Trivedi & Ritu Atthwal) were paying attention on children for making them comfortable. We started by asking them their names, hobbies, favorite things. Then we played with ball, then games such as "change your places". During this game, we got a case of a child marriage. She was around 12 years and was going to get married in few weeks. So we tried to counsel her indirectly and her parents also.

Focus Group Discussion- during focus group discussion we indirectly counseled the children regarding importance of study, how to say no, good or bad touch, child marriage is life threatening. We tried to make them aware, and then we also briefed them about childline number 1098 and women helpline 181. After the focus group discussion, children were enthusiastic and were so comfortable that they showed us their dance performances, solo dances, group dance, their art and crafts sheets. Few boys were also singing Honey Singh's songs. Few children were indulged in asking puzzled questions. So it was a memorable day for us, we felt very fortunate that we got such a chance to interact and spend such quality time with the children.

Swacchta Abhiyaan- the village was neat and clean. Mostly people were having toilets in the houses. Most of them were beneficiaries of Indira Awas Yojana, Sardar Awas Yojana. The streets were clean too. The school was having separate washroom for girls and boys. School teachers and children were taking care of the cleanliness. We observed that the children were washing vessels, cleaning surroundings, principal's office. Over all cleanliness was maintained in school and at the village too.

Skit- on the very first day, we were able to gather around 60 to 70 people for the skit watching. We went around the faliyas and asked them to come and watch the play for 10 minutes. It was the very first time that we were convincing people to come and see our play. We were fortunate that the villagers cooperated with us.

Learning-

- We learned how to work at the grass root level.
- We learned how to make children comfortable.
- We learned how to manage time and divide work according to our capacity.
- We learned how to conduct survey
- We learned how to work and how take the information in the village.

2.BAVADIA : Meeting Sarpanch- Jayesh sir from BCC came with us to the village. The sarpanch too visited the school at the village itself, there only we conducted the meeting with the sarpanch. We asked about the village, families, APL, BPL, school, government schemes and how it is implemented. We came to know that there were total of 9 faliyas. There were many people living below the poverty line. Sarpanch openly discussed all the details with us.

Aanganwadi- We visited Aanganwadi; it was having around 20 to 25 children. The children were crying as they do not want to study. The Aanganwadi workers were very helpful. She gave us flour mixture for sticking posters and all other details relating to Aanganwadi.

Survey- we did around 41 survey forms, as the village was small. We could not fill many forms due to it. Still the villagers were cooperative and were giving full cooperation in filling the survey forms. We also filled this shop forms. We tried to counsel the shopkeepers not to sell tobacco to small children, still there were stubborn and were not ready to listen. Another issue was that people did not know their actual age. Some information is also not there such as age proof etc.

Swacchta Abhiyaan- the village was pretty neat and clean. Roads, surroundings, school, Aanganwadi, street, everywhere was neat and clean. Washrooms of the school were neat and clean too. School was having dustbins. Children were cleaning their schools and surroundings etc.

Focus Group Discussion- we met adolescent girls group and had a focus group discussion with them and asked them how they worked and how many cases they have dealt etc. we also enquired them about their knowledge about child protection, domestic violence, ways to tackle eve teasing, how to encourage girls to continue studying. The girls were shy and were not keeping their point clearly.

Skit- we were able to gather crowd. We requested people to come and see the skit. After the skit got over, we interacted with the audience and asked them about what they learned from the play, what issues were pointed out, etc. lastly we thanked them and asked them is there any question. We also briefed them about childline number and women helpline number.

Group Activity

Life Skill Training- life skill training started at 12 pm at Bawadiya village. We entered the primary school. We started by asking everybody's name then we started playing our first game. It was to introduce themselves and share their liking items. Due to this game, we were able to know everybody's name, their liking and dislikes. Our next game was to follow the leader. We first briefed them about the meaning of the word leadership and the roles of the leader, to plan and execute. Then we

instructed them with some questions and asked them to step in and out. We came to know about many facts which were responsible for child marriage, child labour, harassment etc. the last game which we played with them was (Detective and Murderer). From this game, they were able to identify the murderer and they could find the murderer by simply focusing on each person.

Learning-

- We came to know about some hidden secret of children.
- We could identify issues related to child marriage and child labor.
- Boys and girls both were equally were part of child labor.
- For rural people more children mean more money.

3.KANJETHA: Visit with Sarpanch- this was our third day. Priya madam was with us and we reached Kanjetha village around 10:15am. Our two team members Karan and Aakash went to meet the sarpanch and to fill the village profile form. They asked about the village, government schemes, implementation, number of APL and BPL families in the village. The village was situated near Narmada river, 90% of the people were dependant on agriculture.

Shramdaan- When we visited the school, the students were cleaning the compound area. The classes were from std. 1 to 5. So we also started cleaning the school compound along with the children. We started cleaning the floor with the broom; we started collecting leaves and all such garbage that were lying down on the ground. A tap was constantly leaking, so our two team members tried to repair it, so that the wastage of water can be stopped. Then at some part of the ground, water was remaining stagnant. So our two team members started digging a lane so that excess water can be reached towards plants. After which we all collected the garbage and threw it in dustbin. After cleaning ground, compound and classrooms, we washed our hands and legs and were settled down for prayer.

Aanganwadi- next to the school was Aanganwadi. There were around 12 to 13 children. When two female members went inside, they were wearing a cap, so the children were frightened. They thought that these girls are doctors and will give them injection, so they started crying. When the girls removed the cap and started interacting and played games with them the children were relaxed. Aanganwadi was

not colourfully painted from inside, only alphabet, fruits, vegetables, calendars were displayed. Aanganwadi worker was helpful and when we requested to provide information, she gave us all the information and shows us various registers, attendance, Mamta Card etc.

Sticking posters for creating awareness- we stucked many posters on school walls, temples, bus stand, shops, public gathering spots so that maximum people can see these posters and banners. We could observe that the moment we stucked the posters, many people were coming and were reading it.

Survey- we could fill around 39 forms as the village was small. We encountered the same problem as yesterday. We were not able to identify the age and its related information. People are not aware of their exact age, year of marriage. They all think that children are their assets. More children mean more workers to work in the field and more money. They think daughters are burden and should get them married at the earliest to avoid eve teasing.

Life Skill- life skill activity here was bit challenging. Children were very notorious, but we managed them. We played 3 games. Many children were victim of child labor. They go to work on fields on Saturday and Sunday. They also go out to buy tobacco. Two of the children were having alcohol selling at their home.

Skit- we could gather around 60 to 70 people for our skit. We gathered school children, their parents, shopkeepers and all other rural people. We tried to convey the message in an indirect manner. The messages included how to fight against alcohol, tobacco consumption. We also covered demonetization, ATM card facilities etc. after the skit we started interacting with the crowd to learn their response and feedback. They said to lower the stress and work load they consume alcohol.

Learning

- How to start conversation with children and how to manage them.
- How to give proper message and to clear misconceptions.
- How to have an impactful communication.
- How to manage time and segregate work.

4.UTARAJ : Meeting the Sarpanch- InUtaraj village, we met with Aanganwadi worker. We build a good rapport with the worker through interaction. She gave us all the village information such as faliyas, APL, BPL. Families, schools and about Aanganwadi. She told us about the problems faced by villagers in village. She told us about government schemes and other schemes. In this village, many villagers has Maa card or Vatsalya Card. So they take benefit of these schemes. The villagers were also happy and satisfied with the sarpanch's work for the village.

Aanganwadi- Due to Saturday being a holiday here, Aanganwadi was closed. So we didn't saw the interiors of Aanganwadi. But we took all the information about them. She also told us that the Aanganwadi was kept clean every day. There were also posters of fruits, vegetables, and numbers. Basic facilities were there in the Aanganwadi, such as kitchen and toilets.

Swacchta Abhiyaan- Utaraj village was not so clean. There was garbage on the roads. Villagers used to throw the garbage on the road itself. They did not have dustbin facilities with them, even though they wanted it. Those houses which are under Indira Awas Yojana have the toilet facility.

Life Skills- Since it was Saturday, the school was closed. So initially we didn't think about life skills then we thought we could implement the life skills activities with the village children. So after skit we gathered all the village children at once place. We played few games with them. From the first game, we took the introduction of the children. Then through the second game, we told them the importance of leader and leadership. We asked them to take initiative. Through the final game, we were able to collect all information related to children such as whether the child was addicted, from where they used to by alcohol. We also came to know that even few children were physically abused.

Skit- since it was a holiday, people were at home and women were not so busy, so we invited the villagers to watch our skit in the afternoon. During the survey, we did inform them about the skit and hence we could get good public support. We invited people by visiting each house for watching the skit. Finally, 150 to 200 people gathered. 50 to 60 were children. We emphasized on the issues like child labor, child marriage, and alcohol. At the end of the skit, we discussed with the villagers about the entire topic which we covered in our skit. People were not as much interactive as the

people from the villages we visited earlier. We also shared with them little information about government schemes and also about helpline numbers. We left after thanking the villagers.

Adolescent Group Discussion- After the skit we kept a girl group discussion after we asked whether they wanted to share their views on adolescent issues. After a brief introduction, we asked examine their life and asked them to share their views on their life. One girl thinks she is strong while other thinks otherwise. Hence we could identify them. Few mentioned they are weak and due to it they cannot handle the responsibility of the house. We also taught them how to say no to any situation which is bad for them. At the end we discussed about the helpline number of women 181 and concluded the session.

Survey- In this village, the villagers cooperated with us during the survey. The biggest challenge we faced was about their age. They did not have any idea about their age. Most of the villagers are not aware of the child protection. So we provided them with the required information about it. Even though the village had good population, we could only complete 60 forms in the survey.

Learning and Outcomes:

- We learned to collect information through survey.
- We learned to discuss with girls and find out their problems.
- We learned to manage the tasks.

5.SIMALI : Meeting the Sarpanch- we met the sarpanch of Simali village. His name was Dilipbhai Bhailalbai. His home was big. We kept our luggage and then started interacting with him. We asked basic information about the village, faliyas, APL, BPL, families, school, Anganwadi and such information. The sarpanch was very good at explaining things. He explained us very well about the issues faced by rural people. He briefed us about the main details of village such as water schemes, government schemes, beneficiaries.

Anganwadi- Anganwadi was neat and clean. We interacted with children. They were intelligent and we also asked them some questions related to name of fruits and vegetables. We had a great time interacting with them. The worker at Anganwadi gave us basic information such as supplementary nutrition program, Mamta Divas,

functional weighing machine. She also showed us registers like pregnancy registers, communication and growth monitoring registers, number of children enrolled in preschool, the date meetings were held.

Swacchta Abhiyaan- the village was neat and clean. Roads were clean too. People were using dustbin and the cattle were also kept clean. The village was observing good cleanliness. Most houses have toilets but people are not using it. Some people shared their experience that there are not comfortable using toilets.

Life Skill Activity- this activity helped us a lot to build rapport with the people. We played three games which we implemented in other villages too. The games helped to gain information regarding whether any of their family members were alcohol addicts, whether the females go to the farm for work, who likes to go to school, whose siblings are married, whether their father beats them, whether the children go out and buy tobacco. 90% of children used to go to the farms to help their parents in farming. 90% of their parents used to send them to buy tobacco and alcohol.

Skit- around 1pm, we went to different areas of the village and gave advertisement of our skit performance. The villagers were busy in their work, so we tried to convince them. Some girls and women were shy to come and talk. So we talked to their parents or husbands and invited them. One old lady was busy working, so helped her and then we asked her to join us and watch the skit. Almost 150 people gathered to watch the skit. Our skit gave information about child labor, child marriage. We conveyed these messages through funny dialogues. After the skit, we interacted with the people. we asked them about the skit and asked them to share their issues. We tried to reply their questions. We also discussed about various government schemes which were benefitted to them. Then we told them about child help line numbers and women help line numbers. Through this interaction, people also cooperated with us. They also responded well.

Survey- we completed around 60 forms in Simali village. We did not find anything challenging or difficulty. We completed our survey because people were cooperative. We asked them questions and they replied us. And in this way we covered a good number of faliyas. We found the common challenge and that was people did not know their actual age.

Learning-

- We learnt how to keep calm in every situation.
- We learnt what was the reason behind child marriage, such as eve teasing, community pressure, lack of trust on daughters, thinking that daughters as a burden.
- We tried to interchange our questions to get correct answers.
- We learned how to gather public and how to convince them.

6. MANJROL: Meeting with Sarpanch- We reached Manjrol village around 10:45am. Manjrol was very neat and clean. We met the sarpanch who was very humble and he briefed us about the village, APL, BPL, number of government beneficiaries of Indira Awas Yojana, Sardar Awas Yojana, number of toilets in the village, school, Anganwadi etc. Sarpanch also came with us and helped gathering crowd for our skit. He briefed us about faliyas too.

Anganwadi- it was neat and clean. It was having a kitchen. Hot cooked meal was being served to the children. There were about 10 to 15 children in the Aanganwadi. We interacted with them, asked them their names, fruits and vegetables. We also interacted with Anganwadi worker about the details of children. Meals were served in the morning according to weekly menu chart, number of attendance, nutrition and supplementary program.

Swachta Abhiyaan- village was somewhat clean. People were not using dustbins. Cattle's were also kept in untidy area. Not every house had a toilet. Sanitation facility was not proper. People were not aware about toilet schemes and such.

Survey- people were cooperative, we were able to fill may survey forms. We filled around 53 forms. People were highly addicted to tobacco, pan masala. Most of them think that their daughters are a burden to them, so they need to get married soon.

Life skill activities- it helped us a lot in interacting and building rapport. The children were enthusiastic and were very cheerful. They were actively participating in playing games with us. We played the three games that we played at the other villagers with the children. We could get information regarding child labor in farming from these games. Mostly on Saturday and Sunday children goes to the farms to help their parents. Most of the children even goes to buy tobacco and alcohol. Two children told

that alcohol is being sold at their homes. They all like to come to school. They also mentioned that if they don't contribute in the farms or to buy tobacco or alcohol, their parents used to scold them.

Skit- we were able to gather around 100 people. We convinced people to spend ten minutes and to listen to what we want to convey in our skit. We also briefed them about the government schemes to them through skit. We also gave details of child line and women line helpline numbers. We showed them what is good or bad touch and how to differentiate it. We also shared the ill side effects of alcohol and tobacco consumption. We gave information about demonetization, ATM and netbanking services. We also asked them whether they have any doubt regarding anything. We also conducted adolescent group discussion with girls in which topics related to sanitation, child marriage were included.

7.SATISHANA: Meeting with Sarpanch- at this village, we met with the sarpanch. His name was Purohit Deepak Kumar. He gave us the information about the village such as families in agriculture, schemes, religious places, banks, hospital. He also told us about different committees and the population of the village. The high school facility was not available in the village. So students used to go to Mota karada for higher education. Villagers used the government schemes and got benefits of it.

Anganwadi- we visited Anganwadi of the village. It was well maintained. Students regularly came to the Anganwadi. They also provided food to the children. They also have the facility of kitchen, toilets in the Anganwadi. They also have posters, toys for the children. We provided calendar for Anganwadi. There was a regular check up done in Anganwadi. Parents send their children to Anganwadi and the workers take attendance regularly.

Swachhta Abhiyaan- Satishana was a clean village. People were aware about the cleanliness. They did not throw garbage on road. Most of the family had dustbins at their home. Some people have toilet facilities but some people did not. People said they are trying to build one at their homes too. Those people who had animal husbandry also had their house cleaned.

Life Skills- we conducted life skill activity at school. We gathered all students in the ground and conducted this activity. Above 50 children were there. We also played the

regular games with them to build rapport. Through the introductory game, we were able to know the children. We also taught them how to take initiative and be a leader. The final games helped us to know the children more closely. During this game we got to know that many children goes to buy tobacco for their parents and most of these children also help their parents in farming. Then we played some warm up games. So children took interest. At the end we told them that if they wanted to do anything, they can do it. So some children performed dance, some told stories. Through this activity we got gather right information from the child.

Skit- there was huge area where we could conduct our skit, just behind the school. We found difficulty in creating awareness regarding the skit. They told us no, said they don't want to watch the skit. So it was very difficult to gather the public. We went to door to door and told about our skit. We took some girls from the village with us, so other people could come. Then we started our skit. In our skit, we covered issues such as child marriage, child labor etc. so, people took interest in our skit. Then at the end we discussed with the villagers about the skit. Initially people were not ready to come but during discussion they interacted very well. They also wanted to know more about the government schemes and we also conveyed the benefits of these schemes to them. After the discussion we thanked the villagers for coming and watching the skit. People were very happy with the skit and enjoyed a lot.

Adolescent Group Discussion- we conducted adolescent girl's group discussion after our skit. So we could get more girls. In discussion first we did introductory session. So girls felt more comfortable. Then we asked them what they think about themselves. Through this we got to know that how they feel and thought about themselves. Few girls felt strong, some weak. Then we provided information about menstrual hygiene, which was very important for girls. Then we discussed about how to say no. because girls can't say no to their parents on any occasion. So we told them that if they feel any uncomfortable situation which was not good according to them, they need to say no. we also discussed about self protection. They should always protect themselves. At the end we provided information about 181 women helpline and child helpline number. So that they could use these numbers in case of any emergency.

Survey- In the survey we interacted with different people. We observed that many people were not aware about child protection. Also they didn't know about committee working in the village. During the survey, we got to know that child labor was a major issue in that village.

Learning and Outcome-

- We learnt to gather public and convince them.
- To work with children and gather information.
- To communicate with sarpanch or talati.

8.AANANDI : Meeting the Sarpanch- In this village, we met the sarpanch whose name was Darshitaben. She gave us information about the village such as population, focus on agriculture, banks and post offices, hospitals. She also told us about water schemes and government schemes. This village was big. There was a high school in this village too. In the village, there were different committees which were working. Dairy facility was available. So overall the village has few good facilities. People of this village were also aware about Maa Card or Vatsalya Card and some people were also beneficiaries of it.

Aanganwadi- Aanandi village have two Aanganwadi. We visited both of them. Workers were also present at these places and they gave us information. The Aanganwadi's name was "Nand". It was clean and good. All facilities were available. They also have toys for children and the children were playing with them. For Aanganwadi, we gifted a calendar to their workers. The charts of fruits and vegetables were also available. It looks attractive for the children. We spend some time with the children. We asked them their name and the drawing they drew. We also asked them names of fruits, vegetable and flowers. We observed that the place was very clean and the workers are also taking good care of the children.

Skit- in this village, we conducted our skit in the outside area of the temple. It was a big area enough to accommodate the people. We did publicity of our skit. In that we used Khanjri (musical instrument) to get attention of people. Then people tried to come and watch. But in this village we found difficulty in gathering the crowd. People were not interested in this activity. Then we went door to door and invited them to come and see the skit. The people came and attended the session. Then we started our

skit. We assembled all issues such as child marriage, labor. After the skit we discussed with people about the skit and gave them information about different schemes. We told them about child helpline and women helpline number. At the end we thanked villagers for coming and seeing our skit. One man, who was working for the village, shared his experience with the villagers. He told us that he donated his car for girl schooling. Through the skit we provided information to the villagers.

Life Skills- we conducted life skill activity in the school with students. Around 50 to 60 children were available for the activity. We played different games with the children. We took the introduction of the student through our first game. Through the second game we tried to find out some sensitive information about the children. We got to know that one child's home was a store of alcohol. Most of the students used to go to the farms to help their parents. Through leadership games we taught them how to take initiatives. We asked them to express their feeling on their face. So that we could get an idea whether they were happy or not.

Adolescent Girls Group Discussion- we also had discussion with girls and they were much aware about child marriages and the legal age of marriage. We went to the high school of the village for this discussion. We discussed about menstrual problems, how to say no, self protection through video of Satyameva Jayate program. After a brief introductory session, we talked about these issues. We told them the importance to say no to any uncomfortable situations. Through the facility of projector we showed them the video related to such issues. At the end we gave information about 181 and 1098 helpline numbers.

Survey- people in this village was aware of the child rights, child marriages and child labor. Many of them have got benefits of government schemes too. Most of these people were addicted. People gave us information related survey and they seemed interested and cooperative. They also asked us about child protection information's. In this village, we completed 60 forms.

Learning-

- We learned to communicate with different people of different places.
- To collect right information and necessary information.
- To work with group and management of task distribution.

- Took peoples interest and provided information through skit.

4.3 Pragati GROUPS FIELD NOTES

Group Members: Mayank, Randal, Anoop, Nadeem, Shruti and Priti

Villages Covered: Sandha, Tersa, Diver, Avakhal, Tarva, Puniyad, Utaraj and Kukas.



1.SANDHA: We the students of Navrachana University Master in Social work program came for rural camp at “Kayavarohan” with the support of DCPU, BCC and UNICEF. Our journey for rural camp started yesterday from university to stay in rural camp that is at Kayavarohan at 4.00 pm and we reached at Kayavarohan at 5.30. After reaching we met rural camp co-ordinator Mr. Dineshbhai and also Mr. Jayesh then we interacted with administrative office for the room and we got keys of 7 rooms. 3 for boys and 4 for girls. After that we settled ourselves in the room and then gathered at a place we had tea, we played some games. At 8.30 we had dinner. We practiced the skit, and around 10.30 went back to our rooms.

Next day morning we got up at 4.00 am and got ready till 6.00 am went to temple had our breakfast at 8.00 we came back to room collected survey forms for data collection and started for the allotted village. We went to Sandha Village, DCPU had arranged for breakfast, lunch and dinner along with transportation (Chagda). Before going to village at 9.30 am we collected the needed questionnaire and banners. We reached Sandha at 10.30. Sandha village comes under the Shinor Block.

In SANDHA village first of all we met our village co-ordinator Mrs. Dakshaben. Mohanbhai is the Sarpanch of the Sandha village since last 2 terms. We introduced ourselves the sarpanch (Village head). We took information about the village. And we told him to give us detail about schools, anganwadi, etc Nadeem Rizwi our group member had taken all the details of the village profile questionnaire after that he has stamped and signed that questionnaire. Mohanbhai has received “Swachata Abhiyan” award so their itself Randal Parmar filled the questionnaire and thanked him and gave invitation for the advocacy program on 12th January 2017. After that we went to Sandha village aanganwadi and school. There we made two teams Priti and Nadeem went to meet Principal. Anoop, Randal and Mayank went to meet Principal and sticking posters, Mean while Rishi sir was talking to Principal we took all the students of other classes and played games and did some activities with them. We did some life skill activities there we continued for half an hour. As we are having students of only 1st standard to 5th standard. After that we saw the organic farm situated in the school campus, which was made by the efforts of school children. There were onions, cabbage, etc were cultivated. Then we had meeting with Child Protection Committee. CPC The committee deals with the problems related to child labour, child education, etc. CPC had 11 members. We got all the details of the work and we also came to know that they are not maintaining agenda register. So we told them to maintain that register. They also had adolescent girls group once in a month they also conduct meeting for adolescent girls. Girls were given training once in a week.

Then we took a break and had our lunch at Dakshaben’s home at 2.30 pm We decided to show our skit and spread awareness about child protections, Palak mata pita and many other schemes, child rights. For that we took steps, we were telling people to come near Vasava Faliya to see the skit, we gathered crowd of 60-65 people which included people of all age groups. We did a reality check of our skit by asking people

whether our message has reached or not. We thanked them and packed our things. i.e the standies given by DCPU office, which we had placed in the “nava faliya”.

There after we started conducting survey at 3.30pm our group split into three faliyas; Vasava, Thakor and Patel. So each pair went in each faliya. We visited around 43 houses from different faliyas of the village and filled questionnaire survey form given by DCPU office regarding child protection. Our survey got completed at 5.30pm. After that we went to shops and asked whether they had employed any child labour or not filled the form and took their signature on the undertaking form. Stickers were pasted by Anoop and Mayank.

Then we thanked the village volunteers and other members of the village to support us and gave the information of the village. After that we took Chagda and came to Kayavarohan at 6.00 pm.

2.TERSA : We were given the village “ Tersa” for the survey. So for that we have asked details about Tersa village to our field co-ordinator Pushpa Patel one day prior to make plan for working in the field. So after our team members gathered at one place and made plans for working in field. So after our breakfast all our team members gathered at one place and made the planning and distributed the work to be done among group members. We took questionnaires and banners. We started our journey to Tersa from Kayavarohan and 8.05 am and reached at 9.30.am.

According to our plan we all have started our work as Shruti, Priti at school, Randal and Nadeem went to meet Sarpanch and fill other forms village profile and Mayank at Primary Health Centre (PHC).

So, at primary health center Mayank and Anoop first met senior Dr. and took permission to visit the Dispensary in-charge and saw medical care stock and asked him questions related to Medicines, we had also seen the toilets, administrative office and OPD and IPD beds. After we encountered with senior Dr. we interacted with the Sr. Doctor and taken all the relevant information about PHC and took tea after completing the task. We got the form stamped the form. After taking leave from Dr. We went to Tersa Village. After reaching to Tersa village we met our team members Nadeem and Randal they were interviewing Sarpanch and they had also collected details regarding Swachta Abhiyan. Shruti and Priti collected information regarding

CPC, played games, did life skill activities. They also interacted with the adolescent girls and discussed many things with them.

After that we all have field questionnaire we went around 45 houses, and simultaneously sticking banners and posters at different places in the village. After doing all this work we reached back to the school and collected other information. Performed skit, collected our material and came back to Kayavarohan.

3.DIVER: Today our allotted village is Diver. We the Pragati Group prepared a plan for our day. We had allotted various roles to our group members our today's leader is Shruti. She has prepared the plan and divided tasks to be carried out. Mayank and Shruti will collect the information related to village profile, swachhta abhiyan, anganwadi, Anoop and Randal will stick banners while Priti and Nadeem will take the undertaking from the shopkeeper and conduct survey. So, today we first met Pushpa mam. Then we started doing their assigned work.

So, first Mayank and Shruti with Pushpa mam went to meet new Sarpanch and also invited him for advocacy program to be conducted on 12th January. After that we went to meet old sarpanch to collect, village profile questionnaire details. But sarpanch was not available at that time, so we started with survey forms of the families. Mean while Dinesh sir came and told us to go and meet the council members. In Diver there was a dropout child so we went to meet him. We counselled the mother and child. In this village we found many problems related to child like child labour, orphan child, child dropout, child marriage.

After collecting the survey data we went had gone to meet School principal, CPC members, anganwadi workers. We also interacted with agriculture committee. We filled the village profile forms. Then we went to anganwadi where Shruti filled the questionnaire and meanwhile Anoop and Randal stuck posters and banners. Priti and Nadeem they went to shops took undertaking from shop keeper as not to employ any child in the shop. After taking lunch we planned to do a skit. Towards the end at 3.30 we did skit after that we went for family survey. We met old sarpanch and discussed issues related to village, he said there was problem of transportation to go to school. Many boys and girls are not going to school. Finally we took our chagda and came back to Kayavarohan.

4.AVAKHAL : We all left for our survey village that is Avakhal from Kayavarohan at 9:10 and reached at 10.00 am. After reaching there as per Anoop's plan Mayank and Anoop will go for village survey, meet sarpanch and also fill other forms. Nadeem and Randal will stick posters and fill undertaking forms.

So, after reaching there we met the school Principal of Prathmic Shala and stuck the banners and posters in school. After that we played some games with school children. Shruti and Priti conducted life skill games. Conducted Focus group discussion with adolescent girls. In the mean while Randal and Anoop pasted posters of scheme related to government schemes. Took undertakings from shop keepers employing child labour.

During that time Mayank and Anoop with Pushpa mam had a meeting with Sarpanch. In the meeting we had filled the questionnaire related to village profile. Sarpanch had also arranged for CPC meeting. According to Sarpanch in Shinor Block high school education is not good. Mid day meal is running smoothly. Sarpanch discussed the problem related to speed breaker in front of aanganwadi. Other issue was bus timing in the evening when students leave from school and miss the bus by 10 minutes. As sarpanch said bus timing should change to 5.00 pm instead of 4.50 pm.

Talati of the village was a well educated person, he gave all the information related to population and ration card details. After that we had filled the questionnaire. Government had passed 124 toilets to be made but no grant has been received till date. Adivasi (tribal) People do not like to use toilet, they are not comfortable in using toilet, they like to go in open place. We also discussed on problems of not using toilet, people feel suffocated in the toilet at home. After the discussion we took signature of sarpanch and invited him to attend advocacy program.

We gathered at aanganwadi and parted for Family survey at 12.10pm did survey till 1.45pm. We performed our skit at old Vasava faliya. We finished with survey and sticking posters in the village. At 4.45 we left the village.

5.TARVA: Pragati Group members left for the survey of "Tarva" village at 9.00 from Kayavarohan. Tarva was 13 km from Kayavarohan. It was a small village with the population of 650 people approx. It is developing village it covers six fadiya. So,

we the Pragati team reached at Tarva with Dineshbhai we had meeting for 15 minutes. Today's leader was Nadeem, he asked Mayank and Shruti to stick banners, Randal and Anoop to survey, Nadeem and Priti to go for family survey.

We kept our belongings in aanganwadi from there we started our work by sticking posters in aanganwadi. Nadeem and Priti went to meet Sarpanch, as there were two sarpanch incoming and outgoing we met both of them new sarpanch did not know about many details. We got some information and invited sarpanch for the advocacy on 12th January. After this we started survey work from Vasava fadiya. We focussed more on child labour and child marriage. We performed our skit. Plus gave important information regarding government schemes. After skit we had lunch and meeting with adolescent girls. Information was collected regarding CPC meanwhile we also met migrant families. Migrants had come from Jalgaon Maharashtra. As population was less and schools had holiday we finished our task faster.

6.PUNIYAD :After completing Breakfast we left for Puniyad village by 9.15 and reached by 10.45. For today our leader was Priti Chauhan. Roles assigned were as follows. Nadeem and Anoop: posters and undertaking form. Shruti and Priti: Meeting Sarpanch. Randal and Mayank: Survey forms and meeting with CPC members.

We discussed with Pushpa mam our supervisor for the day. We visited school and played games, life skill activities, further we guided them about child labour, child right, child protection etc. We stuck posters in school.

With principal's permission we pasted posters in school. After completing school visit, we had arranged meeting with sarpanch, aanganwadi, women, we gather people in common place, we asked them about village profile form, we met CPC worker. We asked children to come with their family members for the skit. After that we filled the survey forms finished our work and came to Kayavarohan.

Observation:

- In village there are many dropout children. As school is till 5th standard. For further study there is no transportation facilities available. Dropout of girl student is more.

- Alcohol is consumed in huge amount due to which young children are having bad effect on them.
- As cotton is grown in this village, child labour is more. Children go to pluck cotton balls.
- In village old age group is also present. It means high number of old people.
- This village also has huge number of cattle's.

Learning:

- It is not easy to work in hot sun.
- To get out truth from people is difficult
- Convincing people is also not an easy job.

We Pragati group, students of MSW program of Navrachana University, covered up 8 villages of s

Sinor taluka as our rural camp. We visited all the villages and prior to starting with our program we took permission of the Sarpanch of the village and there we conducted some discussion about the problems faced by villagers.

 Here are the different topics of discussion:

- ⇒ Absence of secondary and higher secondary school
- ⇒ Child protection committee is not maintaining any records of the meeting like minute books, so the proper documentation has not been conducted.
- ⇒ Problems of alcoholism, widows and the children sell the alcohol to run their house.
- ⇒ Villagers are not aware about any government schemes, so indirectly they are not getting any kind of benefits.
- ⇒ Absence of hospitals or primary health care centres, and for the treatment purpose they need to travel far. Most of the people were bound by misconceptions and therefore believe in tantrik and all, due to which many children have lost their lives.
- ⇒ Transportation problem is faced by school going children
- ⇒ Child labour is manifested

- ⇒ Gender discrimination, parents do not allow their girls to study further
- ⇒ Problem of child marriage is prompt
- ⇒ Many Schools and Anganwadis have main road in front of the buildings which can become more harmful for students also.
- ⇒ More number of school dropout children.

