

**RUNAWAY MISSING CHILDREN IN KARNATAKA  
STATE: CAUSES AND INTERVENTION STRATEGIES**

**A Thesis Submitted for the Degree of  
Doctor of Philosophy**

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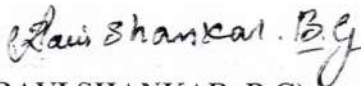
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## DECLARATION

I hereby declare that the thesis entitled “**Runaway Missing Children in Karnataka State: Causes and Intervention Strategies**” is the result of research carried out by me under the guidance and supervision of Dr. Ravindra D. Gadkar, Professor and Chairman, PG Department of Studies and Research in Social Work, Kuvempu University, India and has not formed the basis of my previous work intended for any degree or diploma before either in this university or other universities. This Thesis is being submitted to Kuvempu University, India for the award of Ph.D. Degree in Social Work.

  
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## **LIST OF ABBRIVIATIONS**

<b>BBA</b>	<i>Bachpan Bachao Andolan</i>
<b>CARA</b>	<i>Central Adoption Resource Agency</i>
<b>CCI</b>	<i>Child Care Institutions</i>
<b>CCL</b>	<i>Children in conflict with law</i>
<b>CDPO</b>	<i>Child Development Project Officer</i>
<b>CEOP</b>	<i>Child Exploitation and Online Protection</i>
<b>CIF</b>	<i>Childline India Foundation</i>
<b>CNCP</b>	<i>Child in Need of Care and Protection</i>
<b>CPCR</b>	<i>Commissions for Protection of Child Rights</i>
<b>CPSU</b>	<i>Central Project Support Unit</i>
<b>CTS</b>	<i>Child Tracking System</i>
<b>CWC</b>	<i>Child Welfare Committee</i>
<b>DCPS</b>	<i>District Child Protection Society</i>
<b>DCPUs</b>	<i>District Child Protection Units</i>
<b>DCRB</b>	<i>District Crime Record Bureau</i>
<b>DWCD</b>	<i>Department of Women and Child Development</i>
<b>ECCE</b>	<i>Early Childhood Care and Education Policy</i>
<b>FIR</b>	<i>First Information Report</i>
<b>ICPS</b>	<i>Integrated Child Protection Scheme</i>
<b>ICPS</b>	<i>Integrated Child Protection Scheme</i>
<b>IPC</b>	<i>Indian Penal Code</i>
<b>JJB</b>	<i>Juvenile Justice Board</i>
<b>JJB</b>	<i>Juvenile Justice Board</i>
<b>KSCPCR</b>	<i>Karnataka State Commission for Protection of Child Rights</i>
<b>KSCPP</b>	<i>Karnataka State Child Protection Policy</i>
<b>KSGCP</b>	<i>Karnataka State Girl Child Policy</i>
<b>MCB</b>	<i>Missing Children Bureau</i>
<b>MHA</b>	<i>Ministry of Home Affairs</i>

<b>MWCD</b>	<i>Ministry of Women and Child Development</i>
<b>NCMEC</b>	<i>National Center for Missing &amp; Exploited Children</i>
<b>NCPC</b>	<i>National Plan of Action for Children</i>
<b>NCPCR</b>	<i>National Commission for Protection of Child Rights</i>
<b>NCRB</b>	<i>National Crime Record Bureau</i>
<b>NGOs</b>	<i>Non Government Organisations</i>
<b>NHRC</b>	<i>National Human Rights Commission</i>
<b>NIC</b>	<i>National Informatics Centre</i>
<b>NIPCCD</b>	<i>National Institute of Public Cooperation and Child Development</i>
<b>NISMART</b>	<i>National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children</i>
<b>OHCHR</b>	<i>Office of the United Nations High Commissioner for Human Rights</i>
<b>PACT</b>	<i>Parents and Abducted Children Together</i>
<b>POCSO</b>	<i>Protection of children from sexual offences</i>
<b>PRI</b>	<i>Panchayath Raj Institution</i>
<b>RCMC</b>	<i>Runaway Category Missing Children</i>
<b>RHY</b>	<i>Runaway Homeless Youth</i>
<b>SAA</b>	<i>Specialized Adoption Agency</i>
<b>SCPS</b>	<i>State Child Protection Society</i>
<b>SCRB</b>	<i>State Crime Record Bureau</i>
<b>SJPU</b>	<i>Special Juvenile Police Unit</i>
<b>SP</b>	<i>Superintendent of Police</i>
<b>SPSU</b>	<i>State Project Support Unit</i>
<b>SSA</b>	<i>Sarva Shiksha Abhiyan</i>
<b>SSL</b>	<i>Special and Local Laws</i>
<b>UNCRC</b>	<i>United Nations Convention on the Rights of the Child</i>
<b>UNFPA</b>	<i>United Nation Fund for Population Activities</i>
<b>UNICEF</b>	<i>United Nations children's Fund</i>
<b>WHO</b>	<i>World Health Organization</i>

## LIST OF ARTICLES PUBLISHED

Sl. No	Name of the Author(s)	Title of the Paper	Name of the Journal & Year	Type of the Journal
1.	Ravi Shankar BG and Dr. Ravindra D. Gadkar	Family factors and Runaway Missing Children: A Review of Theories and Research	International Journal of Management and Social Science (IJMRSS),  Vol- 2, Issue- 4, October- December 2015. PP. 115 -119  <b>Publisher:</b> IRDP Group of Journals. Chennai, Tamilnadu, India	International Journal  ISSN 2394-6407 (Print)  ISSN 2394-6415 (Online)
2.	Ravi Shankar BG and Dr. Ravindra D. Gadkar	Missing children and runaway homelessness: A review on consequences of missing episode and homelessness	Dr. Ambedkar Journal of Social Justice and Development.  2016, Vol. 24, PP.170-185,  <b>Publisher:</b> Dr. Baba Sahab Ambdekar University of Social Sciences, Dr. Ambedkar Nagar (MHOW Indore) Madhya Pradesh, India	ISSN No. 0973-6646 (Print)  Reg. No. 56489/93  <b>UGC Journal No. 47885.</b>



*Preliminary Pages*

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# **RUNAWAY MISSING CHILDREN IN KARNATAKA STATE: CAUSES AND INTERVENTION STRATEGIES**

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## **ABSTRACT**

**About Present Research:** The present research has investigated the sources of runaway category missing children phenomenon and proposed the appropriate intervention strategies based on the research findings. Finally recommendations are provided to the concerned stakeholders in the matter of runaway missing children phenomena.

**Background:** The review of existing literatures confirmed that children who go missing from family home or child care institutions are at risk of maltreatment or exploitation. United States' Congressional Research Service Report 2018 stated that "Children who go missing—as well as children who are not missing—may be sexually exploited". In 2017, United States' National Center for Missing and Exploited Children reported a total number 26,956 cases (Individual missing and exploited children) handled by the case managers. Of these, approximately 9 out of 10 children were involved with runaway's incidence. The NISMART-3 household survey specifies that the rates of caretaker missing cases as 6.3 per 1,000 in 2013 "reported missing cases" and 3.1 per 1,000 in 2013 (as cited in Fernandes Alcantara, 2018). It is estimated that at least 8 million children worldwide go missing each year. In United States (U.S.) department of Justice, estimates that nearly 8, 00,000 children will be reported missing each year. An estimation of 2, 30,000 children go missing in the United Kingdom (U.K.) each year or one child in every 5 minutes (National Commission for Protection of Child Rights, 2013).

According to National Crime Record Bureau (NCRB) of India a total number of 48,162 children (Girls 29237 + Boys 18,835) below the age of 18 years were remaining as untraced/ unrecovered for the year 2015. In the year 2016 alone 63,407 Children

(Girls 41,067 + Boys 22,340) were reported as missing. In 2016 a total number of 55,944 children (35580 Girls + 20364 Boys) were traced/ Recovered. Total number of children remaining for search in the year 2016 was 55,625 (Girls 34,814 + Boys 20,811). In the year 2016 Madhya Pradesh state reported highest number of Missing children Incidences means 8,503, followed by West Bengal 8335, Delhi 6921, Bihar 4817, Tamil Nadu 4632, Maharashtra 4388, Telangana 3679, and Uttar Pradesh 2903. State wise and Union Territory wise data regarding missing children in India for the year 2016 is provided in Appendix 2 (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017).

In Karnataka State according to NCRB of India a total number of 2281 children (Girls 1062 + Boys 1219) below the age of 18 years were remaining as untraced/ unrecovered for the year 2015. In the year 2016 alone 1943 Children (Girls 889 + Boys 1054) were reported as missing. In 2016 a total number of 2733 children (1328 Girls + 1405 Boys) were traced/ recovered. Total number of children remaining for search in the year 2016 was 1491 (Girls 623 + Boys 868) (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017). In the month of March 2018 alone a total number of 397 Children were reported as missing in Karnataka State, of these further 282 children were recovered/ traced. For the last one year in 2017 about 2453 children went missing of these 2017 children were recovered/ traced (Ministry of Women and Child Development, Government of India, 2018).

**Statement of the Problem:** Primarily, every child necessitates good parental care, love, affection, emotional support, supervision, protection and adequate basic needs in a pleasant and safe family home environment. Secondly, for the safe childhood they also required safe community environment, friendly school environment, good peer network/ relationships and supportive civil society for the overall development. Thirdly, children who are vulnerable, in problematic/ risk situation requires appropriate prevention, protection, welfare and rehabilitation services/ interventions by the concerned government and social systems. Absence or failure of any of these ideal conditions and

obligations leads to several issues of children and adolescence. Thus runaway category missing children phenomena is also found as one of the children issues in many societies.

**Justification for the Present Study:** Any form of research efforts for the best interest of vulnerable children contributes to the knowledge base of children development and plan the appropriate intervention to address the children issues. Status Offense Reform Center (SORC) in United States identified research gaps in relation to runaway youth such as - Outdated prevalence data on runaways, Disparity of system responses towards runaway, and Interventions for runaways (McKinney, May, 2014).

In India very less number of studies has been conducted regarding missing children issues. Bachpan Bachao Andolan (BBA) New Delhi, a reputed NGO has conducted a study regarding missing children based on the data collected for the period of 2008-2010. In its methodology Parents' complaints to BBA was the main source of primary data. In the book titled Missing Children: Who Cares? (Published by Don Bosco National forum for the young at risk, New Delhi, India 2014) author Joe Prau has collated statistics, relevant laws, guidelines, court rulings, initiatives and interventions of government agencies based on the secondary sources (Prabu, 2014). A socio legal study on missing children from Gujarat state of India attempted mainly to understand the profile of 73 missing children in general, their behavior, police response, parent's description on episode and parental concerns. This study was based on the data of Missing Person's Bureau, Police Bhavan, Gandhinagar from 2000-2011 (Mao, 2012).

Report of the India's National Human Right Commission (NHRC) Committee on missing children recommended research to know more on missing children issues (National Human Right Commission of India, 2007). Review of recent studies, statistics on missing children incidences, consultation with local government departments and non-government agencies by researcher have revealed the need for research to know more about runaway/ missing children phenomenon in India. Even in Karnataka no empirical research has been conducted regarding runaway category missing children. Therefore the

present research was carried out regarding runaway category missing children based on the data of police authority which is considered as more authentic and reliable.

**Aim and Objectives:** The aim of the present research was to examine the underlying factors of runaway category missing children phenomena in the social context of Karnataka State and propose the appropriate intervention strategies based on the research findings.

Following specific objectives were accomplished under the present research.

- 1) Described the demographic and socio-economic background of the respondents and children having history of runaway incidence.
- 2) Ascertained the immediate situational factors of runaway incidence of children.
- 3) Examined the past history of family and child health and school education background of children having history of runaway incidence.
- 4) Measured the Pre-incident parenting practices, Behavior of children in home environment, School adjustment and Peer relationships based on parents perspective and analyze its relation with profile of the respondents and children.
- 5) Recognized the existing constitutional provisions, polices, legislations, Programs and interventions in relation to missing children issues in India.
- 6) Proposed the intervention strategies to the concerned key stakeholders based on the research findings.

**Review of Literature:** The review of previous literatures comprised a total number of 78 studies/ works based on the international/ national journals, books, and reports published from the year 2000 to 2018. The reviews of the relevant studies/ research have been organized under three major themes i.e. Factors of runaway incidences of children and youth, Consequences of runaway incidences of children and youth and Research trend concerning Runaway children and youth. This review of literature found that most of the studies regarding runaway children were from western countries. But still in recent years very less number of studies were conducted based on missing children data of police authority. In India sufficient reports are available on estimation of number of reported/

traced and untraced missing children and documents on responses of government and Non-government agencies. But very fewer research studies are found concerning runaway missing children. Specifically in relation to the social context of Karnataka State no single systematic studies are available on the theme runaway category missing children. This review also found the dearth in research that has focused on the intervention strategies in relation to runaway missing children phenomena. Considering these gaps in previous research the present study was carried out to investigate the causes of runaway missing children phenomena in the social context of Karnataka state based on the data of police authority which is most reliable and factual.

**Theoretical Framework:** As part of review of literature researcher attempted to introduce and describe the prominent theories, perspectives concepts, variables, models and assumptions that are formulated to explain, predict, and understand the child psychology and development including factors that are associated with runaway children phenomena in general. The first part of this chapter emphasis on General Theoretical Orientation (such as Psychoanalytic Perspective, Learning Perspective, Cognitive-Developmental Perspective, Ecological Systems Perspective, Parenting Practice perspective, Peer Relationships Perspective, Motivation Perspectives, Child Development Theoretical Perspectives, Attachment Theoretical Perspective, Other Relevant Key Concepts and Propositions) The second Part of this chapter organized Central Idea of Theoretical Approach Adopted for Present Research and finally operational definition of the key Concepts/ Variables are specified. Contents of this chapter are based on the review of relevant books and recent research papers published in the national and international journals (i.e. a total number of 30 literatures/ Studies were reviewed).

**Policy and Legal Framework:** A total number of 58 literatures/ documents were reviewed for the purpose of policy and legal framework under the present research. As part of review of literature the current study recognized the Constitutional Statements, Policies, Legislations, Programs and Intervention strategies of India concerning children in general and Missing Children in specific. These initiatives ensure Children

Development, safe guard Child rights, protection, and wellbeing in the country. For better understanding National Level, State Level, District Level and Block/ Taluk Level Response were presented.

**Methods and Materials:** The extensive review of literatures and consultation with concerned agencies revealed that there is scarcity of empirical research in the area of runaway category missing children phenomena in the social context of Karnataka State. Hence the present research had adopted exploratory cum descriptive research design for its purpose. The present research basically embraced quantitative approach. This study considered deductive logic method to solve the research problem and a multi theoretical methodology was utilized. The present study was conducted in Shivamogga District of Karnataka State (India). The universe/ Population of the present research was Runaway Category Missing Children who have presented the history of runaway from a family home and such incidences were reported to police authority by concerned primary caregivers or close relatives for the help of searching missing child. Individual runaway category missing child (aged 6 through 17 years) was considered as unit of analysis. After taking permission from police authority researcher reviewed the 'Missing Person Registers' for the period of total 5 years i.e. from the year 2011 to 2015 and then prepared sampling frame. A total number of 272 samples were recruited. Primary caregivers of the children (having history of runaway from family home) were respondents of the present research. Inclusion and Exclusion criteria were determined before data collection. The secondary sources of data were collected from University/ Research center libraries, concerned governments and non-government agencies, Medical Institutions, and experience survey as listed below. The primary data were originated from 272 respondents who were primary caregivers of the children having history of runaway from home.

For the purpose of primary data collection a Parent Version semi-structured Interview Schedule was developed in both Kannada and English language. Data collection method implemented quantitative approach. The measurement instrument was comprised of 8 main sections and 98 closed ended Questions Item (Demographic and

Socio-economic characteristics of the respondent and child having history of runaway from home, immediate situational factor of runaway occurrence of children, Pre-incident history of Child and Family health, Parenting Practices of the primary caregivers, Behavior of the child in home environment, School Education Background of the Child, School Adjustment of the child, and Peer relationship of the child. Before collecting the primary data for the main research a pilot study was conducted to pre-test practicability of the interview schedule with ten respondents who fulfilled the inclusion criteria. Finally Researcher collected the primary data from the study respondents through home visits and personal interview from September 2016 to January 2017.

Entire data processing was performed in computer using SPSS Version 23 statistics processor. Both descriptive and inferential statistics techniques were utilized for primary data analysis. Descriptive statistics techniques performed to describe the variables with regard to demographic and socio-economic characteristics of the respondents and their children having history of runaway incidence. In order to analyze the relationship between study variables inferential statistics technique was utilized such as cross tabulation and Pearson Chi-Square Test of independence. Ethical consideration and limitations of the study are clarified.

**Profile of the study area, respondents and unit of analysis:** The present research was conducted in Shivamogga District of Karnataka State in India. Primary Caregivers of the 272 children (having history of reported runaway missing incidence) were respondents of the present research. The Profiles of respondents based on the primary data revealed that majority of the study subjects are from age group of 40 through 45 years; most of the respondents are Female than male; majority of the respondents relationship with the children was mother; many respondents are from Urban Residence or Community background; most of them are from Shivamogga Taluk/ Block; large number of the respondents use Kannada language as their mother tongue in the family; most of them are from Hindu Religion; that large share of the respondents are from Other Backward Class; great proportions of respondents are from nuclear family; most of the respondents are from middle school education background; majority of respondents are engaged in non-



economic household duties; most of the respondents are from the family of getting income of 50000 through 70000 rupees; more than half of the total respondents inhabit in livable house condition.

The Profiles of unit of analysis based on the primary data discovered that many children those who have presented the history of runaway incidence were boys than girls; The largest age segment of the runaway children was 17 years; Most of them were studying in secondary school; when they left home, majority of the children were studying in government school system; Most of the children having history of runaway were going to school regularly; Many children having history of runaway incidence were studying in the schools where Kannada language was medium of instruction in classes; many children were attending school; many children (57%) were brought up in the family where issues with basic needs were present; Many respondents reported basic needs issues in relation to poor house condition, many children were free from harmful substance use; many children were free from the experience of unpleasant event in the family.

**Results:** Outcomes of the present research are presented in Chapter 7 with title “Causes of Runaway Missing Children Phenomena”. Results of the present research revealed that both rural and urban communities have equally contributed to runaway incidences of children, majority of the runaway children were from the families of large town areas, Hindu religion, other backward classes, parent father as head, Nuclear family units, poor house condition, median annual income of 50000 rupees, lack of basic needs, Parent fathers depending on harmful substances, Parents having less than middle school education, Parent father with self-employment in the non-agricultural domain, Parent mother engaged in household duties.

Profile of the runaway missing children indicated that both boys and girls more or less equally represented runaway incidences, many of them were from adolescent segment with median age of 16 years, studying in secondary school followed by senior secondary school, studying in government school opting Kannada medium, free from

health issues, not using harmful substances, free from unpleasant major family event, literate, regularly going to school, the history of frequent changes in their school admission, continuing standards of school education and many children among those who discontinued their school education were engaged in home based activities or going to work for income.

The immediate situational factors of runaway incidences of children revealed that highest number of children were runaway from home because of their involvement in romantic relationship; Secondly, due to School education matters (i.e. lack of interest in going to school/ studies, School related difficult experiences/ issues, repeated parental pressure for studies/ verbal abuse for poor academic performance, and parental strict discipline / supervision); and Thirdly, because of contact with less positive peer relationships and interest in income based jobs/ search of a job.

The overall results of the inferential statistics clarified that majority of the runaway missing children were from the families of dysfunctional Parenting Practices and presenting Poor adjustment behavior with their school education. But on the other hand most of the children were presenting Positive Behavior in home environment, and had Positive Peer relationships before runaway from family home.

In specific, with regard to immediate situational factors of runaway incidences inferential statistics (Chi-square test of independence) result confirmed that there is no difference in immediate situational factors of runaway incidence of children based on type of community background (i.e. Rural and Urban), annual Income of the family (i.e. earning below 50,000 rupees and above it) and Type of school (i.e. government and non-government school). On the other hand there is significant difference in immediate situational factors of runaway incidence of children based on Gender of the Child (Boy and Girl), Education Level of the Children (Before and After Secondary school) and Social Category of the children (Scheduled Tribes and Caste).

Inferential statistics result with regard to pre-incident parenting practices of the primary caregivers confirmed that there is no difference in parenting practices based on the type of community, occupation of the child's mothers, and occupation of the child's fathers. However there is significant difference in pre-incident parenting practices of primary caregivers based on Religion of the families (i.e. Hindu and Non-Hindu), Education level of the parent Mother (i.e. Primary School and above it), Education level of the parent Father (i.e. Up to middle school and above it) and Annual Income of the Family (i.e. earning below 50,000 rupees and above it).

Inferential statistics result with regard to Pre-Incident School Adjustment behavior of the Children has confirmed that there is no difference between School Adjustment behavior of the Children and their Education Level at the time of runaway incidence. But there is highly significant difference between School Adjustment behavior of the Children and type of school where they were studying.

**Conclusion, Intervention and Recommendation:** The present research concludes that every individuals and families regardless of specific background (such as certain caste, race, religion, community, culture, gender, education level, Occupation, socio-economic status, residence area, house condition) require awareness, information, education and basic training in the subjects of safe guarding child rights, constitutional provisions of children, policies related to children, Legislation, Programs, schemes, services, resource centers established for children protection, non-government organizations serving children and families, professionals working for the wellbeing of children and parents, Concept of childhood, basics knowledge of children development, Positive Parent-child relationship, good parenting practices, children care and protection, life skills, causes of runaway incidences of children and consequences of runaway episode and necessary immediate actions to be taken by the family members.

However major findings of the present research proposed that the main focus of intervention strategies in the matter of runaway missing children incidences and their families should target specific background and certain characteristics of the parents/

Primary caregivers, families and children as mentioned below.

a) Families from urban community background and large town areas; families whose origin state is Karnataka and mother tongue is Kannada language; families belong to Hindu Religion and Other Backward Class; Nuclear type families and families headed by parent fathers; families earning income of 50000 through 70000 rupees; families residing in livable/ dilapidated house conditions and owned poor conditioned residence; families parent father's education is middle or secondary school and parent mother's education is primary or middle school; families where parent father's occupation is self-employment in the non-agricultural domain and parent mother engaged in household duties; irrespective of health condition or disability status of parents; Parent fathers depending on harmful substances; families without adequate basic needs; parents who strongly refuse romantic/ love relationships of their children

b) Children who grow in the families without adequate basic needs especially facing poor parental care/ love/ protection; children free from health issues, use of harmful substances and experience of unpleasant major events in family ; children in adolescent period especially who are in the age of 15 through 17 years; children having literacy and enrolled to formal education school system; children studying in secondary and senior secondary school levels; Children studying in government school and who go to school regularly; children without history of drop-out from school; children learning in kannada medium; children with the history of frequent changes in their school admission; children without history of held-back/ Skipped a level of school education, without history of school drop-out / discontinuation.

c) Children primarily involved in romantic relationship/ interested in love marriage/ children who face opposition by parents for their romantic relationships with a boy or girl friend; secondly, children with lack of interest in school going/ school studies, having school related difficult experiences/ issues, children under repeated parental pressure/ verbal abuse in relation to academic performance, and children under parental strict discipline / supervision; Thirdly, children with less positive peer relationships,

interest in income based jobs/ search of a job. Children those who are experience dysfunctional parenting practices and poor adjustment behavior with their formal school education needs special attention.

e) Type of Gender, Education Level, and Social Category of the children; Type of Religion of the families, Education level of the parent Father, and Annual Income of the Family also demand special attention while planning intervention strategies to address runaway missing children issues.

Finally the present study offered recommendations to Parents/ Families, Educational Institutions, Government Departments, Non-Government Agencies, Citizens, Social Policies and Law, Social Work Education and Training, Social Work Practice and for further Research initiatives based on the outcome of present research.

**References and Bibliography:** There are total eight chapters in the present research report. Each chapter of the present thesis ends with list of References. In Text Citation, List of References and Bibliography of the present thesis report has adopted American Psychological Association (APA Style) recommended format.

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# **RUNAWAY MISSING CHILDREN IN KARNATAKA STATE: CAUSES AND INTERVENTION STRATEGIES**

## *Chapter 1*

### **INTRODUCTION**

The present study was conducted with the aim of understanding causes of runaway category missing children phenomena and to propose the appropriate intervention strategies to concerned key stakeholders in order to address the issues of runaway category missing children incidences. This chapter provides an introduction to the present study under following sub headings.

- Background to the present study
- Statement of the research problem
- Justification for the present study
- Objectives of the present study
- Summary of the Methodology

### **BACKGROUND TO THE PRESENT STUDY**

Children are vulnerable and innocence. Soon after the birth children grow up and start learning within family home environment. In this phase primarily they require appropriate parental care, emotional support, supervision, protection and pleasant home environment. Further for the safe childhood they also require safe community environment, friendly school environment, good peer network, and protection and rehabilitation services by the local concerned agencies in every society. Absence of any of these ideal circumstances leads to several issues of children, adolescence and young people. Every country has observed various issues of children in the past and facing at present. Therefore there are specific International and national concerns towards the survival, growth, development, wellbeing, rights, protection and welfare of the children and adolescents. These are pronounced in the form of policies, legislations, programs and services.

Preamble of the United Nations (UN) convention on the rights of the child has proclaimed that childhood is entitled to special care and assistance. The family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. The child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding. The child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth (United Nations, 1990).

Article 39 (f) of the Constitution of India states that “children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment. The Constitution of India guarantees Fundamental Rights to all children in the country and empowers the State to make special provisions for children. The Directive Principles of State Policy in the Constitution specifically guide the State in securing the tender age of children from abuse and ensuring that children are given opportunities and facilities to develop in a healthy manner in conditions of freedom and dignity. One of the primary concerns of India is to ensure survival, development and protection of children. India along with 191 other states, after participation in the United Nations Millennium Summit has accepted the challenge of meeting the Millennium Development Goals, many of which have a direct implication for the well-being of children. A number of schemes have been introduced and being implemented for development and welfare of children in India (Ministry of Women and child development Government of India, 2016).

### **A Child: Meaning and Definition**

The United Nation convention on the rights of the child (UNCRC), under article-1 defined that ‘a child’ means every human being below the age of eighteen years (United Nations, 1990). This definition was adopted by the UN General Assembly in 1990. It is widely accepted UN instrument ratified by most of the developed as well as developing countries, including India. The convention

provides standards to be adhered to by all State parties in securing the best interest of the child and outlines the fundamental rights of children.

According to United Nation Fund for Population Activities (UNFPA), Adolescent segment Includes persons aged 10-19 years, the Youth segment Includes persons aged 15-24 years. The word Young include Adolescents and Youths together referred to as 'Young people' encompassing the ages 10-24 years. In India National Youth Policy 2003 states that the youth in the country belongs to the age group of 13 to 35 years (Directorate of census operations, Karnataka , 2011). However there is no universally accepted definition for the term either adolescent or youth.

National Policy of India for Children -2013 and Juvenile Justice Care and Protection of Children Act 2015 recognizes that a child is any person below the age of eighteen years (Ministry of Women and child development Government of India, 2016).

### **Demography of Children**

According to results of 2017 Revision, the children under 15 years of age represent roughly one quarter of the world's inhabitants (26 per cent), the world's population numbered nearly 7.6 billion as of mid-2017 (United Nations, Department of Economic and Social Affairs, Population Division., 2017).

India is a young country with 472 million children. Children in the age group 0–18 years constitute 39 per cent of the country's total population. An analysis of age-wise distribution reveals that 29.5 per cent of children are aged between 0–5 years, 33 per cent are aged between 6–11 years, 16.4 per cent are 12–14 years group and 21 per cent are belong to 15–18 years age group respectively. The majority of India's children (73 per cent) live in rural areas. As per Census 2011, the Child Sex Ratio (CSR), an indicator of gender discrimination, stands at 918 girls per 1000 boys in the age group of 0–6 years (as cited in Ministry of Women and child development Government of India, 2016). According to census of India 2011 the total adolescent (aged 10-19 years) population of India numbered as 25,32,35,661 and youth (aged 15-



24 years) population as 23,19,50,671 (Directorate of census operations, Karnataka , 2011).

As per the India's census 2011, Karnataka state's total children population (age 0-6 years) numbered as 71, 61,033. The Child Sex Ratio in the age group 0-6 years in the State has registered a nominal increase of 2 points from 946 in 2001 to 948 in 2011. The state's adolescent population stood at 18.9% of its total population enumerated as 6,10,95,297, retains the ninth rank as in 2011, in population size among all the States and Union Territories and accounts for 5.05 per cent of Country's population of 1,21,05,69,573 in 2011 (Census of India, 2011). According to census of India 2011 the total adolescent (aged 10-19 years) population of Karnataka State numbered as 1,15,63,923. Means Karnataka state contributes 4.6% to the total adolescent population of India (Directorate of census operations, Karnataka, 2011).

### **Position of Children in India**

India is a young country with 472 million children. Children in the age group 0–18 years constitute 39 per cent of the country's total population as per census of India 2011. Approximately 27.5 per cent children belong to traditionally marginalized and disadvantaged communities (17.6 per cent belong to scheduled caste and 9.7 per cent to the scheduled tribes). There are more than 449 thousand households recorded as houseless in the Census 2011. Of these, 43 per cent were in rural areas and 57 per cent in urban locations. According to the socio-economic and caste Census 2011 published by the Government of India, 38 per cent households in rural areas of the country are landless and are engaged in manual casual labour. The average monthly income of highest earning members in 75 per cent of rural households is less than rupees 5000/- per month. This adversely affects children of these households who then are prone to malnutrition, other health risks, migration, child labour, trafficking, etc., which in turn threaten their right to survival, development, protection, and meaningful participation in the society (Ministry of Women and child development Government of India, 2016).

According to Census 2011, there are more than 7.8 million children with disabilities, constituting approximately 2 per cent of the total child population. The enrollment at elementary level (1-8<sup>th</sup> Standard), propelled by the Sarva Shiksha

Abhiyan (SSA) has steadily gone up over the years. The Gross Enrollment Ratio (GER) at elementary level has increased from 81.6 per cent in 200–01 to 96.8 per cent in 2014–15. According to NSS 71st round, 2014, the Net Attendance Ratio (NAR) was 84 per cent boys 83 per cent for girls in the age-group 6–10 years, the official age-group for Classes I–V.

The Educational Statistics at a Glance, 2014, published by the Ministry of Human Resource Development, Government of India, reveals that 36.3 per cent children drop out between Class I–VIII. but this percentage is much higher for SC (38.8 per cent) and ST (48.2 per cent) children. It means more children drop out as they move from primary to secondary level. Regular school attendance is another matter of concern and Annual Status of Education Report 2014 (ASER) reveals that about 71 per cent of enrolled children are attending school regularly in government schools of rural areas. According to NSSO 71st round (January–June, 2014), after completing primary level education, 37 per cent of boys and 39 per cent of girls among the enrolled persons (aged 5–29 years) left their study after primary level. According to the third round of National Sample Survey of out of School children, many were found in the age group of 6–13 years. Annual Status of Education Report (2014) shows that only 48 per cent children in rural areas enrolled in Standard V could read text of Standard II level. Only 26 per cent children could do simple division (Ministry of Women and child development Government of India, 2016).

According to Census of India 2011, there are about 33 million children in the age group of 5–18 years engaged in the labour force (main and marginal workers); forming 9 per cent of the child population. Around 62 per cent of them are boys. Approximately 80 per cent of them are in rural areas. More than 10 million of them are in the age group of 5–14 years (3.9 per cent). In India, between NFHS-3 (2005–06) to RSOC (2013–14), there has been a considerable decline in the percentage of women, between the ages 20–24, who were married before the age of 18 (from 47.4% to 30.3%). The incidence is higher among SC (34.9%) and ST (31%) and in families with lowest wealth index (44.1%). Child marriage violates children's basic rights to health, education, development, and protection and is also used as a means of trafficking of young girls.

According to Census of India 2011, the total number of household in India enumerated as 246,692, 667 of which 167,826,730 households situated in rural areas and 788,659,37 household situated in Urban areas. Majority of the people belong to Hindu religion (79.80%) followed by Muslim (14.23%) and Christian (2.30%) religion (Ministry of Home Affairs, Government of India, 2011).

### **Risk situation and risk behavior of children In India**

According to National Crime Record Bureau (NCRB) Report, Crime in India 2015 Compendium, a total number of 94,172 cases of crimes against children was reported in the country during 2015 as compared to 89,423 cases during 2014. According to the above mentioned report published by NCRB (2015), major crime heads recorded under 'Crime Against Children' during 2015 were kidnapping and abduction (44.5 per cent), rape (11.5 per cent), Protection of children from sexual offences (POCSO) Act (15.8 per cent) and assault on women/ girls with intent to outrage her modesty (8.9 per cent). Thus approximately 37 per cent of the reported offences against children are sexual offences. The crime rate, i.e., incidence of crimes committed against children per one lakh population of children was recorded as 21.1 per cent during 2015 in comparison to 13.23 per cent in 2013. There has been a considerable rise in number of registered cases of crimes against children over the years.

A total of 31,396 cases of "children in conflict with law" (CCL) were reported in 2015 and the rate of crime committed by them was 2.1 per cent. An analysis of children who were in conflict with law shows that majority of them belonged to economically weaker section (42.5 per cent). Around 11.5 per cent of them were illiterate while another 43.4 per cent were educated up to primary level only.

According to the National Crime Records Bureau (NCRB 2014), crime under human trafficking during the year 2014 has increased by 59.7 per cent over 2010. In 2015, 6,877 cases of crime relating to human trafficking were registered showing an increase of 25.8 per cent during 2015 over 2014. Trafficking of minor girls has surged 14 times over the last decade and increased 65 per cent in 2014. There was 52.8 per cent increase in the Procurement of Minor Girls (Section 366A IPC) during the year 2015 in comparison to 2014.

NCRB also reports that, in 2010, approximately 33 per cent of missing children were untraced. But in 2013 this rose to approximately 50 per cent. There is a possibility that many of these children may have been trafficked for various reasons, although the exact number is not known. It has also been noted that at present, there is a lack of well-researched database and analysis of trafficking in the country (National Crime Record Bureau (NCRB), n.d).

### **Influence of the Family, School and Peer group on Children**

Family is the most important primary social group for an individual and basic unit of every society. Every individual in any society is a part of one or the other family system. Family is the first and most immediate social environment where a child gets exposure to socialization process and develops its basic personality and attitude. Psychoanalysts stressed the importance of early family experiences on children's attitudes and behavior. Through the contacts with family members, children lay the foundation for attitude towards people, things and life in general. They also lay the foundations for patterns of adjustment and learn to think of themselves as the members of their family. As a result they learn to adjust to life on the basis of the foundations laid when the environment was limited largely to the home. As social horizons broaden and children come in contact with peers and adults outside the home, these early foundations laid in the home may be changed and modified, though they are never completely eradicated. Instead, they influence later attitudes and behavior patterns (Hurlock, 2012).

Parental attitudes influence the way parents treat their children and their treatment of the children. In turn influences their children's attitudes and behavior. Fundamentally therefore the parent and child relationship is dependent on the parent's attitude. If parental attitudes are favorable the relationship of the parents and children will be far better than when parental attitudes are unfavorable. Many cases of maladjustment in children as well as in adults can be traced to unfavorable early parent-child relationships which developed because of parental attitudes (Hurlock, 2012).

During the preschool years, the family is the most important socializing agency. When children enter school teachers begin to apply an influence over their socialization, though peer influence is usually greater than either teacher or family influence. Schools play an important role in place of family to complete the socialization process for the children. Today such education system is expected to ensure children friendly learning environment which develops strong personality and healthy attitude. During school age and as they mature their relationships with their parents are increasingly being similar to relationships with their peers. Means friends and group of peers take on central importance in a child's life and these peers have a powerful impact in later childhood and during adolescence.

Thus the influence of the social group comes from the social distance the degree of affective relationship, means relationship between group members. In the primary group (the family or peer group) bonds of intergroup relations are stronger than in the secondary (organized play groups or social clubs) or tertiary (people the child comes in contact with on buses, trains) as a result the primary group has the greatest influence on children.

Elizabeth B Hurlock, (2012) in her book Children Development listed out most common and important contributions of the family for the Development of Children as mentioned below:

- a) Child develops feeling of security from being a member of a stable group
- b) Children can rely on to meet their needs physical and psychological
- c) Family is the sources of affection and acceptance, regardless of what they do.
- d) Models of approved patterns of behavior for learning to be social
- e) Guidance in the development of socially approved patterns of behavior
- f) People they can turn to help in solving the adjustment problems in life
- g) Guidance and help in learning skills- motor, verbal and social – needed for adjustment
- h) Stimulation of their abilities to achieve success in school and in social life
- i) Aid in setting aspirations suited to their interests and abilities.
- j) Sources of companionship until old enough to find companions outside the home or when outside companionship is unavailable.

Not every kind of family makes all these contributions nor does every family member. However, regardless of the kind of family most of the important contributions as mentioned above are made at some time or other in the childhood years. When this happens the child grows up to be a well-adjusted person, by contrast a home that fails to make these important contributions leads to poor personal and social adjustments in the child, some of which can be and often are overcome by outside influences as the child grows older (Hurlock, 2012).

### **Family system in Indian Society**

Since ancient period Joint family has been one of the salient features of the Indian society. For long the Indian society was characterized by preponderance of joint and extended family, but the nuclear family, same as elsewhere, is now the predominant feature of the Indian society (Singh, n.d.). The Indian society is characterized by considerable cultural contrasts at regional or sub-regional level and also at the caste and community levels within the same region. Since India is a vast country with long history, there has always been plurality of family types with varied local problems. However, it should not deter us from considering the subject at the macro level recognizing the fact full well that— it is hazardous to offer a generalized view of the nature and problems of the Indian family. Evidence abounds that there has been substantial rise in the level of both male and female education, degree of urbanization, per capita income, expectancy of life at birth, diversification in occupation and profession, opening of new means of livelihood, modernization and population redistribution during the last five-six decades. At the same time there has also been simultaneously marked rise in the incidence of separation and divorce, conflict between parents and sons and also between siblings, dowry, freedom of marital choice, dissolution of joint or extended family, child labour and prostitution in cities and decline in intergenerational solidarity within the family. Continuing massive poverty, illiteracy, bad governance of state and rapid rise in the total population are possibly the most potential contributors to persistence and intensification of problems of family in varying forms and degree (Singh, n.d.).

The Desai's study (Sonawat, 2001) note, the family is the first line of defense especially for children and a major factor in their survival, health, education,

development, and protection. It is also a major source of nurturance, emotional bonding and socialization, and a link between continuity and change. It has the major potential to provide stability and support when there are problems. Human development can, thus, be enhanced by enriching family life. Sriram's study (Sonawat, 2001) point out the family is the basic and important unit of society because of the role it plays in generation of human capital resources and the power that is vested in it to influence individual, household, and community behavior. Tata Institute of Social Sciences, India observed (Sonawat, 2001) that the family in India is often understood as an ideal homogenous unit with strong coping mechanisms. It is a basic, cohesive, and integral unit of the larger social systems. Moreover, families in a large and culturally diverse country such as India have plurality of forms that vary with class, ethnicity, and individual choices. Its members are bound by interpersonal relationships in a wider network of role and social relations. It is considered a link between community and change.

Families in India are undergoing vast changes like increasing divorce and separation rates, domestic violence, inter-generational conflicts, social problems of drug abuse, juvenile delinquency etc. These changes indicate the inability to cope with the pressures of the modern life. Yet, the majority seem to have survived and are able to modify, adjust and adapt to changing social norms, values and structures, and have demonstrated a unique strength in keeping together despite the growing stress and strain (Sonawat, 2001). Twentieth century brought enormous changes in the family system of India. Changes in the traditional family system have been so enormous that it is steadily on the wane from the urban scene. In village the size of joint family has been substantially reduced or is found in its fragmented form. Some families have split into several nuclear families, while others have taken the form of extended or stem families. Extended family is in fact a transitory phase between joint and nuclear family system. The available data suggest that the joint family is on its way out in rural areas too (Singh, 2009).

## **Prominence for Children in India**

Hindus love their children dearly. They believe that their children are gifts from gods and products of their previous karma. Many presume that their children were related to them in their past lives or were their close friends. According to Manu, a man recreates himself through his own children. Orthodox Hindus do not approve childlessness and consider it to be very inauspicious. Women without children have to face social discomfort and questioning looks from friends and relations. Newly married couples have to deal with peer pressure if they fail to produce children within a reasonable time after their marriage. A son is generally preferred because he upholds the family values and ensures its continuity. The Vedas clearly state that a man lives through his son. Before passing away, a father well-versed in the Vedas transmits his qualities and powers to his eldest son performing a special transmission ceremony, which gives the son the right to head the family and continue the family tradition in the footsteps of his father and ancestors. Hence, the birth of a son in the family is crucial for the lineage to continue (Jayaram, n.d.).

Hindus are very possessive about their children and spend a great deal of their time and energy in bringing them up. Because of orthodox sentiments and moral values, the parents are always concerned about their children's welfare and upbringing and expect them not to bring a bad name to themselves or to their families. Compared to the western societies, the Hindus are sentimentally and emotionally more attached to their children and experience a greater warmth and intimacy in their relationships. The bond between the parents and children remains intact even after the children grow up and get married. Hindu family system is undergoing radical transformation. But a great majority of Hindu families still consider their children as products of their past deeds (*purvajanma sukutam*). If a child strays and brings a bad name they blame it upon themselves and their previous karma.

Apart from caste and birth, both parents and children can be classified in three types based on the predominance of their *gunas*: *sattvic*, *rajasic* and *tamasic*. As the *gunas* imply, *sattvic* parents and children show preference for devotional services, spirituality, religious activity, virtue, knowledge and wisdom. *Rajasic* parents and children show preference for material goals, selfish actions, worldly knowledge and



display of strong emotions. Tamasic parents and children show preference for cruel, painful and demonic actions, wrong knowledge and dark passions. They are difficult to discipline as they show least respect for tradition, society or human values (Jayaram, n.d.).

### **Parenting practices in India**

Parenthood is celebrated across the world, among all religions, but there is something in the Hindu view that transcends the basic understanding of this precious and responsible role. This ‘something’ is much deeper than enjoying the sensual pleasures of watching the children grow and spending life with them. The Hindu view of parenthood is deeply rooted in the notion of duty and Dharma. Practicing Hindus perceive parenthood as a part of following the Dharma (righteous duty) of running a family system (Grihasta Ashrama), which is a life of sacrifice and duty combined with happiness and spiritual progression (Agarwal & Nithin, 2016).

This righteous way is much more than training the child in good manners and cleanliness, and helping him/her to succeed materially in the world. It also includes enabling the child to develop control over his life (via the senses), grow into a strong & healthy individual, understand and realize the existence of a higher consciousness, perform his duties on becoming an adult. The parents are not only obliged to impart worldly and materialistic education to their children, but also to impart Dharmic and spiritual education. This way ensures that the children contribute back to their family, the society, and the nation, while retaining their individuality of thought and simultaneously working towards Self-Actualization. Thus, the Hindu view of upbringing children not only concentrates on facilitating the child to attain Artha-wealth and material prosperity, but also focusses on enabling children to work towards attaining all the four goals of life- Dharma (righteous duties), Artha (wealth), Kama (material desires), and Moksha (liberation). To understand the role of children and the duties of parenthood in Hindu culture and tradition, one must study the Hindu concept of Grihasta Ashrama and Samskaras (Agarwal & Nithin, 2016).

Hindu scriptures recognize four stages of life: Brahmacharya (student stage), Grihasta (marriage stage), Vanaprasta (retired), and Sannyasa (renunciation). After a person finishes his student life, he enters Grihasta stage by getting married. Hinduism

recognizes marriage or Vivaha as resting on three pillars: Rati (desire), Praja (offspring), and Dharma (marital duties, including parenthood). That is, having children and upbringing them, are an intrinsic part of marriage and a righteous duty enjoined on the parents. Thus, there is a nuanced recognition of the fact that people desire to have children and that children enrich love and strengthen bonds within a family. The importance of children in a family can be gauged by the fact that the term for son in Sanskrit is 'Putra' and for daughter it is 'Putri' (Agarwal & Nithin, 2016).

Regarding the duty of the parents towards their children, the Brihadaranyaka Upanishad (1.5.17), states that parents should impart education to the children and help them understand their SvaDharma (duties in life). The role of parents is vital in the education of children. A child learns the most from the mother, especially in the beginning years of life. The father's role has always been that of a facilitator and a role model. A teacher only comes into picture at a later phase of childhood. In fact, both the parents are the best guide, teacher, and a friend to children. Thus, the famous Hindu saying from Taittiriya Upanishad (1.11.2) states: 'maatru devo bhava, pitru devo bhava', recognizing how parents are the very manifestation of divinity. But, the role of a mother towards her children goes beyond imparting education. She pours all her love and care towards her child, all her activities become directed towards her children, and in many a sense she dedicates her life itself to nurturing her children (Agarwal & Nithin, 2016).

In the current society, the role of a parent has been reduced to teaching the child to bring wealth and success back home. This is not a Hindu view. Hindu view of parenthood ensures a strong, healthy, spiritual and dutiful offspring, while prescribing equal amounts of sacrifices for the mother and the father. It is the duty of every parent to let the children know that there is a deep spiritual potential in everyone, that there are duties that each individual must perform, that there are values that must be cultivated and that a human being must give back to the society and the cosmos itself in some way (Agarwal & Nithin, 2016).

The traditional Indian parenting is value-based parenting. The traditional Indian parenting is shaped by the cultural and religious values of the land, generational wisdom, and life experiences. The goal of parenting is comprehensive

development of children and it integrates the cognitive, emotional, and spiritual components of an individual's growth. It includes both the personal and social dimensions of human growth and development. Another characteristic of Indian parenting is that children are brought up in an atmosphere of empathic richness. The supportive environment of the extended family system provides support and encouragement to parents. The strong emotional bond established between Indian parent and child during early childhood is said to be lifelong (Kulanjiyil, n.d.)

The traditional Indian parenting is not without its share of criticism. It is pointed out that the authoritarian type of Indian parenting limits individual autonomy. The stress on community and interdependence is detrimental to developing individual self-identity. Overprotective Indian parenting inhibits personal agency and assertiveness. Corporeal punishment, tolerated in traditional Indian parenting, is said to have long lasting emotional scars on children. In spite of these criticisms, traditional Indian parenting has a great deal to offer to the Indian immigrant parent. Such features as the focus on comprehensive development of the child, the significance of character formation, the impact of empathic richness in Indian parenting, the thrust on personal chastity and modesty in private and social behavior, and the importance of community and interdependence, are all culturally appropriate parenting practices for the Indian immigrant parent to adopt (Kulanjiyil, n.d.)

### **Impact of Social Change on Indian Family System**

India is a vast country of infinite diversity, complexity and traditions. It is multicultural, multiethnic, multilingual and multi-religious. Its society is extremely heterogeneous. There exist marked differences not only in food and clothing, but also in language and customs, not only from state to state, but within a state and between educated city dwellers and villagers. It is a land of contrasts. Fundamentalism and orthodoxy sit side by side with scientific endeavor of the highest order. Yet India's diversity is moderated by strong artistic, cultural and religious traditions that have had a unifying effect in knitting and holding the country together. India has the distinction of evolving one of the longest continuing civilizations in the world, which has constantly adapted itself to changing political and socio-economic conditions and specific watershed events in her history. Its family system has proved to be a

remarkably stable unit of society which has shown great flexibility and adaptability in the face of rapid social changes. The economic liberalization and technological advances that came in the wake of globalization has had a profound impact on socioeconomic, political and cultural life of the Indian society, which has in turn profoundly affected traditional family patterns. The effects of social change on Indian family systems have been so complex, so varied and even contradictory (Kashyap, 2004).

The primary unit of society and primary source of socialization is family. The family has also been influenced by the effects of Globalization. Though it is the fact that processes like- Industrialization and Modernization have influences the traditional structure of family in the early years, but the changes have been rapid in the recent years on the Indian rural society, which has also passed through Globalization and Information Revolution along with other social changes. Globalization is a concept of the emergence of a society that is based on the global outlook. Globalization is outcome of various social and cultural interactions between the masses (Kumar, 2012).

The family has acclaimed universal importance and acceptance as the basic unit of society. It has been attributed with biological functions such as reproduction, social functions pertaining to nurturing and socialization of children, caring and support for older persons, the sick, and those with disabilities. A well-functioning family is an asset to the society while the malfunctioning family is a burden. Poverty, privatization, promotion of open market economies, advances in technology and science, effects of advances in health and epidemiological transition, changes caused by demographic transition, modernization and industrialization, urbanization, globalization, are common trends affecting families. In South Asian countries where predominantly a traditional society existed for generations especially with an extended family system, a vacuum is created between the traditional society and the modern society, when modernization, industrialization and urbanization take place. This leads to adjustment problems and feelings of insecurity and alienation from traditional land and family. Extended family no longer exists due to physical, social and economic environments, particularly in the urban settings, creating the problems of caring for children, older persons and the sick. Other social problems such as

housing, sanitation, and crime are on the increase. Family disruptions take place specifically due to adjustment problems and collapse of family values (United Nations, n.d.).

In South Asian countries such as Bangladesh, India and Nepal all indicate a marginal decline in prevalence of large households. The reduction of the family size could be attributed partly to economic difficulties, low levels of income, the high cost of living, the costs of education of children and the desire to maintain a better standard of living, which is best achieved within the more affordable smaller size family. Consequently, the nuclear family with its parents and children became the model of society and soon ruled out the traditional, extended family usually constituting three generations. Ayad's study point out that in many societies in Asia, the oldest male is designated as the head of household regardless of whether he is the primary source of economic support, the authority figure, or fulfills other tasks purportedly performed by household heads. In the meantime female headed households have become a steadily growing phenomenon (United Nations, n.d.).

The economics of the family and the gender division of labour within the family are very much determined by opportunities in the labour market. The economic system has facilitated the freeing of women from household chores and their entrance to the labour market. The market has invented a number of new labour-saving methods to enable women to supply their labour in the market; consequently women's share of the labour force has increased in almost all the countries in the world with no exception to South and Central Asia. Urbanization processes tend to stabilize the nucleation of the family system because urban congestion and housing patterns, particularly of the low income groups, discourage large households. Various types of unhealthy housing exist in urban areas. Living with congestion and pollution has more or less become a way of life for families living in slum and shanty dwellings. Unplanned industrial development in urban areas, and the resultant over urbanization seen in most of the major cities and other urban centres of South Asia have caused massive environmental degradation and pollution problems. Provision of necessary services, safe water supply, sewerage and other services and facilities for families living in urban areas, has become major problems for urban planners. Poverty is common in South Asian countries. It is a dehumanizing condition which leads to

marginalization and alienation of families, making family members vulnerable to social ills. Poverty has, in a way, determined the family structure. Many poor families are large in size (United Nations, n.d.).

The positive impact of economic globalization on the institution of family in South and Central Asian regions cannot be taken for granted. The new era of globalization has caused most of the governments of the region to restrict and curtail the welfare oriented policies that they implemented for a long period in the past in an effort to increase competitiveness. Budgetary cuts in health and education sectors have the greatest impact on the family domain and its functioning. Most of the population in the region are poor and are highly dependent upon the welfare provisions of the government, while in some of the countries governments have reduced welfare provisions for the needy. Alternative ways and means have been found by families to balance increasing expenses due to welfare reductions and ever growing high inflation levels. The newly embraced global life styles require more and more income. The dual forces of globalization, namely economic and socio-cultural, have not only put pressure on the families living in this region but also have introduced almost new, alternative, methods of income generation for the house hold units for their benefit. A significant characteristic of these new employment avenues is the increased demand for female labor. The employment patterns in garment factories and assembly industries are largely labour intensive with a high demand for unskilled cheap labour (United Nations, n.d.).

### **Policies and Legislative Initiatives for Children in India**

#### ***Following are the Social Policies:***

(Ministry of Women and child development, Government of India, 2016)

- a) National Policy for Children, 1974
- b) Promotion and adoption of International Year of the Child (IYC), 1979
- c) National Policy for Education, 1986
- d) Adoption of 1990s' World Child Survival and Development Goals, 1990
- e) Accession to UN CRC, 1992
- f) National Nutrition Policy 1993
- g) National Health Policy, 2002

- h) National Charter for Children, 2003
- i) National Plan of Action for Children, 2005
- j) National Policy for Children 2013
- k) National Early Childhood Care and Education (ECCE) Policy 2013
- l) National Early Childhood Care and Education (ECCE) Curriculum Framework 2014
- m) India New Born Action Plan 2014
- n) The National Plan of Action for Children 2016

***Following are the Social Legislations:***

(Ministry of Women and child development, Government of India, 2016)

- a) Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994
- b) Commission for Protection of Child Rights Act, 2005
- c) Prohibition of Child Marriage Act, 2006
- d) Food Safety and Standards (FSS) Act, 2006
- e) The Right of Children to Free and Compulsory Education Act, 2009
- f) The Protection of Children from Sexual Offences Act, 2012
- g) National Food Security Act, 2013
- h) Juvenile Justice (Care and Protection of Children) Act, 2015
- i) The Aadhaar (Targeted Delivery of Financial and other Subsidies, Benefits and Services) Act, 2016
- j) Child Labour (Prohibition and Regulation) Amendment Act, 2016

***Children Protection and Legal provisions in India***

‘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 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 (Ministry of Women and Child Development, Government of India, 2009).

The child rights and welfare concerns have been addressed in a number of International Conventions, Standards and Declarations, including the UN Convention of the Rights of the Child (UNCRC) 1989, the UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules), 1985, the UN Rules for the Protection of Juveniles Deprived of their Liberty, 1990, the Hague Convention on Inter-country Adoption, 1993, World fit for Children, 2002 and the Millennium Development Goals, 2000. The Government of India ratified the UN Convention on the Rights of the Child (UNCRC) in 1992. The Convention prescribes standards to be adhered to by all State parties in securing the best interest of the child. It emphasizes social reintegration of child victims, without resorting to judicial proceedings. The UNCRC outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse, and from physical or mental violence, as well as ensuring that children will not be separated from their family against their will.

The Constitution of India recognizes the vulnerable position of children and their right to protection. Article 15 the Constitution guarantees special attention to children through necessary and special laws and policies that safeguard their rights. The Right to equality, protection of life and personal liberty and the right against exploitation is enshrined in Articles 14, 15, 16, 17, 21, 23 and 24.

India has adopted a number of laws and formulated a range of policies to ensure children's protection and improvement in their situation including, the Guardian and Wards Act 1890, Factories Act 1948, Hindu Adoption and Maintenance Act 1956, Probation of Offenders Act 1958, Bombay Prevention of Begging Act 1959, Orphanages and Other Charitable Homes (Supervision and Control) Act 1960, National Policy for Children 1974, Bonded Labour System (Abolition) Act 1976, Child Marriage and Restraint Act 1979, Immoral Traffic Prevention Act 1986, Child Labour (Prohibition and Regulation) Act 1986, National Policy on Education 1986, Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act 1987,



National Policy on Child Labour 1987, Infant Milk Substitutes, Feeding Bottles and Infant Foods(Regulation of Production, Supply and Distribution) Act 1992, National Nutrition Policy 1993, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994, Persons with Disabilities (Equal Protection of Rights and Full Participation) Act 2000, Juvenile Justice (Care and Protection of Children) Act 2000, National Health Policy 2002, National Charter for Children 2004, National Plan of Action for Children 2005 and Commissions for Protection of the Rights of the Child, Act, 2005.

However, these laws and policies promising respect for child rights, their protection and wellbeing have not resulted in much improvement in lives of millions of Indian children who continue to be deprived of their rights, abused, exploited and taken away from their families and communities. Scant attention and feeble commitment to resolving child protection problems have resulted in poor implementation of these laws and policies; meagre resources; minimal infrastructure; inadequate services in variety, quantity and quality; and inadequate monitoring and evaluation (Ministry of Women and Child Development, Government of India, 2009).

Ministry of Women and Child Development, Government India has introduced a comprehensive scheme called Integrated Child Protection Scheme (ICPS) in 2009-10. The scheme aimed at building a protective environment for children in difficult circumstances, as well as other vulnerable children, through Government-Civil Society Partnership and to bring several existing child protection programs under one umbrella with improved norms. The Scheme incorporates other essential interventions, which aim to address issues which were, so far, not covered by earlier Schemes. It is based on the cardinal principles of "protection of child rights" and the "best interest of the child" (Ministry of Women and Child Development, Government of India, 2009).

## STATEMENT OF THE PROBLEM

Missing Children phenomenon is a worldwide multidimensional and complex issue which requires an immediate active response from family, social, economic, education, legal, political and government systems for the best interest of children. Worldwide each year many number of children runaway or go missing, further they become victim of maltreatment or face contact with Police, Government officials, NGOs, and law.

### **Prevalence of Missing Children**

United States' Congressional Research Service report 2018 stated that "Children who go missing—as well as children who are not missing—may be sexually exploited". Cases of missing children and sexually exploited children are different but these are overlapping incidents. In 2017, United States' National Center for Missing and Exploited Children reported a total number 26,956 cases (Individual missing and exploited children) handled by the case managers. Of these, approximately 9 out of 10 children were involved with runaway's incidence. The NISMART-3 household survey specifies that the rates of caretaker missing cases as 6.3 per 1,000 in 2013 "reported missing cases" and 3.1 per 1,000 in 2013 (as cited in Fernandes-Alcantara, 2018).

It is estimated that at least 8 million children worldwide go missing each year. In United States (U.S.) department of Justice, estimates that nearly 8, 00,000 children will be reported missing each year. An estimation of 2, 30,000 children go missing in the United Kingdom (U.K.) each year or one child in every 5 minutes. (National Commission for Protection of Child Rights, 2013).

Worldwide even today a large number of children runaway from their family home for various reasons and being reported to nearby concerned agencies as missing by family members and they request authorities for instant search. It is estimated that in 1999 a total number of 16, 82,900 youth fall under runaway or thrown away episode in Unites States. Of the total runaway/ throwaway youth, an estimated 1,190,900 (71%) could have been endangered during their runaway/ throwaway episode by virtue of factors such as substance dependency, use of hard drugs, sexual or physical abuse, presence in a place where criminal activity was occurring, or

extremely young age means 13 years old or younger (U.S. Department of Justice, 2002). However worldwide an estimation of number of children those who have runaway from their family home is unknown. In India also no national or state level numerical data are reported on runaway from family home category missing children. The main reason is lack of conceptual clarity among government and non-government agencies.

According to National Crime Record Bureau (NCRB) of India a total number of 48,162 children (Girls 29,237 + Boys 18,835) below the age of 18 years were remaining as untraced/ Unrecovered for the year 2015. In the year 2016 alone 63,407 Children (Girls 41,067 + Boys 22,340) were reported as missing. In 2016 a total number of 55,944 children (35,580 Girls + 20,364 Boys) were traced/ Recoverd. Total number of children remaining for search in the year 2016 was 55,625 (Girls 34,814 + Boys 20,811). In the year 2016 Madhya Pradesh state reported highest number of Missing children Inciencies means 8,503, followed by West Bengal 8335, Delhi 6921, Bihar 4817, Tamil Nadu 4632, Maharashtra 4388, Telangana 3679, and Uttar Pradesh 2903. State wise and Union Territory wise data regarding missing children in India for the year 2016 is provided in **Appendix 2** (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017).

In Karnataka State according to NCRB of India a total number of 2281 children (Girls 1062 + Boys 1219) below the age of 18 years were remaining as untraced/ Unrecovered for the year 2015. In the year 2016 alone 1943 Children (Girls 889 + Boys 1054) were reported as missing. In 2016 a total number of 2733 children (1328 Girls + 1405 Boys) were traced/ Recoverd. Total number of children remaining for search in the year 2016 was 1491 (Girls 623 + Boys 868) (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017)

In the month of March 2018 alone a total number of 397 Children were reported as missing in Karnataka State, of these further 282 children were recovered/ traced. For the last one year in 2017 about 2453 children went missing of these 2017 children were recovered/ traced (Ministry of Women and Child Development, Government of India, 2018).

Surprisingly, numerical data on missing children of India indicates the miserable condition of children and poor performance of family and social system, because traditionally India is a well-known country for having very good family system to deliver parental care and protection obligations to their children.

### **The Issues of Missing Children in India**

There are innumerable children who are subjected to exploitation and atrocities of various kinds. Moreover, countless children go 'missing' every year. These cases of missing children represent a conglomeration of a number of problems, including abductions/kidnappings by family members, abductions/kidnappings carried out by non-family members or strangers, children who runaway on their own or are forced to run away due to compelling circumstances in their families and extended surroundings, children who face unfriendly and hostile environment and are asked to leave home or who are abandoned, children who are trafficked or smuggled or exploited for various purposes, and children who are lost or injured. Undoubtedly, each of these groups of children exemplifies different social problems. Since, as a group, missing children are so heterogeneous, there is no adequate data or consistently applied set of definitions to describe them. In addition, many cases of missing children are not reported to the police at all for various reasons, and police involvement in the resolution of different kinds of cases varies widely across the country. All this poses a serious problem (National Human Right Commission of India, 2007).

The revelations at Nithari in Noida, State of Uttar Pradesh exemplify that missing children may end up in a variety of places and situations -- killed and buried in a neighbor's backyard, working as cheap forced labour in illegal factories/establishments/homes, exploited as sex slaves or forced into the child porn industry, as camel jockeys in the Gulf countries, as child beggars in begging rackets, as victims of illegal adoptions or forced marriages, or perhaps worse than any of these as victims of organ trade and even grotesque cannibalism as reported at Nithari, Noida (National Human Right Commission of India, 2007).

The NHRC Committee on Missing Children reported that there are some studies conducted by both governmental and non-governmental organizations which bear testimony to the fact that a large number of girls and boys who run away from their homes or are said to have run away from their homes are mainly school dropouts or children get fed up with domestic conditions. The glamour and lure of big cities often make them blind to the stark realities of urban life. Being vulnerable, they often fall prey to promises of jobs or careers in films or modeling and eventually end up as sex workers or as domestic help/labourers in homes, small hotels/restaurants, tea shops/stalls and unorganized establishments, many of them hazardous. Many of the runaway boys and girls become victims of the organized begging rackets or pick-pocketing/drug peddling racket etc. Most of these children are also trafficked and further abused, physically or sexually, and their cases are not even brought to the knowledge of the police. Many of these children come from indigent families who either do not have access to authorities or whose complaints are not treated with due diligence. The Action Research Study on Trafficking by NHRC has brought out several case studies to establish this linkage between “trafficking” and “persons reported missing” (National Human Right Commission of India, 2007).

When a child goes missing, nobody, except the perpetrator, knows the real intent behind it. It could be quite possible that the child for various reasons has runaway on his or her own from home, a relative’s home, or an institution which the child’s parents/caretakers construe as ‘missing’. On the other hand, it is also possible that the child may have gone missing from the scene for a different reason altogether, which could be sexual gratification, sexual exploitation, labour exploitation, profit-making, or personal vengeance etc. In these cases the person(s) directly or indirectly involved in the incident may resort to crimes of various kinds ranging from kidnapping, abduction, grievous hurt, assault, rape, unnatural offences, and even murder of the child. In fact, even a child who has runaway on purpose is also susceptible to being kidnapped, abducted, abused or assaulted. This raises the question as to why reports of missing children are not treated as cognizable offence (National Human Right Commission of India, 2007).

The Committee observed that the juvenile justice system too has failed to provide due care and protection to children. Despite the specific provisions made in

the Juvenile Justice (Care and Protection of Children) Act, 2000, many State Governments/Union Territories are yet to frame Rules under the principal Act. In a majority of places, Special Juvenile Police Units had not been set up. All this has eroded the confidence of the people in the system (National Human Right Commission of India, 2007).

### **Missing Children: Concept, Categories and Definitions**

The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (henceforth NISMART–2) Studies defined, a missing child in two ways: First, in terms of those who were missing from their caretakers is known as “caretaker missing”; and second, in terms of those who were missing from their caretakers and reported to an agency for help locating them is known as “reported missing” (U.S. Department of Justice, NISMART-2, 2002).

NISMART–2 counts a child as missing from the caretaker’s perspective when the child experienced a qualifying episode during which the child’s whereabouts were unknown to the primary caretaker, with the result that the caretaker was alarmed for at least 1 hour and tried to locate the child. For an episode to qualify, the child had to be younger than 18 and the situation had to meet the specific criteria for one of the following NISMART–2 episode types.

- a) Nonfamily abductions  
(including a subcategory, stereotypical kidnappings).
- b) Family abductions.
- c) Runaway/ throwaway episodes.
- d) Missing involuntary, lost, or injured events.
- e) Missing benign explanation situations

Following are the Definitions of aforesaid Episode Types

**a) *Nonfamily Abduction*:** “A nonfamily abduction occurs when a nonfamily perpetrator takes a child by the use of physical force or threat of bodily harm or detains a child for at least 1 hour in an isolated place by the use of physical force or threat of bodily harm without lawful authority or parental permission; or when a child who is younger than 15 years old or is mentally incompetent, without lawful authority

or parental permission, is taken or detained by or voluntarily accompanies a nonfamily perpetrator who conceals the child's whereabouts, demands ransom, or expresses the intention to keep the child permanently".

***Stereotypical Kidnapping (Subtype of non-family abduction):***

"A stereotypical kidnapping occurs when a stranger or slight acquaintance perpetrates a nonfamily abduction in which the child is detained overnight, transported at least 50 miles, held for ransom, abducted with intent to keep the child permanently, or killed".

**b) *Family Abduction:*** "A family abduction occurs when, in violation of a custody order, a decree, or other legitimate custodial rights, a member of the child's family, or someone acting on behalf of a family member, takes or fails to return a child, and the child is concealed or transported out of State with the intent to prevent contact or deprive the caretaker of custodial rights indefinitely or permanently". (For a child 15 or older, unless mentally incompetent, there must be evidence that the perpetrator used physical force or threat of bodily harm to take or detain the child).

**c) *Runaway/ Throwaway:*** "A runaway incident occurs when a child leaves home without permission and stays away overnight; or a child 14 years old or younger (or older and mentally incompetent) who is away from home chooses not to return when supposed to and stays away overnight; or a child 15 years old or older who is away from home chooses not to return and stays away two nights".

**A *throwaway incident*** occurs "when a child is asked or told to leave home by a parent or other household adult, no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight; or a child who is away from home is prevented from returning home by a parent or other household adult, no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight".

**d) *Missing Involuntary, Lost, or Injured:*** "A missing involuntary, lost, or injured episode occurs when a child's whereabouts are unknown to the child's caretaker and this causes the caretaker to be alarmed for at least 1hour and try to locate the child, under one of two conditions": (1) the child was trying to get home or

make contact with the caretaker but was unable to do so because the child was lost, Stranded, or injured; or (2) the child was too young to know how to return home or make contact with the caretaker.

*e) Missing Benign Explanation:* “A missing benign explanation episode occurs when a child’s whereabouts are unknown to the child’s caretaker and this causes the caretaker to (1) be alarmed, (2) try to locate the child, and (3) contact the police about the episode for any reason, as long as the child was not lost, injured, abducted, victimized, or classified as runaway/ throwaway”.

A caretaker missing child was considered in the NISMART-2 as ‘reported missing’ only if caretaker has contacted the police or a missing children’s agency to locate the child. In other words children those who became missing because of benign reasons were only considered to be missing if police were contacted about the episode.

### ***Categories of Runaways***

According to Farrow and colleagues (as cited in U.S. Department of Justice, October, 2009) there are four broad categories of runaways, which may be overlapping and indistinct:

a) **Situational runaways:** “They are largest group; these youths usually leave home for a few days over a disagreement with parents. Though this group sometimes seeks resources designed for runaways, such as shelters, they often return home permanently after a few days. Youths in this group are at risk for becoming repeat runaways if the situation at home is not resolved. The longer these youths stay on the streets, the more exposure they have to the dangers of street life”.

b) **Runaways:** “These youths run away from serious family problems, such as abuse or neglect. They often stay away from home for long periods, sometimes spending the rest of their youth living on the streets or in a shelter. In some cases, placement back into the home is not a safe option”.



c) **Throwaways:** “Youths who have been kicked out of the house or neglected, throwaways are often subject to the same dangers as other runaway youths, but they present a special problem because returning to a stable family home is often not an option. Juvenile justice practitioners should concentrate on shelters and independent living facilities to bring about more realistic solutions”.

d) **Systems youth:** “These are runaways who have been living under the care of the State and who are unable to tolerate their living situation”.

### **Understanding the term ‘Runaway Category Missing Children’**

The term “Runaway Category Missing Children” refers to the children below the age of 18 years who leaves their family home without the knowledge of their family members and wishes to stay away from family home overnight and chooses not to return their family home. Conceptually the term “Runaway missing children” is one of the classifications under the broad concept of “Missing Children”. A child may runaway from family home for any reasons, but the problem of such missing children is far more complex. Because many studies and crime investigation reports confirmed that children who go missing are at risk of some form of abuse, harm or maltreatment.

Review of the “Missing Person Registers” of Shivamogga District Police Authority revealed other forms of runaway children’s incidences. These incidents include children runaway from School or College, Relative’s home, Medical Hospital, Child care institutions, School or College Hostels and Residential education institutions. The present study focus on the “Runaway from Family home Category Missing Children”

### **Theoretical Perspectives to understand Child development and exploring runaway Phenomenon of children**

Following are the existing prominent theories and perspectives which explained and hinted underlying factors of runaway phenomena of children.

- a) The psychoanalytic perspectives: Freud’s Stages of Psychosexual Development, Erikson’s Theory of Psychosocial Development

- b) The Learning Perspectives Watson's Behaviorism: Skinner's Operant Learning Theory, Escape learning and Skinner's Theory, Bandura's Social Cognitive Theory
- c) The Cognitive-Developmental Perspective: Piaget's View of Intelligence
- d) The Ecological System Perspective: Bronfenbrenner's Contexts for Development, Family and ecological system perspective
- e) The motivation perspectives: drive motivation theories, incentive motivation theories
- f) Child development theoretical proposition: Individuality, maladjustment and running away behavior
- g) Attachment Theoretical Perspective: Views of John Bowlby, Harry Harlow, Robert Zimmerman, Sigmund Freud, Konrad Lorenz, Mary Ainsworth's and learning theorists.

### **Causes of Runaway Incidence of Children**

Ideally every child necessitates a safe childhood for which children require all essential basic needs, psychological and emotional needs, good parenting practices, healthy home environment, family social support, Safe community environment, child friendly school environment, emergency children protection and rehabilitation services by the local concerned agencies in every society. Absence of any of these ideal situation leads to several issues of children and adolescence. Children runaway from family home or throwaway by their family members is also more often the result of failure in these ideal situations in the family and society.

A critical analysis of previous studies on missing children revealed that runaway episode of children is the function of three major factors such as, Individual, Family and Environmental factors. Elements of these factors are also considered as push and pull factors of runaway incidence. Elements of these three major factors have been identified as mentioned below.

