

A Case Study of impact of Child Defender movement in Nashik district during 2018 to 2020.

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Abstract

The Child Defender Movement has grown into a powerful tool for reintegrating out-of-school children into the schooling system. The goal of this study is to contribute to the current investigation into giving every child a chance by surveying whether the implementation of the Child Defender movement may lead to major gains in downtrodden OoSC and in what manner. The purpose of this study is to look into stakeholders' perceptions of the Child Defender experience, how it affects child's motivation, and whether or not significant improvements in increasing admissions in schooling systems among OoSC exist and can be measured. The Government of Maharashtra, in collaboration with its district stakeholders, launched an effort called 'BALRAKSHAK (बालरक्षक)', or 'Child Defender' movement, which included Child Defender movement, SARAL information, and training for system units. Using qualitative and quantitative data, this paper investigates whether the introduction of the Child Defender movement led in an increase in OoSC admissions and a favorable enthusiasm in learning about the curriculum. The findings revealed an increase in OoSC admissions in the education system, as well as a shift in the system's work-cultural understanding basically for Cluster Heads. This research will assist policymakers in determining the optimum criteria for admitting OoSC into the educational system. This article explains the project's origins and seeks to make inferences and conclusions based on data acquired during the Child Defender Movement's implementation in Nashik district in 2018-19 to 2019-2020.

Keywords: The Child Defender, BALRAKSHAK, OoSC, SARAL, Cluster Head

1. INTRODUCTION:

The fourth goal in the United Nations Sustainable Development Goals is 'By 2030, ensure inclusive and equitable quality education and provide lifelong learning opportunities for all. Since its independence, The Government of India has been working in this direction. The Constitution of India in a Directive Principle contained a provision for free and compulsory education for all children up to the age of fourteen years within ten years of promulgation of the Constitution. Despite the fact that this provision has been in place for 50 years, we have not been able to attain this goal. The task of providing education to all children in this age group gained momentum after the National Policy of Education (NPE) was announced in 1986. The Government of India, in partnership with the State Governments, made strenuous efforts to fulfil this mandate and, though significant improvements were seen in various educational indicators, the ultimate goal of providing universal and quality education still remained unfulfilled. In order to fulfil this goal, it was felt that an explicit provision should be made in the Part relating to Fundamental Rights of the Constitution.

Right to Education act advocates free and compulsory education to all children of age 6 to 14 years. According to section 3 of the RTE act, 'Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education' (RTE act, 2009)

Even after 10 years of the act, the target is not yet fully achieved. Issues like poverty, gender inequality, social discrimination and the unawareness of parents about education are the key reasons for this. "The Government of India implements the Sarva Shiksha Abhiyan (SSA) in partnership with the State Governments/ Union Territories and the local self- Governments. The modus operandi of SSA was to start informal educational centers in regions and hamlets not served by formal schools, run short-term camps for Out of School Children so that they can be brought back to formal

schools, improve infrastructure in existing formal schools to make it a better and attractive place for children, and fund appointment of Shiksha Sahayikas to supplement the number of teachers(Mukherjee, 2011).”

Background:

Elementary education was felt important during the freedom struggle of India. During the freedom struggle, the demand for free and compulsory education was one of the major demands.

After commencement of the Constitution, the verbatim of Article 45 was – “Provision for free and compulsory education for children – The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” (Article 45 has been later amended by the 86th amendment) This provision being a part of Directive Principles of State Policy was not enforceable by invoking writ jurisdiction of the Court as they were merely the directives given to the government for providing free and compulsory education to the children below 14 years of age. There was no right to education included in the part of fundamental rights at the time of commencement of the constitution. The writ jurisdiction can only be invoked upon violation of fundamental rights where the court may issue appropriate writ so as to secure the infringed right of the person. With the passing of time, constitutional jurisprudence evolved and interpretation of Article 21 was done in a liberal manner many times after the 1970s. Hon’ble Supreme Court in the landmark case of Mohini Jain Vs. State of Karnataka decided the issue as to “The right to life under Article 21 and the dignity of an individual cannot be assured unless it is accompanied by the right to education. The State Government is under an obligation to make endeavor to provide educational facilities at all levels to its citizens, whether the right to education is guaranteed to the Indian citizen under the Constitution of India?”(Supreme Court, 1992). Apex Court observed that mention of ‘life and personal liberty’ in Article 21 of the Constitution automatically implies some other rights, those are necessary for the full development of the personality, though they are not enumerated in Part III of the Constitution. Education is one such factor responsible for the overall development of an individual and therefore the right to education is integrated into Article 21 of the Constitution. In 1968 the Government of India had formulated the National Policy on Education, in response to the recommendations of the Kothari Commission. The National Policy on Education sought total reformation and aimed at extending the prospects of education to all sections of the society to accomplish the goal of harmony and integration. The policy suggested the provision of compulsory education to children in the 6-14 years age group as proposed in the Indian Constitution (NPE 1968). After the Unnikrishnan judgment (1993) which we have seen earlier, it became very clear that the right to education stands as part of the fundamental right. It was needed to shift the provisions of Article 45 (as it then was) to Part III of the Constitution. The 93rd Constitutional Amendment Bill was introduced in the Lok Sabha and was passed on 28th Nov 2001. Certain objections were raised to the bill but ultimately it was passed unanimously. Some of the proposals were that the Bill be expanded in scope to include all children from birth up to 18 years of age. It was also suggested that no obligation should be transferred upon parents as a part of the fundamental duty. As a result of which 86th Constitutional amendment was passed as: “21 A. THE STATE SHALL PROVIDE FREE AND COMPULSORY EDUCATION TO ALL CHILDREN OF THE AGE OF SIX TO FOURTEEN YEARS IN SUCH MANNER AS THE STATE MAY, BY LAW, DETERMINE”(Government of India, 2002).