4.4 FINDINGS /OBSERVATION

1. 99 % of people did not know their own actual or present age, in every village there was same scenario.
2. Every school was having separate toilets for boys and girls.
3. There were maximum 3 teachers in every school, and not a single school was having a sweeper, children used to clean school surroundings, classrooms and also used to serve tea to guests.
4. Lack of transportation facility for high schools leads to a major drop out from every village.
5. Mid day meal scheme was provided in all schools.
6. In one Anganwadi at Bawadia village there was not a single bulb or a tube light they just had a fan and were totally depend on sunlight.
7. Mostly aanganwadi workers were very cooperative and helping, children were also giving correct answers of fruits, vegetables name etc.
8. One village named Utaraj was a smart village, very neat and clean, it has also awarded with Swachhhta award.
9. Most of the houses were having toilets, but they were using it as a store, some people told that the pit is very small and will fill up very soon, so they use it only in emergency.
10. According to villagers there are lots of mouths to eat, less hands to work, so they indulge their children in working in farms, and in labour, as a result of this child labour is very much increasing in villages.
11. Due to above mentioned reasons they consider their daughters as a burden so they just want to get married at an early age and want to get rid of their responsibility.

12. Observance of rituals, lack of rational decisions in economic matters, spending huge amounts of money on marriage, birth, and death ceremonies are some of the factors which obstructs the rural development.
13. Children and adolescent are vulnerable targets of the tobacco, from the age of 6 to 7 they start eating tobacco, from the life skill activities we could know that every second child is eating tobacco .
14. According to villagers they need alcohol to reduce their tiredness and work load, after drinking alcohol they can sleep properly, they think that drinking helps them to deal with work load, it also make them forget their problems, troubles or drown their sorrows.
15. Lack of trust on bank officials by rural people, sothey are not ready to deposit money in bank, they mostly believe in cash transactions.
16. People were mostly aware about health related schemes such as Maa card, Amrutam yojana and maa vatsalya card.
17. From the survey conducted by us it was known that they do not have any knowledge about child rights, care and protection, they don't know what is child labour.
18. From adolescent group discussion it was known that mostly after alcohol drinking, domestic violence takes place at home, eve teasing is very much happening in villages, rape cases are also there in village but are never registered to a police station.
19. Not every village was having a PHC (primary health centre) as a result of which they had to travel at least 7 kms for visiting a PHC.
20. Some gram panchayat were very active, hardworking and passionate in developing villages while in some villages manpower is unavailable and willingness is absent.

4.5 CONCLUSION

Chapter 4 dealt with the presentation of field notes prepared by three groups that is Unnati, Vikas and Pragati. Field reports were followed by the observations. In next chapter presentation of data analysis and interpretation is presented.

CHAPTER V

DATA ANALYSIS AND INTERPRETATION

5.0 INTRODUCTION

In the fourth chapter field notes of data collected during the rural camp are presented. In this chapter the data collected from the family survey form and village profile form is presented. The data obtained from the survey forms was analyzed in terms of percentages.

5.1 ANALYSIS OF FAMILY SURVEY FORMS

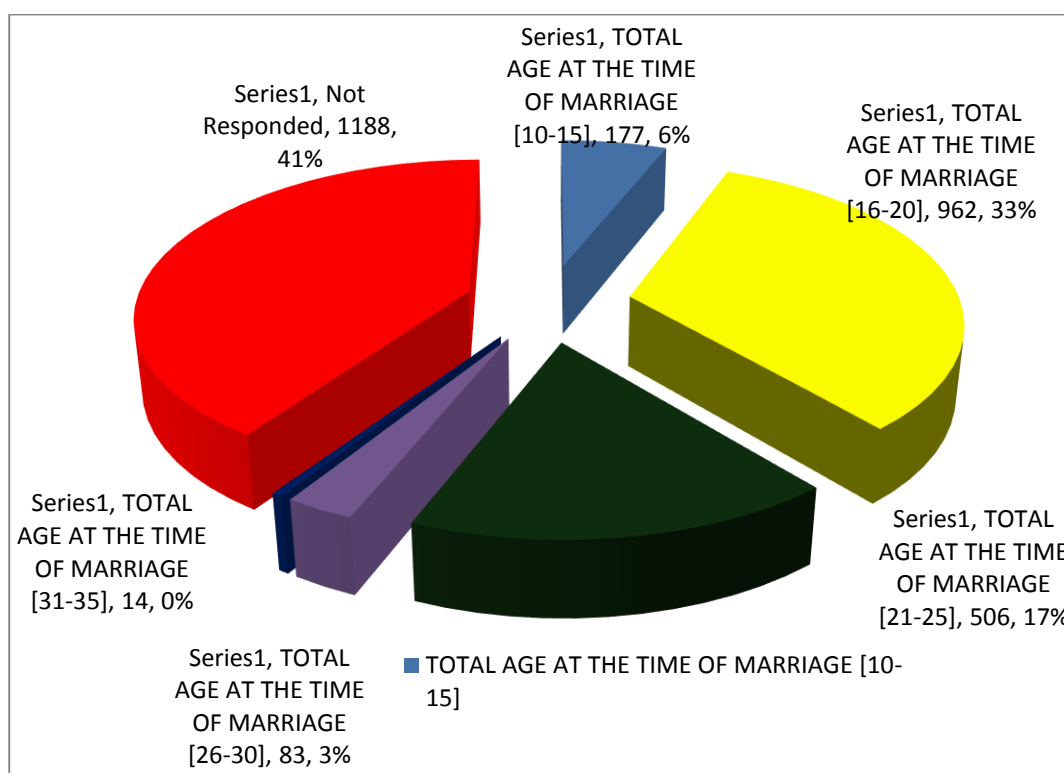


Figure 5.1 Age at the Time of Marriage

The above Pie Chart Question related to Age at the time of marriage, 33% respondent responded that their age was between 16-20 years age group similarly 17% respondent responded that their age belongs to 21-25 years age group, where as 14% responded that their age was between 31-35 year, only 3% responded belongs to the age group of 26-30 years age group. And around 39% responded does not responded for this question.

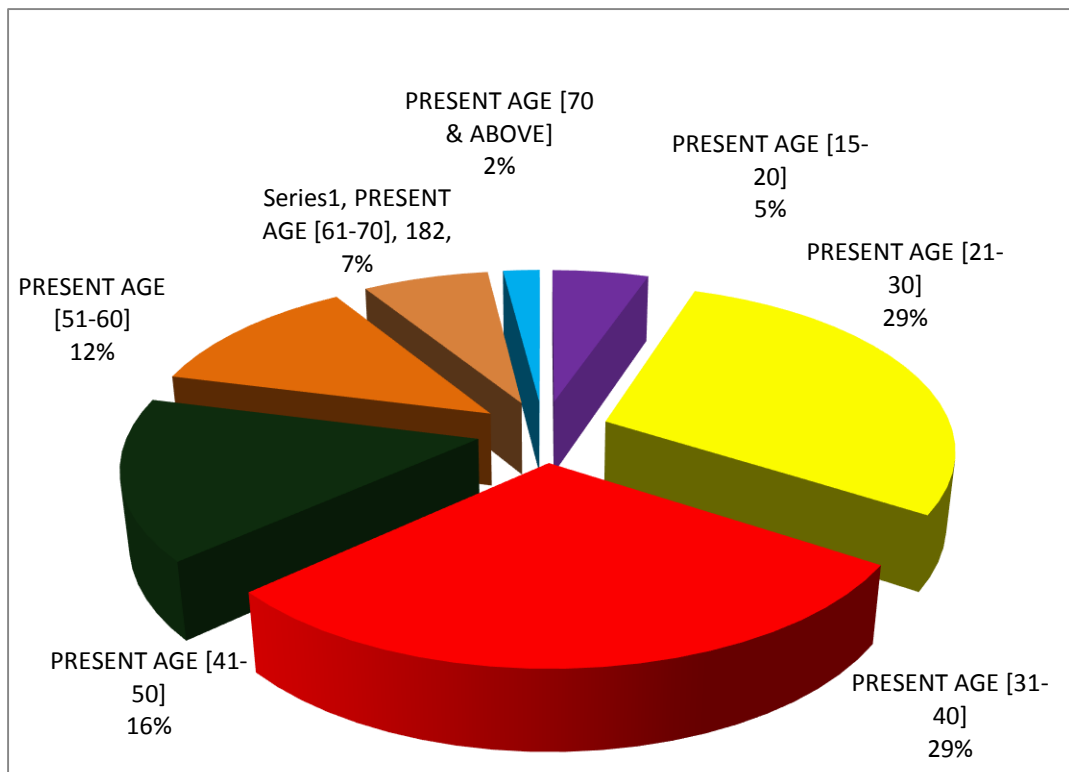


Figure 5.2 Present Age Profile Of Population

The above Pie charts provide and brief idea about the present age group of people. The data is accumulated from different villages of Dabhoi Taluka. When the data was analysed it was observed that the majority of population is between the age group of 31-40 years with 774 people. It was followed by the age group of 21-30 years with 765 people. However the third position was held by 41-50 years with a total count of 415 Individuals. Age group of 70 & above remained on the bottom with 53 individuals and on medium range 51 to 60, 61 to 70 and 15 to 20 are observed.

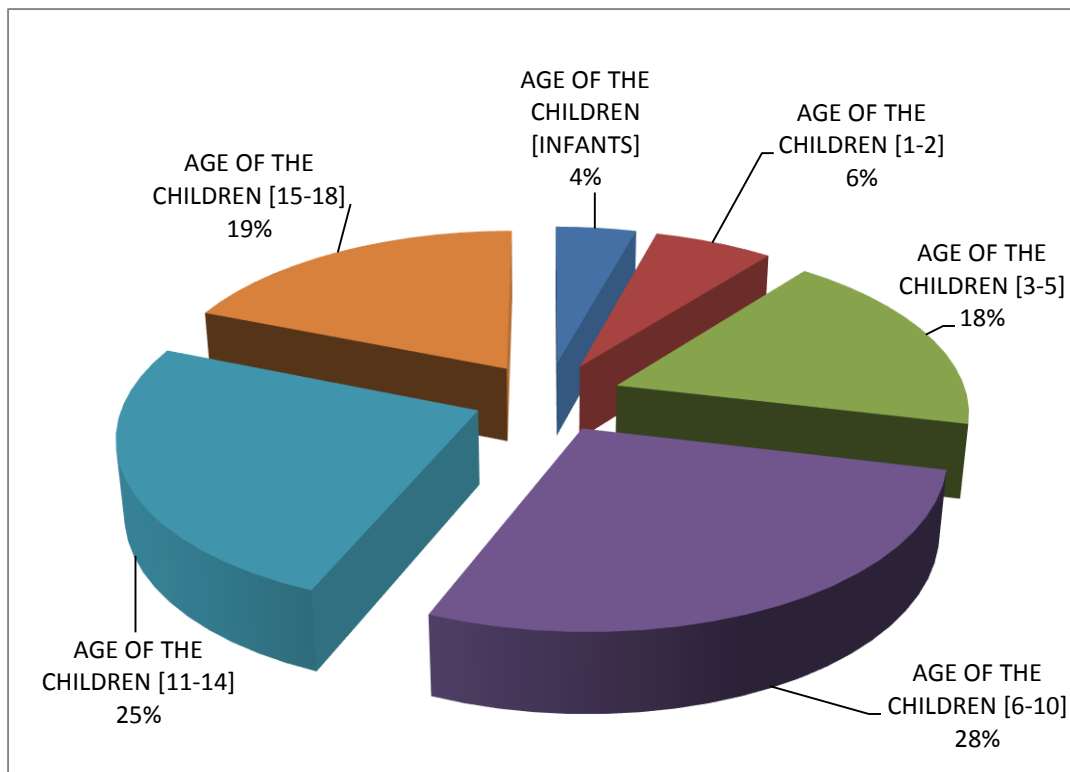


Figure 5.3 Age of children

Children's are the future of any economy. . The above chart shows the age group of children's. The data related to Children's was gathered and it was found that the majority of children's belong to 6 to 10 years of age group with 28% of children's Gender of children and the infants rate is very low with 4%. However the age group of 11-14, 15-18 and 3-5 are following each other with 25%, 19 % & 18 % respectively.

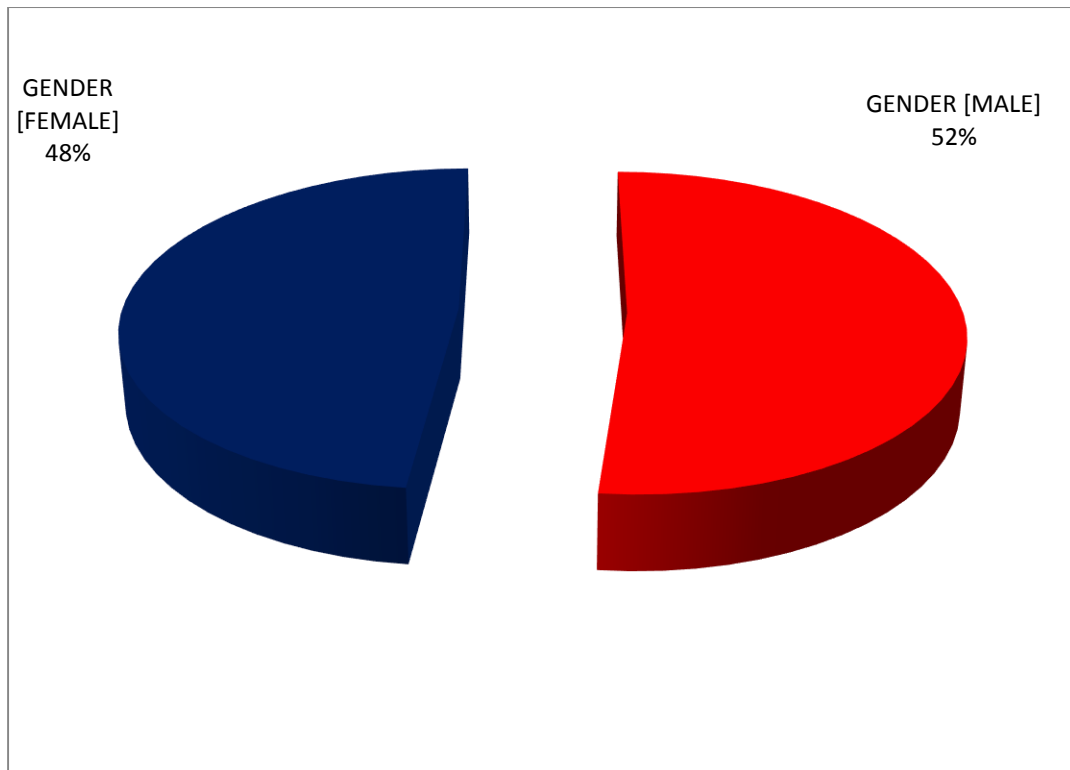


Figure 5.4 Gender of children

When the respondents were asked to provide information regarding their children's, above data was recorded regarding the gender of the children's. Above pie chart shows the ratio of Male and female children's. It was noted that 48 % of village children's are female and remaining are male children's. It can be seen that there is a balance between the ratio of children's.

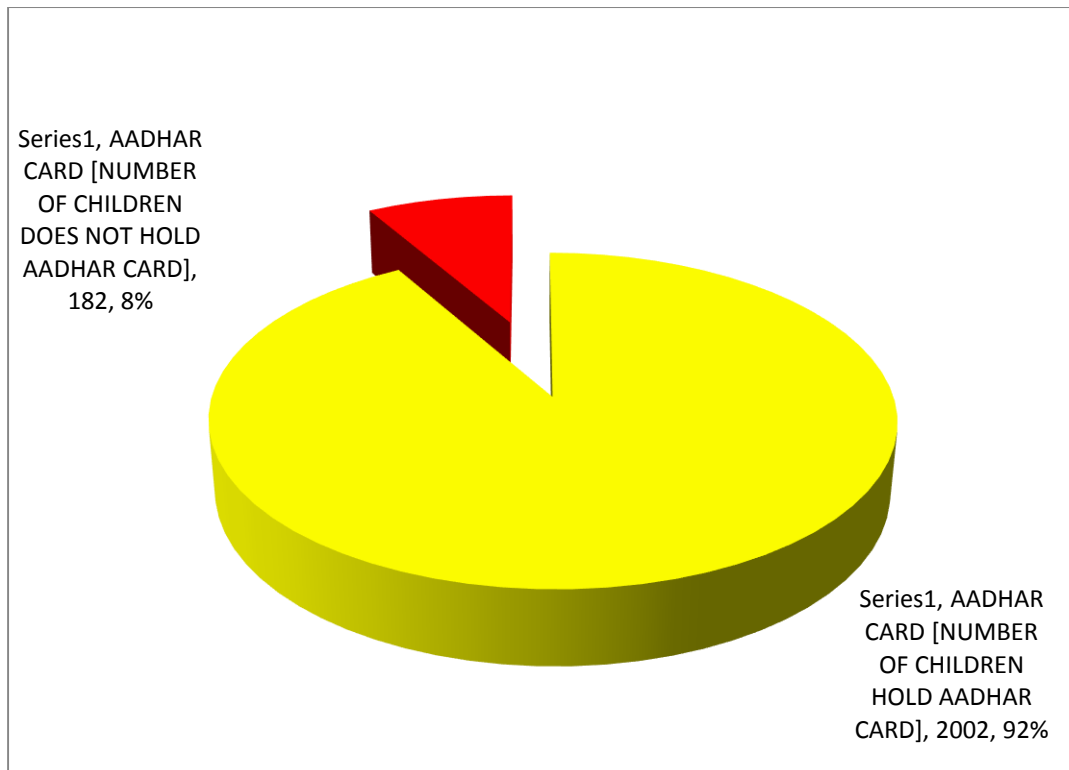


Figure 5.5 Aadhar Card Holder (Children)

The above pie chart explains the data regarding children's holding adhar card. When the respondents were interviewed regarding the Children's Adhar card it was noted that almost every children has the Adhar card. 92% of children's were found with adhar. However remaining 8 % do not have adhar card & it includes infants too.

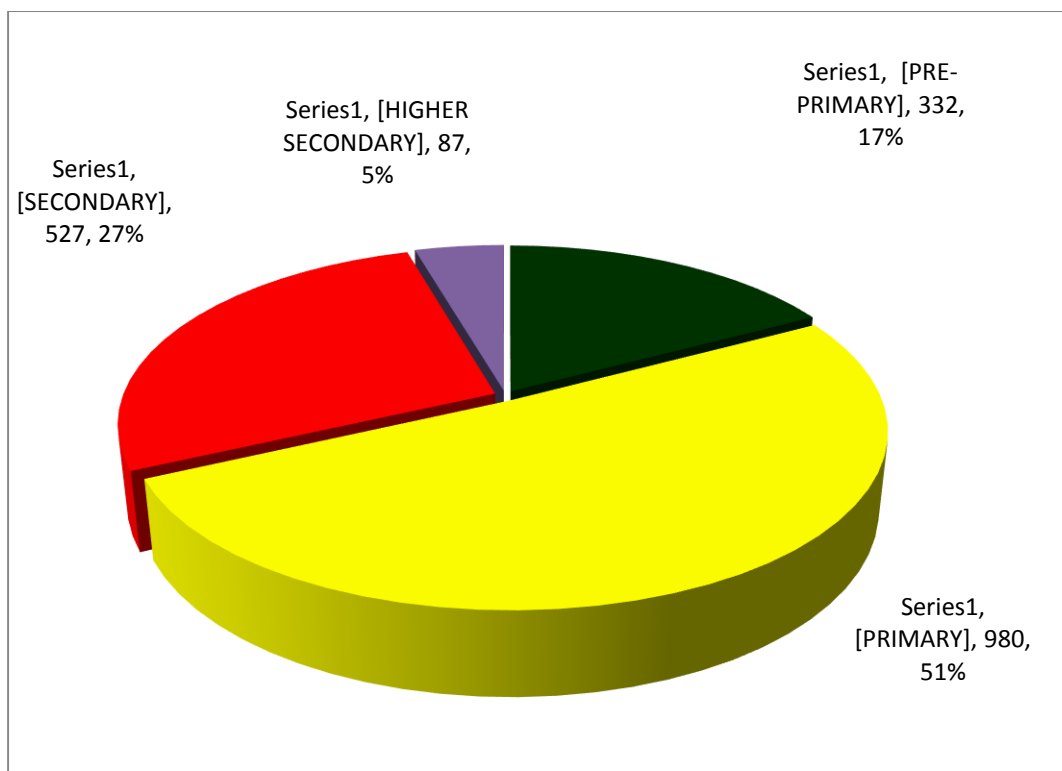


Figure 5.6 Education profile of children

The chart shows the education profile of children's. More than 50 % of children's are studying in primary section. The rate of secondary is half as compared to the primary section. However the ratio of Pre-Primary and Higher secondary Schools Children's is very low.

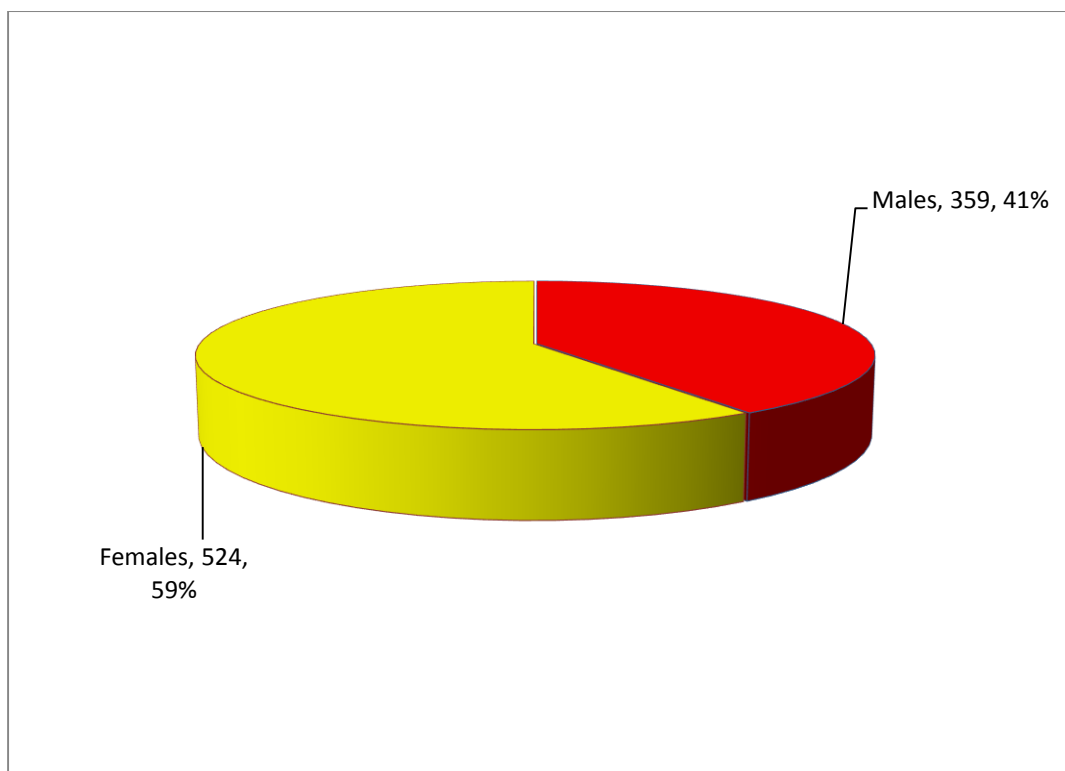


Figure 5.7 Number of Illiterate People

When the respondents were interviewed and asked about the illiterate individuals the above data was recorded. Female illiteracy rate is higher than the Male. 883 people were found illiterate in villages among which 524 females and 359 males were found illiterate.

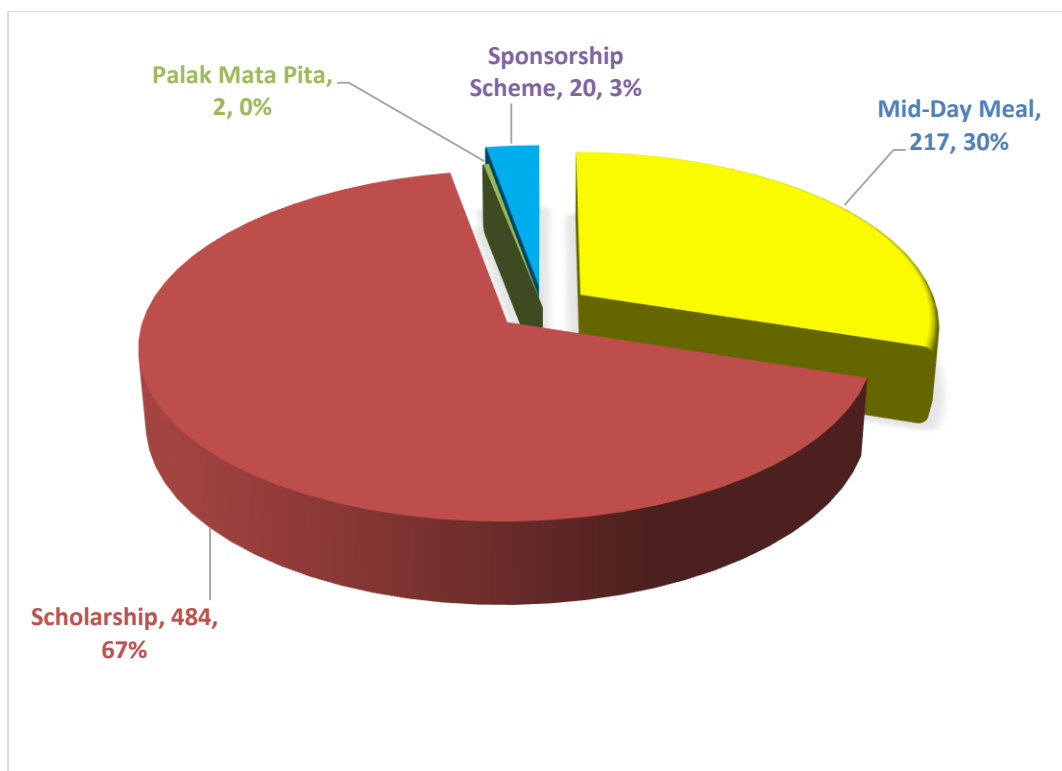


Figure 5.8 Children's benefited schemes

The above chart represents the data of children's getting benefited by any government scheme. It was found that 484 children's are getting benefited under Scholarship Scheme of Government and 217 children's are getting benefited under mid-day meal scheme where children's are provided with food from government. Eventually it was noticed that only 30 children's were aware about Sponsorship scheme and 2 about Palak Mata Pita scheme.

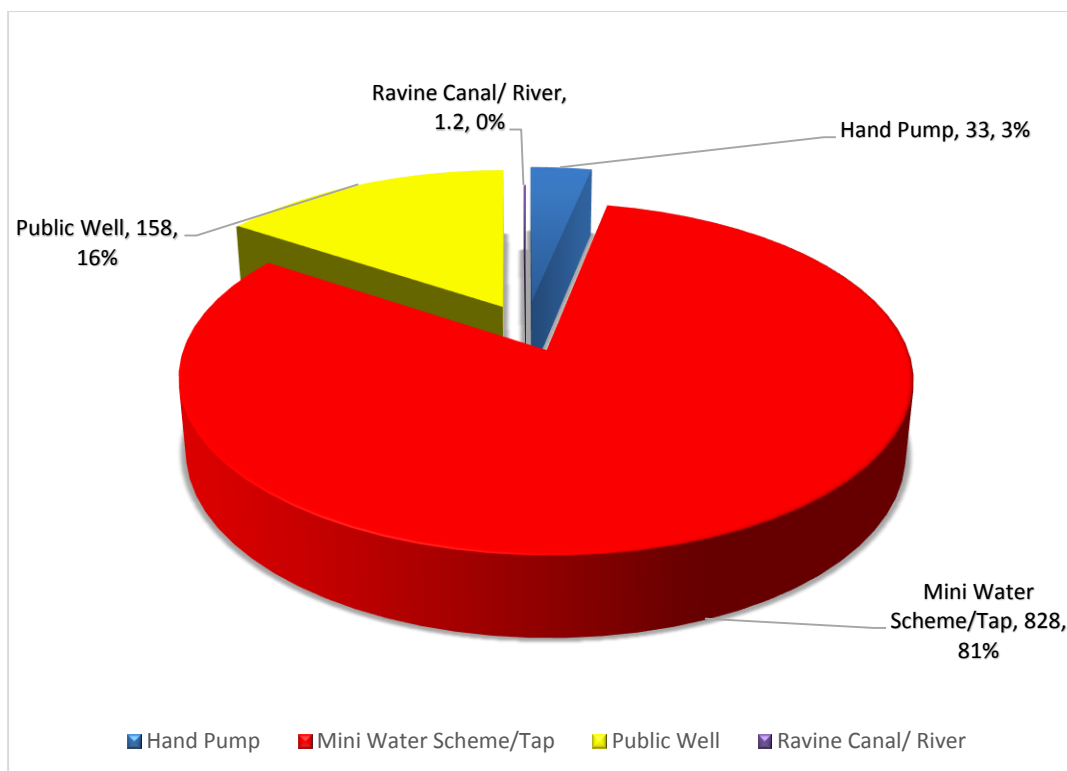


Figure 5.9 Drinking water facilities

The diagram shows the data regarding the facilities of drinking water among the villagers. It is clearly seen that the primary source of drinking water is Mini Water Scheme/ Tap and 81% of village population gets their thirst satisfied through this. However in some areas people are also dependent on Public well and Had pump and it was noted that 16 %of population depend upon Public well & 3% on Hand Pumps, in case of emergency.

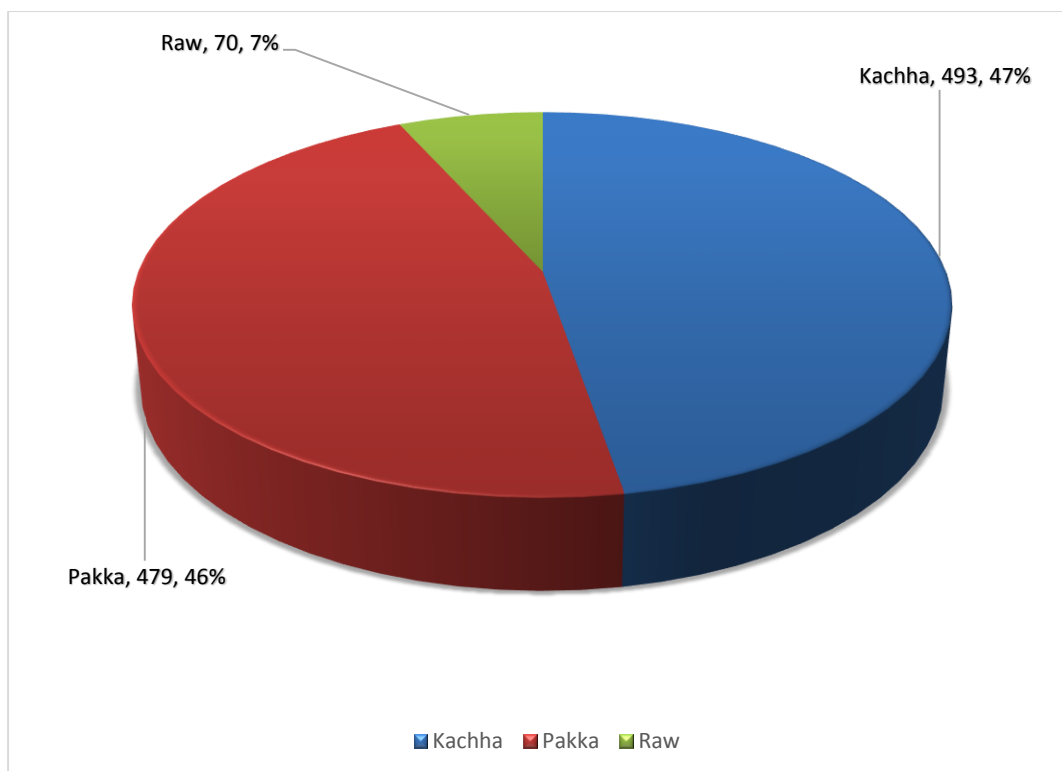


Figure 5.10 House/ Residence

The Pie chart shows the analysis of type of houses in Villages and it can be observed from the above that the ratio of KACHHA & PAKKA houses are similar which is 47% and 46 % respectively. In addition to this there are only 7% of RAW houses in the villages.