*a) Individual factors:* Feeling of psychological and emotional problems, health related issues, physical disability conditions, Lack of interest in school education, school dropouts, poor adjustment with school environment and other

children, experience of learning difficulties in studies, fear of attending exams/ results/ failure, interest in work life and Income based jobs, identified as gender minority, sexual minority, Feeling of neglect/ rejection/ lack of freedom, maladjustment behavior, interest in street life, interest in excitement and adventure, poor coping skill with stressful situations and problem solving skill, fed up with domestic conditions, interest in new peer group, romantic or love relationship with a boy or girl friend, interest in love marriage, teenage pregnancy, interest in city life, harmful substance dependence by child, involvement in criminal activity, sexual gratification, engaging in sexual activity for money, food, things, gifts, or drugs, and fear of police investigations (Alavi, Nen, Mohamad, Sarnon, Ibrahim, & Hoesni, 2014)

**b) Family factors:** Ravishankar & Gadkar's (2015) study recognized family factors of runaway incidences of children, such as Poor socio economic background of the family, poor housing and amenities, Family disorganization and dysfunction, poor family relationships, death of a family member, parental conflict, violence in family, problem with step parents, burden of house hold chores or agriculture work, threat of parental behavior, attitude and habits, force to school studies, high expectations of parents on academic performance of child, repeated advice or verbal abuse for school studies, repeated change in school admission, school admission and choice of specialization against child's interest, Poor parental care or strict parental supervision, poor parenting practices, Parental harmful substance abuse or dependence, parental health problems, physical, psychological, emotional, sexual abuse by the family members and relatives, Punishment, Maltreatment or Neglect by families, parental remarriage, separation, divorce, death, Sibling rivalry or fight, force to prostitution/ sex work/ trafficking by family members or close relatives, criminal behavior of parents, force to child marriage, child labor, child beggary, rag picking or street life and throwaway by families (Ravishankar & Gadkar, 2015).

**c) Environmental factors:** school environment, Poor teaching and guidance, poor, strict discipline, rules or policy of school, corporal punishment in school, discouragement by teachers, fear of particular strict teachers, Language or medium of teaching instructions, excess of school assignments, method of conducting exam, announcement of exam result, changes in school syllabus and subjects, peer group

rejection, Influence of bad peer group relationships, peer gang violence, fear of police arrest, attraction for city life, community violence, fear of violent persons, influence of a friend for romantic relationship, Influence of media/ television/ movies and technologies, Job opportunities and salaries, Child trafficking, physical assault or sexual abuse by a friend/ unknown persons or gangs, force for child marriage by relatives, illegal adoption, exploitation in work place, misguidance of unknown persons or relatives, and attraction of urban life (Ravishankar & Gadkar, 2015).

### **Consequences of Runaway Incidences of Children**

Review of recent studies confirmed that most of the missing children and homelessness children are at risk of numerous forms of harmful experiences, maltreatment and unsafe situations. These consequences are evidently unsafe, unpleasant, harmful and sometime life threatening for children (Ravishankar & Gadkar, 2016). These are identified as mentioned below.

- a) Street victimization and Homelessness situation
- b) Sexual abuse/ Assault/ Harassment/ Victimization / Rape
- c) Child sex trafficking/ Exploitation
- d) Sexually transmitted diseases
- e) Teenage pregnancy
- f) Suicidal Ideation/ Attempt
- g) Barriers to access Medical or Health care services
- h) Physical Harm/ Hurt/ Harassment
- i) Physical and Verbal abuse by people
- j) Barriers to access safe emergency accommodation/ shelter services
- k) Irregular Food, sleep and Improper Cloths
- l) Psychologically feeling Lack of love, care, protection, unsafe, frightened/ depressed
- m) Problem with financial resources and Begging
- n) Unpleasant experience with the bad nature of people and uncomfortable place
- o) Police interruptions, arrest or Police harassment
- p) Link with Risk deviant peer affiliations (Friends engaged in deviant behavior such as, selling/ using drugs, selling sex, threatening or assaulting someone with weapon).

- q) Participation in deviant subsistence strategies (i.e. shoplifted, conned, robbed someone, sold drugs, mugged someone, and broke into a store or house to take things).
- r) Engaging in survival sex (Trading sex to obtain things they needed/ Prostitution).
- s) Involvement in delinquent behavior or criminal activity
- t) Disengagement from School education/ Learning
- u) Harmful Substance abuse/ Chemical/ Drug/ Alcohol dependency

The aforesaid major three factors and consequences of runaway incidences point out the complex situations and problems of children which have led children to runaway from family home. It also seeks responsiveness from the key stake holders of systems at different level and policy makers for appropriate intervention strategies.

### **JUSTIFICATION FOR THE PRESENT STUDY**

Missing Children phenomenon is a worldwide multidimensional and complex issue which requires an immediate active response from family, social, economic, education, legal, political and government systems for the best interest of children. The issues of different categories of missing children observed before and after missing incidence are more often unsafe and hazardous. A child may runaway from family home for any reasons, but the problem of such missing children is far more complex. Because previous studies and crime investigation reports confirmed that children who go missing are at risk of some form of harm, abuse, and maltreatment. Therefore it is the fundamental duty of every human being to respond actively and positively for the wellbeing and overall development of the child in every society. Any research study for the best interest of vulnerable children contributes to the knowledge base of children development and initiate appropriate intervention.

The second national survey report of United Kingdom (UK) on young runaways suggested that attention to the issue of running away and the factors that lead young people to run away could contribute to efforts to improve school inclusion, to reduce offending, to reduce drugs use, and to improve the general welfare of disadvantaged and excluded young people (Rees & Lee, 2005).

Status Offense Reform Center (SORC) in United States identified research gaps in relation to runaway youth such as - Outdated prevalence data on runaways, Disparity of system responses towards runaway, and Interventions for runaways. It has stressed that more needs to be known about the effectiveness of interventions targeting youth who have run away from home, particularly programs and initiatives designed to address underlying factors that may increase young peoples' risk of running away (McKinney, May, 2014).

Review of literature revealed that most of the previous studies from western countries have focused on addressing the problems of missing, understanding the causes and consequences of missing episode and service provisions of various agencies. In India very less studies have been conducted on missing children. Particularly, Bachpan Bachao Andolan (BBA) New Delhi, a reputed NGO in India has conducted a study regarding missing children based on the data collected for the period of 2008-2010. In its methodology Parents' complaints to BBA was the main source of primary data. The main focus of BBA study was to understand the current situation of missing children in India, to document linkages between 'missing children' and 'trafficking' and to map the exploitative environment that the trafficked children live in. In Karnataka state also no studies have been found on missing children. In a book titled Missing Children: Who Cares?, Published by Don Bosco National forum for the young at risk, New Delhi, India (2014) author Joe Prau has collated recent statistics, relevant laws, guidelines, court rulings, initiatives and interventions of many stakeholders (Prabu, 2014). In other words it is a work of author based on secondary data relevant to concept of missing children in general. A socio legal study on missing children from Gujarat state of India attempted mainly to understand the profile of 73 missing children in general, their behavior, police response, parent's description on episode and parental concerns. This study was based on the data of Missing Person's Bureau, Police Bhavan, Gandhinagar from 2000-2011 (Mao, 2012).

Report of the India's National Human Right Commission (NHRC) Committee on missing children recommended that the world of missing children is unknown and there is no proper study or research on this issue and there is an urgent need for the state administration to undertake micro studies especially at the places where children

are reportedly vulnerable. Further the committee suggested that a village-wise survey of all children who have gone missing or even recovered is an urgent need to understand the true dimensions of the problem. Studies by the academic institutions into various factors behind the vulnerability of children are also recommended in order to generate the right response (National Human Right Commission of India, 2007).

In Karnataka state a total number of 3,602 children (Both boys and Girls) were reported as missing to police authorities in the year 2014 alone. According BOSCO (Bangalore Oniyavara Seva Coota) in the year 2014 alone a total number of 5,206 missing children complaints have been reported, 3,212 children are traced and 1,994 children are untraced in the state (Bangalore Oniyavar Seva Coota (BOSCO), Bangalore, 2015). Bachpan Bachao Andolan (BBA) a non-government organization data set shows from January 2008 to January 2010 a total number of 9,956 children reported missing from karnataka state. Out of this, 6,522 children were traced whereas 3,434 children remain untraced (Bachpan Bachao Andolan (BBA), 2010).

Literature survey and consultation with local government departments and non-government agencies by researcher had revealed that there is dearth of research studies on runaway children in India. More over there is no single empirical research study conducted regarding runaway category missing children in Karnataka state. Particularly no research studies have been carried out based on the data of police authority in Karnataka state which is considered as more authentic and reliable.

In view of above mentioned rationale the present research study was carried out with the title “Runaway Missing Children in Karnataka State: Causes and Intervention Strategies. The present study was conducted with the aim of understanding causes of runaway missing children phenomena and to propose the appropriate intervention strategies to the concerned key stake holders.

## **OBJECTIVES OF THE PRESENT STUDY**

Following specific objectives were formulated to conduct present research:

- 1) Describe the demographic and socio-economic background of the respondents and children having history of runaway incidence.
- 2) Ascertain the immediate situational factors of runaway incidence of children.
- 3) Examine the past history of family and child health and school education background of children having history of runaway incidence.
- 4) Measure the Pre-incident parenting practices, Behavior of children in home environment, School adjustment and Peer relationships based on parents perspective and analyze its relation with profile of the respondents and children.
- 5) Recognize the existing constitutional provisions, polices, legislations, Programs and interventions in relation to missing children issues in India.
- 6) Propose the intervention strategies to the concerned key stakeholders based on the research findings.

## **SUMMARY OF THE METHODOLOGY**

The present research adopted specific methodological design and data collection procedure to achieve its objectives as mentioned above. The present study considered exploratory cum descriptive research design. The present study adopted deductive logic approach in its research method and it is purely non-experimental research. Both secondary and primary data were collected. The target population was runaway category missing children who have presented the history of runaway from family home. Shivamogga Revenue District of Karnataka State was the study area. The study population included runaway category missing children (both boys and girls) aged between 6 through 17 years whose names were appeared in the missing person registers maintained by District crime record bureau, Superintendent of police district headquarter, Department of Karnataka state police, Shivamogga District, Karnataka State. A discrete and realistic sampling frame was prepared based on the secondary source of Shivamogga district police authority i.e. Identical data recorded in 'Missing person registers' for the period of past five years (from the year 2011 to 2015). The present study applied cent percent probability sampling method. A total number of 272 samples have been considered for the study.



A parent version interview schedule was constructed as a measurement instrument which consist closed ended and open ended question items under eight sub sections. Before finalizing the measurement instrument a pilot study was conducted to pre-test practicability of the interview schedule with 10 samples. Suggestions of respondents and experts opinion were also considered to improvise measurement instrument. Primary data were collected from the 272 samples. Researcher personally contacted the parents (i.e. head of the families) through field home visits across 7 taluks of shivamogga district. After taking consent from the respondents a face to face personal interview was conducted by researcher to collect both qualitative and quantitative data administering interview schedule. During interview researcher asked questions to the respondents and recorded their responses in the interview schedule. Researcher edited the collected raw data. Coding work was processed through assigning number to the response categories. Further entire data processing was carried out in computer using SPSS statistics processor. To analyze the primary data as part of the descriptive statistics methods researcher considered measures of central tendency (Mean, Median and Mode) to describe the central position of a frequency distribution for relevant group of data. As part of inferential statistics method researcher executed Pearson chi-square test of independence with  $\alpha = 0.05$  as criterion for significance to examine the relation between variables. The present study has considered Shivamogga district of Karnataka State as study population and study area. Therefore findings of the present study do not stand for generalization to the whole population of Karnataka state or India nation. The present study finally recommended the intervention strategies to the concerned key stake holders to deal with runaway incidences of children based on the research finding and secondary sources. References and Bibliography of the present study are presented in American Psychological Association (APA) recommended Format.

The next Chapter 2 of this thesis presents the review of previous literatures that were contributed to the knowledge base of runaway missing children phenomena.

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## *Chapter 2*

### **THE REVIEW OF LITERATURE**

The present research was intended to investigate the causes of runaway category missing children phenomena. This chapter presents the review of recent research studies that have contributed to understand the runaway category missing children phenomena. These literatures include more international, national and regional level studies published in journals, books, and reports from the year 2000 to 2017. This review work was carried out primarily considering the aim of the current research. The reviews of the relevant studies/ research have been organized under the following two major themes.

- Factors of runaway incidences of children and youth
- Consequences of runaway incidences of children and youth.
- Research trend concerning Runaway children and youth
- Conclusion

#### **FACTORS OF RUNAWAY INCIDENCES OF CHILDREN AND YOUTH**

Review of recent studies identified the type of children and youth who run away from home. Tyler, Hagewen, & Melander's study link running away from home to negative or abusive home environments. Craig & McDowell's study note pregnancy or sexual activity is one of the powerful forces predicting running away from home. Durso and Gates's study found that LGBT youth (Youth who identified as lesbian, gay, bisexual, and transgender) often run away from families who reject them due to their sexual orientation or gender identity, or they are forced out of their family home for the same reasons. Morewitz's study argues that compared to boys, girls are more likely to experience abuse within the family home and Benoit-Bryan's study proved that there is a direct link between abuse at home and becoming a runaway (as cited in Radu, 2017).

Sanchez et al.'s study test how socio-demographic factors predict running away from home. They find that youth living with both biological parents are less likely to run away from home than their peers who live with one biological parent and

one non-biological parent or with a single parent. Tyler and Bersani's study observed both lower socioeconomic status and lower parental monitoring increased the odds of youths becoming runaways. In addition to demographic factors and family structure, scholars (Narendorf, Cross, Santa Maria, Swank, & Bordnick) identified mental health problems as a risk factor for increasing youths' likelihood of running away from home. Rice, & Rhoades's study revealed that Youth runaways tend to have disproportionately high rates of emotional problems, including depression. Thrane, and Adams's study found that peer deviance is strongly associated with running away from home, net of respondents' own deviant behaviors, parental attachment, and school bonding. Thompson & Pillai's study reported that High rates of alcohol and drug abuse are also linked to running away from home (as cited in Radu, 2017).

Many research studies of western countries investigated the reason of runaway incidences of children and youth. Thompson & Pilla's study suggested that poor family environments, parental substance abuse, poor parenting, physical and sexual abuse, and sexual victimization increase the likelihood of youth run away from home. Cauce et al; Tyler, Cauce, and Whitbeck's studies argued that youth may run away from home to escape disorganized, dysfunctional, and abusive families. Ferguson's study found that family instability, abandonment, and caregiver substance abuse were commonly reported family characteristics associated with reasons youth left home. Tyler and colleague's proved that family instability increased youths' likelihood of running away from home. Tyler & Schmitz study confirmed that several forms of family abuse were associated with running away from home and many homeless young adults reported abuse, physical violence, and family conflict as reasons to leave their home. Benoit and Bryan study demonstrated that youth who were physically, verbally, and sexually abused were more likely to run away from home. Similarly, Tyler, Hoyt, and Whitbeck's study reported that victims of sexual abuse are more likely to run away from home at earlier ages compared to their homeless peers who had not experienced sexual abuse. Whitbeck's study claimed that family conflict, including arguments, witnessing violence, and verbal conflicts that led to violence are all common experiences among runaway youth. Tucker, Edelen, Ellickson, & Klein's research showed that family conflict in the form of perceived lack of parental support was also associated with running away from home (as cited in Radu, 2017).

Researchers mark out the reasons for children runaway or missing from home based on the review of literature. Biehal et al; Mitchell; NSPCC; Rees; Rees and Lee; Safe on the Streets Research Team and Wade's studies have confirmed that the most common reason is difficult family circumstances. Rees's large-scale study involving self-reporting of 7349 children (aged 14 to 16) showed that family environment was a significant factor in running away patterns. Almost a quarter (23%) of children living in low-warmth, high-conflict family environments had run away overnight in the last 12 months, compared to only two per cent in high-warmth, low-conflict family environments. Mitchell's study revealed that the majority of young runaways who contacted the Message Home helpline cited family problems as a main reason, with around a quarter reporting alleged abuse. UK researchers Rees and Siakeu explored the experiences of young people who are forced to leave home utilizing the Still Running 2 data-set and monitoring data from six specialist runaway services. Just over a quarter of young people (26%) felt forced to leave home, mostly for reasons of abuse, violence and family conflict (as cited in Hill, Taylor, Richards, & Reddington, 2016).

A research survey of Los Angeles, California attempted to determine whether family maltreatment, street-related traumatic events, stressful life events, and substance use were associated with depressive symptoms in runaway and homeless youths (RHY) in Los Angeles. Data for this study was from a convenience sample of 377 RHY aged 15 to 28. Results indicated that greater severity of depressive symptoms was significantly related to family maltreatment, being exposed to more traumatic stressors during homelessness, and current substance use compared to no substance use. Family maltreatment was also found to moderate the relationship between traumatic stressors and depressive symptoms. Importantly, cumulative exposure to the investigated risk factors at varying levels was associated with more severe depressive symptoms (Lim, Rice, & Rhoades, 2015).

A study from Malaysia examined 104 Running Away/ missing children aged 12 years and below whose cases have been reported to the Royal Malaysian Police in 2009 and 2010. This study attempted to understand the Factors of Missing Children / Running Away from Home in Malaysia Findings of the study revealed that family factors played major role in leading children go missing/ Runaways from home(Alavi, Nen, Mohamad, Sarnon, Ibrahim, & Hoesni, 2014). Categories of the



critical factors contributing to runaway incidences of children are showed in **Table 2.1** of this chapter.

**Table 2.1 Critical factors leading to children go Missing/ Runaways**

<b>Critical factors</b>	<b>Factors Categories</b>	<b>Frequency</b>
<b><i>Push Factors</i></b>		
The Individual	• Enjoys excessive entertainment	17
	• Disobeys advice	14
	• Mischievous (steal/gamble) and moody	13
	• Fear of being remanded by parents upon returning home.	10
Family	• Conflict between parents	<b>24</b>
	• Parent's divorce	17
	• Lack of compassion among family members	15
	• Poverty within families (financial issues)	11
	• Physical and emotional abuse from parents	10
Residential atmosphere	• Unhealthy neighbourhood	15
	• Lack of facilities in the house	14
<b><i>Pull Factors</i></b>		
Community environment	• Cyber Cafes and video games	15
	• Shopping Complexes	9
Fellow peers	• With bad company	<b>27</b>
	• Fleeing with boyfriend	5
	• Involved in drugs and pornographic materials	4

**Source:** Alavi, Nen, Mohamad, Sarnon, Ibrahim, & Hoesni, 2014.

A study from Malaysia examined 104 Running Away/ missing children aged 12 years and below whose cases have been reported to the Royal Malaysian Police in 2009 and 2010. This study considered family as one of the push factors. Findings shows most of the children were staying with both parents (23%) followed by staying with single mother (13%). Family factors such as due to family conflict (24 cases), and parents' divorce (17 cases) seemed to be the main reason for children go missing/ running away. Lack of compassion among family members (15 cases), Poverty within families -financial issues (11 cases), and Physical and emotional abuse from parents (10 cases) are the other family factors in rank (Alavi, Nen, Mohamad, Sarnon, Ibrahim, & Hoesni, 2014).

Researchers from Malaysia Explored the Family Factors in Influencing Problems of Runaway Children. The respondents encompass a total of 53 children, aged between 7-12 years, listed and subsequently reported as missing in the Malaysian Royal Police. Research findings showed that dysfunctional family and parenting style are the main contributors to this particular issue. The findings also demonstrated that family economic status is also influential in contributing to this problem of Runaway Children (Sarnon, Alavi, Hoesni, Mohamad, & Nen, 2013).

A longitudinal analysis identified predictors associated with running away and homelessness among a sample of shelter-recruited adolescents. In this study between three and 24 months, 64% of adolescents returned to the shelter, runaway, or experienced an alternate homeless living situation, indicating a high rate of repeat runaway/homeless episodes. Individual (substance use, depressive symptoms, delinquency and school enrollment) and family variables (conflict and cohesion) identified in the literature as potential predictors of adolescents' runaway and homeless episodes were examined. Findings showed that lower levels of family cohesion and higher levels of substance use significantly predicted repeat runaway and homeless episodes. Findings suggest that increasing family support, care and connection and reducing substance use are important targets of intervention efforts in preventing future runaway and homeless episodes amongst a high risk sample of adolescents (Slesnick, Guo, Brakenhoff, & Feng, 2013).

A study from USA examines the effects of child characteristics, family characteristics and child welfare system-related characteristics on the likelihood of runaway episodes among children in out-of-home care. The study focused on children between ages 12 and 17. Data for the study were taken from the 2009 Adoption and Foster Care Analysis and Reporting System (AFCARS) in the USA. Regarding family characteristics, children removed from single father-headed households were at higher risk of running away than children from families with married and unmarried couples. The stress of single parents raising children may have a negative impact on child rearing. However, the same effect did not emerge concerning children from single mother headed families. The present study cannot provide an explanation why children from single father-headed families are more likely to run away from their placements. However, the findings lead to the conclusion that single fathers need to

be offered parent support services. In addition, as the results suggest that girls in particular are at risk of running away, the services provided to help single fathers with girls need to be tailored for this population (Kim, Chenot, & Lee, 2013).

Study from Los Angeles examined the roles of stress and maladaptive behaviors as mediators between demographic and psychosocial background characteristics and self-injurious outcomes through the lens of the stress process paradigm. The model was tested in a sample of runaway and homeless youth (N = 474, age group of 12–24). Study results established that the Delinquent Behaviors was significantly associated with self-harm versus suicide attempts. Females and those identifying as LGBT were more likely to report distress. Those who reported a parental drug use history were more likely to also report emotional distress. Significant indirect effects on self-harming behaviors include effects of LGBT, Parental Drug Use History, and Emotional Distress. Suicide attempts were indirectly affected by LGBT, Parental Drug Use and Emotional Distress (Moskowitz, Stein, & Lightfoot, 2013).

A socio-legal study was conducted in Gujarat on the issue of missing children with the sample of 188 children below the age of 18 years. In which 40% of children belong to runaway subtype. Study result shows that most of their parents are daily wagers (46.81%) followed by employed (34%), highest percentage of children were staying with two parents families (55%) and rest of them with single parents who had marital issue i.e. separation, divorce or death of spouse (45%). General level of adjustment in the family of children was under problem (more than 50%). Most of them went missing (86%) due to family conflict. Results also showed that majority of children (28%) went missing due to disapproval of child's romantic relationship, followed by Scolding by parents over watching television (23%) and school performance (20%), and Argument about money (16%) (Mao, A socio- legal study on the issue of missing children in the state Gujrath, 2012).

In 2007 a survey was conducted with a subsample of 16 to 34 year old individuals (N=2,247) who have presented psychiatric morbidity in England. Results depicted that approximately 7% of individuals reported running away from home before the age of 16 years, with higher rates in women than in men (9.8% compared

with 5.3%). Overall, 45.3% reported being bullied, 25.3% experienced violence at home, and 8.8% reported unwanted sexual intercourse. Runaways were far more likely than other children to have suffered victimization and family difficulties and to exhibit behavioral problems. It is concluded that Sexual, physical, and emotional abuse, along with family difficulties, can all impact children who run away from home (Meltzer, Ford, Bebbington, & Vostanis, 2012).

Researchers examined the direct effects of physical and sexual abuse, neglect, poor family communication and worries concerning family relationships, depression, anxiety, and dissociation on posttraumatic stress symptoms. Runaway youth were recruited from emergency youth shelters in New York and Texas. Interviews were completed with 350 youth who averaged 15 years of age. Results indicated that direct effects of family relationship worry to dissociation; depressions, and anxiety, were significant, as were relationships between family communication and youth dissociation; depression; and anxiety. No significant effects of physical/sexual abuse or neglect were found. Higher levels of dissociation, and anxiety symptoms, were positively and significantly associated with posttraumatic stress symptoms, but depression was not. Findings underscore the critical role of family relationships in mental health symptoms experienced by runaway adolescents (Thompson & Cochran G, 2012).

A research on causes and effects of runaway children was conducted in Baluchistan (Pakistan). The study sample size was total 28 children aged below 17 years. Findings show highest number runaway episode found in the family having 6-8 members, followed 10-20 members. With regard to the family pattern most of the children were from 'joint family' (89.3%) followed by 'nuclear family' (10.7%). More number of children runaway from home due to the punishment both at home and school followed by educational compulsion. Strict behavior towards the child, loose supervision over the child and continuous punishment to the child are other reasons (Achakzai, 2011).

A census of street children in Delhi by the Institute for Human Development and Save the Children highlighted the Children's Condition and Life on the Street through the Sample Study. In this census a total of 50,923 children below 18 years of

age were identified as street children in Delhi during 12 July to 28 August 2010. This study attempted to shed light on the street children numbers, concentration locations, their conditions, demographic profiles, and details about the night shelters available to them. Results confirmed that one out of every three children (34 per cent) was on the street due to poverty and hunger. Around 30 per cent were on the street in search of jobs; they had either come by themselves (17.7 per cent) or were sent by their parents (12.6 per cent), 9 per cent were on the street after running away from home (the reasons for running away included out of curiosity, escape from abuse, and family issues), or they had been kidnapped, orphaned, or because of incidents such as riots, accidents and natural calamities, or because they had inadvertently lost contact with their parents while travelling. Contextualization of the Study recognized that children, who have lost contact with their parents or guardians while travelling, and those who have run away from homes or orphanages due to serious or silly reasons, also end up on city streets. The core reasons for a child being on the street revolve around household poverty, sickness, running away from harsh treatment at home or in an orphanage, and due to exploitation at various levels and of different magnitudes (The Institute of Human Development & Save the Children, 2011).

A study from United States examines whether sexual orientation is associated with running away once the effects of teen alcohol use, teen depressive symptoms, and parent–teen relationship quality are removed. This study used a nationally representative sample of U.S. adolescents those who have run away from home and those who report same-sex romantic attractions and relationships. The study attempted to explore the association between same-sex romantic attractions and relationships and run away behavior over a 2 year period. The majority of the sample was non-Hispanic White, followed by non-Hispanic Black, Hispanic/Latino, and Other race/ethnicity. Results indicated that although the association between sexual orientation and running away appears to be partially decreased by other risk factors for running away, there remains a significant positive association between same-sex romantic attractions and running away. Furthermore results show that youth with no romantic or sexual relationships were significantly less likely to report running away compared to youth with only opposite sex relationships. These associations remained significant even after controlling for other risk factors (Waller & Sanchez, 2011).

Evidence to All-Party Parliamentary Group for Runaway and Missing Children and Adults'2011 Inquiry highlighted some of the difficulties families face in accessing support and highlighted the need for families to be signposted to specialist support (as cited in The Home Office, 2011) .

Researchers investigated family environments associated with depressive symptoms among male and female runaway adolescents. Data were collected on 197 participants (57.5% female and 42.6% males) recruited from a runaway youth shelter in the southwest. Regression analyses showed that females' depressive symptoms were predominately related to interpersonal relationships, such as family communication, conflict, and worry about these relationships. Male participants were particularly sensitive to father's alcohol abuse and worry about family relationships. Though not significantly different, both males and females reported high rates of physical abuse (49.1% female vs. 37.9% male), sexual abuse (23.6% female vs. 13.8% male) and neglect (41.8% female vs. 32.2% male). Only emotional abuse was significantly greater for females (48.6%) than males (32.2%). Significant differences were found for parental alcohol use; males reported fewer father-figures used alcohol daily or binged (27.5%) than did females (45.5%); mother-figures' alcohol abuse was not significantly different between genders. Scores on the standardized depression scale were significantly different for males and females. Family factors associated with depressive symptoms among male and female runaway youth has implications for treatment and reunification of adolescents with their families (Thompson, Bender, & Kim, 2011).

Researchers examined the adolescent risk factors and young adult health-related outcomes associated with running away from home using longitudinal data from 4,329 youth (48% female, 85% white) who were followed from Grade 9 to age 21. Nearly 14% of the sample reported running away in the past year at Grade 10 and/or Grade 11. Controlling for demographics and general delinquency, running away from home was predicted by lack of parental support, school disengagement, greater depressive affect, and heavier substance use at Grade 9. In turn, runaways had higher drug dependence scores and more depressive symptoms at age 21 than non-runaways, even after taking these antecedent risk factors into account. Runaway status did not predict alcohol dependence risk at age 21. Results highlight the importance of

substance use and depression, both as factors propelling adolescents to run away and as important long-term consequences of running away (Tucker, Edelen, Ellickson, & Klein, 2011).

Within the cultural context of rural India a qualitative study explored the experiences of adolescent females who run away from their family homes. Ten adolescent females from rural areas or small towns of Gujarat, India were individually interviewed. Findings showed that throughout childhood, participants described experiencing differential attention and care to domestic violence and abuse within their families. In the context of this lifelong mistreatment, the immediate trigger for the decision to flee was family disapproval of the romantic partners that adolescent females had chosen for themselves. Each of the females eloped with the male romantic partner, which led to severe opposition from their families, including explicit threats of endangering their or their partners' lives, in turn, destroying the promise of a better life that the girls likely sought through escape (Raval, Raval, & Raj, 2010).

In a longitudinal study 428 homeless and runaway adolescents (187 males, 241 females) were on the streets and in shelters in eight mid-western cities of United Kingdom. This study compares participation in deviant subsistence strategies, street victimization, and lifetime prevalence of five mental disorders (conduct disorder, major depressive disorder, post-traumatic stress disorder, alcohol abuse, and drug abuse) among heterosexual males and females ( $n = 366$ ) and gay, lesbian, and bisexual ( $n = 62$ ) homeless and runaway adolescents from the first wave of a longitudinal study of homeless youth in four Midwestern states. The results indicate that gay, lesbian, and bisexual adolescents were more likely to be abused physically and sexually by caretakers and were more likely to meet criteria for mental disorder than heterosexual adolescents (Whitbeck, Chen, Hoyt, Tyler, & Johnson, 2010).

Research conducted in Taiwan examined Running away experience and psychoactive substance use among a total of 17,133 participants (adolescents), aged between 12-18 years; Participants were drawn from the 2004-2006 nationwide outreach programs across 26 cities/towns in Taiwan. Adolescents who had their first running away experience  $> 6$  months previously had a greater risk of betel nut or

illegal drug/ inhalant use over the past 6-months than those with a similar experience within the last 6 months. Both alcohol and tobacco use were most frequently initiated before the first running away. When adolescents who were fleeing an unsatisfactory home life were compared to those who ran away for excitement formerly tended to have a higher risk of tobacco, betel nut, and illegal drug/inhalant use (Wang, Chen, Lew-Ting, Chen, & Chen, 2010).

A Quasi-experimental study examined the effects of the Runaway Intervention Program (RIP), a strengths-based home visiting, case management, and group support program for sexually-assaulted or exploited young runaway girls in Minnesota. A total sample of 68 aged 12–15 were assessed at baseline. The study found at entry, RIP girls were most likely sexually-abused, with lower levels of protective factors and higher levels of distress and risk behaviors than non-abused girls (Saewyc & Edinburgh, 2010).

Research carried out by the Social Exclusion Unit regarding Young Runaways found the top reasons for running away and are categorized as Push factors and Pull factors. First one includes Problems at home – ranging from arguments with parents to long-term abuse or maltreatment, Family break-up or parents' conflicts, poor school performance, mental health problems, Bullying from school and home or care, Teenage pregnancy. Pull factors includes running to be near friends or family, grooming for potential sexual exploitation or child trafficking. The study report in its initial part note that in UK some young people run away because they are at risk of abuse and forced marriage in particular can lead to young women running away from home (Department for Children, Schools and Families, 2009).

A small scale research was conducted among sexually exploited girls between the age of 13 and 18 years in Malaysia. Results found that the majority of these young women ran away from home because they felt depressed with their family situations, were influenced by friends or boyfriends, or they were having problems with their mothers/stepmothers. When asked about problems at home, 81% confessed that they had problems at home. There were four major problems frequently cited by the young women: Parental lack of love and attention (emotional neglect), fighting between Family members, parental lack of responsibility or physical neglect and



parental substance abuse and/or gambling. The rest of problems noticed are Parental tight discipline and Parental mental health problem. The adverse effects of these problems on girl children observed are feeling neglected, stressed/ tensed and no freedom. All the young women agreed that the problems faced at home had had significant impacts on their life. It is concluded that broadly Neglect, abuse and violence at home appeared to be contributing factors towards children running away from home thus leading them into prostitution (Lukman, 2009).

A study conducted in United States comprising national sample of runaway/homeless female adolescence (N = 951 sample) averaged nearly 17 years of age reported a substantial proportion of parental abuse. To specify 33.2% reported being physically abused by their fathers or mothers, and 11% reported being sexually abused by their fathers. The analysis confirmed that these homeless youth were at high risk of teenage pregnancy. In particular 20% of homeless young women have become pregnant. Living in a single parent household and experiencing emotional abuse by one's mother, increased the odds of a teen being pregnant. The study found that teen pregnancy was associated with being an ethnic minority, dropping out of school, being away from home for longer periods of time, having a sexually transmitted disease, and feeling abandoned by one's family. These pregnant and homeless teens lack financial resources and adequate health care (Thompson, Bender, Lewis, & Watkins, 2008)

A National Longitudinal Survey research of United States examined predictors of running away among a diverse sample of housed adolescents ages 12 through 13. This research began with a sample size of 1,690 youth. The study result revealed nearly 11% of the youth indicated experiencing moderately harsh punishment such as parental threats, and 3% reported experiencing harsh physical punishment (Tyler & Bersani, 2008).

University of New Mexico Center on Alcoholism, Substance Abuse and Addictions has conducted a study on Perceptions of the Family Environment and Youth Behaviors among Alcohol-Abusing Runaway Adolescents and Their Primary Caretakers. Of 119 adolescents, 49 of their parents completed measures at intake. Results shows adolescents perceived a more negative family environment than did

their parents, and parents rated their youth as having more externalizing problems than did the youth themselves (Slesnick & Prestopnik, *Perceptions of the Family Environment and Youth Behaviors; Alcohol-Abusing Runaway Adolescents and Their Primary Caretakers*, 2008).

An exploratory study assessed predictors of trauma symptomatology among runaway youth who had been admitted to youth emergency shelter services or juvenile detention. These agencies were located in a mid-sized urban city in Western New York. Youth admitted to juvenile detention averaged 14.5 years of age and to emergency shelter services averaged 16 years. Findings demonstrated high levels of trauma-related symptoms for both groups. Worry about family, greater runaway episodes, and living with a father who abused alcohol/drugs significantly predicted higher posttraumatic stress symptoms in detained youth, whereas only worry about family relationships predicted higher trauma symptom scores among youth in emergency shelter care. Findings suggest distressful and dysfunctional family life may induce complex emotional responses and development of trauma symptoms in youth (Thompson, Maccio, Desselle, & Zittel-Palamara, 2007).

Drawing on a sample of 726 non-clinical adolescents (aged 17-18 years) from high schools in Ankara, Turkey, identified the risk factors related to situational runaway. Regression analyses revealed that predictors for runaway behavior differed due to gender; while, delinquency, sexual intercourse, substance use, parental separation and suicidal ideation were the significant predictors for girl adolescent runaway behaviors, while lack of parental support and depression were the significant predictors for boy adolescent runaway behavior (Ulusoy & Demir, 2006).

The National Human Right Commission (NHRC -India) Committee on Missing Children has reported that a large number of girls and boys who run away from their homes or are said to have run away from their homes are mainly school dropouts or children get fed up with domestic conditions. children who run away on their own or are forced to run away due to compelling circumstances in their families and extended surroundings, children who face unfriendly and hostile environment and are asked to leave home or who are abandoned. The child may have gone missing from the scene for a different reason altogether, which could be sexual gratification,

sexual exploitation, labour exploitation, profit-making, or personal vengeance etc. The glamour and lure of big cities often make them blind to the stark realities of urban life. Many of these children come from indigent families who either do not have access to authorities or whose complaints are not treated with due diligence. The Action Research Study on Trafficking by NHRC has brought out several case studies to establish this linkage between “trafficking” and “persons reported missing” (National Human Right Commission of India, 2007).

Campos and Rosario et al studies have found that Gay, Lesbian, and Bisexual Youth may become homeless or run away when they are rejected by family members who disapprove of their sexual orientation (Crisp & McCave, 2007)

A systematic investigation of the impact of size of community on runaway behavior was conducted in USA. This study compared runaways from smaller cities and rural areas to their urban counterparts. Convenience samples of 602 adolescents were interviewed between 1995 and August of 1996 in Missouri, Iowa, Nebraska, and Kansas, USA. Multiple regressions was used to examine the association between gender, neglect, sexual abuse, physical abuse, geographic and family structure change, and community size of first runaway to predict age at first runaway, deviant subsistence strategies, and street victimization. Findings indicate that adolescents exposed to neglect and sexual abuse ran away sooner and were more likely to be victimized on the street. Rural adolescents who experienced higher levels of physical abuse relied more heavily on deviant subsistence strategies and remained in abusive homes longer than their similarly situated urban counterparts. Researchers found that dysfunctional family lives were a precursor to early independence and victimization on the street. Analyses indicated that there were no base differences in age of running away, involvement in deviant subsistence strategies, or rate of street victimization between rural and urban runaways. However, rural adolescents delayed running in the face of abuse and navigated their lives on the street differently. Runaway adolescents report extensive histories of familial physical and sexual abuse. Conclusion point out that the rural youth who have been subjected to elevated levels of familial abuse are at greater risk of deviant subsistence strategies, which increase the likelihood of street victimization (Thrane, Hoyt, Whitbeck, & Yoder, 2006).

A study from Texas and New York investigated the youth and family factors associated with runaway episodes. The study explored multivariate models to determine the individual and family effects on runaway recidivism. A convenience sample of 349 youth using runaway shelter services was recruited, 154 runaway youth from New York and 195 from Texas shelters participated. Adolescents completed self-report measures and further negative binomial regression analyses were conducted. Findings demonstrated that characteristics of adolescents and family factors are significant predictors of adolescents' runaway episodes when statistically controlling for region o Center for Learning Excellence in partnership with the John Glenn Institute for Public Service and Public Policy at The Ohio State University published an article on Homeless and Runaway Youth. Author identified the causes of runaway youth which are observed as painful situations such as - Physical, emotional, and sexual abuse, Strained relationships, Substance abuse, Parental neglect/ disapproval/ Divorce/ Remarriage, Problems with siblings, Pregnancy, Poor grades, Suspension or expulsion from school, Sexual orientation and Poor self-esteem (Wagner, 2006).

Problem Oriented Guides for Police Problem- a Specific Guides Series focused on Juvenile Runaways incidences. This guide stated that More recently, runaways have been regarded as victims of dysfunctional families, schools, and social service institutions Triggers for running away from home include - recurrent arguments about typical parent-child issues such as autonomy, spending money, staying out late, permission to attend a party or concert, arguments with siblings, choice of friends, appearance, showing respect to parents, criminal behavior, alcohol or drug use, and school problems (truancy, suspension, grades), physical and sexual abuse, tension or rejection because of lifestyle or sexual orientation, efforts to avoid a difficult encounter with parents, e.g., revealing a pregnancy, reporting failing grades, rigid rules or expectations that do not account for normal developmental changes, punishments perceived as excessive, and authoritarian parenting styles, seeking fun or adventure, to be with a boyfriend or girlfriend, or to do something parents will not permit, parents' inability to cope with stress, poor boundaries, failure to set limits, neglect, substance use, or depression, parents' disharmony, arguing, and domestic violence, tension with step-parent or problems adjusting to a split or blended family (Dedel, February 2006).f the country (Thompson & Pillai, 2006).

A longitudinal study examined the effects of early abuse and poor parenting on victimization via running away, delinquency, and early sexual onset. The study sample included 730 children and adolescents (59.5% female) who were 11 to 15 years of age at baseline. Results revealed that over one-third of adolescents (39%) had experienced physical abuse, with similar rates being reported for males and females (38% and 39%, respectively). Additionally, 27% of adolescents had suffered from sexual abuse, with females experiencing significantly higher rates compared to males (36% vs. 14%, respectively). Outcomes also revealed that having experienced sexual and physical abuse, as well as lower levels of parental monitoring and closeness, significantly predicted running away at base lines i.e. in the previous six month (Tyler & Johnson, 2006)

A Second National survey of young runaway (Still Running II) was undertaken by the Children's Society in partnership with the University of York in the first half of 2005. The aim was to present some broad overview statistics which offer a comparison with key findings from the Still Running survey, and provide an update on some of the key issues of children and young. This survey report presents a set of initial findings from the new survey in relation to young runaways. The survey involved over 11,000 young people, mostly aged 14 to 16, in mainstream schools, special schools and pupil referral units, in 25 areas of England. This survey report recollected the findings of previous survey (i.e. First Still Running National survey of 1999) regarding young people's reasons for running away or being forced to leave home. In which most young people reported problems at home as being the primary reason for running away – in particular, conflict with parents and other family members; physical abuse; emotional abuse; and neglect. Under the second national survey of young runaways examined the reasons for running among 1,054 young people, reply was included more than one factor. The vast majority of young people reported reasons that fall under the umbrella of 'problems at home', this included Poor family relationships and general unhappiness at home, Arguments and family conflict, Maltreatment (Rees & Lee, 2005).

Researchers conducted a study with children living in runaway shelter at Austin, Texas focusing Stress and Coping Strategies in Runaway Youths. The total sample consisted of 53 participants from a runaway shelter in Austin, Texas.

Participants ranged in age from 13 to 18 years. Results with regard to the reason for leaving home show multiple answers. One third (n =17, 32.1%) stated that they had left home “to seek excitement or adventure,” and 20 participants (37.7%) responded that they had left home because their parents were emotionally, physically, and/or sexually abusive. Ten participants (18.9%) mentioned that their parents did not approve of their drug and/or alcohol use. Over one fifth of the participants (n = 12, 22.6%) had left home due to financial difficulty in the family; 15 (28.3%) were thrown out by their parents; and a limited number (9.4%) indicated death of their parents as their reason for leaving home. In addition, some youths indicated other reasons, such as pregnancy, to be with a boy- or girlfriend, imprisonment of their parents, and discord with their parents. In the study Concept mapping revealed six major sources of stress for these youths disrespect, living stability, anxiety, school, friends, and family. Five major coping strategies were emerged as well such as relaxation, social support, going out, hobbies/interests, and escaping (Chun & Springer, 2005).

Safe on the Streets Research Team’s study found that around three in five of the young people in the case file sample (60%) had run away. Previous research has identified that as many as four in five of those who run away overnight under the age of 16, do so because of problems in the family home. Abrahams and Mungall; Rees; Wade and Biehal; Safe on the Streets Research Team’s studies have revealed that Running away was most often rooted in conflict with a parent, stepparent or other family member. Scenarios that prompted running away included conflict arising from school performance or attendance, from a discovered pregnancy, from perceived strict parenting and from expectations that young people would take undue responsibility in the home. Johnson and Carter; Farber et al; Janus et al; Stiffman; Cohen et al; Widom and Ames’s Studies have found a high incidence of physical and sexual abuse among samples of runaways (as cited in Biehal, Mitchell, & Wade, 2003).

Safe on the Streets Research Team’ study observed that in the UK around one in four runaways leave as a result of physical, sexual or emotional abuse or neglect. White beck and Simons; Graham and Bowling; Wade and Biehal; Wade’s studies have confirmed that for some young people a cycle of running away linked to disaffected behaviors – such as offending, substance misuse and school nonattendance

– can become mutually reinforcing. Brennan et al study found that the role of peers strengthens during adolescence and can influence running away. Wade's study noticed that peer influence can take a number of forms. Young people may be enticed or coerced into running away with others. They may go missing to spend time with friends in a variety of circumstances or develop strong links with peers that lead to conflict with their parents (as cited in Biehal, Mitchell, & Wade, 2003).

Researchers summarized that most young people who decided to leave had run away, usually because of conflict with parents or other family members, but in some cases to escape abuse. Running away was also linked to difficulties at school, problems in young people's personal lives (including mental health difficulties) or to the influence of peers. A small group of older young people (aged 16 or 17) had decided to make a clean break from their families and start anew (Biehal, Mitchell, & Wade, 2003)

Data of United States from the year 1997 Runaway/Homeless Youth Management Information System (RHY MIS) was analyzed by researchers. This study investigated the likelihood of family reunification across ethnic groups of 14,419 youth using runaway shelter services nationwide. Results established that among White, African American, Hispanic, Native American, and Asian ethnic groups, youths who reported abuse or neglect by their parental figures or had parent(s) who were unemployed were less likely to reunify following a runaway episode. Findings also indicated significant differences across ethnic groups of runaway adolescents. Specifically, a greater percentage of male African American and Hispanic run away and are identified as throwaway or homeless compared with other ethnic groups (Sanna J. Thompson, 2003).

A research was conducted to investigate reasons for children runaway from home in a Child Observation Home to which street children from all over Delhi are brought. A total number of 400 boys were studied, in which 89.2% children were runaway from home and 9.8 % children are not runaways. Results on family aspects revealed that both groups of children were from poor families with lack of basic amenities. A higher number of children had no parent earnings. Many of them are from joint families. Boys with step parents and/or those residing with guardian are

more likely to runaway. A history of physical abuse within the family was higher in the 'Runaway' group. Other reasons are desire for economic independence, probably a reflection of the deprived families they belonged to (Tiwari, Gulati, Sethi, & Mehra, 2002).

In a research study conducted in USA examined abuse specific variables among homeless and runaway adolescents and to look at perpetrators of childhood abuse. This data were from the Seattle Homeless Adolescent Research and Education Project (SHARE). Under this study a total of 372 adolescents were interviewed in metropolitan Seattle. Among them 55% male (n = 203) and 45% female (n = 169). Ages of them ranged from 13 to 21. Young people were interviewed on the streets and in shelters by outreach workers in youth service agencies. Results revealed that approximately one-half of these young people reported being physically abused and almost one-third experienced sexual abuse. Females experienced significantly higher rates of sexual abuse compared to males, and sexual minority youth experienced significantly higher rates of physical and sexual abuse compared to heterosexual youth. Average duration of physical and sexual abuse was 5 and 2 years, respectively. Both types of abuse were rated as extremely violent by more than half of those who were abused. The average number of different perpetrators of physical and sexual abuse was four and three, respectively. Biological parents were the majority of perpetrators for physical abuse whereas nonfamily members most often perpetrated sexual abuse. Average age of perpetrators was late 20s to early 30s and the majority of perpetrators were male for both types of abuse. Authors concluded that the pattern of exploitation and victimization within the family may have serious and cumulative developmental consequences for these youth as they enter the street environment (Tyler & Cauce, Perpetrators of early physical and sexual abuse among homeless and runaway adolescents, 2002).



### *Hypothetically endangered runaway children and youth*

The Second National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMART–2) provides information on the number and characteristics of children who are gone from their homes either because they have run away or because they have been thrown out by their caretakers. NISMART–2 studies were based on three components i.e. the National Household Survey of Adult Caretakers, the National Household Survey of Youth, and the Juvenile Facilities Study. Youth ages 15–17 made up two-thirds of the youth with runaway/throwaway episodes during the study year. Findings revealed that of the total runaway/throwaway youth, an estimated 1,190,900 (71 percent) could have been endangered during their runaway/throwaway episode by virtue of factors such as substance dependency, use of hard drugs, sexual or physical abuse, and presence in a place where criminal activity was occurring (Hammer, Finkelhor, & Sedlak, 2002).

The study identified 17 features of runaway/ throwaway episodes deemed to be indicators of endangerment (See **Table 2.2**). Any youth who qualified under any one of these conditions was classified as an endangered runaway/throwaway. The most common endangerment component was physical or sexual abuse at home or fear of abuse upon return. The second most common endangerment component was substance dependency. Large numbers of children were also endangered by virtue of their young age (13 years old or younger), being in the company of someone known to be abusing drugs, or use of hard drugs by the children themselves. An estimated 38,600 runaways/ throwaways were at risk of sexual endangerment or exploitation by one or more of the following characteristics or behaviors during the episode: the youth was sexually assaulted, there was an attempted sexual assault of the youth, the youth was in the company of someone known to be sexually abusive, or the youth engaged in sexual activity in exchange for money, drugs, food, or shelter during the episode (Hammer, Finkelhor, & Sedlak, 2002).

The Second National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMART–2) studies estimated the Potentially Endangered Runaways/ Throwaways children and youth. Specific characteristics of such episodes are presented in **Table 2.2** of this chapter.

**Table 2.2: Estimates of Potentially Endangered Runaways/ Throwaways**

<b>Characteristics of the Episode</b>	<b>Estimate</b>	<b>Percent (n=1,682,900)</b>
Child had been physically or sexually abused at home in the year prior to the episode or was afraid of abuse upon return	350,400	21
Child was substance dependent	317,800	19
Child was 13 years old or younger	305,300	18
Child was in the company of someone known to be abusing drugs	302,100	18
Child was using hard drugs	292,000	17
Child spent time in a place where criminal activity was known to occur	256,900	12
Child engaged in criminal activity during the course of the episode	197,400	11
Child was with a violent person	125,400	7
Child had previously attempted suicide	70,500	4
Child who was enrolled in school at the time of the episode missed at least 5 days of school	70,500	4
Child was physically assaulted or someone attempted to physically assault child during the course of the episode	69,100	4
Child was with a sexually exploitative person	27,300*	2*
Child had a serious mental illness or developmental disability at the time of the episode	24,300*	1*
Child was sexually assaulted or someone attempted to sexually assault child during the course of the episode	14,900*	1*
Child's whereabouts were unknown to the caretaker for at least 30 days (and the episode was unresolved or no information was available)	7,300*	<1*
Child engaged in sexual activity in exchange for money, drugs, food, or shelter during the episode	1,700*	<1*
Child had or developed a serious or life-threatening medical condition during the course of the episode	0#	0#

*Source:* Hammer, Finkelhor, & Sedlak, 2002.

**Note:** The total number of endangered runaway/ throwaway youth was 1,190,900. The individual estimates and percent do not sum to the total because the youth were counted in each category that applied. For this reason, the numbers and percentages cannot be combined to create aggregates.

\* Estimate based on too few sample cases to be reliable.

# No cases were identified.

Research conducted in Northern Ireland by the Children's Society indicated that almost one in ten young people in Northern Ireland will run away or be forced to leave home overnight, before they are 16, with over 2000 young people under 16 running away from home each year. The main reason for running away is problems at home (27%) which often aggravated by personal problems or problems at school. Young people who run away repeatedly have particularly high levels of family disruption. Over a quarter of young people runaway due to physical abuse emotional abuse and neglect. Young people who live in step families or with a lone parent are significantly more likely to run away than those living with both birth parents (Raws, 2001).

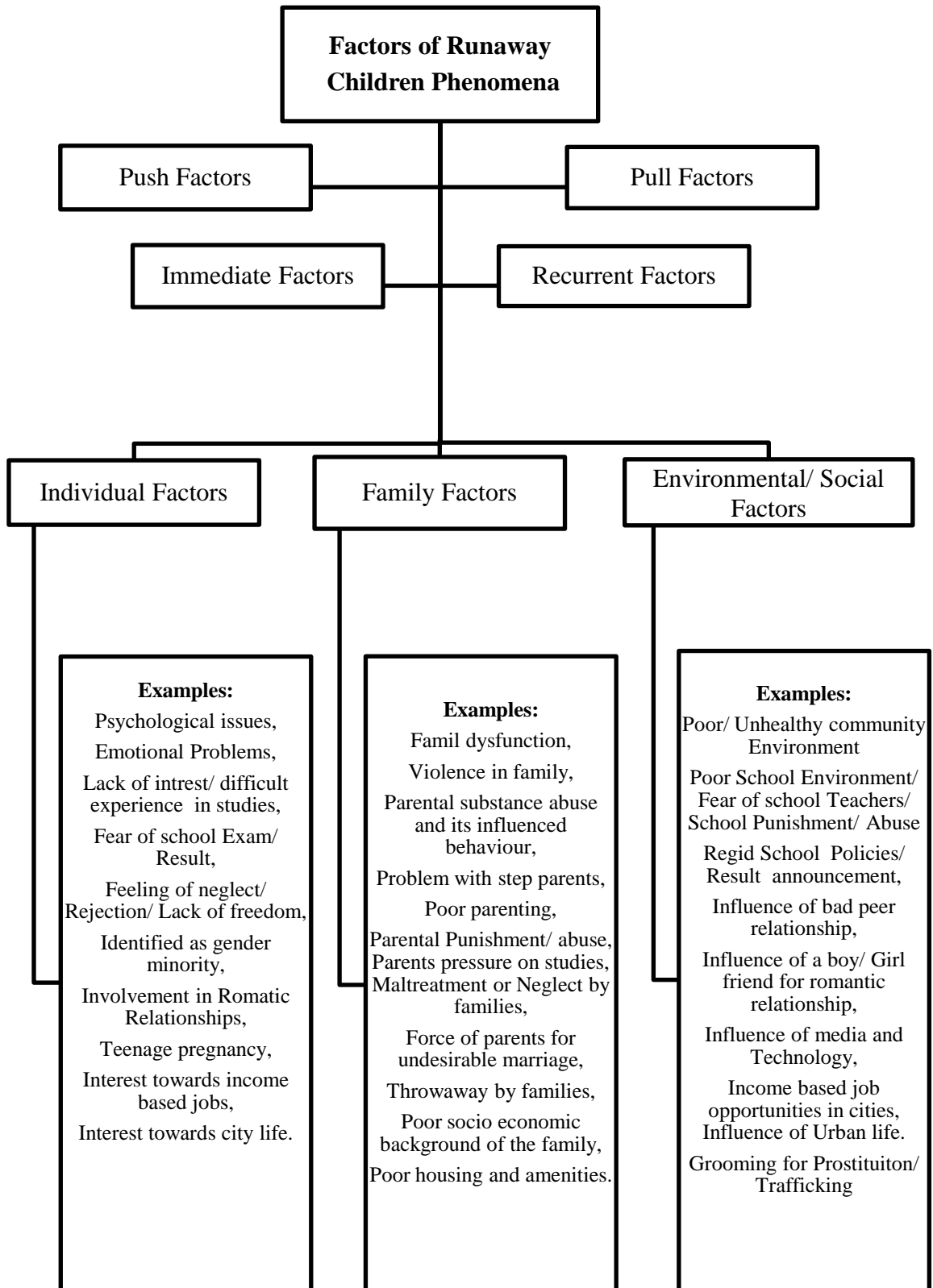
A study was conducted in United States of America (USA) in order to determine the prevalence of disabilities among abused and non-abused runaways within a hospital population (Study 1) and community school population (Study 2) and to identify any associations between disability, maltreatment, family stress factors, academic achievement, school attendance, domestic violence and runaway status. Under the study 1, a total of 39,352 Nebraska children seen at the Boys Town National Research Hospital (BTNRH) from 1982 to 1992 provided the database from which the sample was identified. The subjects in Study 2 were derived from the total population of 40,211 children enrolled in the Omaha Public Schools during the 1995–96 school years. As part of methodology in this research descriptive information was collected for maltreated and non-maltreated runaways from hospital (N=39,352; 255 runaways) and school (N= 40,211; 562 runaways) populations including: disability status, type of maltreatment, family stress factors, record of domestic violence in the family, academic achievement and attendance (Sullivan & Knutson, 2000).

Results of this study showed that the prevalence rate of disabilities among the maltreated runaways was 83.1% and 47% among the non-maltreated runaways in the hospital sample and 34% and 17%, respectively, in the school sample. Children and youth with disabilities were at increased risk to become runaways in both populations. The presence of maltreatment significantly increased the association between running away and disability status. Children with behavior disorders, mental retardation, and some type of communication disorder were significantly more likely to run away than children with other disabilities. Among the maltreated runaways with and without

disabilities, physical abuse and sexual abuse were significantly associated with running away. Records of domestic violence were more prevalent in the families of runaways with behavior disorders and no diagnosed disability. Lower academic achievement, poor school attendance, and more family stress factors were associated with maltreatment, disability and runaway status (Sullivan & Knutson, 2000)

**Figure 2.3** in this Chapter Presents An overview of Factors that Influence Runaway Children phenomenon based on the Review of Literature as mentioned above.

**Figure 2.3: An Overview of Influencing Factors of Runaway Children Phenomenon**



## CONSEQUENCES OF RUNAWAY INCIDENCES OF CHILDREN & YOUTH

Hill, Taylor, Richards, & Reddington, (2016) highlighted that Children can face considerable risks to their safety when running away or going missing from home, including physical assault, sexual exploitation and engaging in criminal activity. Rees's the most recent survey of young people found that one in 11 young people reported being hurt or harmed when away from home. One in six reported sleeping rough or staying with someone they had only just met. Almost one in eight said that they had stolen in order to survive and one in 11 said that they had begged. Biehal et al's study found that avoiding conflict at home as a result of behavior or arrest was a rationale for a small number of children reported as missing to the National Missing Persons Helpline. In Shalev's study the criminal behavior of 51 children who repeatedly ran away was examined using police incident reports; shoplifting and theft were common arrests indicating survival strategies, as were battery, assault and grievous bodily harm. Running away can be a protective measure for some children who face risks within their own homes. Wade's study traced that one-sixth of young people were physically or sexually assaulted when staying with friends and one in 20 was assaulted when staying with relatives. Berelowitz et al.'s study explored that children may be coerced into exploitative relationships that involve running away from parents to another person. For some children, this is conceptualized as a romantic relationship with a boyfriend or girlfriend, leaving families feeling powerless when their children are then sexually exploited. Tyler et al.'s study described that in US young women who have been sexually abused in the family home are at an increased risk of further sexual abuse and exploitation when away from home (as cited in Hill, Taylor, Richards, & Reddington, 2016).

In an article researchers addressed barriers to accessing emergency accommodation for children who run away, stay away from home or substitute care overnight (or longer) without permission or who are forced to leave by parents or carers in the UK. Barriers to runaway and thrown-out children accessing dedicated emergency accommodation start with the fact that little such accommodation exists. Social Care professionals are not always aware of the need for such provision and this is unsurprising when researchers see that only 30% of runaways and thrown-out children are reported missing and only 5% seek professional help while they are away

from home or care. On the basis of an analysis of participants' accounts, however, and drawing on other research findings, researchers identified that lack of provision, inaccessibility in terms of location and lack of information, fear of being returned and of being sidelined were barriers that young runaways or thrown-out children encounter in accessing emergency accommodation. Researchers found that young people sometimes deliberately render themselves invisible to services (Myfanwy, Ros, & Haridhan, 2015).

A study from U.S. examined the association between current prescription drug misuse (PDM) and injection among runaway and homeless youth. A total of 398 homeless youth and young adults aged 13 to 28 who were receiving services at two drop-in agencies in Los Angeles, California agreed to participate in the study. A total of 48 (13%) participants reported using a needle to inject any illegal drug into their body during the past 30 days. Overall, 84 (22%) participants reported misusing prescription drugs in the past 30 days. Among participants who reported current injection, 33 (69%) also reported current prescription drug misuse (PDM) compared to 51 (16%) of participants who were not current injectors. In the study sample of homeless and runaway youth, current prescription drug misuse was strongly associated with current injection (Al-Tayyib, Eric Ricec, & Riggs, 2014).

Researchers in their review article addressed the barriers to accessing emergency accommodation for children who run away. Authors note that young runaways and thrown-out children, under-16, face a number of barriers to accessing safe emergency accommodation. Authors have identified that lack of provision, inaccessibility in terms of location and lack of information; fear of being returned and of being sidelined were barriers that young runaways or thrown-out children encounter in accessing emergency accommodation. They also found that young people sometimes deliberately render themselves invisible to services. It is concluded that barriers to runaway and thrown-out children accessing dedicated emergency accommodation start with the fact that little such accommodation exists (Franks, Hunwicks, & Goswami, 2013).

In a study conducted at London, UK focused on barriers to the Uptake of Emergency Accommodation by Young Runaways and Thrown-out children and the

Role of the 'Transitional Person'. The study confirm Young runaways and thrown-out children under age 16 years face a number of barriers to accessing safe emergency accommodation. The need for such accommodation is not always apparent because children sometimes make themselves invisible to services through fear of being returned or fear of being removed from inappropriate accommodation. Young people's retrospective accounts of their experiences suggest the importance of a 'transitional person', an adult who has a pivotal role in trust-building and who acts as a conduit to services and helps runaway and thrown-out children overcome internal and external barriers to uptake of emergency accommodation (Franks, Hunwicks, & Goswami, 2013).

Study from Los Angeles examined the roles of stress and maladaptive behaviors as mediators between demographic and psychosocial background characteristics and self-injurious outcomes through the lens of the stress process paradigm. The model was tested in a sample of runaway and homeless youth (N = 474, age group of 12–24). Study results established that the mediators of greater Recent Stress, Delinquent Behaviors, and Problem Drug Use predicted self-harming behaviors, whereas only Recent Stress predicted suicide attempts. Significant predictors of Recent Stress included female gender, LGBT, Parental Drug Use History, and Emotional Distress. Problem Drug Use was predicted by greater age, Parental Drug Use History and Emotional Distress. Delinquent Behaviors were predicted by male gender, less age, and Emotional Distress (Moskowitz, Stein, & Lightfoot, 2013).

A cross-sectional study investigates substance use, self-esteem, and self-efficacy in 51 homeless and runaway youth (HRY) in New Orleans. Results include high rates of substance use disorders, lower self-esteem and lower self-efficacy compared with that of non-HRY in previous studies, and no significant correlation between substance use and self-esteem or self-efficacy. The authors interpret that Alcohol usage and drug usage correlated significantly with each other as did self-esteem and self-efficacy with each other, but neither of the substance usage variables correlated significantly with the self-variables. It is observed that the levels of self-esteem and self-efficacy may vary according to the reason a youth leaves home and the conditions he or she left behind. If the conditions are poor and the youth's self-



esteem and self-efficacy are high, the potential for successful transition to independent living may be most optimal (Maccio & Schuler, 2012).

Annual Report of National Center for Missing & Exploited Children (NCMEC) stated that When a child is reported missing to NCMEC, the case is categorized as an endangered runaway; family abduction; lost, injured or otherwise missing; or nonfamily abduction. It is noted that one in eight endangered runaway children reported to NCMEC in 2012 was identified as likely being a victim of child sex trafficking (The National Center for Missing & Exploited Children, 2012).

A cross-sectional study investigates substance use, self-esteem, and self-efficacy among 51 homeless and runaway youth (HRY) in New Orleans, USA. The study results include high rates of substance use disorders, lower self-esteem and self-efficacy compared with that of non-HRY in previous studies (Maccio & Schuler, 2012)

Parents and Abducted Children Together (PACT) study concluded that Missing children and young people are at real risk of harm when missing. Specifically 25% of the children suffered some form of abuse whilst missing, 13% of young runaways physically hurt, and 8% of young runaways sexually assaulted. Barnardo's Cymru study noted that Just over half of child sexual exploitation cases involve a young person who has at some time been reported missing and research carried out in Wales has found that in 90% of cases where children were at risk of sexual exploitation, there was a history of them going missing. Scoping Report on Missing and Abducted Children has highlighted that repeatedly going missing from home is increasingly recognized as a key indicator to agencies that a child may be a victim of child sexual exploitation. Child Exploitation and Online Protection (CEOP) Study revealed that young people who run away can also get caught up in criminality and homelessness and may suffer mental health problems including depression. Children and young people may be at risk of developing mental health issues as a result of going missing (as cited in The Home Office, 2011).

The Seattle homeless adolescent research and education project based study investigated the impact of childhood sexual abuse on later sexual victimization among

372 homeless and runaway youth in Seattle. Results show high rates of both childhood sexual abuse and street sexual victimization. Girls experienced much greater rates compared with the boys' counterpart. Early sexual abuse in the home increased the likelihood of later sexual victimization (unwanted or unpleasant sexual experiences) on the streets indirectly by increasing the amount of time at risk deviant peer affiliations (Friends engaged in deviant behavior such as selling/using drugs, selling sex, threatening or assaulting someone with weapon). Participation in deviant subsistence strategies (i.e. shoplifted, conned, robbed someone, sold drugs, mugged someone, and broke into a store or house to take things) and engaging in survival sex (Trading sex to obtain things they needed). This study also confirms street life and participation in high risk behaviors increases their probability of street victimization (Tyler K. A., Hoyt, Beck, & Cauce, 2011)

A study was conducted across selected sample sites (i.e. in Quetta, Loralai, Sibi town, and Hyderabad) in which 28 children and their parents/ guardians and neighbors were interviewed to understand the magnitude of the problem of children running away from homes. Results shows 63% of children did not mention the most appealing joy got at new place, 68% of children did not respond about the major irritant at the new place, home sickness faced by 21% children, 5% children narrated getting 'low quality of food, 5% claimed unpleasant experience with 'the bad nature of the people' and 'uncomfortable place'. 25% of children dissatisfied over the facilities (like, surroundings, food, shelter, attitude of the new people). 2/3 of the children usually realized to go back home and get rid of the new situation they were trapped in (Achakzai, 2011).

Research conducted in Taiwan examined Running away experience and psychoactive substance use among a total of 17,133 participants (adolescents), aged between 12-18 years; Participants were drawn from the 2004-2006 nationwide outreach programs across 26 cities/towns in Taiwan. Results revealed that the lifetime risk of tobacco, alcohol, betel nut, and illegal drug/inhalant use increased steadily from adolescents who had experienced a trial runaway episode (one time lasting  $\leq 1$  day), to those with extended runaway experience ( $\geq 2$  times or lasting  $> 1$  day), when compared to those who had never ran away. Both betel nut and illegal drug/inhalant use were most frequently initiated after this event. When adolescents who were

fleeing an unsatisfactory home life were compared to those who ran away for excitement, the risk of alcohol use was similar. It is concluded that more significant running away and a longer time since the first absconding experience were associated with more advanced substance involvement among adolescents now living in a family setting. Once adolescents had left home, they developed additional psychoactive substance problems, regardless of their reasons for running away (Wang, Chen, Lew-Ting, Chen, & Chen, 2010).

In a longitudinal study 428 homeless and runaway adolescents (187 males, 241 females) were on the streets and in shelters in eight mid-western cities of United Kingdom. This study compares participation in deviant subsistence strategies, street victimization, and lifetime prevalence of five mental disorders (conduct disorder, major depressive disorder, post-traumatic stress disorder, alcohol abuse, and drug abuse) among heterosexual males and females (n = 366) and gay, lesbian, and bisexual (n = 62) homeless and runaway adolescents from the first wave of a longitudinal study of homeless youth in four Midwestern states. The results indicate that gay, lesbian, and bisexual adolescents were more likely to be physically and sexually victimized when on the streets, and were more likely to meet criteria for mental disorder than heterosexual adolescents (Whitbeck, Chen, Hoyt, Tyler, & Johnson, 2010)

The Children's Society through its research identified the immediate risks associated with going missing these include such as, No means of support or legitimate income – leading to high risk activities, Involvement in criminal activities, Victim of abuse, Victim of crime, for example through sexual assault and exploitation, Alcohol/substance misuse, Deterioration of physical and mental health, Missing out on schooling and education, Increased vulnerability. On the other hand Longer-term risks include such as Long-term drug dependency / alcohol dependency, Crime, Homelessness, Disengagement from education, Child sexual exploitation and Poor physical and/or mental health. The Children's Society's Still Running II (2005) survey estimates that around 100,000 young people under the age of 16 run away from home or care each year across the UK. Many of these young people stay with friends or family members, but there are some who do not have access to these networks of support and end up in harmful situations such as sleeping rough. Findings

of Still Running II study revealed that 52 per cent of young runaways returned to their home or care placement after one night away; 1 in 6 young runaways sleeps rough; and 1 in 12 young runaways is hurt or harmed while away (Department for Children, Schools and Families, 2009).

A study conducted in United Kingdom found that eight percent of children who ran away overnight had been harmed. The number of runaways who engage in 'survival sex' varies by study. According to a New York Times review "nearly a third of the children who flee or are kicked out of their homes each year engage in sex for food, drugs, or a place to stay, according to a variety of studies published in academic and public health journals (Urbina, 2009).

In a review of literature work it was identified that for youth, running away are often combined with other types of risky behavior, Firstly Greene, Ennett, and Ringwalt study note the risk of drug/alcohol use. For runaway teens, a lack of parental oversight and easy access to drugs on the street often lead to experimentation with illegal substances. This compounds the dangers of an environment where runaways already are vulnerable, far from home and around unfamiliar people. Secondly, Farrow et al., found the risk of "Survival" criminal activities, such as petty theft or dealing drugs. Lacking legitimate ways to obtain resources, youths become creative when they run out of money to buy food or clothing. Stealing from a grocery store and dealing drugs are relatively easy ways to obtain the needed resources quickly. Up to 28 percent of youths on the streets also engage in "survival sex" or trading sex for money, food, shelter, drugs, or other subsistence needs (as cited in U.S. Department of Justice, October, 2009).

Research study conducted at Austin, Texas (United States) investigated individual and family-level predictors of teen pregnancy among a national sample of runaway/homeless youth in order to better understand the needs of this vulnerable population. The overall sample (N = 951) of female youth averaged nearly 17 years of age under this study. The analysis confirmed that homeless youth were at high risk of teenage pregnancy. In particular 20% of homeless young women have become pregnant. They found lacking financial resources and inadequate health care, resulting in increased risk for low- birth-weight babies and high infant mortality. More than

one-third of these young women (34.8%) reported that they had planned suicide. Pregnant youth had significantly greater physical and mental health risks than their non-pregnant peers. In relation to delinquent behavior, significantly higher proportions of pregnant female adolescents were on probation (6.5% vs. 3.5%), reported misdemeanor charges (15.6% vs. 10.5%), or reported charges for felony offenses (5.6% vs. 2.4%) than non-pregnant counterparts (Thompson, Bender, Lewis, & Watkins, 2008).

In a study of 361 Midwestern homeless and runaway youth, several differences were noted between the predictors of arrest and police harassment. First, path-analytic techniques demonstrated that having deviant friends promoted harassment but not arrest. Second, substance use was the impetus for police harassment, whereas age at first runaway was consequential for arrest. Third, physically abused youth encountered more harassment, yet minor delinquent behavior increased the risk of arrest. In particular results shows physical abuse was an important determinant of street risk factors and police intervention. At higher levels of physical abuse, adolescents had stronger ties to deviants (.11), and it exerted a direct effect on police harassment (.14). Delinquent behavior was also connected to drug use and deviant friendships as well as risk of arrest. Adolescents who were bent on delinquent activity were involved with deviant peers (.28) and substance use (.38). A higher rate of delinquent activity increased the chances of an arrest (.33). Youth who runaway earlier reported stronger association with deviant peers (.16) and had a higher risk of post runaway arrest (.27). In terms of situational aspects of homelessness, deviant peer contact set the stage for police harassment (.21). It did not influence the likelihood of arrest, but substance use contributed to police harassment (.20) (Thrane, Chen, Johnson, & Whitbeck, 2008).