If we compare UDISE data of December 2016 with census 2011, we can see that there are 4.20 lakh (Four hundred and twenty thousand) out of school children(Child defender, 2016). To bring these children into mainstream education is really important. To achieve this target, it is necessary to use the preexisting mechanism and promote good practices and encourage enthusiastic teachers to find out of school children and bring them into mainstream education.

Hence the problem here was - ‘**How can we motivate teachers to bring out of school children (OoSC) into mainstream education?**’

STRUCTURE OF PAPER:

The present paper has been structured as follows: In Section 1, the introduction of the paper has been designed along with the structure, important terms, aims and objectives and overall description. In Section 2 we discuss related research review work. In Section 3 we have the complete information about Child Defender Movement implementation. Section 4 shares data collection and analysis information about the survey templating system created for it, its advantages and disadvantages. Section 5 tells us about the methodology and the process of description. Section 6 tells us about the future scope and concludes the paper with acknowledgement and references.

2. LITERATURE REVIEW:

The History of Child Defender Movement:

Under the Right to Free and Compulsory Education Act 2009, the Advanced Educational Maharashtra Program has revolutionized the education sector in the last two years. The face of schools had been changed. The attitude of the supervisory system seemed to be shifting from school visits Officer to Mentor. It was the responsibility of the DIET and Education dept. to provide quality education to every child in the district. There is no one who denies the fact that even though it seems to be working, 100% of the children still didn't succeed in drawing the strength that comes to school(SCERT Maharashtra Pune, 2017).

Out-of-School Children with Irregular Attendance at Schools, Persons with Disabilities who regularly come to school but do not have various abilities are viewed as human beings by 100% of the teachers and the system has not been developed. For the important role of persons working in the education department for the children, a child protection link was provided under the Department of Equality. 1600 persons had been registered on this link. According to the link, 209 teachers had completed the task and recorded the information. Out of them, one-day training was conducted for 110 persons in Jalna District. Education had been completed and training of the remaining 110 persons was planned(SCERT Maharashtra Pune, 2017).

Work was underway through the Department of Equality, MSCERT Pune, Maharashtra, to make every person in the education department a Child Defender. Out of school, irregular attendance and migration free children were placed in the Child Defender Movement(SCERT Maharashtra Pune, 2017).

The State Government was committed to the effective implementation of the RTE 2009. As per the Right to Free and Compulsory Education Act 2009, the responsibility for the education of children in the age group of 6 to 14 years lies with the local authority. The concept of Child Defender had come to the fore with the priority of bringing quality education to schools. A. V. Foundation was a non-governmental organization working for the rights and entitlements of children. The work that the teachers used to do was not visible. Now the work that the teachers were doing was seen in the child defender movement. There are many laws about children which often lead to conflicts(SCERT Maharashtra Pune, 2017).

“A person who works from a humanitarian point of view to develop a child's basic ability to master the problem by understanding the exact problem(Child defender, 2016)”

A Child Defender was a school teacher. The role of individuals was important. At least two persons were being selected from each taluka and two persons from each of the centers in the area of various tribal dialects were being selected. Due to these difficulties, a movement based on egalitarian thinking was being formed to regularize out-of-school children and provide quality education to them.

Out of School Children found begging at the Basra Railway Station, Child Labor Hotel, Craft Shop, Handicraft Production Center Local Business, Children Found in Local Business, Children Seasonal Working School, Street Gymnastics, Traditional Traveling Business, Working Family Language and Foreign Labor Working Family, Person Mine Working Families Construction Workers, Brick Furnace, Sugarcane Workers Suicidal Family Dumping Garbage Scrap Garbage. Other Gender Individuals Attending but Irregular children Orphans etc. Some parents were seen migrating for six months to three months. 15 days a year due to migrant parents, school children were also migrated with their parents, which hindered their education. These children lagged behind other children and were more likely to drop out of school over time, so special attention needed to be paid to keep them in the mainstream(SCERT Maharashtra Pune, 2017).