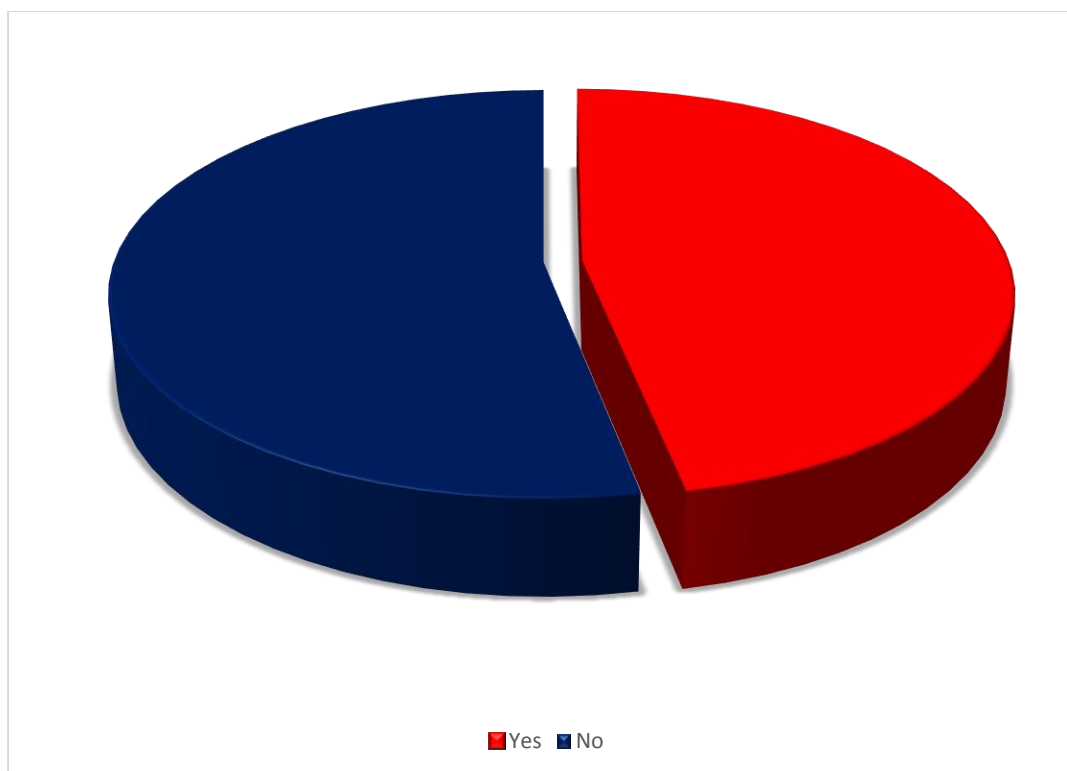


Figure 5.11 People benefited by any Government scheme.

When it comes to type of Houses it is also checked upon whether the houses are constructed by the government or an individual itself. Above chart shows the data regarding the construction of the houses & it is recorded that 47% of houses are constructed under government scheme and remaining 53% was self financed.

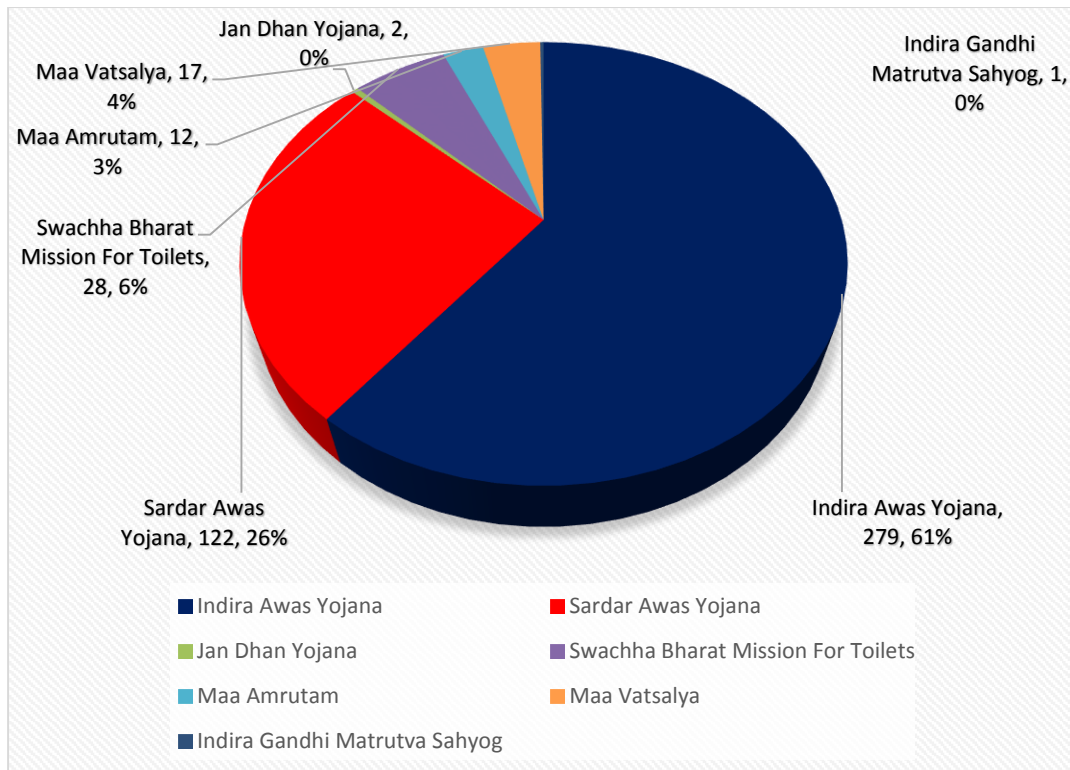


Figure 5.12 Government schemes

The diagram shows the data regarding respondents getting benefited under Government schemes. Indira Awas Yojana is most popular and highly benefited among & by the people. It says 61% of people are beneficiaries to this Scheme. Moreover the second most used scheme is Sardar Awas Yojana and 26 % of respondents are under this scheme. However Schemes such as maa vatsalya, jan dhan Yojana, maa amrutam and Swachha Bharat Mission for toilets are not much beneficial to people,

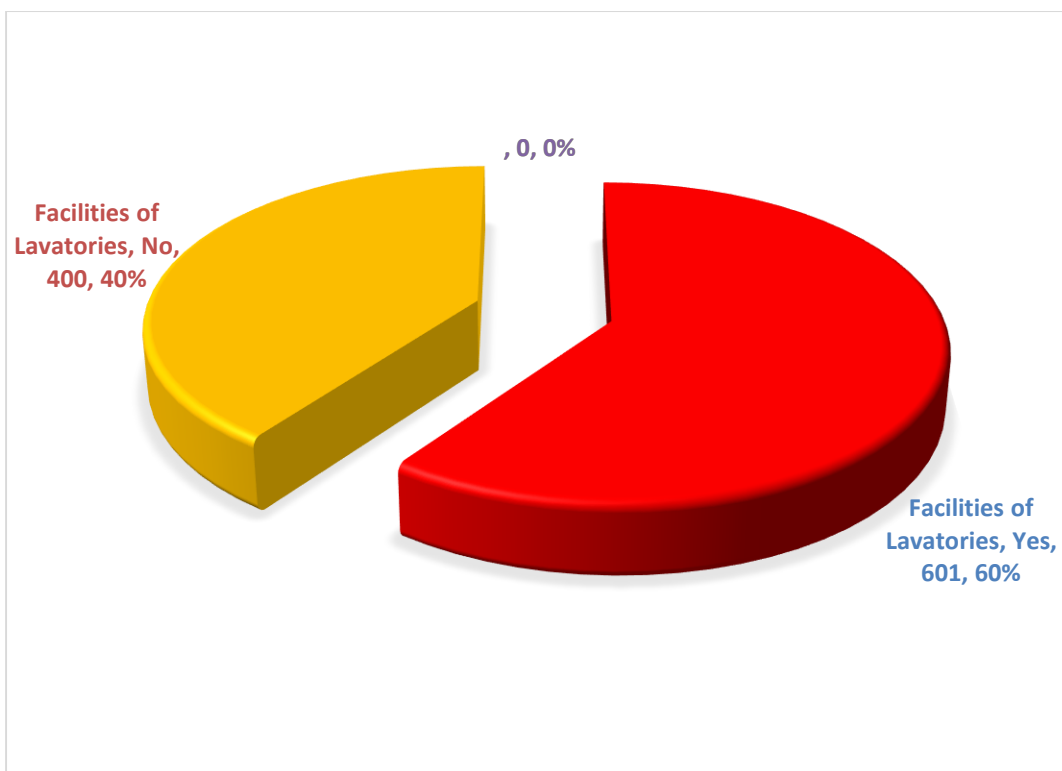


Figure 5.13 Facilities of lavatories

From the above pie chart the question related to lavatories can be answered. It was noted that 60% of respondents have their own lavatories and 40 % of people don't. Thus 40 % of population still uses open farms and land for lavatories.

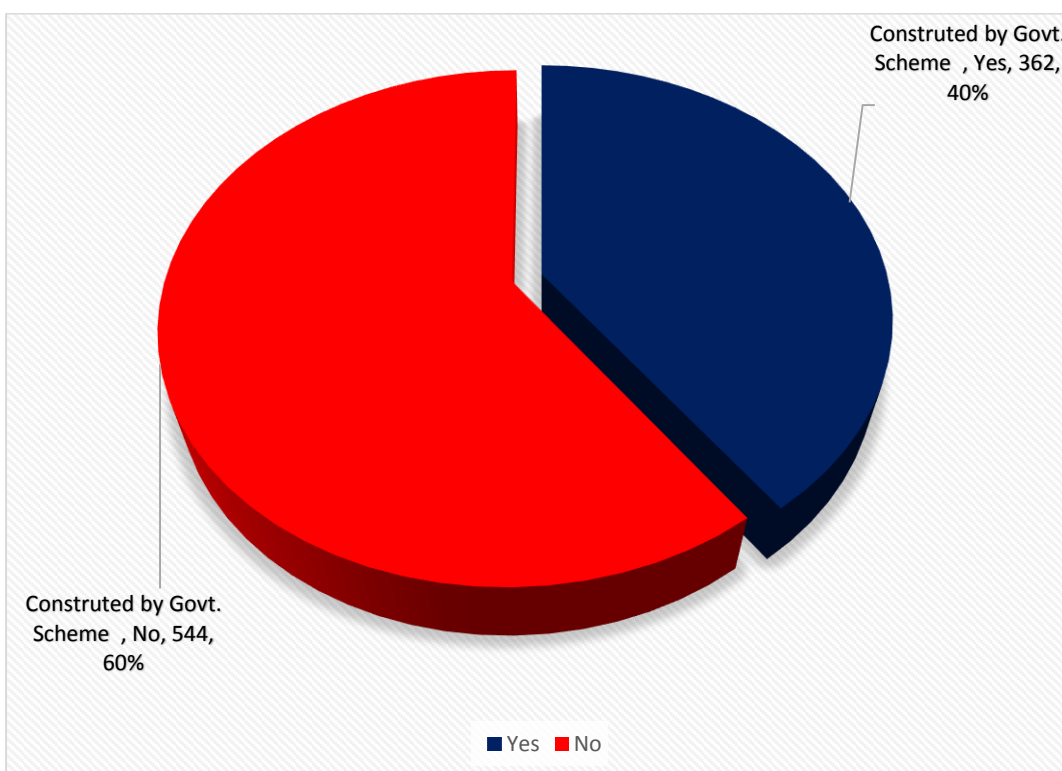


Figure 5.14 Constructed by Government scheme

When respondents were asked regarding their lavatories construction the above data was documented. Only 40% of lavatories are constructed under government scheme (like MNREGA) and majority of lavatories that is 60% of lavatories are self financed and are constructed by the people themselves.

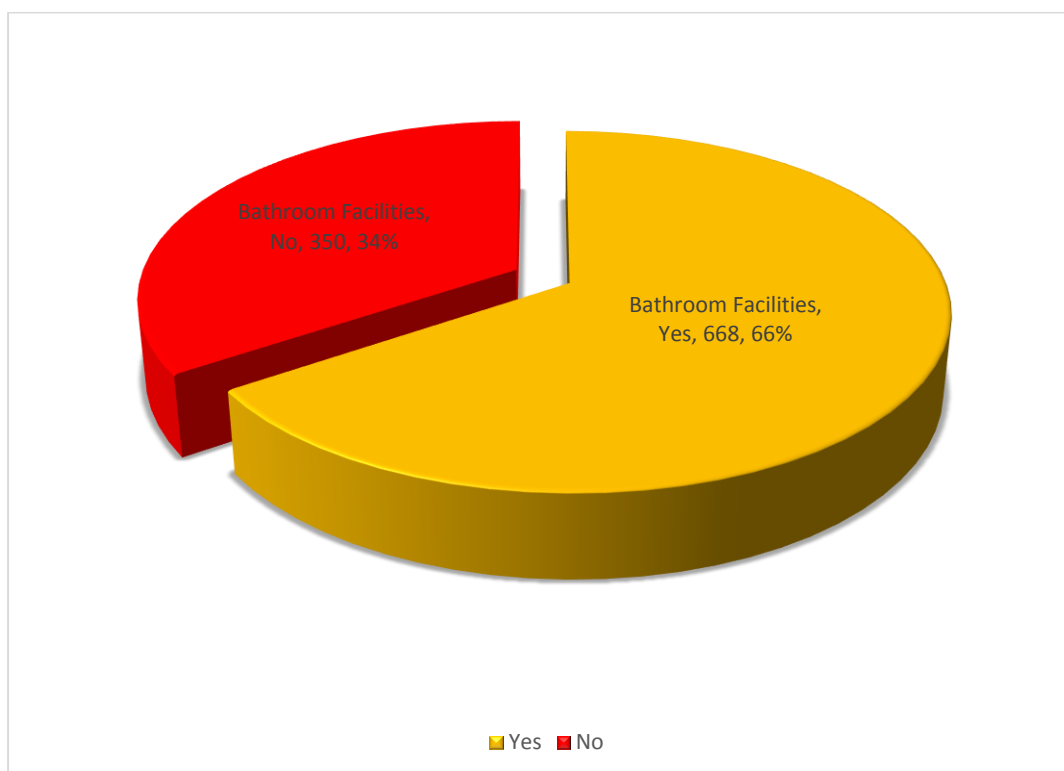


Figure 5.15 Bathroom facilities

Same as Lavatories information regarding bathrooms were also questioned to the respondents. The above information was gathered related to bathroom facilities among the villagers. 66 % of respondents have their own bathroom and 34% don't. When respondents were asked regarding their Bathroom construction the below data was documented. Only 29% of Bathroom's are constructed under government scheme and majority of Bathroom's that is 71% of lavatories are self financed and are constructed by the people themselves.

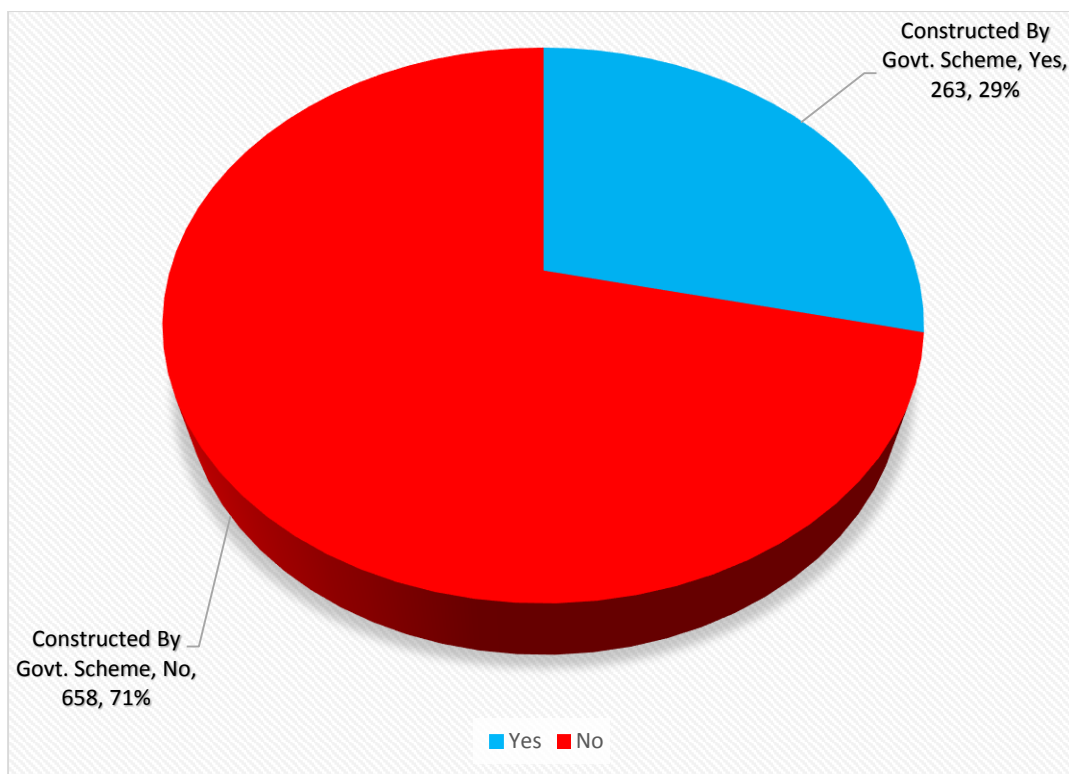


Figure 5.16 Constructed by Government scheme

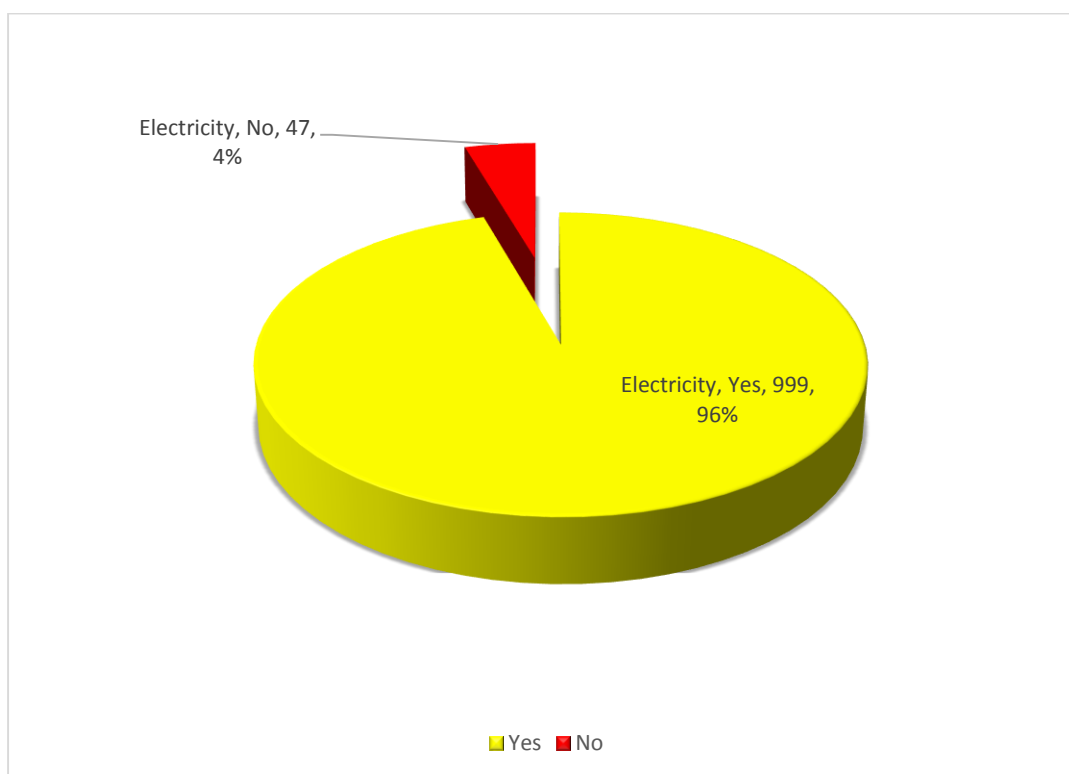
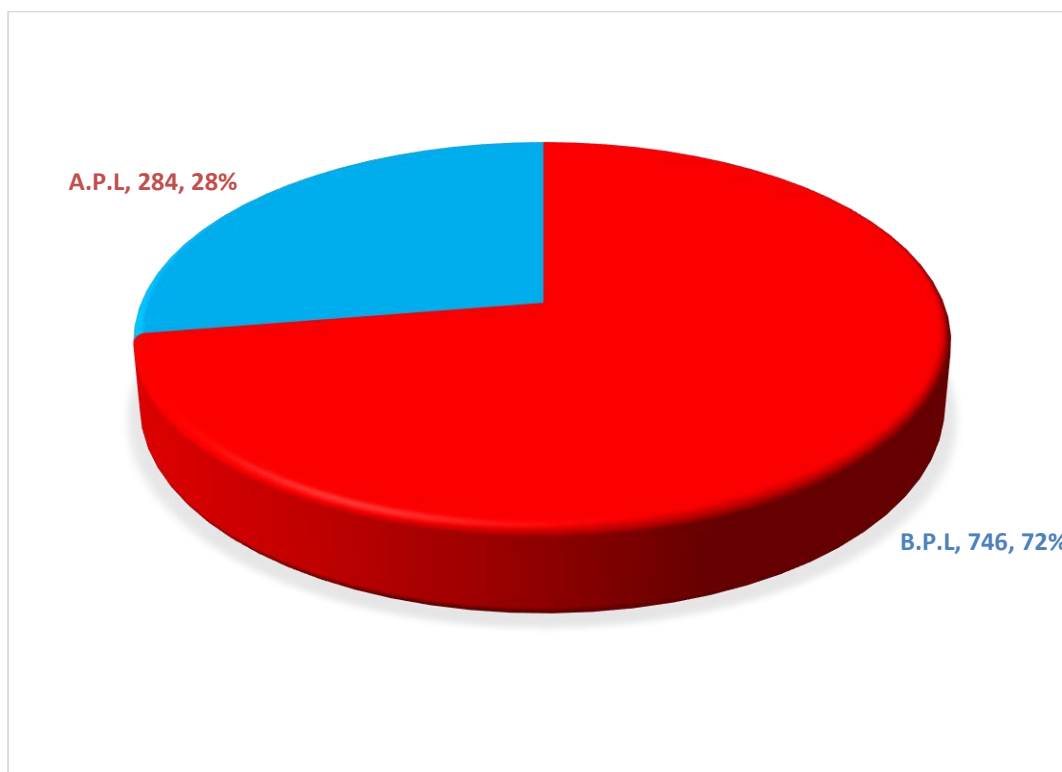


Figure 5.17 Electricity

The diagram reflects the data regarding the electricity facilities. Almost all the respondents have electricity at their place. 999 people answered yes they have electricity and only 47 individuals responded as no electricity.

**Figure 5.18 Ration card**

Poverty is an important factor for any economy to develop. In India poverty rate is very high and thus there are different issues faced due to it. The chart shows the information regarding the ratio of poverty and family ration details. Majority with 72% respondents are below Poverty line and only 28% are above poverty line and can manage their earnings. Thus it can be observed that there is a high rate of Difference between Below and above Poverty ration of the respondents.

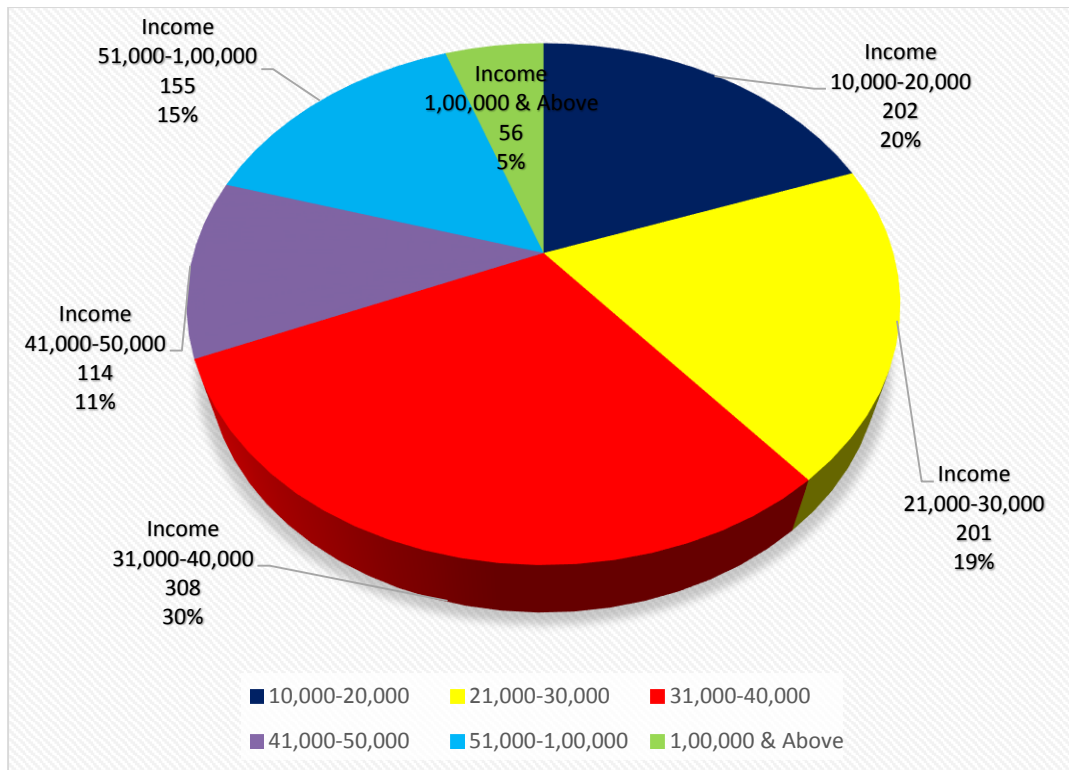


Figure 5.19 Income

Above pie charts shows the income distribution of respondents. When questions regarding respondents income was asked it was recorded that 30% of individuals fall into 31 to 40 thousand income distribution group, which is followed by 10 to 20 thousand and 21 to 30 thousand income distribution group with 20% and 19 % respectively. Only 11 % of respondents fall into 41 to 50 thousand group and 15% in 51 thousand to 1 lack income distribution group. The lowest position is held by 1 lack and above income earning people.

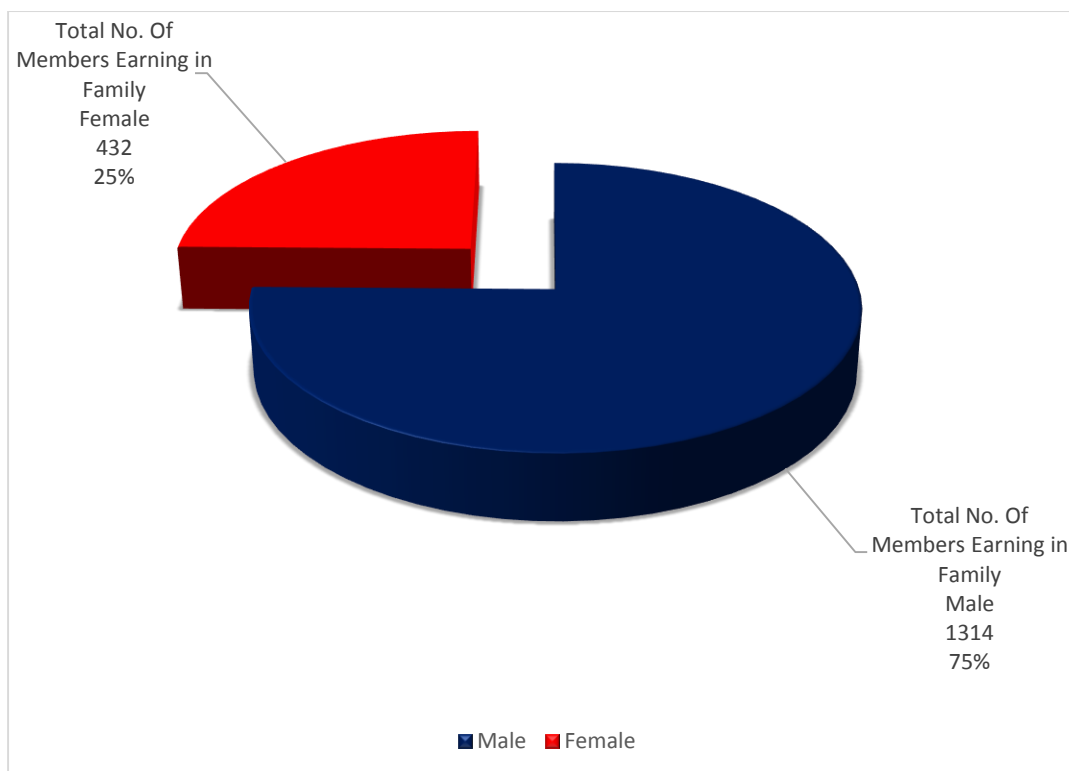


Figure 5.20 Employed

Above chart represent the statistics of total number of members earning in family on the basis of genders. However only 432 females are engaged into income generation activities and 1314 males are involved or are earning.

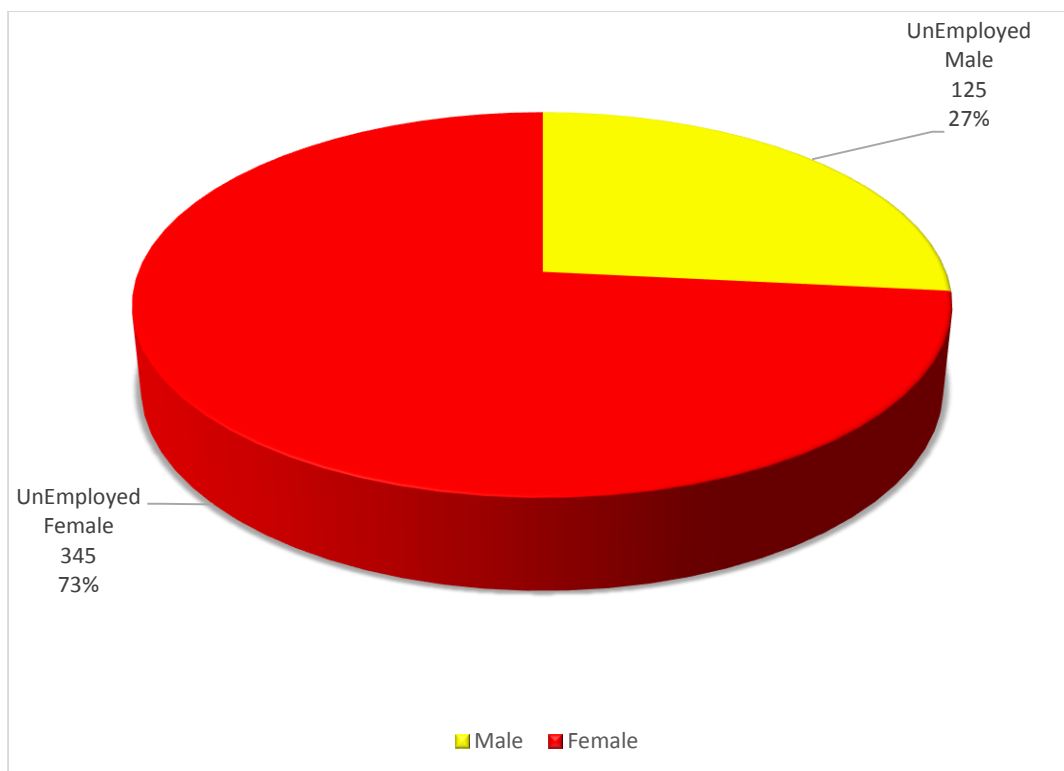


Figure 5.21 Unemployed

Above chart represent the responses of total number of members not earning in family on the basis of genders. However only 125 males are unemployed and are no earning .Whereas 345 females recorded as unemployed.