The National Human Right Commission (NHRC - India) Committee on Missing Children has reported that many of the runaway boys and girls become victims of the organized begging rackets or pick-pocketing/drug peddling racket etc. Most of these children are also trafficked and further abused, physically or sexually, and their cases are not even brought to the knowledge of the police. Runaway children are often found roaming around places where they are particularly exposed to abuse and exploitation such as railway stations, traffic junction etc. In fact, even a child who

has run away on purpose is also susceptible to being serious hurt, kidnapped, abducted, rape, abused, or assaulted. unnatural offences, and even murder of the child. The Action Research Study on Trafficking by NHRC has brought out several case studies to establish this linkage between “trafficking” and “persons reported missing” (National Human Right Commission of India, 2007).

Yumiko Aratani a senior research associate has worked on a project aimed to identifying causes and consequences of Homeless Children and Youth. This work also focused on runaway youths. Author has pointed out that runaway and homeless experiences influence mental health status, youth who experience homelessness exhibit more behavioral problems prior to their runaway or homeless experiences compared with youth without runaway or homeless episodes; more youth in runaway and homeless programs report fights and physical or emotional abuse from their family members, compared with those without such experiences; The majority of youth in runaway and homeless youth programs report their biological mothers as a main perpetrator of maltreatment; Runaway and homeless youth are much less likely to complete high school, compared with those without runaway or homeless experiences; those with more frequent runaway experiences are more likely to be involved in delinquent survival strategies, such as selling drugs, shoplifting, burglary, robbery or prostitution. Runaway youth are more likely to have been arrested as juveniles (not including the arrest for being a runaway) (Aratani, September, 2009).

Center for Learning Excellence in partnership with the John Glenn Institute for Public Service and Public Policy at The Ohio State University published an article on Homeless and Runaway Youth. The study identified the Challenges of Homeless and Runaway Youth such as - Inability to earn sufficient money to meet needs – too young, no skills, no credentials, Lack of awareness of available services Distrust of authority, High risk of contracting sexually transmitted diseases (STDs), Anxiety, depression, low self-esteem, Poor health and nutrition habits, Limited self-sufficiency skills, Lack of shelters that can accommodate youth, Difficulties attending school, Guardianship requirements, Residency requirements, Lack of records, Lack of transportation. This article note that every year approximately 5,000 runaways and homeless youth die from assault, illness, and suicide (Wagner, 2006).

Problem Oriented Guides for Police Problem - a Specific Guides Series focused on Juvenile Runaways incidences. The guide stated that once juveniles have left home or care, the variety and seriousness of harms they face. Those living on the street face hazards that are self-imposed (substance use, consensual high-risk sexual activity), inflicted by others (victimization and exploitation), or driven by the need to obtain food, shelter, and money. Sometimes they access shelters or emergency care facilities; other times they are forced to settle for riskier arrangements such as staying with strangers who have apartments or living in abandoned buildings or on rooftops. Juveniles may shoplift, panhandle, steal, threaten, or use violence to get money from others. Although there is no consensus on whether the practice is widespread, some juveniles also engage in "survival sex," meaning they trade sex for food, shelter, drugs, or protection. Sometimes, survival sex involves statutory rape, which has obvious implications for police ( as cited in Dedel, February 2006).

This guide also note that some runaways living on the street are exploited by predatory adults and become involved in prostitution, pornography, and drug dealing. In addition to being a precursor to running away, juveniles are often victims of physical and sexual assault while they are living on the street. Many runaways living on the street constantly fear victimization and struggle to meet their basic survival needs. Very little is known about the experiences of runaways who do not spend time on the street. In general, runaway experiences are not all bad. Some juveniles feel independent, autonomous, and free and are relieved to escape the pressures of family conflict and school. Being away from home often provides time to think and is useful for sorting out problems. Unfortunately, running away does not improve juveniles' emotional lives nor does it address the issues that made them want to leave home (as cited in Dedel, February 2006).

Study from U.S. longitudinally examines the effects of early abuse and poor parenting on victimization via running away, delinquency, and early sexual onset among a sample of over 700 currently housed high-risk adolescents. Results revealed that adolescents who had run at base line were significantly more likely to run again, more likely to engage in delinquency, and more likely to have had an early sexual onset at wave 3, all of which significantly predicted victimization at wave 4. Twelve percent of youth said they had engaged in serious delinquency and 23% reported an

early sexual onset. Finally, 35% of young people reported being victimized at least once with males experiencing significantly higher rates than females (Tyler & Johnson, "A Longitudinal Study of the Effects of Early Abuse on Later Victimization Among High-, 2006).

Another USA research study by Tyler, Cauce, & Whitbeck attempted to examine family risk factors associated with dissociative symptoms among homeless and runaway youth. In this study a total of 328 homeless and runaway youth were interviewed using a systematic sampling strategy in metropolitan Seattle. Homeless young people were interviewed on the streets and in shelters by outreach workers in youth service agencies. Dissociative symptoms were assessed in the current study using the Dissociative Experiences Scale. This study improved upon previous research by examining the prevalence of dissociative symptoms among a large sample of homeless youth who typically experience widespread trauma including high rates of abuse, neglect, parental rejection, and parents with mental health problems. The study results revealed widespread prevalence of dissociative symptoms among these young people. Multivariate analyses revealed that sexual abuse, physical abuse, and family mental health problems were all positively associated with dissociative symptoms. No gender differences were found for any of the models (Tyler., Cauce., & Whitbeck., 2004).

Research suggests that being younger at the time of one's first runaway episode, identifying as LGBTQ (lesbian, gay, bisexual, transgendered, or queer), engaging in deviant subsistence strategies (e.g., selling drugs), and engaging in survival sex increase young people's risk of being sexually victimized by strangers and acquaintances. Risk factors, however, differed by gender. Among girls, use of hard drugs was associated with sexual victimization by a stranger; meanwhile, girls who engaged in deviant subsistence strategies and survival sex were at greater risk of being victimized by someone they knew.<sup>31</sup> For boys, engaging in survival sex was correlated with sexual victimization by a stranger, whereas sexual victimization by an acquaintance was associated with a higher number of runaway episodes and identifying as gay (Tyler K. , Whitbeck, Hoyt, & and Cauce, 2004).



Study on Perceptions of the Family Environment and Youth Behaviors among Alcohol-Abusing Runaway Adolescents and Their Primary Caretakers reports the findings on several behavioral dimensions. Results depicts that Adolescents perceived a more negative family environment than did their parents, and parents rated their youth as having more externalizing problems than did the youth themselves. In other words, primary caretakers perceive their youth's externalization problems to be more severe than the youth perceives, and primary caretakers perceive the family environment as less problematic than do the youth (Slesnick & Prestopnik, 2004).

Investigators explored the risk factors associated with the likelihood of being sexually victimized by a stranger or friend/acquaintance since being on the street was examined among 372 homeless and runaway youth in metropolitan Seattle. The study found overall, 35% of the sample had been sexually victimized. It was stated that youth who engaged in more high-risk behaviors were expected to be at greater risk for sexual victimization by both known and unknown assailants. Results indicated that for females, running from home for the first time at an earlier age was associated with sexual victimization by both a stranger and friend/acquaintance. However, engaging in deviant subsistence strategies, survival sex, and grooming predicted being sexually victimized by a friend/acquaintance. For males, survival sex and grooming predicted stranger sexual victimization, whereas sexual orientation was associated with sexual victimization by a friend/acquaintance (Tyler K. , Whitbeck, Hoyt, & Cauce, 2004).

An exploratory study addresses the gaps in the research on missing people through an analysis of data on the population of missing people reported to The National Missing Persons Helpline (NMPH) charity. In this study one in eight reported having been physically hurt and one in nine reported having been sexually assaulted while away. Levels of risk are further heightened by including the high proportion of young people who reported having slept rough or stayed with a stranger. By combining these risk factors, over one half (54%) of the young runaways had one or more of these risks attached to their time away from home. Young people reported feeling unsafe or frightened while staying with strangers or on the streets, in addition to experiencing very dangerous situations. In the main, girls reported the experiences of risks and dangers. Some girls reported actual or attempted sexual assault, including rape (Biehal, Mitchell, & Wade, 2003).

Wade's study established that being away from home carried risks and dangers for many of the young people, particularly for those who had run away. One in eight reported having been physically hurt and one in nine reported having been sexually assaulted while away. Levels of risk are further heightened by including the high proportion of young people who reported having slept rough or stayed with a stranger. By combining these risk factors, over one half (54%) of the young runaways had one or more of these risks attached to their time away from home. This proportion is somewhat higher than that found in a recent survey of runaways in Scotland (as cited in Biehal, Mitchell, & Wade, 2003).

Safe on the Streets Research Team's study observed that descriptions of the risks and dangers experienced by the young people further emphasize the worrying nature of these figures. Young people reported feeling unsafe or frightened while staying with strangers or on the streets, in addition to experiencing very dangerous situations. Young people who were away for longer were also more likely to have been physically hurt or to have been sexually assaulted. Some girls reported actual or attempted sexual assault, including rape (as cited in Biehal, Mitchell, & Wade, 2003).

Findings from the Second National Incidence Studies of Missing, Abducted, Runaway, and Throwaway Children (NISMAART-2) shows that the second most common endangerment component for runaway/ throwaway children was substance dependency. An estimated 38,600 runaways/ throwaways were at risk of sexual endangerment or exploitation by one or more of the following characteristics or behaviors during the episode: the youth was sexually assaulted, there was an attempted sexual assault of the youth, the youth was in the company of someone known to be sexually abusive, or the youth engaged in sexual activity in exchange for money, drugs, food, or shelter during the episode. Some children spent time in a place where criminal activity was known to occur, engaged in criminal activity and were with a violent person during the course of the episode (Hammer, Finkelhor, & Sedlak, 2002).

Research conducted in Northern Ireland by the Children's Society indicated that almost one in ten young people in Northern Ireland will run away or be forced to leave home overnight, before they are 16, with over 2000 young people under 16

running away from home each year. The main reason for running away is problems at home (27%) which often aggravated by personal problems or problems at school. When children are missing from home or care the research found around 1 in 12 said they had been sexually assaulted. 36% young people had slept rough which is higher than for the UK average as a whole (25%). Study results also reported that many felt lonely, Hungry or frightened and around one in seven relied solely on more risky strategies including stealing, begging and survival sex(performing sexual acts in return for money, food, shelter or any other basic need) (Raws, 2001)

The number of children who experience childhood sexual abuse has sharply increased in recent years. Researchers from U.S. investigated the impact of childhood sexual abuse on later sexual victimization among 372 homeless and runaway youth in Seattle. Young people were interviewed directly on the streets and in shelters by outreach workers in youth service agencies. Results show high rates of both childhood sexual abuse and street sexual victimization, with females experiencing much greater rates compared with their male counterparts. Early sexual abuse in the home increased the likelihood of later sexual victimization on the streets indirectly by increasing the amount of time at risk, deviant peer affiliations, participating in deviant subsistence strategies, and engaging in survival sex. These findings suggest that exposure to dysfunctional and disorganized homes place youth on trajectories for early independence. Subsequently, street life and participation in high-risk behaviors increases their probability of sexual victimization (Tyler K. A., Hoyt, Whitbeck, & Cauce, 2001).

Highlights from the NISMART Bulletins (The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children - NISMART) revealed that in 1999, an estimated 1,682,900 youth had a runaway/ thrownaway episode (i.e., either ran away from home or were thrown out by their caretaker). Of the total runaway/thrownaway youth, an estimated 1,190,900 (71%) could have been endangered during their runaway/thrownaway episode by virtue of factors such as substance dependency, use of hard drugs, sexual or physical abuse, presence in a place where criminal activity was occurring, or very young age (13 or younger). Youth ages 15–17 made up two-thirds of the youth with runaway/thrownaway episodes (U.S. Department of Justice, October 2002).

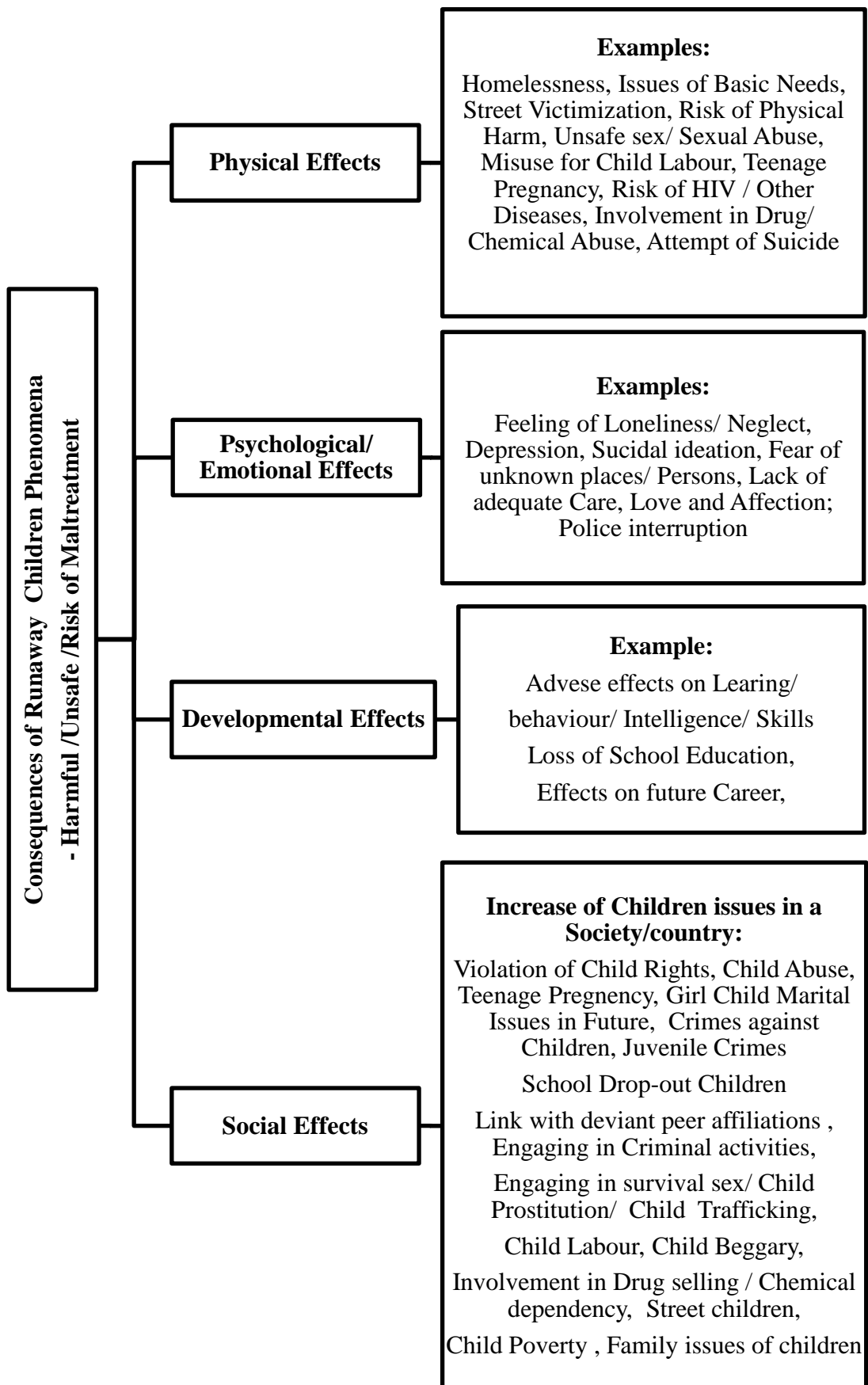
Data of United States from the year 1997 Runaway/Homeless Youth Management Information System (RHY MIS) was analyzed by researchers. This study investigated the likelihood of family reunification across ethnic groups of 14,419 youth using runaway shelter services nationwide. A higher percentage of White and Native American runaway youth reported that they were living on the street before seeking shelter services (16.0%, 15.9% respectively) than did other groups. Native American youth reported the highest proportion of drug use (69.9%), selling drugs (19.3%), and being sexually abused (10.4%); they also had a higher number of runaway episodes than did other groups (M 5 3.8, SD 5 6.1). Asian youth reported the highest percentage of physical abuse (35.6%) compared with the other ethnic groups; however, a higher percentage of Asian youth returned to their families than did other ethnic groups (Sanna J. Thompson, 2003).

#### **RESEARCH TREND CONCERNING RUNAWAY CHILDREN AND YOUTH**

Researcher from Korean Bible University attempted to review and compare research trends of 223 articles on homeless youth in American and South Korean journals from 2001 to 2010. The finding shows that there has been a continual increase in the number of articles on runaway and homeless youth issues over the last decade in both countries. The result of the analysis by content categories indicates American articles have explored more diverse topics and have focused on addressing the problems, while South Korean articles have focused on understanding the causes of becoming a runaway and offering service provision. The analysis of sampling frames shows American articles have mainly used 'street youth sampling,' whereas South Korean articles have utilized 'shelter youth sampling'. The result of analysis by research methods indicates that 'descriptive design' is the most shared common research method across the two countries. (Kim S. K., 2014).

**Figure 2.4** presents an overview of Consequences of Runaway Incidences of Children based on the review of literature as mentioned above.

**Figure 2.4: An Overview of Consequences of Runaway Incidences of Children**



## CONCLUSION

From the above critical review it is understood that children and youth leave their family home for numerous reasons. The critical situations which they face before and after runaway episodes are multifaceted and complex to explain. This review found that both push and pull factors that contribute to runaway episodes of children and youth. Broadly these factors are identified as individual, family, socio-economic status, Environmental and house-condition factors. This review also examined the recent studies regarding consequences of runaway incidences of children and youth. Research findings confirmed that experiences of children and youth after runaway are more frequently unsafe, risky and harmful in all societies, these are identified broadly under the concepts such as physical, psychological, mental, emotional, developmental, social and sexual harm or maltreatment. Very few studies reported the less-safe circumstances and experiences of children after runaway.

This review found many studies from western countries regarding runaway children. But still in recent years very less studies were conducted based on missing children data of police authority. In India sufficient reports are available on estimation of number of reported/ traced and untraced missing children and documents on responses of government and Non-government agencies. But very fewer research studies are found concerning runaway missing children. Specifically in relation to the social context of Karnataka State no single systematic studies available on the theme runaway category missing children. This review also found the dearth in research that has focused on the intervention strategies in relation to runaway missing children phenomena. Considering these gaps in previous research the present study was carried out to investigate the causes of runaway missing children phenomena in the social context of Karnataka state based on the data of police authority which is most reliable and factual.

The next chapter 3 of this thesis provides framework of relevant prominent theories and concepts to understand the runaway phenomena of children which have directed the present research.

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## *Chapter 3*

### **THEORETICAL FRAMEWORK**

The first part of this chapter introduces and describes the prominent theories, perspectives concepts, variables, models and assumptions that are formulated to explain, predict, and understand the psychology and development of a child and factors that are associated with runaway children phenomena in general. The final part of this chapter focused on theoretical framework adopted for present research. Inputs of this chapter are based on the review of relevant books and recent research papers regarding children and runaway phenomena published in the national and international journals. The structure of this chapter is organized as mentioned below:

#### **Part 1: General Theoretical Orientation**

- The Psychoanalytic Perspective
- The Learning Perspective
- The Cognitive-Developmental Perspective
- The Ecological Systems Perspective
- The Parenting Practice perspective
- The Peer Relationships Perspective
- The Motivation Perspectives
- The Child Development Theoretical Perspectives
- The Attachment Theoretical Perspective
- Other Relevant Key Concepts and Propositions

#### **Part 2: Theoretical Framework of the Present Research**

- Central Idea of Theoretical Approach Adopted for Present Research
- Operational Definition of the key Concepts/ Variables
- Conclusion



## **PART 1: GENERAL THEORETICAL ORIENTATION**

### **The Psychoanalytic Perspective**

(As cited in Shaffer & Kipp, 2010)

Sigmund Freud (1856–1939) was a theorist who had a great impact on Western thought. He challenged prevailing notions about human nature by proposing that we are driven by motives and conflicts of which we are largely unaware and that our personalities are shaped by our early life experiences.

#### ***Freud's Psychosexual Theory***

Freud was a practicing neurologist who formulated his theory of human development from his analyses of his emotionally disturbed patients' life histories. Seeking to relieve their nervous symptoms and anxieties, he relied heavily on such methods as hypnosis, free association (a quick spilling out of one's thoughts), and dream analysis, because they gave some indication of unconscious motives that patients had repressed (that is, forced out of their conscious awareness). By analyzing these motives and the events that caused their repression, Freud concluded that human development is a conflictual process: As biological creatures, we have basic sexual and aggressive instincts that must be served; yet society dictates that many of these drives must be restrained. According to Freud, the ways in which parents manage these sexual and aggressive urges in the first few years of their child's life play a major role in shaping their children's personalities.

#### ***Three Components of Personality***

Freud's psychosexual theory proposes that three components of personality—the id, ego, and superego—develop and gradually become integrated in a series of five developmental psychosexual stages. Only the id is present at birth. Its sole function is to satisfy inborn biological instincts, and it will try to do so immediately. Young infants often do seem to be “all Id.” When hungry or wet, they fuss and cry until their needs are met. The ‘ego’ is the conscious, rational component of the personality that reflects the child's emerging abilities to perceive, learn, remember, and reason. Its function is to find socially approved means of gratifying instincts, such as when a hungry toddler, remembering how she gets food, seeks out her parent and

says “cookie.” As their egos mature, children become better at controlling their irrational ids and finding appropriate ways to gratify their needs. However, possible solutions to needs are not always acceptable, as a hungry 3-year-old who is caught stealing cookies between meals may soon discover. The final component of personality, or superego, is the seat of the conscience. It develops between the ages of 3 and 6 as children internalize (take on as their own) the moral values of their parents. Once the superego emerges, children do not need an adult to tell them that they have been good or bad. They are now aware of their own transgressions and will feel guilty or ashamed of their unacceptable conduct. So the superego is truly an internal censor. It insists that the ego find socially acceptable outlets for the id’s undesirable impulses. These three components of personality inevitably conflict. In the mature, healthy personality, a dynamic balance operates: The id communicates basic needs, the ego restrains the impulsive id long enough to find realistic methods of satisfying these needs, and the superego decides whether the ego’s problem-solving strategies are morally acceptable. The ego is “in the middle”; it must strike a balance between the opposing demands of the id and the superego while accommodating the realities of the external world.

### *Stages of Psychosexual Development*

Freud thought that sex was the most important instinct because he discovered that his patients’ mental disturbances often revolved around childhood sexual conflicts they had repressed. Freud’s view of sex was very broad, encompassing activities such as thumb-sucking and urinating that we would not consider erotic. Freud believed that as the sex instinct matured, its focus shifted from one part of the body to another and that each shift brought on a new stage of psychosexual development. **Table 3.1** in this chapter briefly describes each of the Freud’s five stages of psychosexual development.

**Table 3.1 Freud's Stages of Psychosexual Development**

<b>Psychosexual stages and Age</b>	<b>Description</b>
Oral Birth to 1 year	The sex instinct centers on the mouth because infants derive pleasure from such oral activities as sucking, chewing, and biting. Feeding activities are particularly important. For example, an infant weaned too early or abruptly may later crave contact and become over dependent on a spouse.
Anal 1 to 3 years	Voluntary urination and defecation become the primary methods of gratifying the sex instinct. Toilet-training produces major conflicts between children and parents. The emotional climate that parents create can have lasting effects. For example, children who are punished for toileting "accidents" may become inhibited, messy, or wasteful.
Phallic 3 to 6 years	Pleasure is now derived from genital stimulation. Children develop an incestuous desire for the opposite-sex parent called the <i>Oedipus complex</i> for boys and <i>Electra complex</i> for girls). Anxiety stemming from this conflict causes children to internalize the sex-role characteristics and moral standards of their same-sex parental rival.
Latency 6 to 11 years	Traumas of the phallic stage cause sexual conflicts to be repressed and sexual urges to be rechanneled into schoolwork and vigorous play. The ego and superego continue to develop as the child gains more problem-solving abilities at school and internalizes societal values.
Genital age 12 onward	Puberty triggers a reawakening of sexual urges. Adolescents must now learn how to express these urges in socially acceptable ways. If development has been healthy, the mature sex instinct is satisfied by marriage and raising children.

*Source: As presented in Shaffer & Kipp, 2010*

### *Theory of Psychosocial Development*

Although Erikson accepted many of Freud's ideas, he differed from Freud in two important respects. First, Erikson stressed that children are active, curious explorers who seek to adapt to their environments, rather than passive reactors to biological urges who are molded by their parents. A second critical difference between Erikson and Freud is that Erikson places much less emphasis on sexual urges and far more emphasis on social and cultural influences than Freud did. For this reason, we label Freud's theory as psychosexual and Erikson's theory as psychosocial.

### *Erikson's Eight Life Crises (or Psychosocial Stages)*

Erikson believed that people face eight major crises, which he labeled psychosocial stages, during the course of their lives. Each crisis emerges at a distinct time dictated by biological maturation and the social demands that developing people experience at particular points in life. Each crisis must be resolved successfully to prepare for a satisfactory resolution of the next life crisis. **Table 3.2** in this Chapter briefly describes the psychosocial stages and lists the Freudian psychosexual stage to which it corresponds. Notice that Erikson's developmental stages do not end at adolescence or young adulthood as Freud's do. Erikson believed that the problems of adolescents and young adults are very different from those faced by parents who are raising children or by the elderly who may be grappling with retirement, a sense of uselessness, and the end of their lives.

**Table 3.2 Erikson’s and Freud’s Stages of Development**

Approximate age & Erikson’s stage or “psychosocial” crisis	Erikson’s viewpoint: Significant events and social influences	Corresponding Freudian stages
Birth to 1 year Basic trust versus mistrust	Infants must learn to trust others to care for their basic needs. If caregivers are rejecting or inconsistent, the infant may view the world as a dangerous place filled with untrustworthy or unreliable people. The primary caregiver is the key social agent.	Oral
1 to 3 years Autonomy versus shame and doubt	Children must learn to be “autonomous”—to feed and dress themselves, to look after their own hygiene, and so on. Failure to achieve this independence may force the child to doubt his or her own abilities and feel ashamed. Parents are the key social agents.	Anal
3 to 6 years Initiative versus guilt	Children attempt to act grown up and will try to accept responsibilities that are beyond their capacity to handle. They sometimes undertake goals or activities that conflict with those of parents and other family members, and these conflicts may make them feel guilty. Successful resolution of this crisis requires a balance: The child must retain a sense of initiative and yet learn not to impinge on the rights, privileges, or goals of others. The family is the key social agent.	Phallic
6 to 12 years Industry versus inferiority	Children must master important social and academic skills. This is a period when the child compares him- or herself with peers. If sufficiently industrious, children acquire the social and academic skills to feel self-assured. Failure to acquire these important attributes leads to feelings of inferiority. Significant social agents are teachers and peers.	Latency
12 to 20 years Identity versus role confusion	This is the crossroad between childhood and maturity. The adolescent grapples with the question “Who am I?” Adolescents must establish basic social and occupational identities, or they will remain confused about the roles they should play as adults. The key social agent is the society of peers.	Early genital (adolescence)
20 to 40 years Intimacy versus isolation (young adulthood)	The primary task at this stage is to form strong friendships and to achieve a sense of love and companionship (or a shared identity) with another person. Feelings of loneliness or isolation are likely to result from an inability to form friendships or an intimate relationship. Key social agents are lovers, spouses, and close friends (of both sexes).	Genital
40 to 65 years Generativity versus (middle adulthood) stagnation	At this stage adults face the tasks of becoming productive in their work and raising their families or otherwise looking after the needs of young people. These standards of “generativity” are defined by one’s culture. Those who are unable or unwilling to assume these responsibilities become stagnant and self-centered. Significant social agents are the spouse, children, and cultural norms.	Genital
Old age Ego integrity versus despair	The older adult looks back at life, viewing it as either a meaningful, productive, and happy experience or a major disappointment full of unfulfilled promise and unrealized goals. One’s life experiences, particularly social experiences, determine the outcome of this final life crisis.	Genital

*Source: As presented in Shaffer & Kipp, 2010*

## **The Learning Perspectives**

(As cited in Shaffer & Kipp, 2010)

John B. Watson was a 20th-century psychologist and developmentalist who claimed that he could take a dozen healthy infants and mold them to be whatever he chose—doctor, lawyer, beggar, and so on—regardless of their backgrounds or ancestry. It implies that nurture is everything and that nature, or hereditary endowment, counts for nothing. Horowitz's study stated that Watson was a strong proponent of the importance of learning in human development and the father of a school of thought known as behaviorism.

### ***Watson's Behaviorism***

A basic premise of Watson's behaviorism is that conclusions about development should be based on observations of overt behavior rather than on speculations about unconscious motives or cognitive processes that are unobservable. Watson believed that well-learned associations between external stimuli and observable responses (called habits) are the building blocks of development. Like John Locke, Watson viewed the infant as a tabula rasa to be written on by experience. Children have no inborn tendencies; how they turn out depends entirely on their rearing environments and the ways in which their parents and other significant people in their lives treat them. According to this perspective, children do not progress through a series of distinct stages dictated by biological maturation, as Freud (and others) has argued. Instead, development is viewed as a continuous process of behavioral change that is shaped by a person's unique environment and may differ dramatically from person to person. Watson's belief that children are shaped by their environments carried a stern message for parents: They were largely responsible for what their children would become. Watson cautioned parents that they should begin to train their children at birth and cut back on the coddling if they hoped to instill good habits. Since Watson's day, several theories have been proposed to explain how we learn from our social experiences and form the habits Watson proposed. Perhaps the one theorist who did more than anyone to advance the behaviorist approach was B. F. Skinner.

### ***Skinner's Operant Learning Theory***

Through his research with animals, Skinner proposed a form of learning he believed is the basis for most habits. Skinner argued that both animals and humans repeat acts that lead to favorable outcomes and suppress those that lead to unfavorable outcomes. So a rat that presses a bar and receives a tasty food pellet is apt to perform that response again. In the language of Skinner's theory, the bar-pressing response is called an operant, and the food pellet that strengthens this response (by making it more probable in the future) is called a reinforcer. Any action that increases the likelihood of a response is called a reinforcer. Reinforcers can be positive, such as when something pleasant is given to the actor, or negative, such as when something unpleasant is removed from the actor. Applied to children, a young girl may form a habit of showing compassion toward distressed playmates if her parents consistently reinforce her kindly behavior with praise (positive reinforcement). A teenage boy may become more studious if his efforts are rewarded by a reduction in his chores (negative reinforcement).

### ***Negative Reinforcement and Escape Learning***

'Escape learning' is an example of instrumental conditioning based on negative reinforcement. In a laboratory example a rat is put into a box with two compartments (A and B) separated by a low barrier, or hurdle. Compartment A is painted white and has a floor made of metal rods through which mild electric shocks can be delivered to the animal's feet. Compartment B has a plain wooden floor and is painted black. Suppose, at the beginning of the experiments, the animal is placed in compartment A and the shock is turned on. In response to a shock of moderate intensity, the rat will run and move about in the shock compartment; in the course of its more or less random movement, it eventually gets over the hurdle into compartment B, where there is no shock. The rat is then removed from the 'safe' side of the apparatus means from compartment B and after a time, placed back in the shock compartment that is Compartment A. Again when the shock comes on, the rat will move around and eventually find its way into the 'safe' compartment. The experiment continues in this way, with the rat being placed back in 'A' after running to B. Thus the first few times the shock is given – on the first few trials in other words, the rat is slow to make the appropriate response of jumping the hurdle into the non-shock, or 'safe,' compartment. But as more and more trials are given, the animal

learns to jump over the hurdle very soon after the shock comes on. In other words, it learns to make the response that terminates the noxious shock stimulus. This is called escape learning and it is based on negative reinforcement. A similar experiment with a rat in an operant chamber a mild shock would be applied to the rat's feet and a lever press would shut off the shock, thus allowing the animal to escape from it.

### ***Negative Reinforcement and Avoidance Learning***

By having a stimulus that goes on before the foot shock in the escape learning situation just described, avoidance learning can be demonstrated. In this experiment, a rat is put into a two chamber box similar to the one just described. Each trial begins with the presentation of a stimulus – A Buzzer for example, that is on for few seconds (say 5 seconds) before the floor of the shock compartment is electrified. Here buzzer if the rat jumps the hurdle between the compartment between buzzer onset and shock, the buzzer is turned off and shock is avoided because the animal is now in the 'safe' chamber when the shock comes on. This is called avoidance learning - a noxious stimulus (the shock) is avoided by the response.

Punishers are consequences that suppress a response and decrease the likelihood that it will recur, and again, they can be positive, as when something unpleasant is given to the actor, or negative, as when something pleasant is taken away from the actor. If the rat that had been reinforced for bar pressing were given a painful shock each time it pressed the bar, the bar-pressing habit would begin to disappear (positive punishment).

Applied to children, a teenage girl who is punished every time she stays out beyond her curfew is apt to begin coming home on time (negative punishment). Skinner's theory was that habits develop as a result of unique operant learning experiences. One boy's aggressive behavior may increase over time because his playmates "give in" to (reinforce) his forceful tactics. Another boy may become relatively nonaggressive because his playmates actively suppress (punish) aggressiveness by fighting back. The two boys may develop in entirely different directions based on their different histories of reinforcement and punishment. According to Skinner, there is no "aggressive stage" in child development, nor an "aggressive instinct" in people. Instead, he claimed that the majority of habits that



children acquire—the very responses that make up their unique “personalities”—are freely emitted operants that have been shaped by their consequences. This operant learning theory claims that development depends on external stimuli (reinforcers and punishers) rather than internal forces such as instincts, drives, or biological maturation.

Today’s developmentalists namely, Gewirtz and Pelaez-Nogueras ; Stricker et al., agree that human behavior can take many forms and that habits can emerge and disappear over a lifetime, depending on whether they have positive or negative consequences. Yet many believe that Skinner placed too much emphasis on operant behaviors shaped by external stimuli (reinforcers and punishers) while ignoring important cognitive contributors to learning. One such critic is Albert Bandura, who proposed a social cognitive theory of development that is widely respected today (As cited in Shaffer & Kipp, 2010).

### ***Bandura’s Social Cognitive Theory***

(As cited in Shaffer & Kipp, 2010)

Can human social learning be explained by research with animals? Bandura doesn’t think so. He agrees with Skinner that operant conditioning is an important type of learning, particularly for animals. However, Bandura argues that people are cognitive beings—active information processors—who, unlike animals, think about the relationships between their behavior and its consequences. They are often more affected by what they believe will happen than by what they actually experience. Consider your own situation as a student. Your education is costly and time-consuming and imposes many stressful demands. Yet, you tolerate the costs and toil because you anticipate greater rewards after you graduate. Your behavior is not shaped by immediate consequences; if it were; few students would ever make it through the trials and turmoil of college. Instead, you persist as a student because you have thought about the long-term benefits of obtaining an education and have decided that the benefits outweigh the short term costs you must endure.

Bandura emphasizes observational learning as a central developmental process. Observational learning is simply learning that results from observing the behavior of other people (called models). A 2-year-old may learn how to approach

and pet the family dog by simply watching his older sister do it. An 8-year-old may learn a very negative attitude toward a minority group after hearing her parents talk about this group in a disparaging way. Observational learning could not occur unless cognitive processes were at work. We must attend carefully to a model's behavior, actively digest, or encode, what we observe, and then store this information in memory (as an image or a verbal label) in order to imitate what we have observed. Bandura's theory argues that children do not need to be reinforced to learn this way.

Observational learning permits young children to quickly acquire thousands of new responses in a variety of settings where their "models" are pursuing their own interests and are not trying to teach them anything. In fact, many of the behaviors that children observe, remember, and may imitate are actions that models display but would like to discourage—practices such as swearing, smoking, or eating between meals. So Bandura claims children are continually learning both desirable and undesirable behaviors by observation and that, because of this, child development proceeds very rapidly along many different paths.

### ***Social Learning as Reciprocal Determinism***

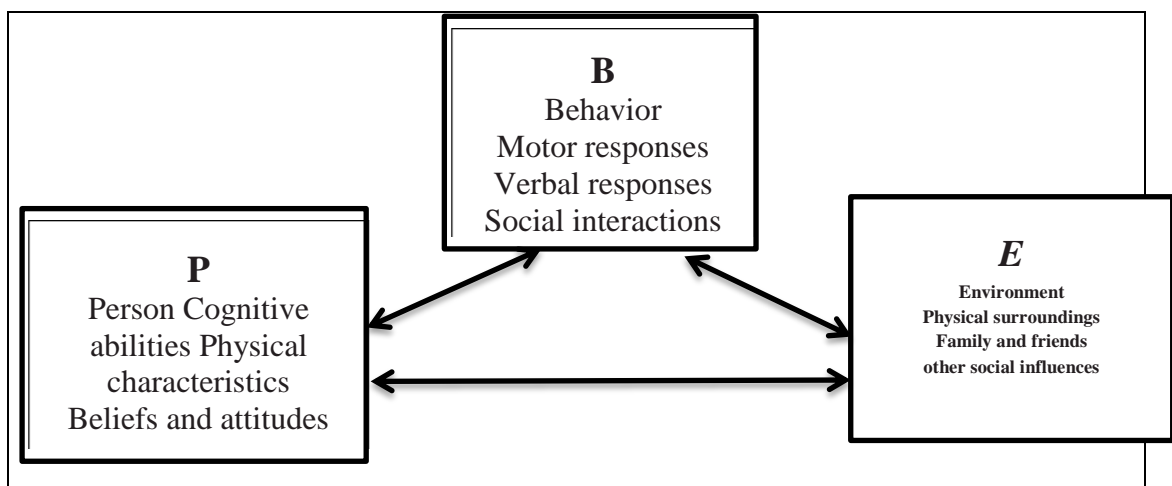
Early versions of learning theory were largely tributes to Watson's doctrine of environmental determinism: Young, unknowing children were viewed as passive recipients of environmental influence—they would become whatever parents, teachers, and other agents of society groomed them to be. Bandura disagrees, stressing that children and adolescents are active, thinking beings who contribute in many ways to their own development. Observational learning, for example, requires the child to actively attend to, encode, and retain the behaviors displayed by social models. And children are often free to choose the models to whom they will attend; so they have some say about what they will learn from others.

Bandura proposed the concept of reciprocal determinism to describe his view that human development reflects an interaction among an active person (P), the person's behavior (B), and the environment (E) (see Figure 3.3). Unlike Watson and Skinner, who maintained that the environment shaped a child's personality and her behavior, Bandura and others (most notably Richard Bell) propose that links among

persons, behaviors, and environments are bidirectional. Thus, a child can influence his environment by virtue of his own conduct.

In sum, cognitive learning theorists argue that child development is best described as a continuous reciprocal interaction between children and their environments. The environment that a child experiences surely affects her, but her behavior affects the environment as well. The implication is that children are actively involved in shaping the very environments that will influence their growth and development.

**Figure 3.3 Bandura's Model of Reciprocal Determinism.**



*Source: Based on Albert Bandura's study (As presented in Shaffer & Kipp, 2010)*

### **The Cognitive-Developmental Perspective**

(As cited in Shaffer & Kipp, 2010)

#### ***Piaget's View of Intelligence***

Influenced by his background in biology, Piaget defined intelligence as a basic life process that helps an organism adapt to its environment. By adapting, means that the organism is able to cope with the demands of its immediate situation. For example, the hungry infant who grasps a bottle and brings it to her mouth is behaving adaptively, as is the adolescent who successfully interprets a road map while traveling. As children mature, they acquire ever more complex "cognitive structures" that aid them in adapting to their environments.

A cognitive structure or what Piaget called a Scheme—is an organized pattern of thought or action that is used to cope with or explain some aspect of experience. For example, a curious infant who combines the responses of extending an arm (reaching) and grasping with the hand is suddenly capable of satisfying her curiosity by exploring almost any interesting object that is no more than an arm's length away. Simple as these behavioral schemes may be, they permit infants to operate toys, to turn dials, to open cabinets, and to otherwise master their environments. Later in childhood, cognitive schemes take the form of “actions of the head” (for example, mental addition or subtraction) that allow children to manipulate information and think logically about the issues and problems they encounter in everyday life. At any age, children rely on their current cognitive schemes to understand the world around them. And because cognitive schemes take different forms at different ages, younger and older children may often interpret and respond to the same objects and events in very different ways.

How do children grow intellectually? Piaget claimed that infants have no inborn knowledge or ideas about reality, as some philosophers have claimed. No children are simply given information or taught how to think by adults. Instead, they actively construct new understandings of the world based on their own experiences. Children watch what goes on around them; they experiment with objects they encounter; they make connections or associations between events; and they are puzzled when their current understandings (or schemes) fail to explain what they have experienced.

To illustrate from the Opfer & Gelman's study, let's return for a moment to the 3-year-old who believes that the sun is alive. Surely this idea is not something the child learned from an adult; it was apparently constructed by the child on the basis of her own worldly experiences. After all, many things that move are alive. So long as the child sticks to this understanding, she may regard any new moving object as alive; that is, new experiences will be interpreted in terms of her current cognitive schemes, a process Piaget called assimilation. Eventually, however, this child will encounter moving objects that almost certainly couldn't be alive, such as a paper airplane that was nothing more than a sheet of newsprint before dad folded it, or a windup toy that invariably stops moving until she winds it again. Now here are contradictions (or what

Piaget termed disequilibriums) between the child's understanding and the facts. It becomes clear to the child that her "objects that-move-are-alive" scheme needs to be revised. She is prompted by these disconfirming experiences to accommodate—that is, to alter her existing schemes so that they provide a better explanation of the distinction between animate and inanimate objects (perhaps by concluding that only things that move under their own power are alive).

Piaget believed that we are continually relying on the complementary processes of assimilation and accommodation to adapt to our environments. Initially, we attempt to understand new experiences or solve problems using our current cognitive schemes (assimilation). But we often find that our existing schemes are inadequate for these tasks, which then prompts us to revise them (through accommodation) so that they provide a better "fit" with reality. Additionally, we also may create new schemes to adapt to the disequilibrium experienced in our environments.

Piaget's study found that Biological maturation also plays an important role: As the brain and nervous systems mature, children become capable of increasingly complex cognitive schemes that help them to construct better understandings of what they have experienced. Eventually, curious, active children, who are always forming new schemes and reorganizing their knowledge, progress far enough to think about old issues in entirely new ways; that is, they pass from one stage of cognitive development to the next higher stage.

### ***Four Stages of Cognitive Development***

Piaget proposed four major stages of cognitive development. These stages form what Piaget called an invariant developmental sequence—that is, all children progress through the stages in exactly the order in which they are listed. They cannot skip stages because each successive stage builds on the previous stage and represents a more complex way of thinking. **Table 3.4** in this chapter summarizes the key features of Piaget's four cognitive stages.

**Table: 3.4 Piaget's Stages of Cognitive Development**

<b>Approximate age / Stage</b>	<b>Primary schemes or methods of representing experience</b>	<b>Major Developments</b>
Birth to 2 years/  Sensorimotor	Infants use sensory and motor capabilities to explore and gain a basic understanding of the environment. At birth they have only innate reflexes with which to engage the world. By the end of the sensorimotor period, they are capable of complex sensorimotor coordination.	Infants acquire a primitive sense of "self" and "others," learn that objects continue to exist when they are out of sight (object permanence), and begin to internalize behavioral schemes to produce images or mental schemes.
2 to 7 years/  Preoperational	Children use symbolism (images and language) to represent and understand various aspects of the environment. They respond to objects and events according to the way things appear to be. Thought is egocentric, meaning that children think everyone sees the world in much the same way that they do.	Children become imaginative in their play activities. They gradually begin to recognize that other people may not always perceive the world as they do.
7 to 11–12 years/  Concrete operations	Children acquire and use cognitive operations (mental activities that are components of logical thought).	Children are no longer fooled by appearances. By relying on cognitive operations, they understand the basic properties of and relations among objects and events in the everyday world. They are becoming much more proficient at inferring motives by observing others' behavior and the circumstances in which it occurs.
11–12 years and Beyond/  Formal operations	Adolescents' cognitive operations are reorganized in a way that permits them to operate on operations (think about thinking). Thought is now systematic and abstract.	Logical thinking is no longer limited to the concrete or the observable. Adolescents enjoy pondering hypothetical issues and, as a result, may become rather idealistic. They are capable of systematic, deductive reasoning that permits them to consider many possible solutions to a problem and to pick the correct answer.

*Source: as presented in Shaffer & Kipp, 2010.*

## **The Ecological System Perspective**

(As cited in Shaffer & Kipp, 2010)

American psychologist Urie Bronfenbrenner offers an exciting new perspective on child and adolescent development that addresses many of the shortcomings of earlier “environmentalist” approaches. Behaviorists John Watson and B. F. Skinner had defined “environment” as any and all external forces that shape the individual’s development. Although modern learning theorists such as Bandura have backed away from this view by acknowledging that environments both influence and are influenced by developing individuals, they continued to provide only vague descriptions of the environmental contexts in which development takes place.

What Bronfenbrenner’s ecological systems theory provides is a detailed analysis of environmental influences. This approach also agrees that a person’s biologically influenced characteristics interact with environmental forces to shape development, so it is probably more accurate to describe this perspective as a bioecological theory.

### ***Bronfenbrenner’s Contexts for Development***

Bronfenbrenner (1979) begins by assuming that natural environments are the major source of influence on developing persons—and one that is often overlooked by researchers who choose to study development in the highly artificial context of the laboratory. He defines environment (or the natural ecology) as “a set of nested structures, each inside the next, like a set of Russian dolls”. In other words, the developing person is said to be at the center of and embedded in several environmental systems, ranging from immediate settings such as the family to more remote contexts such as the broader culture (see **Figure 3.5** in this Chapter). Each of these systems is thought to interact with the others and with the individual to influence development in important ways. Cole’s study also supports this view. Bronfenbrenner’s theory truly revolutionized the way developmentalists considered the environment of a child’s development. In the 1940s and 1950s, for example, developmentalists would likely examine the effect of one aspect of the child’s environment and attribute all differences between children to differences in that aspect of the environment. For example, cognitive, social, and even biological differences between children of divorce and children of intact families might all be

attributed to the effects of the divorce on the children. With Bronfenbrenner's theory it was now possible to consider the many different levels and types of environmental effects that might influence a child's development. Let's take a closer look at this theory.

*The Microsystem:* Bronfenbrenner's innermost environmental layer, or microsystem, refers to the activities and interactions that occur in the person's immediate surroundings. For most young infants, the microsystem may be limited to the family. Yet, this system eventually becomes much more complex as children are exposed to day care, preschool classes, youth groups, and neighborhood playmates. Children are influenced by the people in their microsystems. In addition, their own biologically and socially influenced characteristics—their habits, temperaments, physical characteristics, and capabilities—influence the behavior of companions (that is, their microsystem) as well. For example from the study of Belsky, Rosenberger, & Crnic, a temperamentally difficult infant can alienate her parents or even create friction between them that may be sufficient to damage their marital relationship and interactions between any two individuals in microsystems are likely to be influenced by third parties. So microsystems are truly dynamic contexts for development in which each person influences and is influenced by all other persons in the system.

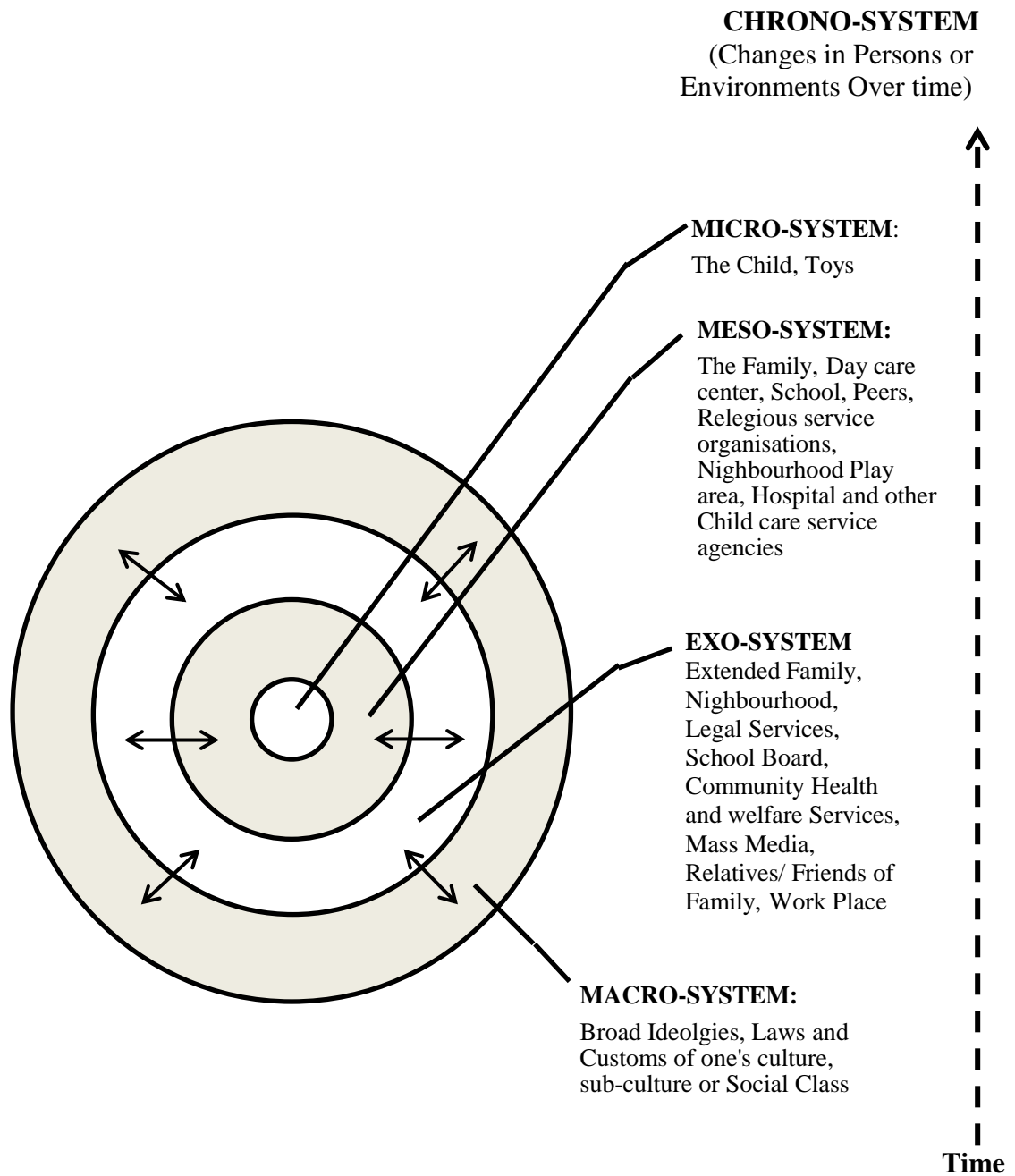
*The Mesosystem:* The second of Bronfenbrenner's environmental layers, or mesosystem, refers to the connections or interrelationships among such microsystems as homes, schools, and peer groups. Bronfenbrenner argues that development is likely to be optimized by strong, supportive links between microsystems. For example in the studies of Gottfried, Fleming, & Gottfried; Luster & McAdoo, a child's ability to learn at school depends on the quality of instruction that his teachers provide and also on the extent to which parents value scholastic activities and consult or cooperate with teachers. Non supportive links between microsystems can spell trouble. For example in the study of Steinberg, Dornbusch, & Brown, when peer groups devalue academics, they often undermine an adolescent's scholastic performance, despite the best efforts of parents and teachers to encourage academic achievement.



*The Exosystem:* Bronfenbrenner's third environmental layer, or exosystem, consists of contexts that children and adolescents are not a part of but that may nevertheless influence their development. For example, parents' work environments are an exosystem influence. Children's emotional relationships at home may be influenced considerably by whether or not their parents enjoy their work (Greenberger, O'Neal, & Nagel, 1994). Similarly, children's experiences in school may also be affected by their exosystem—by a social integration plan adopted by the school board, or by a factory closing in their community those results in a decline in the school's revenue.

*The Macrosystem:* Bronfenbrenner also stresses that development occurs in a macrosystem—that is, a cultural, subcultural, or social class context in which microsystems, mesosystems, and exosystems are embedded. The macrosystem is really a broad, overarching ideology that dictates (among other things) how children should be treated, what they should be taught, and the goals for which they should strive. These values differ across cultures (and subcultures and social classes) and can greatly influence the kinds of experiences children have in their homes, neighborhoods, schools, and all other contexts that affect them, directly or indirectly. To cite one example from the studies of Belsky; Gilbert, the incidence of child abuse in families (a microsystem experience) is much lower in those cultures (or macrosystems) that discourage physical punishment of children and advocate nonviolent ways of resolving interpersonal conflict.

**Figure 3.5 Bronfenbrenner's Ecological Model of the Environment as a series of nested structures.**



*Source: as presented in Shaffer & Kipp, 2010*

The Chronosystem: Bronfenbrenner's model includes a temporal dimension, or chronosystem, which emphasizes those changes in the child or in any of the ecological contexts of development, can affect the direction that development is likely to take. Paikoff & Brooks-Gunn; Steinberg studies have found that Cognitive and biological changes that occur at puberty, for example, contribute to increased conflict between young adolescents and their parents. And the effects of environmental changes also depend upon the age of the child. For example Hetherington & Clingempeel's study found, even though a divorce hits youngsters of all ages hard, adolescents are less likely than younger children to experience the guilty sense that they were the cause of the breakup.

### ***Family and the Ecological Systems Theory***

In developmental psychology today, theorists adopt a systems view derived from Bronfenbrenner's model to understand the importance of families to developing children. Many children have limited exposure to people outside the family until they are placed in day care, nursery school, or begin their formal schooling. Coontz's study argues that it is not easy to define the term family in a way that applies to all cultures, subcultures, or historical eras because there are so many different forms of family life. By one definition according to Allen, Fine, & Demo's study, a family is "two or more persons related by birth, marriage, adoption, or choice" who have emotional ties and responsibilities to each other.

Ambert's study states when developmentalists began to study socialization in the 1940s and 1950s, they focused almost entirely on the mother-child relationship, operating under the assumption that mothers (and to a lesser extent fathers) were the agents who molded children's conduct and character (the microsystem). However, modern family researchers have rejected this simple unidirectional model in favor of a more comprehensive "systems" approach—one that is similar to Bronfenbrenner's ecological systems theory (Bronfenbrenner & Morris, 1998). But it also stresses that (1) children influence the behavior and childrearing practices of their parents, and (2) that families are complex social systems—that is, networks of reciprocal relationships and alliances (the microsystem) that are constantly evolving (the chronosystem) and

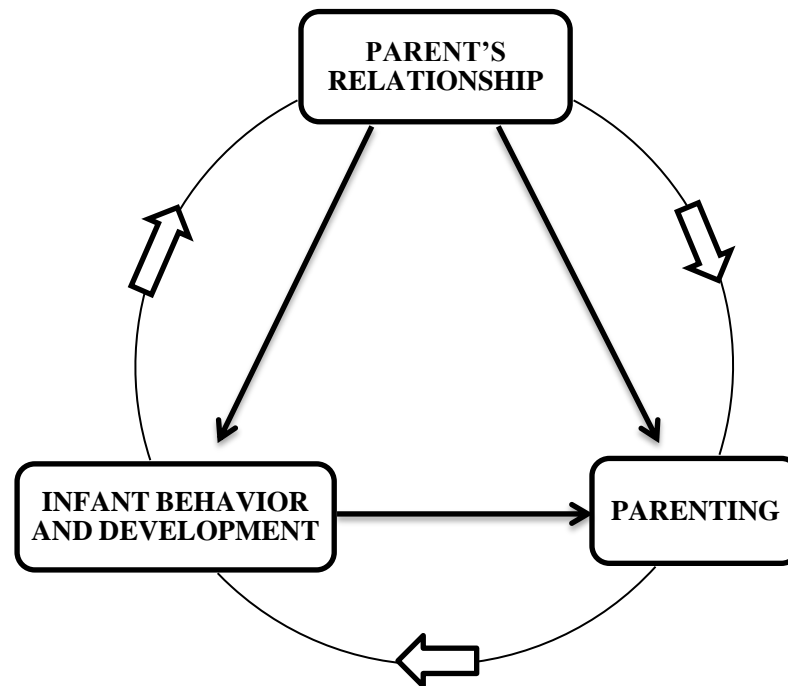
are greatly affected by community (the exosystem) and cultural influences (the macrosystem).

Fingerman & Bermann's study says that a family is a social system means that the family, much like the human body, is a holistic structure. It consists of interrelated parts, each of which affects and is affected by every other part. Each part contributes to the functioning of the whole. Belsky's study illustrate, let's consider the simplest of traditional nuclear families, consisting of a mother, a father, and a firstborn child. Even this man–woman–infant “system” is a complex entity. An infant interacting with his or her mother is already involved in a process of reciprocal influence. This is evident when we notice that the infant's smile is likely to be greeted by the mother's smile or that a mother's concerned expression often makes her infant wary. And what happens when Dad arrives? Belsky's study observed that (as shown in **Figure 3.6**) the mother–infant dyad is suddenly transformed a ‘family system’ [comprising] a husband–wife as well as mother–infant and father–infant relationships”.

One implication of viewing the family as a system is that interactions between any two family members are likely to be influenced by attitudes and behaviors of a third family member (e.g., Parke). For example from Cox et al. studies, fathers influence the mother–infant relationship: Happily married mothers who have close, supportive relationships with their husbands tend to interact much more patiently and sensitively with their infants than mothers who experience marital tension and feel that they are raising their children on their own. Doyle et al.'s study argues that the infants of happily married mothers are therefore more likely to be securely attached. Meanwhile Kitzmann's study confirms that, mothers influence the father–infant relationship: Fathers tend to be more engaged and supportive with their children when their relations with their spouses are harmonious. Of course, children also exert effects on their parents.

According to Bronfenbrenner & Morris; Taylor, Clayton, & Rowly's studies, the social systems perspective also emphasizes that all families are embedded within larger cultural and subcultural contexts and that the ecological niche a family occupies (for example, the family's religion, its socioeconomic status, and the values that prevail within a subculture, a community, or even a neighborhood) can affect family interactions and the development of a family's children.

**Figure 3.6: A Model of the Family as a Social System**



*Source: as presented in Shaffer & Kipp, 2010*

(As implied in the diagram, a family is bigger than the sum of its parts. Parents affect infants, who affect each parent and the marital relationship. Of course, the marital relationship may affect the parenting that the infant receives, the infant's behavior, and so on. Clearly, families are complex social systems.)

Al Awad & Sonuga-Barke's study revealed that, in some cultures, such as the Sudan, social life is governed by collectivist ideals stressing communal interdependence and intergenerational harmony. In these cultures, children routinely display better patterns of psychological adjustment if raised in extended family households rather than in isolated, two-parent nuclear families. It seems that the healthiest family contexts for development will depend very heavily on both the needs of individual families and the values that families (within particular cultural and subcultural contexts) are trying to promote.

So the complexity of family life and its influence on development is best described by the systems model, fashioned after Bronfenbrenner's ecological systems

theory and acknowledging the intertwined effects of all levels and types of environment on everyone in the system. And this is just one example of using the ecological systems model to examine effects on development. Clearly, this model revolutionized developmental psychology and opened our eyes to the complexity of developmental change.

### **Parenting Practice perspective**

(Baumrind, 1966).

Most of the research on child-rearing focuses on broad aspects of parenting, as proposed by Diana Baumrind. She has contributed to understand three types of Parenting Styles, such as The Authoritarian Parenting Style, The Permissive Parenting Style, and The Authoritative Parenting Style. Baumrind proposed parenting styles as correlates to socialization of the children. Following sub section describes these three parenting styles.

#### ***The Authoritative Parenting Style***

(Baumrind, 1966)

The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner (Baumrind, 1966). This is Baumrind's ideal parenting style. Baumrind views authoritative parenting as a sort of middle ground, taking the best from the authoritarian parenting style - high control, and the best from the permissive parenting style - high responsiveness. In this parenting style control is achieved via the use of firm but fair reasoning as a base for 'moderately' open negotiations along with positive reinforcement.

*The authoritative parents' behavior, value and belief system:*

- Just like the authoritarian parents, the authoritative parents' control is firm and standards of behavior are high. The difference is that authoritative parents are not 'keeping' their children down or restricting them as a sort of preventive measure for bad behavior. The authoritative parents strive towards letting their children live out their potentials but within an overall controlled framework: "You can go as far as this point, but exceeding this boundary will not be tolerated!"
- "They monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are

supportive, rather than punitive. Baumrind states they want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative".

- In this way authoritative parents recognize that a child needs to have a degree of say but will always make sure to have the final word. In this way they strive to balance a child's need for autonomy and their own need for discipline and control.
- Authoritative parents use praise and positive attention as a way to make their child 'want to' behave well: "If I behave and do well, I will get positive attention and affection!"
- Authoritative parents make an effort to understand their child and teach them how to understand their own feelings, think of ways to solve problems and encourage them to follow independent but still norm supportive ways. Kids' social behavior and inner being (the effect of the authoritative parenting style):
- Because of the use of positive reinforcement (praise) along with logical and fair rules done in a warm, caring manner, the child has learnt that behaving and following the rules feels good and gets them positive attention.
- Their ability to decode and subsequently live up their parents' rules and expectations provide them with well-developed social skills and emotional regulation.
- According to research, kids of authoritative parents do well in school, are self-confident and goal orientated.

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### *The Permissive Parenting Style*

(Baumrind, 1966)

The permissive parent attempts to behave in a non-punitive, acceptant and affirmative manner towards the child's impulses, desires, and actions (Baumrind, 1966). The extreme, archetypical representation of Permissive Parenting is also called indulgent parenting, is that of a conflict scared parent desperately trying to maintain a 'friendship' with his or her bossy child rather than being 'a parent'. The child behaves in a 'unruly' fashion, oblivious of other people's needs and is only interested in having fun. Many people believe that permissive parenting is a curse of the modern age: The child is seen as being too much in the Centre. The main child discipline instrument in this parenting style is use of reasoning, manipulation and / or bribes as means to achieve some level of control.

*The permissive parents' behavior, value and belief system:*

- Permissive parents believe in the autonomy of the individual. The world is seen as a free place filled with opportunities just waiting to be seized.
- Permissive parents believe in responding to their children's desires in an accepting and affective manner.
- The child is viewed as a 'child' and is not expected to behave according to 'mature' or 'adult' standards.
- Traditional child discipline and rigid rules of conduct are seen as restrictive of a child's natural development and free, independent thinking.
- Children are perceived as equals and are included in decision making processes and are encouraged to communicate and discuss rather than just obey.
- Permissive parents dislike and tend to avoid confrontations and the overt use of power to shape and regulate their kids behavior.

*Kids' social behavior and inner being (the effect of the permissive parenting style):*

- A complete lack of limits, absence of authority figures, no consistent routines, no predictability may lead to a sense of insecurity in the child: "How far can I go and what can I count on?"



- Because of the potential experience of wavering, conflict scared parents the child may become bossy or dominating as he or she tries to search for limits where there are none.
- Because of the installed beliefs that the world is open for experimentation and that there are very few 'musts', children of permissive parents are found to be more impulsive and involved in 'problematic' behavior such as drug and alcohol use and do less well in school than kids from authoritative and authoritarian parents.
- As these kids are brought up in the belief that they are adults' equals, they are well equipped in dialogue, have high social skills and high self esteem and low levels of depression.

### ***Authoritarian Parenting Style***

(Baumrind, 1966)

The authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority (Baumrind, 1966). The extreme, archetypical representation of authoritarian parents give more importance to traditional family values (patriarchal), set family roles, firm rules and everybody behaves in a predictable, orderly fashion. The main child discipline instrument in this parenting style is strict control maintained via rigid rules. Rules are typically enforced via threat and punishment.

#### *The authoritarian parents' behavior, value and belief system:*

- The authoritarian parents are conservative, conformist and norm abiding.
- Rigidity, harshness and predictability create a desired sense of being in control.
- Traditional roles and values are to be followed unquestionably. There are strict rules of child conduct. Misbehavior is considered a serious threat to the much cherished established order.
- The authoritarian parents see the world in only black and white, good or bad, right or wrong etc. This means that there is a lot of judgment and evaluation. A child is good or bad, well-behaved or naughty.
- Children are often looked upon with critical eye. They are basically perceived as non-equals, and sometimes even subconsciously perceived as enemies that pose a threat to order of things and therefore must be kept down.

- Rules and orders are not explained but are to be obeyed instantly and unquestionably. Discussion such as give and take dialogue is not encouraged.
- Praise and reward are potentially dangerous because of the idea that they may lead to children becoming 'too full of themselves' and consequently developing too much autonomy and straying off the 'good' path.
- A good child is a child that lives up to expectations of 'mature' ('adult') behavior: such as being independent, well-behaved, undemanding, non-emotional, participating in house chores to develop a sound work ethic etc.

*Kids' social behavior and inner being (the effect of the authoritarian parenting style):*

- Kids of authoritarian parents quickly learn to adjust to the parents' expectations. In other words they are well-behaved out of fear: "If I don't behave, I will be punished!"
- They tend to willingly obey authorities. They have internalized and accepted the prevailing norm and value system which means they do relatively well in school, do not engage in 'deviant' behavior such criminal acts or experimental drug or alcohol use.
- They are not used to making independent choices, taking full responsibility for themselves and do not experiment much with new ways of doing things or alternative ways of thinking.
- According to research, kids of authoritarian parents are not as socially 'skilled' as kids from authoritative and permissive families.
- According to research they find it difficult to handle frustration: girls tend to give up in the face of challenges and boys tend to react with aggressiveness.
- According to research, they are also more prone to suffer from low self-esteem, anxiety and depression.

Maccoby & Martin study recognized two main dimensions underlying parental behavior; they are parental responsiveness and parental demandingness. This is based on Baumrind's study. Parental responsiveness (also referred to as parental warmth or supportiveness or acceptance) refers to "the extends to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children special needs and demands". Parental

demandingness (also referred to as behavioral control) refers to “the claims parents make on children to become integrated to the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (As cited in Abdul Gafoor & Kurukkan, 2014).

### **The Motivation Perspectives**

(Morgan, King, Weisz, & Schopler, 1994).

Theories of motivation try to provide general sets of principles to guide our understanding of the urges, wants, needs, desires, strivings, and goals that come under the heading of motivation.

#### ***Drive Motivation Theories***

These might be described as the "push theories of motivation"; "pushed" toward goals by driving states within the person or animal. Freud, for example, based his ideas about personality on innate, or inborn, sexual and aggressive urges, or drives. In general, drive theories say the following: When an internal driving state is aroused, the individual is pushed to engage in behavior which will lead to a goal that reduces the intensity of the driving state. In human beings, at least, reaching the appropriate goal which reduces the drive state is pleasurable and satisfying. Thus motivation is said to consist of (1) a driving state, (2) the goal-directed behavior initiated by the driving state, (3) the attainment of an appropriate goal, and (4) the reduction of the driving state and subjective satisfaction and relief when the goal is reached. After a time, the driving state builds up again to push behavior toward the appropriate goal.

#### ***Learned Drives***

Drive theories differ on the source of the driving state which impels people and animal to action. Drive theorists have emphasized the role of learning in the origin of driving states. Such learned drives, as they called them, originate in the person's or animal's training or past experience and thus differ from one individual to another. People are said to have 'learned drives' for power, aggression or achievement, to name just a few of the social motives. Some other social motives include, 1) Harm avoidance – To avoid pain, physical injury, illness and death, 2) Autonomy – means

to be free of restraints and obligations, to be independent and free to act according to impulse, 3) Rejection – to remain aloof and indifferent to an inferior person, to jilt or snub others. Such learned driving states become stable characteristics of the particular person and push that person toward appropriate goals; another person may learn other social motives and be driven toward different goals.

### ***Incentive Motivation Theories***

The drive theories of motivation perhaps apply best to some of the biological motives hunger, thirst, and sex, for example. But even here they encounter problems. Suppose, for instance, compare the motivated, goal-directed behavior of two groups of rats which have equivalent hunger drives; the rats in both groups have starved for a day. One group is given a very tasty food (chocolate-chip cookies, perhaps), while the other group gets plain old laboratory rat chow. As you might expect, the chocolate-chip group would probably eat far more than would the lab-chow group. There is something about the goal itself that motivates behavior. Thus stimulus characteristics of the goal can sometimes start a train of motivated behaviour. Bolles; Pfaffmann says, this is the basic idea behind theories of incentives motivation. Thus, in contrast with the “push of drive theories”, incentive theories are “pull theories” of motivation: because of certain characteristics they have, the goal objects pull behavior toward them. The goal objects which motivate behavior are known as incentives. An important part of many incentive theories is that individuals expect pleasure from the attainment of what are called as positive incentives and from the avoidance of what are known as negative incentives

### **The Peer Relationships Perspective**

Studies of peer relationships have broadened the scope of major developmental theories to capture new phenomena. Two stand out: attachment and socio-constructivist theory. In attachment theory the main issues are emotional security in the teacher-child relationship and factors that promote positive bonding among children. The socio-constructivist approach builds on the work of Piaget and Vygotsky. The focus is on Tools that young children use to co-construct shared meanings and sense of belonging and on the pedagogical tools of teachers that create zones of proximal development in peer relationships (Singer, 2016).

Young children are highly interested in peers. According to Hay et al., true peer interactions take place when peers show mutual engagement of attention, explicit communicative acts, sensitivity to the behavior of the partner, and coordination of actions with those of the partner. Trevarthen's research showed, young children stimulate each other playfully by imitating, varying, exaggerating; by alternately playing alone or together. Playing with friends is what most children love. In peer play, children develop important social skills, like improvisation, sensitivity to subtle social signals, negotiation and reconciliation, social and moral rules, inhibition of aggressive behavior and joking. But we should not forget that these scientific observations are embedded in specific pedagogical circumstances. When economic concerns override children's interests in peers, young children's relationships can be at risk because of unstable groups and frequent separations (As cited in Singer, 2016).

Goldman and Bruysson's study stated, when young children meet regularly over longer periods they develop preferences for specific peers. Although slightly different definitions are used, friendship is generally defined as a reciprocal, predominantly positive relationship between two children. Howes's study found, when children grow older they start to play in triads and bigger groups. Negative aspects of group settings also become more visible. Children without friends are likely to be lonely and socially timid or anxious. Odom's study reports, Children with disabilities are more vulnerable to being refused and neglected by peers. Singer and De Haan's study note peer relationships are more equal. In peer relationships children have to improvise and to be creative in constructing shared meanings. In peer conflicts they learn to negotiate, to apply social rules like give-and-take and to reconcile after winning or losing a conflict. Singer et al stated that Emotions of peers spontaneously evoke empathy and helping behaviour, in spite of low rates of teacher reinforcement and empathy teaching. Howes's study suggests that young children's peer relationships can have a unique contribution to well-being and development. Studies of direct involvement of teachers in peer interactions have contradictory findings. Harper and McCluskey's studies conclude that teachers inhibit peer interactions. Hannikainen's study shows that teachers enrich the quality of peer play (As cited in Singer, 2016).