The headmaster of the school, SMC members of the school, the education-loving citizen, the Sarpanch, the villagers, etc., helped everyone.

Under the guidance of the Department of Education and Sports, the Child Defender movement had gained momentum in Jalna district through Maharashtra Vidya Pradhikaran Pune Samata Kaksha from April 17. Due to the high migration rate in the Jalna district, children were being provided with the help of a seasonal hostel scheme through UNICEF. The migration was somewhat halted but in 2017-18, without any government funding, 5257 children were stopped for education in the village with the help of child defenders. In 2016-17, out of 105 seasonal hostel schemes, 2482 children were prevented from migrating. However, in the year 2017-18, there were 3273 children who were likely to be migrants. Special care was being taken to bring out-of-school children to school. In the presence of Hon'ble Nandkumar, then Principal Secretary Special Meetings for Out-of-School Children's Education Solapur Palghar Satara Ahmednagar Jalna Beed Latur Nashik Mumbai and Pune and Nagpur Divisional level meetings had been held. This was easily possible if we worked on this and a generation. He gave confidence to the child defenders that in one year, the problem of out-of-school children in Maharashtra was being solved and everyone came together and tried using technology. 100% of the children in the state were to be recruited and enrolled in the nearest school for the purpose of learning and their advancement. The equality-based child

defender workshop for those who were ready to work as Child Defender was organized on 16th March 2017 at Zilla Parishad Primary School, Karanawal, Taluka Mantha through public participation(SCERT Maharashtra Pune, 2017).

Built-up of Child Defender Movement:

1. Mantha taluka of Jalna District decided that more work needed to be done on quality among teachers and 100% improvement in schools in the taluka.
2. Teachers ensured that children go to school, 40 Child Defenders from Mantha taluka visited schools to see quality education at Gadhinglaj Inspired by school visit.
3. Quality education was being imparted to children during summer vacation in Mantha taluka.
4. District level workshops were conducted for the child guarding. 40 teachers were empowered through them.
5. Taluka level child defender workshops were being held in the district and taluka level quality class.
6. The issue of Out of school children and Child Defenders was being discussed in priority order in different dept. meetings.
7. The District Level Child Protection Committee meeting was extended under the chairmanship of Hon'ble District Collector.
8. A Taluka Liaison Officer of the DIET office and a person from the Education Department had been given responsibility and exchanged views about the work through a WhatsApp group.
9. Hon'ble Principal Secretary Guided in Pune proved to be excellent of the Jalna District.
10. After confirming the pockets of the potentially migrating villages, the Extension Officers, the Block Resource Persons, the Mobile Teachers were given a plan of action and an action plan was decided on the October 1, 2017, meeting.
11. From 12th to 16th October 2017, the first phase of Parent Dialogue Meetings, Home Visits, Initiation and Continuation of Public Awareness in the District was being done. It was ensured that education would be imparted in a proper manner.
12. We implemented the Education guarantee card scheme and held frequent parent-teacher meetings of the headmaster child-teacher and other teachers' school management committee to prevent migration.
13. It was requested to communicate with all migrant parents Search for children to be brought to school. Collectively, the issue of education of village children was discussed in the parents' meeting. The process of creating people's representative parent-teacher SMC among the village children was implemented by guaranteeing the safety and quality of the children as well as providing a humanitarian approach to the parents to manage the children during the migration period from the available social system.
14. All the systems were involved in building the relationship of love and respect. Language and Maths training programs were being conducted for the able-bodied children. Entrepreneurial social workers interacted to help the distressed owners.
15. Guidance was being given during various meetings and school visits.
16. A taluka level Sarpanch meeting was also held at Mantha on the issue of out-of-school children and Child Defenders. A parent contact campaign was implemented for eligible children.
17. This approach was being developed at the level of four school departments through egalitarian thinking. In order to develop all the components working in the education department, Child Protection workshops were conducted and experts were empowered through the selection process. Subjects have been included in attending various.

Workshop Planning and Information- Under the guidelines of the Advanced Educational Maharashtra Program,1600 people had been trained on the link. 800 people had been given one-day training by taking state level and departmental workshops Immigration was the root of the problem of out-of-school regular attendance. This person (Child Defender) was

coming to the original school. Work was being done to draw the person and strength from the education ward(SCERT Maharashtra Pune, 2017).