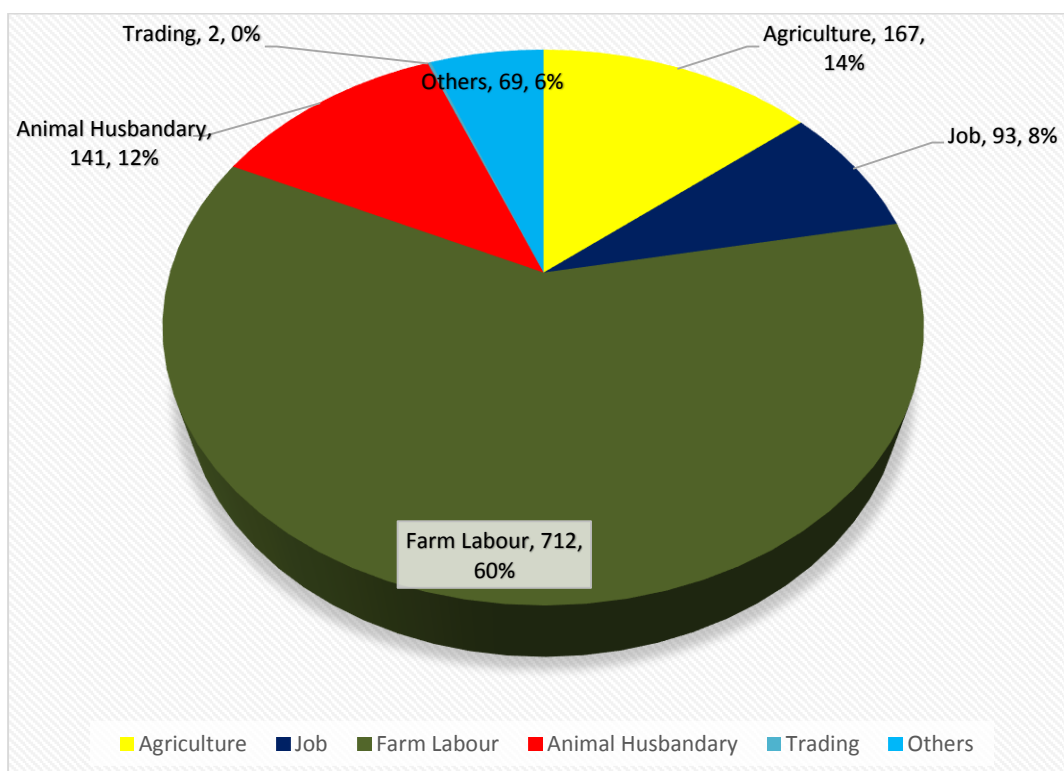
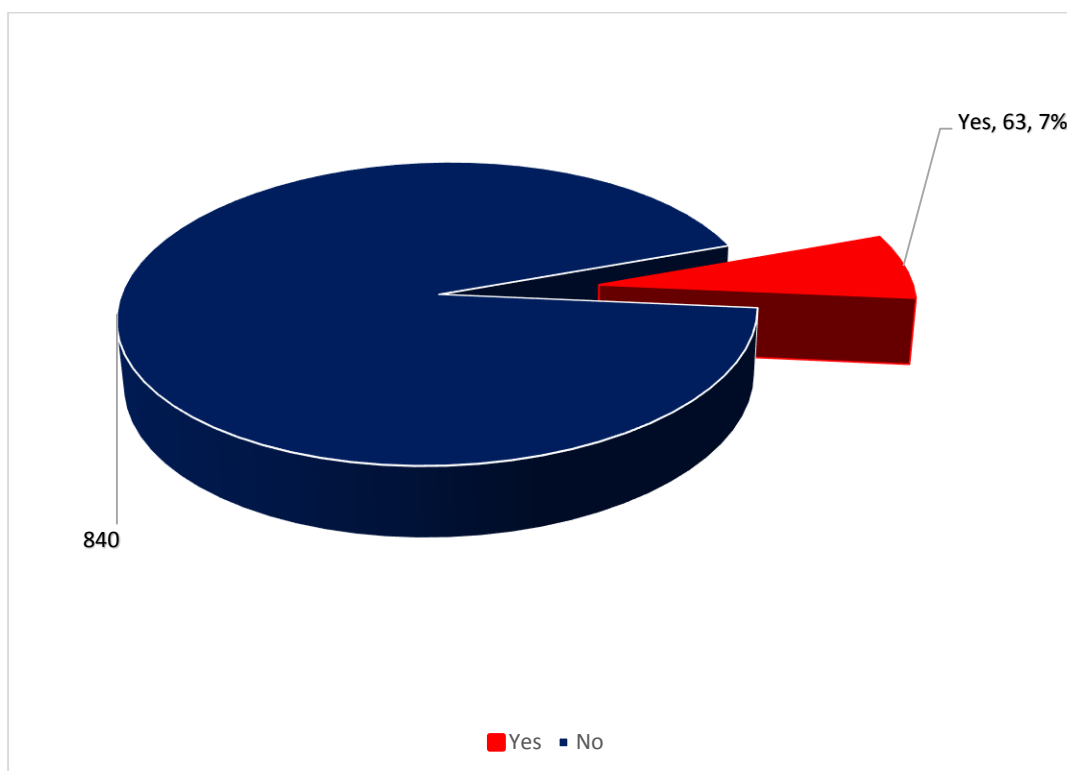


Figure 5.22 Income Source

The picture shows the information regarding source of respondents income generation. Majority of population are working at farms for their earning with 60% and just 14% of respondents are dependent on agriculture for their. Moreover 12% of people are engaged into animal husbandary and 8% are working in an firm or industry.

**Figure 5.23 Involvement of children in Income generation**

Child labour is an offence. Above pie chart depicts the information regarding involvement of children's in income generation. 840 children's were not engaged in any type of work while 63 children's were found engaged into working and income generation activities.

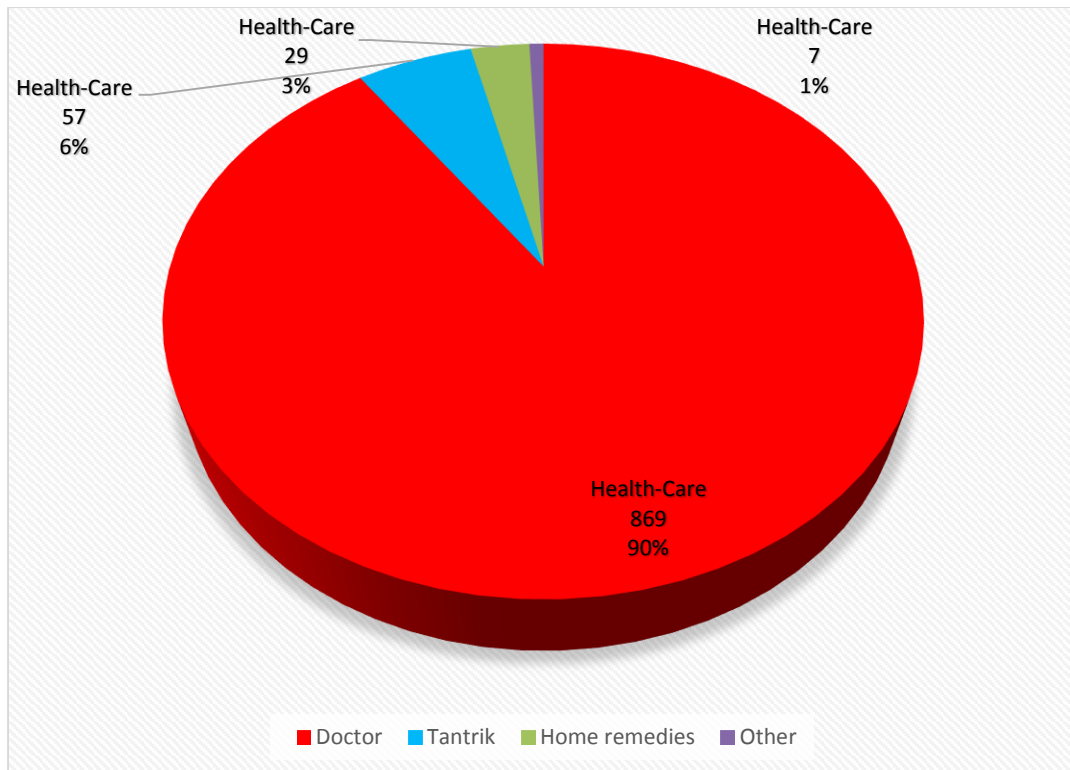


Figure 5.24 Health-Care

Above data portray the information regarding health care facilities. 90% of respondents are dependent upon doctors & hospitals when they are sick. In addition to this 6 percent of people still believes in superstitions and rely upon them. However 3% people still practice home remedies when they are ill.

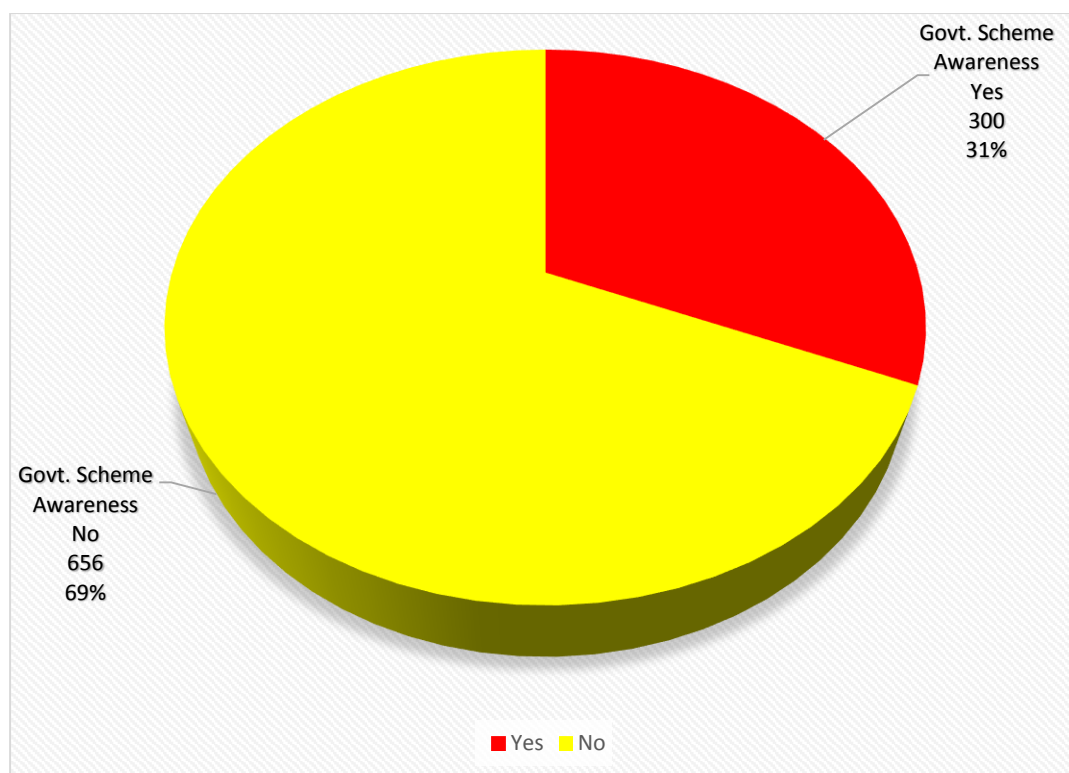


Figure 5.25 Government scheme awareness

When respondents were questioned about their awareness regarding government schemes related to Health care the above information was recorded. 69% of people are not aware regarding any government facilities in terms of health care and only 30% of respondents know about schemes or facilities provided by governments in terms of health care.

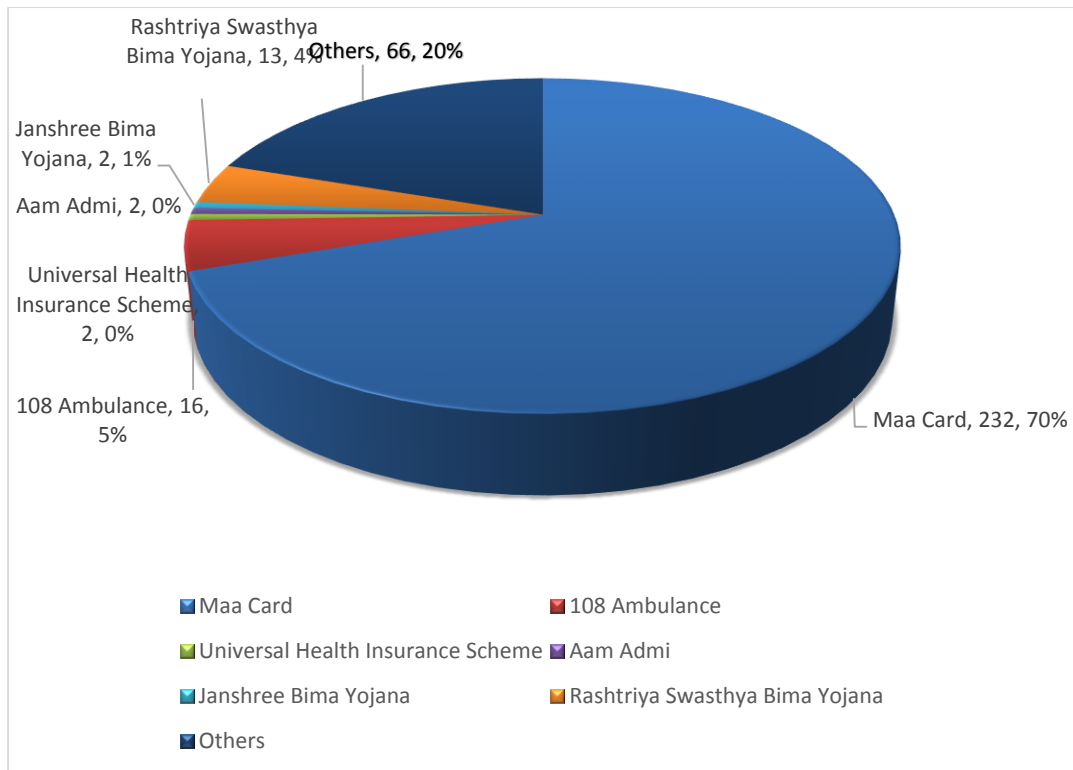


Figure 5.26 Schemes known

The above chart portrays the information regarding the Government schemes related to Health care facilities. It was found that maximum number of respondents are aware about maa card scheme. It holds 70% of respondents knowing regarding maa card. Whereas 5% of respondents have knowledge about 108 ambulance facility. Moreover 20% individuals fall under other type of facilities and 4% know about Rashtriya swasthya Bima Yojana.

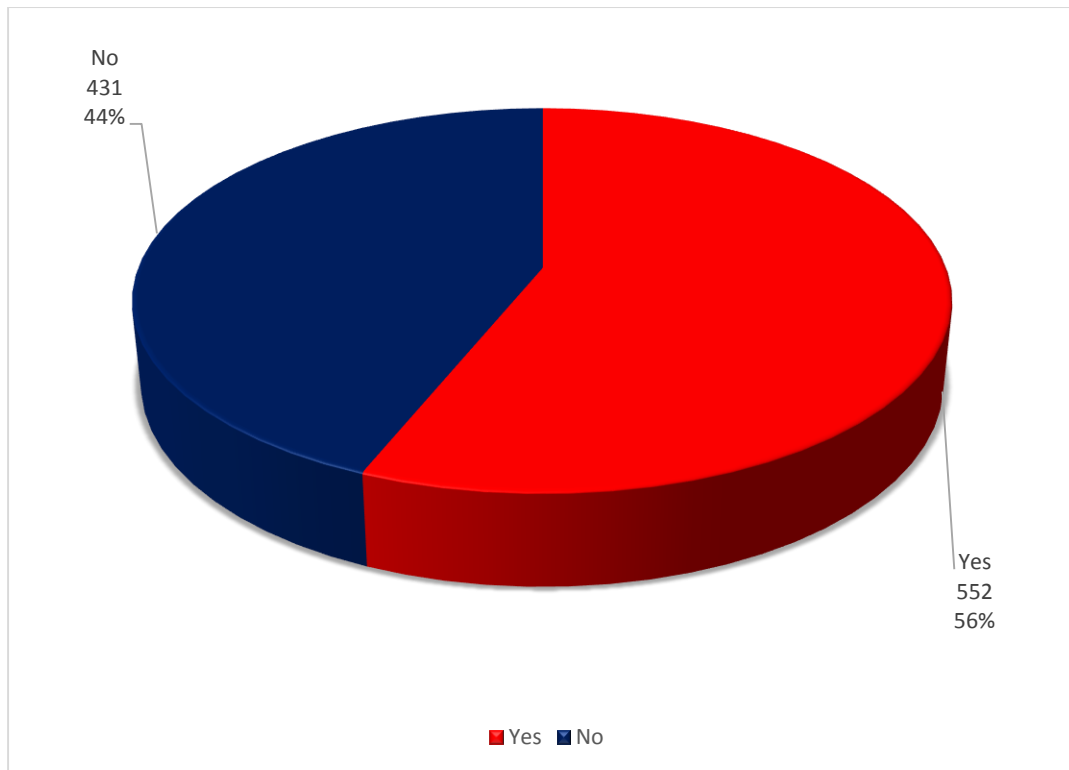


Figure 5.27Addiction

Addiction is one of the common symptoms in villagers. Above chart shows the total number of people addicted to Tobacco, Smoking & alcohol. It was recorded as 552 people addicted to some or the other toxins. And 44% is not engaged in any kind of toxic activities. It can be noticed that majority of population is addicted. When they were inquired regarding the type of addiction the following data was recorded. Maximum number of respondents are consuming tobacco. 418 people consume tobacco and 145 people are habitual to smoking. However 89 people are alcoholic.

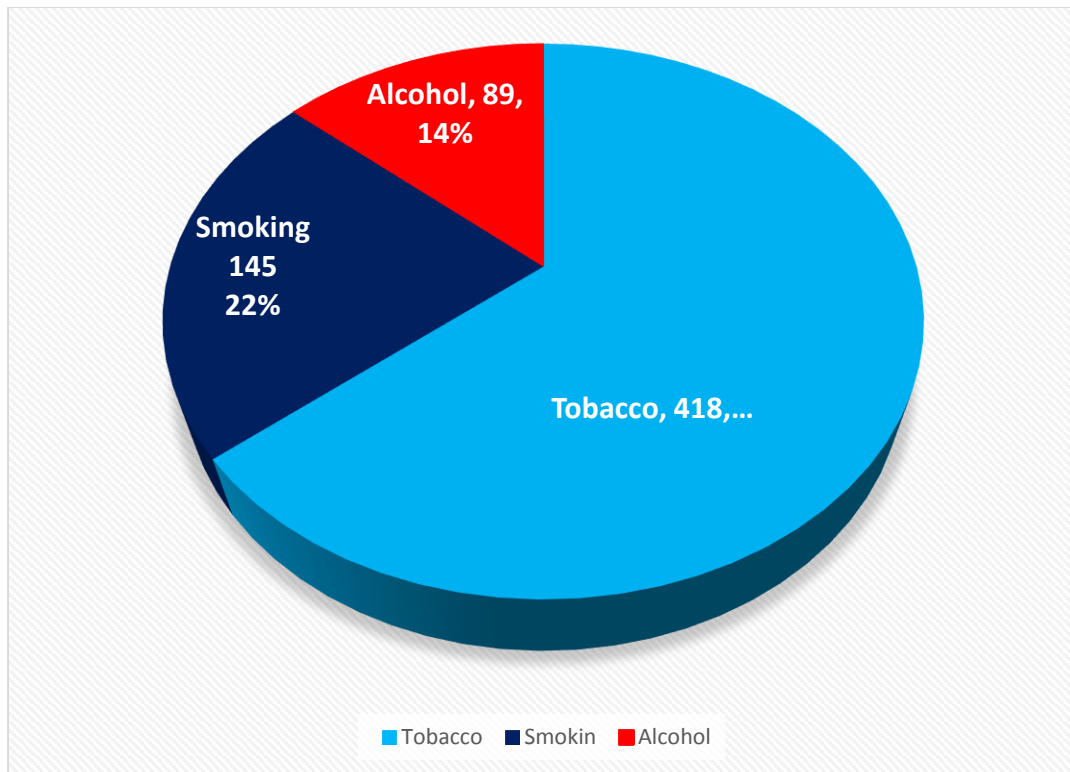


Figure 5.28 Addiction type

From the figure 5.28, we can see that 64% of population are addicted to Tobacco (Vimal, Pan Masala) while 22% of population are addicted to smoking and the remaining percentage of population is addicted to Alcohol.

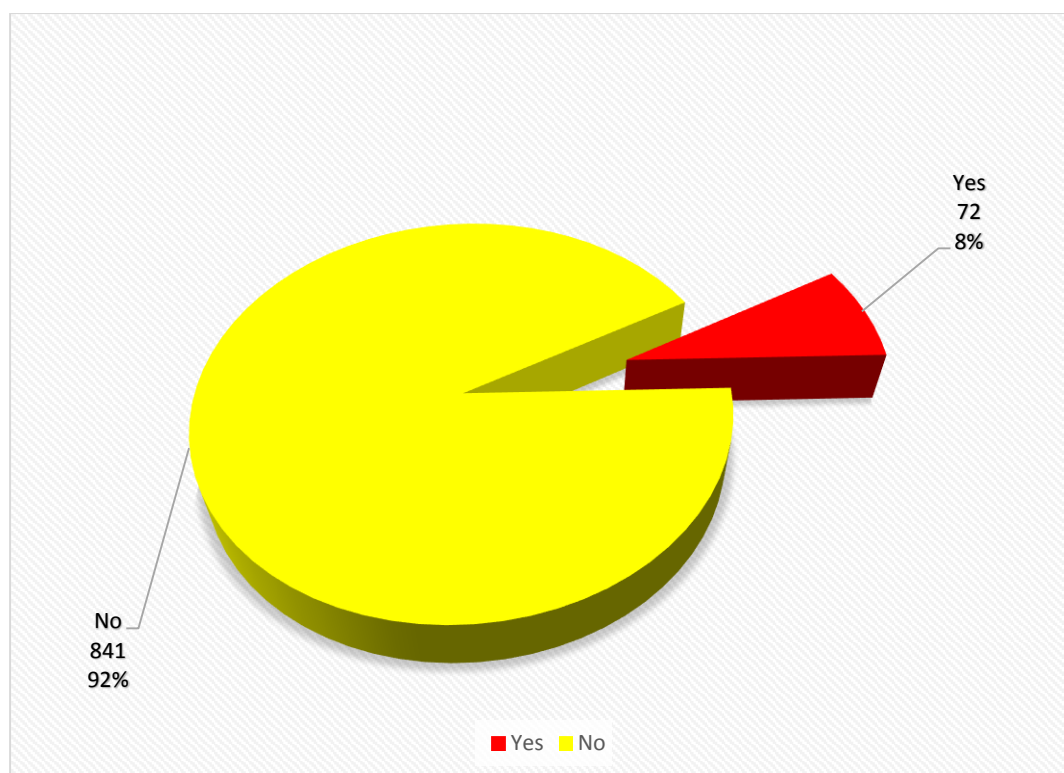


Figure 5.29 Awareness regarding Child protection scheme

The diagram depicts information regarding Child protection awareness among villagers, 841 respondents responded as they are not aware about any child protection schemes and only 72 respondents answered as they are aware about Child Protection schemes. There is a high difference in the ration of awareness regarding Child Protection Schemes. Moreover the following chart provides information regarding schemes known among respondents. When respondents were asked about which schemes are known by them regarding child protection it was recorded that 15 people know about Palak Mata scheme, 17 about Save the girl Scheme, 7 respondents know about chiranjevi, 1 person know about schemes for disabled and 35 individuals know about other government schemes regarding child protection.

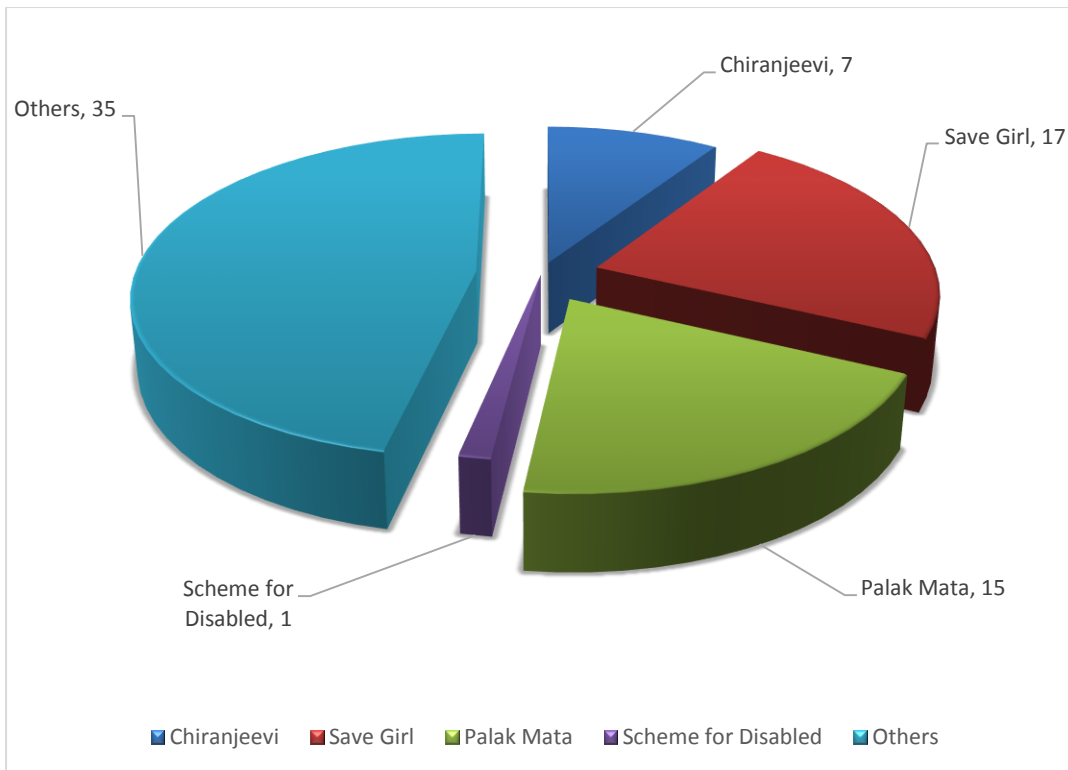


Figure 5.30 Child protection schemes known

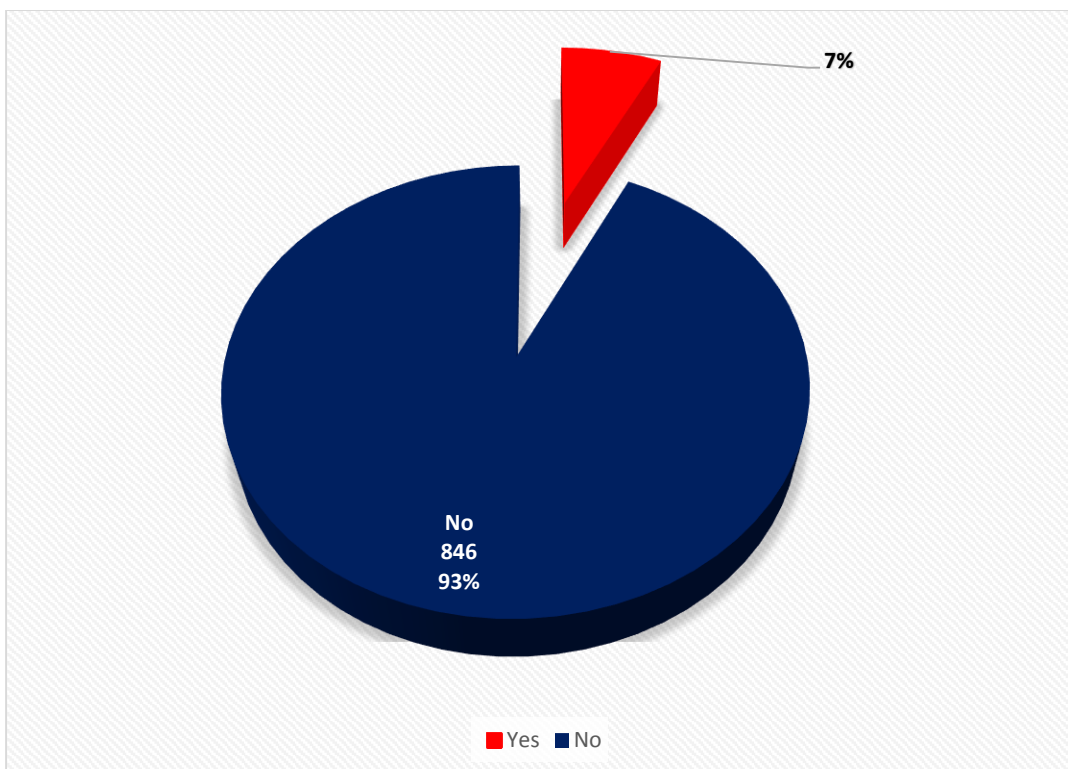
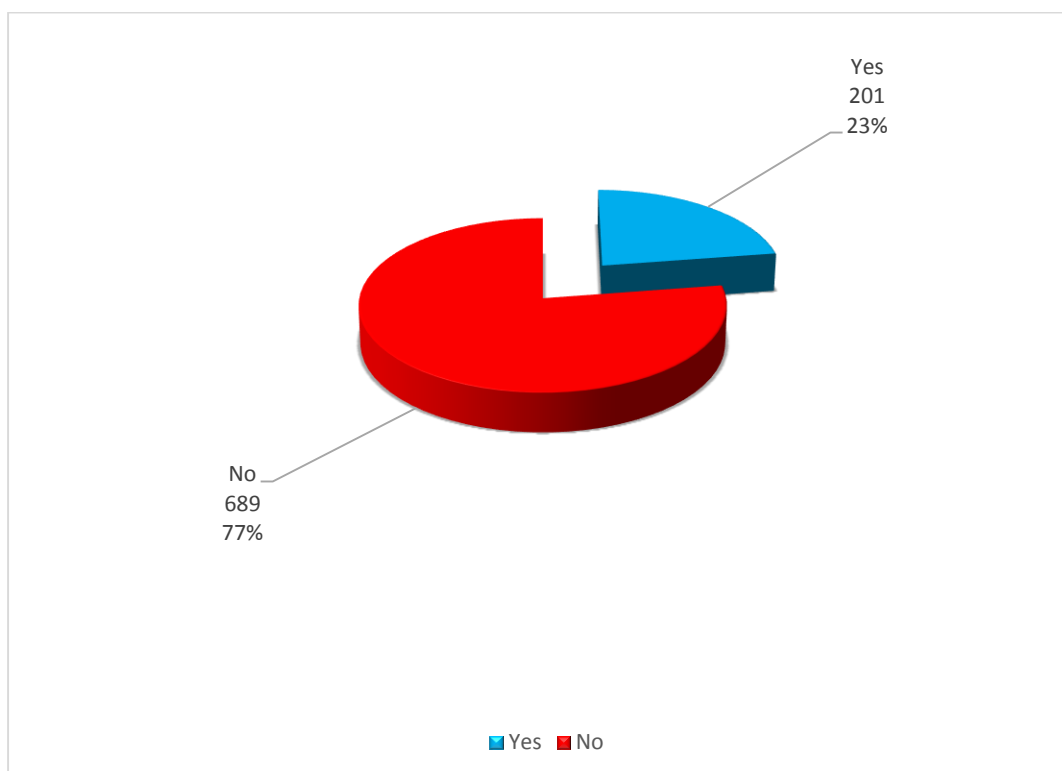


Figure 5.31 Information regarding Child protection Institution

The figure provides details about Awareness about child protection Institution. When respondents were asked regarding information and workings of child protection institution it was found that 93% (846 people) don't have any information or awareness regarding Child protection institution and only 7% (64 people) know about Child Protection Institute.

**Figure 5.32 Awareness regarding village Child Protection Committee**

The above pictorial diagram shows the analysis regarding the Child Protection Committee in village. 689 Respondents responded as they are not aware about any child protection committee in their village and only 201 people responded that they are aware about the workings of child protection committee.