### ***Peer Pressure***

Late adolescent is the last phase in which they struggle to develop independence. Oni's study stressed that many young people spend more time with peers than with parents or other family members. Krenke-Seiffge, Aunola, & Nurmi's study observed that confrontation of adolescents with new kinds of stress stemming from relationships with parents, romantic partners, or friends or dissatisfaction with body image, to name a few. As a general agreement in some cases, the peer group can demand blind deference to group rules, which may lead to destructive consequences. It is well documented that adolescents are more likely to engage in hazardous activities under influence because they are more prone to peer pressure or they are not socially mature (As cited in Kumar, 2014).

Peer Pressure is a term used to describe that how a person's behavior is affected by his peer group. During this phase peer pressure is common because they are forced to spend a large amount of time in fixed groups regardless of their opinion of those groups. Blos; Steinberg and Silverberg studies have proposed that adolescents who are independent from their parents become dependent on their peers and susceptible to peer-pressure. Allen, Moore, & Kuperminc study documented that peers have an important influence on behaviour as in this stage adolescents search for new identities different from those of their parents; and experiments with new identity by participating in the different behaviour of their peers. Some of these pressures may be drugs, truancy, and sex, shop-lifting, bullying, cheating, and any other action that he or she may not want to engage in (As cited in Kumar, 2014).

However, peer pressure can also have productive effects for example Oni's study report an adolescent who is involved with ambitious peers; and might feel pressured to follow the same path to avoid exclusion. Clasen & Brown study revealed that, peer pressure influenced socialization and identity development. Carter & McGoldrick study stated, within the peer group one learns to relate to different roles and to experiment with interpersonal interaction skills that eventually transfer to the world of adults. Flannery, et al., study confirmed connections between peer pressure and undesirable consequences like substance abuse; Newman study, cigarette smoking; and Duncan-Ricks study, early sexual behavior (As cited in Kumar, 2014).

## **Child Development Theoretical Perspective**

(As cited in Hurlock, 2012)

### ***Theories of Child Development***

Child development theories focus now on pattern of child's behavior means - understanding of how behavioral characteristics change as children grow older and of what causes them to change. It is a broader field than the child psychology. Child development studies focus more on the process of the child development than its product or content. It puts more emphasis on the roles played by environment and experience of child. Theories of children development mainly supported by Maslow's theory of personality, Rank's theory of the birth trauma, Freud's theory about the importance of the child's early experiences, Gesell and his coworkers, L.B. Ames and F.L. Ilg claims on ages of equilibrium and disequilibrium state of during the early years of life, Kohlberg's theory of moral development and Piaget's four stages of in cognitive development and Social learning theories of Dewey, Thorandike, and Watson.

### ***The Child and Principles of Development***

- Development Involves Change
- Early Development Is More Critical Than Later Development
- Development Is the Product of Maturation and Learning
- The Developmental Pattern Is Predictable
- The Developmental Pattern Has Predictable Characteristics
- There Are Individual Differences in Development
- There Are Periods in the Developmental Pattern
- There Are Social Expectations for Every Developmental Period
- Every Area of Development Has Potential Hazards
- Happiness Varies at Different Periods in Development

### ***Personality Maladjustment and 'Running Away Behavior'***

A number of personality traits of an undesirable sort appear in mild form in all children. 'Running away' is one of the most common danger signals of personality maladjustment in childhood. This single trait is not necessarily a symptom of trouble, it should not be ignored; nor should one assume that the child will automatically

outgrow it. Instead, it should be considered as a fever when otherwise a child seems to be well. It means that unless remedial steps are taken. Trouble may break out into the open.

Children who make poor personal and social adjustments are labeled as “Maladjusted.” They are frequently called “problem children.” There are two major kinds of personality maladjustments. The *first* involves behavior which is satisfying to the child but is socially unacceptable. The *second* involves behavior which is socially acceptable but is a source of continuous, excessive, and disturbing conflict to the child.

### ***Causes of Maladjustment***

One of the major causes of maladjustment is self-rejection. Children who have a self-rejectant attitude dislike themselves. Just as children reject as playmates or friends those whom they dislike, so they reject themselves when they feel that they are not what they want to be. No one, at any age, is consistently self-rejectant. Self-rejection, like self-acceptance, is greatly influenced by the environment and by the attitudes of significant people. It is, therefore, logical that the degree of self-rejection the child experiences would vary from time to time. Just as there must be a consistency in self-acceptance if children are to make good social adjustments, so there must be a degree of consistency in self-rejection if they are to become self-rejectant and make poor personal and social adjustments.

There are two common but very serious obstacles to self-acceptance. These are primarily responsible for the self-rejection that is back of personality maladjustments. The *first* is the tendency for almost all children to develop ideal self-concepts that are unrealistic for their capacities. This is often encouraged by parents and teachers who believe that ideal self-concepts serve as a source of motivation. Children, for example, who are encouraged to picture themselves as leaders in the peer group or at the top of the class academically, will be bitterly disappointed when they are not chosen for leadership roles or when their grades put them far below the top of the class. The larger the gap between the ideal self-concept and the real self-concept, the harder it is to be self-acceptant and the more likely the child is to become self-rejectant. With each passing year, as children become increasingly personality-



conscious, they become more anxious to be like their ideal selves and less satisfied with their real selves. As a result, the tendency to be self-rejectant increases.

The *second* major obstacle to self-acceptance comes from the dissatisfaction that results when children compare themselves with their age-mates or when parents and teachers compare them unfavorably with siblings or classmates. If, for example, parents constantly tell younger siblings that they should "act their age" like their older siblings, or that they should be neat and orderly about their possessions as their older siblings are, younger siblings cannot help feeling inferior—feelings that encourage self-rejection.

### ***Development of Understanding***

*The Term Self-Concepts:* Self-concepts are images people have of themselves. They are composites of the beliefs they have about themselves—their physical, psychological, social, and emotional characteristics, their aspirations, and their achievements. All self-concepts include physical and psychological self-images. The physical self-image is usually formed first and is related to the child's physical appearance—its attractiveness and its sex appropriateness or inappropriateness—and the importance of the different parts of the body to behavior and to the prestige they give the child in the eyes of others. Psychological self-images are based on thoughts, feelings, and emotions; they consist of the qualities and abilities that affect adjustment to life, qualities such as courage, honesty, independence, and self-confidence, and aspirations and abilities of various kinds.

Coordinating physical and psychological self-images is often difficult for children. Consequently, they are apt to think of themselves as having dual personalities with a specific appearance and a specific personality make-up. As children grow older, the physical and psychological self-concepts gradually fuse and they perceive themselves as unified individuals.

*Origin of Self-Concepts:* Self-concepts are based on what children *believe* the significant people in their lives—parents, teachers, and peers—think of them. They are thus "mirror images." If children believe these significant people think favorably of them, they think favorably of themselves, and vice versa.

*Pattern of Development of Self-Concepts:* Concepts of self are hierarchical in nature, the most basic—the *primary* self-concept—is acquired first is founded on the experiences the child has in the home and is made up of many individual concepts, each resulting from experiences with different members of the family group. The primary self-concept includes both physical and psychological self-images, though the former usually develop earlier than the latter. The *first* psychological self-images are based on children's contacts with siblings and comparison of themselves with their siblings. Similarly, early concepts of their roles in life, their aspirations, and their responsibilities to others are based on parental teachings and pressures.

As contacts outside the home increase, children acquire other concepts of themselves. These make up the *secondary* self-concepts. They relate to how children see themselves through the eyes of others. The Primary self-concept frequently determines the selection of situations in which the secondary self-concepts will be formed. Children who have developed self-concepts characterized by beliefs of their own importance, for example, will select playmates who regard them much as their parents do. The secondary self-concept, like the primary, includes Physical as well as psychological self-images. Children think of their physical structures as people outside the home do, and they evaluate their psychological self-images, formed at home, by comparing them with what they believe teachers, peers, and others think of them.

Generally, though not always the primary self-Concept is more favorable than the secondary. When discrepancies exist, children must close the gap between the two if they are to be happy and well adjusted. They may do this by trying to force others to change their unfavorable concepts so that these concepts will correspond to the favorable concepts children have of themselves. Because this rarely works, Children must revise their unrealistic self-concepts so that they will more closely approach reality.

### ***The term Misconceptions***

Misconceptions are faulty interpretations of different sensory experiences. Children frequently misinterpret what they see, hear, smell, feel, or taste. They may experience these sensations correctly, but they associate wrong meanings with them. Misconceptions, which lead to misunderstanding, have a serious effect on the child's

adjustments. If they were only temporary, this would not be serious, but because they tend to be long lasting, their effects can and often do have a persistent effect on the types of adjustment the child makes to life.

In their schoolwork, children are handicapped by misconceptions of the words used by teachers and in their textbooks. If concepts are limited or faulty children may not be able to understand the teacher's explanations or understand what the teacher is trying to teach them. When reading for pleasure or when watching movies or television, children will misinterpret what they see or hear if their concepts of certain words are faulty or if they habitually view life in an unrealistic way.

Partial or total misconceptions affect children's attitudes and, in turn, their behavior. If children develop the concept that certain people, actions, or situations are "bad," without adequate reason for doing so, they will react to them in a negative way. If their concepts were more accurate and if they evaluated the people or situations as "good," as many others do, their reactions would be more favorable.

Social relationships are greatly influenced by misconceptions. Children who misinterpret what other people say or do or who do not perceive their own and others' status in the group accurately will be greatly handicapped in their relationships with members of the group. As a result, they will not enjoy the social acceptance they would have had, had their understanding of others and of themselves been more accurate.

A common source of misconceptions that affect social relationships is the tendency to stereotype people. As was explained earlier, stereotyping is fostered by mass media, especially comics, movies, and television. Children who group people together because they have common physical or personal characteristics will react to them as if they were alike in every way. They are thus likely to behave in a manner that will lead to poor social relationships.

Misconceptions about themselves, due to faulty or unrealistic self-concepts, can and often do play havoc with children's personal adjustments. Seeing themselves as they would like to be or through the eyes of people, who have unrealistic concepts

of them, as often happens in the case of parents, children expect others to react to them in accordance with the concept they have of themselves.

When they do not receive the treatment they expect, they become resentful of those who do not treat them as they expect to be treated. This leads to poor social relationships, this in turn affects children's self-concepts unfavorably and this leads to poor personal adjustments.

*Difficulty in correcting misconceptions:* Serious as misconceptions are to understanding, the difficulty in changing them, once they have developed, is an even greater hazard to children's personal and social adjustments. This is because, unless they are corrected, they will have a persistently unfavorable effect on children's behavior.

Although the *cognitive* aspect of a concept can be changed relatively easily as the child gathers more and more accurate information, the *affective* aspect—the emotional weighting—of the concept is likely to be persistent. If the child, for example, develops an unfavorable attitude toward school, parents and teachers can explain why an education is important. The child may understand and agree with all they say, but unless something can be done to improve the unfavorable attitude that plays such an important role in the child's concept of school, the concept of school will remain unfavorable.

The two categories of concepts that are most difficult to change are social and self-concepts. This is serious because both contribute heavily to personal and social adjustments. In both cases, the emotional weighting of the concepts is especially heavy. This is primarily responsible for the difficulty in changing them.

When, for example, social concepts are based on stereotypes fostered by different forms of mass media, they have the halo of infallibility that comes from these sources. Persuading children that not all people in a specific racial, religious, or age group are the same is difficult because children have accepted their beliefs from the mass media which they have learned are infallible sources of information, just as they have learned to accept as infallible what their textbooks in school teach them.

Changing self-concepts is even more difficult than changing social concepts. This is because the emotional weighting of the former is greater than the emotional weighting of the latter. Furthermore, children are usually incapable of seeing below the surface of the speech and behavior of others. As a result, they fail to grasp the true motivation of the treatment they receive from others. Should, for example, a teacher give more time and attention to a slow learner than to one who learns more rapidly, children who learn rapidly may readily interpret this to mean that the teacher likes the slow learner better. This leads them to interpret this as "favoritism"—a common cause of children's dislike of a teacher and of school. It also makes children feel that they are inferior to the child who appears to be the object of the teacher's attention and interest.

Few adults are aware that children build up unfavorable self-concepts through misinterpreting the speech and behavior of others. Consequently, such concepts get a strong hold on children before they are detected and corrected. More importantly the few adults, whether parents or teachers try to control the development of children's self-concepts to ensure that they will be both realistic and favorable. The result is that many self-concepts develop haphazardly and contain many misconceptions. Even though children develop better social and self-insight as they grow older, and, as a result, are able to make better appraisals of their appearance, abilities, achievements, and roles, their self-concepts are likely to be colored by the mirror images they formed earlier. And, because of the heavy emotional weighting of these early mirror images, changing them into more favorable self-concepts is an impossible task.

### ***Development of Personality***

*Meaning of Personality:* The term "personality" comes from the Latin word *Persona*, "Means mask". According to Allport's definition, Personality is the dynamic organization within the individual of those psychophysical systems that determine the individual's unique adjustments to the environment. The term "dynamic" points up the changing nature of personality; it emphasizes that changes can occur in the quality of a person's behavior. "Organization" implies that personality is not made up of a number of different traits. One simply added to the others, but that they are interrelated. The interrelationship changes, with some traits becoming more dominant and others less so, with changes in the child and in the environment.

The “psychophysical systems” are the habits, attitudes, values, beliefs, emotional states, sentiments and motives which are psychological in nature. The psychophysical systems are the *motivating* forces which determine what kind of adjustment the child will make. Since each child has different learning experiences, the kind of adjustment the child makes is unique" in the sense that no other child, even an identical twin, will react in exactly the same manner. Furthermore, as the psychophysical systems are the product of learning, the traditional belief that personality traits are inherited is disproved.

*The Personality Pattern:* The term ‘pattern’ means a design or configuration; in the case of the ‘personality pattern’ the different psychophysical systems that make up the individual’s personality are interrelated with one influencing the others. The two major components of the personality Pattern are the *core*—the "concept of self"—and the spokes of the wheel—the "traits” which are held together and influenced by the core.

***Components of the personality pattern: The Self Concept and Traits***

*The Self Concept:* The real self-concept is the concept people have of - who and what they are it is a mirror image determined largely by their roles, their relationships with others and what they believe the reactions of others to them are. The ideal self-concept is the picture people hold of what they would like to be. Each kind of self- concept has physical and a psychological aspect. The physical aspect is composed of concepts individual have of their appearance. The *psychological* aspect is composed of concepts individuals have of their abilities and disabilities their worth and their relationships with others. At first, these two aspects are separate, but they gradually fuse as childhood progresses.

*The Traits:* Traits are specific qualities of behavior or adjustive patterns, such as reactions to frustrations, ways of meeting problems, aggressive and defensive behavior, and outgoing or withdrawing behavior in the presence of others. Traits are integrated with and influenced by the self-concept. Some are separate and distinct, while others are combined into syndromes or related patterns of behavior.

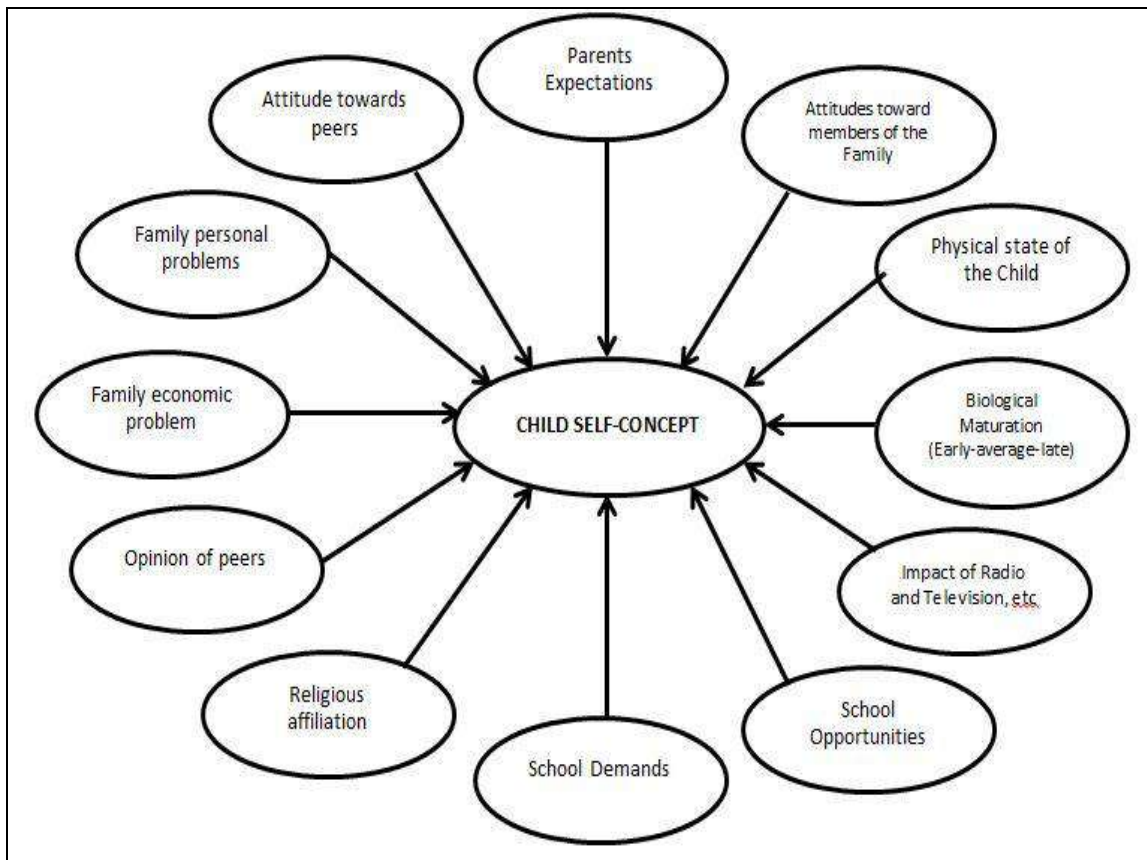
### *Some important Personality Determinants*

Some of the determinants of personality have their greatest effect on the core of the personality pattern, the self-concept, and some of the traits related to the core. No determinant, however, affects just one part of the personality pattern. For example, a physical defect affects not only the child's characteristic pattern of adjustment to life but also the core of the personality pattern; it influences the child's concept of self as a person in comparison with other members of the peer group.

How much influence different factors will have on personality development will depend to a large extent upon children's ability to understand the significance of the factors in relation to themselves. If, for example, their appearance is such that others admire it, appearance will be a favorable factor in personality development. If, on the other hand, children are aware that others do not admire their looks, appearance will be a liability to personality development. The following **Figure 3.7** shows some of the determinants that influence, the child's self-concept and through it, the child's characteristic pattern of adjustment based on L. D. Crow and A. Crow's study.

The most common determinants of personality that affect American children today are early experiences of childhood, cultural influences, their physic, Physical condition in terms of general health and physical defects, attractiveness, intelligence, emotions, Names, Success and Failure, Social-acceptance, status symbol, School influences, and family influences.

**Figure 3.7 The Impact of Environmental Influences on The Development of Self-Concept In Childhood.**



*Source: As cited in Hurlock, 2012*

*Level of Adjustment:* The term "adjustment" refers to the extent to which an individual's personality functions efficiently in the world of people. There are certain patterns of behavior that are characteristically associated with well-adjusted children and others with poorly adjusted children. Well-adjusted children enjoy a kind of inner harmony, in the sense that they are satisfied with themselves. Regardless of occasional setbacks and disappointments, they continue to strive for their goals. If they find these goals are unrealistically high, they are willing to modify them to fit their capacities.

*Role of Self-acceptance in adjustment:* Children who are self-acceptant accept themselves just as they accept as friends others whom they like, when they like themselves reasonably well. They behave in a manner that leads to social acceptance. The more others like and accept them, the better children like themselves and the more self-acceptant they become. This leads to good personal and social adjustment.



At certain times in life, self-acceptance is easy for children but, at others, it is almost impossible. It is easy, for example, for babies to be self-acceptant because the significant people in their lives show them love and attention. However, as they become older harsh, critical words, frowns, and slaps often replace the demonstrations of love they formerly had. As a result, young children begin to accept themselves less and reject themselves more.

The low point in family and social relationships comes at puberty. Self-acceptance, likewise, reaches its low point then. Self-evaluations of children, as they grow older, are, as a result of unfavorable social attitudes, less favorable than they were earlier. These less favorable self-evaluations come partly from the way children are treated by the people who are significant to them and partly from the discrepancy between what they would like to be their ideal self-concepts-and what they perceive themselves to be their real self-concepts as based on the opinions of others.

Because of the importance of self-acceptance to good personal and social adjustments, attempts have been made to find out what can be done to counteract the decline in self-acceptance that is as common among children as they grow older. These studies have revealed that self-acceptance is aided by a number of factors which help children to develop satisfactory self-concepts and to close the gap between their real and ideal self-concepts. Some of the most important aids that have been suggested are briefly explained as below.

### ***Aids to Self-Acceptance***

*Realistic Aspirations:* Children, to be self-acceptant, must be realistic about them-selves and not aim for the impossible. This does not mean that they should lack ambition or set goals below their capacities. Instead, it means setting goals within their potentials even though their potentials are lower than they would like them to be.

*Successes:* If goals are realistic, the chances for success are greatly increased. In addition, children, to be self-acceptant, must develop success factors if they are to make the most of their potentials. These success factors include taking the initiative instead of waiting to be told what to do, being accurate and painstaking in whatever they do. being cooperative and willing to do more than their share

*Self-Insight:* Being able and willing to appraise themselves realistically, and recognizing and accepting their weaknesses as well as their strengths, increase self-acceptance each year, as they grow older and have broader social experiences, children should be able to appraise themselves more accurately.

*Social Insight:* Being able to see themselves as others see them acts as a guide to behavior that enables children to conform to social expectations. By contrast, a marked discrepancy between the opinions others have of them and the opinions children have of themselves leads to behavior that antagonizes others and lowers the opinions others have of them.

*Stable Self-Concepts:* When children see themselves one way at one time and another way at another time—sometimes favorably and sometimes unfavorably—they become ambivalent about themselves. To achieve stable as well as favorable self-concepts, significant people in their lives must regard children favorably most of the time. Their views form the basis of the mirror images children have of themselves.

### ***Hazards in Personality Development***

*Unfavorable Self-concepts:* Many children develop unfavorable self-concepts as a result; they have difficulty in accepting themselves and often become self-rejectant to the point where they make poor personal and social adjustments. Unfortunately, many parents, teachers, and others responsible for the guidance and control of children's behavior either do not realize that children are developing unfavorable self-concepts or, if they do realize it, they feel that this is just a "passing phase" and that the unfavorable self-concepts will correct themselves. In fact, they tend to grow worse as children grow older, unless steps are taken to improve them.

*Causes of Unfavorable Self-Concepts:* The foundations of unfavorable self-concepts are usually laid in the home. Because self-concepts are mirror images of what children believe the significant people in their lives think of them, as family relationships deteriorate, so do children's self-concepts. Whether these family relationships involve parents, siblings, or relatives, the effect of deterioration in these relationships on children's self-concepts is to make them unfavorable. Children think

of themselves as these significant people think of them—as "nuisances," as "naughty," as "careless," or as "selfish."

How teachers' attitudes and treatment will affect children's self-concepts will depend largely on how children behave in the school. If their behavior conforms to school standards, if they are conscientious about their work and if they are good "school citizens," they will see themselves through their teacher's eyes in a favorable way. If, by contrast, they are poor students and disruptive in the classroom, from teachers' remarks, grades, and punishments for misbehavior, the mirror image they form of themselves is that of a "nuisance" or "a dull child."

Sometimes the mirror image children get of themselves from the home environment is more favorable than that from the outside environment, and, at other times, the reverse is true. When this happens, the group that has the greater effect on their self-concepts will be the group that is more significant to them. When children are young, the family group is usually more significant than the group outside the home. As childhood progresses, the reverse is true.

*Effects of Unfavorable Self-Concepts:* When children have poor opinions of themselves, they become self-rejectant. They then behave in a way that others regard as unsocial or immature. If, for example, they feel unloved and unwanted by parents, they may become resentful, rebellious, negativistic, and aggressive toward siblings whom they regard as the cause of parental rejection. Or, they may become withdrawn or over-dependent on parents, hoping to regain the love and affection their parents gave them when they were younger. Deterioration in relationships with siblings often leads to such unsocial behavior as name calling, tattling, and aggressive attacks. Regardless of what form of behavior comes from unfavorable self-concepts, it influences the attitudes of family members toward them unfavorably and this leads to a vicious circle of poor relationships and poor opinions, which reinforce children's unfavorable self-concept.

Patterns of unsocial or immature behavior resulting from unfavorable self-concepts developed from family relationships extend outside the home and affect children's relationships with people there. Children who develop aggressive reactions to

others antagonize them, and those who become withdrawn are overlooked and neglected. In either case, their unfavorable behavior reinforces the unfavorable opinions others have of them and this, in turn, reinforces the unfavorable concepts they have of themselves.

### ***Emotional Development and Children***

Emotion play an important role in life and it affects personal and social adjustments the child makes. Babies normally display an increasing repertoire of emotional responses i.e. joy anger, fear, and happiness. These responses can be aroused by a wide range of stimuli including people, objects and situations. Young babies show unpleasant response or displeasure merely by screaming and crying towards some stimuli, but as children grow older their reactions include resistant behaviour, throwing things, stiffening the body, running away, hiding and verbalizing. Emotions interfere with mental activities because concentration, recall, reasoning, other mental activities are severely affected by strong emotions, children perform below their intellectual potentials when emotionally disturbed.

Emotion act as sources of social and self –evaluation, means people evaluate children in terms both of how they express their emotions and of what their dominant emotions are. How they treat children is based on their evaluations, this serves as the basis of children’s self-evaluation. Emotions affect social interactions, means all emotions may pleasant or unpleasant which encourage social interaction. From them children learn how to modify their behavior to conform to social expectations and standards. Emotions affect the psychological climate, means may in the home, school, neighborhood, or play group children’s emotions affect the psychological climate and it, in turn affects them. A childish temper tantrum generally annoys and embarrasses others. This makes children feel unloved and unwanted. Emotional responses when repeated develop into habits, mean any emotional expression that gives children satisfaction will be repeated and in time, develop into a habit as children grow older, if they find social reactions to their emotional expressions unfavorable, uprooting the habit will be difficult, if not impossible.

Authoritarian child training encourages the development of anxiety and fear while permissive or democratic training encourages development of curiosity and

affections. Children of families with low socio-economic status tend to have more fears and anxieties than those of higher socio-economic status. Emotionally insecure children tend to be frightened more easily than children who are emotionally secure. In babies fear response is typically one of helplessness, means child may cry, hide faces or get as far away from the feared object or person. When child able to creep or walk may run out of room, may hide behind a person or piece of furniture and remain there until the fear subsides or until they feel it is safe to emerge. Young children are afraid of more things than either babies or older children. Retreat or withdrawal is one of the typical ways of showing fear in childhood in order to get far away from the feared object, or person or a situation that they may think will be frightening. Some children avoid such situation by going to sleep even though not tired, by keeping themselves so busy that they have no time to think, or by withdrawing into a fantasy world.

Though anxiety develops from fear and worry, it is distinguished from several respects. Anxiety is anticipated, imaginary, generalized emotional state and comes from subjective problem than objective problem like worry. Anxiety often develops after a period of frequent and intense worry that undermines children's self-confidence and predisposes them to generalized feelings of inadequacy. Anxious children are unhappy children because they feel insecure. They may blame themselves because they feel guilty about not coming up to the expectation of the parents, teachers and peer. They feel often lonely and misunderstood. Their self - dissatisfaction is generalized rather than being limited to a specific situation.

### ***Hazards in Emotional Development***

Emotions play such an important role in determining what kinds of personal and social adjustments children will make, not only during childhood but also as they become adolescents and adults. Emotional development must be of the kind that will make good adjustments possible. Anything that interferes with good emotional development will play havoc with children's adjustment. Emotional deprivation refers to deprivation of affection. Children who are deprived lack pleasant emotional experiences especially curiosity, joy, happiness, and affection. Most children unfortunately grow up in environments that provide a plenty of unpleasant emotional experiences such as anger, fear, anxiety, jealousy, and envy.

There are many conditions responsible for deprivation of affection. Suppose for example babies or young children may be institutionalized. Through the death of one or both parents who is the source of affection. In some cases even when children live with their parents, they may be deprived of affection because of parental rejection, neglect, or mistreatment of them or because some parents believe that showing affection 'spoils' children. On the other hand deprivation of affection may result from children's rejections of their parents because they find that their parents do not meet their needs or because they are embarrassed of their parents. When children reject their parents, there is a strained parent child relationship and parents cannot supply their affection to children. Deprivation of affection directly or indirectly causes maladjustments in adolescents and adulthood.

Dominance of the unpleasant emotions is hazardous to good personal and social adjustments because it tends to color children's outlooks on life and their self-concepts. Unpleasant emotions also encourage the development patterns of adjustment that are obstacles to good social relationships.

### ***Social development and Children***

Social development means acquisition of the ability to behave in accordance with social expectations. Becoming socialized involves three processes. First, learning to behave in socially approved ways means every social group has its standards of what is approved behavior for its members. Second, playing approved social roles, means every social group has its own patterns of customary behavior that are carefully defined and are expected by members of the group. For example: role of parents, children, teachers and pupils. Third, development of social attitudes, means children must like people and social activities, if they do they will make good asocial adjustments and be accepted as members of the social group with which they are identified. Success in these three processes indicates social behavior in a person while failure indicates nonsocial behavior.

In childhood, there is strong drive to be with others and to be accepted by them. When this need is not met children will be unhappy, when it is met they will be satisfied and happy. Children attitude toward people, children social experience and their adjustment with people depend largely on their learning experiences during the

early, formative years of life. At all ages people are influenced by social group. This is greatest during childhood and the early part of adolescence. During preschool years, the family is the most important socializing agency. When children enter school teachers begin to exert an influence over their socialization. Children are more likely to be influenced by peers than by parents as childhood progresses. The strong influence of the peer group during the later childhood comes partly from the child's desire to be acceptable to and accepted by, the group and partly from the fact that the child spends more time with peer group. Children who suffer from feelings of inadequacy or inferiority are more influenced by the group than those who have greater self-confidence and greater self-acceptance. Children with authoritarian personality patterns are most influenced by the group because they have a constant fear of not being liked by their peers.

Early social experiences have effects on social behavior and attitude, Patterns of behavior learned early tend to be persistent, and they determine behavior in social situations as the child grows older. If these patterns lead to good social adjustments, they will be an asset, if not they will prove to be a social liability. Early social experiences leave their mark on the child's personality. Positive attitudes toward self are most often found in a person whose early social experiences were favorable. When children enjoy contact with outsiders, they will be motivated to behave in a manner that will win their approval. Since the desire for social approval and acceptance is especially strong during the latter years of childhood. The influence of peer group is stronger among old children than preschool year young children.

In later childhood children enter gang age – when social consciousness develops rapidly. Becoming socialized is one of the major developmental tasks of this period. Children become members of a peer group which will gradually replace the family in its influence over their attitude and behavior. The peer group, as defined by Havighurst, is an “aggregation of people of approximately the same age who feel and act together”. The childhood gang is a spontaneous local group having no authorization from outside and no socially approved aim. It is formed by them without the support from parents, teachers, or youth leaders. Some gangs are large and some relatively small. Havighurst pointed out that some gangs can help, socialize and develop good qualities among children. On the other hand gang life favors the

development of certain undesirable qualities including breaking of home ties and breaking down of ideals established in the home. One of the important characteristics of children's gangs is the preferred meeting place of the gang minimizes adult interference and maximize opportunities for favored gang activities. Girls usually meet close to home, while boys meet as far away from home as possible. Gang activities include all kinds of group play, entertainment, making things, annoying other people in terms of gambling, smoking, drinking, drug abuse, and engaging in forbidden activities.

### ***Social Development at Puberty***

Beginning of puberty brings drastic change in social behavior and attitudes, a decline in interest in group activities and tendency to prefer isolation or loneliness is common in this period. As puberty changes speeds up, Social attitudes and behavior becomes increasingly anti-social. Anti-social children are nonsocial children who know what the group expects but, because of antagonistic attitude towards people, they violate the group mores as a result they are neglected or rejected by the group. Because of antisocial behavior of this age, puberty is sometimes called the "negative phase" and period of disequilibrium, means child's attitude towards life is anti or opposing. During puberty Children intentionally do the opposite of what is expected of them. Without question anti-social behavior at puberty is partly the result of rapid and far reaching physical and glandular changes. To a very large degree, it is also due to environmental factors. After carefree days of childhood, parents and teachers expect children to put away all childish things and undertake responsibilities. In fact, the child feels hard towards the sudden imposition of new duties and responsibilities by significant people, and is likely to develop feelings of martyrdom or torture. These feelings alone would be enough to lead to antisocial attitude and behavior. Pubescent antisocial behavior not only leads children to lose ground in their social development, but they also injure their social adjustments, their self-concepts and their reputations among peers, family members and teachers by their behavior. Particular deviant matures are subjected to greater criticism and disapproval from every social group than their age mates, this lead to poor self-acceptance. Some children who develop anti-social behavior as habit often become juvenile delinquent as they grow older.



### *Social Adjustments*

‘Social adjustment’ means the success with which people adjust to other people in general and to the group with which they are identified in particular. People who make good social adjustments usually develop favorable social attitudes. Children who make good social adjustments in the first grade are far more likely to make good social adjustments when they reach high school and college than are children who make poor social adjustments during the first year of school. The kind of social adjustments children make leaves its mark on their self-concepts. This contributes to the persistence of the pattern of social adjustments. Children for example, who make poor social adjustments are unhappy and learn to dislike themselves. As a result they often develop into self-centered, introverted, unsocial or even antisocial individuals whose adult happiness and success are seriously jeopardized.

Making good social adjustments is far from easy. As a result many children are poorly adjusted both socially and personally. Their childhood is unhappy and unless they learn how to overcome their difficulties, they will grow up to be unhappy, maladjusted adults. Many conditions contribute to the difficulties children experience in making good social adjustments but four are dominant. First, if poor pattern of social behavior are developed in the home, children will find it difficult to make good social adjustments outside the home. Second, if the home provides poor models for children to imitate, they will be seriously handicapped in their social adjustments outside the home. Children who are rejected by parents or who imitate deviant parental behavior may develop unstable, aggressive personalities which may push them into revengeful acts or even criminality as they grow older. Third, lack of motivation to learn to be social is often a result of unfavorable early social experiences in the home or outside the home. Fourth, even when children have a strong motivation to learn to make good social adjustments, they may have little guidance and help in this learning.

*Social Acceptance and Social Rejection:* Social acceptance means being chosen as a companion for an activity in a group of which one is a member. It is also known as ‘acceptance syndrome’ which leads acceptance by others. Children who are socially well accepted are happy and secure, develop favorable self-concepts because

others approve of them, have opportunities to learn socially acceptable patterns of behavior and social skills which facilitate their poise in social situations, they are mentally free to turn their attention outward and to become interested in people and things outside themselves, and conform to group expectations and do not break social traditions.

On the other hand a constellation of traits that leads to social rejection or neglect is known as an 'alienation syndrome'. Children who lack social acceptance have ingrown, self-bound and self-centered personality patterns, they try to escape responsibility by depending on adults or by running away. As they grow older, children who are rejected or neglected not only antagonize their peers by their behavior but also try to spoil their fun. They suffer from feelings of inferiority and lack any sense of belonging. They are more likely to have more personality disturbances than accepted children. Frequently, they feel so frustrated that they become aggressively antagonistic to adults in authority or to other children who play leadership roles. No matter how hard they try they feel they have failed. Such unfavorable self-concepts lead to poor adjustments and unsatisfactory social relationships.

### ***Family Relationships***

Early psychological interest in the family was concentrated mainly on the effects of the family on the child's development. This interest was encouraged on by studies of psychoanalysts who have, for many years, stressed the importance of early family experiences on children's attitudes and behavior. Importantly Sigmund Freud is the pioneer in the area of family relationship research.

Changes in the pattern of family living inevitably bring changes in the relationships of different family members. Television teaches children much more about many subjects than their parents could possibly have known at their ages. Children learn from television, for example, how other people live. This often makes them critical of their parents and the pattern of their family life. Parents are often confused about the proper way to bring up children. This is direct contrast to many cultures in which family life allows a traditional pattern with a set, rigid program for child training.

*Influence of the Family on Children:* How widespread the influence of the family is on children and on their development cannot be fully appreciated until one realizes what family members contribute to the child. Some of the most common contributions of the family to the development of children are as below.

- Feelings of security from being a member of a stable group
- People children can rely on to meet their needs— physical and psychological.
- Sources of affection and acceptance, regardless of what they do.
- Models of approved patterns of behavior for learning to be social.
- Guidance in the development of socially approved patterns of behavior.
- People they can turn to for help in solving the problems every child faces in adjustment to life.
- Guidance and help in learning skills-motor, verbal, and social-needed for adjustment.
- Stimulation of their abilities to achieve success in school and in social life.
- Aid in setting aspirations suited to their interests and abilities.
- Sources of companionship until old enough to find companions outside the home or when outside companionship is unavailable.

Not every kind of family makes all these contributions nor does every family member. However, regardless of the kind of family, most of the important contributions mentioned as above are made at some time or other in the childhood years. When this happens properly, child grows up to be a well-adjusted person, by contrast, a home that fails to make these important contributions leads to poor personal and social adjustments in the child, some of which can be and often an overcome by outside influences as the child grows older.

*Differences in Family Influence:* How much influence and what form this influence will take in the child's development will depend upon two conditions: the kind of family pattern, and the relationship of different members of the family group. How children will react to home influences and how family relationships will affect them will depend on two conditions: what kind of individual the child is, and the child's age. The quiet child, for example, will react differently from the aggressive child; the introvert will react differently from the extrovert. The second condition, the

child's age, is also important. The younger the child, the more influence the family and the different, family members have. As children grow older peers and other outsiders have increasingly more influence, and family members increasingly less.

*Influence of Parental Attitudes on Family Relationships:* Parental attitudes influence the way parents treat their children and their treatment of the children, in turn influences their children's attitudes toward them and the way they behave. Fundamentally, therefore, the parent-child relationship is dependent on the parents' attitudes. If parental attitudes are favorable, the relationship of parents and children will be far better than when parental attitudes are unfavorable. Many cases of maladjustment in children as well as in adults can be traced to unfavorable early parent-child relationships which developed because parental attitudes, even though cloaked in behavior that suggested favorable attitudes, were actually unfavorable.

*Sources of parental attitude:* Like all attitudes, the attitudes of parents toward their children are a product of learning. Some sources of parental attitude are, when the child falls short of parental expectations, parents are disappointed and this encourages the development of a rejecting attitude. Cultural values about the best way to treat children whether in an authoritarian, democratic or permissive way will influence parent's attitudes toward and treatment of their own children. When parents feel adequate for the parental role, their attitudes toward their children and their children's behavior are far more favorable than when they feel inadequate and unsure of how to bring up their children. Finally how child react to parents influences the parent's attitude toward them. For example, if children show affection for parents and dependence, parents react to them very differently than they do when their children are independent and more attached to outsiders than to them.

*Typical Parental Attitudes:* Because of the many conditions responsible for the development of attitudes, it is to be expected that there would be a wide variety of different parental attitudes, not a uniform attitude. For example, Permissiveness parental attitude show willingness to permit children to do things much as they wish, with few restraints. This leads to child centered home. If permissiveness is reasonable, it encourages children to be resourceful, self-reliant, and well-adjusted socially. It also encourages self-confidence, creativity and poise. Almost all parents have ambitions

for their children - often unrealistically high. When children cannot live up to parental ambitions, they tend to become resentful, irresponsible underachievers. Rejection attitude may be expressed by some parents. It shows unconcern for the child's welfare or by excessive demands on the child and open hostility. This leads to resentment, feelings of helplessness, frustrations, nervous mannerisms, and hostility to others especially those who are smaller and weaker.

*Effects of parental attitudes on family relationships:* Parents' attitudes have a strong impact not only on family relationships but also on the attitudes and behavior of children. Most of the children who became successful as they grow older come from homes where parental attitudes toward them were favorable and where a wholesome relationship existed between them and their parents. Such relationship will produce happy, friendly children, who are appealing to others, relatively free from anxieties and constructive, interdependent members of the group. Poorly adjusted children, by contrast are usually the product of unfavorable parent-child relationships. Children who are deprived of attention and affection from parents are hungry for affection.

How the child is treated by the parents affects the child's attitudes toward the parent and the kind of relationship that develops between them. The child, rather than the parent, is the instigator in this relationship. When, for example, parents are submissive to their children or indulgent in their attitudes and treatment of the children, children have little respect for the parents. Instead, they do as they please and show little or no consideration for the rights of other family members. This leads to bad family relationships and a home climate marked by constant frictions between family members. In addition, indulgent parents who are dominated by their children develop feelings of antagonism because they sense that their children have little respect or affection for them. This colors their attitudes toward the children unfavorably and contributes further to the already-existing bad family relationships

*Influence of Child-training Methods on Family Relationships:* Whether parents use authoritarian, permissive, or democratic child-training methods will depend partly on their own upbringing and partly on what they have found, from personal experience or the experience of their friends, will produce the results they

desire in their own children. The parent-child relationship is also greatly influenced by the way children perceive the training they receive and the interpretation they place on the parents' motivation for punishment. The more authoritarian the child training, the more resentful the child and the more likely the child is to be defiant and will-fully disobedient. Defiant behavior contributes heavily to the characteristic deterioration of parent-child relationships as the child grows older. If children feel that their parents do not agree on the proper method of training or disciplining, they begin to lose respect for their parents. If the mother is blamed by the father for not bringing up the children properly, children have less respect for the mother, but may also resent the father's criticism of the mother.

*Defective Children:* Family relationships in the home can be damaged by the presence of a child who is either maladjusted or physically or mentally defective although all young children require more of the parents time, attention, and energy than older children, defective continue to need the parents along after they have reached the age when they should be more independent. Often their need increases as they grow older. Older children are often expected to assume some responsibility for the care of a defective sibling. Since defective child can put such a severe strain on family relationships, many parents institutionalize the child. If they are kept in the home, they can play havoc with family relationships. This is because they are often troublemakers.

*Adopted children:* The attitude of adopted children toward their parents may affect family relationship. If as adopted child grow older, children learn from relatives or outsiders that they are adopted and that the people they call their parents are not their real parents, they may develop an obsessive desire to know how their real parents are and express a desire to live with them. The adoptive parents may and often do resent this. Indirectly, these parental attitudes may be expressed in a 'rejectant attitude' toward the adopted children. This damage the family relationship with adopted children.

*Influence of broken homes on family relationships:* Deaths of either father or mother in the home affect the parent-child family relationship. Child training method in absence of mother due to death adversely affects child care and development. As

children grow older loss of father is often more serious than loss of mother, especially for boys. The mother may have to go to work, and due to the double burden of homemaking and outside work, the mother may lack the time or energy to give children the care they needed. Children may feel rejected and unwanted. If mother unable to provide recreational opportunities and status symbol children's peer have, this will add to their resentment. A broken home by divorce can be even more damaging to children and the family relationships than a home broken by death. There are two reasons for this. First the period of adjustment to the divorce is longer and more difficult for children than the period of adjustment following the death of a parent. Second breaks caused by divorce are serious because they tend to make children different in the eyes of the peer group. In case of remarriage, Poor step parent-child relationship inevitably affect the relationship in the family and children care.

*Influence of 'concepts of family roles' on family relationship:* In some respects, children's and adults concepts of a given role are quite different and in other respects they are similar. An examination of these concepts will help to explain the part they play in changes in family relationships as children grow older. Since most children are egocentric, it is not surprising that their concepts of "parents" are based mainly on how their parents treat them, especially in the areas of discipline, nurturance, and recreation. Parents are "good," for example, if they help the children, but "bad" if they frustrate them. Following are some of the major elements in children's concepts of "good" and "bad" parents.

### ***Children's concepts of "good" parents***

- Does things for the child
- Can be depended on by the child
- Is reasonably permissive and giving
- Is fair in discipline
- Respects the child's individuality
- Inspires love, not fear
- Sets a good example
- Is companionable and does things with the child
- Is good-natured most of the time
- Shows the child affection

- Is sympathetic when the child is hurt or in trouble
- Encourages the child to bring friends to the home
- Is interested in making a happy home
- Grants independence appropriate for the child's age
- Does not expect unreasonable achievements

### ***Children Concept of "Bad" Parent***

- Punishes harshly, frequently, and unfairly
- Interferes with child's interests and activities
- Tries to mold the child into a pattern
- Sets a poor example
- Is peevish and cross
- Shows little affection for the child
- Scolds when the child has an accident
- Shows little interest in the child or the child's activities
- Forbids or does not encourage visits by peers
- Is "unkind" to the child's friends
- Discourages or forbids the child's playing with friends
- Tries to "tie apron strings" to the child
- Has unrealistic expectations for the child
- Criticizes or blames the child for failures
- Makes home a stressful and unpleasant place for all

The concept of the role of "children," as held by many children is greatly influenced by 'parental concepts'. If parents think of children as dependents, children will learn to think of this as the child's role; if parents wait on their children, children will believe that a child should be waited on by parents. Regardless of socioeconomic class, most children hold the concept, based on their moral and religious training in the home, the school, and Sunday school, that a "good" child honors and respects parents and is obedient, cooperative, and never a troublemaker in the home.

### ***Hazards in Family Relationships***

Because the home provides children with feelings of security and stability—feelings that are essential to good personal and social adjustments— if anything



that interferes with these feelings can be regarded as hazardous for children. Hazards in family relationships affect not the child alone but other family members as well. For example, if husband-wife relationships are frictional, this frictional home climate and the possibility of a broken home will affect the child. Also it may lead to poor personal and social adjustments. The important hazards will be categorized into two major areas: hazards that lead to deterioration in family relationships, and the effects of deviant family patterns.

### *Common Causes of Deterioration in Family Relationships*

Deteriorations in family relationships do not come from one cause alone but from many. That is why deterioration, once it begins, is difficult to stop. It also explains why, once deterioration begins in one area of family relationships—husband-wife or parent-child—it affects the home climate and spreads to other areas of family relationships, such as relationships with siblings or with relatives. Below are some of the most common causes of deterioration in family relationships.

*Husband-Wife Relationships:* When either husband or wife becomes disappointed with the parental role, because of radical changes in their lives which they had not anticipated, husband-wife friction develops. The disappointed parent then becomes highly critical of the other partner and of the children. When both husband and wife become disappointed, the frictional relationship will be intensified.

*Parent-Child Relationships:* When children no longer need to depend so much on their parents as they did earlier and are no longer so demonstrative in their affection, consideration, and respect, they often treat their parents in such a way that the parents feel rejected. Even when children are not critical and rebellious, their changed behavior toward their parents cannot fail to contribute to deterioration in parent-child relationships. Parents add to this deterioration by being more critical and punitive in their attitudes and treatment of the children than they were when the children were younger.

*Sibling Relationships:* The older sibling who regarded a younger sibling as an "adorable doll" when the younger sibling was a baby may come to consider the

younger sibling a "brat" when expected to act as an unpaid baby-sitter. The younger sibling, who formerly regarded the older sibling as an idol, may find that the idol has lost some of its glamor when the older sibling is critical and refuses to play with the younger.

*Relationships with Relatives:* The doting grandmother who "spoiled" her grandchildren when they were babies may turn into a strict disciplinarian as they grow older. As they grow older, children often accept the cultural stereotypes of old people and of grandparents. They may then develop an antagonistic attitude toward grandparents and all elderly relatives.

*Changes in the Family Pattern:* Whenever there is a change in the accustomed pattern of family life, the homeostasis of the family life will be upset and trouble will follow unless changes are made in their role playing by all family members. The arrival of a new baby in the home usually upsets all family members, as does the arrival of an elderly relative as a permanent member of the household.

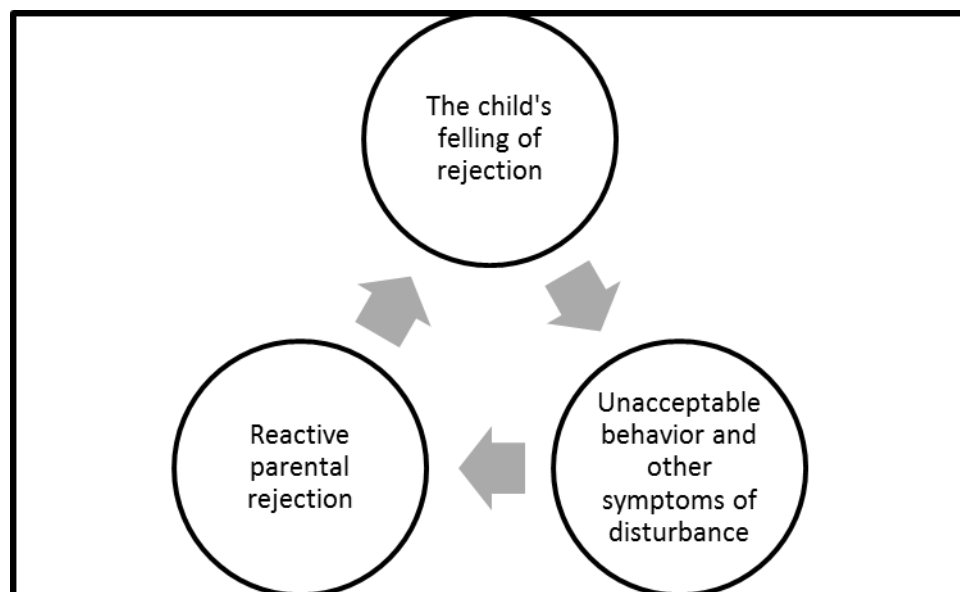
#### *Effects of Deterioration in Family Relationships*

Once poor relationships develop, they tend to persist and grow worse rather than better. This is partly because people develop the habit of reacting to one another in a frictional way and partly because there is less and less communication between them and, hence, less understanding. Indulgent parents tend to become more indulgent and rejective parents more rejective. Consequently, small frictions in early childhood are likely to become major disruptions in late childhood.

When children misunderstand parental behavior and believe that their parents are rejecting them or love them less than they formerly did, they become anxious, insecure, and rebellious. Parents, not understanding what is behind this childish behavior, feel unappreciated and rejected. In time, parents reject their children because of the mutual hostility that is generated. D. Hallowitz and B. Stulberg's studies noticed that this vicious cycle may begin at any time but it is most likely to begin early in childhood. At this time children find it difficult to understand the behavior of others unless the reasons for their behavior are spelled out in words children can understand. That is why democratic discipline which emphasis on telling

children why their behavior is wrong and why they are being punished for intentional behavior is so superior to authoritarian discipline which ignores any explanation on the parent's part. Once misunderstandings begin, they are likely to gain momentum and the "vicious cycle" of parent-child relationships is thrown into motion (as shown in **Figure 3.8**).

**Figure 3.8:** The "Vicious Cycle" of Parent-Child Relationships.



*Source: As presented in Hurlock, 2012.*

How serious this vicious cycle of bad parent-child relationships is has been shown in case of child abuse. Studies of child abuse have all revealed that it does not develop overnight. Instead, there is ample evidence that when children are beaten and otherwise mistreated by their parents, there is a history of bad parent-child relationships that have become progressively worse as time passes. Whether the abused child is a baby, a toddler, or an older child, there is a mutual feeling of rejection and an open hostility. Because parents are in control of the home, they then become the aggressors in venting their growing hostilities by overt attacks on their children.

### **Attachment Theoretical Perspective**

Quality of emotional attachment with primary care givers and others influence the development of child. In 1969 John Bowlby described the term “emotional attachment” as a strong affection ties that a person feel with the special individuals in the life. Bowlby’s study found that persons who are securely attached feel pleasant in their interactions and finds comfort by their companion’s presence when they are stressed or uncertainty. Bowlby also confirmed that parent or child attachments are reciprocal relationships. Children become attached to parents, and parents become attached to children. Freud explained that the mother would become the Child’s primary caregiver of security and affection, particularly when mother feel comfortable and generous in her feeding practices for child. Learning theorists also thought that children become attached to persons who feed them and satisfy their needs (as cited in Shaffer & Kipp, 2010).

In contrast Harry Harlow and Robert Zimmerman in 1959 conveyed the outcome of a study conducted for comparing the importance of feeding as opposed to tactile stimulation for the development of attachments in baby monkeys. In this experiment all infant monkeys developed attachments with the clothed mother. Thus it was conveyed that “contact comfort or preference to the soft surrogate mother” is a more powerful/ influential contributor to attachment in infant monkeys than feeding or accomplishing hunger. Schaffer and Emerson’s Studies have also revealed that feeding is not greatly important to human infants than to infant monkeys (as cited in Shaffer & Kipp, 2010).

The ethological theory also contributed to understand the concept of emotional attachment. The main assumption of this ethological approach is that all living beings, including human beings, are born with a number of built-in behavioral tendencies that have contributed to the survival or existence of the species over the course of evolution. Ethological view point of attachment was initiated by research with animals. In the year 1937 Konrad Lorenz an ethnologist established that very young goslings (a type of bird) followed almost any moving species or objects such as their mothers, a duck, and even a human being, This a kind of behavior observed with young goslings that he considered as “imprinting” (as cited in Shaffer & Kipp, 2010).

Mary Ainsworth's study contributed to classifications of attachment that have been recognized as secure, resistant, avoidant, and disorganized/disoriented attachments (as cited in Shaffer & Kipp, 2010). These are briefed as below:

- The infant with ***Secure Attachment*** actively walk around while alone with the mother and may be visibly disappointed by separations.
- Infants who present ***Resistant Attachment*** attempt to stay near to their mother but walk around very little even while she is present.
- ***Children with Avoidant Attachment*** often show little sadness when separated from their mother and will normally turn away from and children may continue to ignore mothers, even when mothers try to seek out their attention. These children are often rather sociable or friendly with outsiders but sometimes may ignore or avoid strangers in the same way how they avoided or ignored their mothers.
- ***Children with Disorganized or Disoriented Attachment*** generally characterize most stressed and most insecure. They exhibit combination of the resistant and the avoidant attachment patterns. When these infants reunited with their mothers, they may act confused and suspension, or such children may move closer to their mother but then sharply may move away as the mother draws near.

### **Other Relevant key Concepts and Propositions**

#### ***Major Developmental Periods in Childhood***

The five major developmental periods in 'childhood' begin with the moment of conception and end when the child becomes sexually mature (Hurlock, 2012). These periods with their characteristics, forms of development and approximate ages are showed below.

A. ***Prenatal Period (Conception to Birth)***: Before birth, Development is extremely rapid. It is mainly physiological and consists of the growth of all the bodily structures.

B. ***Infancy (Birth to 10-14 Days)***: This the period of the newborn or the neonate. During this time, the infant must adjust to a totally new environment outside the mother's body. Growth is temporarily at a standstill.

C. ***Babyhood (2 weeks to 2 Years)***: At first, babies are completely helpless. Gradually, they learn to control their muscles so that they can become increasingly

self-reliant. This change is accompanied by a growing resentment against being babied and a growing desire to be independent.

D. *Childhood (2 Years to adolescence)*: This period is usually divided in two subdivisions. Early childhood (2 to 6 years) is the preschool or pregnant age. The child seeks to gain control over the environment and starts to learn to make social adjustments.

E. *Late Childhood (6 to approximately 13 years in girls and 14 years in boys)*: This is the period in which sexual maturity occurs and adolescence begins. The major development is socialization. This is the elementary school age or the gang age.

F. *Puberty (11 to 16 years)*: This is an overlapping period. Approximately 2 years overlap the end of childhood, and 2 years overlap the beginning of adolescence. Puberty extends from 11 to 15 years in girls and from 12 to 16 in boys. The child's body is now transformed into an adult body (Hurlock, 2012).

### ***Developmental Stages of Childhood in India***

In India the childhood stages were considered as foundation for best individual development, means conceptualized separately from the four stages of human development. This includes childhood 'Samskaras' i.e. expressive and symbolic performances, including traditional rituals and ceremonies that marked the transition from one stage to another. This was seen as an important parental duty as it facilitated the gradual integration of the child into society (Kakar, 1979). The stages of Indian childhood are outlined in **Table 3.10** of this chapter.

### ***A Child: Meaning and Definitions***

*World Widely Accepted Definition*: The United Nation's convention on the rights of the child, under its article-1 defined that 'a child' means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier (United Nations, 1990). This definition is from United Nation's Convention on the Rights of the Child (UNCRC) which was adopted by the UN General Assembly in 1990. It is widely accepted UN instrument ratified by most of the developed as well as developing countries, including India. The convention provides standards to be adhered to by all State Parties in securing the best interest of the child and outlines the fundamental rights of children.

*Definition of the term 'a Child' in National Policy of India:* According to National Policy for Children 2013, 'a child' is any person below the age of eighteen years (Ministry of statistics and Programme Implementation, Government of India, 2012).

*Definitions in Laws of India:* In India, "childhood has been defined in the context of legal and constitutional provisions" (Ministry of statistics and Programme Implementation, Government of India, 2012); these definitions are given below:

- Article 45 of Constitution of India states - "the State shall endeavor to provide free and compulsory education for all children till they complete the age of fourteen years ...".

*Different Acts under Labour Laws declare different age criteria*

- The Apprentices Act (1961): "A person is qualified to be engaged as an apprentice only if he is not less than fourteen years of age ....".
- The Factories Act (1948): "a child below 14 years of age is not allowed to work in any factory. An adolescent between 15 and 18 years can be employed in a factory only if he obtains a certificate of fitness from an authorized medical doctor....".
- The Child Labour Prohibition and Regulation Act (1986): "Child means a person who has not completed his fourteenth year of age".
- Prohibition of Child Marriage Act (2006): declares "Child means a person who, if a male, has not completed twenty-one years of age and, if a female, has not completed eighteen years of age".
- The Juvenile Justice (Care and Protection of Children) Act 2000, amended in 2006, 2010 declares "juvenile" or "child" means "a person who has not completed eighteenth year of age"
- Indian Penal Code in its Criminal law states "Nothing is an offence which is done by a child under age of 7 years. The age of criminal responsibility is raised to 12 years if the child is found to have not attained the ability to understand the nature and consequences of his/her act".

**Table 3.10: The stages of Indian Childhood**

<b>Childhood period</b>	<b>Stage</b>	<b>Relationship</b>	<b>Ceremony</b>	<b>Symbolic reference</b>
Garbha	Foetus	Symbiotic (dauhridaya)-mother child	Jatakarma	
Ksheerda	Early infancy 0-1st month	Mother/child unit to father in the family	Namakarana	Mother places the baby in the father's lap
Middle infancy 1-3/4th month	Mother/father/family to world and cosmos	Nishakarmana	Looking at the sun'or looking at the moon	
Late infancy 3/4-6/9 months	Weaning and the psychological process of separation from the mother & onset of child's individuation	Annaprasana	First time the child is given solid food	
Ksheerannada	Early childhood 6/9 months – 2/3rd year	Death of the mother infant symbiosis and the birth of the child as separate individual. Ready for the process of discipline and socialisation	Chudakarana (tonsure)	Death and re-birth represented by first shaving his/her hair off and then dressed grandly.
Bala	Middle childhood 2/3rd-5/7th year	Learning to read and write	Vidyaarambha	Writing on rice
Kumara	Late childhood 5/7th – 8/12 <sup>th</sup> year	Culmination of childhood (a familiar world) and the social birth into the wider community (unfamiliar world)	Upanayana	A re-creation of the embryonic state/sharing of the last meal with mother

*Source: Kakar, 1979*



### *Understanding the Term Adolescents*

The World Health Organization (WHO) defines “adolescents as those people between 10 and 19 years of age”. It also identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. The great majority of adolescents are, therefore, included in the age-based definition of “child”, adopted by the Convention on the Rights of the Child, as a person under the age of 18 years.

It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth. The duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations. The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences. Adolescence is also a period of life with specific health and developmental needs and rights<sup>1</sup>. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles (World Health Organisation, 2015).

American Academy of Child and Adolescent’s Facts for Families described the Stages of Adolescent Development, for better understanding, See **Table 3.11** in this chapter (American Academy of Child and Adolescent’s Facts for Families, 2008).

**Table 3.11 Stages of Adolescent Development**

<b>Physical Development</b>	<b>Cognitive Development</b>	<b>Social-Emotional Development</b>
<i>Early Adolescence Approximately 11 – 13 years of age</i>		
<ul style="list-style-type: none"> <li>• Puberty: grow body hair, increase perspiration and oil production in hair and skin, Girls – breast and hip development, onset of menstruation Boys – growth in testicles and penis, wet dreams, deepening of voice</li> <li>• Tremendous physical growth: gain height and weight</li> <li>• Greater sexual interest</li> </ul>	<ul style="list-style-type: none"> <li>• Growing capacity for abstract thought</li> <li>• Mostly interested in present with limited thought to the future</li> <li>• Intellectual interests expand and become more important</li> <li>• Deeper moral thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle with sense of identity</li> <li>• Feel awkward about one’s self and one’s body; worry about being normal</li> <li>• Realize that parents are not perfect; increased conflict with parents</li> <li>• Increased influence of peer group</li> <li>• Desire for independence</li> <li>• Tendency to return to “childish” behavior, particularly when stressed</li> <li>• Moodiness</li> <li>• Rule- and limit-testing</li> <li>• Greater interest in privacy</li> </ul>
<i>Middle Adolescence Approximately 14 – 18 years of age</i>		
<ul style="list-style-type: none"> <li>• Puberty is completed</li> <li>• Physical growth slows for girls, continues for boys</li> </ul>	<ul style="list-style-type: none"> <li>• Continued growth of capacity for abstract thought</li> <li>• Greater capacity for setting goals</li> <li>• Interest in moral reasoning</li> <li>• Thinking about the meaning of life</li> </ul>	<ul style="list-style-type: none"> <li>• Intense self-involvement, changing between high expectations and poor self-concept</li> <li>• Continued adjustment to changing body, worries about being normal</li> <li>• Tendency to distance selves from parents, continued drive for independence</li> <li>• Driven to make friends and greater reliance on them, popularity can be an important issue</li> <li>• Feelings of love and passion</li> </ul>
<i>Late Adolescence Approximately 19 – 21 years of age</i>		
<ul style="list-style-type: none"> <li>• Young women, typically, are fully developed</li> <li>• Young men continue to gain height, weight, muscle mass, and body hair</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to think ideas through</li> <li>• Ability to delay gratification</li> <li>• Examination of inner experiences</li> <li>• Increased concern for future</li> <li>• Continued interest in moral reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Firmer sense of identity</li> <li>• Increased emotional stability</li> <li>• Increased concern for others</li> <li>• Increased independence and self-reliance</li> <li>• Peer relationships remain important</li> <li>• Development of more serious relationships</li> <li>• Social and cultural traditions regain some of their importance</li> </ul>

**Source:** American Academy of Child and Adolescent’s Facts for Families, 2008

### ***Definitions and Categories of Missing Children***

*The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMAART-2) Studies defined*, a missing child in two ways: First, in terms of those who were missing from their caretakers is known as “caretaker missing”; and second, in terms of those who were missing from their caretakers and reported to an agency or the police for the help of locating them is known as “reported missing”. NISMAART-2 counts a child as missing from the caretaker’s perspective when the child experienced a qualifying episode during which the child’s whereabouts were unknown to the primary caretaker, with the result that the caretaker was alarmed for at least 1 hour and tried to locate the child. For an episode to qualify, the child had to be younger than 18 and the situation had to meet the specific criteria for one of the following NISMAART-2 episode types.

1. Nonfamily abductions (including a subcategory, stereotypical kidnappings).
2. Family abductions.
3. Runaway/throwaway episodes.
4. Missing involuntary, lost, or injured events.
5. Missing benign explanation situations

(Sedlak, Finkelhor, Hammer, & Schultz, 2002)

#### *Meaning of the above mentioned Episode Types*

1. *Nonfamily Abduction*: “A nonfamily abduction occurs when a nonfamily perpetrator takes a child by the use of physical force or threat of bodily harm or detains a child for at least 1 hour in an isolated place by the use of physical force or threat of bodily harm without lawful authority or parental permission; or when a child who is younger than 15 years old or is mentally incompetent, without lawful authority or parental permission, is taken or detained by or voluntarily accompanies a nonfamily perpetrator who conceals the child’s whereabouts, demands ransom, or expresses the intention to keep the child permanently”.

*Stereotypical Kidnapping (Subtype of non-family abduction)*: “A stereotypical kidnapping occurs when a stranger or slight acquaintance perpetrates a nonfamily

abduction in which the child is detained overnight, transported at least 50 miles, held for ransom, abducted with intent to keep the child permanently, or killed”.

2. *Family Abduction*: “A family abduction occurs when, in violation of a custody order, a decree, or other legitimate custodial rights, a member of the child’s family, or someone acting on behalf of a family member, takes or fails to return a child, and the child is concealed or transported out of State with the intent to prevent contact or deprive the caretaker of custodial rights indefinitely or permanently”. (For a child 15 or older, unless mentally incompetent, there must be evidence that the perpetrator used physical force or threat of bodily harm to take or detain the child).

3. *Runaway/Throwaway*: “A runaway incident occurs when a child leaves home without permission and stays away overnight; or a child 14 years old or younger (or older and mentally incompetent) who is away from home chooses not to return when supposed to and stays away overnight; or a child 15 years old or older who is away from home chooses not to return and stays away two nights”.

A *throwaway incident* occurs “when a child is asked or told to leave home by a parent or other household adult, no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight; or a child who is away from home is prevented from returning home by a parent or other household adult, no adequate alternative care is arranged for the child by a household adult, and the child is out of the household overnight”.

4. *Missing Involuntary, Lost, or Injured*: “A missing involuntary, lost, or injured episode occurs when a child’s whereabouts are unknown to the child’s caretaker and this causes the caretaker to be alarmed for at least 1 hour and try to locate the child, under one of two conditions: (1) the child was trying to get home or make contact with the caretaker but was unable to do so because the child was lost, Stranded, or injured; or (2) the child was too young to know how to return home or make contact with the caretaker”.

5. *Missing Benign Explanation*: “A missing benign explanation episode occurs when a child’s whereabouts are unknown to the child’s caretaker and this causes the

caretaker to (1) be alarmed, (2) try to locate the child, and (3) contact the police about the episode for any reason, as long as the child was not lost, injured, abducted, victimized, or classified as runaway/ throwaway (Sedlak, Finkelhor, Hammer, & Schultz, 2002).

*Members of Missing Children Europe (MCE) identified the categories of missing children as mentioned below.*

(European Commission, 2013).

1. *Runaways (National / International)*: “Children who run away from home, from the people responsible for their care or from the institution where they have been placed”.

2. *Abduction by a third person*: “Abductions of children by anyone other than the parents or persons with parental authority”.

3. *International parental abduction*: “Cases where a child is taken away to, or kept in, a country or Place other than that of its normal residence by one or more of his/her parents or persons having parental authority against the other parent’s will or against the will of the person with parental authority”.

4. *Missing unaccompanied migrant minors*: “Disappearances of migrant children, nationals of a Country with which there is no free movement of persons, under the age of 18 who have been separated from both parents and are not being cared for by an adult, who by law is responsible for doing so”.

5. *Lost, injured or otherwise missing children*: “Disappearances for no apparent reasons of children who have got lost (e.g. young children at the seaside in summer) or who have been injured and cannot be found immediately (e.g. accidents during sport activities, at youth camps, etc.), as well as children whose reason for disappearing has not yet been determined”.

### ***Categories of Missing children recognized in United Kingdom (UK)***

It has been well defined in Scoping Report of UK on Missing and Abducted Children 2011. Explanations of these categories are given below (Child Exploitation and Online Protection Centre UK, 2011).

1. *Stranger abduction:* "Child abduction is an offence under Section 2 of the Child Abduction Act 1984. Although such cases are relatively rare, children face the risk of abduction by strangers who approach them in public. Such strangers may be motivated to commit sexual offences. Alternatively, children may be abducted as a result of family disputes".

2. *Parental abduction:* "Children and young people are also caught up in custodial disagreements between parents, sometimes leading to child abduction by the non-custodial parent. This is also an offence under Section 1 of the Child Abduction Act of 1984".

3. *Runaways:* The term 'runaway' is used to describe "a young person who describes him/herself as having spent one night or more away from home without parental permission while under the age of 16". Children and young people may leave home of their own volition. This may be a consequence of running away from a problem at home, or running to another, often problematic, situation. Push factors for children and young people to leave home are broad and variable. Research has demonstrated that the most common reasons for running away relate to problems at home or school.

4. *Detached:* 'Detached' describes children and young people who "are away from home or care for lengthy periods of time and who live outside of key societal institutions such as family, education and other statutory services: who do not receive formal sources of support; and who are self-reliant and/or dependent upon informal support networks". These children and young people are particularly vulnerable and marginalized.

5. *Groomed and trafficked:* "Sexual exploitation is both a cause and consequence of children going missing. Children can be exploited in a number of ways, the most documented form of which is sexual exploitation".

### ***Definition of the term Missing Child adopted in India***

The term 'Missing child' has been defined as a person below eighteen years of age, whose whereabouts are not known to the parents, legal guardians and any other person who may be legally entrusted with the custody of the child, whatever may be the circumstances/causes of disappearance. The child will be considered missing and in need of care and protection within the meaning of the later part of the Juvenile Act, until located and/or his/her safety/ wellbeing is established (Ministry of Home Affairs, Government of India, 2013). There are no categories of missing children specified in this definition in India.

### ***Factors that influence Runaway Children Phenomena***

Ideally every child necessitates a safe childhood for which children require all essential basic needs, psychological and emotional needs, good parenting practices, healthy home environment, family social support, Safe community environment, child friendly school environment, emergency children protection and rehabilitation services by the local concerned agencies in every society. Absence of any of these ideal situation leads to several issues of children and adolescence. Children runaway from family home or throwaway by their family members is also more often the result of failure in these ideal situations in the family and society.

Review of previous research (See chapter 2 Review of Literature) on the theme runaway missing children has revealed that runaway children Phenomena is the function of three major factors such as, Individual, Family and Environmental/Social factors. Sub-variables of these three major factors have been noticed as push/ pull factors and Immediate/ Recurrent factors. These are identified as mentioned below.