Where the quality of the school is good, the teacher-child interaction with the parents and the villagers, the proportion of out-of-school children had also come down to 0%. We could see from the work of Varvandi Tanda District Aurangabad and Shriram Tanda Taluka Mantha District Jalna School. The vision had helped children to come to school and progress of children. Little friends from books had been shared their experiences of the person and strength that children come to school. Humanitarian work for children's education means satisfaction and success. District Education Officer Kagal District Kolhapur had identified 269 children who had been migrated to the taluka and admitted them to a nearby school. Anita Sonawane Extension Officer of Sangvi, Bit, District Jalgaon. A search was conducted for 567 migrant children in Beed, 226 education guarantee cards were issued to 512 children who went abroad and 341 children who migrated to the district were given education guarantee cards to keep the children in the mainstream of the school. Charan Namdev Rathod Jagdish Kubde, Assistant Teachers, Santosh Gire, a resource person, Sopan Chandale, with the help of Jalna Class Teacher, Bansode Sir Saffron. Although he migrated to a brick kiln at a distance of 4 to 5 kilometers from the village for wages, he sent 3 children daily to a school in Zilla Parishad's Pithori Sirsagaon at a cost of Rs. 20 per day. More Guruji, who started the night study for all the children in the village with the help of the village, had started the night study for all the children in the primary school. Shivaji Dake Bazar, Wahegaon, Taluka Badnapur, had managed to cover 30 % of the school population with the help of some teachers and villagers. Even in Bhokardan village, 3 sisters were studying in the village without grandparents. The teacher, Mr Arsule, persuaded the parents to enroll the deaf child in the Zilla Parishad school without enrolling him in a special school. The boy had been coming to school every day for two years. Yes, the parents had been migrated and broken the cane, but the boy was coming to school every day waiting for Mr Kakade. There were 73 out-of-school children in Nandurbar, living with the help of neighbours and villagers, he was proficient in sports as well as studies. Zilla Parishad Primary School Asphalt Center Chitli Putli Taluka Jalna has succeeded in preventing the migration of 35 children with problems such as sports. Bageshwari Sugar Factory at Warfal Taluka Partur. Admission by School Warf Kayamkhani Both Swapnil Balu Awhad and Shubham Anil Kurhade, who was studying in class 2nd, were supposed to take their smart children with them when their parents migrated, but Ashish Patil, a teacher from Zilla Parishad, Javkheda taluka, Jafrabad, explained to the parents that the young children were staying with their grandparents. The teacher and the parents of the school children took care when the children were become upset by the memory of the father. Games, songs, stories and chats changed the mood of the children. It had been found that the honorarium paid to the caretaker was closed due to some reason. The quality is on the rise. Children from neighbouring villages are coming to school through public participation. School Room Compound, Construction School had been set up as a champion student in sports. Zilla Parishad Primary School Ramtek Chikhaldara District Amravati is the primary school in charge of Bhamragad MS Tembhurne, Ritesh Nilewar, Assistant Teacher, Municipal Council Akot District Akola had traced 26 out-of-school children and regularized 100% of them out of school. Students did not come to school out of fear but met their parents and brought them to school. He was succeeded in regularizing and empowering them to live with confidence. 87 out-of-school irregular children were studying in Madras's coming to pray in In Majjit, all the parents in the school were shown quality school videos in the state. The children were brought to the school by enlightenment. Measures were being taken to bring the beggars from the school who had never gone to school into the mainstream for 8 days in a row by following the police case and releasing the girls. The initiative of the Child Defender Movement had been taken through the District Institute of Education and Training. (MSCERT, Pune 2017)

3. METHODOLOGY:

Policy and initiative:

Under the Guidance of Hon'ble Nand Kumar, (Then) Principal Secretary, Ministry of Education, Government of Maharashtra, 'Pragat Shaikshnik Maharashtra' (Educationally developed Maharashtra) programme was undertaken by the Government of Maharashtra to impart quality education to all students in the state(Pragat Shaikshnik Maharashtra, 2015). Different landmark initiatives were started under this programme.

Maharashtra state Government Resolution dated 09th January 2017 laid the foundation of the Child Defender Movement. Section 8,9 and 10 of the GR discuss the problem of out of school children (OoSC). This Government Resolution mentions best practices at Aurangabad and Nandurbar district and expects the upscaling of the model for the state. A link was floated and committed teachers were invited to volunteer to be 'Child Defender'. Two teacher volunteers from a Kendra/block were assigned the role of Child Defender. Tribal areas and urban areas suffer the most from the problem of out of school children. Hence, two volunteers per cluster were assigned in the tribal area and five volunteers per cluster were assigned in the Urban area.