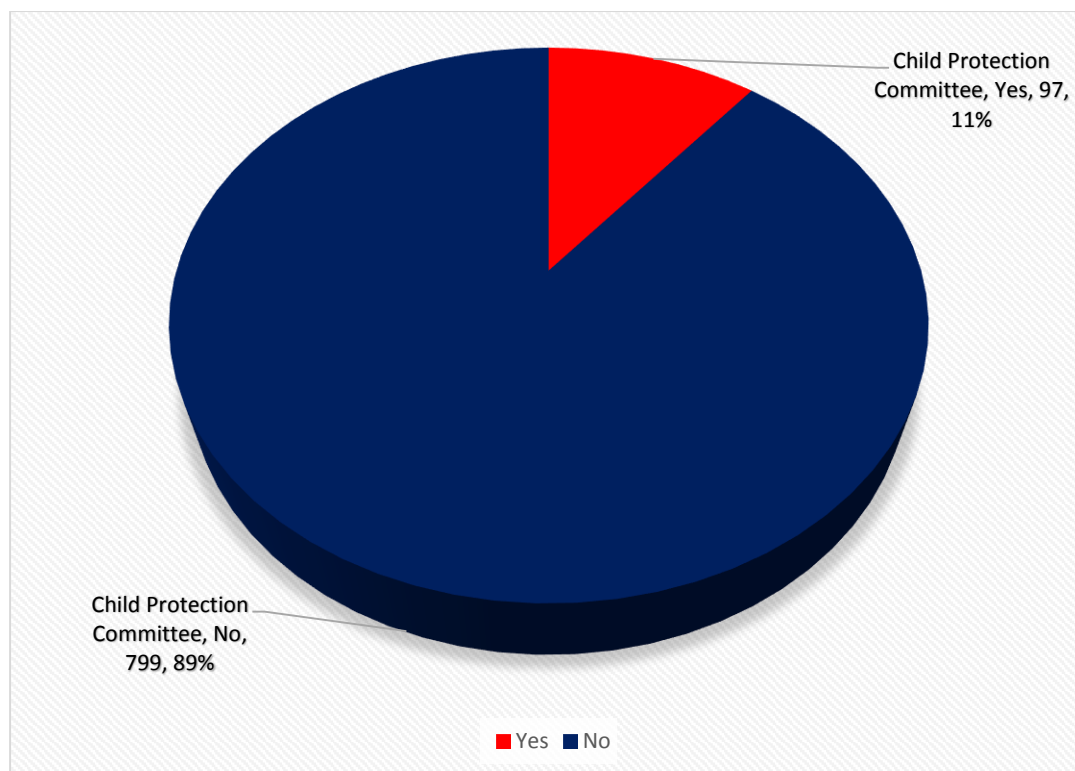


Figure 5.33 Child Protection Committee

Above diagram presents the knowledge about what is child protection committee and the data was analysed as 99 people don't know their workings and what is child protection committee. In against this only 97 people know about their working and information regarding child protection committee.

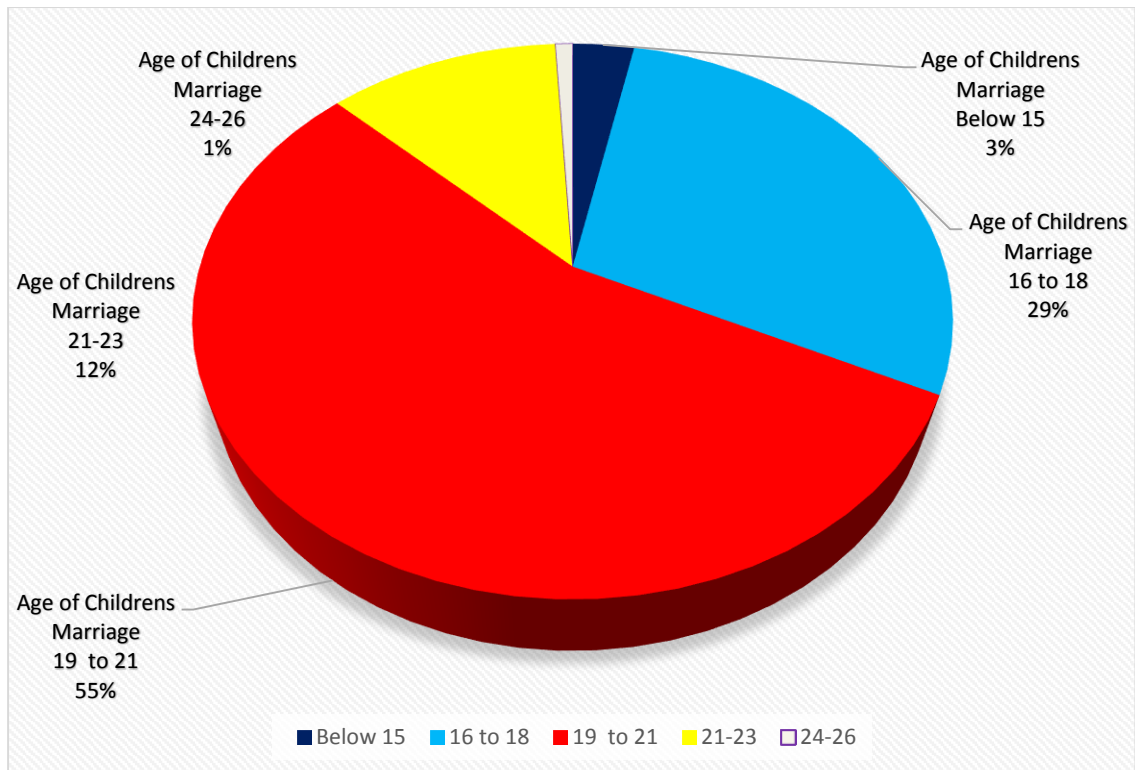


Figure 5.34 Age of Childrens' marriage

Above chart portrays the information regarding the Age of children's marriage. when respondents were asked about what age does child gets married according to you they responded as 55 % of children's get married at 19 to 21 age. However 29% of children's get married in a age group of 16 to 18 years, 12% in 21 to 23 years, 3% children's below 15 years of age and only 1% in age group of 24 to 26.

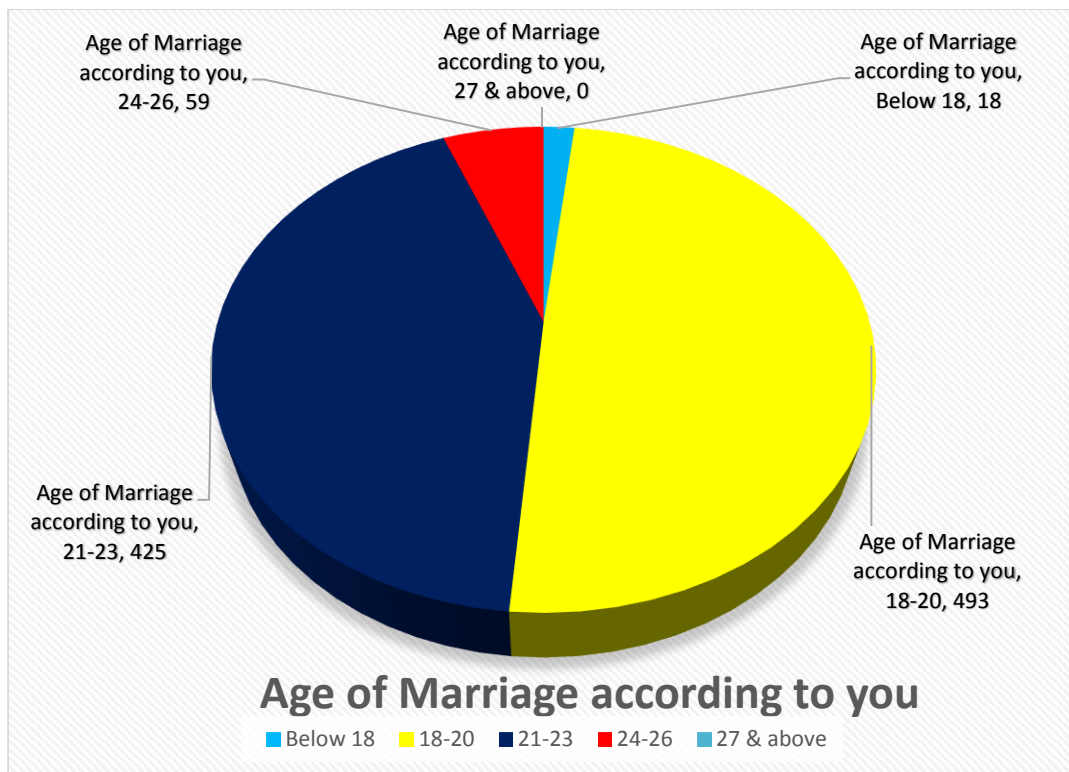


Figure 5.35 Age of Marriage according to villagers

Above chart portrays the information regarding the Age of children's marriage. When respondents were asked about what age Should child get married according to you. 493 respondents responded as 18-20 years is a best age to get married, while 425 said 21 to 23 years. However 59 people think 24 to 26 is a good time to marry.

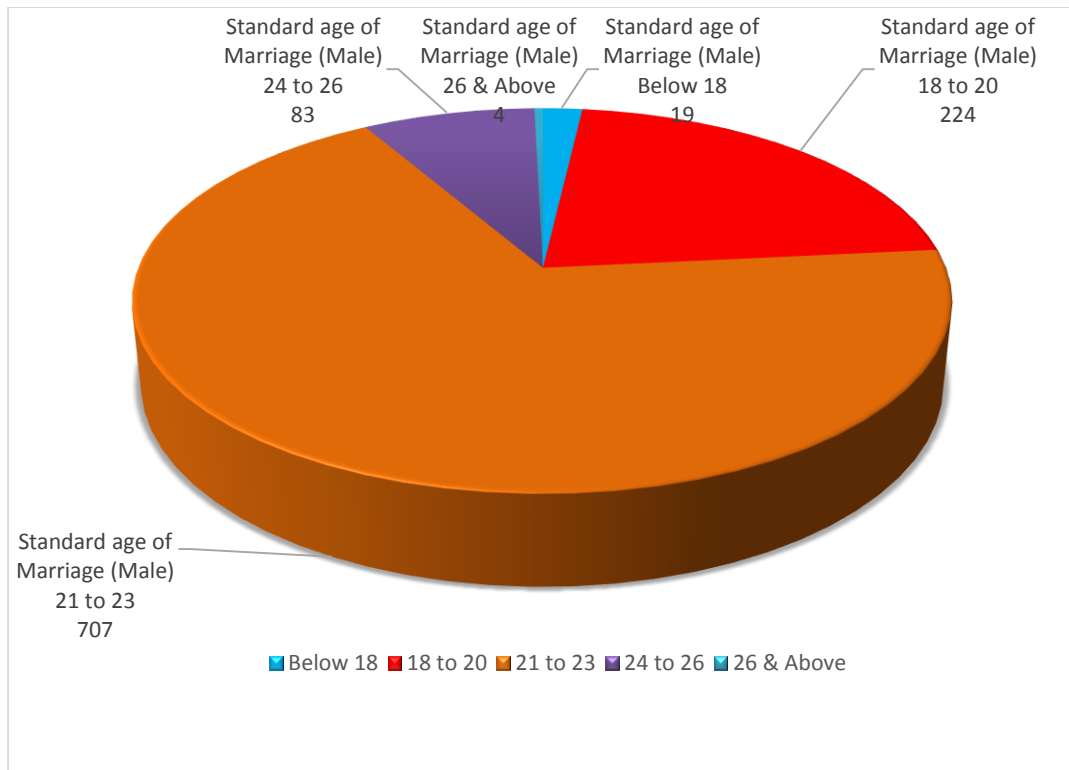


Figure 5.36 Standard age of Marriage (Male)

The chart shows the information regarding the standard marriage age of male. Standard age of marriage of male is given by people are in age Groups. Majority of people with 707 respondents believe that 21 to 23 is a standard age of marriage. Whereas 224 respondents think 18 to 20 years as standard age of marriage. However 83 people think 24 to 26 is a good time to get married and only 4 people thinks male should get married at 26 or above age.

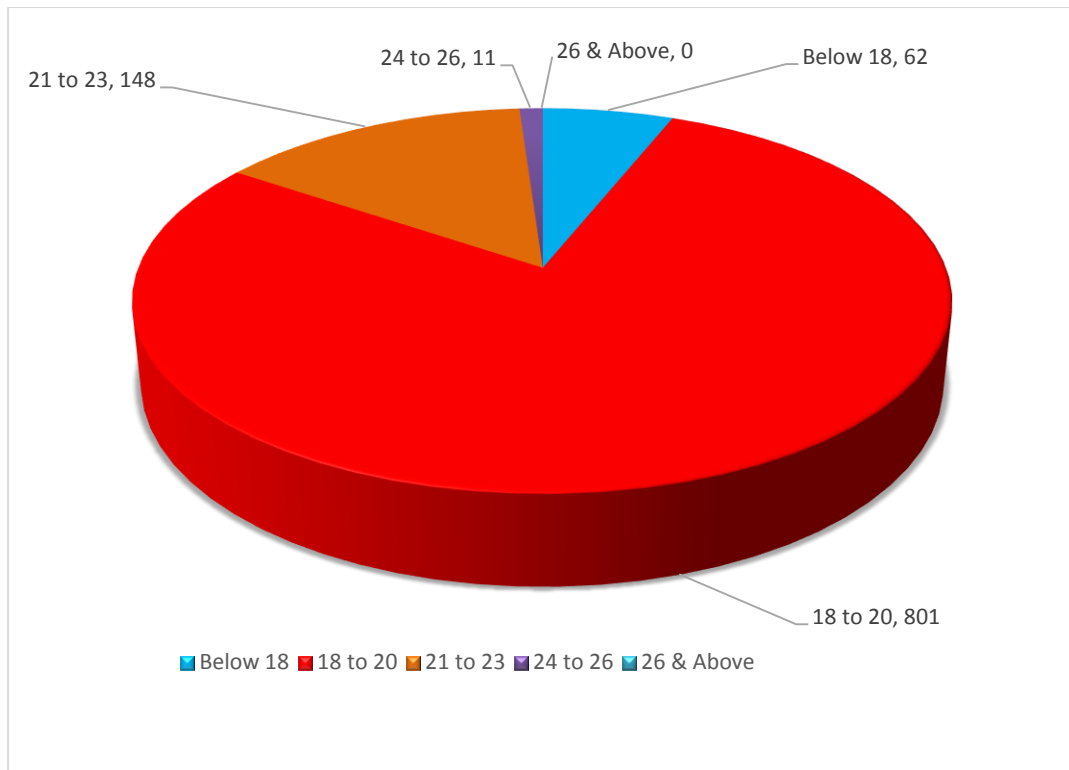


Figure 5.37 Standard age of Marriage (Female)

The chart shows the information regarding the standard marriage age of Female. Standard age of marriage of female is given by people are in age Groups. Majority of people with 801 respondents believe that 18 to 20 is a standard age of marriage. Whereas 148 respondents think 21 to 23 years as standard age of marriage. However 62 people think below 18 is a good time to get married and only 11 people thinks male should get married at 24 to 26 years.

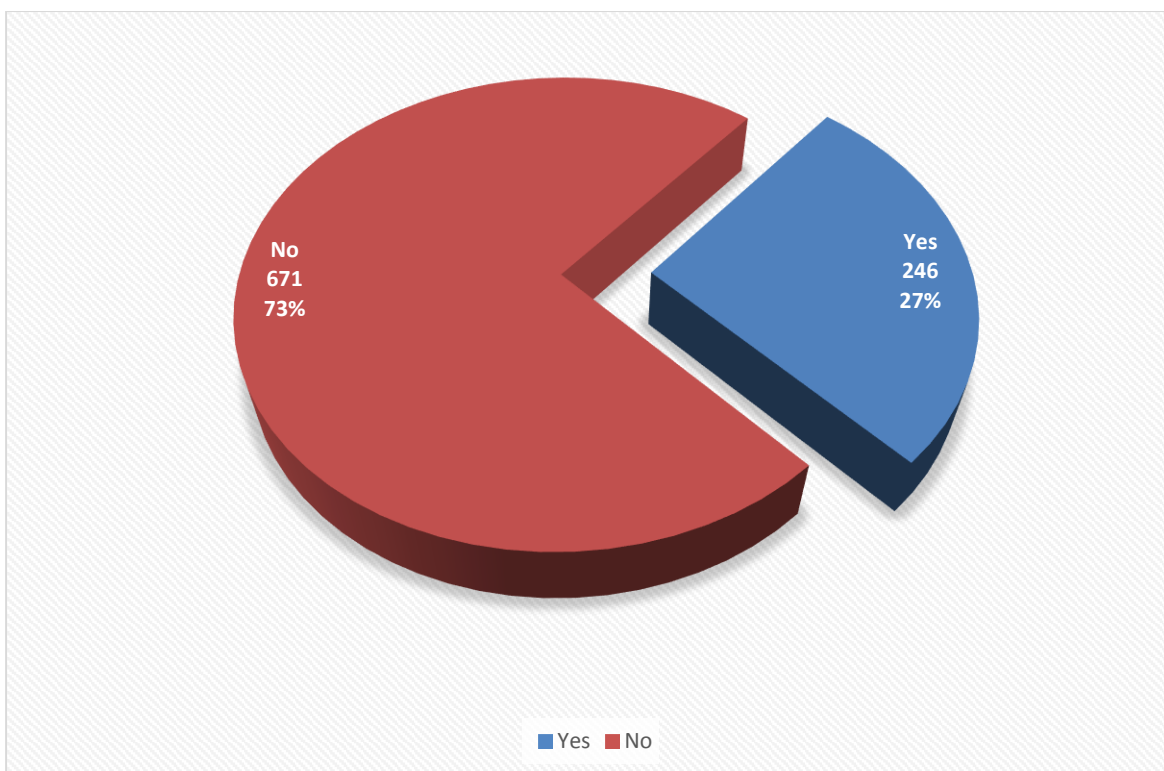


Figure 5.38 Awareness regarding Child Rights

Child rights awareness is an major issue very less people know about this that comes to 73 % 671 people and some of them know are 246 that comes to 27% this means very few know about the awareness and its importance.

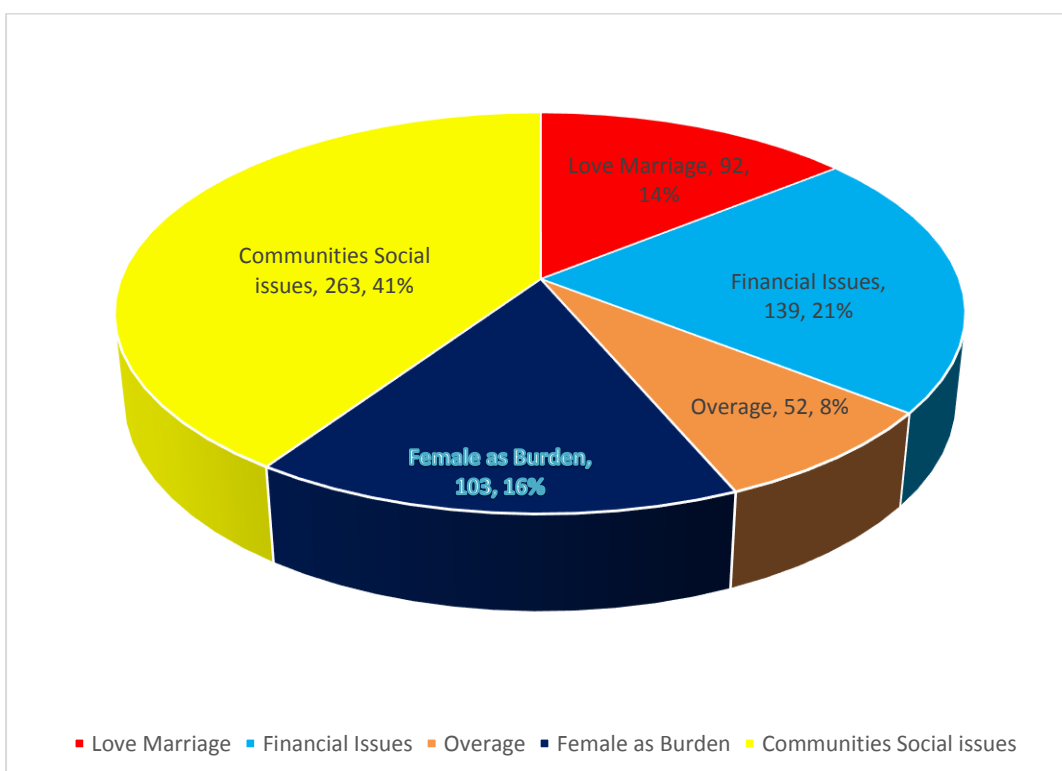
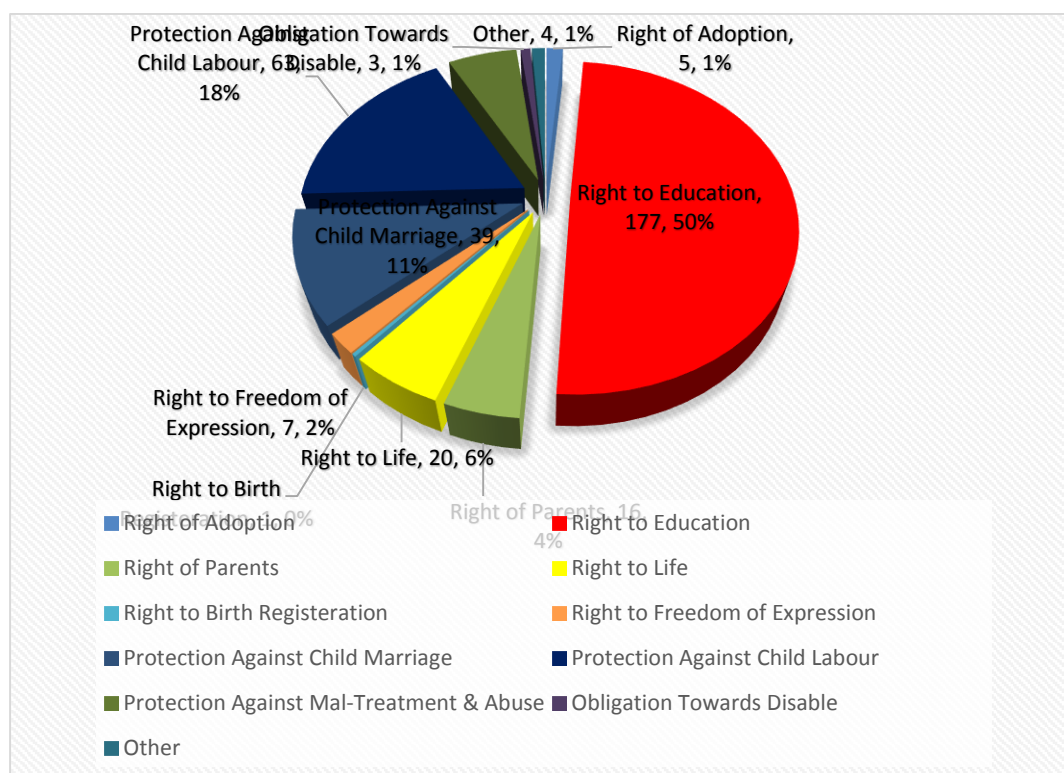


Figure 5.39 Reasons for Child Marriage

In this Chart it is explained about child marriage this is due to Communities Social issues (41 % that is 263 issues has been reported, 16% of Female as a burden issues ie 103 issues has been recorded 14% marriage due to love ie 92 , 21% financial issues 139 issues has been reported and other overage comes to 8% i.e. 52 cases.

**Figure 5.40 Child Rights**

Above Chart is about Child rights as there are views about the child rights like Adoption parents, Birth registration, Protection against Child Marriage, Protection against Mal –Treatment & Abuse, Right to Education, Right to Life, Right to Freedom of Expression, Protection against Child labour Obligation towards Disable other, 50% of the children are in Right to education, 18% of children are in Protection

against Child labour, 11% of children are in Protection against Child Marriage, 4% right of parents, 6% protestation against mal treatment & abuse, 2% of Right to freedom of Expression !% of right to birth Registration obligation, right of adoption, other.

5.2 ANALYSIS OF VILLAGE PROFILE

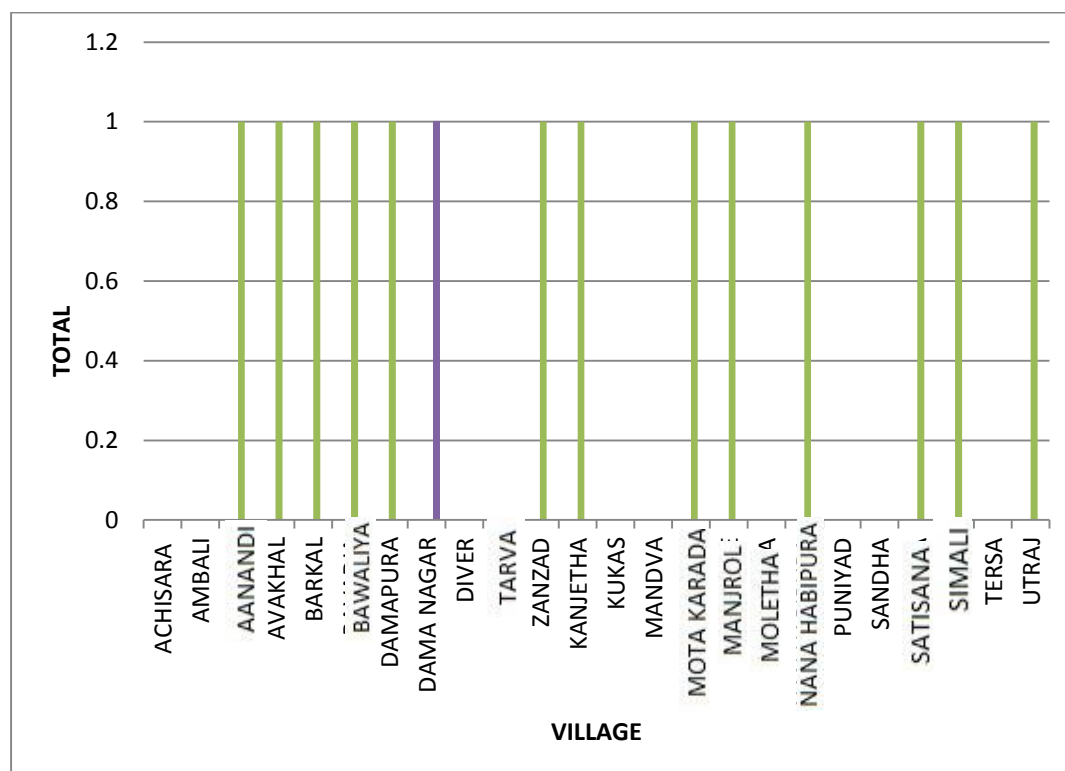


Figure 5.41 Aailed mini scheme for portable water

GREEN – YES

VIOLET – NO

It is found that out of 24 villages 1 village (Damanagar) does not avail the facility of Mini water scheme.

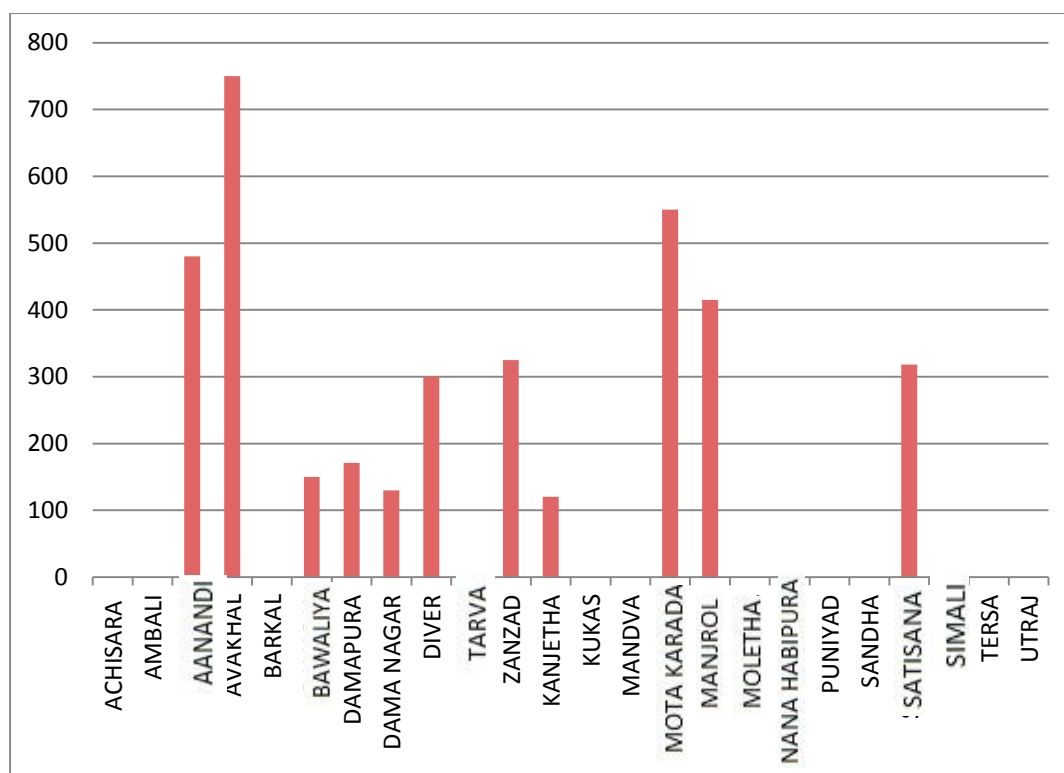


Figure 5.42 Number of houses

It is found that Avakhal village has the maximum number of houses (almost 750), this is followed by Mota Karada which has nearly 650 houses followed by Anandi having approximately 490 houses. These villages are followed by Manjrol, Satishana, Zanzad and Diver having almost the same number of houses. The villages that show minimum number of households are Damanagar, Kanjetha, Bavadiya and Damapura.

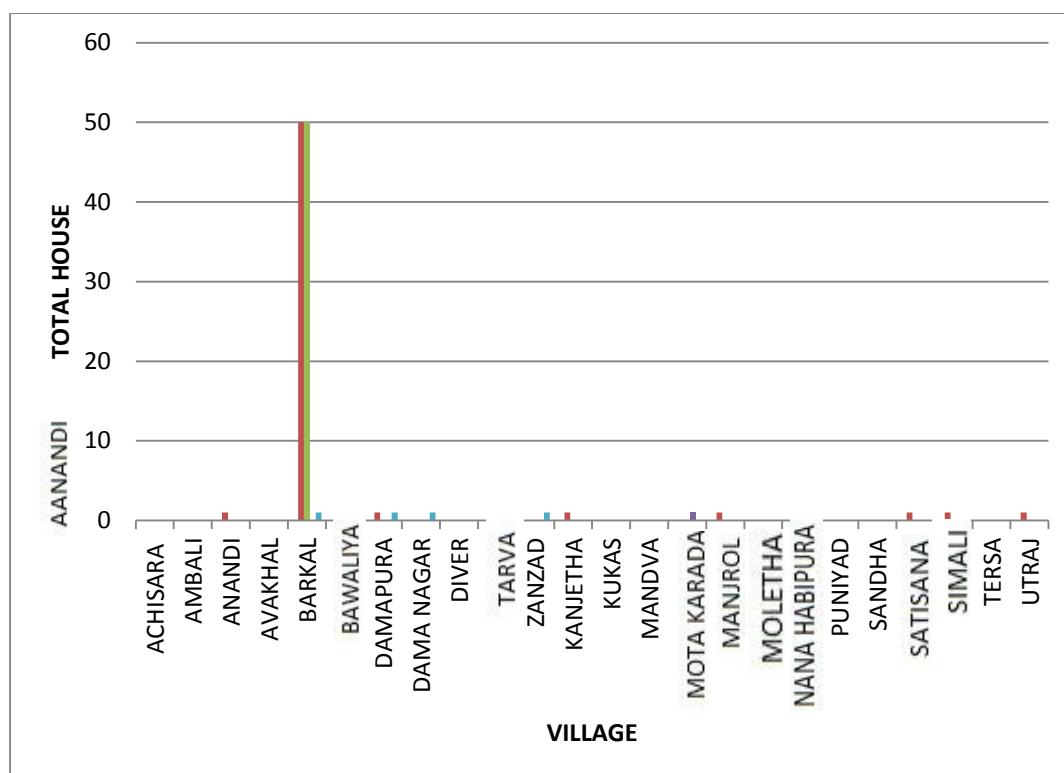


Figure 5.43 Village wise- Type Of housing

RED – PAKKA

GREEN – KUCCHA

The above graph shows the division of houses according to their built type. The village Barkal has equal number of kachha and pakka houses and few raw houses. Few villages namely Damapura, Damanagar, Zanzad have raw houses.