*a) Individual factors:* Feeling of psychological and emotional problems, health related issues, physical disability conditions, Lack of interest in school education, school dropouts, poor adjustment with school environment and other children, experience of difficulties in studies, fear of attending exams/ results/ failure, interest in work life and Income based jobs, identified as gender minority, sexual minority, Feeling of neglect/ rejection/ lack of freedom, interest in street life, interest in excitement and adventure, poor coping skill with stressful situations and problem solving skill, fed up with domestic conditions, interest in new peer group, romantic or

love relationship with a boy or girl friend, interest in love marriage, teenage pregnancy, interest in city life, harmful substance dependence by child, involvement in criminal activity, sexual gratification, engaging in sexual activity for money, food, things, gifts, or drugs, and fear of police investigations (Ravishankar & Gadkar, 2017)

*b) Family factors:* Ravishankar & Gadkar's (2015) study recognized family factors of runaway incidences of children, such as Poor socio economic background of the family, poor housing and amenities, Family disorganization and dysfunction, poor family relationships, death of a family member, parental conflict, violence in family, problem with step parents, burden of house hold chores or agriculture work, threat of parental behavior, attitude and habits, force to school studies, high expectations of parents on academic performance of child, repeated advice or verbal abuse for school studies, repeated change in school admission, school admission and choice of specialization against child's interest, Poor parental care or strict parental supervision, poor parenting practices, Parental harmful substance abuse or dependence, parental health problems, physical, psychological, emotional, sexual abuse by the family members and relatives, Punishment, Maltreatment or Neglect by families, parental remarriage, separation, divorce, death, Sibling rivalry or fight, force to prostitution/ sex work/ trafficking by family members or close relatives, criminal behavior of parents, force to child marriage, child labor, child beggary, rag picking or street life and throwaway by families.

*c) Environmental/ Social factors:* school environment, Poor teaching and guidance, poor, strict discipline, rules or policy of school, corporal punishment in school, discouragement by teachers, fear of particular strict teachers, Language or medium of teaching instructions, excess of school assignments, method of conducting exam, announcement of exam result, changes in school syllabus and subjects, peer group rejection, Influence of bad peer group relationships, peer gang violence, fear of police arrest, attraction for city life, community violence, fear of violent persons, influence of a friend for romantic relationship, Influence of media/ television/ movies and technologies, Job opportunities and salaries, Child trafficking, physical assault or sexual abuse by a friend/ unknown persons or gangs, force for child marriage by relatives, illegal adoption, exploitation in work place, misguidance of unknown persons or relatives, and attraction of urban life (Ravishankar & Gadkar, 2017)



**Figure 2.3** in Chapter 2 Presents an overview of Factors that Influence Runaway Children phenomenon based on the Review of Literature as mentioned above.

**Figure 2.4 in Chapter 2** Presents an overview of Consequences of Runaway Incidences of Children based on the review of literature as mentioned above.

### ***The Concept of Family***

According to Human Rights Committee, There is no definition of the family under international human rights law. The Human Rights Committee notes that the concept of family may differ in some respects from State to State, and even from region to region within a State, and that is therefore not possible to give the concept a standard definition Similarly, the Committee on Economic, Social and Cultural Rights has stated that the concept of family must be understood in a wide sense and in accordance with appropriate local usage (The Office of the United Nations High Commissioner for Human Rights (OHCHR) , 2016).

. Committee on the Rights of the Child states, The concept of family may also differ according to the specific rights and responsibilities at stake. For instance, in relation to the rights of the child, the concept of family may include a variety of arrangements that can provide for a young child's care, nurturance and development, including the nuclear family, the extended family and other traditional and modern community-based arrangements, provided these are consistent with the rights and the best interest of the child (The Office of the United Nations High Commissioner for Human Rights (OHCHR) , 2016).

According to Allen, Fine, & Demo study "Family means two or more persons related by birth, marriage, adoption or choice" that have emotional ties and responsibilities to each other" (As cited in Shaffer & Kipp, 2010).

*The concept of Family in India:* In India the term Family or household was first defined in 1872 as comprising of those who lived together and ordinarily cooked at the same hearth including their servants and visitors. In 1881 Census it was defined as comprising of all those persons who actually slept in the house or compound on the night of 17th February, 1881. From 1891 till 1941 the term 'family' was used in place of Household. From 1951 Census onward again the concept of household was used in

Indian Censuses. In 1971 Census a household was defined as 'a group of persons who commonly live together and would take their meals from a common kitchen unless the exigencies of work prevented any of them from doing so' (Ministry of Home Affairs Office of The Registrar General & Census Commissioner Government of India, 2011).

### ***Child and Home Environment***

A child's early home environment has long-term effects on Child's development and well-being. Blair C, Granger DA, Willoughby M, et al. state beginning in infancy, a problematic home environment can disrupt the brain's stress response system, reduce the quality of caregiving a child receives, and interfere with healthy development. Vernon-Feagans L, Garrett-Peters P, Willoughby M, et al.'s research has linked negative home environments during children's first three years with a host of developmental problems, including later behavior problems, deficits in school readiness, aggression, anxiety and depression, impaired cognitive development at age three. Longer-term effects have also been documented by Duncan GJ, Ziol-Guest KM, Kalil A in their study: A child's early home environment and the skills he learns in the first three years have been linked to high school graduation, teen parenthood, adult employment and earnings (As cited in Urban Child Institute, 2011).

Gianaros PJ.'s study found that the home environment can even affect a child's brain development. Brain imaging research suggests that growing up in a disadvantaged environment causes the brain to develop differently. Hanson JL, Chandra A, Wolfe BL, et al.'s study regarding very young children have identified distinctive patterns of brain activity associated with family income and socioeconomic status, especially in brain areas related to social and emotional development, language ability, and learning and memory. Mistry RS, et al.'s research has identified specific aspects of a child's environment that are associated with later outcomes. Commonly studied risk factors include poverty/income, maternal depression, and low maternal education. They are strong predictors of later outcomes including academic performance, cognitive development, and social and emotional well-being. Risk factors like these can affect children even in the first years of life. Early risk is associated with later behavioral and academic outcomes (As cited in Urban Child Institute, 2011).

### *Influence of Family income and economic well-being on Children*

Family income and economic circumstances have a powerful effect on children's development. Trentacosta CJ, Hyde, LW, Shaw DS, et al. and Lanza ST, et al.'s study revealed that low family income affects children mainly by affecting their home environments and the parenting they receive in ways that hinder optimal development. Evans GW, Ricciuti HN, Hope S, et al. and Mistry RS, et al.'s study established that in poor and low-income families, the home environment is more likely to be chaotic, and parents are more likely to be stressed and unresponsive. They show less sensitivity and provide less cognitive stimulation. Huttenlocher J, Vasilyeva M, Waterfall HR, et al.'s research shows that lower-income mothers talk less and spend less time in shared activities with their children than do middle-income mothers, and are less engaged when their children talk to them. Yeung WJ, Pfeiffer KM.'s study found that Poor children have fewer stimulating experiences and learning materials than higher-income children. Berger LM, Paxson C, Waldfogel J.'s study reported that Low-income children, even in the first three years of life, are more likely to have lower cognitive scores and increased behavioral problems (As cited in Urban Child Institute, 2011).

Better-educated parents tend provide more positive home environments. Like family income, parental education is a strong influence on children's home environments. Magnuson KA, Sexton HR, Davis-Kean PE, et al.'s research on child outcomes proved that maternal education is a better predictor than family income. According to Dubow EF, Boxer P, Huesmann LR.'s study parental educational level was related to children's educational and occupational success at age 48. Investigators like Shih R, Chandra A, Griffin BA, et al. demonstrated that Parents' education appears to be especially beneficial for children of poor, young or single-mothers (As cited in Urban Child Institute, 2011).

### ***Child and School Adjustment***

Birch & Ladd pronounced that School adjustment has been construed historically in terms of children's academic progress or achievement. But Birch & Ladd; Roeser; Roeser et al., studies established that school adjustment also include the children's attitudes toward school, anxieties, loneliness, social support, and academic

motivation (e.g., engagement, avoidance, absences). Newman in his study argued that interpersonal relationships affect children's academic motivation. Connell and Wellborn's study found that involvement, or the quality of a student's relationships with peers and teachers, is a powerful motivator. Ryan and Powelson noted that school learning can be promoted by learning contexts that enhance student involvement with others. Galanaki & Kalantzi-Azizi's research shows that children's loneliness and social dissatisfaction relate negatively to school achievement (Schunk, Pintrich, & Meece, 2008).

Research by Ladd and his colleagues supports the proposition that friendships affect motivation and achievement. Newman state friendships support children in the school environment and assist with their adjustment. Altermatt & Pomerantz study observed that for the students in the classroom peer as a source of support to deal with problems and avoid becoming lonely. Friends show consistent similarities on many motivational measures including perceptions of competence, importance of meeting academic standards, and preference for challenges. Berndt and colleagues proposed that friends influence one another in two ways: (1) students are affected by the attitudes, behaviors, and other characteristics of their friends; and (2) students are influenced by the quality of friendships. Both positive friend characteristics and intimate relationships affect school adjustment in constructive fashion. They also found four motives affect the influence that friends have on students' school adjustment: need for approval, identification, self-enhancement, and need to be correct. Berndt and Keefe in their study found that when peer pressure operated, it often functioned in a positive rather than a negative manner. Friends often discourage negative behavior, drug and alcohol use, and poor academic performance, and encourage pro-social behavior, good studying behaviors, and academic motivation. Friendships can affect students' success in the transition from elementary to junior high school. Berndt, Hawkins, and Jiao found that students with high-quality friendships that endured across the transition demonstrated increased leadership and sociability. Conversely, students' behavior problems increased across the transition if they had stable friendships with peers high in behavior problems (As cited in Schunk, Pintrich, & Meece, 2008).

With respect to friendship quality, research shows that children and adolescents whose friendships have a positive quality display greater prosocial behavior, are more popular, hold higher self-esteem, have fewer emotional problems, have better attitudes toward school, and achieve at a higher level in school, compared with other students (Berndt & Keefe, 1996). Wentzel, Barry, and Caldwell (2004) found that friends' prosocial behaviors predicted changes in peers' pro-social behaviors as a function of changes in goals to behave pro-socially. Friendships with negative qualities lead to less student classroom involvement and more disruptive behavior. Interestingly, number of friends is weakly correlated with school adjustment. Thus, relationship quality is more influential than quantity. Although much of this research is correlational, Berndt and Keefe (1996) also report longitudinal data showing that friendships with positive qualities increase academic involvement (motivation). In sum, there is good evidence that peers play a dynamic role in students' school adjustment (As cited in Schunk, Pintrich, & Meece, 2008).

Goyette and Conchas; Muller; Croninger and Lee; Wayman's studies have found that supportive relationships between teachers and students have positive impact on students' academic achievement and school persistence. They also found that stronger bonding with teachers was associated with higher academic achievements, controlling for previous level of achievement. Jordan, Lara, and McPartland; Ekstrom et al.; Wayman; Croninger and Lee; Bryk, Lee, and Holland's studies have showed that poor student-teacher relationships are a major cause of student's alienation from school, which in turn may lead to dropping out of high school (As cited in Zhang, 2011).

## **PART 2: THEORETICAL FRAMEWORK OF THE PRESENT RESEARCH**

### *Central Idea of Theoretical Approach Adopted for Present Research*

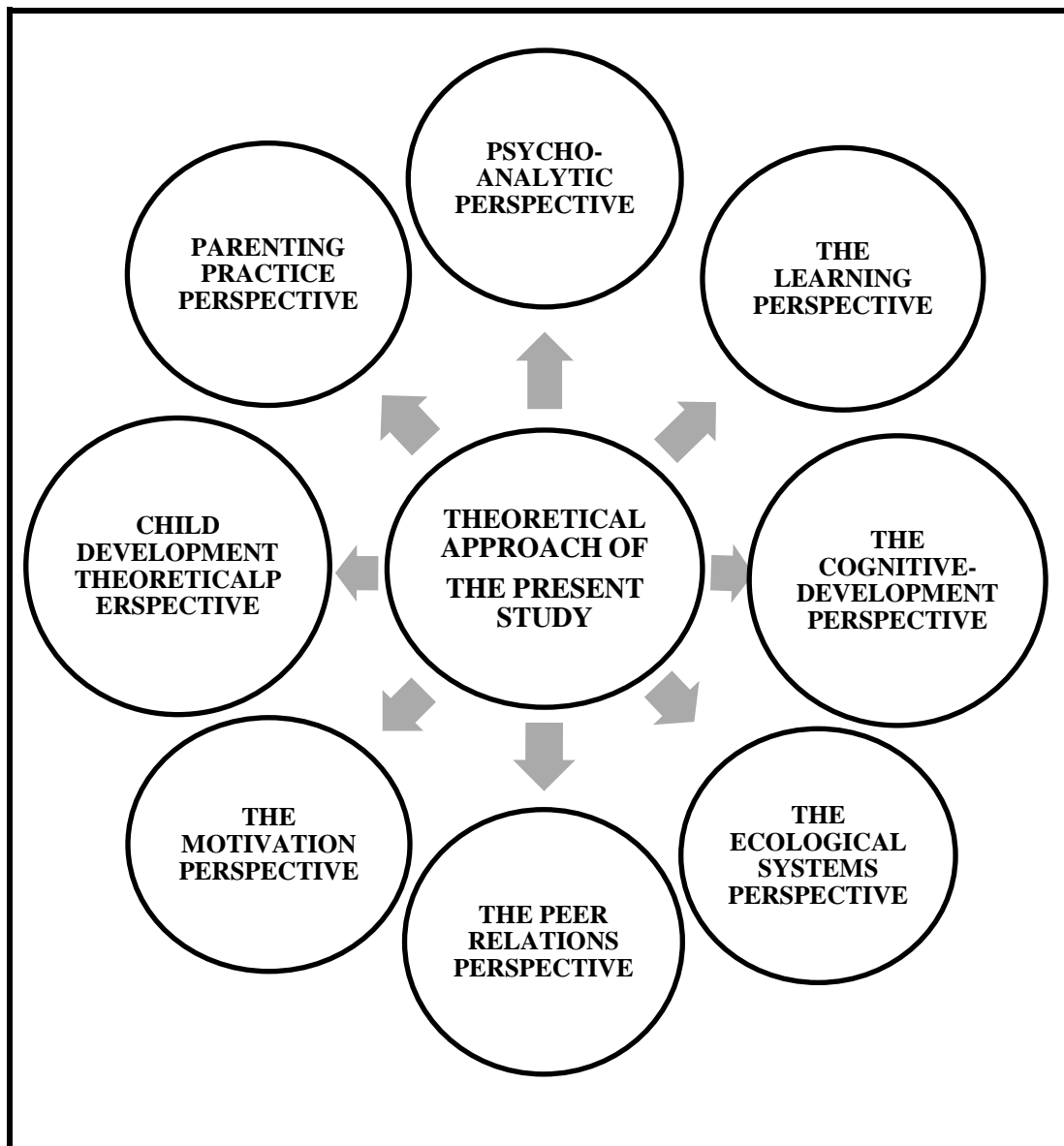
The present research has adopted deductive logic approach in its inquiry to accomplish the study objectives. A comprehensive multi theoretical approach was employed for the purpose of present research based on the prominent theoretical perspectives, concepts and models as listed below.

- The Psychoanalytic Perspective
- The Learning Perspective
- The Cognitive-Developmental Perspective
- The Ecological Systems Perspective
- The Parenting Practice Perspective
- The Peer Relationships Perspective
- The Motivation Perspectives
- The Child Development Theoretical Perspectives
- The Attachment Theoretical Perspective

A brief explanation of above theoretical perspectives has been already provided under **Part 1** of this chapter.

**Figure 3.9** in this chapter (see next page) presents the Central idea of Multi-Theoretical Approach of the Present Research with diagram.

**Figure 3.9: A Central idea of Multi-Theoretical Approach  
of the Present Research**



#### **OPERATIONAL DEFINITION OF THE KEY CONCEPTS/ VARIABLES**

For the consistency and clarity abstract variables selected for measure under the present research had been defined as mentioned below:

*A Child:* This term in the present research referred to definition of the United Nation Convention on the Rights of the Child (UNCRC) was adopted. This convention under article-1 defined that ‘a child’ means every human being below the age of eighteen years (United Nations, 1990).

**Missing Child:** This term denoted to definition of Ministry of Home Affairs, Government of India. The term ‘Missing child’ has been defined as a person below eighteen years of age, whose whereabouts are not known to the parents, legal guardians and any other person who may be legally entrusted with the custody of the child, whatever may be the circumstances/causes of disappearance. The child will be considered missing and in need of care and protection within the meaning of the later part of the Juvenile Act, until located and/or his/her safety/ wellbeing is established (Ministry of Home Affairs, Government of India, 2013).

**Runaway Missing Children:** this term was designated to children between the age of 6 through 17 years who had runaway for any reason from home without the knowledge and permission of their parents or guardian and who stayed away at least overnight. Further such runaway category missing children incidences were reported to the police authorities by concerned immediate family members or close relatives for search. Identification details of these children were documented in the missing person register as “reported missing” by police authorities. Further these children were found and reunited with their families.

**Parents:** This term in the present research signified to biological father and mother as primary caregivers who brought up the child (age 6 through 17 years) in a family unit and further they have experienced history of their child’s runaway episode in the family.

**Family:** For this term definition of Allen, Fine, & Demo’s study (David R. Shaffer, 2010) was adopted. They defined the term family as two or more persons related by birth, marriage, adoption or choice” that have emotional ties and responsibilities to each other. In the present research the term family specifically referred to the family having history of runaway child incident.

**Respondents/ Primary caregivers:** In the present research the term respondents referred to 272 primary caregivers (Biological and Non-biological Parents, Grandmother and Grandfather) of the children having history of runaway from home and they have provided the primary data for the main research.



***Demographic and Socio-economic Characteristics:*** In the present research these terms mentioned to Personal Profile of the Respondent and Child having history of runaway (HHR) from home, Family Background and Socio-Economic background of the respondents and Details of the Housing amenities as specified earlier under the section Instrument of Data Collection in the current chapter.

***Immediate Situational Factors of runaway Incidence:*** This term referred to instant effect for the runaway incidence of the child regardless of push or pull factor.

***Pre-incident:*** This term referred to the specified duration considered for assessing main variables of the present research prior to runaway incident of a child in relation to primary data collection in the present research.

***Child and Family Health:*** This term represented to pre-incident history of health status of the child and parents in a family unit with regard to disability conditions or illness, Harmful chemical substance use, basic needs fulfilled to child, experience of child with unpleasant or stressful life events in the family prior to runaway. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***Parenting practice:*** This term denoted to pre incident child training method of the parents/ Primary caregivers that influenced the development of a child in a family unit. The present study focused on five dimensions of parenting practice as specified in the parent form Alabama Parenting Questionnaire (APQ) measures (Frick P. , 1991). These dimensions included positive involvement with children, supervision and monitoring, use of positive discipline techniques, consistency in the use of such discipline and use of corporal punishment. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***In-home Behavior of the child:*** This term stated to child's interaction and relationship with their parents, other family members and relatives, involvement in home based activities, usage of electronic devices and participation in family events with in the home environment prior to runaway incident. The data collected under this variable was subjected to previous six month duration till the date of runaway incident.

***School education background:*** This variable stand for school education background of the child prior to runaway incident.

***School adjustment:*** This term referred to child's academic progress, interaction and relationship with school teachers and peer group, attitudes towards school, anxieties, loneliness, social support, and academic motivation such as engagement, avoidance, absences prior to runaway incident. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***Peer relationship:*** This term referred to social interaction of the runaway child among same aged peers within a given social unit that influenced the socialization and behavior of the child prior to runaway incident. The data collected under this variable was subjected to previous six month duration till the date of runaway incident.

## CONCLUSION

This chapter demonstrated an understanding of theories and concepts that are relevant to the children psychology and development. The critical evaluation of these theories and concepts connected the researcher to existing knowledge about the relationship between Individual factor, Family Factor, Environmental/Social factor and runaway children phenomena. Although there are numerous research studies on the topic runaway children and adolescents, very lesser studies operated on multi-theoretical perspectives. The current investigation has adopted Multi-Theoretical Framework as presented in **Figure 3.9** in this chapter. The research methodology of the present study is also guided by this deductive logic approach. Importantly this theoretical framework also served the present study to construct measurement instrument for primary data collection and recommend intervention strategies.

The next Chapter 4 of the present thesis will organize Methodology of the present research.

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## *Chapter 4*

### **METHODOLOGY**

This chapter elucidates the methodological design and execution of present research. The aim of present research was to provide a beginning familiarity with factors of runaway category missing children phenomena in the social context of Karnataka State and suggest the appropriate Intervention Strategies to concerned stakeholders. The Review of literature and consultation with concerned agencies confirmed the gap of empirical research in this area. Theoretical orientation and its framework have guided the investigation method to accomplish the specific objectives of present research. The primary data of the present research were obtained from the primary caregivers of children having history of runaway incidence in their family unit. This chapter provides detail information about the methodology integrated for the purpose of present research under the following headings.

- Research Design
- Sampling Method
- Sources of the Data
- Instrument of Data collection
- Procedures of Data collection
- Method of Data Processing and analysis
- Operational Definition of the key Variables
- Ethical Consideration
- Research Limitations
- Conclusion

### **RESEARCH DESIGN**

The present research had chosen quantitative approach in its inquiry. It had adopted exploratory cum descriptive research design for its purpose. In other words it was purely a non-experimental research. The present research provided a beginning familiarity with runaway category missing children phenomena in the social context of Karnataka State, India since it is a new area of investigation. Although the present research had not attempted to test any hypothesis, it has adopted deductive logic approach in its investigation methods. The Review of Literature, consultation with

concerned agencies, discussion with subject experts/ research supervisor, Orientation to relevant prominent theories/ concepts, and Development of multi-theoretical framework have directed the design and methods of present research.

## **SAMPLING METHOD**

### **Universe and Unit of Analysis**

The universe of present research was “Runaway Category Missing Children” who have presented the history of runaway from a family home and such incidences were reported to police authority by concerned primary caregivers (Parents/ Other immediate family members) or close relatives for the help of searching missing child. Names of such children were officially documented in the ‘Missing Person Register’ by police authority as “reported missing”. Further these children were found and reunited with their families. The age group of such children was 6 through 17 years. Individual runaway category missing child (Both boy and girl children) was considered as unit of analysis.

### **Study Population and Study Area**

In the present research the term study population refers to runaway category missing children (as mentioned above) reported to police authority in Shivamogga District of Karnataka State. There were two motives for the selection of Shivamogga district as a study area. First, the review of literature and consultation with concerned agencies revealed the shortfall of empirical research on the topic runaway category missing children in the social context of shivamogga district based on data of police authority which is more reliable and valid. The second motive was findings from analysis of numbers and statistics on missing children incidences reported to police authority in Karnataka State (See Table 4.1 and 4.2).

### **Findings from Analysis of Statistics on missing children**

The analysis of statistics on missing children was done obtaining missing persons data from State crime records bureau, Department of Karnataka State Police, Bangalore. This numerical secondary data was collected for the period of recent years from 2010 to 2014. There are 30 administrative districts In Karnataka state. When district wise numbers of missing children were listed in ascending order on computer (i.e. highest to lowest value), result indicated the position of Shivamogga district with



a total number of 817 missing children holding top 5<sup>th</sup> rank in Karnataka state (See **Table 4.1**). Whereas district wise percentage calculation of the number of missing children to its total number of population (Census of India, 2011) indicated shivamogga district holding top 6<sup>th</sup> rank (0.04%) in the state (See **Table 4.2**).

**Table 4.1 District wise No. of Missing Children reported to police authority and its Ranking order in Karnataka State from year 2010 to 2014**

<b>Revenue/ Administrative Districts of Karnataka State</b>	<b>Total No. of Missing Children (below 18 Years) reported to Police authority: (Highest to Lowest Value)</b>	<b>Rank order</b>
Bangalore Urban	7272	1
Mysore (Included Mysore city data)	1523	2
Bangalore Rural	1006	3
Mandya	876	4
<b>Shivamogga</b>	<b>817</b>	<b>5</b>
Tumkur	760	6
Ramanagara	727	7
Davanagere	617	8
Hassan	603	9
Dakshina Kannada (Included Mangalore City Data)	588	10
Kolar (Included KGF data)	569	11
Belgaum	494	12
Chikballapur	477	13
Bellary	472	14
Chitradurga	436	15
Uttara kannada	342	16
Chikmagalur	282	17
Dharwad (Included Hubli data)	277	18
Udupi	216	19
Kodagu	214	20
Bijapur	210	21
Chamarajanagara	173	22
Raichur	171	23
Haveri	165	24
Bidar	159	25
Gulbarga	156	26
Bagalkot	146	27
Koppala	117	28
Yadgiri	63	29
Gadag	62	30

*Source: Based on official information received from State Crime Record Bureau of Karnataka State Police, Bangalore, 2015*

**Table 4.2 District wise No. of Missing children and their Percentage to its district population with rank order**

Revenue/ Administrative Districts of Karnataka State	Total Number of Missing Children Reported to Police authority - Below the age of 18 Years from years 2010 to 2014	Total General Population as per Census of India 2011	Percentage of <18 years Missing children to Total General Population (Highest to Lowest Value) (%)	Rank Order
Bangalore Rural	1006	990923	0.101521511	1
Bangalore Urban	7272	9621551	0.07558033	2
Ramanagara	727	1082636	0.067150917	3
Mysore (+Mysore city)	1523	3001127	0.050747602	4
Mandya	876	1805769	0.048511188	5
<b>Shivamogga</b>	<b>817</b>	<b>1752753</b>	<b>0.046612386</b>	<b>6</b>
Kodagu	214	554519	0.038592005	7
Chikballapur	477	1255104	0.038004819	8
Kolar (+KGF)	569	1536401	0.037034602	9
Hassan	603	1776421	0.033944656	10
Davanagere	617	1945497	0.031714261	11
Tumkur	760	2678980	0.028369006	12
Dakshina Kannada (+Mangalore City)	588	2089649	0.028138697	13
Chitradurga	436	1659456	0.02627367	14
Chikmagalur	282	1137961	0.024781166	15
Uttara kannada	342	1437169	0.023796784	16
Bellary	472	2452595	0.019244922	17
Udupi	216	1177361	0.018346115	18
Chamarajanagara	173	1020791	0.016947642	19
Dharwad (+ Hubli)	277	1847023	0.014997106	20
Belgaum	494	4779661	0.010335461	21
Haveri	165	1597668	0.010327552	22
Bijapur	210	2177331	0.009644836	23
Bidar	159	1703300	0.009334821	24
Raichur	171	1928812	0.008865561	25
Koppala	117	1389920	0.008417751	26
Bagalkot	146	1889752	0.007725881	27
Gulbarga	156	2566326	0.006078729	28
Gadag	62	1064570	0.005823948	29
Yadgiri	63	1174271	0.005365031	30

*Source: Based on official information received from State Crime Record Bureau of Karnataka State Police, Bangalore, 2015 and Population Census of India 2011*

From the above statistics analysis it was confirmed that Shivamogga district was one of the districts among top ten districts of Karnataka state where highest numbers of children were reported as missing to police authority (State Crime Record Bureau of Karnataka State Police, Bangalore, 2015).

### **Realistic Sampling Frame, Sampling Method, Sample Size, and Respondents**

Consultation with police authority by researcher revealed the availability of Missing Person Register in which missing children's identification information was documented. But separate list of runaway category missing children's information was not found. Therefore researcher contacted the Superintendent of Police, Shivamogga District Headquarter in person for permission to study the missing person register and collect identification data of reported runaway category missing children. After taking permission from police authority researcher reviewed the 'Missing Person Registers' for the period of previous 5 years i.e. from the year **2011 to 2015** and prepared a discrete list of Runaway Category Missing Children. Further researcher assigned the numbers to each case for the purpose of preparing sampling frame.

The Pre-Interview realistic sampling frame was initially comprised a total number of 284 samples. The present research adopted cent percent probability sampling method giving chance to every unit to be the part of selection procedure. After the field home visit for interview 12 samples were eliminated from the realistic sampling frame since the study respondents of 12 samples refused to provide primary data and take part in the main research. Hence **finally a total number of 272 sample size** was recruited for the present research.

Respondents of the present research were primary caregivers (Biological and Non-biological Parents, Grandmother and Grandfather) of the children having history of runaway from home. Contact details of these primary caregivers were collected from Office of the Superintendent of Police, District Crime Recorded Bureau, Shivamogga District. A total number of 272 respondents provided primary data. Among them 190 respondents were Mothers, 79 Fathers and 3 other family members. These respondents were primary caregivers of both boy (151) and girl (121) children whose ages were ranged from 9 through 17 years.

### **Criteria adopted for sample selection**

The present research has considered following inclusion and exclusion criteria during selection of samples/ Unit of analysis.

#### ***Inclusion Criteria:***

a) Children (both boys/ girls) between the age of 6 through 17 years who had runaway from family home without the knowledge and permission of their parents or guardian and who stayed away at least overnight were included.

b) Only Runaway Category Missing Children incidences reported to the police authorities (From 2011 to 2015) in Shivamogga district by concerned immediate family members or close relatives for search have been counted in.

c) Only those children whose Identification data were documented in the Missing Person Register as “reported missing” by police authorities have been incorporated.

d) Only those children who have been found or traced and reunited with their families were in sampling frame.

#### ***Exclusion Criteria:***

a) Missing Children names reported to Non-government organizations, Child Care Institutions and government service agencies were not included in the sample frame.

b) Missing Children name/ incidents reported to police authority and documented as other than runaway categories incidences (such as Found dead, Temporarily closed, Went with Mother, Kidnapped, Missing from Hospital, Missing from government or Non- government Child Care Institutions/ residential education institutions/ Student hostels) have been excluded.

c) The present study had determined to eliminate units of present study from the realistic sampling frame if the study respondents refuse or not willing to provide primary data or withdraw from the main research.

## SOURCES OF DATA

Both Secondary Data and Primary Data were collected for the purpose of present research. The Secondary data were collected from libraries, concerned governments and non-government agencies as listed below.

### *Sources of Secondary data*

- Central Library of Kuvempu University, Shivamooga, Shankaraghatta
- Central Library of Mangalore University, Mangalore,
- Central Library of Kasturba Medical College, Manipal, Udupi,
- National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore
- National Institute of Public Cooperation and Children Development (NIPCCD), Bangalore
- National Law School of India University (NLSIU), Bangalore.
- Directorate of Women and Child Development (DWCD), Government of Karnataka, Bangalore.
- District Women and Child Development, Government of Karnataka, Shivamogga.
- Missing Children Bureau (MCB), Shivamogga.
- Child Help Line, Shivamogga
- Government Public Library, Bhadravathi
- Government Public Library, Shivamogga
- Office of the Bangalore City police commissioner, Bangalore
- State Crime Record Bureau (SCRB), Office of the Superintendent of Police Bangalore,
- Don-Bosco (NGO), Bangalore
- Missing Children Bureau, State Branch, Bangalore.
- APSA (NGO) Bangalore
- Literatures of Bachpan Bachavo Andolana (BBA), NGO, Delhi
- Superintendent of Police Office, District Crime Record Bureau, Shivamogga
- National Crime Record Bureau, Government of India (Website document)
- Ministry of Women and child Development, Government of India (Website document)
- UNICEF (Web site documents)

- Print media information Times of India, The Hindu, Deccan Herald, Prajavani, Vijaya Karnataka, Sudha Magazine.
- Consultation with state government and private school authorities in shivamogga district, academicians, experts and practitioners working in the field of children and adolescents issues.
- Discussion with school children, Parents and members of parents association,

### ***Source of primary data***

The primary data of the present research was originated from 272 respondents who were primary caregivers (Mother/ Father/ Other immediate family members) of the child having history of runaway from home and reported to police authority. Contact details of the primary caregivers were collected from the Office of the Superintendent of Police, District Crime Recorded Bureau, Shivamogga District.

## **INSTRUMENT OF DATA COLLECTION**

For the purpose of primary data collection a Parent Version semi-structured Interview Schedule was developed both in Kannada and English language based on the review of recent research, critical analysis of relevant theories/ concepts, consultation with concerned agencies, discussion with research guide, and suggestions from the respondents. This interview schedule used more quantitative approach with closed ended question items and rarely qualitative approach with open ended questions items where needed. This interview schedule comprised a total of 98 questions Item under its eight main sections (i.e. A, B, C, D, E, F, G, H). Response categories of section A, B, C, and F comprised multiple choices and varied from one item to another. Under these sections respondents were given chance to share other experiences /answers which were not found in the options list where applicable. But respondents were suggested to choose any one response option in the list for the convenience of data process. Response categories of section D, E, G and H had adopted 5-Point Likert scale measure ranged from 1 to 5 (i.e. 1=Never, 2=Rarely, 3=Sometime, 4=Often, 5=Always) and respondents were suggested to answer for any one response option for the convenience of data process. Descriptions of the main eight sections of this interview schedule are given below.

**Section A:** Mainly focused on Demographic and Socio-economic characteristics of the respondent and child having history of runaway from home. This section comprised a total of 30 question items regarding *Personal Profile of the Respondent* (i.e. Name, Age, Relationship with Runaway Child, Address, Type of Community and Name of the Taluk/ Block); *Personal Profile of the Child* (i.e. Name, Gender, Age of the child at the time of missing, Status of literacy); *Family Background of the child* (i.e. Source of residence of the family, Mother Tongue, Religion, Category, Type of the family, Head of the family and Details of immediate family members of the Runaway Child consisting their Names, their Relationship to Runaway Child, their Age, Education, Occupation, Income and Remarks); *Details of the Housing amenities* (i.e. Condition of house, Ownership Status, Dwelling rooms, Main Source of drinking water, Drinking water Location of availability, Source of lighting, Bathing facility, Latrine facility, Availability of separate kitchen for cooking, Type of fuel used for cooking, T.V/ Television Availability, Telephone/ Mobile Availability, Computer/ Laptop Availability).

**Section B:** This section inquired (1Item) on the most immediate situational factor that has influenced their child to runaway from family home by providing multiple options for selecting the answer (For Example, Strict discipline or supervision by Parents at home, Due to difficulties with school related matters).

**Section C:** This section examined the Pre-incident history of Child and Family health (10 question Items) for the last one year from the date of runaway incidence of their child. (For Example, history of harmful substance use by the child and parents).

**Section D:** This section assessed Pre-incident Parenting Practices of the primary caregivers for the last six months from the date of runaway incidence of their child. The question items adopted under this section were based on the five dimensions of parenting practice as specified in the Alabama Parenting Questionnaire (APQ) measures a 42 item Parent Form (Frick P. , 1991). For the purpose of present research these question items were reduced to 20 items and modified to avoid an implicit negative bias of respondents. These five dimensions included positive involvement with children, supervision and monitoring, use of positive discipline techniques, consistency in the use of such discipline and use of corporal punishment.

*Reliability of APQ:* A correlation of at least .80 was suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument. Internal Consistency showed the average reliability across the APQ scales with .68 (Frick P. , 1991). Frick's study also reported a mean  $r^2$  across its five scales of 0.24 for predicting child symptoms of oppositional defiant disorder (ODD) and CD (conduct disorder) (Frick, Christian, & Wooton, 1999)

*Validity of APQ:* This measure captures what it is intended to measure. It has adopted criterion Validity. Previous studies of Dadds, Maujean, & Fraser; Frick, Christian, & Wooton; Shelton et al. have found that the Alabama Parenting Questionnaire (APQ) has good psychometric properties including criterion validity in differentiating clinical and nonclinical groups (As cited in Frick, 1991).

**Section E:** This section explored (8 Item) Pre-incident Behavior of the child in home environment for the last six months from the date of runaway incidence of their child. (For example, how often was your child feeling free to interact with immediate family members and relatives?).

**Section F:** This section focused on (9 Item) Pre-incident School Education Background of the Child having history of runaway from home (For example, education level of the child at the time of missing).

**Section G:** This section assessed (10 Item) on Pre-incident School Adjustment of the child. (For example, how often was your child feeling ease to attend class tests/ exams/ other competitions?)

**Section H:** This section studied (10 Item) on Pre-incident Peer relationship of the child for the last six months from the date of runaway incidence of their child. (For example, how often were you getting complaint about your child's behavior from the school teachers/ neighbors/ other children because of his/ her companionship with particular friend/ friends group?).



A copy of complete Parent form Interview Schedule (both in English and Kannada language version) administered to respondents in the present research is enclosed for more details at the end of this thesis (**See Appendix 1**).

### **PROCEDURES OF DATA COLLECTION**

***Pilot Study:*** Before collecting the primary data for the present research a pilot study was conducted to pre-test practicability of the interview schedule with ten respondents who fulfilled the inclusion criteria. Suggestions and support for home visit, rapport building and interview with respondents were taken from the Coordinator of Missing Children Bureau and Police Personnel of Shivamogga district. Five respondents from Shivamogga and Bhadravathi Taluks participated in the pilot study. During home visits researcher explained respondents about the purpose of main research and confidentiality in collected data. The initial interview consumed more than one hour with each respondents to collect the required data. Suggestions of the study respondents were also recorded and discussed with research guide for necessary modification in the interview schedule. Respondents of the pilot study were not interviewed again for primary data collection. The collected data during pilot study was not included to primary data analysis in order to avoid error in the data processes.

***Course of Primary Data Collection:*** The primary data for the main research was collected from 272 respondents who were primary caregivers (Biological and Non-biological Parents, Grandmother and Grandfather) of the children having history of runaway from home. Contact details of the primary caregivers were collected from Office of the Superintendent of Police, District Crime Recorded Bureau, Shivamogga District. Researcher collected the primary data through home visits travelling across seven Taluks of Shivamogga district from September 2016 to January 2017. During home visits researcher explained respondents about the purpose of main research and confidentiality in collected data. Further verbal consent of participation for the present research was obtained from each respondent before data collection. After taking consent from the respondents face to face interview was conducted by researcher to collect both qualitative and quantitative data administering interview schedule. Each interview with respondents consumed thirty to forty minutes. With most of the respondents researcher used Kannada language version interview schedule since they

were more familiar with this language. During interview researcher asked questions to respondents and recorded their responses in the interview schedule with additional notes where applicable.

### **METHOD OF DATA PROCESSING AND DATA ANALYSIS**

Researcher edited the collected primary data to detect the errors and omissions and to correct where possible in duly filled interview schedule. Coding work was also ensured through assigning number to the response categories. Further entire data processing was carried out in computer using SPSS Version 23 statistics processor. Variable view option was used for defining selected variables by specifying its indicators and data View option used for entering data. Both descriptive and inferential statistics techniques were utilized by researcher to analyze the quantitative data and draw the conclusion.

#### ***Descriptive Statistics***

Descriptive statistics like frequency and percentage distribution (n and %) were used to describe the variables with regard to demographic and socio-economic characteristics of the respondents and their children having history of runaway incidence. These variables covered under the captions like Personal profile of the respondents (i.e. Age of the respondent, their relationship with Child, Type of the Community, Taluk/ Block they belong to), Personal Profile of the Child (i.e. Gender, Age of the child at the time of missing, Status of literacy), Family Background of the child (i.e. Source of residence of the family, Mother Tongue, Religion, Category, Type of the family, Head of the family, Number of immediate family members at home, Number of Siblings to the child, Education and Occupation of primary caregivers, and annual Income of the family), Housing amenities (i.e. Condition of house, Ownership Status, Dwelling rooms, Main Source of drinking water, Drinking water Location of availability, Source of lighting, Bathing facility, Latrine facility, Availability of separate kitchen for cooking, Type of fuel used for cooking, Television Availability, Phone availability, Computer/ Laptop Availability), School Education Background of the child (Admission to formal school, School admission age, Education level of the child at the time of missing, Type of School where child was studying, Main activities of children before run away from home), Pre-Incident family

and child health (i.e. Status of health issues/ disability condition of children, history of harmful substance use by the child, Lack of basic needs faced by children during childhood, and Unpleasant events experienced by children before run away) and Immediate situational factor that has influenced their child to runaway from family home.

### ***Inferential Statistics***

In order to analyze the inferential statistics researcher used cross tabulation as a tool to compare the relationship between two variables and executed **Pearson Chi-Square Test of independence** to determine whether the selected variables were independent. To ensure association between these variables the present study compared the **p-value** to the significance level of **alpha ( $\alpha$ ) =0.05, < 0.05, <0.01 and <0.001**. These variables comprised under demographic and socio-economic characteristics of the respondents and children having history of runaway incident, immediate situational factors of runaway incident of children, Pre-incident Parenting practices of the primary caregivers and Pre-incident school adjustment of the child.

Results of the Data analysis with statistical tables, figures, interpretation, discussion and major findings are portrayed in the Chapter 5 of this thesis.

## **OPERATIONAL DEFINITION OF THE KEY VARIABLES**

For the consistency and clarity abstract variables of the present research were defined as mentioned below:

***A Child:*** This term in the present research referred to definition of the United Nation Convention on the Rights of the Child (UNCRC) was adopted. This convention under article-1 defined that ‘a child’ means every human being below the age of eighteen years (United Nations, 1990).

***Missing Child:*** This term denoted to definition of Ministry of Home Affairs, Government of India. The term ‘Missing child’ has been defined as a person below eighteen years of age, whose whereabouts are not known to the parents, legal guardians and any other person who may be legally entrusted with the custody of the child, whatever may be the circumstances/causes of disappearance. The child will be considered missing and in need of care and protection within the meaning of the later

part of the Juvenile Act, until located and/or his/her safety/ wellbeing is established (Ministry of Home Affairs, Government of India, 2013).

***Runaway Missing Children:*** this term was designated to children between the age of 6 through 17 years who had runaway for any reason from home without the knowledge and permission of their parents or guardian and who stayed away at least overnight. Further such runaway category missing children incidences were reported to the police authorities by concerned immediate family members or close relatives for search. Identification details of these children were documented in the missing person register as “reported missing” by police authorities. Further these children were found and reunited with their families.

***Parents:*** This term in the present research signified to biological father and mother as primary caregivers who brought up the child (age 6 through 17 years) in a family unit and further they have experienced history of their child’s runaway episode in the family.

***Family:*** For this term definition of Allen, Fine, & Demo’s study (David R. Shaffer, 2010) was adopted. They defined the term family as two or more persons related by birth, marriage, adoption or choice” that have emotional ties and responsibilities to each other. In the present research the term family specifically referred to the family having history of runaway child incident.

***Respondents/ Primary caregivers:*** In the present research the term respondents referred to 272 primary caregivers (Biological and Non-biological Parents, Grandmother and Grandfather) of the children having history of runaway from home and they have provided the primary data for the main research.

***Demographic and Socio-economic Characteristics:*** In the present research these terms mentioned to Personal Profile of the Respondent and Child having history of runaway (HHR) from home, Family Background and Socio-Economic background of the respondents and Details of the Housing amenities as specified earlier under the section Instrument of Data Collection in the current chapter.

***Immediate Situational Factor:*** This term referred to instant effect for the runaway incidence of the child regardless of push or pull factor.

***Pre-incident:*** This term referred to the specified duration considered for assessing main variables of the present research prior to runaway incident of a child in relation to primary data collection in the present research.

***Child and Family Health:*** This term represented to pre-incident history of health status of the child and parents in a family unit with regard to disability conditions or illness, Harmful chemical substance use, basic needs fulfilled to child, experience of child with unpleasant or stressful life events in the family prior to runaway. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***Parenting practice:*** This term denoted to pre incident child training method of the parents/ Primary caregivers that influenced the development of a child in a family unit. The present study focused on five dimensions of parenting practice as specified in the parent form Alabama Parenting Questionnaire (APQ) measures (Frick P. , 1991). These dimensions included positive involvement with children, supervision and monitoring, use of positive discipline techniques, consistency in the use of such discipline and use of corporal punishment. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***In-home Behavior of the child:*** This term stated to child's interaction and relationship with their parents, other family members and relatives, involvement in home based activities, usage of electronic devices and participation in family events with in the home environment prior to runaway incident. The data collected under this variable was subjected to previous six month duration till the date of runaway incident.

***School education background:*** This variable stand for school education background of the child prior to runaway incident.

***School adjustment:*** This term referred to child's academic progress, interaction and relationship with school teachers and peer group, attitudes towards school,

anxieties, loneliness, social support, and academic motivation such as engagement, avoidance, absences prior to runaway incident. The data collected under this variable was subjected to previous one year duration till the date of runaway incident.

***Peer relationship:*** This term referred to social interaction of the runaway child among same aged peers within a given social unit that influenced the socialization and behavior of the child prior to runaway incident. The data collected under this variable was subjected to previous six month duration till the date of runaway incident.

### **ETHICAL CONSIDERATION**

a) Contact details of the respondents were obtained from the Office of Superintendent of Police, District Crime Record Bureau, Shivamogga District Headquarter through proper channel submitting a letter of request from Kuvempu University, Shankaraghatta. Official permission was also obtained to review the missing person register and collect identification data of reported runaway category missing children.

b) Initially respondents were explained about the purpose research and type of interview during home visit. They were also assured about the confidentiality in the collected data and the way of data utilization. Verbal consent of participation was obtained from the respondents before administering interview schedule.

c) The respondents were allowed to refuse the participation in interview without giving any reasons or further explanation.

### **LIMITATIONS OF THE PRESENT RESEARCH**

a) The present academic research had considered sampling and data collection method limiting to the social context of Shivamogga district of Karnataka State. Therefore findings of the present research cannot be generalized to whole universe of present research.

b) To finalize the study area under present research all categories of missing children data of the Karnataka State for the period of 2010 to 2014 was considered based on the secondary data received from State Crime Record Bureau, Department of Police, Karnataka State. There was no information on categories of missing children incidences with police authority in the state when information obtained.

c) The main focus and unit of analysis under the present research was runaway category missing children only but not the other categories of missing children.

d) The present research is had adopted deductive logic approach in its research method and it is purely a non-experimental research.

e) The present study only focused on the selected abstract variables and attributes as specified earlier under the section operational definition in this chapter.

f) The results of present study were outcome of the primary data obtained from the primary caregivers who were largely biological parents of the children having history of runaway incidence and reported to police authority from home from the year 2011 to 2015.

g) Most of the previous researches have endeavored to investigate the immediate situational factors of runaway episode from the view point of children and adolescents. Therefore the present study examined parental perspective to understand the runaway children phenomena focusing more on background of the child and family.

h) The present study analyzed largely quantitative data. It had not attempted to test any hypothesis since the present research was exploratory cum descriptive in its purpose and new area of research.

## **CONCLUSION**

This chapter clarified the methodology and the way of implementation of present research. The present research was aimed to explore the factors of runaway category missing children phenomena from the view point of their primary caregivers. Specific objectives of the present research were accomplished through the methodology as described above. The abstract variables measured under the present research were mainly the outcome of review of literature and the theoretical framework (See Chapter 2 and 3). Results and recommendations of the present study are subjected to limitations of the present research as specified above in the current chapter.

The next Chapter 5 of this thesis discloses the results and discussions of data analysis under the Title of present research.

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## *Chapter 5*

### **CONSTITUTION, POLICIES, LEGISLATION, PROGRAMS AND INTERVENTIONS ON MISSING CHILDREN IN INDIA**

This chapter mainly recognizes the Constitutional Statements, Policies, Legislations, Programs and Intervention strategies concerning Missing Children issues (Including Runaway Children) with additional information relating to children in general. These Responses and Intermediations ensure Children Development, safe guard Child rights, protection, and wellbeing in the country. Most of the contents of this chapter are excerpt of secondary sources and which are presented only for the purpose academic orientation. Therefore it is suggested that the readers should not consider or interpret any Act or Statements of this chapter as law of India. The present chapter is schematized under the following sub titles:

- National Level Response and Intermediations
- State Level Response and Intermediations
- District Level Response and Intermediations
- Block/ Taluk Level Response and Intermediations
- Conclusion

#### **NATIONAL LEVEL RESPONSE AND INTERMEDIATIONS**

##### **Constitution of India and Statements on Children**

The constitution of India has recognized children as vulnerable segment and made certain provisions to protect the rights of the children and safeguard their wellbeing in the country. To ensure these provisions the all states of India has enacted special laws. Following are the official statements of Indian constitution which are in favor of children (Ministry of Law and Justice, Government of India, 2007).

Article 15 (3) “Nothing in this article shall prevent the State from making special provision for women and children”

Article 21 “No person shall be deprived of his life or personal liberty except as per procedure established by the law”

Article 21A “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”.

Article 23 (1) “Traffic in human beings and beggar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law”.

Article 24 “No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment”.

### **Directive Principles of State policy and Statements on Children**

The constitution of India prescribed certain principles of policy to be followed by the State (Ministry of Law and Justice, Government of India, 2007) in which key statements on children are observed as mentioned below.

Article 39 “recognizes that the State shall, in particular, direct its policy towards securing certain aspects as given below”.

Article 39 (e) “secure that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength”.

Article 39 (f)” That children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment”.

Article 45 notes that, “the State shall endeavor to provide free and compulsory education for all children until they complete the age of fourteen years”.

Article 47 point out that “the State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties”.

Article 243 G (Schedule 11) provides “Provision of for institutionalization of children care by recommending responsibilities of programs of Children and Women Development to Panchayath system” (Sub Article 25), apart from education (Sub

Article 17), family welfare (Sub Article 25), health and sanitation (Sub Article 23) and other Sub Articles with a bearing on the welfare of children.

### **The National Policy for Children 2013**

Government of India has adopted National Policy for Children in 26<sup>th</sup> April 2013 to reiterate the commitment to the rights based approach for children (Government of India, 2013b). The Preamble of this policy recognized that a child is any person below the age of eighteen years; childhood is an integral part of life with a value of its own; children are not a homogenous group and their different needs need different responses, especially the multi-dimensional vulnerabilities experienced by children in different circumstances; a long term, sustainable, multi-sectoral, integrated and inclusive approach is necessary for the overall and harmonious development and protection of children.

This policy also reaffirm that every child is unique and a supremely important national asset; all children have the right to grow in a family environment, in an atmosphere of happiness, love and understanding; families are to be supported by a strong social safety net in caring for and nurturing their children; The State is committed to take affirmative measures i.e. legislative, policy or otherwise to promote and safeguard the right of all children to live and grow with equity, dignity, security and freedom, especially those marginalized or disadvantaged; to ensure that all children have equal opportunities; and that no custom, tradition, cultural or religious practice is allowed to violate or restrict or prevent children from enjoying their rights.

Guiding principles of this policy point out that every child has the right to life, survival, development, education, protection and participation; mental, emotional, cognitive, social and cultural development of the child is to be addressed in totality; family or family environment is most conducive for the all-round development of children and they are not to be separated from their parents, except where such separation is necessary in their best interest; every child has the right to a dignified life, free from exploitation; safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities (Government of India, 2013b).

Further part in this Policy provides key priority on Survival, health, nutrition, development, education, protection and participation of children. Important statements concerning missing children matters are identified as follows

Article 4.6 (v) “document that the state shall to take all measures to ensure all out of school children such as child labourers, migrant children, trafficked children, children of migrant labour, street children, child victims of alcohol and substance abuse, children in areas of civil unrest, orphans, children with disability (mental and physical), children with chronic ailments, married children, children of manual scavengers, children of sex workers, children of prisoners, etc. are tracked, rescued, rehabilitated and have access to their right to education”.

Article 4.6 (vi) “Address discrimination of all forms in schools and foster equal opportunity, treatment and participation irrespective of place of birth, sex, religion, disability, language, region, caste, health, social, economic or any other status”.

Article 4.6 (viii) Ensure “physical safety of the child and provide safe and secure learning environment”.

Article 4.6 (ix) ensure that “all processes of teaching and learning are child friendly”.

Article 4.6 (x) ensure “formulation and practice of pedagogy that engages and delights children, with a special focus on mental health, from a social and gender just, life skills and age appropriate perspective”.

Article 4.6 (xv) ensure “no child is subjected to any physical punishment or mental harassment. Promote positive engagement to impart discipline so as to provide children with a good learning experience’.

Article 4.7 ensures “a safe, secure and protective environment is a precondition for the realization of all other rights of children”.

Article 4.8 “The State shall create a caring, protective and safe environment for all children, to reduce their vulnerability in all situations and to keep them safe at all places, especially public spaces”.

Article 4.9 “The State shall protect all children from all forms of violence and abuse, harm, neglect, stigma, discrimination, deprivation, exploitation including economic exploitation and sexual exploitation, abandonment, separation, abduction, sale or trafficking for any purpose or in any form, pornography, alcohol and substance

abuse, or any other activity that takes undue advantage of them, or harms their personhood or affects their development”.

Article 4.11 “The State commits to taking special protection measures to secure the rights and entitlements of children in need of special protection, characterized by their specific social, economic and geo-political situations, including their need for rehabilitation and reintegration” (examples of Special need children mentioned above under Article 4.6 (v)) (Government of India, 2013b).

### **The National Plan of Action for Children (NPAC), 2016**

This Plan of Action is based on the principles embedded in the National Policy for Children 2013. It follows to ensure convergence of ongoing programs and initiation of new programs so as to focus on pre-determined objectives through well-defined strategies and activities and achieve certain level of outcome (Government of India, 2016d). Key Objectives of NPAC 2016 are given below.

I. “Ensure equitable access to comprehensive and essential preventive, promotive, curative and rehabilitative health care of the highest standard, for all children before, during and after birth, and throughout the period of their growth and development”.

II. “Secure the right of every child to learning, knowledge, (including Skill development) education, and development opportunity, with due regard for special needs, through access, provision and promotion of required environment, information, infrastructure, services and support for the development of the child’s fullest potential”.

III. “Create a caring, protective and safe environment for all children, to reduce their vulnerability in all situations and to keep them safe at all places, especially public spaces”.

IV. “Enable children to be actively involved in their own development and in all matters concerning and affecting them” (Government of India, 2016d).

### **Additional Policies on Children**

Following are the list of additional policies adopted by government of India in the interest of safeguarding children rights, health, and Education (Ministry of women and child development, Government of India, 2013).

- National Policy for Children, 1974
- Promotion and adoption of International Year of the Child (IYC), 1979
- National Policy for Education, 1986
- Adoption of 1990s' World Child Survival and Development Goals, 1990
- Accession to United Nations Convention on the Rights of the Child, 1992
- National Nutrition Policy 1993
- National Health Policy, 2002
- National Charter for Children, 2003
- National Plan of Action for Children, 2005
- National Policy for Children 2013
- National Early Childhood Care and Education
- Early Childhood Care and Education (ECCE) Policy 2013
- National Early Childhood Care and Education (ECCE) Curriculum Framework 2014
- National Policy on Child Labour 1987,
- India New Born Action Plan 2014

### **The Commissions for Protection of Child Rights Act, 2005**

This act was intended for the constitution of a National Commission and State Commissions for Protection of Child Rights and Children's Courts for providing speedy trial of offences against children or of violation of child rights and for matters connected there with or incidental thereto. This act defined the term "child rights" in terms of children's rights adopted in the United Nations convention on the Rights of the Child on the 20th November, 1989 and ratified by the Government of India on the 11th December, 1992. This act also focus on functions and powers of the commission, Constitution of State Level Commission for Protection of Child Rights and district level children's court in the state (Government of India, 2006).

### **National Commission for Protection of Child Rights 2007**

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005, an Act of Parliament (December 2005). NCPCR is a statutory body under the CPCR Act, 2005 under the administrative control of the Ministry of Women & Child Development, Government of India. The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the United Nation Convention on the Rights of the Child. NCPCR emphasizes the principle of universality and inviolability of child rights and recognizes the tone of urgency in all the child related policies of the country. For the Commission, protection of all children in the 0 to 18 years age group is of equal importance. Thus, policies define priority actions for the most vulnerable children. This includes focus on regions that are backward or on communities or children under certain circumstances, and so on.

The Commission visualizes a rights-based perspective flowing into National Policies and Programmes, along with nuanced responses at the State, District and Block levels, taking care of specificities and strengths of each region. In order to touch every child, it seeks a deeper penetration to communities and households and expects that the ground experiences gathered at the field are taken into consideration by all the authorities at the higher level. Thus the Commission sees an indispensable role for the State, sound institution-building processes, respect for decentralization at the local bodies and community level and larger societal concern for children and their well-being (National Commission for Protection of Child Rights, 2018).

### **National Human Rights Commission's (NHRC) Committee on Missing Children**

The NHRC has been concerned about the issues of missing children ever since it was constituted in October 1993. Young children missing incidences from one of the neighboring villages of the National Capital Territory of Delhi, namely, Nithari in Noida, State of Uttar Pradesh and media reports of similar incidents from other parts of the country as well had a deep impact on the Commission. To protect and promote human rights of children National Human Rights Commission constituted a Committee on 12th of February 2007 to examine the issue of missing children in

depth and evolve simple, practical guidelines (National Human Right Commission of India, 2007)

Further certain Procedures were adopted by the NHRC Committee for Evolving Guidelines to Deal with Cases of Missing Children. After interacting with the concerned stakeholders the committee has proposed important recommendations/suggestions on following matters

- Considering missing children as “priority issue” by all stakeholders, especially the law enforcement agencies and directors general of police of states
- The committee recommends that every police station across the country should have special squad/missing persons desk to trace missing children.
- Implementation of the supreme court guidelines
- Role of district administration
- Mandatory reporting: the state police headquarters
- Involving Panchayat raj institutions (PRIs) etc
- Involving NGO’s
- National database and monitoring by national crime record bureau through establishing a national tracking system
- Reviving state/district crime records bureau
- establish a child helpline through NGOS/PRIs/other agencies
- Outsourcing preliminary inquiry to NGOs
- Cognoscibility of the evidence and police to register first information reports (FIRs)
- Sensitization of stake holders
- Rescue of children in need of care and attention and implementation of juvenile justice act
- I-card for children by schools
- Poverty alleviation measures and schemes of the central and state governments
- Role of state human rights commissions, women commission of state/ center etc.
- Role of media and public awareness of missing children
- Attention to transit points of trafficking with special vigils at railway stations, bus-stands, airports, sea- ports and such other places,



- Missing children from across border: to protect foreign children who have been trafficked into India
- Survey and research in the area of missing children

### **Advisory on Missing Children by Government of India 2012**

Ministry of Home Affairs, Government of India has issued Advisory to all the States / Union Territories of the country regarding necessary actions to be taken on Children issues from year 2009 to 2012. This was seriously considered by the ministry as missing children are exposed to high risk situations and they are vulnerable and fall prey to crimes of exploitation, abuse, including human trafficking. The objectives of these measures are to prevent trafficking, crimes against children, effective investigation of cases relating to missing children and trace the missing children (Government of India, 2012).

This advisory emphasized on definition of the term missing child, legal provisions, rulings of courts, protecting minor girls, guidelines of NHRC, procedures of handling the cases of missing children, Supervision of investigation, role of National/State/District Crime branch, coordination with other agencies/ NGOs/ Concerned stakeholders and departments, functions of the Missing Persons Squad, maintaining of registers/ missing children data base, training and sensitizing police force, handling of offences of child sex abuse, the universal number 1098 for reporting of missing children, training to look-out for trafficked children on the borders, Community awareness programs on the issue of missing children and relevant protocol.

### **Standard Operating Procedure (SOP) for cases of Missing Children in India**

The honorable supreme court of India in the matter of Bachpan Bachao Andolan (BBA) vs. Union of India (WP (civil) 75 of 2012) on 10th may 2013 observed the need for standard procedure with regard to missing children and had directed Ministry Women and Child Development for the formulation of a standard operating procedure for cases of missing children. This Standard Operating Procedure (SOP) includes recommendations to Police, Child Welfare Committee and Juvenile

Justice Board in dealing with the cases of missing and found or recovered children (Government of India, n.d.b).

This operating procedure covers matters on dimensions to understanding the concept Of “missing child”, definition of missing child, persons filing complaint, where / how to report a missing child, roles and responsibilities Of stake holders i.e. Police, supervising officer, child welfare committee (CWC), juvenile justice board (JJB), process to be followed upon receipt of missing child complaint, formats related to missing children tracking portal, procedure on risk assessment, and process to be followed for found/ traced child by police/CWC/JJB.

### **Juvenile Justice (Care and Protection of Children), Act 2015 and Missing/ Runaway children**

This is an Act to consolidate and amend the law relating to children alleged and found to be in conflict with law and children in need of care and protection by catering to their basic needs through proper care, protection, development, treatment, social re-integration, by adopting a child-friendly approach in the adjudication and disposal of matters in the best interest of children and for their rehabilitation through processes provided, and institutions and bodies established as per law. This act is based on the provisions of Constitution of India relating to children, Convention on the Rights of the Child, adopted by the General Assembly of United Nations, Juvenile Justice (Care and Protection of Children) Act, 2000, the United Nations Standard Minimum Rules for the Administration of Juvenile Justice, 1985 (the Beijing Rules), the United Nations Rules for the Protection of Juveniles Deprived of their Liberty (1990), the Hague Convention on Protection of Children and Co-operation in Respect of Inter-country Adoption (1993), and other related international instruments. This act recognized certain provisions in the matter of missing/ runaway children (Government of India, 2016b). These are identified as below:

Sub Clause (ii) of Clause (4) Section (1) State that “the provisions of this Act shall apply to all matters concerning children in need of care and protection and children in conflict with law, including — procedures and decisions or orders relating to rehabilitation, adoption, re-integration, and restoration of children in need of care and protection”.

Sub-clause (vii) of clause (14) of section 2 denote “Missing or Runaway child” as a child in need of Care and protection or whose parents cannot be found after making reasonable inquiry in such manner as may be prescribed.

Clause (1) of Section 26 extends “Provisions with respect of runaway child in conflict with law. Notwithstanding anything to the contrary contained in any other law for the time being in force, any police officer may take charge of a child in conflict with law who has run away from a special home or an observation home or a place of safety or from the care of a person or institution under whom the child was placed under this Act”.

Sub Clause (i) of Clause (2) of Section 110 provides “power to state government to make rules to carry out the purpose of this act in particular manner of inquiry in case of a missing or run away child or whose parents cannot be found under sub-clause (vii) of clause (14) of section 2” (Government of India, 2016b).

### **Juvenile Justice (Care and Protection of Children) Model Rules, 2016 and Missing/ Runaway children**

This model rule under its section 27 provides rules to child welfare committee to use the designated portal to ascertain whether the abandoned child or orphan child is a missing child while causing the details of the orphan or the abandoned child to be uploaded. Section 92 laid down certain methods of inquiry and actions to be taken in case of a missing child by police authorities and government. There are a total of 7 clause this is includes rule statements with regard to actions of police authority before and after trace of missing child; registering a First Information Report communication with concerned agencies, departments and other institutions; Reporting and documentation; Publicity of missing children details; Filed inquiries; duties of District crime record Bureau and local police stations; Procedures of inquiry after tracing a missing child and directions to central/ state government (Government of India, 2016c).

## **Judicial Decisions, Committees and actions relating to missing children**

National Legal Research Desk-Shakti Vahini an organization has documented the following important Court Decisions, Committees and actions by government systems relating to missing children (National Legal Research Desk Shakti Vahini, 2012).

The Supreme Court of India gave a detailed guideline on 14-11-2002, while hearing the Writ Petition (Crl) No 610 of 1996 filed by Horilal vs Commissioner of Police, Delhi and Ors with regards to effective and emergency steps to be taken in case of tracing out the missing women and children, especially effective search of the Kidnapped minor girls.

In 2004 NHRC Action Research explored the link between Missing persons and Human Trafficking. NGOs working on Anti Trafficking have also reported that in many cases of recovered and rescued victims of trafficking they are able to trace the missing persons report at the local police station level.

The Nithari, Case in 2007 brought the plight of missing children and women from Noida, Uttar Pradesh before the nation. In this particular case a committee was set up by the Ministry of Women and Child and also by the National Human Rights Commission (NHRC), Government of India to study and analyze the case. Further the NHRC panel provided to the Nation a well set out roadmap for combating cases of missing persons.

In 2009 the Ministry of Women and Child under the Integrated Child Protection Scheme recognized the need of a portal and a network to be created for tracing missing children by including the same in the ICPS policy document.

In 2010 the Delhi High Court ordered detailed guidelines for Delhi Police. Among the various guidelines it was mentioned that the Police have to register FIR in all cases of missing children.

In 2011 the Ministry of Home Affairs published a detailed Advisory to all states for taking steps for tabulating each and every missing case and also the various ways and methods the Police can recover these cases.

In 2012 Bachpan Bachao Andolan published a report on missing persons which clearly reflected that the actual numbers of missing persons are much more than what is being reported in the NCRB Data.

In 2013 relating to the matter of Bachpan Bachao Andolan vs. Union of India (Writ Petition (Civil) 75 of 2012) dated 10/5/2013 Supreme Court had provided certain directions, including compulsory registration of FIRs and prompt investigation and develop a Standard Operating Procedures (SOPs) in in the matter of missing children cases (National Legal Research Desk Shakti Vahini, 2012).

### **Protection of Children from Sexual Offences (POCSO) Act, 2012**

In order to effectively address the heinous crimes of sexual abuse and sexual exploitation of children through less ambiguous and more stringent legal provisions, the Ministry of Women and Child Development championed the introduction of the Protection of Children from Sexual Offences (POCSO) Act, 2012. The Act defines a child as any person below eighteen years of age, and regards the best interests and well-being of the child as being of paramount importance at every stage, to ensure the healthy physical, emotional, intellectual and social development of the child. It defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as sexual harassment and pornography, and deems a sexual assault to be “aggravated” under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority vis-à-vis the child, like a family member, police officer, teacher, or doctor. People who traffic children for sexual purposes are also punishable under the provisions relating to abetment in the Act. The Act prescribes stringent punishment graded as per the gravity of the offence, with a maximum term of rigorous imprisonment for life, and fine (National Commission for Protection of Child Rights, 2017b).

### **Additional legislations in favor of Children Protection and wellbeing**

There are also other legislations to ensure rights of the children, protection and prevention of violations against children these includes following basic legal Acts (National Commission for Protection of Child Rights, 2017a).

- Bonded Labour System (Abolition) Act, 1976
- Children (Pledging of Labour) Act, 1933
- Child Labour (Prohibition and Regulation) Rules, 1988
- Child Labour (Prohibition and Regulation) Act, 1986
- Commission For Protection of Child Rights Rules, 2006
- Commission For Protection of Child Rights, Rules 2006
- Commissions for Protection of Child Rights (Amendment) Act 2006
- Convention on the Rights of Children CRC
- Factories Act, 1948
- Guardians and Wards act 1890
- Hindu Minority and Guardians Act 1956
- Immoral Traffic (Prevention) Act, 1956
- Infant Milk Substitues Feeding Bottles and Infant (Regulation of Production, Supply and Distribution) Amendment Act 2003
- Infant Milk Substitues Feeding Bottles and Infant (Regulation of Production, Supply and Distribution) Rules 1993
- Infant Milk Substitues Feeding Bottles and Infant (Regulation of Production, Supply and Distribution) Act, 1992
- Juvenile Justice (Care and Protection of Children) Amendment Act, 2011
- Juvenile Justice (Care and Protection of Children) Rules, 2007
- Juvenile Justice (Care and Protection of Children) Amendment Act, 2006
- Juvenile Justice (Care and Protection of Children) Act, 2000
- Medical Termination of Pregnancy Act, 1971
- Mines Act, 1952
- National Food Security Act, 2013
- Protection of Children From Sexual Offences Rules, 2012
- Prohibition of Child Marriage Act 2006
- The Child Marriage Restraint Act 1979,

- Prenatal Diagnostic Techniques (Regulation & Prevention of Misuse) Act, 1994
- Right of Children to Free and Compulsory Education Rules 2010
- Right of Children to Free and Compulsory Education Act 2009
- Young Persons (Harmful Publication) Act, 1956
- The Indian Child Welfare Act (ICWA) approved by Congress in 1978
- Probation of Offenders Act 1958
- Bombay Prevention of Begging Act 1959
- Orphanages & Other Charitable Homes (Supervision & Control) Act 1960
- Persons with Disabilities (Equal Protection of Rights and Full Participation) Act 2000

### **Punishable Crimes against Children: The Indian Penal Code (IPC) and Special and Local Laws (SSL)**

Ministry of Home affairs, Government of India has worked on serious action to be undertaken towards crime against children (Government of India, 2013a). The cases in which the children are victimized and abused have been categorized under two broad sections:

- 1) Crimes committed against children which are punishable under IPC.
- 2) Crimes committed against children who are punishable under Special and Local Laws (SLL). Specific sections/ Acts under these two categories are as follows:

#### ***Crimes against children punishable under the Indian Penal Code (IPC) are:***

- a) Murder (Section 302 IPC)
- b) Foeticides (Crime against a foetus) Section 315 & 316 IPC
- c) Infanticides (Crime against newborn child) (0 to 1 year) Section 315 IPC.
- d) Abetment to suicide (abetment by other persons for commitment of suicide by children) Section 305 IPC.
- e) Exposure & abandonment (Crime against children by parents or others to expose or to leave them with the intention of abandonment): Section 317 IPC.
- f) Kidnapping & abduction:
  - i) Kidnapping from India (Section 360 IPC).
  - ii) Kidnapping from lawful guardianship (Section 361 IPC).
  - iii) Kidnapping for ransom (Section 364).

- iv). Kidnapping for murder (Section 364).
- v) Kidnapping for camel racing etc. (Section 363 IPC).
- vi) Kidnapping for begging (Section 363-A IPC).
- vii) Kidnapping to compel her marriage (Section 366 IPC).
- viii) Kidnapping for slavery etc. (Section 367 IPC).
- ix) Kidnapping child for stealing from its person (under 10 years of age only) (Section 369 IPC).
- g) Procurement of minor girls (for forcing or seducing to illicit intercourse) (Section 366-A IPC).
- h) Selling of minor girls for prostitution (Section 372 IPC).
- i) Buying of minor girls for prostitution (Section 373 IPC).
- j) Rape (Section 376 IPC)

***Crimes against children punishable under Special and Local Laws (SSL) are:***

- a) Immoral Traffic Prevention Act, 1956 (where minors are abused in prostitution).
- b) Child Labour (Prevention & Regulation) Act, 1986.
- c) Prohibition of Child Marriage Act, 2006.
- d) Protection of Children from Sexual Offences Act, 2012.

Note: It is to be noted that the Bureau is compiling data on ‘Prohibition of Child Marriage Act, 2006’, which also includes Child Marriage Restrain Act (Government of India, 2013a).

**The Integrated Child Protection Scheme (ICPS) and Missing Children**

The Integrated Child Protection Scheme (ICPS) is a centrally sponsored scheme aimed at building a protective environment for children in difficult circumstances, as well as other vulnerable children, through Government-Civil Society Partnership. ICPS brings together multiple existing child protection schemes of the Ministry of Women and Child Development (MWCD) under one comprehensive umbrella, and integrates additional interventions for protecting children and preventing harm (Government of India, 2018).