Child defender is a novel concept by Hon'ble Nand Kumar, (Then) Principal Secretary, Ministry of Education, Government of Maharashtra, where dedicated volunteers from the system itself reach out for different areas like the brick factory, sugar factory, industrial area, beggars' area, railway station and see if they can find out of school children. The volunteers will always keep their eyes open and will work in collaboration with the local body, School Management Committee etc. There are various reasons and problems for out of school children – poverty, illiteracy, social and gender inequality, lack of access to name a few. The Child Defender will have the right to deal with the problem on-field within his powers and will be expected to implement innovative and inclusive remedies to bring the children into mainstream education. The Child Defender may visit the child's place with School Management Committee members or others and try to convince the parents of the child. He can take the child to the nearby school, enroll him/her anytime throughout the year and ensure that the child gets all the support. The Child Defender will keep track and follow up on the academic progress of the child. The role of child defender would be to find out of school children and to ensure that he is brought to mainstream education.

Education Guarantee Card and SARAL portal played a vital role in tracking the children where family migration takes place in particular months. Education Guarantee Card was given to such children from their original school and was uploaded on the SARAL portal. The school nearby the area where the child is migrated would take note of the Education Guarantee Card and would offer all benefits to the child which he was entitled to in his original school. This helped to effectively deal with the problem of migration.

The objectives of the Child Defender movement are as follows:

- i) To identify Out of School Children and support them.
- ii) To admit Out of School Children to nearby schools.
- iii) To boost confidence in the system with values like commitment, sensitivity, accountability, and self-motivation.
- iv) To create awareness among stakeholders.

Training phase:

A link was floated all over the state and enthusiastic and committed teachers were asked to volunteer to be a 'Child Defender'. They were given the idea of the task beforehand. Dr Jagannath Darandale, Lecturer, District Institute of Education and Training, Nashik, Maharashtra lead the training in Nashik district. Under his guidance, 301 teacher volunteers were trained as 'Child Defenders' in Nashik district.

Implementation:

Teacher Volunteers who worked as 'Child Defenders' went to different places like brick factories, sugar factories, railway stations, bus stands, tribal areas and found out of school children and tried to help them.

The child defenders worked under the guidance of Cluster heads, Extension officers (Education), Block education officers, District education officers and District Institute of Education and Training (DIET). The Child Defenders took the help of local teachers, school management committee members, Sarpanch (Village Head) and Gram Panchayat and different local bodies. At a few places, this work was supported by different non-government organizations.

Participation was voluntary for the Child Defender Movement and mandatory for the Govt. School Teachers. All the participants were stakeholders from the district.

Instruments:

The Surveys were undertaken throughout the year, follow-up meetings, SARAL software submission data manual form of one-2 hours each and Education Guarantee Formats were conducted with the Child defenders, field Officers, Head Masters, teachers and stakeholders from the Nasik district. Discussion questions and instructions, carefully prepared by every Child Defender, instructors were inserted in a task sheet that delineated the weekly discussion topics and open-ended questions. Themes included: Living place, employment of family members, earning source, the local language, various problems, family members, multiculturalism, the role of family, city life, and current events. The questions were designed to be pertinent to students real-life, but at the same time mimic specific problems that were familiar because included in the course curriculum. While students were asked to study and prepare homework before the weekly session following the

topics assigned, they were allowed to extend the homework of their choice being the main focal point on the interaction, not the content. The surveys were organized according to the model described by the guidelines provided by govt of Maharashtra (2015): the first phase was constructed as an admission of OoSC, where students were admitted to schools nearby their residential place and shared information about everyday life. In this stage, students had ample opportunities to introduce themselves and to be acquainted with their teachers' home habits. As mentioned before, students were required to practice vocabulary and structures before the exam designed to reinforce their language functions. The next sets of Child Defender movement sessions centered on completion of grasping skills of concern grade in which students were admitted. In this phase, students responded very well to their teachers and other colleagues. In the last stage, with the help of exams, the skills of the students were evaluated by the Child Defenders. In this way, the hurdles for the out of school children were separated from these students. They were provided with school uniforms, mid-day meals, textbooks etc. from the local school and support was given by School Management Committee members of their concerned village.

4. RESULTS AND DISCUSSIONS:

Increasingly, this instrumental model of education proved unfair, inequitable, and incapable of meeting the growing demand for schooling. This demand meanwhile, was premised on the perceived role of education in determining life chances, enhancing quality of life, and helping to develop individuals, families, and communities (UNICEF, 2018). Data were collected using a survey and the submitted information on the SARAL portal of the state government portal. The mixed-method approach in the collection of data allowed the researchers to reflect on the effectiveness of the project from different perspectives.

Survey:

Each of the 301 Child Defenders nominated for Nashik District, were allotted various schools and villages. They got around and campaigns in their respective villages. They discussed with their School Management Committee members, Head Masters and Teachers and detected the Out of school children who didn't have a touch with the school system. All the detected out of school children were admitted to the nearby schooling system. Their parents had been counselled by Child Defenders and other systems of field officers. Then the information of that particular out of school children were being filled in the school register as well as the SARAL system of state govt portal.