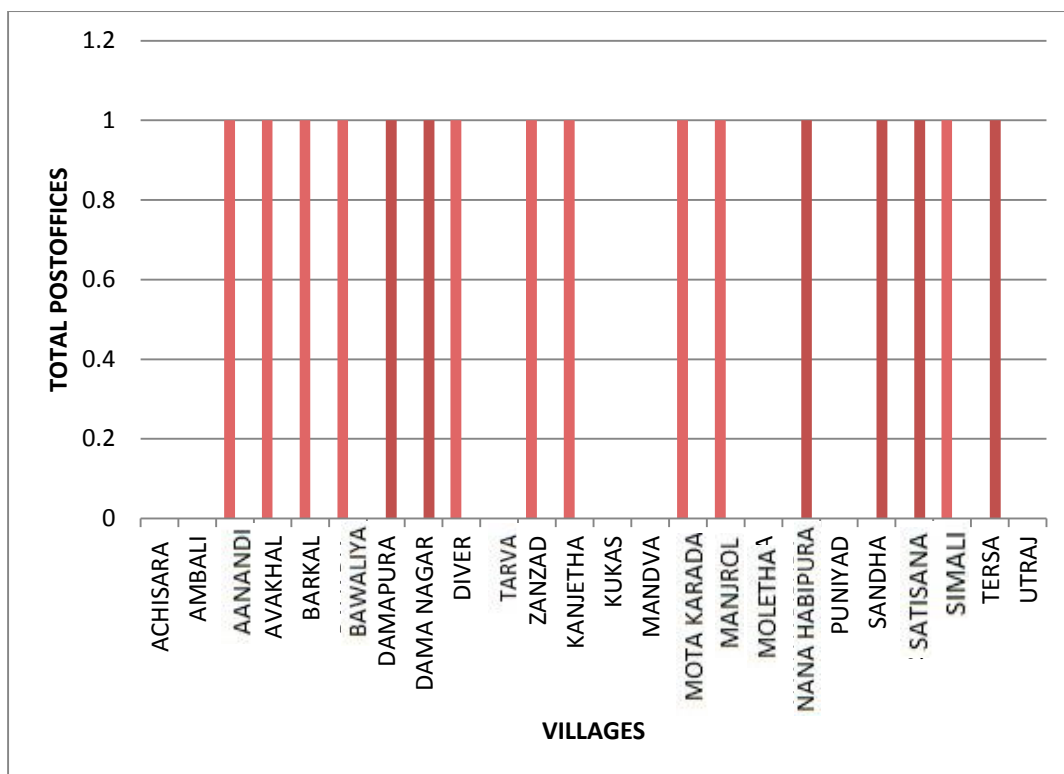


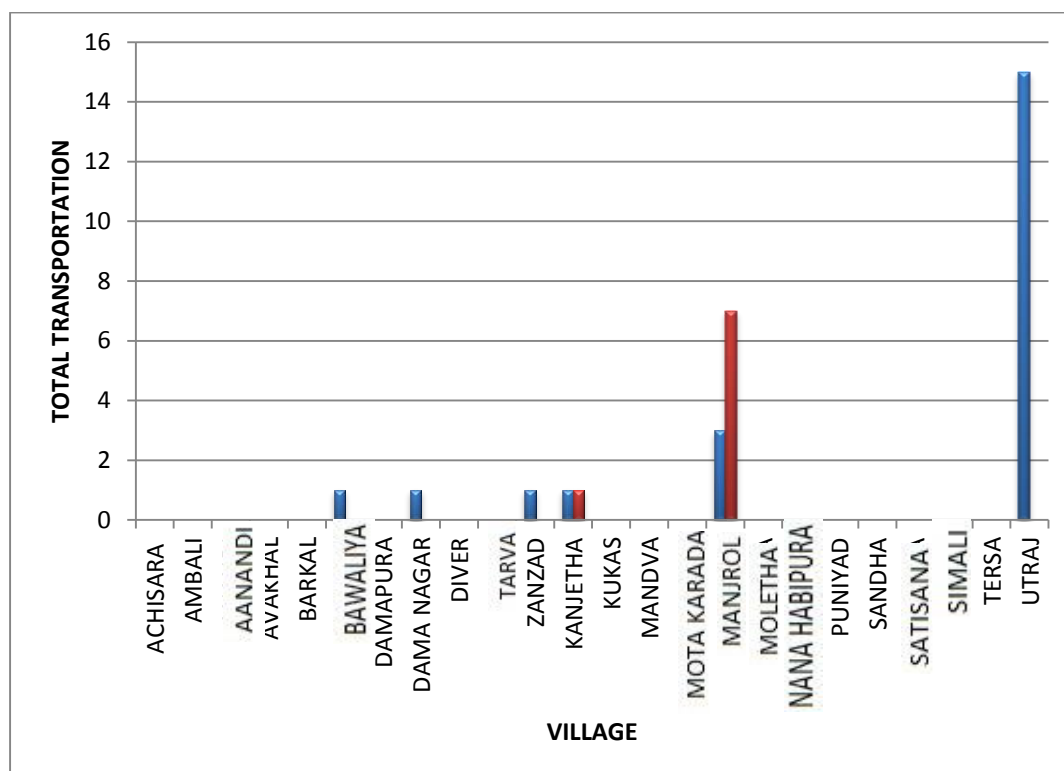
Figure 5.44 Village wise – Number of post offices

It is found that out of 24 villages only 16 villages have a Post office.



Figure 5.45 Village wise – Transportation facility for milk to centre

The above graph shows the availability of Transportation for dairy purpose. Generally dairy industry occupies the second position in terms of village occupations but unfortunately out of 24 villages only 11 villages have transportation facility to reach till the dairy centre.

**Figure 5.46 Village wise - Transportation**

BLUE – PUBLIC ,RED – PRIVATE

Out of 24 villages only 6 villages show transportation facilities. Amongst, these 6 villages too Utraj shows the maximum existence of public transport. Only 2 out of 6 villages show availability of private transportation. Remaining four villages do have public transport facilities but almost negligible

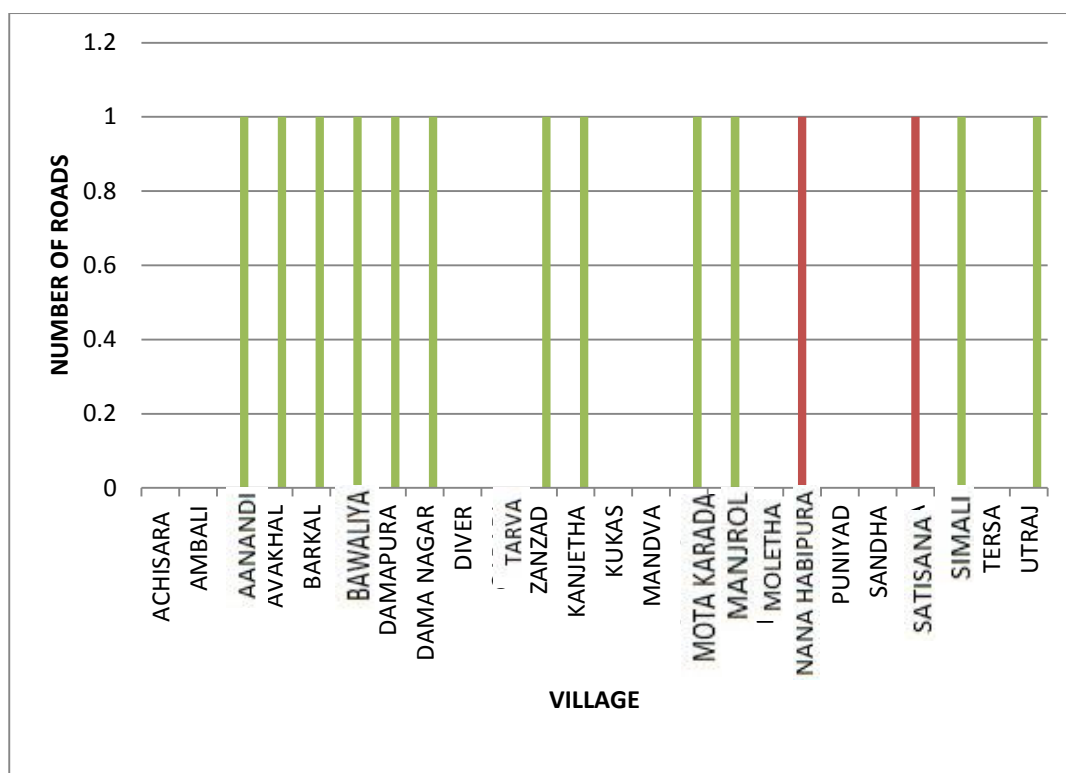


Figure 5.47 Village wise- Type of roads

GREEN – PAKKA ROAD, RED – KACCHA ROAD

It is found that 12 villages have well constructed roads while 2 did not have well maintained roads.

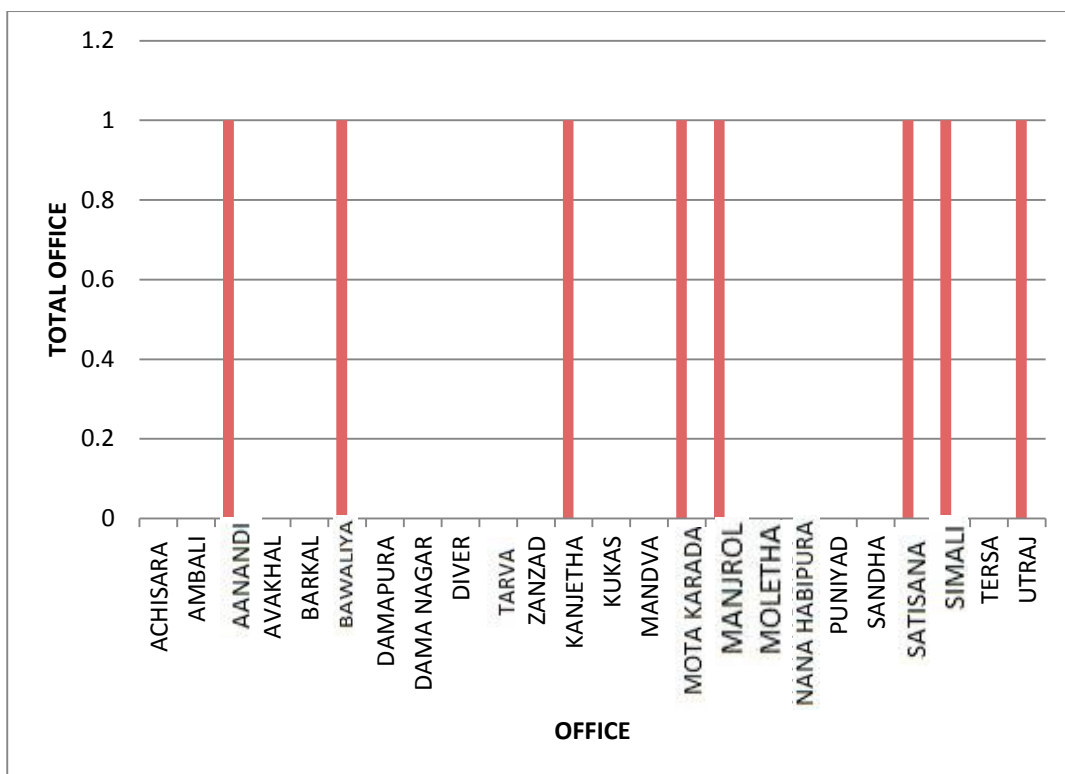


Figure 5.48 Village wise- Number of Panchayat office

It is found that out of 24 villages only 8 villages have Panchayat office.

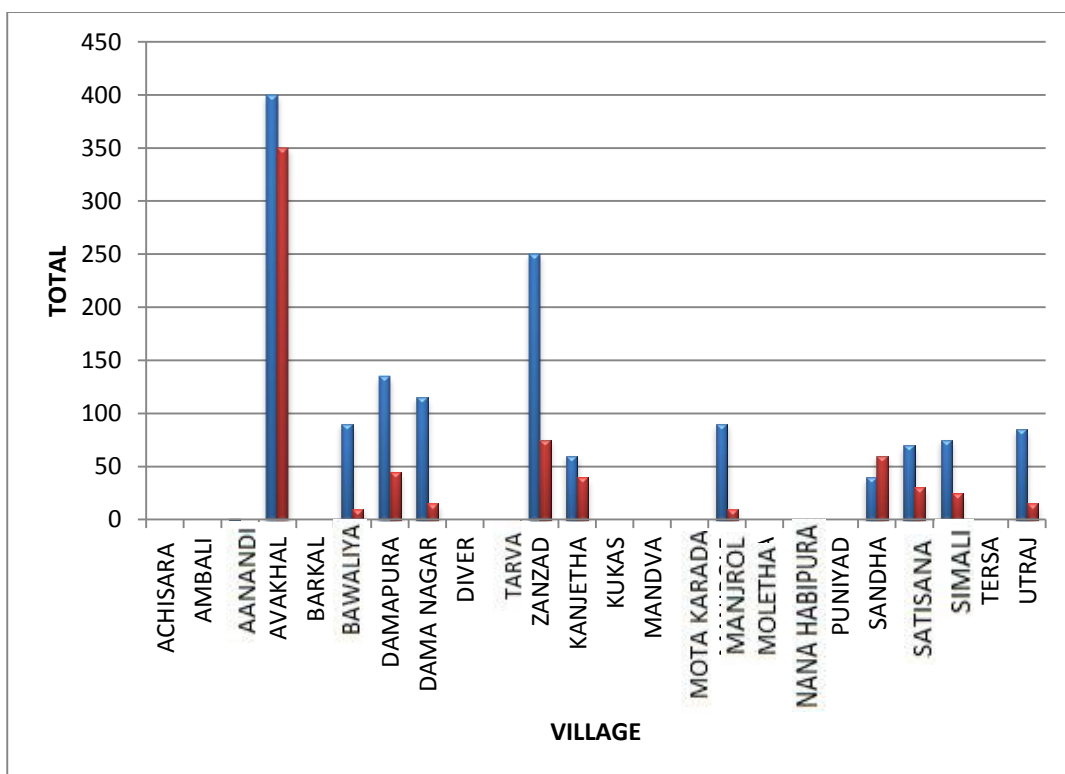


Figure 5.49 Village wise - Occupation

BLUE – AGRICULTURAL DEPENDTANT

RED – OTHER

From the above graphical presentation it can be seen that agriculture is the pre dominant occupation in almost all the villages followed by any other occupational activity. Further, it is seen that maximum households (almost 400) are agriculturally occupied but this village also shows that other occupations are equally followed. Next in consideration is the village Zanzad which represents agriculture is the prime occupation. The overall graph shows that almost all the villages have agriculture as the basic occupation.

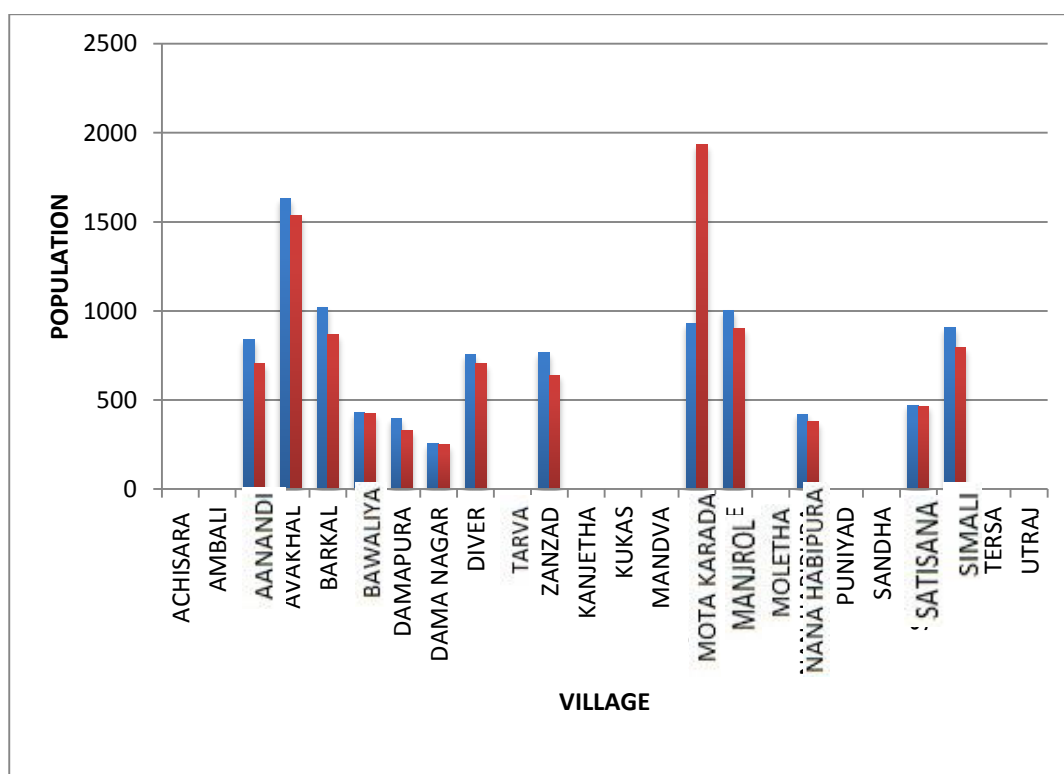


Figure 5.50 Gender wise – Village Population

BLUE – MALE, RED – FEMALE

With reference to gender wise distribution it is observed that the ratio of both the sexes is almost equal with an exception in Mota Karada where the ratio of females has outnumbered that of males. There exist more than 1900 females in sharp contrast to only 900 males. Mota karada is followed by Avakhal which represents almost equal

number of males and females i.e 1600 males and 150 females. Anandi, Manjrole, Barklall, Diver, Zanzad and Simdia villages show a population graph of nearly 900 people and further it can be said that all the villages have a greater number of males. The remaining villages show a population of less than 500 and Damanagar, Damapur and Bavadia have a population less than 500.

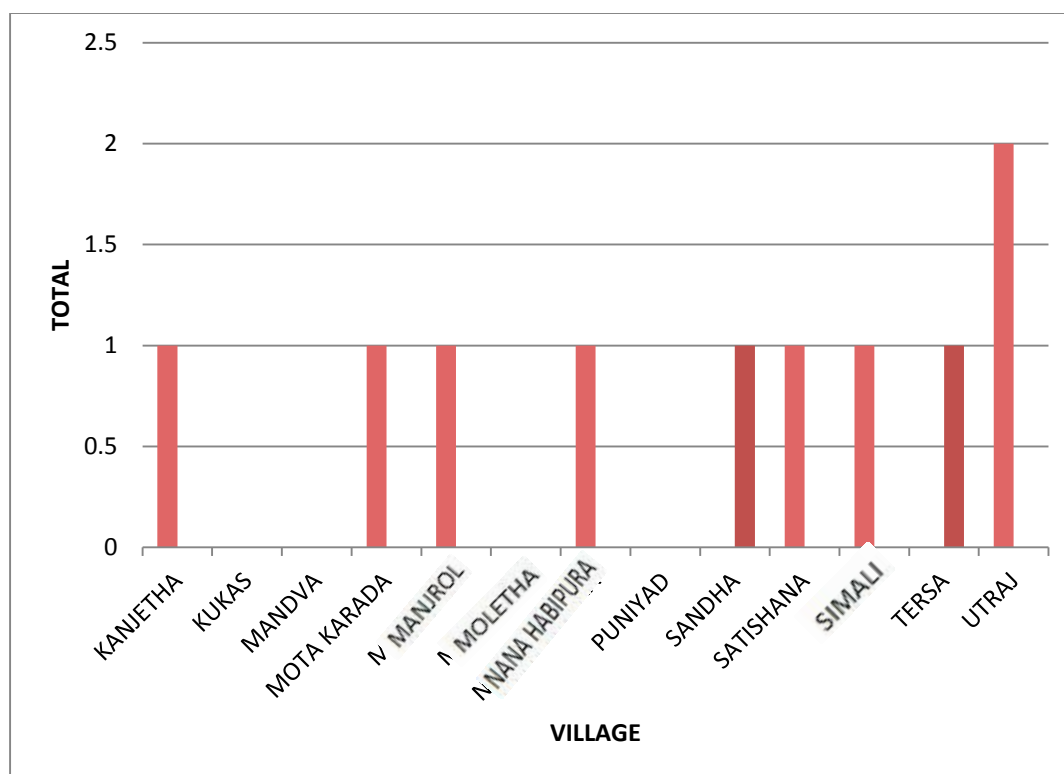


Figure 5.51 Village wise – Cooperative committee

It is found that out of 24 villages only 8 villages have one cooperative committee whereas Utraaj has two cooperative committees.

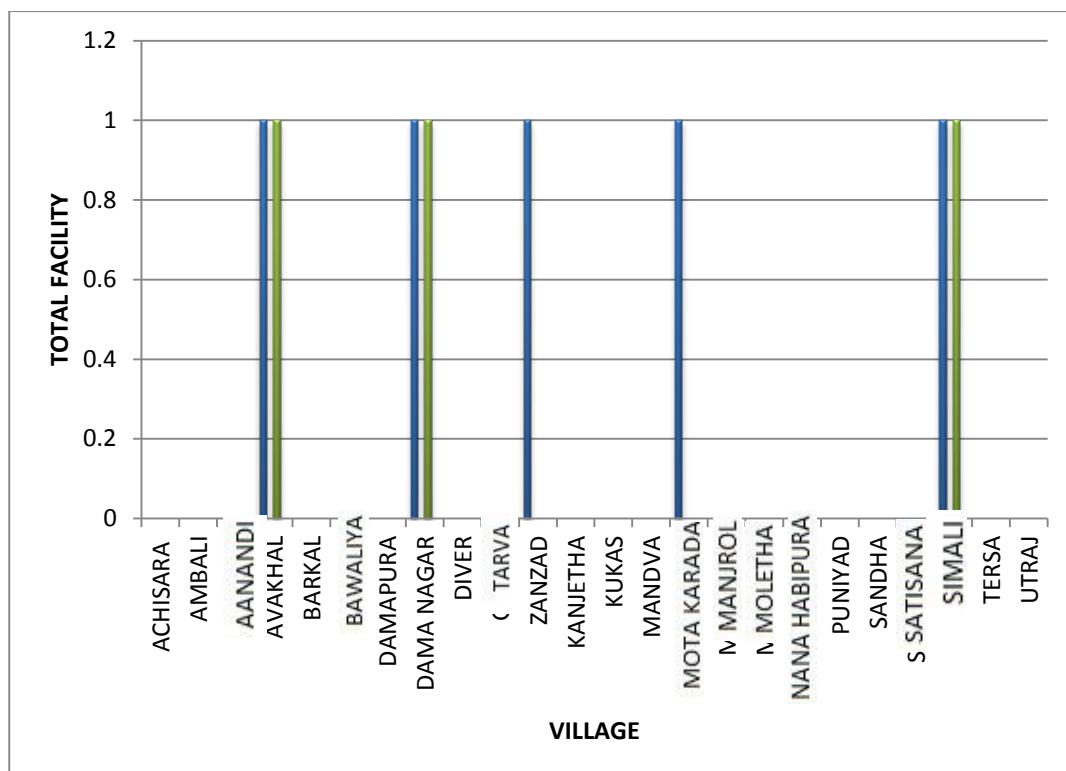


Figure 5.52 Village wise – Health care facilities

BLUE – PUBLIC HEALTH CENTRE

GREEN – SUB CENTRE

It is observed that out of 24 villages only 5 villages have primary health centres whereas 3 villages have subcentres.



Figure 5.53 Village wise – Number of Doctors

It is found that out of 24 villages only 5 villages have a doctor.

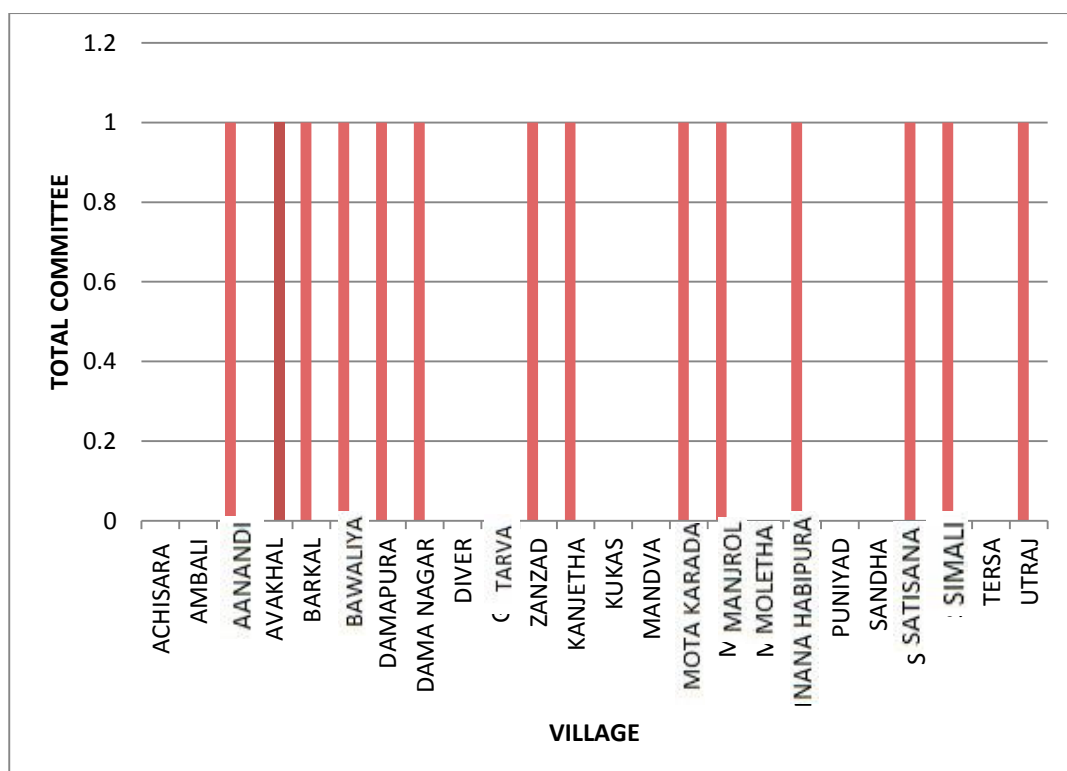


Figure 5.54 Village wise – Number of milk committees

It is observed that out of 24 villages only 11 villages have milk committee in their villages whereas other villages are not availing this service.

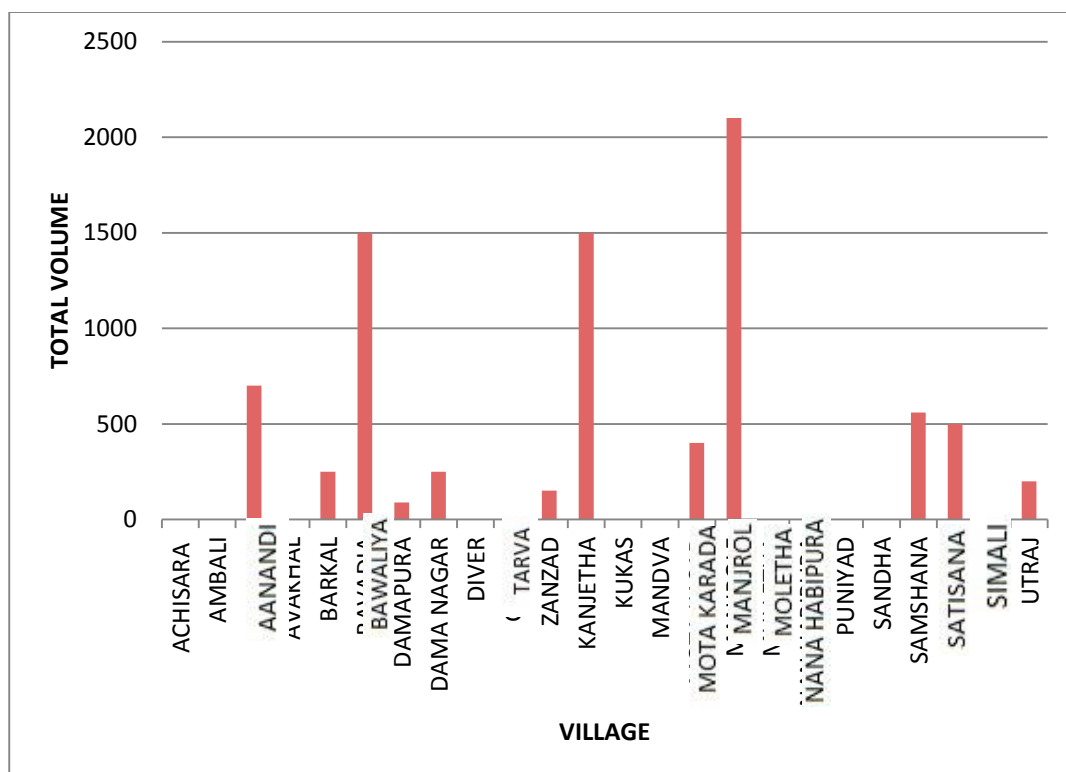


Figure 5.55 Village wise – Liters of milk deposited

It is found that around 2000 liters of milk are deposited from Manjrole village, which is highest among all the villages.

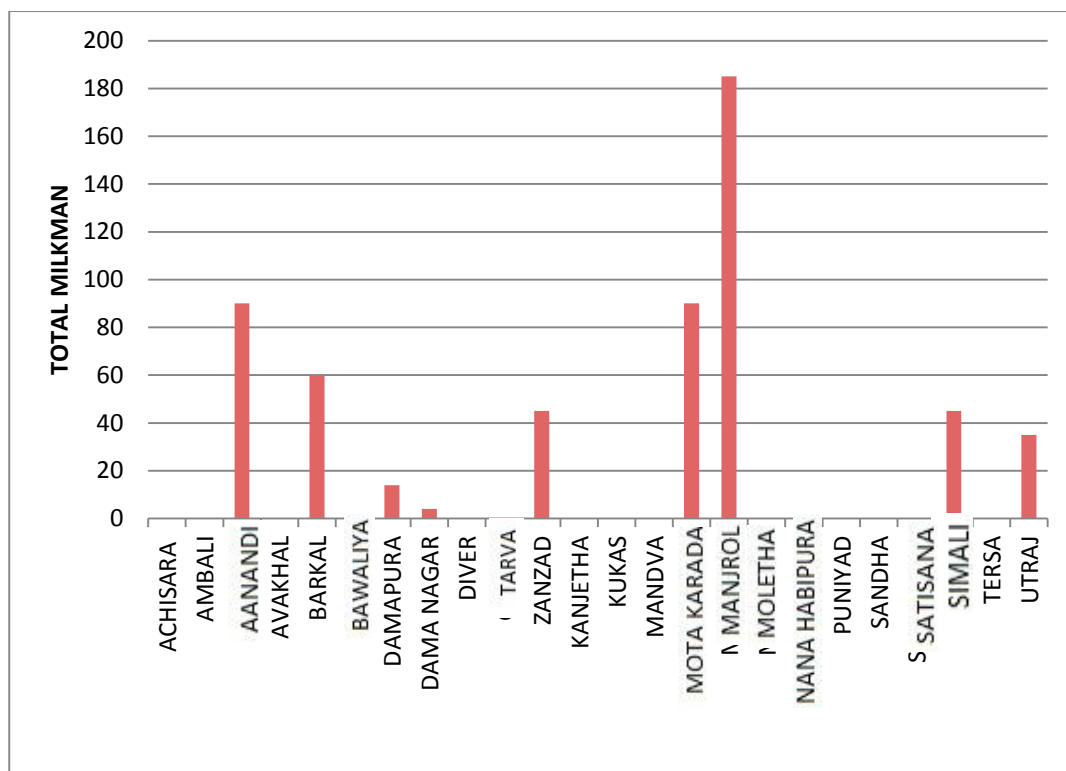


Figure 5.56 Village wise – Number of people depositing milk

It is found that in Manjrol village around 185 milkmen deposit milk which was followed by Mota Karada and Anandi. In Barkal almost 60 milkmen deposited milk in Simdia and Zanzad only 41. The village where the number of milkmen is the least is Damanagar.