The MWCD is implementing the ICPS at its Child Welfare Bureau whose responsibilities include: formulation of policies and legislations for children; advocacy for effective implementation of policies, programs and services for children;



ensuring implementation of various international norms and standards related to children; and representing the Government of India at various national and international child related forum. The Scheme, since its launch in 2009, in partnership with the State Governments/Union Territories Administrations, has strengthened prevention of child rights violation. `Based on the cardinal principles of “protection of child rights” and “best interest of the child”, ICPS is achieving its objectives to contribute to the improvements in the well-being of children in difficult circumstances, as well as to the reduction of vulnerabilities to situations and actions that lead to abuse, neglect, exploitation, abandonment and separation of children from their families (Government of India, n.d.a).

***Objectives of ICPS (Integrated Child Protection Scheme)***

i) “To institutionalize essential services and strengthen structures for emergency outreach, institutional care, family and community based care, counseling and support services at the national, regional, state and district levels”

ii) “To enhance capacities at all levels, of all functionaries including, administrators and service providers, members of allied systems including, local bodies, police, judiciary and other concerned departments of State Governments to undertake responsibilities under the ICPS”

iii) “To create database and knowledge base for child protection services, including Management information System (MIS) and child tracking system in the country for effective implementation and monitoring of child protection services”

iv) “To undertake research and documentation”

v) “To strengthen child protection at family and community level, create and promote preventive measures to protect children from situations of vulnerability, risk and abuse”

vi) “To ensure appropriate inter-sectorial response at all levels, coordinate and network with all allied systems”

vii) “To raise public awareness, educate public on child rights and protection on situation and vulnerabilities of children and families, on available child protection services, schemes and structures at all levels” (Government of India, n.d.a).

### ***Guiding principles of ICPS***

These principles include Child protection, a primary responsibility of family, supported by community, government and civil society; Loving and caring family, the best place for the child; Non-stigmatization and non-discrimination; Prevention and reduction of vulnerabilities, central to child protection outcomes by strengthening the family capabilities (Government of India, n.d.a).

### ***Target Groups under ICPS***

i) The ICPS focus its activities on children in need of care and protection and children in conflict as defined under the JJ Act and with children who come in contact with the law, either as victim or as a witness or due to any other circumstance.

ii) The ICPS will also provide preventive, statutory and care and rehabilitation services to any other vulnerable child including, but not limited, to: children of potentially vulnerable families and families at risk, children of socially excluded groups like migrant families, families living in extreme poverty, scheduled castes, scheduled tribes and other backward classes, families subjected to or affected by discrimination, minorities, children infected and/or affected by HIV/AIDS, orphans, child drug abusers, children of substance abusers, child beggars, trafficked or sexually exploited children, children of prisoners, and street and working children (Government of India, n.d.a).

### ***Service delivery of the ICPS***

In order to ensure effective implementation, a Central Project Support Unit (CPSU) under the Ministry of Women and Child Development is established. State Child Protection Society (SCPS) and District Child Protection Units (DCPUs) are also established as the fundamental units for implementation of ICPS at State and District level respectively.

As there is a dearth of data and skilled people working for protection of children, the Scheme provides support for strengthening of National Institute for

Public Cooperation and Child Development (NIPCCD) and designates it as a nodal agency under ICPS, for building a knowledge base as well as enhancing capacities on child protection (Government of India, n.d.a).

### ***Children Care & Rehabilitation Services***

***Emergency outreach service through a ‘Mother NGO’:*** 24/7 emergency phone outreach service links children in crisis to emergency and long term care and rehabilitation services. The service can be accessed by any child in crisis or an adult on their behalf by dialing a four digit toll free number (1098) established by the Government of India in 1999, this service has been extended in 280 cities across the country. At present Child-line India Foundation (CIF) is the ‘Mother NGO’ managing this service as Child-line with rural and urban model. The Ministry may also select any other NGO of repute as ‘Mother NGO’ for various regions of the country to facilitate implementation (Government of India, n.d.a).

***City/District Advisory Boards and Partner Organizations:*** The City/District Level Advisory Board shall comprise of senior most functionaries of Government Departments in the city/district. These departments include: Departments of Social Welfare/Woman and Child Development, Labour, Railways Telecom, Information and Broadcasting and Chairperson of Child Welfare Committee and Juvenile Justice Board, etc. The District Magistrate/Collector will be the Chairperson of the City/District Level Advisory Board. The functions of the City/District Level Advisory Board includes assess and review the functioning of Child line Services; address policy issues emerging from cases intervened into and work towards making the system more child-friendly (Government of India, n.d.a)..

***Open shelters for children in need in urban and semi-urban Areas:*** “Open Shelter provide services to all children in need of care and protection including street and working children, trafficked and run-away children, and any other vulnerable group of children”. These Open Shelters, run by both NGOs and State Governments/UTs, are not meant to provide permanent residential facilities for children but will complement the existing institutional care facilities. These open shelters Maintain electronic data of each child and furnish the details to the DCPU as a part of the child tracking system and provide list of names of children accessing services to the Child Welfare Committee whenever directed to do so. NGOs running

these Open Shelters may contact Municipal Corporations, Zilla Parishads, Slum Boards, Railway and Transport authorities for suitable accommodation for Open shelters or contact points (Government of India, n.d.a).

***Family Based Non-Institutional Care through Sponsorship, Foster Care, Adoption and After Care:*** The Juvenile Justice (Care and Protection of Children) Act 2000 and the Model Rules framed thereunder provide for the rehabilitation and reintegration of children through sponsorship, foster-care, adoption and after-care (Government of India, n.d.a).

***“Sponsorship”*** mainly offers child care within the child’s family setting, Preserves families and encourages parents to fulfill their responsibilities, Prevents child destitution and offers holistic child protection through financial support. Children in institutions who can be restored to families (de-institutionalization) are eligible under this service. There are two sub types in sponsorship, one is

“Preventive Sponsorship” support will be provided to a family to enable a child to continue to remain in the family, continue his/her education. This is an effort towards preventing children from becoming destitute/ vulnerable, running away, forced into child marriage, forced into child work etc. The other one is “Rehabilitative sponsorship”, children within institutions can also be restored to families with sponsorship assistance on the basis of the Individual Care Plan; an institution shall approach the CWC/JJB to recommend a suitable case to DCPU for rehabilitation through the sponsorship fund. Every district shall have a Sponsorship and Foster Care Approval Committee (SFCAC) to review and sanction sponsorship (for preventive settings only) and foster care fund (Government of India, n.d.a).

***“Foster Care”*** is an arrangement whereby a child lives, usually on a temporary basis, with an extended or unrelated family member. Such an arrangement ensures that the birth parents do not lose any of their parental rights or responsibilities. This arrangement shall cater to children who are not legally free for adoption, and whose parents are unable to care for them due to illness, death, desertion by one parent or any other crisis. The aim is to eventually re-unite the child with his/her own family when the family circumstances improve, and thus prevent institutionalization of children in difficult circumstances (Government of India, n.d.a).

**“Adoption”** is a process through which a child who is permanently separated from biological parents because her/his parents have died, or have abandoned or surrendered her/him, becomes a legitimate child of a new set of parent(s) referred to as adoptive parents with all the rights, privileges and responsibilities that are attached to this relationship. Specialized Adoption Agency (SAA) in each district shall facilitate Adoption process as per ambit of law and comply with all relevant legislations, rules and guidelines of state and central government. SAA prepare Individual child care plan in coordination with the District Child Protection Unit (DCPU) and forwarded within a fortnight for approval to the Child Welfare Committee (CWC). In order to promote, implement, supervise and monitor the family based non-institutional programs including sponsorship, foster care in-country and inter-country adoption at State level, a State Adoption Advisory Committee is constituted at every State/UT (Government of India, n.d.a).

***Child Care Institutional Services:*** As provided by the Juvenile Justice (Care and Protection of Children) Act 2000, the ICPS scheme shall support the creation of new institutional facilities and maintenance of existing institutional facilities for both children in conflict with law and children in need of care and protection. These include Shelter Homes, Children’s Homes, Observation Homes, Special Homes, and Place of Safety. Each Institution constitutes a Home Management committee and Children’s Committees, Develop individual Care Plan, and develops manuals/protocols for Homes (Government of India, n.d.a).

***General Grant-In-Aid for Need Based/ Innovative Interventions:*** the ICPS scheme shall provide flexibility to the State Governments to initiate innovative projects on issues/risks/vulnerabilities, which are not covered by the existing programs of this scheme. The State Child Protection Society shall support such project (Government of India, n.d.a).

### ***Statutory Mechanisms in Districts for Children protection***

***Child Welfare Committees (CWCs):*** The Juvenile Justice (Care and Protection of Children) Act, 2000 makes it mandatory to establish one Child Welfare Committee in each district as the final authority to dispose of cases for the care, protection, treatment, development and rehabilitation of children in need of care & protection and to provide for their basic needs and protection of human rights

***Juvenile Justice Boards (JJBs):*** The Juvenile Justice (Care and Protection of Children) Act, 2000 makes it mandatory to have one Juvenile Justice Board (JJB) in each district to deal with matters relating to juveniles in conflict with law.

***Special Juvenile Police Units (SJPU):*** The Juvenile Justice Act 2000 provides for setting up of Special Juvenile Police Units in every District and City to coordinate and upgrade the police interface with children. All the police officers, designated as juvenile/child welfare officers in the district or city, are members of the SJPU (Government of India, n.d.a).

### ***Human Resource Development under ICPS***

***Counselling Services:*** Counselling for children and families at risk is an integral component of the ICPS. Acknowledging the lack of such a cadre, the ICPS envisages development of a cadre of counsellors to provide professional Counselling services under various components of the scheme.

***National Institute of Public Cooperation and Child Development:*** NIPCCD shall be the nodal agency for training and capacity building at national and regional levels. ICPS proposes to set up a Child Protection Section within NIPCCD at the national level and in all its four Regional Centers to facilitate implementation of all child protection training and capacity building activities (Government of India, n.d.a).

### ***Child Tracking System***

The ICPS has developed an effective system for child protection data management and reporting as well as a tool for monitoring the implementation of all its child protection schemes. A web-enabled data management system on child protection has created a resource base for child protection issues. A nationwide website 'Track Child' ([www.trackthemissingchild.gov.in](http://www.trackthemissingchild.gov.in)) has been developed for tracking missing children and their ultimate repatriation and rehabilitation. The Child Tracking System has two components one is "Web-enabled Child Protection Management Information System (MIS)" and the other is "Website for missing children" (Government of India, n.d.a).

### ***Advocacy, Public Education and Communication***

The MWCD developed an effective communication and public education strategy for child rights and protection in partnership with other ministries, and national/ and international organizations working in this sector. At State and District levels, the SCPS, SARA and DCPUs shall be responsible for this (Government of India, n.d.a).

### ***Convergence for Children: Government Departments and other Agencies***

The issue of child protection is a complex subject and needs a comprehensive and multi-pronged approach. Children have manifold needs starting from health, nutrition, care, protection, development, education, love, affection and recreation. Therefore ICPS encourages convergence with other line departments, agencies, organizations and all stakeholders for enabling a protective environment for children for example; when “*a Runaway Child*” found working at the railway station will require the following services (Government of India, n.d.a):

- Rescue by Railway Police/ Labour Department/ Child line Service
- First level intervention by Social Worker of Child line
- Medical check-up by District Health Department
- Tracing of family with the help of Police
- Production before the CWC
- Placement of the child with a ‘fit person’ from civil society or ‘fit institution’:
  - Development of the individual care plan by fit institution and regular follow up and monitoring by the Home Management Committee- constituted of the members of the civil society
  - Placement of child in a family environment through adoption/ foster care with the help of SAA, CWC, SARA, CARA and District Courts, in cases where biological parents of the child cannot be traced
  - Education (including Bridge Education) with the help of Education Department specially with the help of Sarva Shiksha Abhiyan and National Open School
  - Regular health check up by Health Department
  - Legal support by Law Department and CWC
  - Counselling and guidance from Social Workers

- Vocational training with the help of ITIs, Jan Shiksha Sansthan and Polytechnics
  - After care in cases where child cannot be repatriated
- Repatriation of the child with help of police/labour department officials/PRI

The States/UTs shall ensure convergence with the Sports Authority of India for utilization of Sports facilities, with Ministry of Health & Family Welfare for services under their Mental Health Program, and to develop linkages with State and District Legal Service Authorities for ensuring free legal aid. The possibility of utilising Rural Self Employment Training Institute under National Rural Livelihood Mission (NRLM) of the Ministry of Rural Development (MoRD) for providing free residential vocational training is also to be explored by the DCPU in consultation with the CWCs and JJBs, according to the individual care plan prepared for children covered under the scheme. Convergence with other schemes for vocational training of children being implemented by the Ministry of Labour and Employment (MLoE) and Ministry of Human Resource Development (MoHRD) shall also be explored (Government of India, n.d.a).

The convergence of service/departments at the district level includes District Child Protection Unit DCPU, WCD, Child Line services, Sarva Shiksha Abhiyan and National Open School (SSA/NOS), District Health Society, National Rural Health Mission NRHM, Chief Medical Officer (CMO), SJPU, District Court, JJB, CWC, Child Care Institutions, District Information Center, BSNL, Telecom Department, Railway Superintendent, Transport Commissioner, Jilla Panchayath, Municipal Corporation, ICDS, Nutrition Board, Police, Department of Labour, Local NGOs, PRIs, Community and Family, , District Administration, District Hospital, ITI/ Polytechnic/ Colleges, Judicial Academies, Department of Health And Family Welfare, District Legal Aid and Support services, Local Media and other Concerned departments and agencies (Government of India, n.d.a).



## **National Tracking System Missing and Vulnerable Children**

The Ministry of Women and Child Development had entrusted National Informatics Centre (NIC) to develop a national portal TrackChild ([www.trackthemissingchild.gov.in](http://www.trackthemissingchild.gov.in)) which not only have data on 'missing' children but it also have live database to monitor the progress of the 'found' children who are availing various services in different Child Care Institutions (CCIs) under the ICPS and the JJ Act. Track Child portal has been designed and developed adhering to the guidelines provided in the Juvenile Justice (Care and Protection of Children) Act, 2000 and Model Rules 2007 and the provisions laid down in the Integrated Child Protection Scheme (ICPS). One of the tasks entrusted under ICPS to the State Governments is the setting up of a child tracking system which will facilitate data entry and matching of missing and found children, and also enable follow up of the progress of children who are beneficiaries of the Scheme. Thus, proper monitoring and welfare of the children under the Scheme would also be ensured through the portal. The Homes, Child Welfare Committees are being equipped with computers; staff etc. to facilitate data entry of the children under ICPS (Government of India, 2013).

TrackChild portal provides an integrated virtual space for all stakeholders & ICPS bodies which includes Central Project Support Unit (CPSU), State Child Protection Society/Units and District Child Protection Units (DCPU), Child Care Institutions (CCIs), Police Stations, Child Welfare Committees (CWCs), Juvenile Justice Boards (JJBs), etc. in the 35 State/UTs. It also provides a networking system amongst all the stakeholders and citizens to facilitate tracking of a "Child in distress". It requires data entry and updating at various levels such as Police stations, Child Care Institutions (CCIs)/Homes, Shelters, Child Welfare Committees, and Juvenile Justice Boards etc. The Software also provides facilities for mapping of vulnerable locations, i.e. those which have a large number of children reported missing, so that corrective action can be taken in these areas. Monitoring by senior officers of the action being taken by the Police to trace the missing children has also been streamlined through the software (Government of India, 2013).

The Ministry of Women and Child development have been closely working with all the stake holders working in the area of child protection in the country and

have organized various meetings/consultations specially with the State governments, Ministry of Home Affairs (MHA) National Crime Records Bureau (NCRB), State Department of Home (Police), National Institute of Public Cooperation And Child Development (NIPCCD), Central Adoption Resource Agency (CARA), Zonal Integrated Police Network (ZIPNET) of Delhi Police and Child line India Foundation etc. Two National Conferences were also organized, on 30.10.2012 and 12.12.2013, to sensitize the high level Officers of States' department of WCDs, Police personnel and other stakeholders. So far, MWCD with the assistance of National Informatics Centre (NIC) have completed training on the use of Track Child software for Police officials and ICPS functionaries in 35 States/UTs. Need based trainings are conducted as per requests received from States. NIC has also designated its nodal officers to provide technical help to 35 States/UTs. Track Child nodal officers have also been appointed by departments of WCD by States/UTs (Government of India, 2013c).

### **Khoya Paya Web Portal: Citizen Corner of Track Child**

Ministry of Women and Child Development (WCD) and the Department of Electronics and Information Technology jointly contributed to Khoya Paya Web Portal to provide opportunity to people for reporting missing child and track the status of child's recovery. There are four categories in this website (<http://khoyapaya.gov.in>) i.e. Login/ Register, My child is missing, and I have sighted a Child and Search a missing child/ Traced Child. This web portal has also introduced Khoya-Paya Android Mobile App (Government of India, 2016a).

### **Child line 1098 Service**

In 1996, CHILD LINE India Foundation (CIF) launched CHILD LINE, the country's first toll-free tele-helpline for street children in distress. As of March 2015, total of 36 Million calls since inception have been serviced by CHILD LINE service and operates in 366 cities/districts in 34 States/UTs through its network of over 700 partner organisations across India. CHILD LINE India Foundation (CIF) is the nodal agency of the Union Ministry of Women and Child Development acting as the parent organisation for setting up, managing and monitoring the CHILD LINE 1098 service all over the country. CIF is the sole agency/body responsible for establishing the

CHILD LINE service in the cities/districts of the country, monitoring of service delivery and finance, training, research and documentation, creating awareness, advocacy as well as resource generation for the service (Childline India Foundation, 2017).

CHILD LINE 1098 service is a 24 hour free emergency phone outreach service for children in need of care and protection. CIF undertakes replication of CHILD LINE, networking and facilitation, training, research and documentation, and Communications and Strategic Initiatives both at the national and international level. This is a project supported by the Union Ministry of Women and Child Development and linking state Governments, NGOs, bilateral /multilateral agencies and corporate sector. CIF is responsible for the establishment of CHILD LINE centres across the country. CIF also functions as a national Centre for awareness, advocacy and training on issues related to child protection (Childline India Foundation, 2017).

### **State Governments Schemes for Children in India**

Various State Governments are also running different state-specific schemes for institutional (residential) and non-institutional (non-residential) care of children in difficult circumstances. In early 2006 the Department of Women and Child Development became a full-fledged Ministry and all child protection matters including implementation of Juvenile Justice (Care and Protection of Children) Act 2000, and its Amendment Act, 2006 as well as implementation of various programmes including An Integrated Programme for Street Children, CHILDLINE Service, Scheme for Assistance to Homes for Children (Shishu Greha) to Promote In-Country Adoption, Scheme for Working Children in Need of Care and Protection and CARA, were transferred to this new Ministry. This is a significant step towards consolidation of the child protection portfolio under one Ministry.

However, a range of child protection issues still remain under other government agencies. For instance, child labour issues continue to be dealt with by the Ministry of Labour and Employment. There are some schemes for the disabled persons under the Ministry of Social Justice and Empowerment. Since they do not have a child focus or specific component for children, issues of disabled children get very little attention. Some of the schemes of the Ministry of Women and Child

Development under the women's welfare section address issues concerning protection of the girl child. These include Kishori Shakti Yojana, Swadhar, Short Stay Home and Relief and Rehabilitation of Rape Victims among others. In order for child protection to be dealt with more effectively there is a need for lateral linkages between the Ministry of Women and Child Development and other relevant sectors such as Railways, Industry, Trade and Commerce, Rural Development, Urban Affairs, Tourism, Banking, Legal Affairs, Home Affairs, Health & Family Welfare and Information & Broadcasting (Ministry of Women and Child Development, Government of India, n.d.).

### **Other Important Schemes Launched For the Wellbeing of Children in India**

- Integrated Child Development Service Scheme
- National awards for child Welfare.
- National Child Awards for Exceptional Achievements.
- Rajiv Gandhi Manav Seva Awards for Service to Children.
- Balika Samriddhi Yojna.
- Nutrition Programme For Adolescent Girls
- Early Childhood education for 3-6 age group children.
- Welfare of working children in need of Care and Protection
- Childline services
- Rajiv Gandhi National Creche Scheme for children of working mothers.
- UJJAWALA : A Comprehensive Scheme for Prevention of trafficking and Resue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation
- Sarva Shiksha Abhiyan
- National Rural Health Mission
- Rajiv Gandhi Scheme for empowerment of Adolescent Girls – SABLA.
- DhanaLakshami – Conditional Cash Transfer for Girl Child with insurance cover
- National Commission for Protection of Child Rights (Social Statistics Division, Ministry of statistics and Programme Implementation, Government of India, 2012).

## STATE LEVEL RESPONSE AND INTERMEDIATIONS: KARNATAKA

### **Karnataka State Child Protection Policy (KSCPP) 2016**

The department of women and Child Development took initiative to formulate KSCPP. This is a comprehensive framework for child protection based on principles of child governance. The KSCPP applies to all government departments, personnel, institutions, and statutory bodies, NGOs who come in direct or indirect contact with children including educational and other institutions.

The partnership principle of the KSCPP is built on creating horizontal linkages between various concerned State departments and vertical linkages at the central, district and panchayat, village/municipality levels and cross linkages with the wider society. The local institutions, i.e., the panchayat and municipal bodies shall be actively involved in the process through Gramasabhas, Ward sabhas especially the MakkalGramma/Ward sabhas, all the while recognizing children as individuals with inalienable rights.

The KSCPP is notified by the Department of Women and Child Development, Government of Karnataka. This policy is adopted and implemented by the All Departments of the Government of Karnataka, providing services to children under other Acts and Schemes, such as Department of Women and Child Development, Police, Department of Primary, Higher and Secondary School and Collegiate Education, Department of Health, Department of Labour, Department of Law, Department of Social Welfare, Rural and Panchayath Raj Department, Backward Class and Minorities, District and Urban Administration, Department of Information etc. The Additional Chief Secretary, Government of Karnataka shall be the Nodal Officer to review this KSCPP annually (Department Of Women and Child Development Government of Karnataka , 2016).

### ***Following are the Laws, Policies and Guidelines as foundation for KSCPP 2016***

(Department Of Women and Child Development Government of Karnataka , 2016).

- The United Nations Convention on the Rights of the Child, 1989 (“UNCRC”)
- Constitution of India
- The Juvenile Justice (Care & Protection of Children) Act 2000 (JJ Act)

- Karnataka Juvenile Justice (Care and Protection of Children) Rules 2010 (Karnataka JJ Rules)
- The National Charter for Children in 2003 (“Children’s Charter”)
- National Plan of Action for Children, 2005 (“NPA 2005”)
- The Commission for Protection of Child Rights Act, 2005
- Right of Children to Free and Compulsory Education Act 2009 (“RTE”)
- The Integrated Child Protection Scheme (“ICPS”)
- The Protection of Children from Sexual Offences Act, 2012 (“POCSO”)
- The National Policy for Children, 2013 (“NPC 2013”)
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH)
- Advisory for eliminating of Corporal Punishment in Schools
- Guidelines for recording of evidence of vulnerable witnesses in criminal matters
- Standard Operating Procedures in safeguarding Rights of Children in contact with Railways
- Child Labour (Prohibition and Regulation) Act, 1986
- Child Labour Act Amendment 2006
- Bonded Labour System (Abolition) Act, 1976
- Factories Act, 1948
- Infant Milk Substitutes, Feeding Bottles and Infant Foods
- Pre-natal Diagnostic Techniques Act, 1994
- Persons with Disabilities Act, 1995
- Prohibition of Child Marriage Act, 2006
- Immoral Traffic Prevention Act, 1986
- Guardians and Wards Act, 1890
- Hindu Adoption and Maintenance Act, 1956
- Right to Food Legislation and Children
- Scheduled Castes and Scheduled Tribes Act, 1989
- National Disaster Management Act 2005
- National Disaster Management Guidelines: School Safety Policy- 2013
- Karnataka Victim Compensation Scheme 2011
- The Karnataka State Child Policy (2015)

### ***Governing Principles of KSCPP***

- Principle of Best Interest of the Child
- Principle of Equality, Universality and Non-discrimination
- Principle of Right to Survival and Development
- Principle of Dignity and Self-worth
- Principle of Confidentiality

(Department Of Women and Child Development Government of Karnataka , 2016).

### **Policy, Operational Guidelines and Procedures for Educational Institutions 2016**

This is an additional guiding principle for Educational Institutions under Karnataka State Child Protection Policy 2016. This guideline mentions Strategies to Promote Safe School; Preventive Measures to protect children from abuse, neglect and exploitation in school environment; Safety measures, Safe Recruitment and Selection Guidelines; Human Resource Policy and Service Rules; Code of Professional Ethics for Staff in Educational Institutions; Capacity Building For adult stakeholders and children; Safe Transportation Measures; Responsive Measures to Child Safety from Violations and Child Abuse in school environment; Internal Response Mechanisms - The Child Protection Committee; External Redressal Mechanisms For Child Safety through statutory or legal bodies i.e. through The Child Welfare Committee, Juvenile Justice Board (JJB), Special Juvenile Police Unit, District Child Protection Unit, Judge of the Special Court or any magistrate, Karnataka State Commission for Protection of Child Rights (KSCPCR), Child Helpline-1098; Responsibility of children protection by Nodal Authority- Department of Women and Child Development; Setting up of compliance system by Department of Primary and Secondary Education, and Collegiate Education of Karnataka CBSE, CICSE, IB ,NIOS etc.; Legal Redressal & Reporting Procedures Under POCSO Act 2012; Norms of Journalistic Conduct of Media; Monitoring and Review at Educational Institutional Level i.e. Gram Panchayat/ Ward/ City/ Educational Block/ District/ State Level and Roles and Responsibilities Of Key Departments and Inter-Agency Coordination (Department Of Women and Child Development Government of Karnataka , 2016).

### **Karnataka State Girl Child Policy (KSGCP) 2015**

To affirm the State's commitment to address the discrimination faced by girls in both private and public spheres affecting their development and status in society, the Government of Karnataka adopts the resolution on Karnataka State Girl Child Policy. A draft of this policy is available on the Department of Women and Child Development Government of Karnataka website. Objective of this policy includes Improve the sex ratio, Ensure survival, healthy growth and development, Ensure free and compulsory education, quality of life, Empower girls to participate in decision making, Protect girl children from all forms of violence, abuse and discriminatory Practices, Promote change in attitudes and behaviors within families, communities and society, Develop tools, systems and processes for setting up computerized data base of children with special reference to girl children. The policy also includes Advocacy and Multi-stakeholder Partnerships in securing the rights of the girl child and Coordination and Monitoring strategies for effective implementation of the policy. The Department of Women and Child Development (DWCD) shall be the nodal department for overseeing and coordinating the implementation of this Policy. This policy also covers Research, Documentation and Capacity Building, Resource allocation and annual review of policy (Department Of Women And Child Development Government of Karnataka State, 2015)

### **Karnataka State Commission for Protection of Child Rights (KSCPCR)**

KSCPCR was set up in February 2008 and in July 2009, the State Government appointed the Chairperson and members. It is an independent statutory body under the Commissions for Protection of Child Rights Act 2005 (number 4 of 2006) to protect and promote child rights in the state in consonance with the provisions of the Constitution of India and the United Nations convention on Rights of the Child 1989. Under section 13 of the said act, KSCPCR has the powers to inquire into complaints pertaining to violation of child rights. The Commission also functions as a civil court with respect to violation of child rights as per sec. 14 of the act. The Commission can act on receiving a complaint or can take up suo motu cognizance of violation of child rights (Karnataka State Commission For Protection Of Child Rights, 2017).



### **The Karnataka Juvenile Justice (Care & Protection of Children) Rules, 2010**

According to section 68 of the Juvenile Justice (Care & Protection of Children) Act, 2000, the Government of Karnataka has formulated The Karnataka Juvenile Justice (Care & Protection of Children) Rules, 2010. It covers main chapters on Juvenile In Conflict With Law, Child In Need of Care and Protection, Rehabilitation and Social Reintegration, Standards of Care for Institutions, and Additional guidelines. Sub content of these chapters importantly covers rules pertaining to Juvenile Justice Boards, Observation Homes, Special Homes, Special Juvenile Police Unit, Child Welfare Committees, Children's homes, Shelter homes, After Care organizations, Adoption, Prevention of illegal trafficking of children for adoption, Foster care, Sponsorship, Children with special needs, Children affected by natural calamities and socio-political disturbances Linkages and coordination, Standards to be maintained by child care institutions, Missing children bureau, State child protection unit, District child protection unit, Selection Committee, Advisory Board, Karnataka Children's fund, Training of personnel, Social Audit and Annual report (Department Of Women And Child Development Government of Karnataka , 2010).

### **Rules Regarding Missing Children under the Karnataka Juvenile Justice (Care & Protection of Children) Rules, 2010**

(Department Of Women And Child Development Government of Karnataka , 2010).

➤ Rule No. 27 articulate functions of Child Welfare Committee and further Point 13 includes “maintaining information about and take necessary follow up action in respect of missing children in their jurisdiction in coordination with police, Department of Women and Child Development and Non-government organizations in the field”.

➤ Rule No. 29. Inform on Presentation of a child before the Child Welfare Committee, and further Point 2 note that “whoever presents a child before the Committee shall submit a report, on the circumstances under which the child came to their notice and efforts made by them and in the case of missing child inform the police and the missing children's bureau”. In cases where a recognized voluntary

organization or any police personnel presents a child before the committee they shall also submit a report on the efforts made by them for tracing the family of the child. In all such cases the police shall file a First Information Report (FIR) and produce the same before the Committee.

➤ Point 7 of Rule No. 29 states that “the Committee shall facilitate the filing of a police complaint and First Information Report (FIR) in case of missing children as well as in cases of matters of violence, exploitation and abuse of children and arrange for the required legal aid through the legal officer in the State/District/Taluk Legal Aid Services Authority or voluntary organizations” (Department Of Women And Child Development Government of Karnataka , 2010).

➤ Rule No. 33 highlights about Shelter Homes, and further point 5 suggests that “all shelter homes shall submit a report of children using the shelter home facility along with a photograph of the child to the Committee, the missing children’s bureau or Special Juvenile Police Unit or State Child Protection Unit or State Government”.

➤ Rule No. 35. Focus on Adoption and further point 7 instructs that “In case of orphaned and abandoned children the following procedure shall apply” i.e. sub point (iii) note that “for children above two years, an additional television/radio announcement and intimation to the missing children’s bureau shall be made”.

➤ Rule No. 65. Emphasize on Leave or absence of a juvenile or child and further point 8 states “If the juvenile or child is not found within twenty four hours, the Officer-in-Charge shall report the matter to the nearest police station and missing children’s bureau, but no adverse disciplinary action shall be taken against the juvenile or child, and procedure laid down under the Act shall be followed”.

➤ Rule No. 84. Extends provision for setting up of Missing Children’s Bureau and further point 1 includes following sub points:

(a) “The State government shall facilitate, through the Departments of Women and Child Development and Police in setting up of the Missing Children’s Bureau at the Directorate of Women and Child Development, with support from competent NGOs”.

(b) “Attempt shall be made to network with all other similar facilities set up in other parts of the country so as to facilitate speedy scanning and transmission of information of missing children”.

(c) “The Missing Children’s Bureau at the district level shall be located at the District Child Protection Unit, and shall be supported by competent NGOs”.

➤ Further Point 2 of Rule No. 84 prescribes Functions of the Missing Children’s Bureau which includes following sub points:

(a) “Collect and collate data to create a database of missing children, from the Police, Child Line, and all child care intuitions of the state, both government and non-government”.

(b) “Disseminate data/information on missing children to Department of Women and Child Development and Police for immediate action”.

(c) “Collect and disseminate data/information on traced/found children from the Police stations, Child Line, Child Welfare Committees and all child care Institutions of the state (both government and non-government) and to Department of Women and Child Development and Police”

(e) “Documentation of the repatriation process of every traced/found child in the State and monitor unnecessary detention of the children in any child care institution”.

(f) “Identify and partner with competent voluntary originations in all districts of the state to coordinate with activities of the Missing Children’s Bureau, located in the District Child Protection Unit, and monitor the voluntary organizations”.

(g) “Develop and deploy a web-based solution and allied software systems for tracing missing children and facilitate coordination with authorized/ competent child care institutions”.

(h) “Organize periodical review meetings at state and district level with Women and Child Development and Police to discuss and update policy related issues on missing children”.

(i) “Create public awareness on the objectives and achievements of the Missing Children’s Bureau”

(j) “Initiate research on issues of missing children for policy and advocacy”.  
(Department Of Women And Child Development Government of Karnataka , 2010).

➤ Further Point 3 of Rule No. 84 guide on the procedures which includes following sub points:

(a) “Ensure FIR of all cases of missing children with the Police Station as mandated, except in the event of parent/guardian/care provider having reservation”.

(b) “All child care institutions both government and non-government, and local police stations, on receiving a missing child shall furnish the details of the child with the photograph to the Missing Children’s Bureau at the District Child Protection Unit within twenty four hours. They shall do the same for complaints of missing children in the prescribed format”.

(c) “NGOs partnering or coordinating with the Bureau at the district level shall follow up with the families and institutions whose children are reported to be missing, and report back to the Bureau as soon as the child is traced and reunited with the family”.

➤ Point 4 of Rule No. 84 directs that “Forms to record missing child complaints shall be made available in all police stations, department web site and Child Welfare Committees/Juvenile Justice Boards and the filled forms to be submitted to the district Missing Children’s Bureau”.

➤ Point 5 of Rule No. 84 recommends that “all related departments shall collaborate with the Missing Children’s Bureau in spreading awareness on the services available like the web site”.

➤ Point 6 of Rule No. 84 “informs that any person, other than the parents/guardian/authorized care provider having custody of a child shall cooperate with the Bureau, coordinating NGOs and officials in the district for verification of the status of the child”.

➤ Point 7 of Rule No. 84 states that “only authorized persons/agencies shall be provided access to database of missing children; any person found guilty of misusing information found in the database shall be dealt with as per law”.

(Department Of Women And Child Development Government of Karnataka , 2010).

### **Key Programs of Department of women and Child development for Children**

The Department of women and Child development, Government of Karnataka has initiated following programs for the welfare, development, and protection of the children (Department of women and Child Development Government of Karnataka, n.d.b).

- Integrated Child Development Services
- Bhagyalakshmi
- Child Tracking System (Banangaladattha Bale)
- Scheme for the welfare of children in need of care and protection.
- Attendance Scholarship for girls from rural areas
- Creches for children of working mothers
- Scheme for Combating Trafficking of Women and Children
- Implementation of the Prohibition of Child Marriage Act , 2006
- Celebration of Girl Child Day
- Ujjawala
- Awards for children

### **Integrated Child Protection Scheme (ICPS) in Karnataka State**

The Department of women and Children development in Karnataka State covers the following main services and activities for children under Integrated Child Protection Scheme (ICPS) which is recognized as Social Defense Program (Department of women and Child Development Government of Karnataka, n.d.b).

- Implementation of the Juvenile Justice (Care and Protection of Children) Act, Child Welfare Committees and Juvenile Justice Boards
- Observation Homes
- Children's Homes
- Fit Institutions
- Special Juvenile Police Units (SJPU)
- After Care Services
- Skill Development Programme
- Open Shelter
- Services for Children With Special Needs (HIV/AIDS):

- Training of JJ Functionaries
- Abhaya Makala Nidhi
- Reception Centres
- State Homes for Women
- Adoption - Mamatheya Thottilu Programme
- Child Line
- Scheme of Assistance to Homes (Shishu Gruhas) for Children to Promote In-country Adoption
- Sponsorship programme for placing children in families
- State Child Protection Unit

(Department of women and Child Development Government of Karnataka, n.d.b)

### **Karnataka State Child Protection Unit (SCPU): Structure and Mechanisms**

The State Child Protection Unit is a collaborative initiative of the Department of Women and Child Development, Government of Karnataka and UNICEF, Hyderabad with the primary objective of working towards a child protective environment in the state and has been set up during 2008-09. Three Consultants have been appointed in the areas of (1) Child protection – training and capacity building, (2) Data base and MIS and (3) Partnership and Advocacy. The SCPU is assisting the State Government in the creation of a new web portal for the department and setting up of a J.J. Automation system which will be for the implementation of J.J. Act, 2000 as amended in 2006 and also in the training the members of newly constituted CWCs , JJBs and SJPU. The Unit will also facilitate advocacy, training and IEC on protection issues related to child marriage, combating trafficking of children, child labour, missing children etc. (Department of Women and Child Development Government of Karnataka, n.d.a).

#### ***State Level Implementation and monitoring mechanisms for Children Protection***

- i. Directorate of Women and Child Development
- ii. State Child Protection Unit at DWCD
- iii. Additional Director General of Police (R&T) Nodal for issues related to women and children
- iv. Karnataka State Commission for the Protection of Child Rights
- v. Karnataka State Legal Services Authority – for free legal aid and legal advice

- vi. Anti-trafficking Prevention Cell – Police and DWCD
- vii. Special Juvenile Police Units of the state
- viii. Government Homes for Children both girls and boys – shelters/crisis intervention centres
- ix. Child Line 1098 – APSA, BOSCO and MSV – for Bengaluru city
- x. Fit Institutions – NGO run, recognised by Government that provide crisis, short stay and other shelter programmes
- xi. NGOs and NGO networks working on child marriage issues like CACL-K, CACT-K, including legal issues

(Government of Karnataka State, n.d.)

### **Scheme for Combating Trafficking of Women and Children**

The Scheme for Combating Trafficking of Women and Children was launched during 2006-07 in Karnataka State by the department of Women and Children Development in order to create awareness at district, taluk and village level regarding Opposing Trafficking of Women and Children. Committees have been constituted at state level, district level, taluk level and grama panchayat level (Department of Women and Child Development, Government of Karnataka, n.d.d).

### **DISTRICT LEVEL RESPONSE AND INTERMEDIATIONS**

#### **District Child Protection Unit (DCPU)**

(1) The District Child Protection Unit shall coordinate and implement all child rights and protection activities at district level.

(2) The specific functions of the District Child Protection Unit shall include following (Department Of Women And Child Development Government of Karnataka , 2010).

(a) ensure effective implementation of the Act and other legislations related to children at district or city levels in coordination with other protective mechanisms, such as, Boards, Committees, Special Juvenile Police Units and homes in each district;

(b) Identify families and children at risk and children in need of care and protection through effective networking and linkages with ICDS functionaries, specialized adoption agencies, NGO's dealing with child protection issues etc;

(c) Assess the number of children in need of difficult circumstances and create district-specific databases to monitor trends and patterns of children in difficult circumstances;

(d) Periodic and regular mapping of all child related services at district for creating a resource directory and making the information available to the Committees and Boards from time to time.

(e) Implement family based non-institutional services including sponsorship, foster care, adoption and after care;

(f) Ensure setting up of District, Taluk and Village level Child Protection Committees for effective implementation of programmes as well as discharge of its functions;

(g) Facilitate transfer of children at all levels for either their restoration to their families or placing the child in long or short-term rehabilitation through institutionalization, adoption, foster care and sponsorship;

(h) Supporting State Adoption Resource Agency in implementation of family based non-institutional services at district level;

(i) Network and coordinate with all government departments to build inter-sectorial linkages on child protection issues, including Departments of Health, Education, Social Welfare, Urban Basic Services, Backward Classes & Minorities, Youth Service, Police judiciary, Labour, State AIDS Control Society, among others;

(j) Network and coordinate with voluntary and civil society organisations working under the Act;

(k) Develop parameters and tools for effective monitoring and supervision of agencies and institutions in the district in consultation with experts in child welfare;

(l) Supervise and monitor all institutions or agencies providing residential facilities to children in district;

(m) Train and build capacity of all personnel (Government and Nongovernment) implementing the Act to provide effective services to children;

(n) organize quarterly meeting with all stakeholders at district level including Childline, specialized adoption agencies, Officer-in-charge of homes, non-governmental organisations and members of public to review the progress and implementation of the Act; and liaison with the State Child Protection Unit, State Adoption Resource Agency at State level and District Child Protection Units of other districts.



(p) Maintain a district level database of all children in institutional care and family based non-institutional care and update it on a quarterly basis  
(Department Of Women And Child Development Government of Karnataka , 2010).

### **District / Zonal level Special Juvenile Police Unit (SJPUs)**

(1) The Karnataka State Police shall establish a Special Juvenile Police Unit (SJPU) at the District / Zonal (DCP in cities) level, within four months of the notification of these rules. The unit shall be set up and managed by the Child Welfare Officer designated under sub-rule (3), assisted by or in partnership with a recognized voluntary organisation, wherever present.

(2) The Special Juvenile Police Unit shall consist of five members, three of whom shall be Child Welfare Officers and two paid social workers as may be designated by the Superintendent of Police in districts.

(3) Every police station shall have a designated “Child Welfare Officer”. He / She shall either be of the rank of Assistant Sub-inspector or of any other rank, as appointed by the District or Zonal Nodal Officer. The Child Welfare Officer shall be a person with a child friendly attitude and shall be given appropriate training and orientation to handle the cases of juveniles or children in terms of the provisions of the Act, on child rights, juvenile justice system, child psychology etc.

(4) Any police officer found guilty, of torturing a child, mentally or physically, after inquiry by the Superintendent of Police concerned if necessary, shall be recommended for taking such action or for being prosecuted for the offence.

(5) A list of all child welfare officers in a district and members of Special Juvenile Police Unit, with contact details, shall be prominently displayed in every police station.

(Department Of Women And Child Development Government of Karnataka , 2010).

### **District Level Juvenile Justice Boards (JJBs).**

Juvenile Justice Boards (JJBs) mainly deals with Juvenile In Conflict or contact with Law as per the directions of Juvenile Justice (Care and Protection of Children) Act and Rules.

- A Magistrate with special knowledge or training in child rights, child psychology or child development shall be designated as the Principal Magistrate of the Board.
- The two social workers, of whom at least one shall be a woman, shall be appointed by the State Government on the recommendation of the selection committee set up under rule 87 of these rules.
- The Board shall have tenure of three years and the appointment of members shall be co-terminus with the tenure of the Board.

***The Board shall perform the following functions:***

- (1) Adjudicate and dispose cases of juveniles in conflict with law;
- (2) Take cognizance of crimes committed under section 23 to 26 of the Act;
- (3) Monitor institutions for juveniles in conflict with law and seek compliance from the institutions in cases of noticeable lapses and ensure improvement based on suggestions of the Board;
- (4) Maintain liaison with the Child Welfare Committees in respect of cases of children in need of care and protection;
- (5) Liaison with Boards in other districts / states to facilitate speedy inquiry and disposal of cases;
- (6) Take suitable action for dealing with unforeseen situations that may arise in the implementation of the Act and remove such difficulties in the best interest of the juvenile;
- (7) Send quarterly status report about juveniles in conflict with law brought before them to the District, State Child Protection Unit, the State Government and also to the Chief Judicial Magistrate or Chief Metropolitan Magistrate for review under sub-section (2) of section 14 of the Act;
- (8) Any other function assigned by the State Government from time to time relating to juveniles in conflict with law.

**District Level Child Welfare Committees (CWCs)**

A Child welfare committee mainly deals with child in need of care and protection. The Chairperson and members of the Child Welfare Committee shall be appointed by the State Government on the recommendation of a Selection

Committee set up under rule 87 of these rules (Department Of Women And Child Development Government of Karnataka , 2010).

***Functions of the Committee***

A. Restoration of the child to the child's parent/ guardian /fit institution/ fit person as the case may be, and protection to the child shall be the prime objective of the child welfare committee

B. The committee shall perform the following functions to achieve the objectives of the act:

- (1) Take cognizance of and receive children presented before the Committee.
- (2) Decide on the matters brought before the Committee.
- (3) On direction from State Government, reach out to children in need of care and protection who being in difficult circumstances, are not in a position to be presented before the Committee.
- (4) Conduct necessary inquiry.
- (5) Direct the Child Welfare Officers/Probation Officers non-government organizations to conduct social investigation report and submit a report to the Committee within a specific period prescribed by the Committee for speedy disposal.
- (6) Ensure necessary care and protection, including immediate shelter.
- (7) Ensure appropriate rehabilitation and restoration, including necessary directions to parents/guardians/fit persons/fit institutions in this regard.
- (8) Direct the Officer-in-Charge of children's homes to receive children requiring shelter and care.
- (9) Document and maintain detailed case records along with a case summary of every case dealt by the Committee with the assistance of Probation Officer and other support staff of the Committee.
- (10) Recommend 'fit institutions' to the State Government for care and protection of children.
- (11) Declare 'fit persons'.
- (12) Declare a child legally free for adoption.
- (13) Maintain information about and take necessary follow up action in respect of missing children in their jurisdiction in coordination with

police, Department of Women and Child Development and nongovernment organizations in the field.

(14) Visit institutions where children are sent for care and protection / adoption at least once in three months, with support of the State Government and suggest necessary action, wherever required.

(15) Visit and monitor institutions, organizations, associations and agencies within their jurisdiction, that provide services/ facilities for children, to ensure adherence to child rights, standards of institutional care and recommend action in case of child rights violation.

(16) Coordinate with the Child Welfare Committees of other districts and state for repatriation, restoration of children and as the case may require.

(17) Coordinate with all Government Departments, and other agencies involved in the care, development and protection of children with the support of District Child Protection Society.

(18) Liaison and network with the corporate sector and non-government organizations for restoration and rehabilitation.

(19) Maintain a suggestion box to encourage inputs from children and adults and take direct necessary action.

(20) Submit monthly status reports to the Department of Women and Child Development and State Child Protection Unit on the children brought before the Committee in the format prescribed by the department

(Department Of Women And Child Development Government of Karnataka , 2010).

### **District Level Children Protection Structures and Mechanisms**

District Level Implementation, monitoring, response, Services and redressal mechanisms for children protection are specified as mentioned below:

- i. District Administration – DC
- ii. Deputy Director – DWCD
- iii. District Superintendent of Police
- iv. CEO of the District
- v. ZP President and Secretary
- vi. Child Welfare Committee – 5 members including Chairperson
- vii. Special Juvenile Police Unit
- viii. Government Homes for Children both girls and boys – shelters

- ix. Specialized Adoption Agency
- x. District Anti-trafficking Vigilance Committee
- xi. Child Line (1098) (Now in 26 District)
- xii. District Legal Services Authority (for free legal aid)
- xiii. Fit Institutions managed by NGOs (recognised by Government)
- xiv. NGOs working on Child Marriage issues
- xv. Swadhar/Santhwana centres run by NGOs for women/girls in distress or trafficked – short stay homes
- xvi. Ujjwala Centers run by NGOs for rescue, rehabilitation and repatriation of victims/ survivors of trafficking

(Government of Karnataka State, n.d.)

### **BLOCK/ TALUKA LEVEL RESPONSE AND INTERMEDIATIONS**

#### **Structures and Mechanisms at Block/ Taluka Level for Protection of Children**

Block/ Taluk/ Local Level Implementation, monitoring, response, Services and redressal mechanisms are specified as mentioned below (Government of Karnataka State, n.d.).

- a. A Child Welfare Officer in every Police Station across the state are already appointed
- b. Other Prohibition Officers under the Prohibition of Child Marriage Act 2006 – CDPO, BEOs, Tasildar, Sub-registrar of Department of Births, Deaths and Marriages, TP president and secretary, and others concerned
- c. Taluk level Anti-trafficking Vigilance Committee
- d. GP secretary/president at GP level
- e. GP level Anti-trafficking Vigilance Committee
- f. Village Accountant at village level
- g. Anganwadi workers

Contact Details of the Child Development Project Officer at Block/Project Level and Name and Address of the Institutions for children in difficult conditions in Shivamogga District, Karnataka State are provided further.

**Contact Details of Child Development Project Officer at Block/Project Level in  
Shivamogga District, Karnataka State**

- 1 Bhadravathi, CDPO office, Vishwakarma krupa, Near blue bird restaurant road, Bhadravathi -577301, 08282-266384 cdpobhadravathi@rediffmail.com
- 2 Hosnagar, CDPO office, Hosanagar-577418, 08185-221485cdpohno@bsnl.in
- 3 Sagar CDPO office, Arya ediga samaja building ,Soraba road ,Sagar-577401, 08182-226804, sagarcdo@yahoo.com
- 4 Shikaripur, CDPO office, Shikaripur-577427, 08187-222593  
cdposkp@yahoo.com
- 5 Shimoga, CDPO office, Shimoga-577204, 08182-251540  
cdpo.shimoga@yahoo.in
- 6 Soraba CDPO office, Sorab-577429 08184-272387 cdpo.soraba@gmail.com
- 7 Thirthahalli CDPO office, Sri Kala, Opp KEB office, Suppa gudda,  
Thirthahalli-577432 08181-228940 cdpoth@gmail.com

(Department Of Women And Child Development Government of Karnataka, n.d.c).

**Name and Address of the Institutions for children**

<b>Destitute cottages in shivamogga district</b>
Shivalingeswara Vidyavardha Sangha, Moodi, Sorab Taluk
Sarvadharm Anathashrama, Gopala , Shimoga
Kanakadasa Vidya Samsthe, Holehonnur/ Holebenavalli
Sri Jagadguru Linganandaswamy Gurukulashrama, Anandapuram, Sagar Tq.
Sri. Basava Seva Samsthe, Shikaripura
<b>Observation home</b>
Superintendent, Govt. Observation Home, Halkola, Shimoga pin 577 201, Shimoga Dist
<b>Children home for boys</b>
Superintendent, Children's Home for Boys, 100ft Road, Halkola, Shimoga – 577201

<b>State home for women</b>
Superintendent, State Home for Women, Forest I.B, Sagar Road, Shimoga. Phone 08182-250233
<b>List of short stay homes</b>
Sri Maitri Mahila Mandal, 3rd Cross, Kittur Rani Chennama Layout , Jannapura, Bhadravathi, Shimoga - 577301. Ph. 08182-320918
<b>Missing Children Bureau (MCB)</b>
Coordinator, Missing Children Bureau MCB, Siddeshwara Rural Development Trust, Halkola, Shimoga pin 577 201, Shimoga Dist.

*Source: Department Of Women And Child Development Government of Karnataka.*

#### Taluk wise list of ICDS projects initiated in Shivamogga district

Sl. No.	Taluks	No. of AWCs Sanctioned	No.of Mini AWCs Sanctioned
1	Bhadravathi	377	24
2	Hosanagar	206	159
3	Sagar	295	26
4	Shikaripur	295	4
5	Shimoga	352	29
6	Soraba	325	23
7	Thirthahalli	251	49
	<b>Total</b>	2101	314

*Source: Department Of Women And Child Development Government of Karnataka.*

#### Dept. of Women & child Development, Shimoga District Office Details

Shimoga District Office	Office of the Deputy Director, Dept. of Women & child Development 100 Ft. Rd., Certified School complex, Halkola, Shimoga.	shmg-dwdsc-ka@nic.in	08182-250676  250354
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*Source: Department Of Women And Child Development Government of Karnataka.*

## CONCLUSION

The review of constitutional provisions, polices, legislations, programs and interventions relating to children in general and missing children in specific established that there is good number response and initiative by the union government of India and states towards children rights, protection, development and wellbeing. Particularly Juvenile Justice (Care and Protection of Children), Act and State Rules, National Human Rights Commission's (NHRC) Committee on Missing Children, Advisories on Missing Children, Standard Operating Procedure (SOP) for cases of Missing Children, Punishable Crimes against Children under The Indian Penal Code (IPC) and Special and Local Laws (SSL), The Integrated Child Protection Scheme (ICPS), National Tracking System- Missing and Vulnerable Children, and Child help line 1098 Services and state government response to these initiatives provide essential services in the matter of missing incidences of children. But still data on crimes against children and missing children incidences of NCRB/SCRB in India indicate the life threatening situation of children. These data also invites the policy/ law makers and all concerned government authorities to trace the gap in their work.

However the present research also found that more often "runaway category" missing children incidences are reported to police stations and concerned agencies than the other categories of missing incidences. Keeping runaway children incidences in view very less polices, laws and interventions are developed in India. Therefore still many more efforts and reconsideration of policies and law are needed to address the issues (before and after incidences) of "runaway category" missing children in India.

The next chapter 6 of this thesis introduces the Profile of the Study Area, Respondents and Unit of Analysis.



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## *Chapter 6*

### **PROFILE OF THE STUDY AREA, RESPONDENTS AND UNIT OF ANALYSIS**

This chapter mainly introduces profile of the study area, respondents and unit of analysis. Maps, Bar charts, and interpretation of data are provided where required. The present research was conducted in Shivamogga District of Karnataka State in India (formerly known as Shimoga district). Primary Caregivers of the 272 children (having history of reported runaway missing incidence) were respondents of the present research. This chapter is organized under the following headlines.

- Profile of the Children
- Profile of the Missing Children
- Profile of Karnataka State
- Profile of Shivamogga District
- Profile of the study Respondents
- Profile of the Unit of Analysis
- Conclusion

#### **PROFILE OF THE CHILDREN**

According to outcomes of 2017 Revision, the children less than 15 years of age represent approximately one quarter of the world's populations i.e. 26 per cent (United Nations, Department of Economic and Social Affairs, Population Division., 2017). India is a young country which constitutes 472 million children. Children in the age group of 0–18 years constitute 39 % of the country's total population. An analysis of age-wise data distribution revealed that 29.5 % of children are between the ages of 0–5 years, 33 % are between the ages of 6–11 years, 16.4 % are between the age of 12–14 years and 21 % are aged between 15–18 years (Ministry of Women and child development Government of India, 2016). As per the India's census 2011, Karnataka state's total children population (age 0-6 years) numbered as 71, 61,033. According to census of India 2011 the total adolescent (aged 10-19 years) population of Karnataka State numbered as 1,15,63,923. Means Karnataka state contributes 4.6 per cent to the total adolescent population of India. The proportion of children population in the age group of 0-6 years in Shivamogga District is 10.4 %, in numbers



it account for a total of 1,82,751 children, (Boys 93,221 and Girls 89,530) (Directorate of census operations, Karnataka , 2011)

### **PROFILE OF THE MISSING CHILDREN**

It is estimated that worldwide at least eight million children go missing each year. Department of Justice estimates that In United States nearly 8,00,000 children reported as missing each year. United Kingdom an estimation of 2, 30,000 children go missing every year or one child in every five minutes. (The International Centre for Missing & Exploited Children (ICMEC), 2015). In the year 1999 it was estimated that a total number of 16, 82,900 youth were runaway or thrown away in Unites States (U.S. Department of Justice, October 2002).

According to National Crime Record Bureau (NCRB) of India a total number of 48,162 children (Girls 29237 + Boys 18,835) below the age of 18 years were remaining as untraced/ Unrecovered for the year 2015. In the year 2016 alone 63,407 Children (Girls 41,067 + Boys 22,340) were reported as missing. In 2016 a total number of 55,944 children (35580 Girls + 20364 Boys) were traced/ Recoverd. Total number of children remaining for search in the year 2016 was 55,625 (Girls 34,814 + Boys 20,811). In the year 2016 Madhya Pradesh state reported highest number of Missing children Inciencies means 8,503, followed by West Bengal 8335, Delhi 6921, Bihar 4817, Tamil Nadu 4632, Maharashtra 4388, Telangana 3679, and Uttar Pradesh 2903. State wise and Union Territory wise data regarding missing children in India for the year 2016 is provided in **Appendix 2** (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017).

Data on missing children put out by the home ministry at parliament on July 2014 showed that over 3.25 lakh children went missing between the year 2011 and 2014 at an average of nearly 1 lakh children going missing every year. National Crime Records Bureau (NCRB) of India in fact interprets that a child goes missing every eight minutes (Times of India, 2014). According to NCRB, Karnataka state recorded the highest number of missing children complaints in South India. Statistics for 2009-12 shows, 10 children go missing every day in Karnataka state and two remain untraced (Times of India, 2013).

The National Human Right Commission's (NHRC) action research on trafficking published by Orient Longman in 2005, has shown that in any given year, an average of 44000 children are reported missing; of them, as many as 11000 remain untraced (National Human Right Commission of India, 2007)

Records regarding missing children of Delhi available with Delhi Commission for Protection of Child Rights (DCPCR) show a steep rise in the number of missing children. From the year 2008 to 15th February 2014 as per the records 375 children up to the age of 18, remained missing. The number for the years 2009, 2010, 2011, 2012, 2013, 2014 (till 15th February 2014) is 453, 703, 689, 830, 1777 and 433 respectively (Delhi Commission for Protection of Child Rights (DCPCR), Government of NCT of Delhi, 2015).

Neeti Daftari's exhaustive analytical review of literature identified that in Tamil Nadu, Karnataka, and Uttar Pradesh, reliable/ accurately recorded data from CWCs (Child Welfare Committees) is not available. However, the category of 'runaway cases' were found to be very high in number in all three States. In Tamil Nadu, specifically of the 834 cases produced before CWCs in the year 2010, The second highest types of cases were found to be 'runaway children' with 22.2% falling under this category. In Delhi and Uttar Pradesh, 'missing children' is another category under which a large number of children who appear before the CWCs are placed. In Maharashtra, India 19.5% of children appeared before the Child Welfare Committee citing reasons of difficult circumstances, which in this case, included children who are victims of abuse and sexual exploitation, victims of economic exploitation, missing children, street children, HIV affected, victims of natural disaster etc. (As cited in The National Commission For Protection Of Child Rights (NCPCR), March 2013)

In Karnataka State according to NCRB of India a total number of 2281 children (Girls 1062 + Boys 1219) below the age of 18 years were remaining as untraced/ Unrecovered for the year 2015. In the year 2016 alone 1943 Children (Girls 889 + Boys 1054) were reported as missing. In 2016 a total number of 2733 children (1328 Girls + 1405 Boys) were traced/ Recoverd. Total number of children remaining for search in the year 2016 was 1491 (Girls 623 + Boys 868) (National Crime Record Bureau, Ministry of Home Affair, Government of India, 2017)

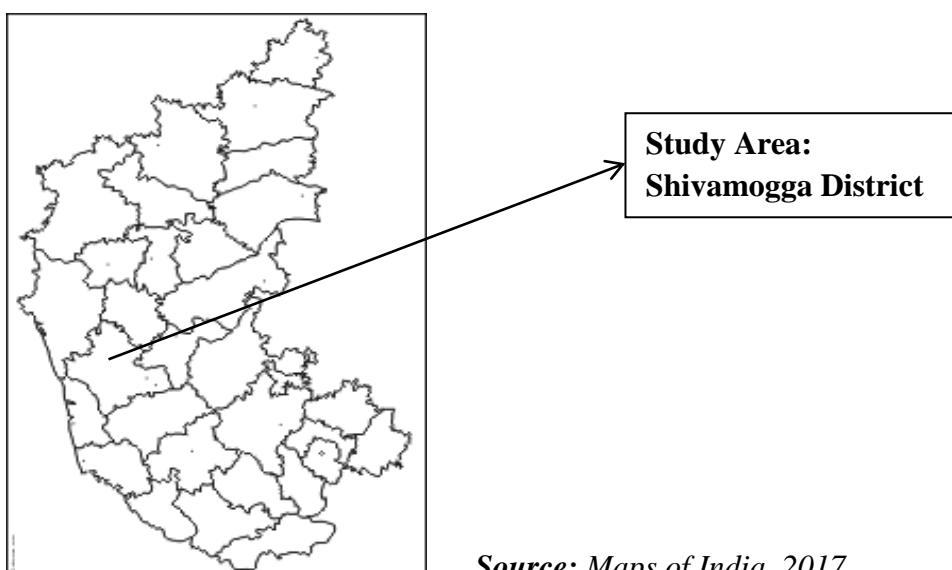
In the month of March 2018 alone a total number of 397 Children were reported as missing in Karnataka State, of these further 282 children were recovered/ traced. For the last one year in 2017 about 2453 children went missing of these 2017 children were recovered/ traced (Ministry of Women and Child Development, Government of India, 2018).

In Shivamogga District of Karnataka State a total number of 817 children went missing from 2010 to 2014, Shivamogga district holds top 5th rank in the state (State Crime Record Bureau of Karnataka State Police, Bangalore, 2015). District wise Number of Missing children and their Percentage to its district population with rank order are provided in Methodology chapter 4.

### PROFILE OF KARNATAKA STATE

**Geographical Features:** Geographically Karnataka state is situated on a tableland where the Western and Eastern Ghat ranges converge into the Nilgiri hill complex. The neighboring states bounded with Karnataka include Maharashtra and Goa in the North and North-West; by the Arabian Sea in the West; by Kerala and Tamilnadu in the South and Andhra Pradesh in the East. The State extends to about 750 km from North to South and about 400 km from East to West and covers an area of about 1,91,796 sq. km being the 8th largest state holding 5.83% of the total geographical area of India (Government of Karnataka, 2016b).

**Map 6.1 Karnataka State map with the Indication of Study Area**



*Source: Maps of India, 2017*

## **Demographic and Socio Economic Data Highlights: Census of India 2011**

The administrative units of the Karnataka State for 2011 Census consisted of 30 Districts, 176 Sub-districts (Taluks), 29,340 Villages (including 1943 Un-inhabited villages), 347 Towns including 127 Census Towns and 220 Statutory Towns. As against 1,04,01,918 Households in 2001 Census, the State has 1,33,57,027 Households as per 2011 Census. Karnataka was with a population of 6,10,95,297, retains the ninth rank as in 2001, in population size among all the States and Union Territories and accounts for 5.05 per cent of Country's population of 1,21,05,69,573 in 2011. Of the 6,10,95,297 persons enumerated in the State, 3,09,66,657 are Males and 3,01,28,640 are Females (Government of India, 2012).

Among the districts within the State, Bangalore District is the most populated District with 96,21,551 persons and accounts for 15.75 per cent of the State's total population while Kodagu District with a population share of 0.91 per cent is the least populated District. Of the 6,10,95,297 persons enumerated in the State, 3,74,69,335 persons reside in the Rural areas and 2,36,25,962 persons reside in Urban areas. In terms of percentage, 61.33 per cent are Rural residents and 38.67 per cent are Urban residents. Sex Ratio is defined as the number of females per 1000 males. It is one of the basic demographic characteristics, which is vital for any demographic analysis. The Sex Ratio in Karnataka has increased from 965 in 2001 to 973 in 2011. The Sex Ratio for Rural population has increased from 977 in 2001 to 979 in 2011. For the Urban population, the Sex Ratio has registered a spectacular increase of 21 points, from 942 to 963 in the last decade. The proportion of Child population (in the age group 0-6 years) in the State has decreased from 13.59 per cent to 11.72 per cent. The Child Sex Ratio in the age group 0-6 years in the State has registered a nominal increase of 2 points from 946 in 2001 to 948 in 2011. The Scheduled Caste population in the State has increased from 85,63,930 in 2001 to 1,04,74,992, in 2011 and The Scheduled Tribe population in the State has increased from 34,63,986 in 2001 Census to 42,48,987 in 2011. The Literacy Rate of the State has increased from 66.64 per cent in 2001 to 75.36 per cent in 2011 (Government of India, 2012).

In the State, 2,78,72,597 persons constituting 45.62 per cent of the total population have enumerated themselves as workers. Among them, 1,82,70,116 are Males and 96,02,481 are Females. In other words, 59.00 per cent of the total Male

population and 31.87 per cent of the total Female population are workers. Of the total 2,78,72,597 workers in the State, 2,33,97,181 persons, constituting 83.94 per cent of the total workers, are main workers and 44,75,416 persons, constituting 16.06 percent are marginal workers. The number of Cultivators has decreased from 68,83,856 in 2001 to 65,80,649 in 2011. Though the number of Agricultural Labourers has increased in the State by 14.92 per cent during 2001-11, their proportion to total workers has marginally declined from 26.46 in 2001 to 25.67 per cent in 2011. The proportion of workers engaged in Household Industry, which was 4.08 per cent in 2001 has declined to 3.28 per cent in 2011. Other workers accounts for the highest number of workers i.e., 1,32,22,758 or 47.44 per cent of total workers at the State level. In comparison to 2001 Census, the proportion of Other Workers has increased by 7.23 percentage points in 2011 Census (Government of India, 2012). As per Census of India 2001, 8.22 lakhs and as per 2011, 2.49 lakhs children were found as child labourers in Karnataka.

Breakups of statistical data in support of above information are presented in the table form as mentioned below:

**Map 6.1** presented in the beginning of this section shows Karnataka State map with the Indication of Study Area of Present Research

**Table 6.2** in this chapter identifies a total number of 30 Districts of Karnataka State and Districts wise Population and Percentage share to its Total Population as per 2011 Census.

**Table 6.3** Provides data on Children Population of Karnataka state (0-6 Years) as per 2011 for more details.

**Table 6.4** Presents Population in Five year age groups by sex in Karnataka: 2011 Census

**Table 6.5** Specifies Class wise Enrolment from 2000-2001 to 2015-16

**Table 6.6** Shows data on Drop-out rate at different stages of School Education in Karnataka from 2000- 2001 to 2015-16

**Table 6.2: Districts wise Population and  
Percentage share to Total Population 2011 Census**

Sl.No	State/District	Population Census of India 2011			Percentage share to total Population
		Population	Males	Females	
1	2	3	4	5	6
<b>Total</b>	<b>KARNATAKA</b>	<b>6,10,95,297</b>	<b>3,09,66,657</b>	<b>3,01,28,640</b>	<b>100.00</b>
1	Belagavi	47,79,661	24,23,063	23,56,598	7.82
2	Bagalkot	18,89,752	9,50,111	9,39,641	3.09
3	Vijapura	21,77,331	11,11,022	10,66,309	3.56
4	Bidar	17,03,300	8,70,665	8,32,635	2.79
5	Raichur	19,28,812	9,64,511	9,64,301	3.16
6	Koppal	13,89,920	6,99,926	6,89,994	2.28
7	Gadag	10,64,570	5,37,147	5,27,423	1.74
8	Dharwad	18,47,023	9,37,206	9,09,817	3.02
9	Uttara Kannada	14,37,169	7,26,256	7,10,913	2.35
10	Haveri	15,97,668	8,19,128	7,78,540	2.62
11	Ballari	24,52,595	12,36,954	12,15,641	4.01
12	Chitradurga	16,59,456	8,40,843	8,18,613	2.72
13	Davanagere	19,45,497	9,86,400	9,59,097	3.18
14	Shivamogga	17,52,753	8,77,415	8,75,338	2.87
15	Udupi	11,77,361	5,62,131	6,15,230	1.93
16	Chikkamagaluru	11,37,961	5,66,622	5,71,339	1.86
17	Tumakuru	26,78,980	13,50,594	13,28,386	4.38
18	Bengaluru	96,21,551	50,22,661	45,98,890	15.75
19	Mandya	18,05,769	9,05,085	9,00,684	2.96
20	Hassan	17,76,421	8,83,667	8,92,754	2.91
21	Dakshina Kannada	20,89,649	10,34,714	10,54,935	3.42
22	Kodagu	5,54,519	2,74,608	2,79,911	0.91
23	Mysuru	30,01,127	15,11,600	14,89,527	4.91
24	Chamarajanagar	10,20,791	5,12,231	5,08,560	1.67
25	Kalaburagii	25,66,326	13,01,755	12,64,571	4.20
26	Yadgir	11,74,271	5,90,329	5,83,942	1.92
27	Kolar	15,36,401	7,76,396	7,60,005	2.51
28	Chikkaballapura	12,55,104	6,36,437	6,18,667	2.05
29	Bengaluru Rural	9,90,923	5,09,172	4,81,751	1.62
30	Ramanagara	10,82,636	5,48,008	5,34,628	1.77

*Source: Gazetteer Department, Government of Karnataka, 2015.*

**Table 6.3 Children Population of Karnataka state (0-6 Years) 2011**

Sl No	Districts Name	Child Population (0-6 years) As per Population Census of India 2011		
		Total	Male	Female
	<b>KARNATAKA</b>	7161033	3675291	3485742
		<b>Total</b>	<b>Male</b>	<b>Female</b>
1	Bagalkote	271908	140551	131357
2	Bangalore	1052837	541656	511181
3	Bangalore(R)	107062	54908	52154
4	Ramanagara	107841	54963	52878
5	Belgaum	626269	323761	302508
6	Bellary	344152	175543	168609
7	Bidar	224442	115550	108892
8	Bijapur	318406	164856	153550
9	Chamarajnar	100648	51529	49119
10	Chikmagalur	105328	53493	51835
11	Chitradurga	184280	94629	89651
12	Dakshina Kannada	208297	106985	101312
13	Davanagere	217731	111793	105938
14	Dharwad	219942	113127	106815
15	Gadag	132442	68025	64417
16	Gulbarga	365372	188076	177296
17	Yadagiri	190279	97522	92757
18	Hassan	165637	83971	81666
19	Haveri	195317	100369	94948
20	Kodagu	54733	27676	27057
21	Kolar	170423	86845	83578
22	Chikkaballapur	132286	67734	64552
23	Koppal	201654	103016	98638
24	Mandya	172685	89063	83622
25	Mysore	305561	155807	149754
26	Raichur	283733	145468	138265
27	Shimoga	182751	93221	89530
28	Tumkur	265742	135671	130071
29	Udupi	103160	52689	50471
30	Uttara Kannada	150115	76794	73321

*Source: Gazetteer Department Government of Karnataka, 2015*

**Table 6.4 Population in Five year age groups by sex in Karnataka:  
(As per 2011 Population Census)**

<b>Age group</b>	<b>Male (Numbers)</b>	<b>Female (Numbers)</b>	<b>Persons (Numbers)</b>	<b>% to All age Group</b>	<b>Rank</b>
0-4	2582024	2464695	5046719	8.26	6
5-9	2696670	2544839	5241509	8.58	5
10-14	2955287	2781359	5736646	9.39	4
15-19	3042048	2785229	5827277	9.54	2
20-24	3109586	2942972	6052558	9.91	1
25-29	2879254	2892352	5771606	9.45	3
30-34	2389594	2308786	4698380	7.69	7
35-39	2319088	2376363	4695451	7.69	8
40-44	1977768	1848944	3826712	6.26	9
45-49	1804833	1714949	3519782	5.76	10
50-54	1381969	1317301	2699270	4.42	11
55-59	1056054	1086450	2142504	3.51	12
60-64	994630	1065422	2060052	3.37	13
65-69	723687	796432	1520119	2.49	14
70-74	510419	550706	1061125	1.74	15
75-79	249834	274592	524426	0.86	16
80-84	156766	205258	362024	0.59	17
85-89	58153	75585	133738	0.22	18
90-94	30770	43764	74534	0.12	19
95-99	13387	18870	32257	0.05	21
100+	9426	13331	22757	0.04	22
Age not stated	25410	20441	45851	0.08	20
All ages	30966657	30128640	61095297	100.00	-

*Source: Government of Karnataka, 2016*



**Table 6.5 Class wise Enrolment from 2000-2001 to 2015-16**

Year	(I-V classes)			(VI-VIII classes)			(IX-X classes)			Total (I-X)
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
2000-01	3195821	3463202	6659023	1260660	1443587	2704247	496445	625330	1121775	10485045
2001-02	3163286	3424999	6588285	1288766	1455802	2744568	504474	630061	1134535	10467388
2002-03	3209952	3423109	6633061	1320444	1463450	2783894	563589	656748	1220337	10637292
2003-04	2853180	3025247	5878427	1259363	1409336	2668699	472387	560111	1032498	9579624
2004-05	2816824	3003460	5820284	1357882	1525523	2883405	577129	655793	1232922	9936611
2005-06	2790668	2967111	5757779	1383496	1502794	2886290	623501	692374	1315875	9959944
2006-07	2769823	2955183	5725006	1431702	1564940	2996642	718916	797526	1516442	10238090
2007-08	2885736	2710964	5596700	1554686	1441561	2996247	808755	743962	1552447	10145394
2008-09	2682420	2859996	5542416	1441210	1550766	2991976	747660	810049	1557709	10092101
2009-10	2639555	2820488	5460043	1416574	1528585	2945159	783919	845972	1629891	10035093
2010-11	2613045	2801529	5414574	1430580	1536864	2967444	795930	851421	1647351	10029369
2011-12	2609406	2808432	5417838	1447951	1559068	3007019	807814	868371	1676185	10101042
2012-13	2588225	2790256	5378481	1449861	1567247	3017108	800870	865624	1666494	10062083
2013-14	2762510	2589196	5351706	1540468	1430060	2970528	874814	809890	1684704	10006938
2014-15	364945	409503	774448	214420	242951	457371	169076	188549	357625	1589444
2015-16	2618699	2787221	5405920	1415591	1518511	2934102	849979	924285	1774264	10114286

*Source: Commissioner of Public Instructions, Government of Karnataka, 2016*

**Table 6.6 Drop-out rate at different stages of School Education in Karnataka  
from 2000- 2001 to 2015-16**

Classes	(I-V classes)			(VI-VIII classes)			(IX-X classes)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
2000-01	13.22	16.42	14.92	25.54	26.64	26.12	34.28	33.75	34.00
2001-02	12.34	14.72	13.6	24.77	26.1	25.47	33.87	33.72	33.79
2002-03	7.62	10.41	9.08	22.33	24.69	23.57	31.04	32.41	31.76
2003-04	15.82	18.13	17.02	28.15	29.88	29.06	29.04	30.11	29.60
2004-05	12.82	13.66	13.26	24	24.78	24.4	32.6	33.35	32.99
2005-06	10.96	12.14	11.57	21.34	22.63	22.01	30.46	31.96	31.25
2006-07	8.11	8.78	8.46	18.01	18.5	18.26	26.37	27.17	26.79
2007-08	7.62	6.52	7.09	14.19	13.32	13.77	24.48	23.63	24.71
2008-09	6.41	7.4	6.92	11.67	12.3	12	22.26	22.93	22.61
2009-10	7.27	7.96	7.63	9.95	10.49	10.23	20.55	20.66	20.61
*2010-11	6.35	6.86	6.62	9.33	9.89	9.62	18.49	18.77	18.64
*2011-12	1.21	1.17	1.19	2.79	3.01	2.9	9.51	6.56	8.11
*2012-13	2.33	2.81	2.56	3.75	4.24	3.98	7.64	7.09	7.38
*2013-14	3.39	2.50	2.96	4.96	5.15	5.05	9.20	7.72	8.49
2014-15	2.26	2.48	2.37	2.76	2.34	2.54	4.58	5.22	4.92
2015-16	1.89	2.03	2.02	5.9	5.1	5.49	5.80	7.56	6.73

\*Calculated according to Annual Average drop-out Rate 2010-11

Source: Commissioner of Public Instructions, Government of Karnataka, 2016

## **PROFILE OF SHIVAMOGGA DISTRICT**

### **Geographical Features**

Shimoga district is located in the mid-western region of the State. Shimoga district with area figure of 8478 Sq.Km stands on the 6th position in the State in terms of area. Its greatest length from east to west is 132 km. and from north to south is 128 km. It is bounded by Uttara Kannada district on the north-west, Haveri on north-east, Davanagere on the east, Chikmagalur on the south and Udupi on the southwest. The Tunga, the Bhadra and the Tungabhadra which is formed by the union of the two, are the important rivers that flow through the district. The river Kumudvati, Sharavati and Varda originate within the district itself and are therefore of greater significance. Forests of the district cover more than 30 per cent of the total area and yield valuable products. Shimoga is one of the few districts of the State which is having very good irrigation facilities. The main sources of irrigation are government canals, tanks and private wells. Natural resources such as minerals, rivers, forests constitute the inherent economic wealth of a district or region. Paddy is the only major cereal crop grown in the district. There are 1530 villages and 9 Statutory Towns in the district (Government of India, 2014).