The survey work was undertaken in Out of School Children found begging at the Basra Railway Station, Child Labor Hotel, Craft Shop, Handicraft Production Center Local Business, Children Found in Local Business, Children Seasonal Working School, Street Gymnastics, Traditional Traveling Business, Working Family Language and Foreign Labor Working Family, Person Mine Working Families Construction Workers, Brick Furnace, Sugarcane Workers Suicidal Family Dumping Garbage Scrap Garbage.

The data of the fig. 1 to 4 shows that there are significant numbers of out of school children i.e., 1106 in the year 2018-19 and 854 in the year 2019-20 are brought into mainstream education by Child Defenders all over the Nashik district (Govt of Maharashtra, 2020). At the end of the paper figures and graphs were submitted for further reference.

Here's a representative experience of a Child Defender.

“My name is **Jagdish Gangadhar Khairnar**. I am a primary teacher at Z.P. School Ubhade, Block: Igatpuri, Dist. Nashik. I am lucky as I got selected as *बालरक्षक*. I came to know that at a “Katkari Vasti” there are a few migrants and children. I approached the tribal place with our School Management Committee members and our cluster head hon'ble **Dhondage sir**.”

“As we go there, we found two out of school girls – **Gauri Vasant Wagh** and **Sunita Vasant Wagh**. They were admitted to **Z.P. School Ubhade**, I took care that they get free textbooks, uniforms etc. I think as a teacher this is great to feel that I could bring change in the life of these girls. Thank you.”

Limitations:

There is no common standard assessment to measure competencies acquired in Out of school children Child Defender movement project and criteria are difficult to establish due to the intangible nature of economic aspects. The time and calendar differences caused some difficulties in scheduling the sessions for both regular and out of school students.

Furthermore, the results of our Child Defender project should be interpreted with data collection due to the small size of data collected from the classes involved.

The proficiency and learning style mismatch between regular students and out of school students caused difficulty in understanding tasks that met the language needs of students of both groups. Several out of school students reported the inability of teachers and other students to keep the communication flowing in communication due to their lower language level. There were some limitations in continuation to students' performance and economic conditions also. The Teachers, Head Masters, Village Heads, School Management Committee members, various NGOs and other stakeholders tried their best to investigate 100% out of school children and admitted them into the mainstream of education system for the year 2018-2019 and 2019-2020, they got numbers of out of school children i.e. 1106 in the year 2018-19 and 854 in the year 2019-20 (Govt of Maharashtra, 2020). We are not sure that now there are no out of school children will found in Nashik district but our attempt was to get a solution for the burning issue of out of school children. Simultaneously, all the stakeholders, field officers, Team Masters, Teachers, NGOs, individuals are motivated by the work of 301 Child Defenders who worked hard in the district (Govt of Maharashtra, 2020). The highlights are that tasks should encourage a positive attitude towards the increase in enrollment, and provide opportunities for out of school students, but also be motivating. Motivation can positively impact admitting and learning, which could be observed in a Child Defender Movement among Nashik district, in which students detected and admitted to nearby schooling systems through surveys, visits and discussions with parents and other people from society. It is possible that the dedicated work of Child defenders and field officers might elicit different results.

Finally, creating carefully structured survey and innovative child defender movement and related responsibilities that enhance concrete access to schools represent a significant challenge facing educators over the future years (MSCERT Pune 2019)

5. CONCLUSIONS:

The Child Defender movement reported here investigated, (1) Child Defender movement was a successful initiative as it brought 1106 and 854 out of school children in mainstream education in educational years 2018-19 and 2019-20 respectively.

(2) This was made possible only because of the commitment of Child Defenders.

(3) The work of child defenders reflected into overall awareness about out of school children in all stakeholders.

(4) Children face different issues that forbid them to attend school, to address such issues a more humanitarian approach needs to be adopted by the system.

(5) The mindset of the Whole district field system was changed positively that we could bring everyone in mainstreaming.

(6) SMC, NGOs, and other stakeholders were involved in this mass movement.

(7) Students' perception of syllabus learning, its implication on students' motivation and improvement in language proficiency.

Despite the fact-findings are limited due to the small set of data collected only for 02 years, results were reported a gain in students' motivation, educational environment awareness, and overall development.

Moreover, from the comparison between regular students and out of school children, we have observed that the out of school children developed better communicative skills in all syllabus topics. To conclude, as instructors often have difficulties effectively incorporating communicative and awareness authentic activities throughout our curriculum, Child Defender Movements of the nature outlined in this article represent comprehensive tools that allow the thorough and methodical integration of mentality of parents and system holders in well-structured curricula even in novice level classes. Physical talks with parents and members of the target community give students increased opportunities for learning and completing school education offered opportunities for meaningful, personal, and authentic communication and grown-up development.