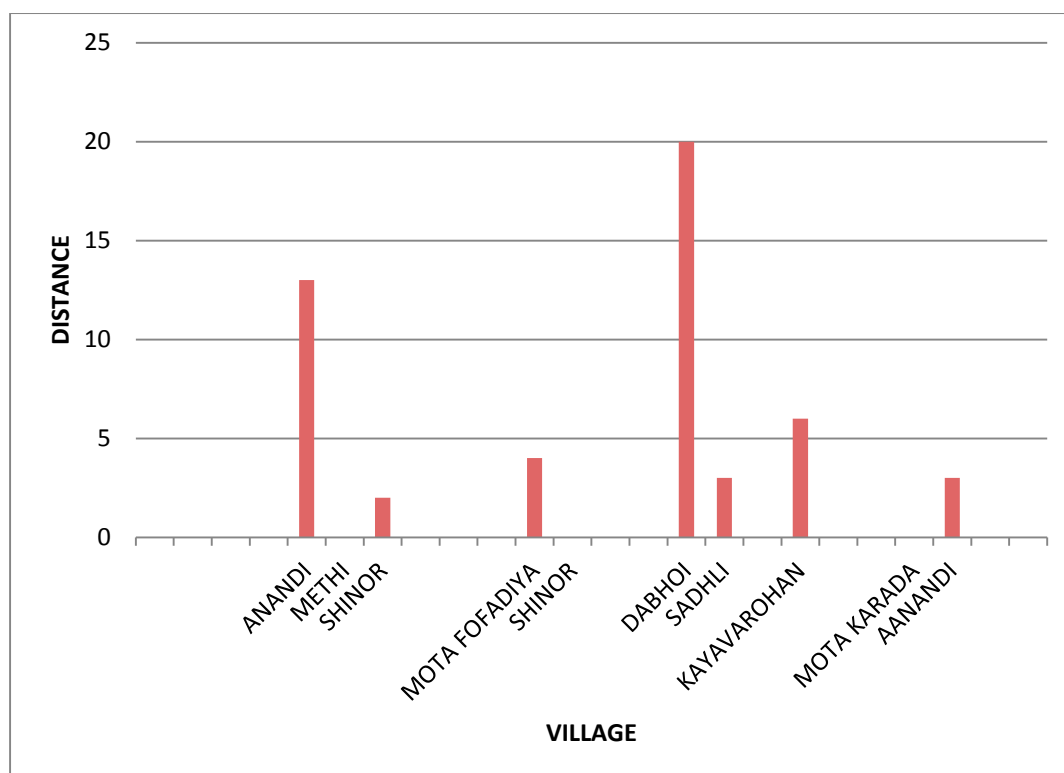


Figure 5.57 Village wise – Nearest village with high school facility

With regards to High School facility was found in Shinor within the reach of 3kms, followed by Sadhli i.e. within 4 kms each. Anandi and DhaboI have the maximum distance from the High School is Dabhoi i.e almost 20 kms and 14 kms respectively.

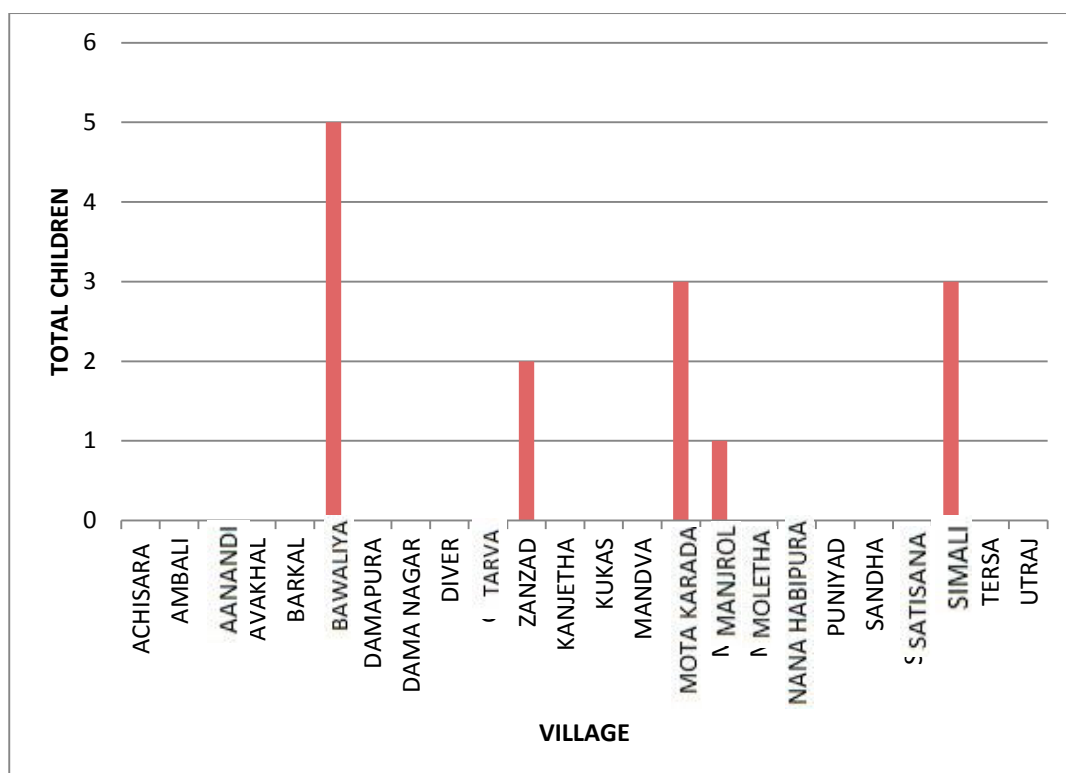


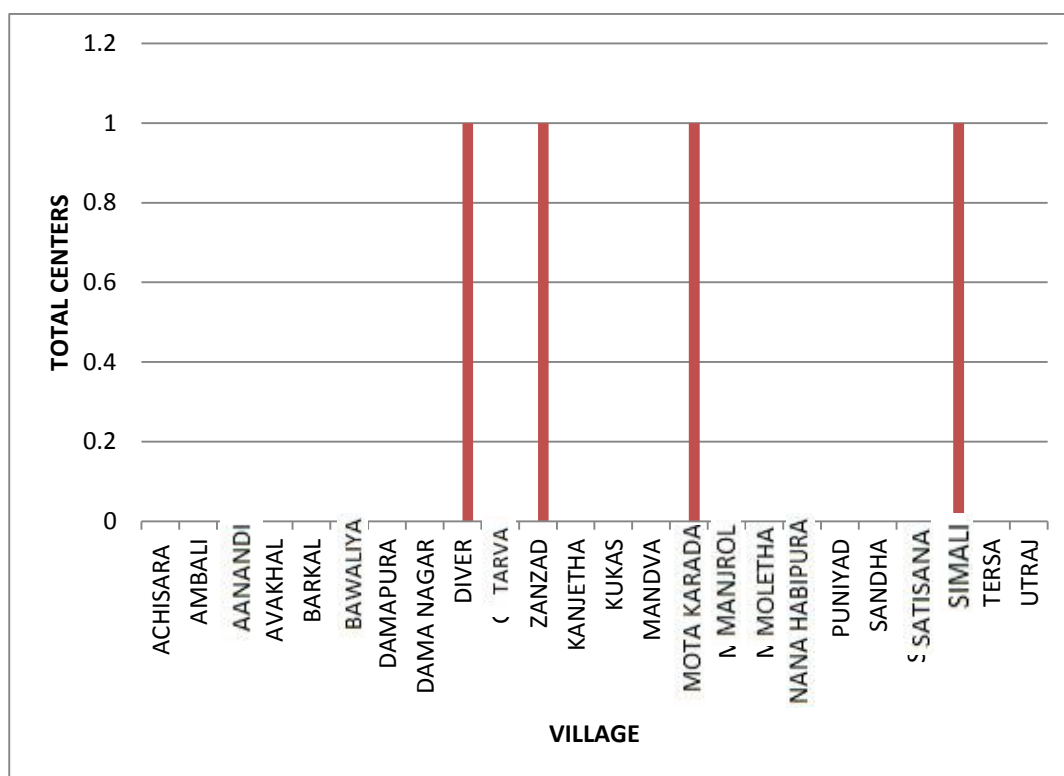
Figure 5.58 Village wise – Number of children in need of protection

It was observed that three villages had children who required protection. They are Bavadia, Mota Karada, Simdia and Zanzad. These villages had issues pertaining to children.



Figure 5.59 Village wise – Number of forest committees

Out of 24 villages only 50% i.e. only 12 had forest committees.

**Figure 5.60 Village wise – Maternity hospital centres**

Existence of Maternity Hospital Centres was found only in four villages namely Diver, Zanzad, Mota Karada and Simdia. Remaining villages showed no signs of such facilities.

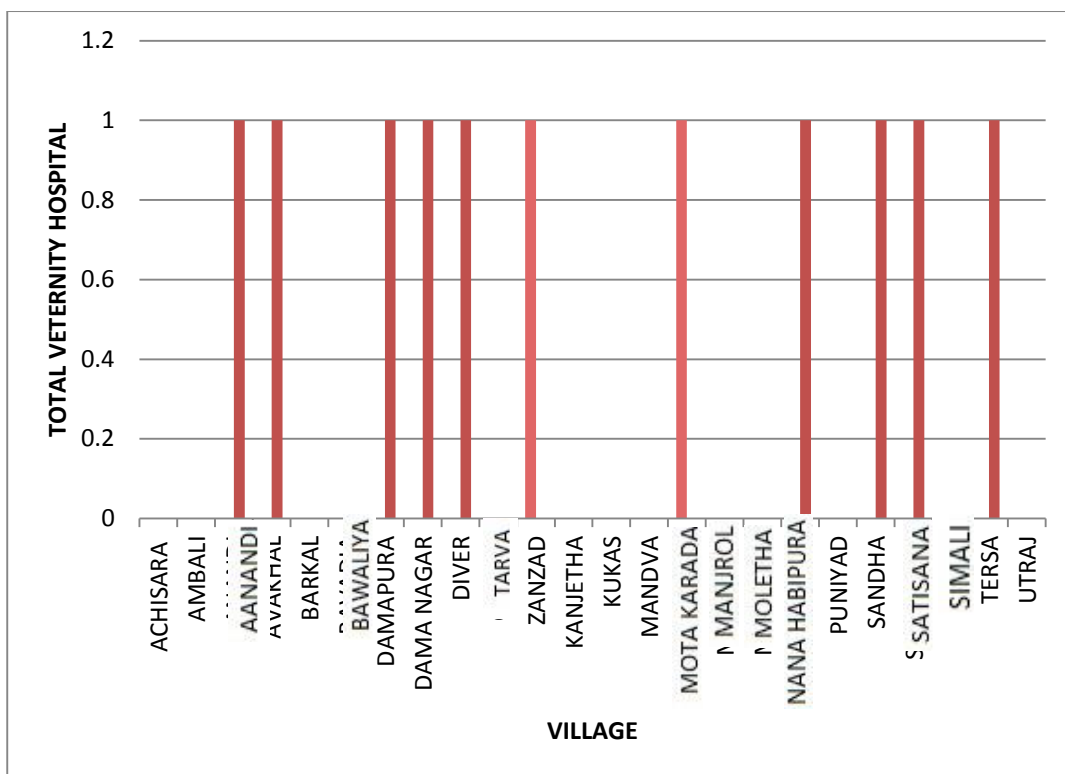


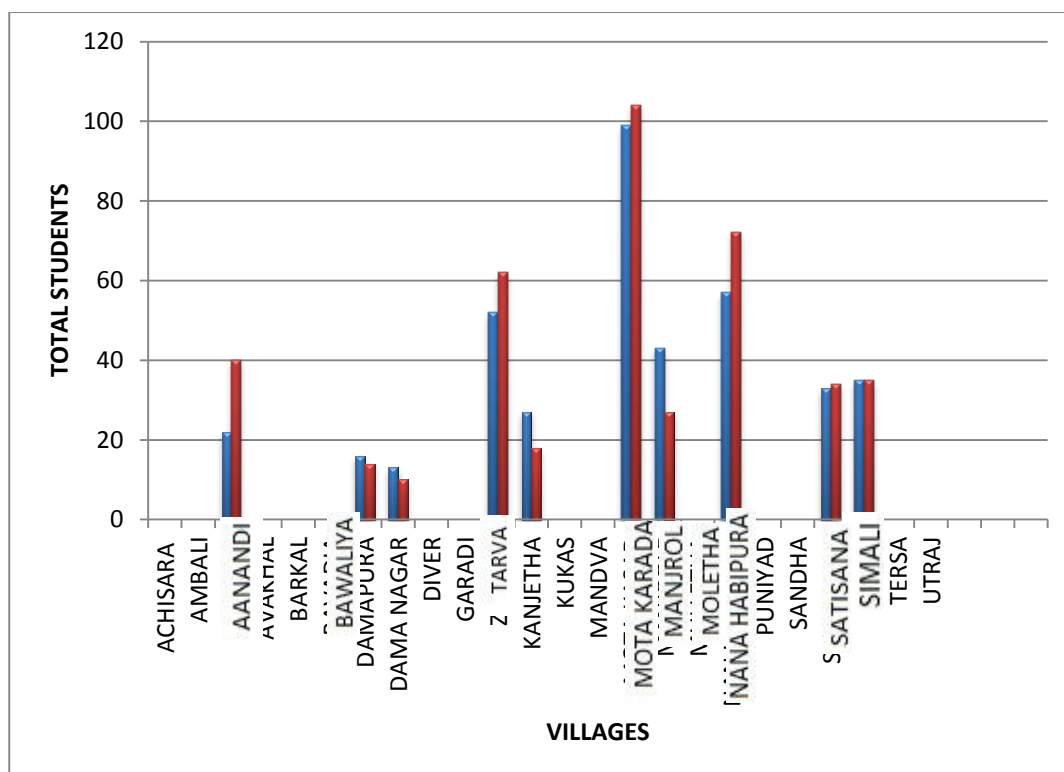
Figure 5.61 Village wise – Number of maternity hospital

The above graph shows that out of 24 only 11 villages had a Maternity hospital.



Figure 5.62 Village wise – Number of primary schools

It is seen that only 13 schools have the facilities of a primary school while remaining 11 did not have any school facility.

**Figure 5.63 Village wise- Gender wise students in school**

BLUE - BOYS, RED – GIRLS

It is found that Mota Karad has almost 100 students (male and female) attending their primary school, which is marginally higher when compared with schools from various villages. Villages such as Nana Habipura and Zanzad are almost par with student strength of Mota Karad.

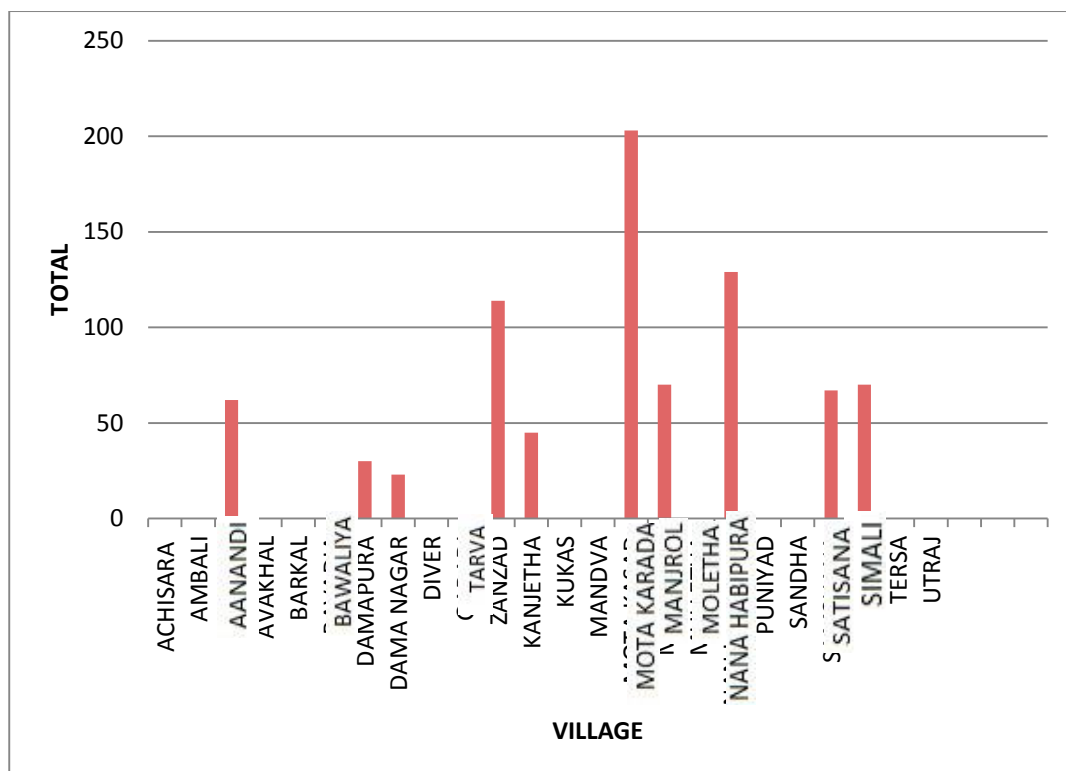


Figure 5.64 Village wise – Total student strength

It is found that Mota Karada has the most number of school going children from all the villages.

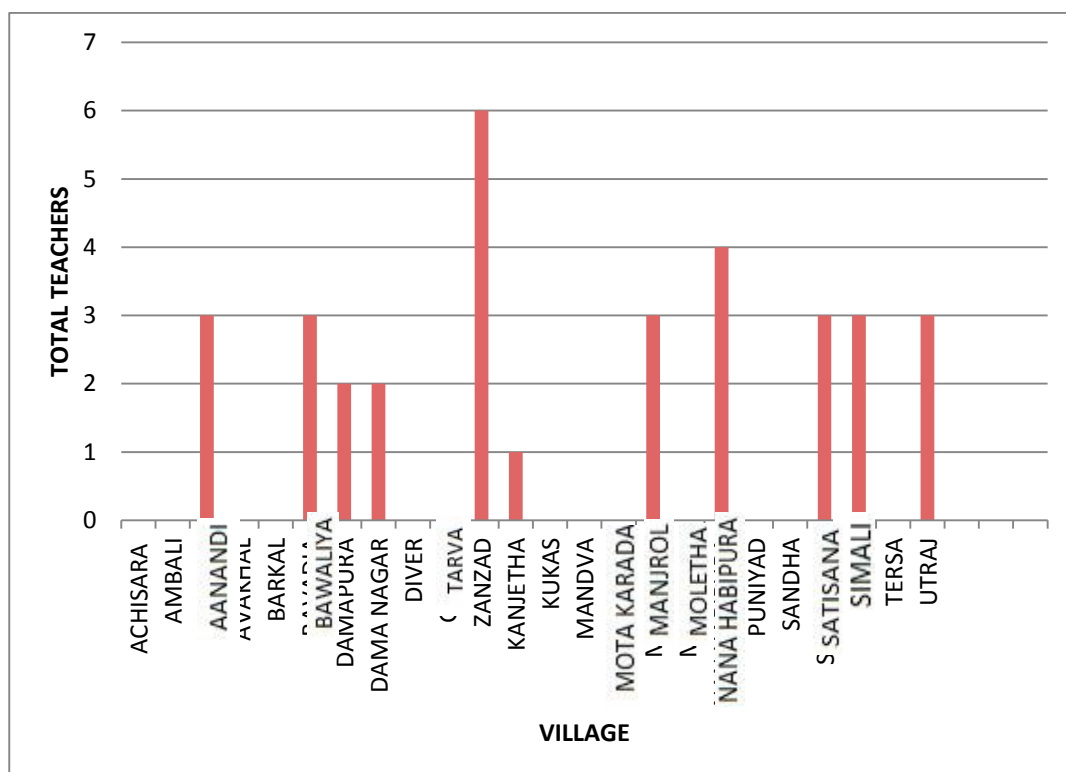


Figure 5.65 Village wise – Total teachers

The teaching staff of the school at Zanzad is high compared to the other village schools. The number of teachers in Zanzad School is 6.

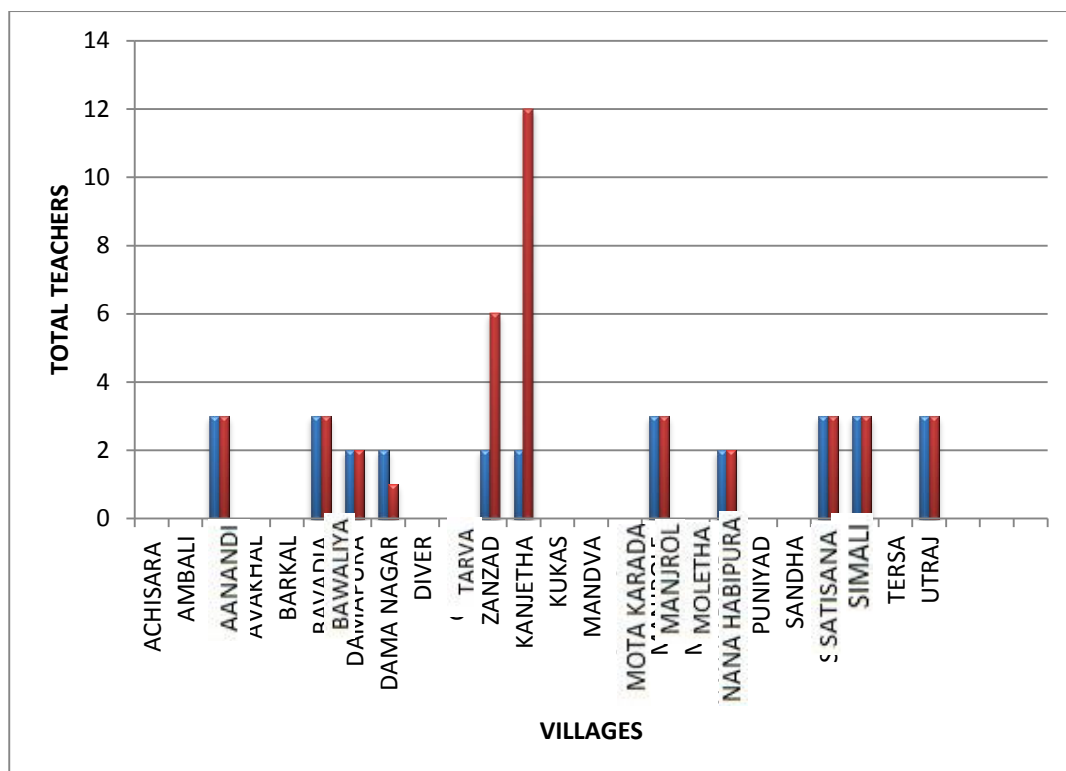


Figure 5.66 Village wise – Teachers post allocation

BLUE – NO OF POSITIONS GRANTED

RED - NO. OF POSITIONS FILLED

The graph represents a consist flow of the data, but the schools at Zanzad and Kanjetha stands out as, it is observed that excessive post is being filled.

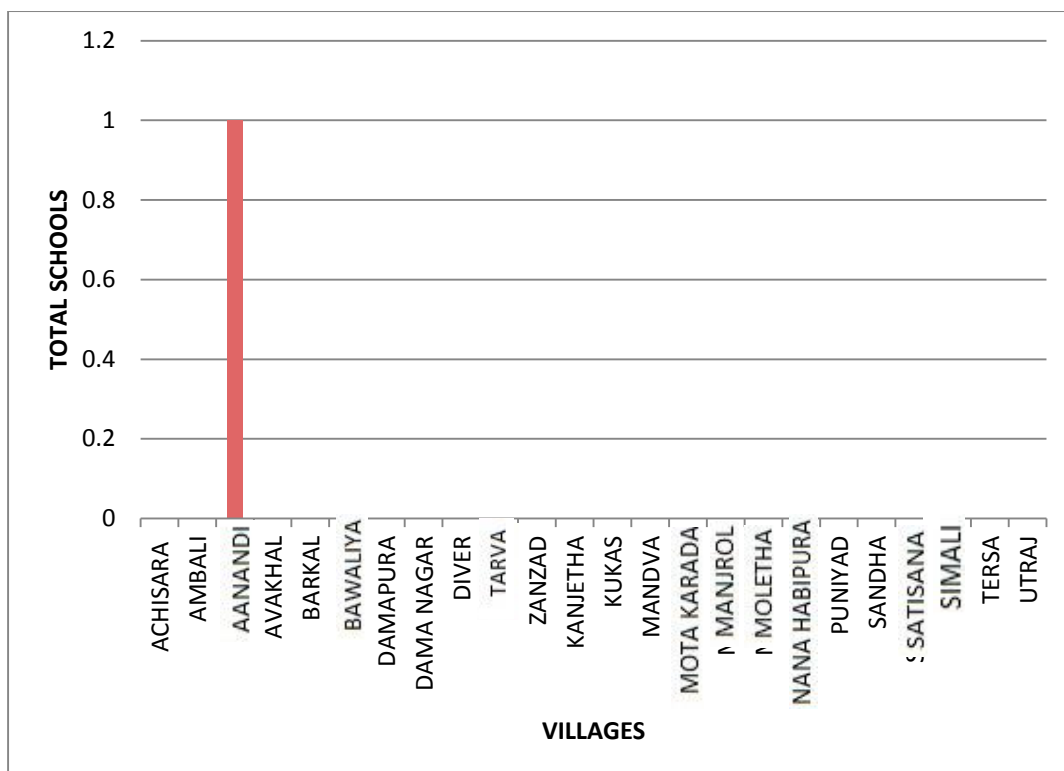


Figure 5.67 Village wise – Secondary schools

From 24 villages of Sinor block, only Anandi village has the facility of secondary schooling.

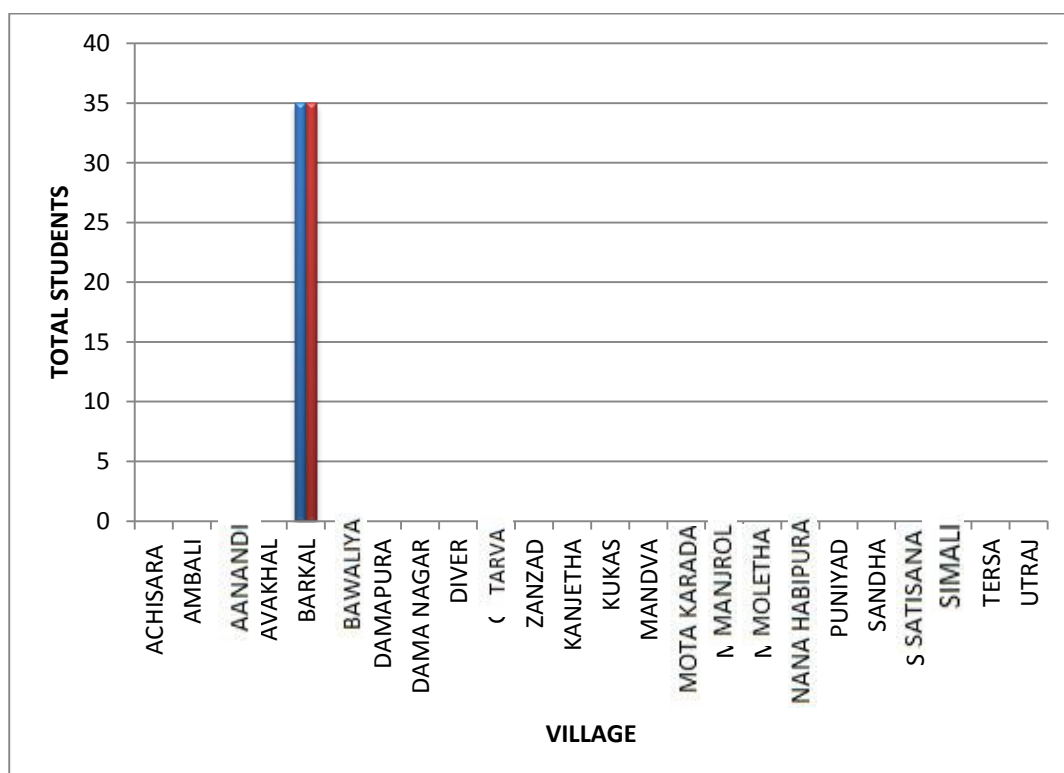


Figure 5.68 Village wise – Gender wise higher secondary students

BLUE- BOYS, RED – GIRLS

Among 24 villages, Barkal village has the facility of higher secondary schoolings in Sinor block. Equal number of boys and girls are found in the village of Barkal at the higher secondary school.

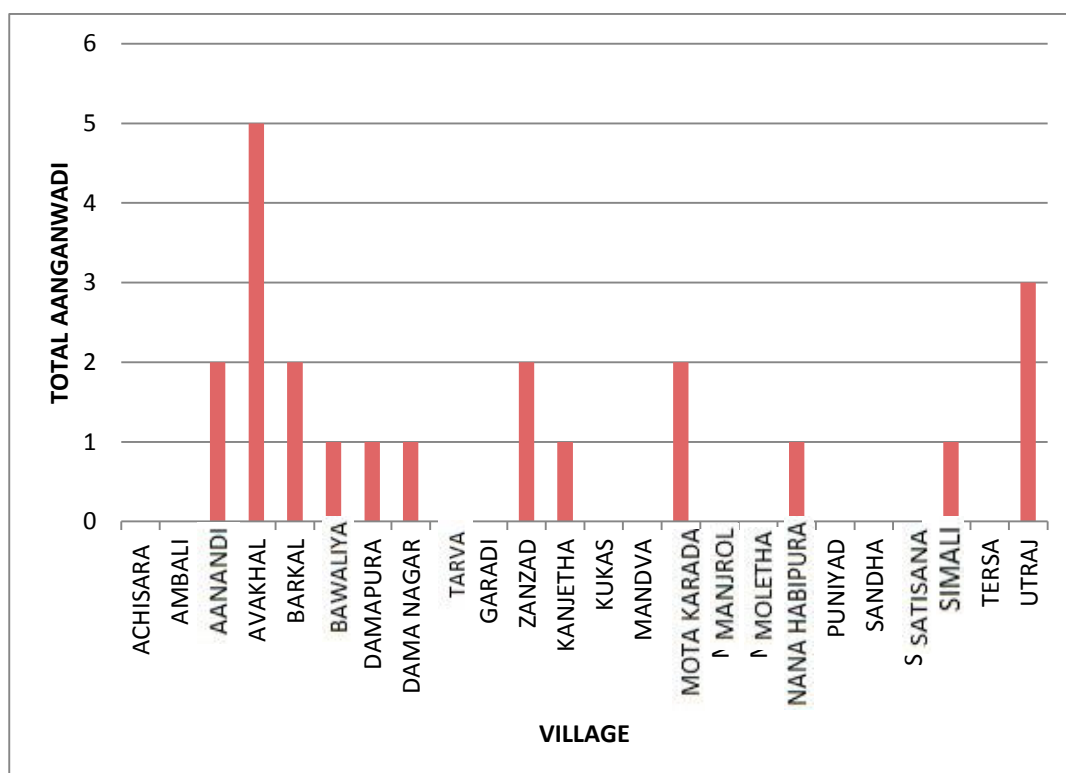


Figure 5.69 Village wise – Number of Aanganwadi

The number of Aanganwadi in the Sinor block is high in Avakhal village with 5 aanganwadis.