### **Economy Features**

Animal husbandry plays an important role in shaping the economy of the area; especially it plays an important role in the rural economy of the district. It supplements family income from agriculture and also provides employment. Manufacturing industry sustains the economy of the district to a considerable extent. Shimoga is fairly well advanced and a noted production Centre in respect of iron and steel, cement, paper, sugar and sandal oil. The industrial establishments are however concentrated in and between the towns of Bhadravati and Shimoga. There are totally 218 major factories in the district providing employment to 17,082 persons. The district is particularly known for its trade in areca nut and rice. Sagar, Shikarpur and Bhadravati are important trading and commercial center of the district (Government of India, 2014).

### **Socio- Demographic Data Highlights: Census of India 2011**

According to Government of India (2014) the total population of the district as per 2011 Census is 17,52,753. Of the total population, 8,77,415 are males and 8,75,338 are females. The district's share to total Karnataka's population is 2.87 per cent and it ranks at 15th place among the districts. The population of the district is further distributed as 11,29,026 living in rural areas and 6,23,727 in urban areas, constituting 64.41 and 35.59 per cent of rural and urban population respectively. The district ranks 16th in terms of rural population and 9th in terms of urban population. The population density for this district is 207 and stands at 25th rank in the State.

The population in the age-group 0-6 is reported as 1,82,751. This constitutes 65.50 per cent in rural areas and 34.50 per cent in urban areas. The proportion of child population is 10.43 per cent to the total district population an interesting segment of India's population is its adolescents and youth. While the adolescents are classified as persons between 10-19 years of age, the youth are defined as persons between 15-24 years. The number of adolescents (10-19) in the district is 3,26,874 and the youth (15-24) is 3,29,213. Together the young age group between 10-24 years in the district constitutes 4,91,666 which is about 28.05 per cent of the total district population. The rural – urban distribution remains more or less same.

The sex ratio is defined as number of females to 1000 males. According to 2011 Census, the sex ratio of the district is 998 holds 7th rank in the State. The 0-6 child sex ratio increased by 4 points registering 960 female children to 1000 male children in the district holds the 8th rank in the State. The proportion of child population, (0-6 age-group) is 10.4 percent in the district and ranks 20th in the State.

The literacy rate for Shimoga district is 80.45 per cent in 2011 as against 74.52 per cent in 2001, an increase of 5.92 per cent during the decade and is placed at 6th rank in the State. The male literacy rate in the district is 86.1 percent and the female literacy rate is 74.8 percent.

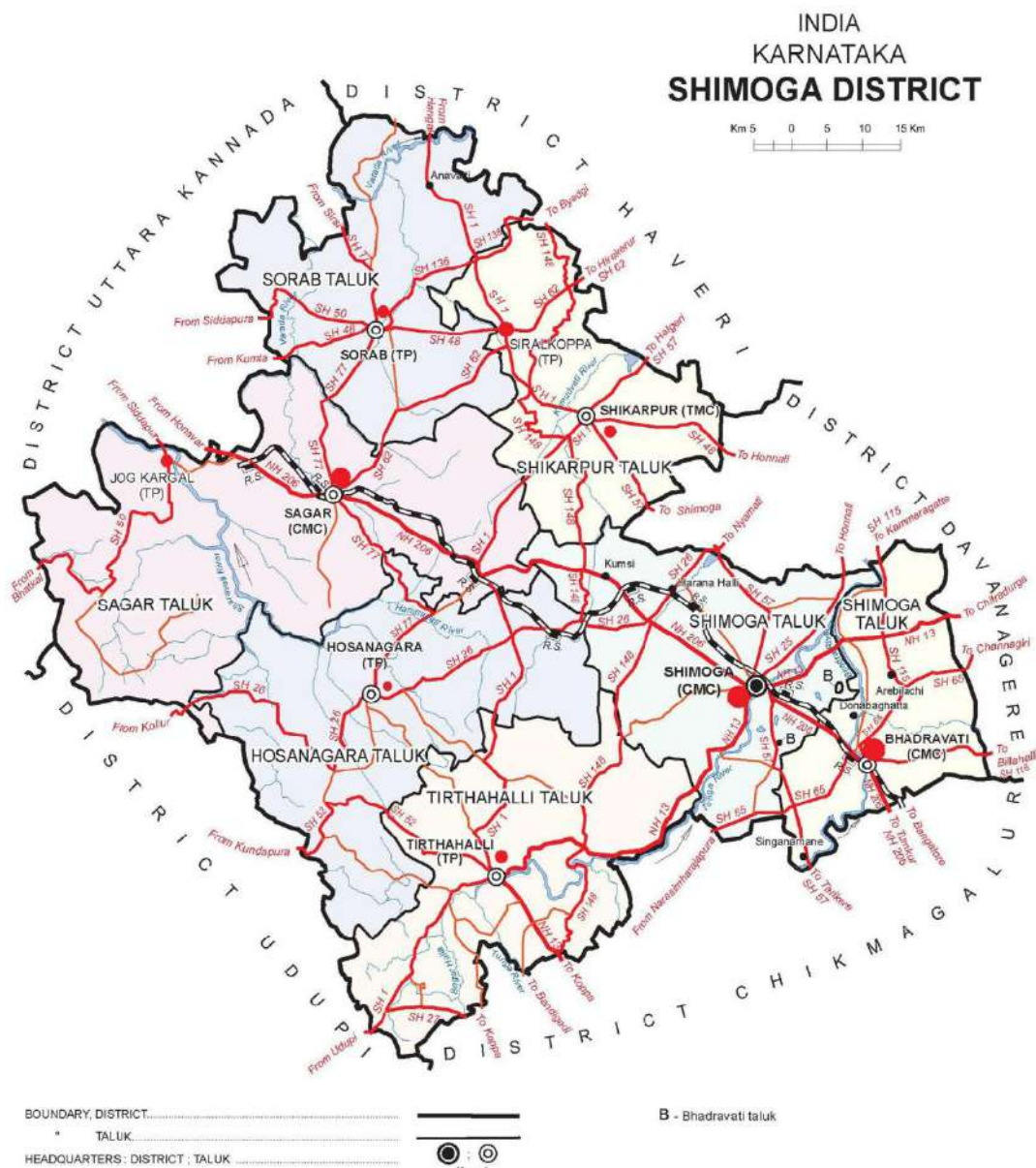
Total Scheduled Castes (SCs) population reported in the district is 3,08,158 persons, constituting about 17.58 per cent of total population of the district. Total Scheduled Tribes (STs) population reported in the district is 65412, constituting about 3.73 per cent of the district's total population.

Of the total population in the district, 44.54 per cent are workers. The male and female workers are 60.92 and 28.12 per cent respectively. Of the total workers, 83.63 per cent are main workers and 16.37 per cent are marginal workers. Other workers constitute 40.3 percent of the total workers in the district and the district holds 11th rank in the State. In the district 1.9 percent of the total workers are engaged in Household Industry. About 55.5 percent of the total population in the district is non-workers.

Breakups of statistical data in support of above information are presented in the table form under the following sub-heading:

- **Table 6.7** Shivamogga District Map with Taluk Names and Boundaries
- **Table 6.8** Administrative Setup of Shivamogga District, 2011
- **Table 6.9** Sub District Population of Shivamogga District by Residence from 2001-2011
- **Table 6.10** Sex Ratio of Population in the Age Group 0-6 for Sub-District of Shivamogga District, 2011
- **Table 6.11** Number and percentage of scheduled castes and scheduled tribes population in Sub-districts of Shivamogga Districts, 2011
- **Table 6.12** Number of Literates and Illiterates, Literacy Rate by Sex in Sub-Districts of Shivamogga District, 2011
- **Table 6.13** Number & percentage of main workers, marginal workers, & non-workers by sex in sub-districts, 2011
- **Table 6.14** Distribution of Workers by Sex in Four Categories of Economic Activity in Sub-district of Shivamogga District, 2011
- **Table 6.15** Schools/ Colleges per 10,000 Populations in Towns, 2011

**Table 6.7 Shivamogga District Map with Taluk Names and Boundaries**



Source: Directorate of Census Operations, Karnataka, 2011

**Table 6.8 Administrative Setup of Shivamogga District, 2011**

Sl. No.	Name of the Taluk	Total No. of villages according to the List finalized for		Total No. of towns according to the List finalized for	
		2011 Census	2001 Census	2011 Census	2001 Census
1	2	3	4	5	6
<b>Shimoga District</b>					
1	Sagar	238	238	2	2
2	Sorab	306	306	1	1
3	Shikarpur	176	176	2	2
4	Hosanagara	204	204	1	1
5	Tirthahalli	247	247	1	1
6	Shimoga	214	214	1	1
7	Bhadravati	145	145	1	1

*Source: Government of India, 2014*

Table 6.9 Sub District Population of Shivamogga District by Residence from 2001-2011 as per Census of India 2011

Sl. No.	Tahsil	Population						Percentage decadal variation 2001 - 2011			Percentage urban population	
		2001			2011			Total	Rural	Urban	2001	2011
		Total	Rural	Urban	Total	Rural	Urban					
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>KARNATAKA</b>		<b>52,850,562</b>	<b>34,889,033</b>	<b>17,961,529</b>	<b>61,095,297</b>	<b>37,469,33</b>	<b>23,625,962</b>	<b>15.60</b>	<b>7.40</b>	<b>31.54</b>	<b>33.99</b>	<b>38.67</b>
1	Sagar	200,995	138,294	62,701	206,319	140,922	65,397	2.65	1.90	4.30	31.20	31.70
2	Sorab	185,572	178,145	7,427	200,809	189,477	11,332	8.21	6.36	52.58	4.00	5.64
3	Shikarpur	213,590	167,573	46,017	238,229	185,350	52,879	11.54	10.61	14.91	21.54	22.20
4	Hosanagara	115,000	109,957	5,043	118,220	112,381	5,839	2.80	2.20	15.78	4.39	4.94
5	Tirthahalli	143,207	128,399	14,808	142,006	127,478	14,528	-0.84	-0.72	-1.89	10.34	10.23
6	Shimoga	445,192	170,840	274,352	507,324	184,674	322,650	13.96	8.10	17.60	61.63	63.60
7	Bhadravati	338,989	178,327	160,662	339,846	188,744	151,102	0.25	5.84	-5.95	47.39	44.46
<b>Shimoga</b>		<b>1,642,545</b>	<b>1,071,535</b>	<b>571,010</b>	<b>1,752,753</b>	<b>1,129,026</b>	<b>623,727</b>	<b>6.71</b>	<b>5.37</b>	<b>9.23</b>	<b>34.76</b>	<b>35.59</b>

Source: Government of India, 2014.



Table 6.10 Sex Ratio of Population in the Age Group 0-6 for Sub-District of Shivamogga District, 2011

Sl.No.	Name of Sub-district	Total/ Rural/ Urban	Total population in 0-6 age group			Sex ratio for 0-6 age group
			Persons	Males	Females	
1	2	3	4	5	6	7
1	05515-Sagar	Total	20384	10369	10015	966
		Rural	14049	7187	6862	955
		Urban	6335	3182	3153	991
2	05516-Sorab	Total	22624	11496	11128	968
		Rural	21366	10831	10535	973
		Urban	1258	665	593	892
3	05517-Shikarपुर	Total	27931	14205	13726	966
		Rural	21935	11121	10814	972
		Urban	5996	3084	2912	944
4	05518-Hosanagara	Total	11682	5921	5761	973
		Rural	11100	5633	5467	971
		Urban	582	288	294	1021
5	05519-Tirthahalli	Total	11870	6106	5764	944
		Rural	10526	5416	5110	944
		Urban	1344	690	654	948
6	05520-Shimoga	Total	52981	27051	25930	959
		Rural	20290	10370	9920	957
		Urban	32691	16681	16010	960
7	05521-Bhadravati	Total	35279	18073	17206	952
		Rural	20437	10591	9846	930
		Urban	14842	7482	7360	984
<b>District: 568-Shimoga</b>		<b>Total</b>	<b>182751</b>	<b>93221</b>	<b>89530</b>	<b>960</b>
		<b>Rural</b>	<b>119703</b>	<b>61149</b>	<b>58554</b>	<b>958</b>
		<b>Urban</b>	<b>63048</b>	<b>32072</b>	<b>30976</b>	<b>966</b>

Source: Government of India, 2014.

**Table 6.11 Number and percentage of scheduled castes and scheduled tribes population in  
Sub-districts of Shivamogga Districts, 2011**

<b>Sl.No.</b>	<b>Name of Sub-District</b>	<b>Total/ Rural/ Urban</b>	<b>Total population</b>	<b>Total Scheduled Castes population</b>	<b>Total Scheduled Tribes population</b>	<b>Percentage of Scheduled Castes population to total population</b>	<b>Percentage of Scheduled Tribes population to</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1	05515-Sagar	Total	206319	19908	4412	9.65	2.14
		Rural	140922	14033	3326	9.96	2.36
		Urban	65397	5875	1086	8.98	1.66
2	05516-Sorab	Total	200809	39045	7750	19.44	3.86
		Rural	189477	37851	7545	19.98	3.98
		Urban	11332	1194	205	10.54	1.81
3	05517-Shikarapur	Total	238229	58775	14402	24.67	6.05
		Rural	185350	53523	12901	28.88	6.96
		Urban	52879	5252	1501	9.93	2.84
4	05518-Hosanagara	Total	118220	10386	2458	8.79	2.08
		Rural	112381	9374	2316	8.34	2.06
		Urban	5839	1012	142	17.33	2.43
5	05519-Tirthahalli	Total	142006	14091	2709	9.92	1.91
		Rural	127478	12664	2563	9.93	2.01
		Urban	14528	1427	146	9.82	1

*(Table Continued.....)*

**Number and percentage of scheduled castes and scheduled tribes population in  
Sub-districts of Shivamogga Districts, 2011**

Sl.No.	Name of Sub-District	Total/ Rural/ Urban	Total population	Total Scheduled Castes population	Total Scheduled Tribes population	Percentage of Scheduled Castes population to total population	Percentage of Scheduled Tribes population to
1	2	3	4	5	6	7	8
6	05520-Shimoga	Total	507324	92070	21016	18.15	4.14
		Rural	184674	51333	11824	27.8	6.4
		Urban	322650	40737	9192	12.63	2.85
7	05521-Bhadravati	Total	339846	73883	12665	21.74	3.73
		Rural	188744	46538	9488	24.66	5.03
		Urban	151102	27345	3177	18.1	2.1
	<b>568-Shimoga</b>	<b>Total</b>	<b>1752753</b>	<b>308158</b>	<b>65412</b>	<b>17.58</b>	<b>3.73</b>
		<b>Rural</b>	<b>1129026</b>	<b>225316</b>	<b>49963</b>	<b>19.96</b>	<b>4.43</b>
		<b>Urban</b>	<b>623727</b>	<b>82842</b>	<b>15449</b>	<b>13.28</b>	<b>2.48</b>

*Source: Government of India, 2014.*

Table 6.12 Number of Literates and Illiterates, Literacy Rate by Sex in Sub-Districts of Shivamogga District, 2011

Sl. No.	Name of Sub-district	Total/ Rural/ Urban	Number of literates and illiterates						Literacy Rate			Gap in male-female literacy rate
			Number of literates			Number of illiterates			Persons	Males	Females	
			Persons	Males	Females	Persons	Males	Females				
1	2	3	4	5	6	7	8	9	10	11	12	13
1	05515	Total	150630	80541	70089	55689	21732	33957	81.01	87.64	74.54	13.1
	Sagar	Rural	97510	53177	44333	43412	16621	26791	76.86	84.93	68.99	15.94
		Urban	53120	27364	25756	12277	5111	7166	89.94	93.41	86.52	6.89
2	05516	Total	140170	76753	63417	60639	24377	36262	78.67	85.63	71.62	14.01
	Sorab	Rural	131204	72180	59024	58273	23327	34946	78.05	85.24	70.74	14.5
		Urban	8966	4573	4393	2366	1050	1316	89	92.23	85.87	6.36
3	05517	Total	159348	87124	72224	78881	33363	45518	75.77	81.97	69.44	12.53
	Shikarapur	Rural	118326	65857	52469	67024	28092	38932	72.41	79.51	65.11	14.4
		Urban	41022	21267	19755	11857	5271	6586	87.5	90.68	84.32	6.36
4	05518	Total	85092	45467	39625	33128	13041	20087	79.87	86.46	73.45	13.01
	Hosanagara	Rural	80318	43063	37255	32063	12607	19456	79.3	86.06	72.7	13.36
		Urban	4774	2404	2370	1065	434	631	90.81	94.27	87.55	6.72

(Table Continued.....)

**Number of Literates and Illiterates, Literacy Rate by Sex in Sub-Districts of Shivamogga District, 2011**

		Urban	4774	2404	2370	1065	434	631	90.81	94.27	87.55	6.72
5	05519	Total	108090	56634	51456	33916	13248	20668	83.06	88.8	77.54	11.26
	Tirthahalli	Rural	96009	50569	45440	31469	12220	19249	82.09	88.14	76.27	11.87
		Urban	12081	6065	6016	2447	1028	1419	91.63	94.72	88.72	6
6	05520	Total	377468	199097	178371	129856	56165	73691	83.08	87.24	78.88	8.36
	Shimoga	Rural	122937	67134	55803	61737	26110	35627	74.79	81.01	68.46	12.55
		Urban	254531	131963	122568	68119	30055	38064	87.78	90.8	84.75	6.05
7	05521	Total	242218	129322	112896	97628	40551	57077	79.53	85.19	73.9	11.29
	Bhadravati	Rural	124513	67610	56903	64231	27254	36977	73.98	80.23	67.71	12.52
		Urban	117705	61712	55993	33397	13297	20100	86.38	91.39	81.46	9.93
<b>District:</b>	<b>Total</b>	<b>Total</b>	<b>1263016</b>	<b>674938</b>	<b>588078</b>	<b>489737</b>	<b>202477</b>	<b>287260</b>	<b>80.45</b>	<b>86.07</b>	<b>74.84</b>	<b>11.23</b>
<b>Shimoga(568)</b>	<b>Rural</b>	<b>Rural</b>	<b>770817</b>	<b>419590</b>	<b>351227</b>	<b>358209</b>	<b>146231</b>	<b>211978</b>	<b>76.37</b>	<b>83.14</b>	<b>69.6</b>	<b>13.54</b>
	<b>Urban</b>	<b>Urban</b>	<b>492199</b>	<b>255348</b>	<b>236851</b>	<b>131528</b>	<b>56246</b>	<b>75282</b>	<b>87.79</b>	<b>91.35</b>	<b>84.24</b>	<b>7.11</b>

*Source: Government of India, 2014.*

Table 6.13 Number &amp; percentage of main workers, marginal workers, &amp; non-workers by sex in sub-districts, 2011

Sl. No.	Name of Sub-District	Persons/ Males/ Females	Total population	Main workers		Marginal workers		Total workers (main and marginal workers)		Non workers	
				Number	Percent age	Number	Percent age	Number	Percent age	Number	Percent age
1	2	3	4	5	6	7	8	9	10	11	12
1	05515 Sagar	Persons	206319	82872	40.17	15160	7.35	98032	47.51	108287	52.49
		Males	102273	58170	56.88	5167	5.05	63337	61.93	38936	38.07
		Females	104046	24702	23.74	9993	9.60	34695	33.35	69351	66.65
2	05516 Sorab	Persons	200809	79264	39.47	23574	11.74	102838	51.21	97971	48.79
		Males	101130	56415	55.78	7271	7.19	63686	62.97	37444	37.03
		Females	99679	22849	22.92	16303	16.36	39152	39.28	60527	60.72
3	05517 Shikarpur	Persons	238229	86706	36.40	20624	8.66	107330	45.05	130899	54.95
		Males	120487	64300	53.37	7883	6.54	72183	59.91	48304	40.09
		Females	117742	22406	19.03	12741	10.82	35147	29.85	82595	70.15
4	05518 Hosanagara	Persons	118220	43463	36.76	12594	10.65	56057	47.42	62163	52.58
		Males	58508	31659	54.11	5081	8.68	36740	62.79	21768	37.21
		Females	59712	11804	19.77	7513	12.58	19317	32.35	40395	67.65

(Table Continued.....)

Number and percentage of main workers, marginal workers, & non-workers by sex in sub-districts of Shivamogga District, 2011

Sl. No.	Name of Sub-District	Persons/ Males/ Females	Total populati on	Main workers		Marginal workers		Total workers (main and marginal workers)		Non workers	
				Number	Percent age	Number	Percent age	Number	Percent age	Number	Percent age
1	2	3	4	5	6	7	8	9	10	11	12
5	05519	Persons	142006	59207	41.69	11613	8.18	70820	49.87	71186	50.13
	Tirthahalli	Males	69882	41154	58.89	4161	5.95	45315	64.85	24567	35.15
		Females	72124	18053	25.03	7452	10.33	25505	35.36	46619	64.64
6	05520	Persons	507324	184111	36.29	17022	3.36	201133	39.65	306191	60.35
	Shimoga	Males	255262	141398	55.39	9540	3.74	150938	59.13	104324	40.87
		Females	252062	42713	16.95	7482	2.97	50195	19.91	201867	80.09
7	05521	Persons	339846	117166	34.48	27222	8.01	144388	42.49	195458	57.51
	Bhadravati	Males	169873	87900	51.74	14388	8.47	102288	60.21	67585	39.79
		Females	169973	29266	17.22	12834	7.55	42100	24.77	127873	75.23
<b>District:</b>		<b>Persons</b>	<b>1752753</b>	<b>652789</b>	<b>37.24</b>	<b>127809</b>	<b>7.29</b>	<b>780598</b>	<b>44.54</b>	<b>972155</b>	<b>55.46</b>
<b>Shimoga (568)</b>		<b>Males</b>	<b>877415</b>	<b>480996</b>	<b>54.82</b>	<b>53491</b>	<b>6.10</b>	<b>534487</b>	<b>60.92</b>	<b>342928</b>	<b>39.08</b>
		<b>Females</b>	<b>875338</b>	<b>171793</b>	<b>19.63</b>	<b>74318</b>	<b>8.49</b>	<b>246111</b>	<b>28.12</b>	<b>629227</b>	<b>71.88</b>

Source: Government of India, 2014.

Table 6.14 Distribution of Workers by Sex in Four Categories of Economic Activity in Sub-district of Shivamogga District, 2011

Sl. No.	Name of Sub-District	Persons / Males/ Females	Total population	Total workers (main + marginal workers)	Category of workers							
					Cultivators		Agricultural labourers		Household industry		Other workers	
					Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13
1	05515 Sagar	Persons	206319	98032	34090	34.77	21964	22.40	869	0.89	41109	41.93
		Males	102273	63337	22183	35.02	9582	15.13	582	0.92	30990	48.93
		Females	104046	34695	11907	34.32	12382	35.69	287	0.83	10119	29.17
2	05516 Sorab	Persons	200809	102838	42084	40.92	44421	43.20	1613	1.57	14720	14.31
		Males	101130	63686	32417	50.90	19751	31.01	972	1.53	10546	16.56
		Females	99679	39152	9667	24.69	24670	63.01	641	1.64	4174	10.66
3	05517 Shikarpur	Persons	238229	107330	39048	36.38	43516	40.54	2099	1.96	22667	21.12
		Males	120487	72183	31175	43.19	21655	30.00	1510	2.09	17843	24.72
		Females	117742	35147	7873	22.40	21861	62.20	589	1.68	4824	13.73
4	05518 Hosanagara	Persons	118220	56057	19535	34.85	20205	36.04	969	1.73	15348	27.38
		Males	58508	36740	15043	40.94	10231	27.85	491	1.34	10975	29.87
		Females	59712	19317	4492	23.25	9974	51.63	478	2.47	4373	22.64

(Table Continued.....)



**Distribution of Workers by Sex in Four Categories of Economic Activity in Sub-district of Shivamogga District, 2011**

5	803134	Persons	36015	12061	1123	9.31	1123	9.31	541	4.49	9274	76.89
	Shikarpur (TMC)	Males	18048	9798	1040	10.61	737	7.52	399	4.07	7622	77.79
		Females	17967	2263	83	3.67	386	17.06	142	6.27	1652	73.00
6	803135	Persons	5839	1957	66	3.37	26	1.33	6	0.31	1859	94.99
	Hosanagara (TP)	Males	2838	1556	62	3.98	15	0.96	3	0.19	1476	94.86
		Females	3001	401	4	1.00	11	2.74	3	0.75	383	95.51
7	803136	Persons	14528	5418	118	2.18	31	0.57	40	0.74	5229	96.51
	Tirthahalli (TP)	Males	7093	4219	109	2.58	17	0.40	18	0.43	4075	96.59
		Females	7435	1199	9	0.75	14	1.17	22	1.83	1154	96.25
8	803137	Persons	322650	118308	2652	2.24	5197	4.39	3217	2.72	107242	90.65
	Shimoga (CMC)	Males	162018	93416	2457	2.63	3197	3.42	1982	2.12	85780	91.83
		Females	160632	24892	195	0.78	2000	8.03	1235	4.96	21462	86.22
9	803138	Persons	151102	55173	2237	4.05	5609	10.17	1032	1.87	46295	83.91
	Bhadravati (CMC)	Males	75009	43473	1995	4.59	3349	7.70	805	1.85	37324	85.86
		Females	76093	11700	242	2.07	2260	19.32	227	1.94	8971	76.68
<b>District (Urban)</b>		<b>Persons</b>	<b>623727</b>	<b>226247</b>	<b>7358</b>	<b>3.25</b>	<b>13638</b>	<b>6.03</b>	<b>5841</b>	<b>2.58</b>	<b>199410</b>	<b>88.14</b>
<b>Shimoga(568)</b>		<b>Males</b>	<b>311594</b>	<b>179220</b>	<b>6662</b>	<b>3.72</b>	<b>8579</b>	<b>4.79</b>	<b>3942</b>	<b>2.20</b>	<b>160037</b>	<b>89.30</b>
		<b>Females</b>	<b>312133</b>	<b>47027</b>	<b>696</b>	<b>1.48</b>	<b>5059</b>	<b>10.76</b>	<b>1899</b>	<b>4.04</b>	<b>39373</b>	<b>83.72</b>

*Source: Government of India, 2014.*

Table 6.15 Schools/ Colleges per 10,000 Populations in Towns, 2011

Sl. No.	Name of the town	Type of educational institution				
		Primary	Middle	Secondary / matriculation	Senior secondary	College
1	2	3	4	5	6	7
1	803130-Jog Kargal (TP)	6	6	2	1	1
2	803131-Sagar (CMC)	6	5	2	1	0
3	803132-Sorab (TP)	9	7	5	3	0
4	803133-Siralkoppa (TP)	7	4	4	2	0
5	803134-Shikarpur (TMC)	9	10	6	2	0
6	803135-Hosanagara (TP)	5	7	9	9	0
7	803136-Tirthahalli (TP)	6	4	3	6	0
8	803137-Shimoga (CMC)	4	4	2	1	0
9	803138-Bhadravati (CMC)	6	5	3	1	0
	<b>Total</b>	<b>58</b>	<b>52</b>	<b>36</b>	<b>26</b>	<b>1</b>

**Note:** CMC = City Municipal Council, TMC = Town Municipal Council, TP Town Panchayath.

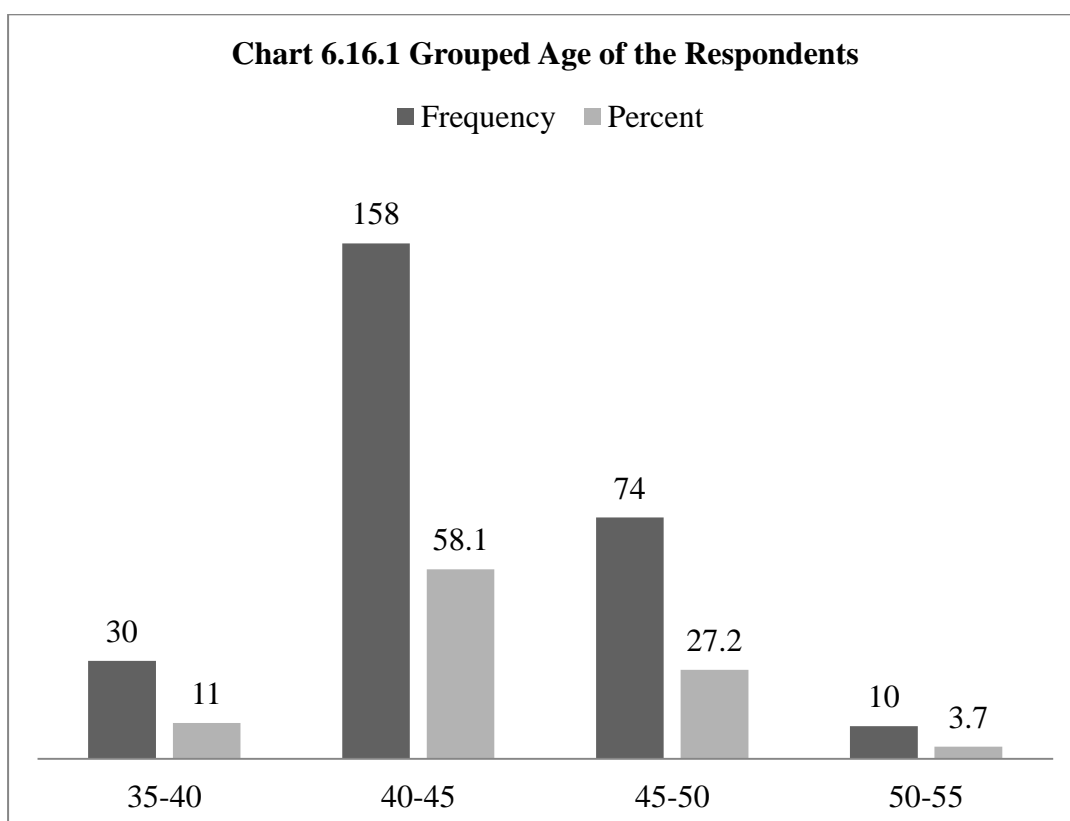
*Source: Government of India, 2014.*

## PROFILE OF THE STUDY RESPONDENTS

This section presents profile of the study respondents based on the results of data analysis performed using Statistical Package for social scientists (SPSS) Version 23 statistics processor. The respondents of present research are from Shivamogga District of Karnataka State, these respondents are Primary Caregivers of the 272 children (having history of reported runaway missing incidence) who have provided the primary data in the field during home visit. The present research comprised of both Male and Female Respondents from both Rural and Urban residence. Demographic and Socio Economic profile of the study respondents are arranged with statistical tables and bar charts along with brief interpretation as mentioned below.

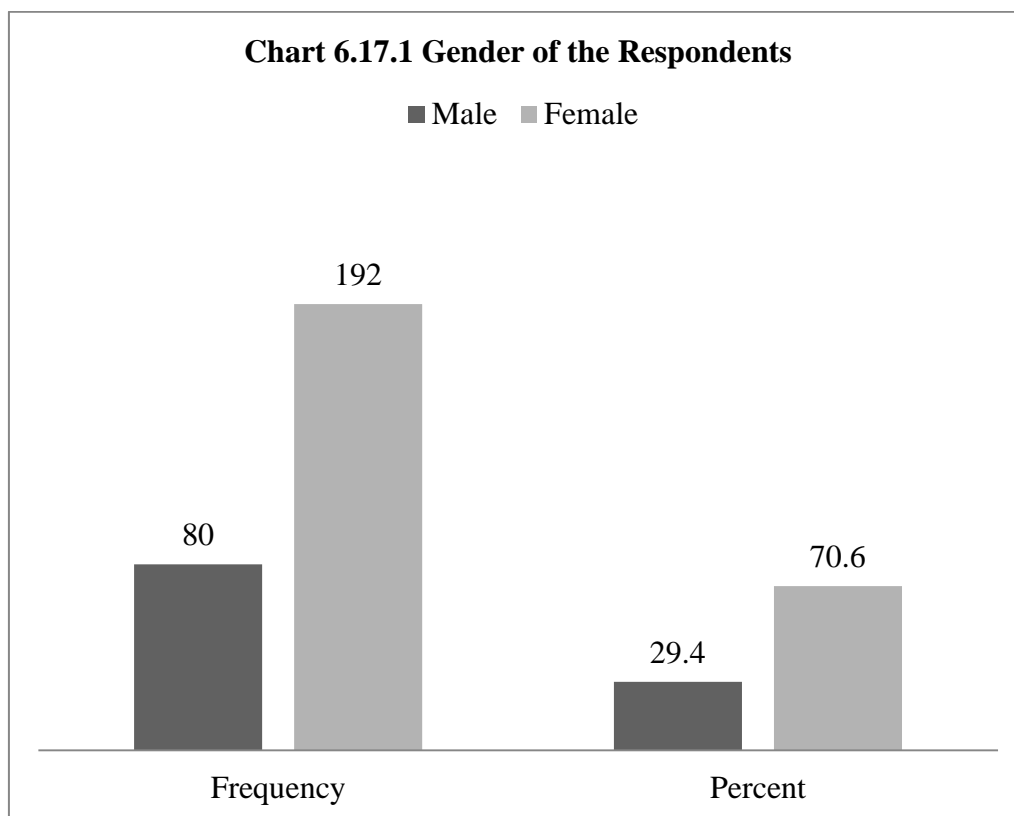
- Table 6.16 Grouped Ages of the Respondents
- Table 6.17 Gender of the Respondents
- Table 6.18 Respondent's Relationship to the Child
- Table 6.19 Type of Community of Respondents
- Table 6.20 Name of the Taluk where household of the Respondents Located
- Table 6.21 Mother tongue of the Respondents
- Table 6.22 Religion of the Respondents
- Table 6.23 Social Category of the Respondents
- Table 6.24 Type of the family of Respondents
- Table 6.25 Grouped Education Level of the Respondents
- Table 6.26 Occupation details of the Respondents
- Table 6.27 Grouped Annual family income of the Respondents
- Table 6.28 House Condition of the Respondents

<b>Grouped Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
35-40	30	11	11	11
40-45	158	58.1	58.1	69.1
45-50	74	27.2	27.2	96.3
50-55	10	3.7	3.7	100
<b>Total</b>	<b>272</b>	<b>100</b>	<b>100</b>	



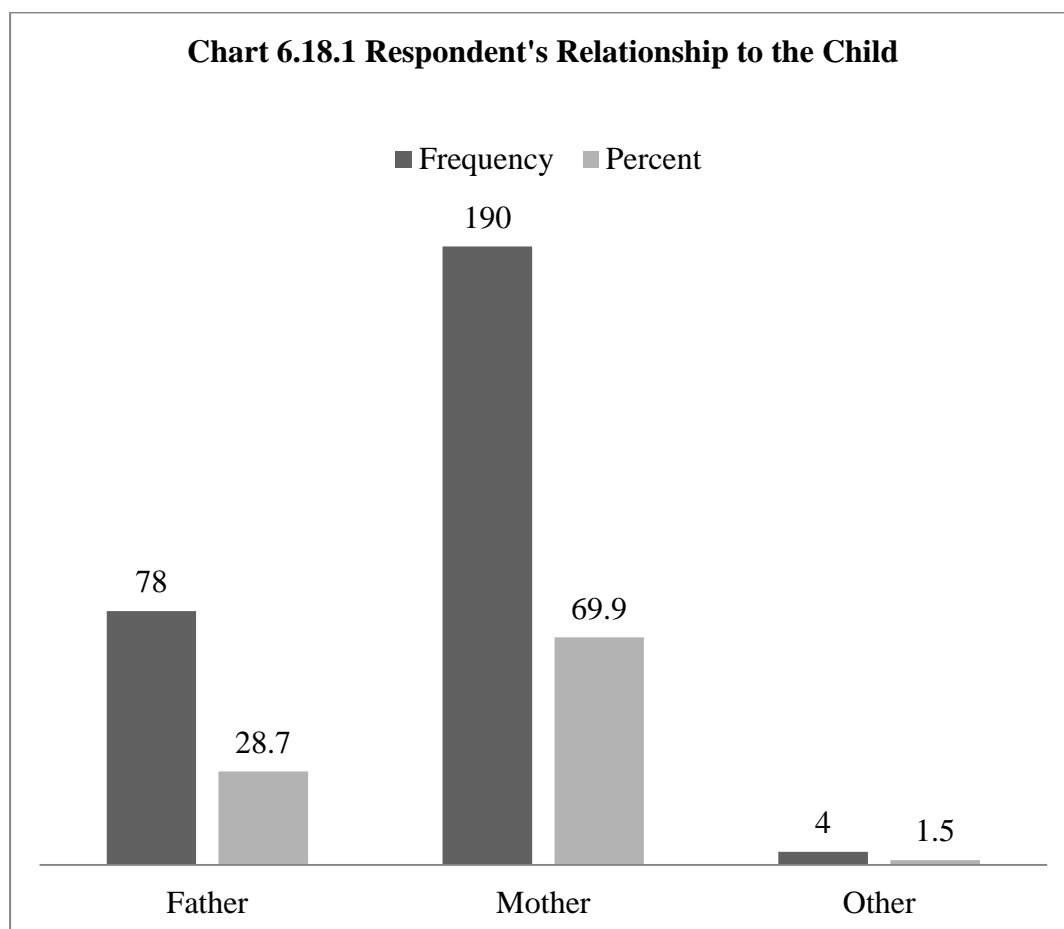
The above Table and chart represents frequency and percentage distribution regarding age group of the respondents of present research (n=272). It is observed that majority of the respondents are from age group of 40 through 45 years (58%) followed by 45-50 years (27%), 35-40 (11%), and 50-55 (4%).

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Male	80	29.4	29.4	29.4
Female	192	70.6	70.6	100
<b>Total</b>	272	100	100	



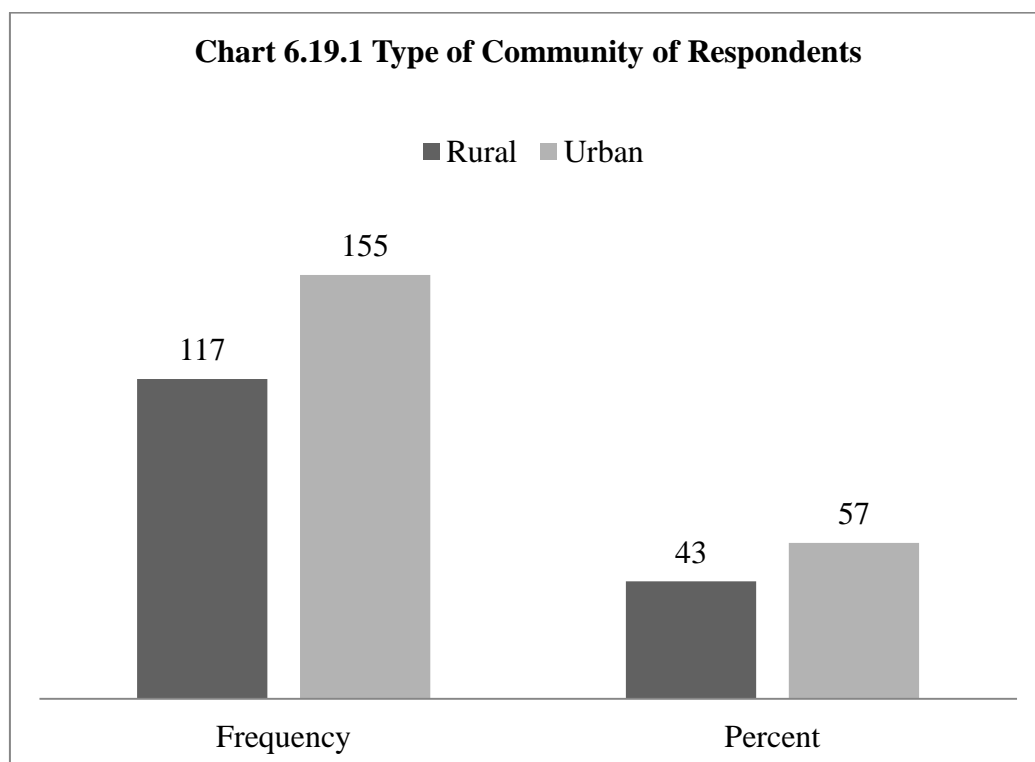
The above table and chart gives frequency and percentage distribution in relation to gender of the study respondents. Data revealed that most of the respondents are Female (71%) than male (29%). These respondents are primary care givers (98%) i.e. biological parents of the children having history of runaway from home.

<b>Role</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Father	78	28.7	28.7	28.7
Mother	190	69.9	69.9	98.5
Other	4	1.5	1.5	100
<b>Total</b>	<b>272</b>	<b>100</b>	<b>100</b>	



The above table and chart indicates frequency and percentage distribution with regard to Respondent's relationship to the Child having history of runaway incidence. Statistics showed that majority of the respondents relationship with the children was mother (70%).

<b>Residence</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Rural	117	43	43	43
Urban	155	57	57	100
<b>Total</b>	<b>272</b>	<b>100</b>	<b>100</b>	

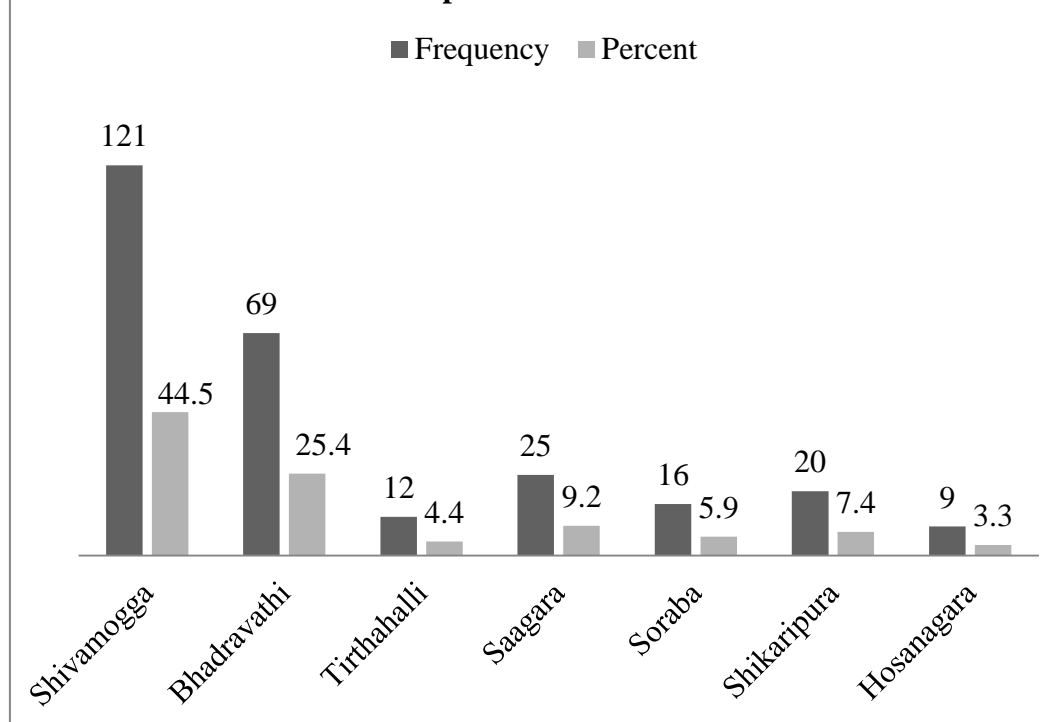


The above table and chart indicates frequency and percentage distribution about Type of Community of the Respondents. It is found that many respondents are from Urban Residence or Community background (57%).

**Table 6.20 Name of the Taluk where household of the Respondents Located**

Taluks Name	Frequency	Percent	Valid Percent	Cumulative Percent
Shivamogga	121	44.5	44.5	44.5
Bhadravathi	69	25.4	25.4	69.9
Tirthahalli	12	4.4	4.4	74.3
Saagara	25	9.2	9.2	83.5
Soraba	16	5.9	5.9	89.3
Shikaripura	20	7.4	7.4	96.7
Hosanagara	9	3.3	3.3	100
Total	272	100	100	

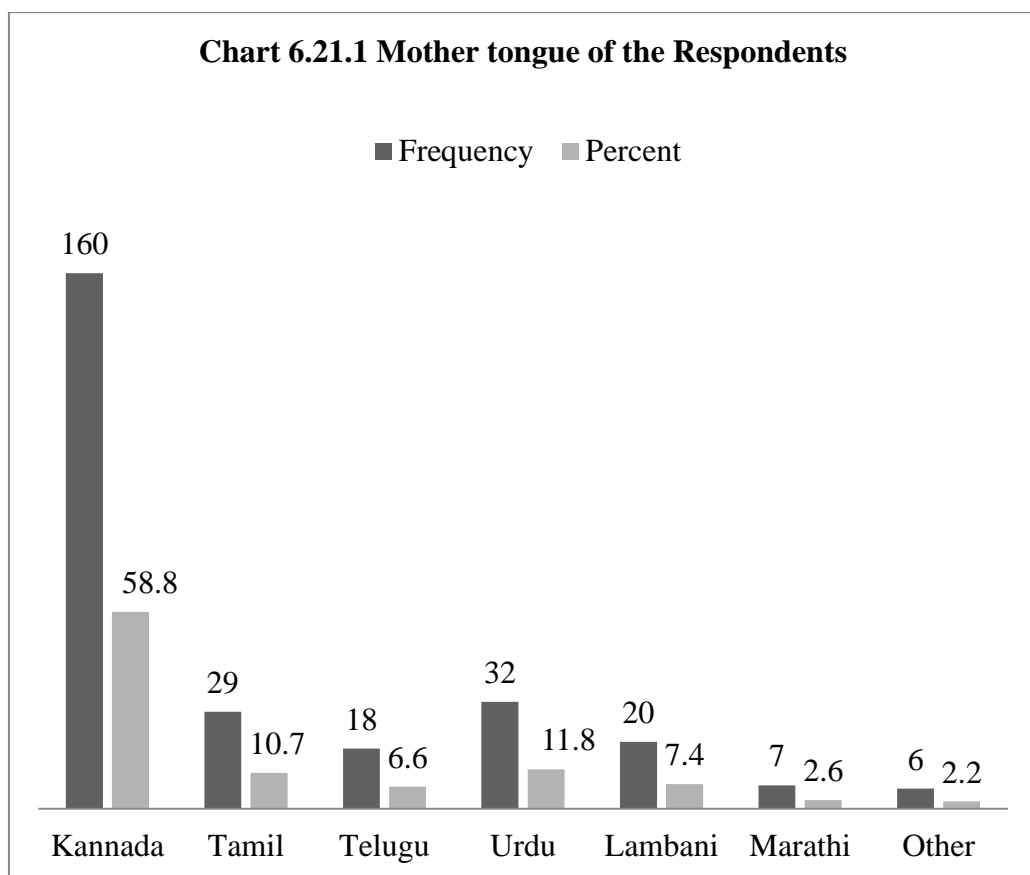
**Chart 6.20.1 Name of the Taluk where household of the Respondents Located**



The above table and chart specifies frequency and percentage distribution of the respondents against name of the taluks where their household is located. Taluk wise data depicts that most of them are from Shivamogga Taluk/ Block (45%) followed by Bhadravathi (25%) and Saagara (9%) Taluks.

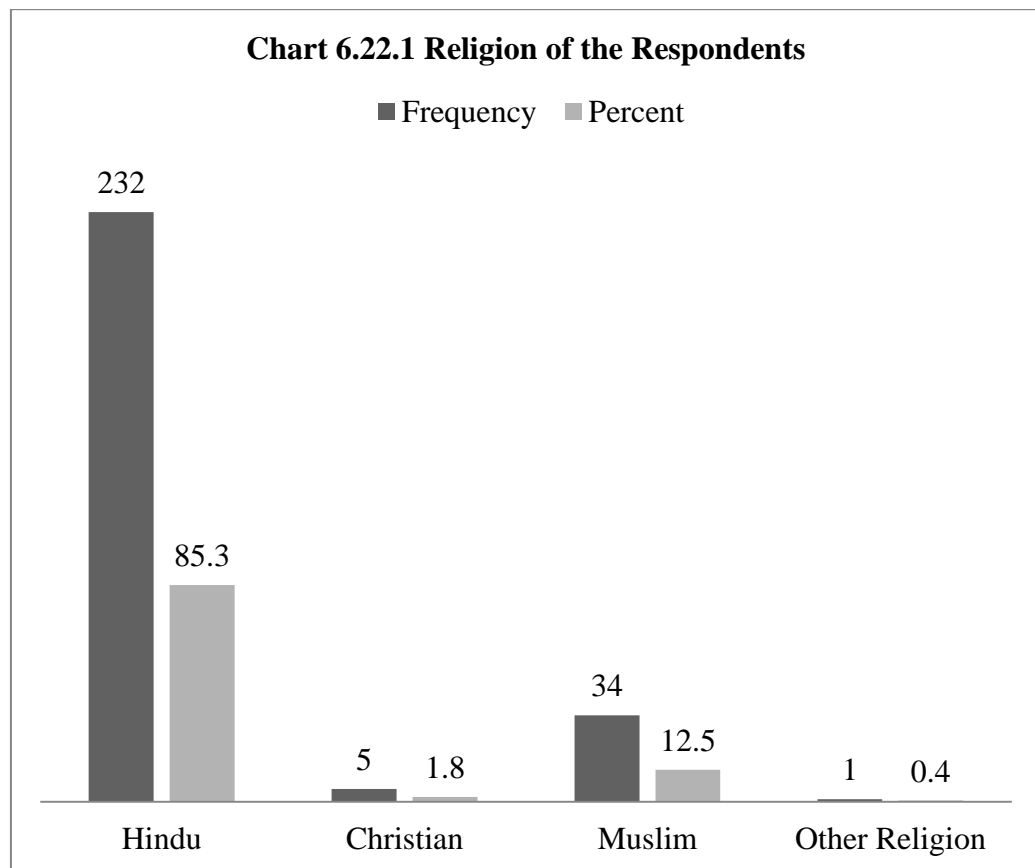


<b>Mother Tongue</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Kannada	160	58.8	58.8	58.8
Tamil	29	10.7	10.7	69.5
Telugu	18	6.6	6.6	76.1
Urdu	32	11.8	11.8	87.9
Lambani	20	7.4	7.4	95.2
Marathi	7	2.6	2.6	97.8
Other	6	2.2	2.2	100
Total	272	100	100	



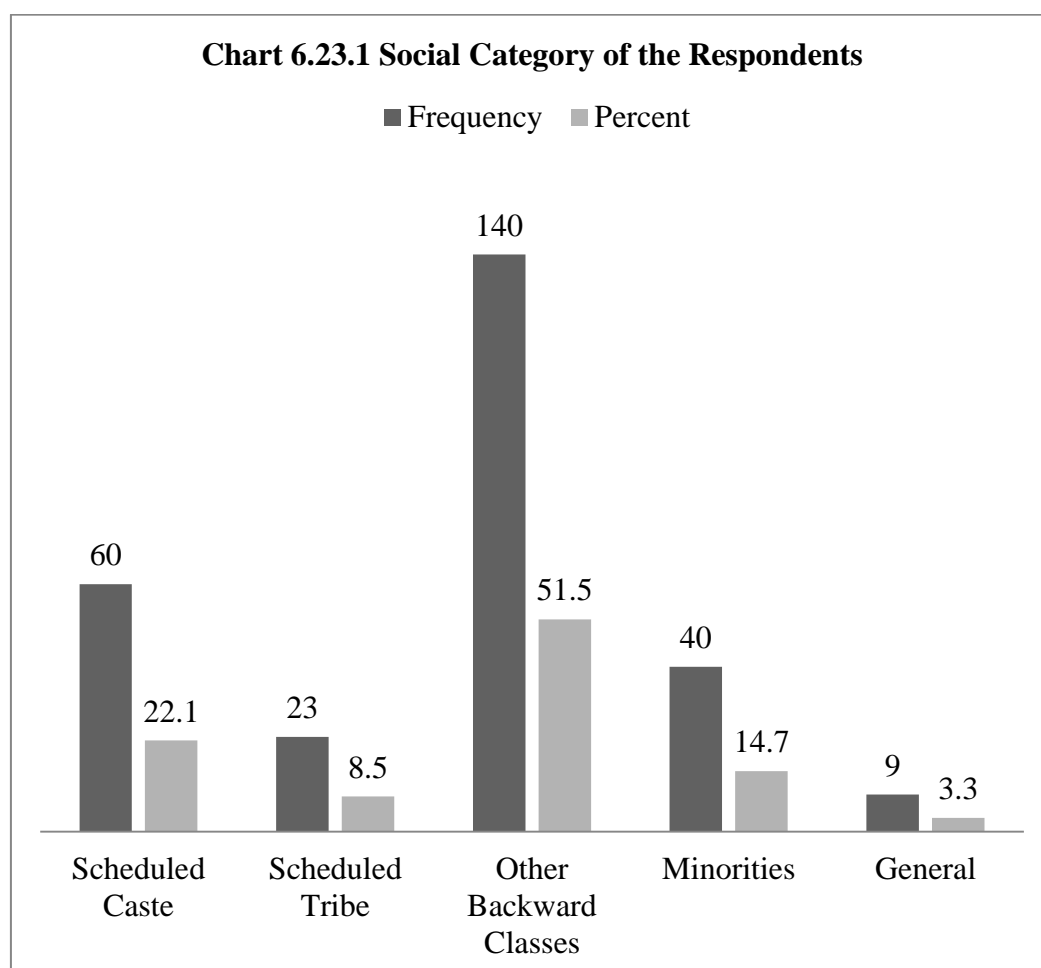
The above table and chart stipulates frequency and percentage distribution in terms of mother tongue of the Respondents. Result shows that out of 272 samples large number of the respondents use Kannada language as their mother tongue in the family (160) followed by Urdu (32) and Tamil (29) Language.

<b>Religion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Hindu	232	85.3	85.3	85.3
Christian	5	1.8	1.8	87.1
Muslim	34	12.5	12.5	99.6
Other Religion	1	0.4	0.4	100
Total	272	100	100	



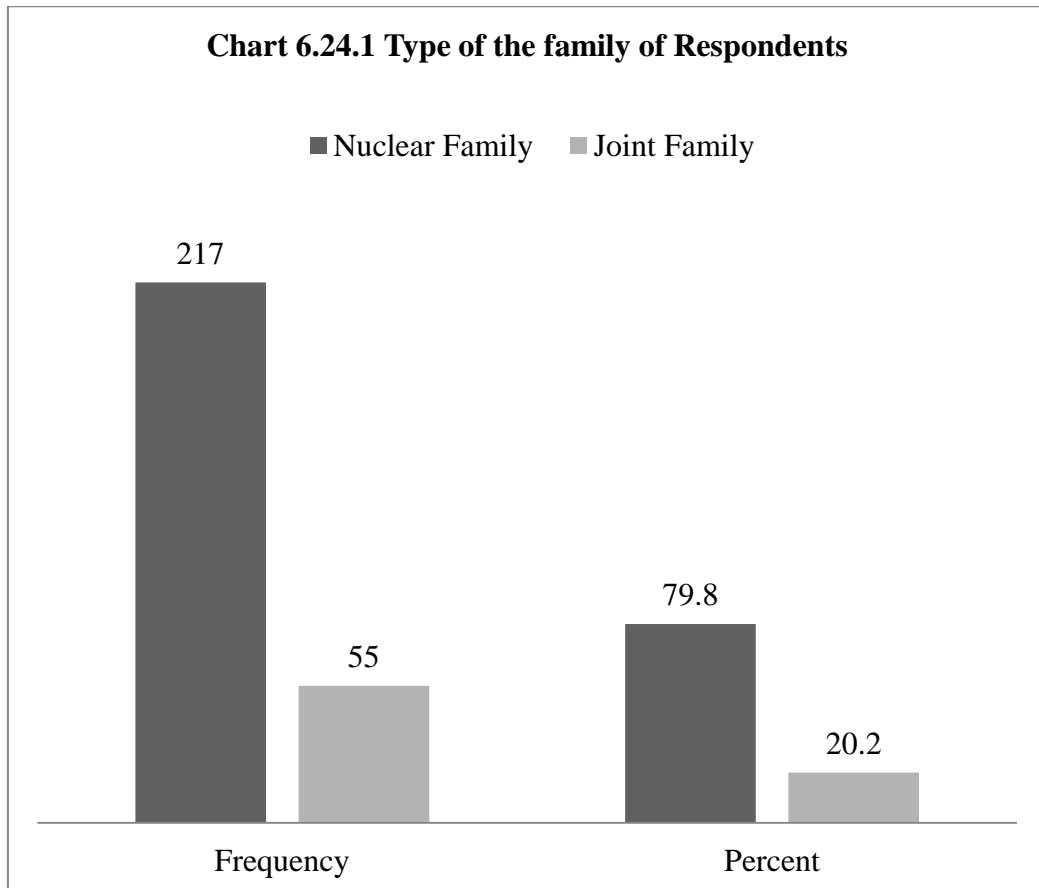
The above table and chart postulates frequency and percentage distribution concerning religion of the respondents. Statistics notice that large proportion of the respondents are belong to Hindu Religion (85%) followed by Muslim/ Islamic Religion (13%).

<b>Social Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Scheduled Caste	60	22.1	22.1	22.1
Scheduled Tribe	23	8.5	8.5	30.5
Other Backward Classes	140	51.5	51.5	82
Minorities	40	14.7	14.7	96.7
General	9	3.3	3.3	100
Total	272	100	100	



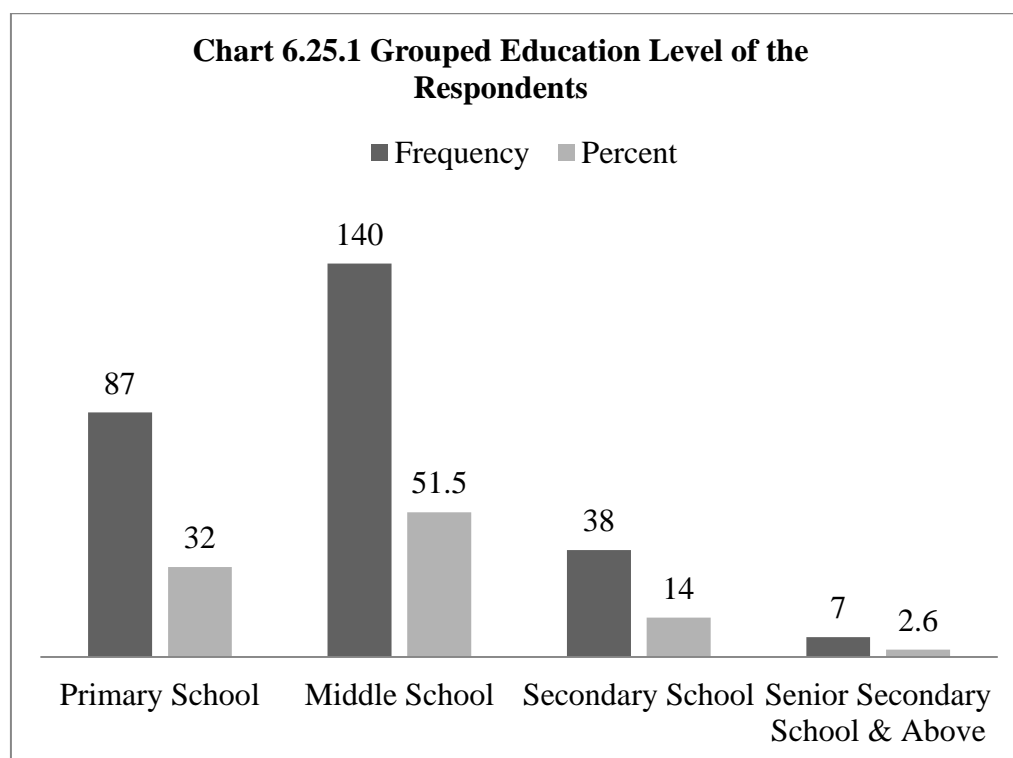
The above table and chart presents frequency and percentage distribution relating to the Social Category of respondents. Data claims that large share of the respondents are from Other Backward Class (52%) social category followed by Scheduled Castes (22%) and Minorities (15%).

<b>Type of the family</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Nuclear Family	217	79.8	79.8	79.8
Joint Family	55	20.2	20.2	100
Total	272	100	100	



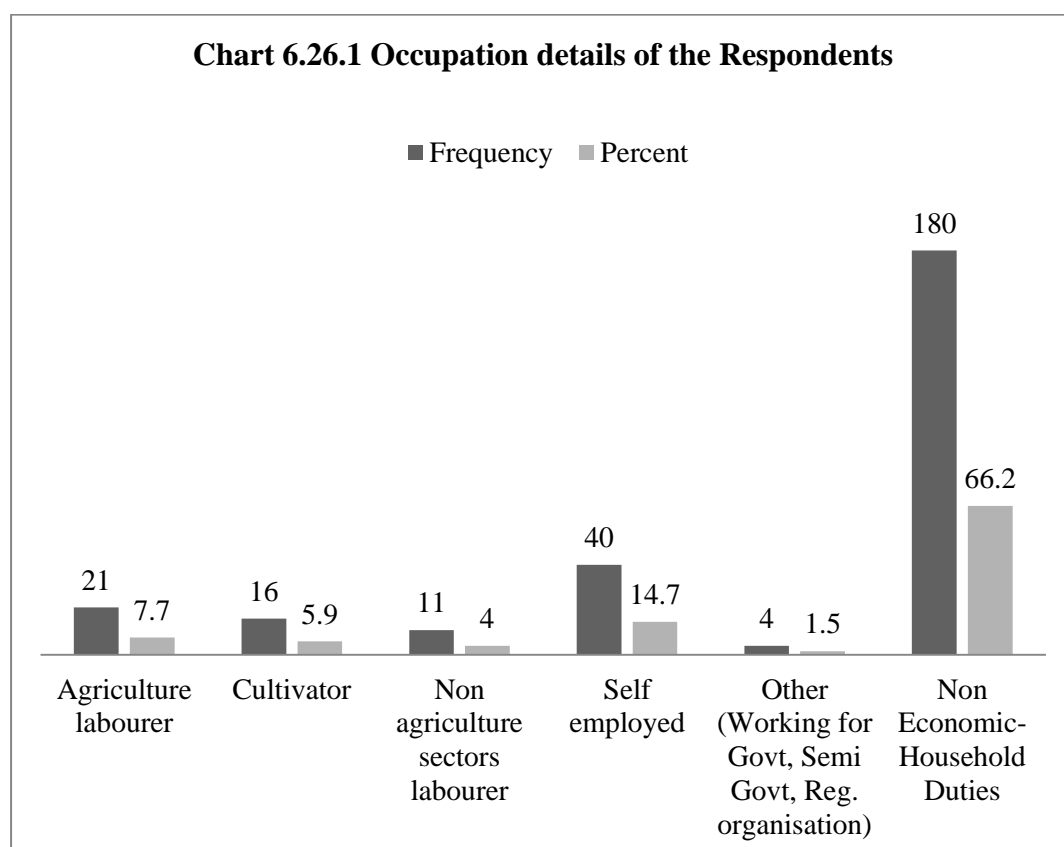
The above table and chart provides frequency and percentage distribution regarding type of the family of Respondents. Data reveals that great proportions of respondents are from nuclear family (80%).

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Primary School	87	32	32	32
Middle School	140	51.5	51.5	83.5
Secondary School	38	14	14	97.4
Senior Secondary School & Above	7	2.6	2.6	100
Total	272	100	100	



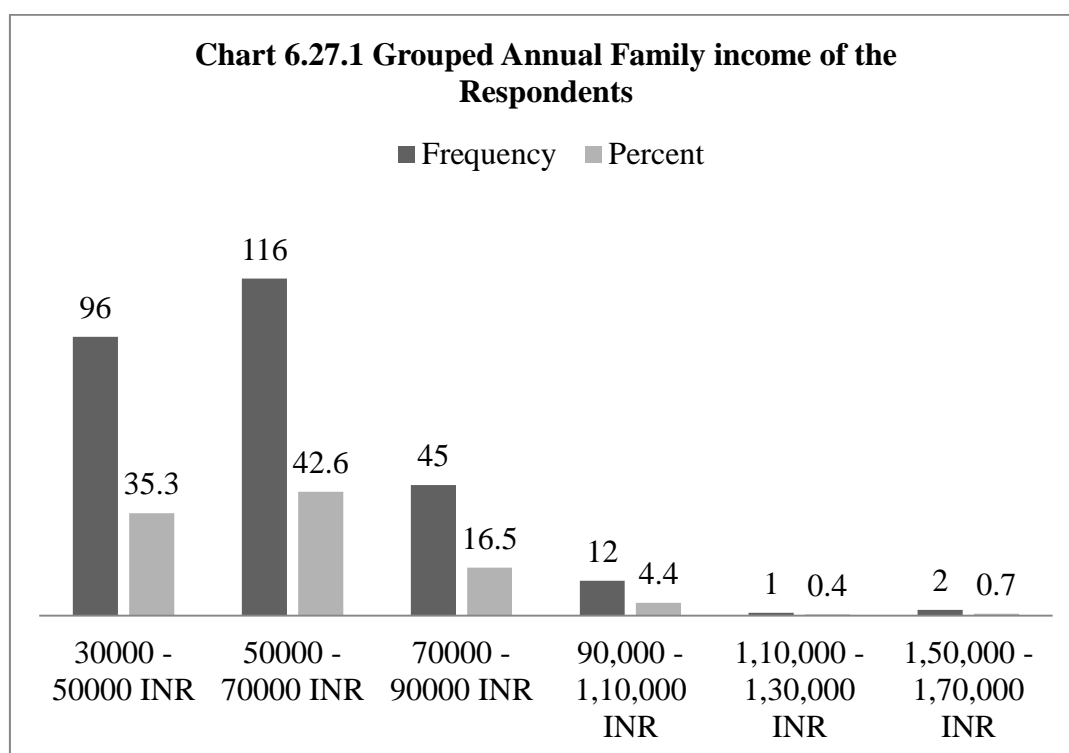
The above table and chart arranged frequency and percentage distribution with regard to education level of the Respondents. Result indicates that most of the respondents are from middle school education background (52%) followed by primary school education (32%).