6. INFERENCES:

- (1) If the system is willing to make changes, it can do so even without any extra financial investment.
- (2) Administration needs to find best practices, promote them and make them universal in the system.
- (3) Motivation and appreciation are great tools to promote best practices.
- (4) Out of school children is a great concern, but if the system starts tracking out of school children, we can achieve the target of 100% enrollment.
- (5) The Child Defender Movement has global implications. It can prove useful in any context where there is the issue of Out of School Children.

ACKNOWLEDGEMENT:

We thank Dr Vaishali Veer, Principal, DIET, Shri. Rajiv Mhaskar, Education Officers (Pri.), Mr Sunil Jadhav, APO, Zilla Parishad, Nasik, Dr Jagannath Darandale, Dr Sunil Baviskar, DIET, Nasik for their comments and feedback that greatly improved this article.

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Tables and Figures

Figure 1- Showing data of Block-wise Out of School Children detected and admitted to nearby schools by Child Defenders for the year 2018-2019.

Sl. No.	District	Block	No. of OOSC Child detected and admitted in nearby schools	Age Group 6 To 14								Total		
				SC		ST		Muslim		Others		B	C	
				B	C	B	C	B	C	B	C			
1	NASHIK	BAGLAN	46	1	0	24	20	0	1	0	0	25	21	46
2	NASHIK	CHANDWAD	67	1	0	21	23	0	0	13	7	37	30	67
3	NASHIK	DEVLA	19	0	0	9	9	0	0	1	0	10	9	19
4	NASHIK	DINDORI	67	5	7	24	16	0	0	14	21	44	44	67
5	NASHIK	IGATPURI	32	1	0	4	3	0	0	13	9	20	12	32
6	NASHIK	KALWAN	18	0	0	10	3	0	0	2	0	12	6	18
7	NASHIK	MALEGOAN	128	0	2	63	29	0	0	3	0	66	60	126
8	NASHIK	NANDGOAN	113	0	0	21	29	0	0	14	16	48	65	113
9	NASHIK	NASHIK	79	0	0	19	15	1	2	11	12	33	32	79
10	NASHIK	NIPHAD	212	11	21	39	16	4	1	41	43	97	113	212
11	NASHIK	PETH	94	0	0	48	45	0	0	0	1	48	46	94
12	NASHIK	SINNER	50	0	4	11	16	1	1	0	2	24	20	50
13	NASHIK	SURGANA	42	0	0	23	19	0	0	0	0	23	19	42
14	NASHIK	TRIMBAK	100	0	0	63	46	0	0	0	0	63	46	100
15	NASHIK	YEOLA	18	0	0	0	1	0	0	9	0	9	9	18
16	NASHIK	NURC1	0	0	0	0	0	0	0	0	0	0	0	0
17	NASHIK	MURC	0	0	0	0	0	0	0	0	0	0	0	0
18	NASHIK	NURC2	0	0	0	0	0	0	0	0	0	0	0	0
Total			1106	24	47	389	364	0	0	137	132	569	528	1106

(Source: SARAL Data of Nashik District 2018-19)

Figure 2- Showing data of Block-wise Out of School Children detected and admitted to nearby schools by Child Defenders for the year 2018-2019.