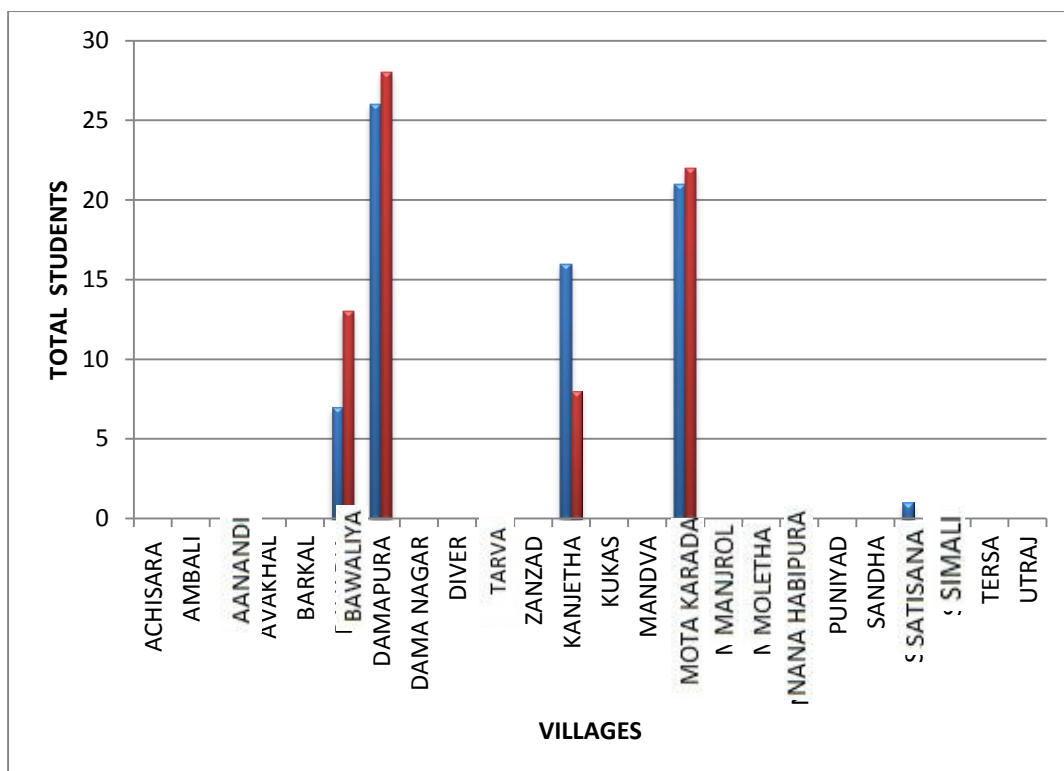


Figure 5.70 Village wise – Gender wise Anganwadi

BLUE –BOYS, RED – GIRLS

Four villages out of 24 of Sinor block display good growth in student strength. The village of Damapura displays good growth in the gender wise bifurcation.

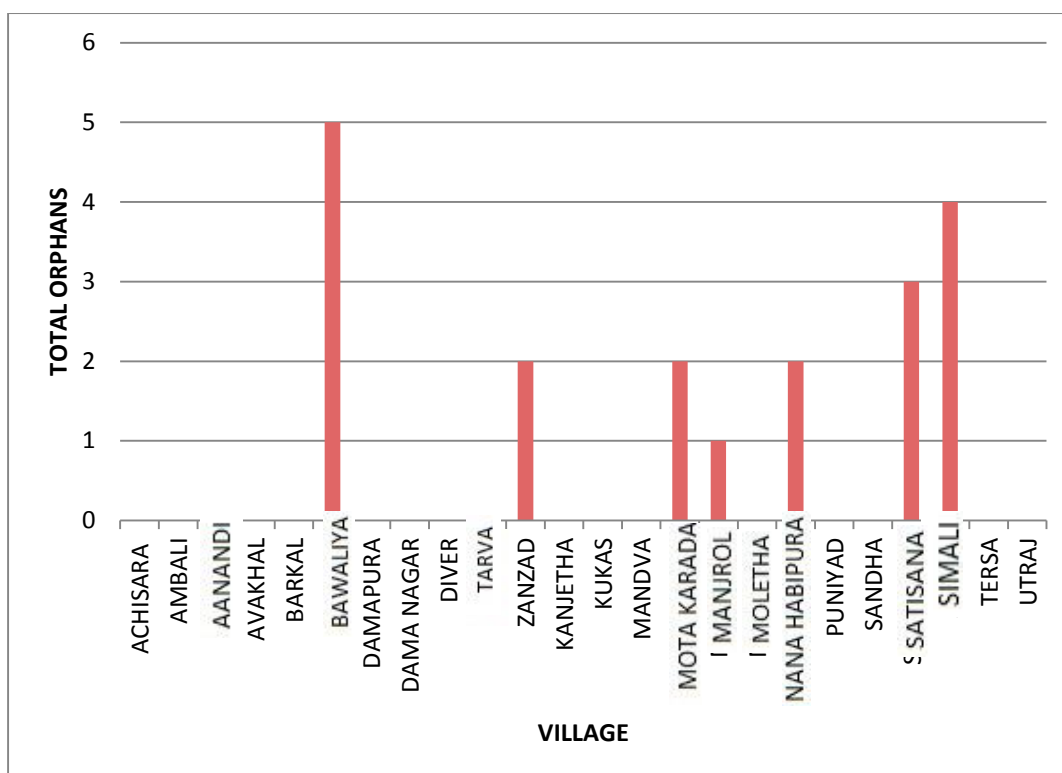


Figure 5.71 Village wise – Total number of orphans

The above graph shows the number of orphans in each village. Bavadia has the highest number of orphans followed by Simdia and Satishana. The lowest number of orphans are in Manjrol.

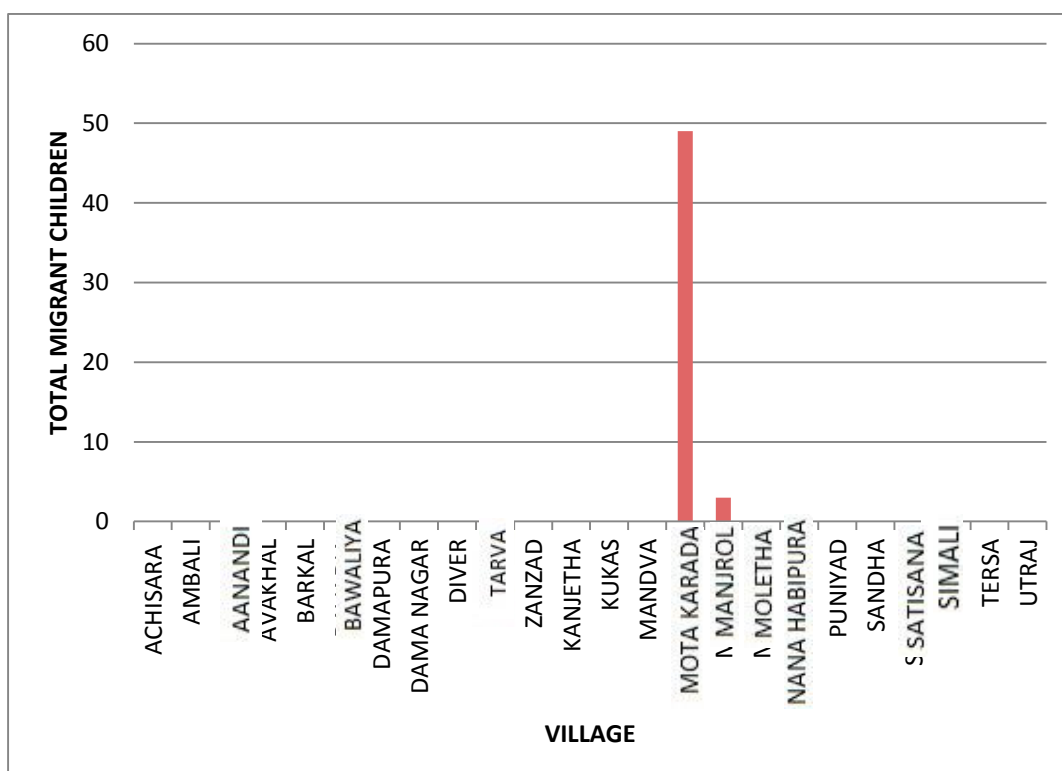


Figure 5.72 Village wise – Total migrant children

The total number of migrant children was only found in Mota Karad and Manjrol. Out of the two villages Mota karad had the majority.

5.3 INTERPRETATION

CHILD MARRIAGE

In a few nations on the planet, child marriage is an ordinary occurrence. Tradition plays a vital part. Exceptionally very young girls are compelled to wed older men. Every year there are an expected 14.2 million young girls who are victims to child marriage. The causes are complex, yet more often than not need to do with poverty and absence of education. Traditions and beliefs about the role of girls in society also contribute. Child marriage and adolescent pregnancy frequently imply that young ladies no longer go to class. What's more, the young ladies endure rationally and physically in the marriage. Numerous young ladies experience the ill effects of gloom and post-traumatic anxiety. Pregnancy for young ladies in India is a noteworthy reason for death in light of the fact that their bodies are as yet developing and are not yet prepared to have a child. Child marriage in India, as indicated by the Indian law, is a marriage where either the lady is underneath age 18 or the man is beneath age 21. Most kid relational unions include underage girls, large portions of whom are in poor financial conditions.

However, when we surveyed the village of Sinor village, the sarpanch informed us that there is no child marriage in the village. But while conducting survey we could interact with the girls that are married before age. Further ask to the people of the village if child marriage exist or happen in the village they said that they don't have knowledge about any child marriage or any marriage happening in the village. On top of that when we ask village people of about the age of the marriage and they without hesitation answer the perfect age for the age of the marriage that is 18 year of age for girls, and 21 year of age for boys. We could figure out that the child marriage is being done in the village so that the parent's burden is reduced. Reason behind child marriage was so that children will not engage in premarital affairs and anti-social activities. For example boys are engaged in eve teasing. Due to very young age in the girls when they don't have the exact knowledge of the menstruation, they are

married and end up being pregnant. Due to early pregnancy there is risk for the mother and there is more chance that the child is born with deficiency. Government has tried to catch the people who are engage in child marriage. But the village people does not inform the police about the same. There is sense of unity in the village report about the child marriage happening in the village. Villagers didn't give any correct data of child marriage happening in the village and acted as if there is no prevalence of the child marriage in the village. Due to lack education there is child marriage and they don't consider the effect while doing child marriage.

Child marriage is a traditional practice that in many places happens simply because it has happened for generations. In some communities, when girls start to menstruate, they become women in the eyes of the community. Marriage is therefore the next step towards giving a girl her status as a wife and mother. More than half of girls from the poorest families in the developing world were married when young children. Where poverty is acute, families and sometimes girls themselves believe that marriage will be a solution to secure their future. Giving a daughter in marriage allows parents to reduce family expenses by ensuring they have one less person to feed, clothe and educate. In some cases marriage of a daughter is a way to repay debts, manage disputes, or settle social, economic and political alliances. In child marriage where there is big age difference in the couple. For example the age of the girl is 15 and the age of the husband is 25 years. They are more chances marriage rape that is sex without the consent of the wife or doing brutal or unnatural sex.

SCHOOL DROPOUT IN THE VILLAGE

It is common knowledge that financial constraints or domestic chores are the main reasons cited by people for dropping out of education. But data from the National Sample Survey Office (NSSO) shows that 13 out of every 100 Indians between 5-29 years did not attend school or dropped out because they did not consider education "necessary." This proportion is significantly higher for school going kids between 10-14 years. In this category, one out of every three person who is not attending school said they considered education unnecessary. But during the village survey we could identify that they don't attend school is that due to parents not available in the house to send the kids to the school. Another reason is unemployment, there is no opportunity of the employment in the village that is why they parent thinks

that there is no need of education if they don't get any job and they have to migrate to another place for the job. As most of the job or the work in the village is agriculture work. Parents think that after the studies the kid does not get a job and has to work in the farm and that is true for the village. In several villages the school dropout is due to non-availability of higher education in the village. In most of the villages we surveyed we found out that the village does not have a secondary and higher secondary school in the village. However, they have to go to a nearby village for higher education which is very far away from the village. Also, there is no medium of transportation for the kids to travel to the village and in some instances they have to travel through the forest to go to another village for education. In some villages the village had made an effort to make available transportation for the girls but there were several cases of molestation during transportation. And that is why parents do not allow girls to go for higher education to the other village. Even if the kids are in the 6th grade in the school they don't even know how to write due to the prevailing education system that says that no kids should be failed up to 9th grade. There is also harassment of the girls while going to the village and that is why the girls don't like going to school. There are cases of girl molestation and harassment but due to the closed community they do not report to the authority and they worry about the backlashes if such cases are registered. The government has taken steps to make education available to all the kids in the village. The primary education for the kids is free and it is their child's right. In most of the villages we saw that they don't have proper and separate sanitation facilities for the girls during their teen age. We could also find out that the toilets of some of the schools were very locked.

CHILD LABOUR

According to the Indian Law if the child under the age of 14 is working with pay or without pay, it is called child labour. When asked the sarpanch and the people of the village if there is any kid who is doing child labour, they denied it. In fact in our village we could find out that the kids are doing child labour in the farm or in the hotel nearby, at the tea stall and at the shop. While in the urban we could find child labour on the bus and railway station. Moreover, in the marriages we can find child labour and they are also doing the work of the catering and also on the construction place. Child labour is also seen in the industry and chemical companies. The kids are working in hazardous industries where there is a high risk to their health.

Reason of child labour in the rural village is due to poverty. The parent thinks that if the kid will work, it will add up to their income to take of the family. Some other reason is that if the kids do not go the school then he or she can work in the farm, and earn money, and lessen the work load of the parents. School dropouts are also doing child labour as they don't have any other thing to do. Due to child labour the kids who are working are physically and sexually abused. Their health is also affected and there life expectancy is decreased. Due to lack of education the child are forced into child labour. Due to child labour, the kids who are working in the farm adapt the values and behaviour patter of the employer or their parents. As we saw that this child labour are getting a habit of eating betels and many of the parent also sent their kids to buy betels, so they get the habit of eating it.

ALCOHOLISM

Gujarat is dry state and according to the law alcohol is prohibited in this state. But still the consumption of alcohol is maximum in the Gujarat than any other state. When asked to the village authority and sarpanch if alcohol is still sold in the village that they denied it. But during the survey we could see the places where alcohol is made. While passing near the place where the alcohol is made we could smell it. While conducting the life skill activity with the kids we could find out the alcohol is still sold in the village. We even got some of the place where the alcohol is made through this activity. We could also find out that the some of owner of the Daru Aadda (Alcohol distillery) were widow women. As the husband of the women dies they become widow and the easiest way to make money is to sell alcohol. Most of the place of where the alcohol is made is at the end of the lane of the village. For the farm worker as they don't have much to eat due to poverty they consume alcohol so that when they work they don't get tired. At once instance where I could have a interaction with one of the Patel of the village where he said that drinking alcohol in the marriage has become and emerging trend even women do consume alcohol. This gives a negative impact on the kids where they see there parent consuming alcohol and the kids' think that is not a crime as every one is doing. When the kids become older he/she consume alcohol. Even the parent sends their kids to get alcohol for them. After drinking alcohol there are more domestic violence and child abuse. Due to more consumption of alcohol the health of the person is affected. They spent what they have earned for purchasing alcohol and they even some time sell the things of their

house to buy alcohol. Due to easy access it becomes very easy to consume it. The corruption with the authority and the very minimal fine if some caught encourage consumption of alcohol.

SANITATION

Father of the nation Mahatma Gandhi once said that sanitation is more important than political freedom. We can never solve poverty without clean water and sanitation. The person who does not have proper sanitation facilities they have to go out in the open areas and behind the bushes. Government has given sanitation facilities under subsidies rate and different schemes, where government provides the villager with amount to build the toilet and bathroom. According to our population surveyed, 60% of the them have lavatories facilities, of which 40% lavatories are self-financed and 60% are made under government scheme. However, the presence of the lavatories in the village is not the final solution; villagers are still going out in the open. When we asked them why they still go open when the still have lavatories facilities, few of them said that they felt very congested to sit in closed room. While some said that they don't want to adapt to the new facilities but want to go with the tradition. At one instance a person told us that he has to smoke to use toilet a in closed lavatory it is not possible him to smoke, so that is why he goes in open. Due to this there are children who are suffering from polio as not having proper sanitation is one of the major causes of polio. Where there are no facilities for lavatories they have to go out in the open and until they find a place to defecate they have to stop it. This has a negative effect on the bowels and impacted bowel can actually kill. Some said that they don't even know about the scheme, where government provides lavatories and bathroom.

CHILD PROTECTION COMMITTEE

The authority of every village told us that they do have child protection committee and it does conduct meeting once in a month. However, people of the village do not have knowledge about the same. We even could find the name of the member on the wall with not so good reputation in the village. During the survey we could observe that the meeting does not take place regular and this child protection committee is not active in the village. The people of the village do not know anything about it function. Even they don't know where to go when the children are having

dispute under the age of 18 years for the complaint. The villager does not even know about the rights of the children. They don't even know about the juvenile home. When asked about any child abuse going on in the village, everybody informed us that it does not prevail. However, we could find out the child marriage in the village. If the child protection committee functions well in the village there will be ban on child labor, child marriage and school dropout.

5.4 CONCLUSION

Current chapter focuses on the data analysis and interpretation data was collected with the help of survey forms related to family profile. The second form was that of village profile charts related to both the aspects are presented graphically. The next chapter presents finding conclusion and advocacy is presented.

CHAPTER VI

FINDINGS, SUGGESTIONS AND CONCLUSION

6.0 INTRODUCTION

Fifth chapter dealt with data analysis and interpretation. Sixth chapter deals with findings of the study. Data was collected using two tools Family profile and Village profile. Findings are reported according to the two tools administered in the field.

6.1 FINDINGS RELATED TO FAMILY PROFILE

Age

- Age at the time of marriage, 33% respondent responded that their age was between 16-20 years age group similarly 17% respondent responded that their age belongs to 21-25 years age group, where as 14% responded that their age was between 31-35 year, only 3% responded belongs to the age group of 26-30 years age group and around 39% responded does not responded for this question.
- The majority of population is between the age group of 31-40 years with 774 people. It was followed by the age group of 21-30 years with 765 people. However the third position was held by 41-50 years with a total count of 415 Individuals. Age group of 70 & above remained on the bottom with 53 observed.
- It was found that the majority of children's belong to 6 to 10 years of age group with 28% of children's Gender of children and the infants rate is very low with 4%. However the age group of 11-14, 15-18 and 3-5 are following each other with 25%, 19 % & 18 % respectively.

Sex Ratio

- It was noted that 48 % of village children are female and remaining are male. It can be seen that there is a balance between the sex ratio of children.
- It was noted that almost every child has the Adhar card. 92% of children hold adhar card and remaining 8 % do not hold adhar card & it includes infants too.

- More than 50 % of children's are studying in primary section. The rate of secondary is half as compared to the primary section. However the ratio of Pre-Primary and Higher secondary schools children are very low.

Illiteracy

- It was found that female illiteracy rate is higher than the Male. 883 people were found illiterate in villages among which 524 females and 359 males were found illiterate.

Government schemes

- It was found that 484 children are getting benefited under Scholarship Scheme of Government and 217 children are getting benefited under mid-day meal scheme. It was also noticed that only 30 children were aware about Sponsorship scheme and 2 about Palak Mata Pita scheme.

Source of drinking water

- It was clearly observed that the primary source of drinking water is Mini Water Scheme/ Tap and 81% of village population gets their thirst satisfied through this. It was noted that 16 %of population dependent upon Public well & 3% on Hand Pumps, in case of emergency.

House facility

- It can be observed from the ratio of KACHHA & PAKKA houses are similar which is 47% and 46 % respectively. In addition to this there are only 7% of RAW houses in the villages.
- It was recorded that 47% of houses were constructed under government scheme and remaining 53% were self financed.
- It was recorded that 61% of people are beneficiaries to Indira Awas Yojana and 26 % are beneficiaries to Sardar Awas Yojana. However Schemes such as maa vatsalya, jan dhan Yojana, maa amrutam and Swachha Bharat Mission for toilets were not much beneficial to people.

Bathroom and toilets

- It was noted that 60% of respondents have their own lavatories and 40 % of people don't. Thus 40 % of population still uses open farms and land for lavatories.
- Only 40% of lavatories were constructed under government scheme (like SBM) and majority of lavatories that is 60% of lavatories were self financed and were constructed by them.
- 66 % of respondents had their own bathrooms and 34% don't have it. Only 29% of Bathrooms were constructed under government scheme and majority of Bathroom's i.e. 71% of lavatories were self financed and were also constructed by the people themselves.

Electricity

- Almost all the respondents i.e. 999 people answered yes they have electricity at their places and only 47 respondents responded no for the same.
- Majority of respondents i.e.72% were below Poverty line and only 28% were above poverty line and could manage their earnings. Thus it can be observed that there was a high rate of difference between below and above Poverty line ration cards of the respondents.

Income

- It was recorded that 30% of individuals fall into 31 to 40 thousand income group, which is followed by 10 to 20 thousand and 21 to 30 thousand income groups with 20% and 19 % respectively. Only 11 % of respondents fall into 41 to 50 thousand group and 15% in 51 thousand to 1 lakh income group. The lowest position is held by 1 lakh and above income group.
- It was found that most of the males i.e 1314 were engaged into income generation activities and 432 females.
- It was recorded that 345 females were unemployed whereas 125 males recorded as unemployed.
- Majority of population i.e. 60% were farm laborers and 14% of respondents were dependent on agriculture for their earning. Moreover 12% of people are engaged into animal husbandry and 8% are working in a firm or an industry.

- Majority of children 840 were not engaged in any type of work while 63 children were found working in an income generation activities.

Health Care

- It was noted that 90% of respondents go to doctors & hospitals when they were sick and 6% of people still believes in superstitions and rely upon them. However 3% people still practice home remedies when they are ill.
- It was recorded 69% of people are not aware regarding any government facilities in terms of health care and only 30% of respondents know about schemes or facilities provided by governments in terms of health care.
- It was found that maximum number of respondents were aware about maa card scheme. 70% of respondents knowing about maa card. Whereas 5% of respondents had knowledge about 108 ambulance facility and 4% know about Rashtriya swasthya Bima Yojana. 20% individuals fall under other type of facilities.

Addiction

- It was recorded 418 people consume tobacco and 145 people were habitual to smoking. However 89 people were alcoholic and 552 people addicted to some or the other toxins.
- It can be observed that 64% of population were addicted to Tobacco (Vimal, Pan Masala) while 22% of population were addicted to smoking and 14% of population were addicted to Alcohol.

Child protection schemes

- It was noted that 841 respondents were not aware about any child protection schemes and only 72 respondents were aware about Child Protection schemes.
- It was recorded that 15 people knew about Palak Mata pita scheme, 17 about save the girl child Scheme, 7 respondents knew about chiranjeevi yojana, 1 respondent knew about schemes for disabled and 35 respondents knew about other government schemes regarding child protection.

- It was found that 93% (846 people) of respondents didn't have any information or awareness regarding child protection institution and only 7% (64 people) knew about child protection institution.

Child Protection Committee

- 689 respondents responded as they are not aware about any child protection committee in their village and only 201 people responded that they are aware about the workings of child protection committee.
- It was analyzed that 99 respondents didn't know the functioning of child protection committee whereas only 97 respondents knew about their functioning and information regarding child protection committee.

Age of Marriage

- It was found that 55 % of children got married between the age of 19 to 21 years, 29% of children got married between the age of 16 to 18 years, 12% children got married between the age of 21 to 23 years, 3% of children got married below the age of 15 years and only 1% of children got married between the age of 24 to 26 years.
- 493 respondents responded that 18-20 years was the best age to get married, while 425 responded 21 to 23 years. However 59 respondents responded 24 to 26 years was a good time to marry.
- 707 respondents responded that 21 to 23 years was a standard age of marriage for males whereas 224 respondents responded that 18 to 20 years as standard age of marriage. However 83 respondents responded that 24 to 26 years was a good time to get married and only 4 respondents responded that males should get married at 26 years or above.
- Majority of respondents 801 responded that 18 to 20 years was a standard age of marriage for females whereas 148 respondents responded that 21 to 23 years as standard age of marriage. However 62 respondents responded that 18 years was a good time to get married and only 11 respondent's responded females should get married at the age of 24 to 26 years. (however the data from field notes is contrary to the availed data through survey form).

- It was noted that 73 % (671) respondents didn't know and only 27% of them were aware about its importance.
- The reasons of child marriage were reported as 41 % Communities Social issues, 16% of female as a burden, 14% due to love marriage, 21% financial issues and overage comes to 8%.
- The data for child rights were reported as 50% of the respondents were aware of right to education, 18% of about protection against child labor, 11% of about protection against child marriage, 4% of about right of parents, 6% of about protection against mal treatment & abuse, 2% of about right to freedom of expression 1% of about right to birth registration obligation, right of adoption and other.

6.2 FINDINGS RELATED TO VILLAGE PROFILE

- It was found that out of 24 villages only 1 village (Damanagar) did not avail the facility of Mini water scheme.
- It was found that Avakhhal village had the maximum number of houses (almost 750), that was followed by Mota Karada which had nearly 650 houses followed by Anandi which had approximately 490 houses. These villages were followed by Manjrol, Satishana, Zanzad and Diver had almost the same number of houses. The villages that showed minimum number of households were Damanagar, Kanjetha, Bavadiya and Damapura.
- The village Barkal had equal number of kachha and pakka houses and few raw houses. Few villages namely Damapura, Damanagar, Zanzad had raw houses.

Post Office facility

- It was found that out of 24 villages only 16 villages had a Post office.

Transportation facility

- It was found that dairy industry occupies the second position in terms of village occupations but unfortunately out of 24 villages only 11 villages had transportation facility to reach till the dairy Centre.
- Out of 24 villages only 6 villages showed transportation facilities. Amongst, these 6 villages too Utraj showed the maximum existence of public transport. Only 2 out of 6 villages showed availability of private transportation. Remaining four villages had public transport facilities but almost negligible

- It was found that 12 villages had well-constructed roads while 2 did not have well maintained roads.

Panchayat Office

- It was found that out of 24 villages only 8 villages have Panchayat office.
- The overall graph shows that almost all the villages have agriculture as the basic occupation. It is seen that maximum households (almost 400) were agriculturally occupied.

Sex Ratio in Village

- It was observed that the ratio of both the sexes was almost equal with an exception in Mota Karada where the ratio of females had outnumbered that of males. There exist more than 1900 females in sharp contrast to only 900 males. Mota Karada was followed by Avakhal which represented almost equal number of males and females i.e 1600 males and 1600 females.

Co-operative committee

- It was found that out of 24 villages only 8 villages had one cooperative committee whereas Utraj had two cooperative committees.

Primary Health Care

- It was observed that out of 24 villages only 5 villages had primary health centres whereas 3 villages had sub centres.
- It was found that out of 24 villages only 5 villages had a doctor.

Milk Committee

- It was observed that out of 24 villages only 11 villages had milk committee in their villages whereas other villages were not availing this service.
- It was found that around 2000 liters of milk were deposited from Manjrol village, which was highest among all the villages.
- It was found that in Manjrol village around 185 milkmen deposit milk which was followed by Mota Karada and Anandi. In Barkal almost 60 milkmen deposited milk in Simdi and Zanzad only 41. The village where the number of milkmen were the least was Damanagar.

High school facility

- With regards to High School facility was found in Shinor within the reach of 3kms, followed by Sadhli i.e. within 4 kms each. Anandi and Dhaboi have the

maximum distance from the High School was Dabhoi i.e almost 20 kms and 14 kms respectively.

- It was observed that three villages had children who required protection. They were Bavadia, Mota Karada, Simdi and Zanzad. These villages had issues pertaining to children.

Forest Committee

- Out of 24 villages only 50% i.e. only 12 had forest committees.
- Existence of Maternity Hospital Centres was found only in four villages namely Diver, Zanzad, Mota Karada and Simdi. Remaining villages showed no signs of such facilities.

Maternity facility

- It was found that out of 24 only 11 villages had a Maternity hospital.

Primary and Secondary School facility

- It was seen that only 13 schools had the facilities of a primary school while remaining 11 did not have any school facility.
- It was found that Mota Karada has almost 100 students (male and female) attending their primary school, which was marginally higher when compared with schools from various villages. Villages such as Nana Habipura and Zanzad were almost par with student strength of Mota Karada.
- It was found that Mota Karada has the most number of school going children from all the villages.
- The teaching staff of the school in Zanzad were high compared to the other village schools. The number of teachers in Zanzad School were 6.
- It was observed that excessive post was being filled in the schools of Zanzad and Kanjetha village.
- From 24 villages of Sinor block, only Anandi village has the facility of secondary schooling.
- Among 24 villages, Barkal village had the facility of higher secondary schoolings in Sinor block. Equal number of boys and girls were found in the village of Barkal at the higher secondary school.

Anganwadi

- The number of Anganwadi in the Sinor block was high in Avakhal village with 5 anganwadis.

- Four villages out of 24 of Sinor block displayed good growth in students strength. The village of Damapura displayed good growth in the gender wise bifurcation.

Orphans

- Bavadia had the highest number of orphans followed by Simdi and Satishana. The lowest number of orphans were in Manjrol.

Migrant Children

- The total number of migrant children were only found in Mota Karada and Manjrol. Out of two villages Mota Karada had the majority.

6.3 Recommendations and Suggestions

Children are the future of the society so their basic rights need to be taken care of such as right to education, right to development, right to survival and right to protection.

- It is recommended that each village, should be both schools secondary and higher secondary. It will help in reducing the rate of child labor and child marriage.
- Transportation facilities should be available for children to go from one village to another village. It will lessen the dropout rates of children from schools.
- Serious steps need to be taken against child marriage and child labor may be fatal to the life of children. There can be issues related to; early pregnancy, miss-carriages, pre mature delivery, infant mortality, maternal mortality, mal nourished child, anemic mother, separation, divorce, increased financial liability, health issues and many more.
- In each village anganwadi functioning of anganwadi was not upto the mark. Sanitation and Hygiene were major concerns. Frequent surprise visit may be arranged in order to achieve status of healthy mother and healthy child.
- Availability of toilets were there in villages but most of them still defecate in open. It leads issues of cleanliness and hygiene. People don't make use of toilets even though they avail the facility of toilets. Awareness regarding usage of toilets along with technical improvement of toilets is needed.

- Tobacco and alcohol were easily available to villagers and one of the main reason is that it is too cheap to buy but very costly for their life. Serious punishments must be announced for the one who buys and sells it.
- There are many government schemes available for rural population but the major drawback is an ignorance about majority of schemes. Due to this they can't avail its benefit. It is recommended that awareness days be fixed and panchayat office takes up such issues in the regular gram panchayats.
- It is recommended that bride and the groom should have birth certificate and marriage certificate. It can be further extended that birth certificate be shown at the time of marriage.

6.4 Conclusion

After doing survey in Sinor block under the theme of “Child Protection” it has been observed that most of the villages did not know the importance of education and due to this the rate of child marriage and child labor was very high. Even children didn't know about their basic rights and it has taken as an advantage by their parents and caretakers for involving them in child labor. Children couldn't attend schools due to many reasons such as poverty, lack of transportation facilities and unavailability of high schools in their villages. Girls were not allowed to go to nearby village for further studies and it can also be considered as one of the reason for child marriages. In each village child protection committee was there but still the rate of child labor and child marriage is not reducing and this is something to worry about. The villagers were not aware about the child protection committees and when they were asked about it they informed about anganwadi. So they were very ignorant in this matter. The childhood is taken away by the parents with all this and no one is there to take action against those social evils.

It has also been noticed that most of the villages had liquor shops and this led many problems like various health issues, economic issues and social issues. It has to be stopped otherwise it will deteriorate their personal life as well as family life.

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