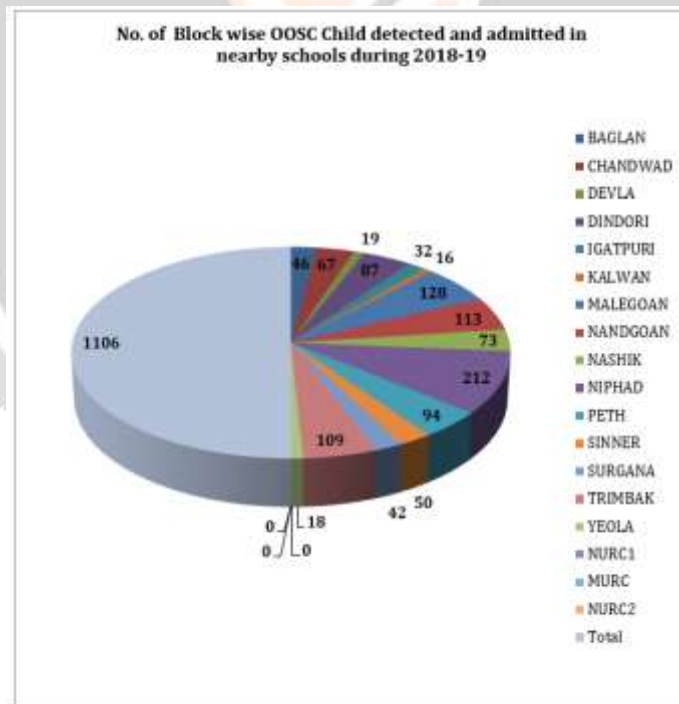
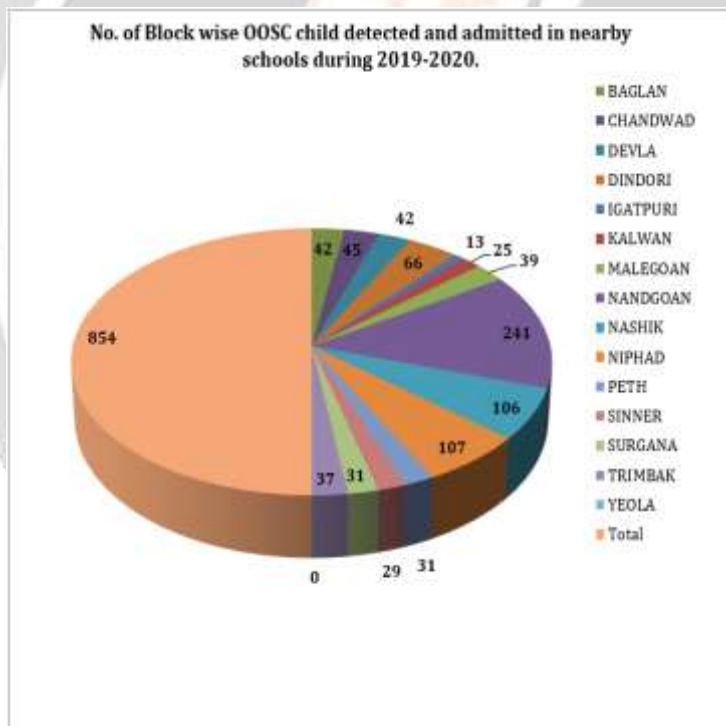


Figure 3- Showing data of Block-wise Out of School Children detected and admitted to nearby schools by Child Defenders for the year 2019-2020.

Nashik: Block wise Out-of-School Children detected and admitted to nearby schools 2019-20																			
Sr. No.	Block	Total	Age Group 6 To 14																
			MC		IT		GBC		VJ		ST		Others		Total				
			B	C	B	C	B	C	B	C	B	C	B	C	B	C	Total		
1	BAGLAN	42	2	1	18	14	2	1	8	0	1	0	0	0	0	0	23	18	42
2	CHANDWAD	45	2	7	8	22	8	3	0	0	8	0	0	0	0	0	13	22	43
3	DEVLA	41	2	1	12	34	2	0	0	0	8	0	0	0	0	0	17	23	42
4	DINDORI	66	2	3	24	19	1	0	0	0	4	0	0	0	4	2	23	31	66
5	IGATPURI	13	0	0	4	6	0	0	1	0	8	0	0	0	2	0	7	6	13
6	KALWAN	23	2	1	10	6	3	2	0	0	1	0	0	0	0	0	14	9	23
7	MALEGOAN	39	2	1	22	15	8	8	0	0	8	0	0	0	0	0	22	16	39
8	NANDGOAN	241	8	1	180	88	2	3	38	14	7	8	0	0	0	0	127	114	241
9	NASHIK	106	11	11	29	17	8	14	1	0	4	0	4	1	0	0	37	48	106
10	NIPHAD	107	1	7	41	31	11	4	0	0	1	1	1	0	0	1	41	46	107
11	PETH	31	0	0	28	18	0	0	0	0	8	0	0	0	0	0	28	11	31
12	SINNER	29	1	0	8	7	2	3	0	0	8	2	0	0	1	1	14	15	29
13	SURGANA	31	0	0	18	13	8	0	0	0	8	0	0	0	0	0	18	13	31
14	TRIMBAK	37	1	1	18	19	8	0	0	0	8	0	0	0	0	0	17	20	37
15	YEOLA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	854	37	14	328	291	29	30	20	14	22	22	1	2	0	0	448	406	854

(Source: S.G.R.U. Data of Nashik District 2019-20)

Figure 4- Showing data of Block-wise Out of School Children detected and admitted to nearby schools by Child Defenders for the year 2019-2020.



Appendix A: Experiences reported by Participants

Teachers as well as Students Comments and responses to our open-ended questions.

My name is **Jagdish Gangadhar Khairnar**. I am a primary teacher at Z.P. School Ubhade, Block Agarburi, Dist. Nashik. I am lucky as I got selected as **सहायक**. I came to know that at a 'Kathari Vasti' there are a few migrants and children. I approached the tribal place with our School Management Committee members and our cluster head hon'ble Dhondoge sir.

As we go there, we found two out of school girls – **Gauri Vasant Wagh and Sunita Vasant Wagh**. They were admitted to Z.P. School Ubhade. I took care that they get free textbooks, uniform etc. I think as a teacher this is great to feel that I could bring change in the life of these girls. Thank you.

Appendix B: Formats of Education Guarantee Cards