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Agriculture labourer	21	7.7	7.7	7.7
Cultivator	16	5.9	5.9	13.6
Non agriculture sectors labourer	11	4	4	17.6
Self employed	40	14.7	14.7	32.4
Other (Working for Govt, Semi Govt, Reg. organisation)	4	1.5	1.5	33.8
Non-Economic Household Duties	180	66.2	66.2	100
Total	272	100	100	



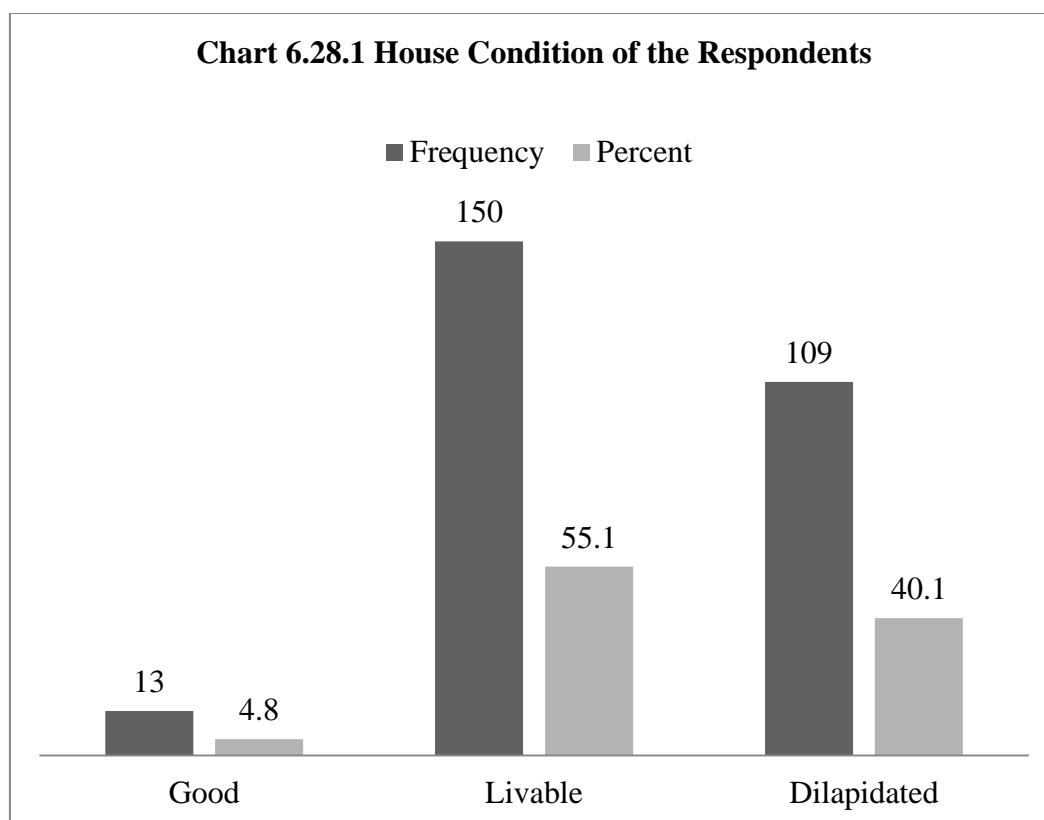
The above table and chart prepared frequency and percentage distribution for occupation details of the Respondents. Outcome of the data analysis reveals that majority of respondents are engaged in non-economic household duties (66%). As mentioned earlier they are mothers of the children (runaway).

<b>Grouped Income-INR</b> <i>(Indian National Rupee)</i>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
30000 - 50000 INR	96	35.3	35.3	35.3
50000 - 70000 INR	116	42.6	42.6	77.9
70000 - 90000 INR	45	16.5	16.5	94.5
90,000 - 1,10,000 INR	12	4.4	4.4	98.9
1,10,000 - 1,30,000 INR	1	0.4	0.4	99.3
1,50,000 - 1,70,000 INR	2	0.7	0.7	100
<b>Total</b>	<b>272</b>	<b>100</b>	<b>100</b>	



The above table and chart reported frequency and percentage distribution considering annual income of the family of Respondents. The result reveals that most of the respondents are from the family of getting income of 50000 through 70000 rupees (43%), followed by 30000 through 50000 rupees (35%) and 70000 through 90000 rupees (17%).

House Condition	Frequency	Percent	Valid Percent	Cumulative Percent
Good	13	4.8	4.8	4.8
Livable	150	55.1	55.1	59.9
Dilapidated	109	40.1	40.1	100
<b>Total</b>	<b>272</b>	<b>100</b>	<b>100</b>	



The above table and chart conveyed frequency and percentage distribution focusing house condition of the Respondents. The data confirms that more than half of the total respondents inhabit in livable house condition (55%) followed by residing in dilapidated house condition (40%).

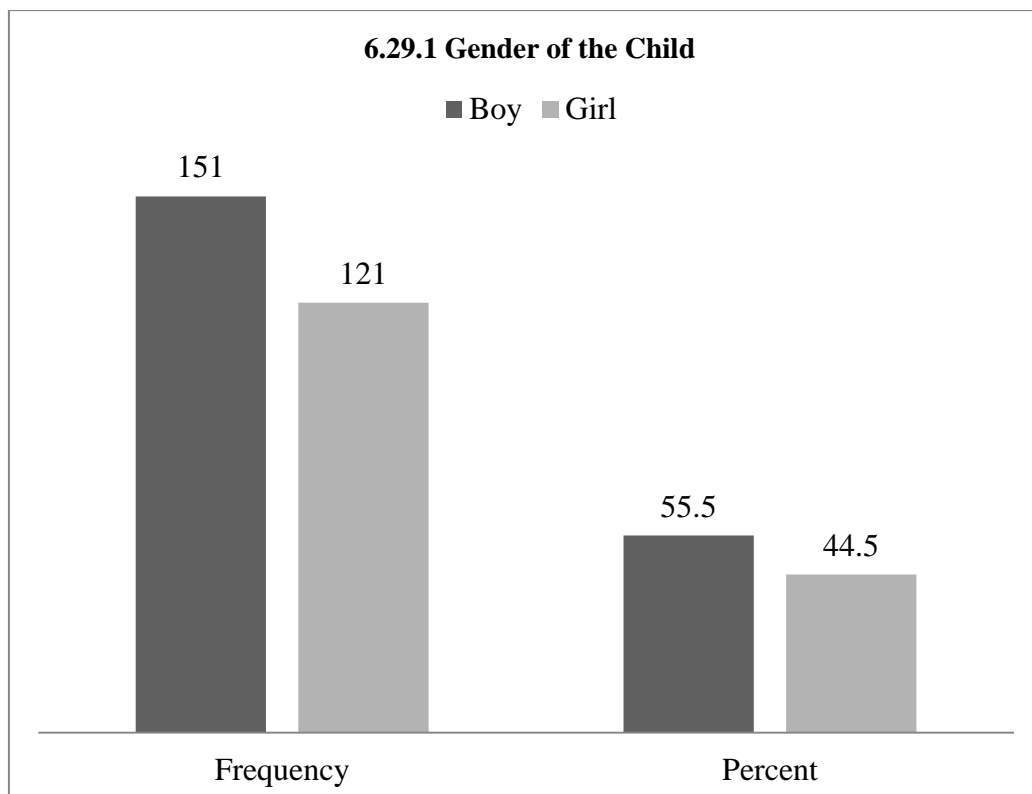


## PROFILE OF THE UNIT OF ANALYSIS

This section presents the profile of units of analysis of present research based on the results of data analysis performed using Statistical Package for social scientists (SPSS) Version 23 statistics processor. The unit of analysis of present research is individual runaway category missing child reported to police authority below the age of 18 years in Shivamogga District of Karnataka State. Primary data regarding these children were collected from 272 Primary Caregivers of these children. The present research covered unit of both Boy and Girl children from both rural and urban residence. Personal Profile, Education background and health history of the unit of analysis are arranged with statistical tables as mentioned below with bar charts and brief interpretation.

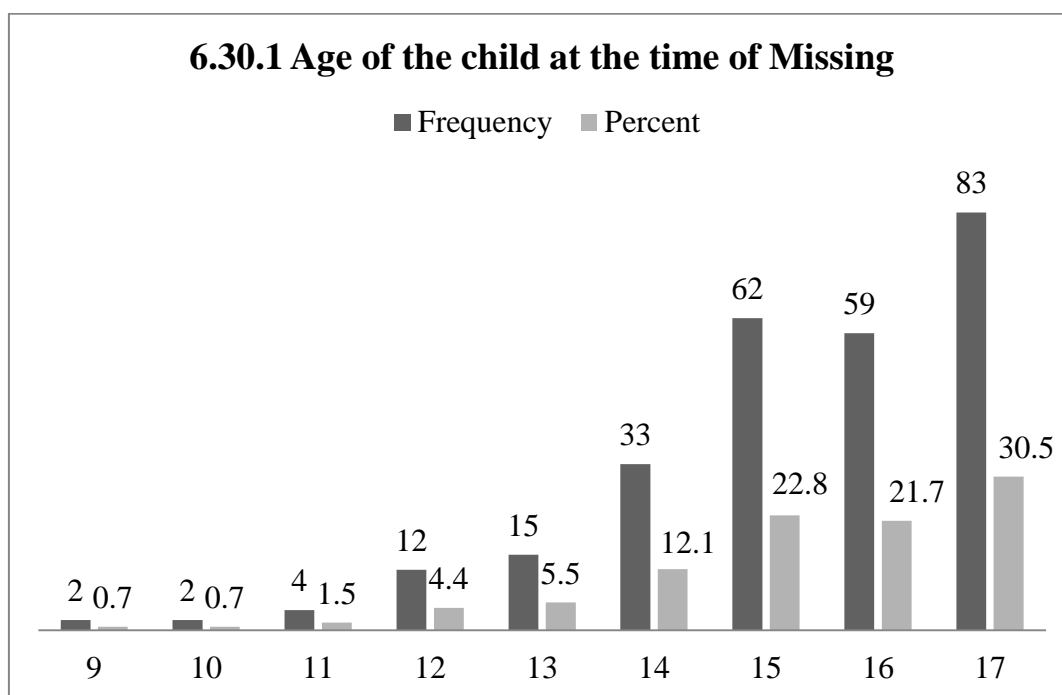
- Table 6.29 Gender of the Child
- Table 6.30 Age of the child at the time of Missing
- Table 6.31 Education of the child when missing
- Table 6.32 Type of School where child was studying at the time of missing
- Table 6.33 Status of School Going
- Table 6.34 Language Medium of instruction in the school of Child
- Table 6.35 History of drop-out from school before child go missing
- Table 6.36 Issues with basic needs of the child before missing
- Table 6.37 History of harmful substance use by the child
- Table 6.38 Unpleasant event experienced by child before runaway

<b>6.29 Gender of the Child</b>				
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Boy	151	55.5	55.5	55.5
Girl	121	44.5	44.5	100
Total	272	100	100	



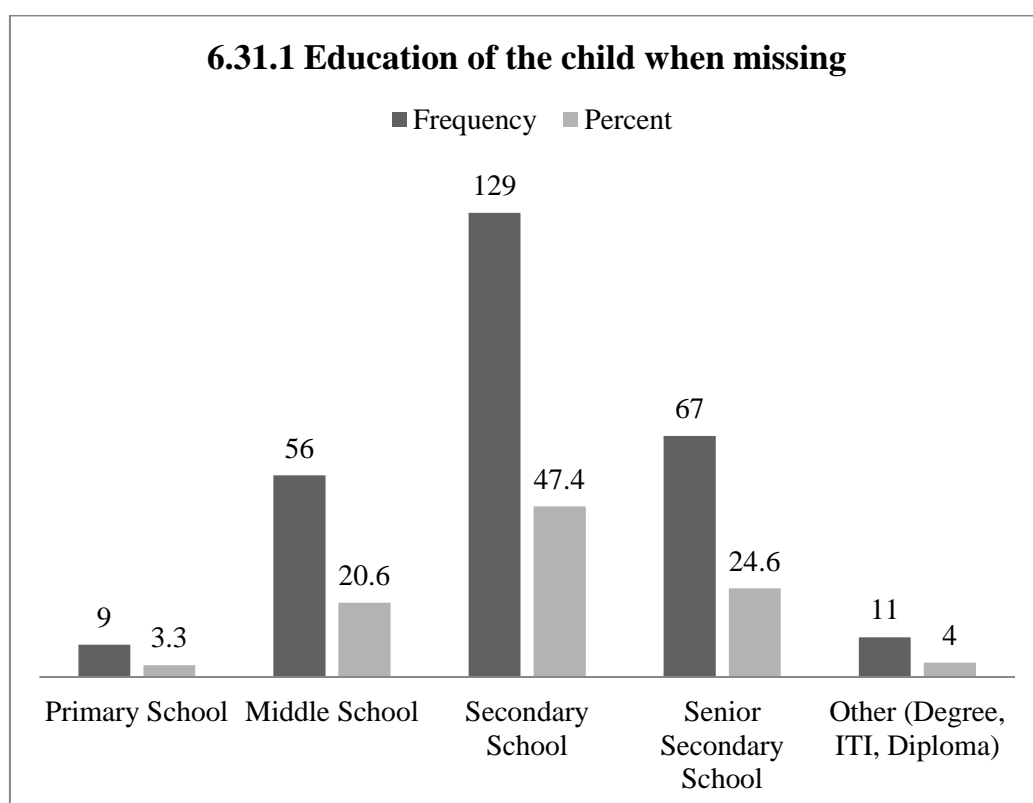
The above table and chart arranged frequency and percentage distribution in relation to Gender of the Child. Many children those who have presented the history of runaway incidence were boys (55.5%) than girls (44.5%). However this numerical figure indicates both boys and girls equally having trend of runaway from home.

6.30 Age of the child at the time of Missing				
Age	Frequency	Percent	Valid Percent	Cumulative Percent
9	2	0.7	0.7	0.7
10	2	0.7	0.7	1.5
11	4	1.5	1.5	2.9
12	12	4.4	4.4	7.4
13	15	5.5	5.5	12.9
14	33	12.1	12.1	25
15	62	22.8	22.8	47.8
16	59	21.7	21.7	69.5
17	83	30.5	30.5	100
Total	272	100	100	



The above table and chart presents frequency and percentage distribution with regard to Age of the child at the time of Missing. Age of these children were started from 9 through 17 years, this age group mainly comprises puberty period in both boys and girls. The largest age segment of these children was 17 years (30.5 %) followed by age 15 (22.8%), age 16 (21.7%), and age 14 (12.1%). The above chart also indicates that as the age of child increases possibility of runaway event also upturn.

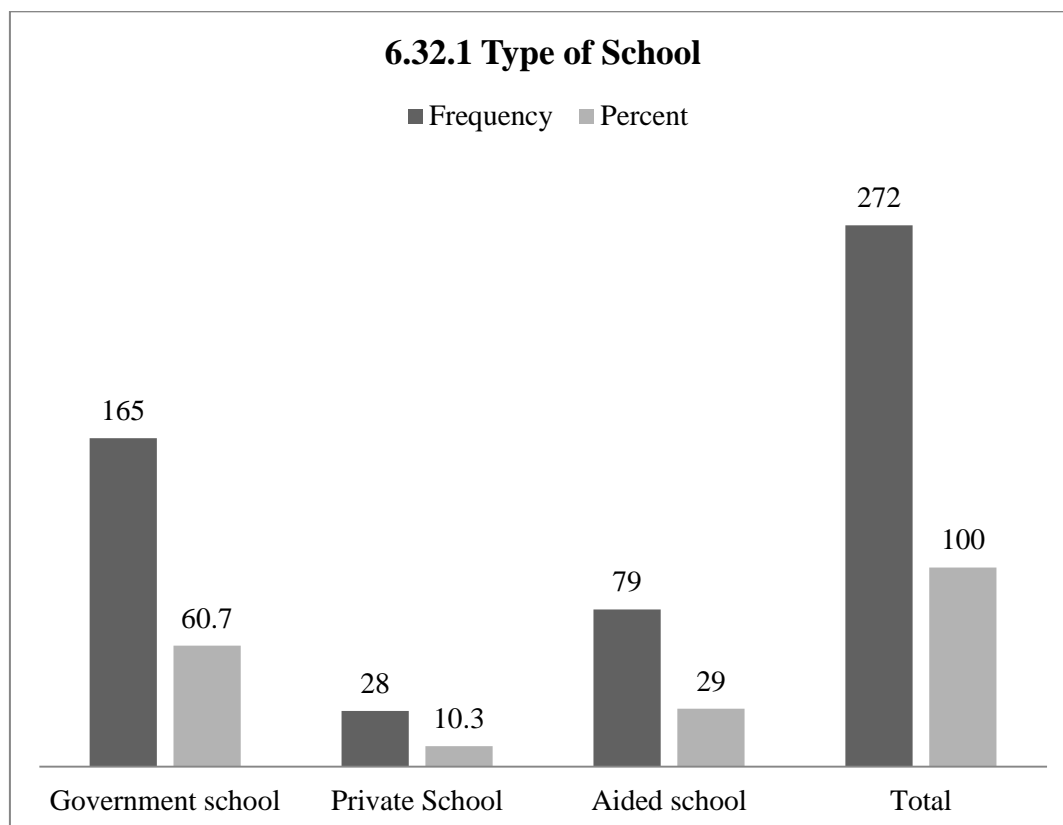
6.31 Education of the child when missing				
Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
Primary School	9	3.3	3.3	3.3
Middle School	56	20.6	20.6	23.9
Secondary School	129	47.4	47.4	71.3
Senior Secondary School	67	24.6	24.6	96
Other (Degree, ITI, Diploma)	11	4	4	100
Total	272	100	100	



The above table and chart presents frequency and percentage distribution regarding Education background of the child at the time of runaway from family home. Most of them were studying in secondary school (47.4%) when they left home followed by when studying in senior secondary school (24.6%) and middle school (20.6%). This result suggests that children studying in 6<sup>th</sup> through 12<sup>th</sup> standard are more likely to runaway from home than other level of education.

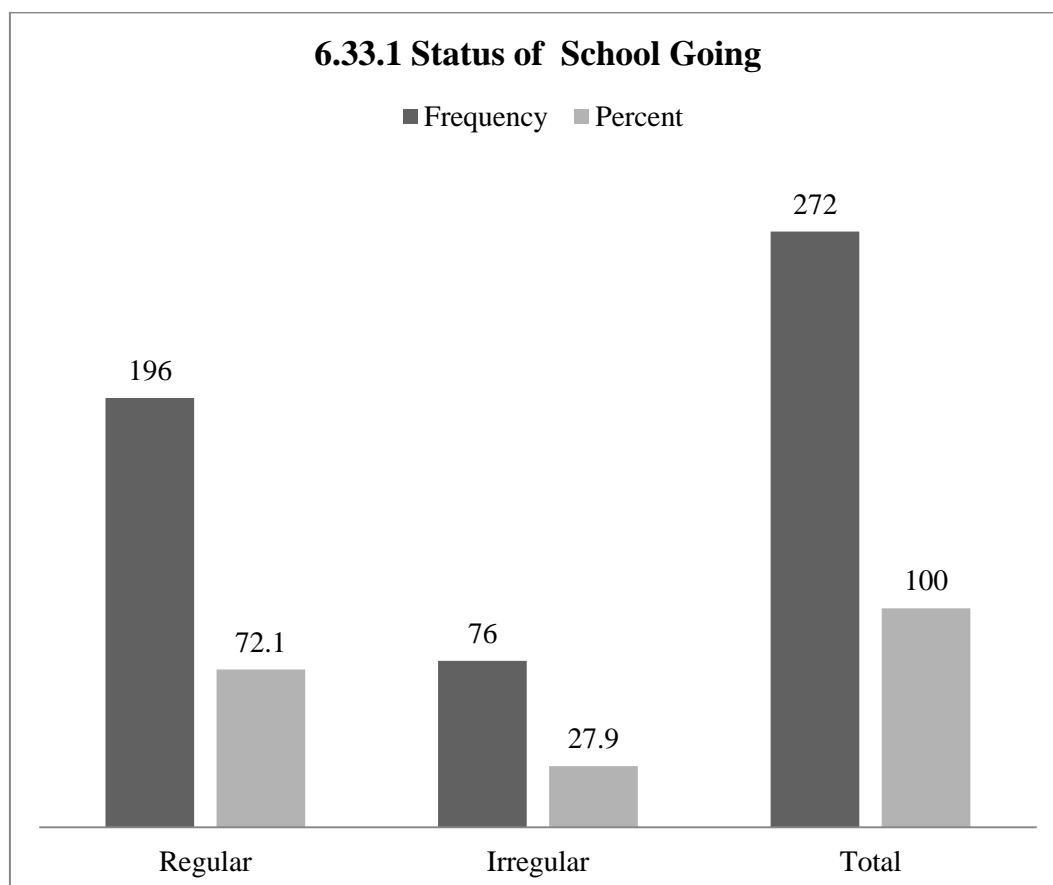
**6.32 Type of School where the child was studying at the time of missing**

Type of School	Frequency	Percent	Valid Percent	Cumulative Percent
Government school	165	60.7	60.7	60.7
Private School	28	10.3	10.3	71
Aided school	79	29	29	100
Total	272	100	100	



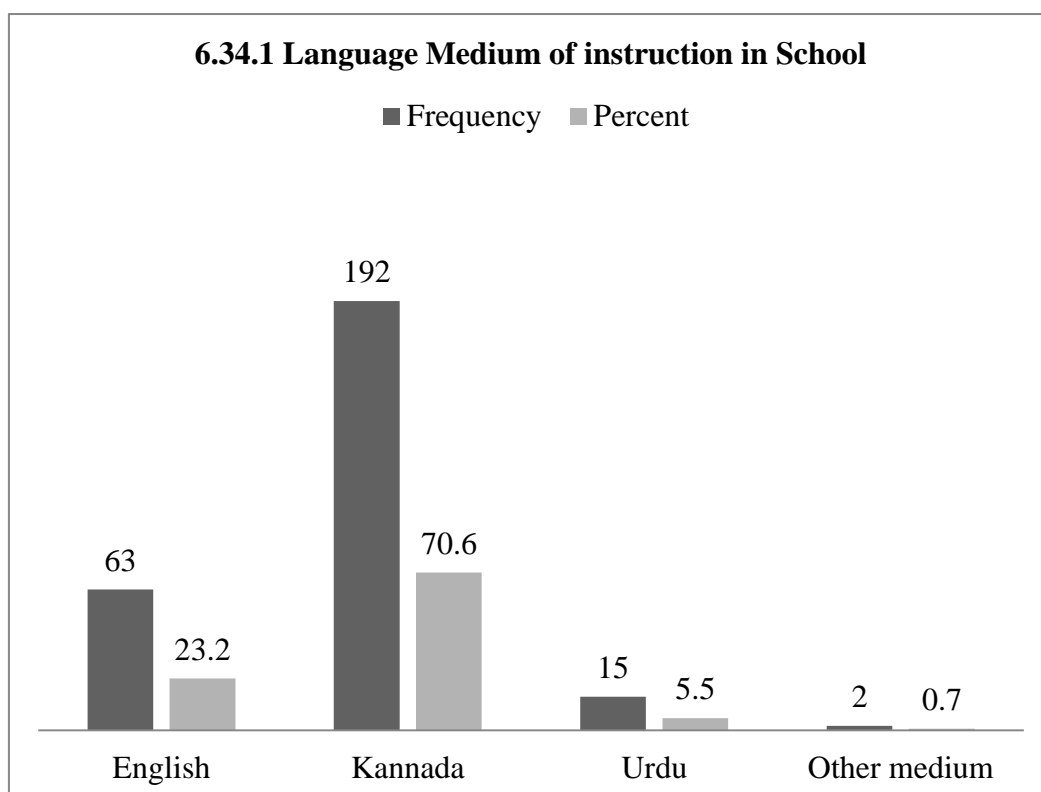
The above table and chart reveals frequency and percentage distribution about type of school where children with runaway history were studying. Results shows majority of the children were studying in government school system (60%) followed by aided school (29%) and private school (10.3%). This finding concludes that children from government school background are more at risk of runaway episodes than from other type of school system.

<b>6.33 Status of School Going</b>				
<b>Attending school</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Regular	196	72.1	72.1	72.1
Irregular	76	27.9	27.9	100
Total	272	100	100	



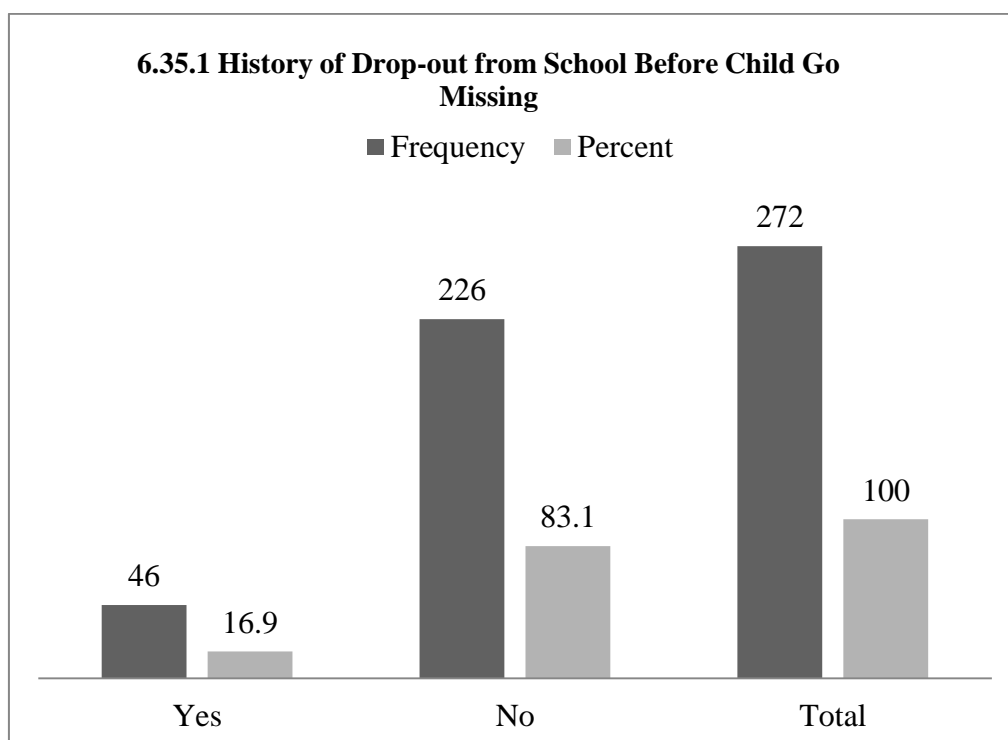
The above table and chart discloses frequency and percentage distribution of the status of school going of children. Most of the children having history of runaway were going to school regularly (72.1%). This result specifies that children who are irregular are less likely to runaway from home.

<b>6.34 Language Medium of instruction in the school of Child</b>				
<b>Instruction Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
English	63	23.2	23.2	23.2
Kannada	192	70.6	70.6	93.8
Urdu	15	5.5	5.5	99.3
Other medium	2	0.7	0.7	100
Total	272	100	100	



The above table and chart provides frequency and percentage distribution in relation to Language Medium of instruction in the school where Children were studying. Many children having history of runaway incidence were studying in the schools where Kannada language was medium of instruction in classes (70.6%) than other language.

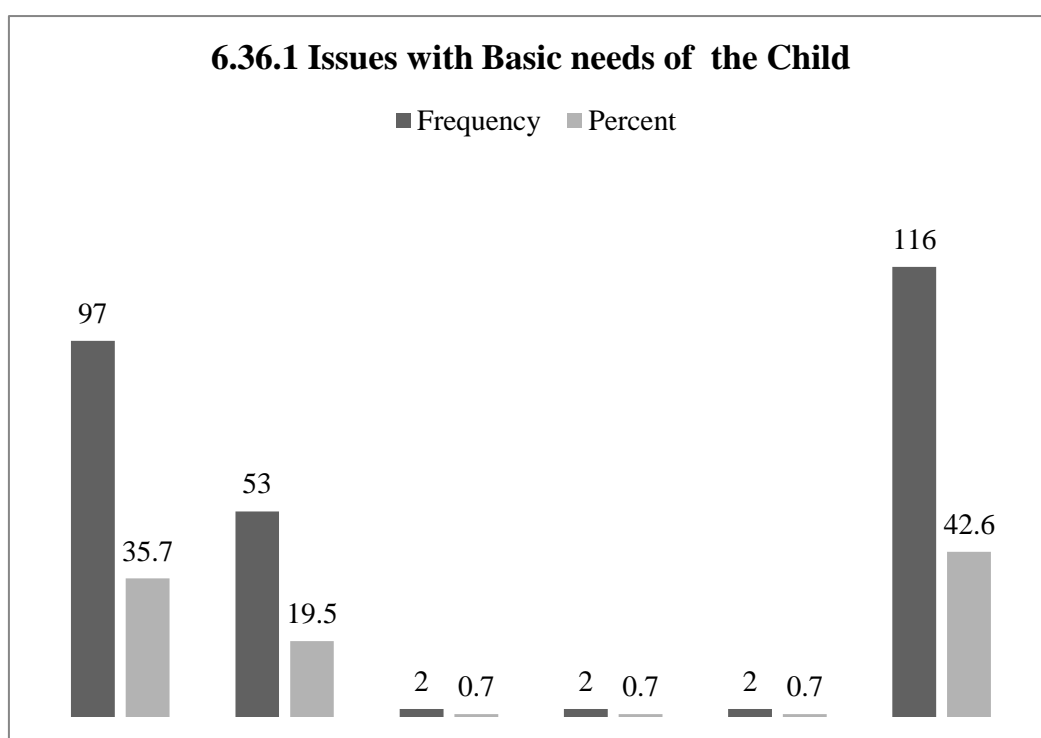
<b>6.35 History of drop-out from school before child go missing</b>				
<b>H/o Drop Out</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	46	16.9	16.9	16.9
No	226	83.1	83.1	100
Total	272	100	100	



The above table and chart provides frequency and percentage distribution with regard to history of drop-out from school before child goes away from home. Surprisingly many children were attending school (83.1%) before runaway from home and less numbers of children were presented history of dropped out from school (16.9%).

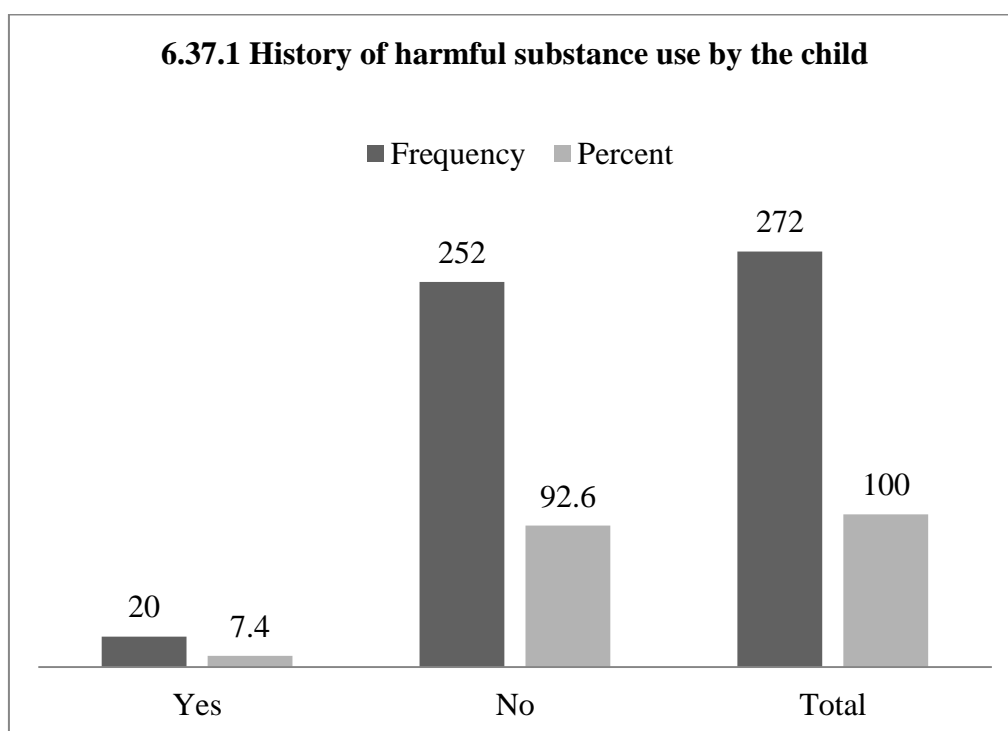


<b>6.36 Issues with basic needs of the child before missing</b>				
<b>Issues with Basic needs</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Good / Livable house	97	35.7	35.7	35.7
Parental care and protection	53	19.5	19.5	55.1
Safe Drinking water	2	0.7	0.7	55.9
Play things	2	0.7	0.7	56.6
Medical treatment	2	0.7	0.7	57.4
No Lacking	116	42.6	42.6	100
Total	272	100	100	



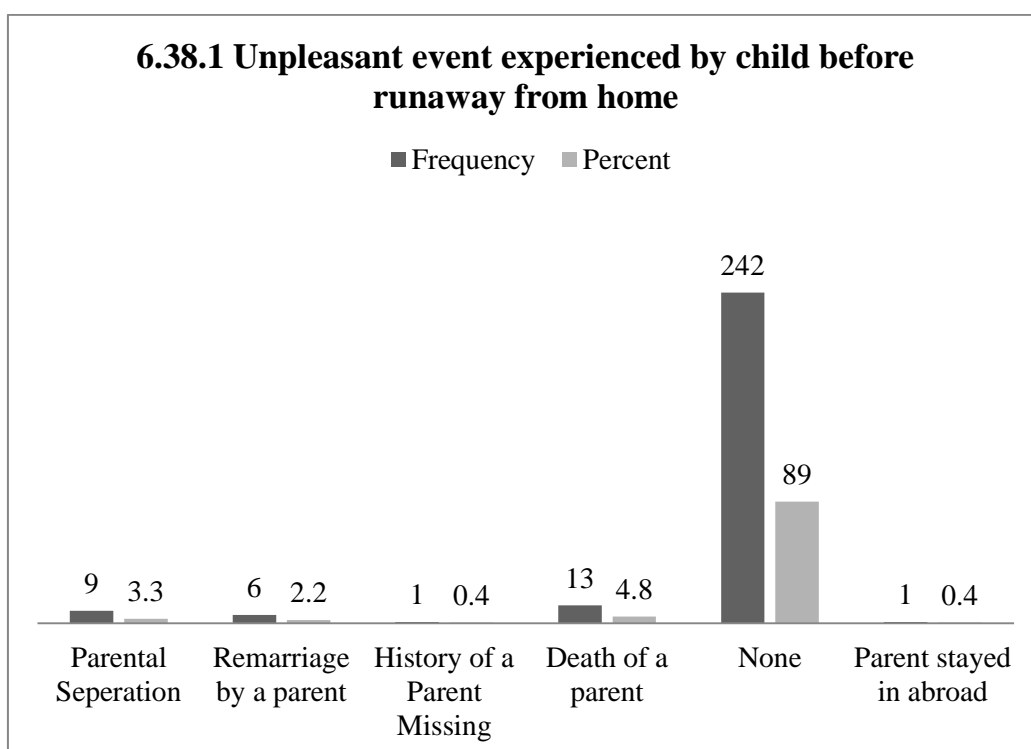
The above table and chart offers frequency and percentage distribution regarding issues with basic needs of the child before runaway from home. Results showed that many children (57%) were brought up in the family where issues with basic needs were present. Many respondents reported issues with good / livable houses conditioned (35.7%) followed by lack of parental care and protection (19.5%). Remaining 42.6% of the children were able to access basic needs.

<b>6.37 History of harmful substance use by the child</b>				
<b>Status of harmful substance use</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	20	7.4	7.4	7.4
No	252	92.6	92.6	100
Total	272	100	100	



The above table and chart shows frequency and percentage distribution with regard to history of harmful substance use by the child before runaway. Status of health issues of children indicates that many children were free from harmful substance use.

<b>6.38 Unpleasant event experienced by child before runaway from home</b>				
<b>Events held</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Parental Separation	9	3.3	3.3	3.3
Remarriage by a parent	6	2.2	2.2	5.5
History of a Parent Missing	1	0.4	0.4	5.9
Death of a parent	13	4.8	4.8	10.7
None	242	89	89	99.6
Parent stayed in abroad	1	0.4	0.4	100
Total	272	100	100	



The above table and chart portrays frequency and percentage distribution in relation to unpleasant event experienced by child before runaway from home. Result shows that many children were free from the experience of unpleasant event in the family. Among the respondents those who reported unpleasant events in family have told death incidence of a parent with majority of cases (5%).

## CONCLUSION

The Profiles of respondents based on the primary data revealed that majority of the study subjects are from age group of 40 through 45 years; most of the respondents are Female than male; majority of the respondents relationship with the children was mother; many respondents are from Urban Residence or Community background; most of them are from Shivamogga Taluk/ Block; large number of the respondents use Kannada language as their mother tongue in the family; most of them are from Hindu Religion; that large share of the respondents are from Other Backward Class; great proportions of respondents are from nuclear family; most of the respondents are from middle school education background; majority of respondents are engaged in non-economic household duties; most of the respondents are from the family of getting income of 50000 through 70000 rupees; more than half of the total respondents inhabit in livable house condition.

The Profiles of unit of analysis based on the primary data discovered that many children those who have presented the history of runaway incidence were boys than girls; The largest age segment of the runaway children was 17 years; Most of them were studying in secondary school; when they left home, majority of the children were studying in government school system; Most of the children having history of runaway were going to school regularly; Many children having history of runaway incidence were studying in the schools where Kannada language was medium of instruction in classes; many children were attending school; many children (57%) were brought up in the family where issues with basic needs were present; Many respondents reported basic needs issues in relation to poor house condition, many children were free from harmful substance use; many children were free from the experience of unpleasant event in the family.

The next chapter 7 of this thesis recognizes Policies, Legislations and Programs concerning children and missing children in India.

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## *Chapter 7*

### **CAUSES OF RUNAWAY MISSING CHILDREN PHENOMENA**

This chapter presents the statistical results of primary data analysis in view of objectives of the present research. This chapter includes relevant statistics result tables, figures, interpretations and discussion. Primary caregivers of the children having history of runaway incidence were respondents of the present. Both qualitative and quantitative variables were measured and then responses were converted to numeric data through coding. Data processing ensured appropriate editing work with raw data. The present study analyzed quantitative data using Statistical Package for social scientists (SPSS) Version 23 statistics processor. Both descriptive and inferential statistics techniques were utilized by the researcher to analyze the quantitative data and draw the inferences. The outcomes of data analysis of the present research are arranged under following subtitles.

- Profile of the respondents and children
- Immediate situational factors of runaway incidence
- Pre-Incident Parenting practices of Primary Caregivers
- Pre-Incident Behavior of children in home environment
- Pre-Incident school adjustment of children
- Pre-Incident peer relationships of the children
- Conclusion

#### **PROFILE OF THE RESPONDENTS AND CHILDREN**

Individual characteristics play a vital role in family relationships and behavior they present. Bronfenbrenner's ecological system theory provides a detail analysis of environmental influences. This approach also agrees that a person's biologically influenced characteristics interact with environmental forces to shape development. In other words, the developing person is said to be at the center of and embedded in several environmental systems, ranging from immediate settings such as the family to more remote contexts such as the broader culture (Shaffer & Kipp, 2010).



**Table 7.1** Depicts the frequency distribution and proportion of respondents with regard to variables covered under Personal Profile and Family Background of the Respondents (Primary caregivers). Interpretations of the results are given below.

With regard to age of the respondents results confirmed that majority of the respondents fit into the age group of 40 through 45 years (58%) followed by 45-50 years (27.2%), 35-40 (11.0%), 50-55 (3.7%). Many respondents were parent mother (69.9%) compare to father (28.7%). Most of the households of the respondents are situated in urban community (57%) than rural (43%). Among 7 revenue taluks/ Blocks of Shivamogga District many respondents were from Shivamogga taluk (44.5%) followed by Bhadravathi (25.4%), Saagara (9.2%), Shikaripura (7.4%), Soraba (5.9%), Thirthalli (4.4), Hosanagara (3.3%) taluk.

Most of the respondent's origin state of family belongs to Karnataka state (83%) followed by Tamilnadu (10%), Andrapradesh (4.8%), Kerala (1.1%) and Other State (.7%). Many respondents' mother tongues of the families is Karnnada (58%) followed by Urdu language (11.8%), Tamil (10.7%), Lambani (7.4%), Telugu (6.6%), Marati (2.6%) and others (2.2%).

Most of the respondents belong to Hindu religion (85.3%) followed by Muslim religion (12%), Christian (1.8%) and other (.4%), largely they are from Other backward classes (OBCs) social category (51%) followed by scheduled castes (22%) and by scheduled tribal category (8.5%), Minorities (14.7%) and other (3.3%). Many respondents family type was nuclear family (79.8%) compare to joint family (20.2%). In most of the family father was head of the family (94.5%) than mother (4.4%). In many families 4 or 5 members were residing in family (98.9 %) including child having history of runaway (H/o Runaway) and most the children were (H/o runaway) living with at least one or two sibling (98.9%).

Table 7.1: Personal Profile &amp; Family Background of the Respondents

Variables	Freq uency (n=272)	Perce ntage (%)	Variables	Freq uency (n=272)	Perce ntage (%)
<b>Age of the respondents</b>			<b>Religion of the family</b>		
35-40	30	11.0	Hindu	232	85.3
40-45	158	58.1	Christian	5	1.8
45-50	74	27.2	Muslim	34	12.5
50-55	10	3.7	Other Religion	1	.4
<b>Respondent's relationship to child</b>			<b>Social Category of the family</b>		
Father	78	28.7	Scheduled Caste	60	22.1
Mother	190	69.9	Scheduled Tribe	23	8.5
Others	4	1.5	Other Backward Classes	140	51.5
<b>Type of the Community</b>			Minorities	40	14.7
Rural	117	43.0	Other	9	3.3
Urban	155	57.0	<b>Type of the family</b>		
<b>Name of the Taluk/ Block</b>			Nuclear Family	217	79.8
Shivamogga	121	44.5	Joint Family	55	20.2
Bhadravathi	69	25.4	<b>Head of the Family</b>		
Tirthahalli	12	4.4	Father	257	94.5
Saagara	25	9.2	Mother	12	4.4
Soraba	16	5.9	Others	3	1.1
Shikaripura	20	7.4	<b>Members in the family</b>		
Hosanagara	9	3.3	3 Members	1	.4
<b>Origin state of family</b>			4 Members	163	59.9
Karnataka	226	83.1	5 Members	106	39.0
Tamilnadu	28	10.3	6 Members	2	.7
Andrapradesh	13	4.8	<b>Number of Siblings to the child</b>		
Kerala	3	1.1	No sibling	1	.4
Other state	2	.7	One sibling	161	59.2
<b>Mother tongue of the family</b>			Two sibling	108	39.7
Kannada	160	58.8	Three sibling	2	.7
Tamil	29	10.7			
Telugu	18	6.6			
Urdu	32	11.8			
Lambani	20	7.4			
Marathi	7	2.6			
Other	6	2.2			

**Table 7.2** Reveals frequency distribution and proportion of the respondents with regard to variables covered under socio-economic background and housing amenities of the respondents.

Results showed that education level of many parent fathers was covered within middle school (51.5%) followed by secondary school (37%), senior secondary school (5.5%) and Primary school (4%), whereas education level of many parent mothers have covered within primary school (48.9%) followed by middle school (40.4%), secondary school (9.9%) and senior secondary school (.7%). Occupation of the parent father disclosed that most of them are self-employed in non-agriculture sector (44.9%) followed by working as cultivators (18.8%), agriculture labourers (17.6%), Non Agriculture workers (13.2%), and other (5.5%) working for Government departments, Semi Government and Registered organizations). Occupation of the parent mother disclosed that most of the mothers engaged in house hold duties 94.4% (which is purely non-economic activity including support to husband's occupation) followed by agriculture labourers (3%), and Non-Agriculture workers (1.5%). Total annual income of the family of many respondents fall in the income group of 50,000 to 70,000 rupees (42%) followed by 30000-50000 (35.3%), 70,000 – 90,000 (16.5%), 90,000 - 1, 10,000 (4.4%).

Results under housing details of the respondents revealed that many families still living in poor conditioned houses, means residing in only livable house condition (55.1%) and dilapidated houses (40.1%) whereas very few residing in good condition houses (4.8%). Ownership of the house showed that many respondents owned poor conditioned houses (74.6%) followed by rented houses (25%). Many houses of the respondents include 2-3 rooms (66.5%) followed by single room (29.8%) and more than four rooms (3.3%). Main source of drinking water with many houses was tap (93%), with many houses location of drinking water available near the house premises (81.3), most of the houses having electricity supply (98.9%), Bathing facility of many houses available within house (69.9%), more than half of the total households not having good latrine facility (50.4%), nearly half of the total households not having good kitchen facilities (47.8%). But many household having access to LPG cylinder (75.7%) but still others (24.3%) do not have LPG. Interestingly many families

possessed television (83.5%) and mobile phones (92.3%), but not possessed computer or laptop (94.5%) for their children or own use.

Posner and Johnson's study also found that young people who run away from their family home are from low socio economic background. Posner's study specifies that a majority of runaway are from low socio economic background. Posner also states that disadvantaged families suffer with more stress related with a lack of resources, which enhances more stress to the family environment (Morewitz, 2016).

Thompson and Pillai's study revealed that runaway youth are from families who were struggling with different complex social issues such as poverty, homelessness, partner violence, substance abuse, and mental disorders. These authors also found that children and adolescents are particularly susceptible group who react to their families' difficult social problems by runaway from home (as cited in Morewitz, 2016).

Luthar's work also confirmed that youth from lower socio economic background are at increased risk of running away than the youth from higher socio economic background (as cited in Morewitz, 2016).

**Table 7.2 Socio-Economic Background & Housing Amenities of the Respondents**

Variables	Frequency (n=272)	Percentage (%)	Variables	Frequency (n=272)	Percentage (%)
<b>Socio-Economic Background</b>			<b>Housing Amenities</b>		
<b>Education level of Father</b>			<b>Location of Drinking water</b>		
Primary School	11	4.0	Within premises	16	5.9
Middle School	140	51.5	Near premises	221	81.3
Secondary School	102	37.5	Away from premises	35	12.9
Senior Secondary	15	5.5			
Other	4	1.5	<b>Source of lighting</b>		
<b>Education level of Mother</b>			Electricity	269	98.9
Primary School	133	48.9	Kerosene	3	1.1
Middle School	110	40.4	<b>Bathing facility in House</b>		
Secondary School	27	9.9	Inside of house	190	69.9
Senior Secondary	2	.7	Outside of house	79	29.0
<b>Father Occupation</b>			Outside without roof	3	1.1
Agriculture labourer	48	17.6	<b>Latrine facility in House</b>		
Cultivator	51	18.8	Within premises Good facility	83	30.5
Non agriculture labourer	36	13.2	Within premises No Good facility	47	17.3
Self employed	122	44.9	Away from premises Good facility	52	19.1
Other	15	5.5	Away from premises No Good facility	90	33.1
<b>Mother Occupation</b>			<b>Kitchen facility of House</b>		
House hold duties	258	94.9	Inside house - Good facility	142	52.2
Agricultural Labourer	10	3.7	Inside house-No Good facility	126	46.3
Non Agricultural worker	4	1.5	Outside of house without Good facility	4	1.5
<b>Annual income of family in INR</b>			<b>Type of fuel used for cooking</b>		
30,000 – 50,000	96	35.3	Fire wood	60	22.1
50,000 – 70,000	116	42.6	Kerosene	6	2.2
70,000 – 90,000	45	16.5	LPG/ cylinder	206	75.7
90,000 - 1,10,000	12	4.4	<b>Television availability</b>		
1,10,000 - 1,30,000	1	.4	Yes	227	83.5
1,50,000 - 1,70,000	2	.7	No	45	16.5
<b>Housing Amenities (Continued...)</b>			<b>Phone availability</b>		
<b>House Condition</b>			Landline phone	5	1.8
Good	13	4.8	Mobile phone	251	92.3
Livable	150	55.1	Both	5	1.8
Dilapidated	109	40.1	No Phone	11	4.0
<b>Ownership status of house</b>			<b>Computer/Laptop availability</b>		
Owned	203	74.6	With Internet facility	4	1.5
Rent	68	25.0	Without Internet facility	11	4.0
Tent	1	.4	No computer	257	94.5
<b>No. of Exclusive Rooms</b>			<b>Source of Drinking Water</b>		
No exclusive rooms	1	.4	Tap	253	93.0
Single room	81	29.8	Well	17	6.3
Two or Three rooms	181	66.5	Other	2	.7
Four or more rooms	9	3.3			

**Table 7.3** shows the frequency distribution and proportion of the parents and children with regard to variables covered under Pre-incident history of the Child and Family Health.

Status of the parents' health revealed that most of the parents were free from health issues (60%). But among parents those who reported health issues are mainly mothers (25.7%) than parent fathers (14%). Among parents those who were living with certain health issues mainly reported chronic illness or diseases (37.5%) than other type of issues and nearly 60% of them were free from health issues.

Status of harmful substance usage by the parents disclosed that majority of the parent fathers were using harmful substances (87.5 %) and many of them (36.8%) were using multiple substances (alcohol, cigarette and tobacco) followed by only alcohol (31.6%), only cigarette smoking (12.5%) and only tobacco (7%). Of the total respondents only 12.1% parents were free from harmful substance usage.

Status of access to basic needs by the children (H/o runaway) during their childhood showed that many children (57%) were brought up in the family where lacks of basic needs were present. Many respondents reported issues good/livable conditioned houses (35.7%) followed by lack of parental care and protection (19.5%). Only 42.6% of the children were able to access basic needs.

Status of health issues of children (H/o runaway) indicates that many children were free from health issues or disability conditions (98.2%), harmful substance usage (92.6%) and unpleasant major family events (89%). But still importantly 2% of the children were living with certain health issues, nearly 8% of them were using harmful substances and 11% of the tem were experienced unpleasant family events before missing.

Chen et al.; Moffitt; Patterson and Yoerger's investigation also explored that Youth with conduct disorder are frequently raised by single parent families who often have low socio economic status (as cited in Morewitz, 2016). Thompson and Pillai research also traced that runaway youth from low socio economic status, are at more risk of developing physical health issues and they more likely to suffer malnutrition than upper socio economic status youth (as cited in Morewitz, 2016).

Table 7.3 Pre-incident History of the Child and Family Health

Variables	Frequency (n=272)	Percentage (%)	Variables	Frequency (n=272)	Percentage (%)
<b>Status of health issues of the parents</b>			<b>Status of health issues of children</b>		
Yes for father only	38	14.0	Yes	5	1.8
Yes for mother only	70	25.7	No	267	98.2
Yes for both parents	1	.4			
None of the parents	163	59.9			
<b>Type of Disability or major health issues associated with parents</b>			<b>Type of major health issues associated with children</b>		
For None	163	59.9	Question Not applicable	267	98.2
Visual impairment	1	.4	Inability in Movement	1	.4
Inability in Movement	5	1.8	Mental illness	3	1.1
Mental illness	1	.4	Chronic illness/ Diseases	1	.4
Chronic illness/ Diseases	102	37.5			
<b>Status of harmful substance used by the parents</b>			<b>Status of harmful substance used by Children</b>		
Yes-Only by Father	238	87.5	Yes	20	7.4
Yes by both parents	1	.4	No	252	92.6
For none	33	12.1			
<b>Type of harmful substances used by Parents</b>			<b>Type of harmful substance used by children</b>		
None	33	12.1	Question Not Applicable	252	92.6
Alcohol	86	31.6	cigarette/ Smoking	8	2.9
Cigarette/ Smoking	34	12.5	Multiple Substances	12	4.4
Tobacco/ Gutka	19	7.0			
Multiple Substances	100	36.8			
<b>Status of access to basic needs by the children</b>			<b>Unpleasant family events experienced by children before missing</b>		
Lack of good/ Livable house	97	35.7	Parents Separation	9	3.3
Parental care and protection	53	19.5	Remarriage by a parent	6	2.2
Safe Drinking water	2	.7	History of a Parent Missing	1	.4
Play things	2	.7	Death of a parent	13	4.8
Medical treatment	2	.7	Parents stayed away from child	1	.4
No lacking with basic needs	116	42.6	No unpleasant event experienced	242	89.0

**Table 7.4** Represents the frequency distribution and proportion of children with regard to variables comprised under Personal Profile and Pre-incident School education background of the children.

Many children those who have presented the history of runaway incidence were boys (55.5%) than girls (44.5%). Age of these children were started from 9 through 17 years, this age group mainly comprises puberty period in both boys and girls. The largest age segment of these children was 17 years (30.5 %) followed by age 15 (22.8%), age 16 (21.7%), and age 14 (12.1%).

School education Background of the children (H/o Runaway) showed that all of them were literate (100%), many of them were admitted to school after the age of 6 years (95.6%), most of the them were studying in secondary school (47.4%) when they left home followed by when studying in senior secondary school (24.6%) and middle school (20.6%). Importantly majority of the children were studying in government school system (60%) followed by aided school (29%) and private school (10.3%). Most of the children were going to school regularly (72.1%). Many children were studying in the schools where Kannada language was medium of instruction in classes (70.6%). Majority of the children have experienced frequent changes in their school admission (72.1%). Importantly 12.1% of the children skipped a grade in their schooling. Surprisingly many children left home when they were attending school (83.1%) and rest of the children presented history of dropped out from school (16.9%) before runaway from home. Among school drop-out children many were engaged with home based activities (8.8%) and going for income based works (6.3) before missing.

Age factor also contributes to runaway incidence of children and adolescents. Hammer et al also recognized that age factors may increase the risk of will run away from home episode of children and adolescents. The results of the NISMART study (National Incidence Studies of Missing, Abducted, and Runaway, and Thrown-away Children) showed that children ages 15 through 17 years accounted for two-thirds of the estimated runaway and throwaway episodes. With the 18 % of the runaway and throwaway incidents, the children's age was 13 years or younger. In a Runaway youth



project findings shows young people categorized as “endangered runaways” had an average of 15.7 years (as cited in Morewitz, 2016).

Gender factor also predict runaway incidence of children and adolescents. Hammer et al.’s data analysis of the NISMART (National Incidence Studies of Missing, Abducted, and Runaway, and Thrown-away Children) study outcome on runaway and throwaway incidents also found that girls did not have a higher likelihood of running away episode. As against in the Runaway youth project findings revealed that girls were almost twice as likely as boys to run away from family home (as cited in Morewitz, 2016).

Social category/ race or ethnicity factor also has association with runaway incidence of children and adolescents. For example, In Hammer et al.’s study, 66 percent of the estimated runaway/ throwaway incidents were involved among White young people. Black Non-Hispanic and Black Hispanic youth were accounted for 15 % and 14 % of the estimated occurrences, respectively. 5% of the incidents were involved with youth from other racial/ ethnic characteristics (as cited in Morewitz, 2016). The Runaway youth project findings revealed the different racial/ethnic features of runaway youths. According to these findings Whites comprised about 34 % of the runaways. Hispanics and African Americans each accounted about 31 % of the total sample of runaways. Asians made up about 2 %, and other racial/ethnic groups comprised 3 % of the study sample (as cited in Morewitz, 2016).

Residence of the family home of children (Geographical factors) also increases the probability of runaway incidence of children and adolescents. For an illustration In the Runaway youth project study about 45 % of the runaway children and adolescents were located in the south region, 20 % resided in the west, 13 % of resided in southwest region and 11 % resided in the Midwest. 8 % located in the north, and 5 % stayed in the eastern region (as cited in Morewitz, 2016).

Table 7.4

## Personal Profile and Pre-incident School Education Background of the Children

Variables	Frequency (n=272)	Percentage (%)	Variables	Frequency (n=272)	Percentage (%)
<b>Gender</b>			<b>Type of School where children were studying at the time of runaway</b>		
Boy	151	55.5	Government school	165	60.7
Girl	121	44.5	Private School	28	10.3
<b>Age when runaway from home</b>			Aided school	79	29.0
Age 9	2	.7	<b>Status of School Going</b>		
Age 10	2	.7	Regular	196	72.1
Age 11	4	1.5	Irregular	76	27.9
Age 12	12	4.4	<b>Medium of instructions in the school where children have studied</b>		
Age 13	15	5.5	English	63	23.2
Age 14	33	12.1	Kannada	192	70.6
Age 15	62	22.8	Urdu	15	5.5
Age 16	59	21.7	Other medium	2	.7
Age 17	83	30.5	<b>History of recurrent changes in school admission</b>		
<b>Status of the Literacy</b>			Yes	196	72.1
Literate	272	100.0	No	76	27.9
Illiterate	NIL	NIL	<b>Whether child held back/ skipped a grade in school Learning</b>		
<b>Status of Admission to Formal school</b>			Yes	33	12.1
Yes	272	100.0	No	239	87.9
No	NIL	NIL	<b>History of school drop-out / withdrawal/ Discontinuation</b>		
<b>Age when admitted to School</b>			Yes	46	16.9
Before age 6 year	12	4.4	No	226	83.1
After age 6 years	260	95.6	<b>Main activity of children after drop out/ Discontinuation from school</b>		
<b>Education level before runaway</b>			Preparation for next school exam	1	.4
Primary School	9	3.3	Going to skill training	2	.7
Middle School	56	20.6	Engaged in Home based activities	24	8.8
Secondary School	129	47.4	Working for income	17	6.3
Senior Secondary School	67	24.6	Wandering with friends/ Friends group	2	.7
Other (Degree, ITI, Diploma)	11	4.0	Going to School	226	83.1

**Table 7.5** Displays Descriptive Statistics i.e. Measures of Central Tendency and Spread of Scores with regard to quantitative variables such as Age, Education and Family Income of the Respondents and Children. Following are the results of data analysis.

The middle value (Median) of age of the respondents was 43.4 years (SD=3.57) ranged from 35 to 52 years and their age was non-normally distributed, with skewness of 0.36 (SE=0.14, Z value=2.4).

The middle value (Median) of age of the children at the time of missing was 16.0 years (SD=1.66) ranged from 9 to 17 years and their age was non-normally distributed, with skewness of -1.15 (SE=0.15, Z value=7.8).

The middle value (Median) of years of education completed by parent father was 8 years (SD=1.79) ranged from 3 to 16 years and the years of education was non-normally distributed, with skewness of 0.66 (SE= 0.15, Z value=4.4).

The middle value (Median) of years of education completed by parent mother was 6 years (SD=1.98) ranged from 3 to 16 years and the years of education was non-normally distributed, with skewness of 0.63 (SE= 0.15, Z value=4.3).

The middle value (Median) Annual Income was 50000 rupees (SD=17744.71) ranged from 30000 to 150000 rupees. Annual Income was non-normally distributed, with skewness of 1.73 (SE= 0.15, Z value=11.6).

The **Average (Mean)** years of education completed by the child was 9.65 (SD=2.03) ranged from 3 to 15 years. The years of education completed by the child was approximately **normally distributed**, with little skewness of -0.24 (SE= 0.15, Z value=1.64).

**Table 7.5 Measures of Central Tendency and Spread of Scores with regard to Age, Education and Family Income of the Respondents and Children**

Measures of Central Tendency and spread of scores (n=272)	Actual Age of the respondent	Age of the child when Missing	Years of Education completed by Father	Years of Education completed by Mother	Total Annual income of the family in Rupees	Years of education attained by the child before missing
<b>Mean</b>	43.43	15.32	8.38	5.87	54897.06	<b>9.65</b>
<b>Median</b>	<b>43.00</b>	<b>16.00</b>	<b>8.00</b>	<b>6.00</b>	<b>50000.00</b>	10.00
<b>Mode</b>	42	17	7	4	40000	10
<b>Standard Deviation (SD)</b>	3.576	1.663	1.791	1.986	17744.717	2.031
<b>Skewness</b>	.367	-1.155	.665	.637	71.729	-.244
<b>Standard Error (SE) of Skewness</b>	.148	.148	.148	.148	.148	.148
<b>Z - Value</b>	2.470	7.804	4.493	4.304	11.682	<b>1.648</b> <i>(Within +/- 1.96)</i>
<b>Range</b>	17	8	13	9	120000	12
<b>Minimum</b>	35	9	3	3	30000	3
<b>Maximum</b>	52	17	16	12	150000	15

**Reference for Best measure of central tendency**

Type of Variable	Best measure of central tendency
Interval/ Ratio (Not skewed)	Mean
Interval/ Ratio (Skewed)	Median

## IMMEDIATE SITUATIONAL FACTORS OF RUNAWAY INCIDENCE

**Table 7.6** Specifies the frequency distribution and proportion of children with regard to variable i.e. immediate Situational factors of runaway incidence of children

A total of 12 factors were identified to explore the immediate Situational factors of runaway incidence of children in the present study. In most of the cases children's involvement in romantic relationship/ interested in love marriage/ Refusal of parents towards romantic relationship or love marriage (25%) was major influencing factor for runaway episode, followed by Lack of interest in school going and studies (15.8%), Due to School related issues (12.9%) (Difficulties in subject learning/ strict discipline by teachers/ lack of facilities in school/ unpleasant experiences with class mates and result announcement of examinations), Parental strict discipline / supervision in home (11.4%), Influence of a friend/ Group of friends (Influence of Peer group) (10.7%), Repeated parental pressure for studies or verbal abuse towards child's poor academic performance (9.2%), Interest in income based jobs/ to search income based job (nearly 4%), Parents attempt to arrange the marriage ceremony for their children (2.2%). Remarkably as stated by parents only 1.1% of the children have moved away from home because of persistent socio-economic problems in home.

However, there were other immediate situational factors (4.4%) that have influenced the child to go away from home such as, influence of grandfather, attraction to Bangalore City, Restriction for school education by uncle, restriction of neighbors and parents to swim in a river, to get the hospital treatment, to meet relatives, to see parents when living with grandmother and to see procession of a festival.

Hammer et al; Warren et al; Greene et al; Thompson and Pillai; Rogers et al. studies showed that chronic runaway youth experienced variety of school related problems including, missing from school days, school suspensions, school absenteeism, low scholastic achievement, dropped out of school and failure in school exams. According to United States General Accounting Office investigation, 50 % of young people using runaway shelters have reported school problems. In China, Zhao

et al.'s study found that school related problems were a influencing factor for runaway episodes. Pollio et al.'s study revealed that 45 % of runaway youth had reported the recent school problem. Warren et al.'s study also established that runaway youth have been associated in a variety of school related issues. Mishriki's study noticed a self-report case of a 16-year-old female adolescent, she said she had run-away from home after bringing failing report card to home and frequently skipped the school days. A teenage girl also reported that she decided to runaway when her school grade average point dropped down from 3.38 to 0.00. Another girl in Mishriki's study shared herself that when she felt like becoming failure in a grade she planned to move away from home with another girl (as cited in Morewitz, 2016).

Runaway children and adolescents are also the victims of physical, emotional, sexual, and psychological abuse. Hammer et al. and Benoit-Bryan's study found that 21 % of runaways had been abused physically or sexually in their family before the incident or were fearful of returning to home for these reasons. Benoit-Bryan's study found that youth who had stated verbal abuse, family-related physical abuse, and sexually abuse in the family were more likely to leave their home than those who have not reported these kinds of abuse. Hyde; Paradise and Cause; Tyler and Johnson; Peled and Cohavi studies identified that Children and adolescents run away frequently in response to feeling of severe distress. This was due to experience of the pain and trauma of abuse, neglect, humiliating events, and exploitation in the family home. Thompson and Pillai; Thrane et al.; Nebbitt et al.; Whitbeck et al. studies revealed that children and adolescents those who were victims of neglect may have a higher likelihood of runaway or becoming homeless than those who have not experienced neglect. Thrane et al.'s study was based on a convenience sample of 602 adolescents and results exposed that adolescents who had underwent experience of neglect and sexual abuse were more likely to runaway earlier and become victim of the streets. Whitbeck et al and Nebbitt et al, study reported that some youth were runaway in response to neglect of parents in the family (as cited in Morewitz, 2016).

Family problems and dysfunctional families also lead the children and adolescents to runaway from home or become homeless. Nebbitt et al.; Thompson and Pillai; Tyler et al.; Whitbeck et al.; Bass; Crespi and Sabatelli; Dusenbury et al.; Kurtz et al.; Rotheram-Borus's studies described that family problems and dysfunctional

family was the major predictors of runaway and homelessness occurrence of youth. These studies also point out that Parental fight, distrust of parents, family disorganization and uncertainty, parental refusal, lack of parental friendliness and support, poor child rearing and parental substance abuse may increase the likelihood of children and adolescent runaway incidences (as cited in Morewitz, 2016).

Running away with peer members also may indicate the impact of peer influence during childhood and adolescence. Runaway may occur by the influence of same sex peer or opposite peer. For example Runaway youth project study evidenced the Running away incidence due to the company of a same-sex peer member. This project study also recognized that Children and adolescents who runaway may be in the company of close relatives and other persons (as cited in Morewitz, 2016).

**Table 7.6 Distribution of children in relation to  
Immediate Situational Factors of Runaway Incidence**

<b>Immediate Situational Factors of Runaway from Home incidence of Children</b>	<b>Frequency (n=272)</b>	<b>Percentage (%)</b>
Persistent Socio-economic problems in the home	3	1.1
Parental strict discipline / supervision in home	31	11.4
Repeated family Conflict/ fight between family members in home	6	2.2
Parental harmful substance abuse and their behavior during consumption	1	.4
Repeated parental pressure for studies or verbal abuse towards child's poor academic performance	25	9.2
Lack of interest in school going and studies	43	15.8
Due to School related issues (See Interpretation)	35	12.9
Interest in income based works/ To search income based job	9	3.3
Parents attempt to arrange the marriage ceremony for their children	10	3.7
Influence of a friend/ Group of friends (Influence of Peer group)	29	10.7
Involvement in the romantic relationship / interested in love marriage/ Refusal of parents towards romantic relationship or love marriage	68	25.0
Other factors as specified (See Interpretation)	12	4.4



**Table 7.7 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Type of Community**

Immediate Factors	Count/ Percentage (n=272)	Community Type		Total
		Rural	Urban	
Strict discipline in home / Parental strict supervision	Count	15	16	31
	% within Immediate Factors	48.4%	51.6%	100.0%
	% within Community	12.8%	10.3%	11.4%
	% of Total	5.5%	5.9%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies by parents	Count	11	14	25
	% within Immediate Factors	44.0%	56.0%	100.0%
	% within Community	9.4%	9.0%	9.2%
	% of Total	4.0%	5.1%	9.2%
Lack of interest in school going and studies	Count	14	29	43
	% within Immediate Factors	32.6%	67.4%	100.0%
	% within Community	12.0%	18.7%	15.8%
	% of Total	5.1%	10.7%	15.8%
School related issues	Count	12	23	35
	% within Immediate Factors	34.3%	65.7%	100.0%
	% within Community	10.3%	14.8%	12.9%
	% of Total	4.4%	8.5%	12.9%
Interest in income based works/ To search income based job	Count	2	7	9
	% within Immediate Factors	22.2%	77.8%	100.0%
	% within Community	1.7%	4.5%	3.3%
	% of Total	.7%	2.6%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	8	2	10
	% within Immediate Factors	80.0%	20.0%	100.0%
	% within Community	6.8%	1.3%	3.7%
	% of Total	2.9%	.7%	3.7%
Influence of a Friend/ Friends Group	Count	11	18	29
	% within Immediate Factors	37.9%	62.1%	100.0%
	% within Community	9.4%	11.6%	10.7%
	% of Total	4.0%	6.6%	10.7%
Involvement in the romantic relationship / interested in love marriage/ Refusal of parents	Count	32	36	68
	% within Immediate Factors	47.1%	52.9%	100.0%
	% within Community	27.4%	23.2%	25.0%
	% of Total	11.8%	13.2%	25.0%
Other reasons as specified by respondents	Count	12	10	22
	% within Immediate Factors	54.5%	45.5%	100.0%
	% within Community	10.3%	6.5%	8.1%
	% of Total	4.4%	3.7%	8.1%
Total	Count	117	155	272
	% within Immediate Factors	43.0%	57.0%	100.0%
	% within Community	100.0%	100.0%	100.0%
	% of Total	43.0%	57.0%	100.0%

<b>Chi-Square Tests Corresponding to Table 7.7</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.502 <sup>a</sup>	8	<b>.130</b>
Likelihood Ratio	12.848	8	.117
Linear-by-Linear Association	.646	1	.422
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.7:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and Type of community (Urban/ Rural) of the respondent. The relation between these variables was **Not Significant**,  $X^2(8, N=272) = 12.5, p > 0.05$ ; that is, Immediate factors of runaway episode observed with children from different community background was **similar**.

Though Cross-tabulation revealed that majority of children were runaway from the urban community (57%) household than rural. In both of these communities majority of children were runaway from home due to Involvement in the romantic relationship / Interest in love marriage/ Refusal of parents to it (25%).

The second major reason influenced the urban children for runaway from home was school related issues (9%), whereas for rural children Parental Strict discipline/ supervision in home / (6%) influenced.

**Table 7.8 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Gender of the Child**

Immediate Factors	Count/ Percentage (n=272)	Gender of Child		Total
		Boy	Girl	
Strict discipline in home / Parental strict supervision	Count	19	12	31
	% within Immediate Factors	61.3%	38.7%	100.0%
	% within Gender	12.6%	9.9%	11.4%
	% of Total	7.0%	4.4%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies by parents	Count	19	6	25
	% within Immediate Factors	76.0%	24.0%	100.0%
	% within Gender	12.6%	5.0%	9.2%
	% of Total	7.0%	2.2%	9.2%
Lack of interest in school going and studies	Count	41	2	43
	% within Immediate Factors	95.3%	4.7%	100.0%
	% within Gender	27.2%	1.7%	15.8%
	% of Total	15.1%	.7%	15.8%
School related issues	Count	23	12	35
	% within Immediate Factors	65.7%	34.3%	100.0%
	% within Gender	15.2%	9.9%	12.9%
	% of Total	8.5%	4.4%	12.9%
Interest in income based works/ To search income based job	Count	8	1	9
	% within Immediate Factors	88.9%	11.1%	100.0%
	% within Gender	5.3%	.8%	3.3%
	% of Total	2.9%	.4%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	0	10	10
	% within Immediate Factors	0.0%	100.0%	100.0%
	% within Gender	0.0%	8.3%	3.7%
	% of Total	0.0%	3.7%	3.7%
Influence of a Friend/ Friends Group	Count	22	7	29
	% within Immediate Factors	75.9%	24.1%	100.0%
	% within Gender	14.6%	5.8%	10.7%
	% of Total	8.1%	2.6%	10.7%
Involvement in the romantic relationship / interested in love marriage/ Refusal of parents	Count	4	64	68
	% within Immediate Factors	5.9%	94.1%	100.0%
	% within Gender	2.6%	52.9%	25.0%
	% of Total	1.5%	23.5%	25.0%
Other reasons as specified by respondents	Count	15	7	22
	% within Immediate Factors	68.2%	31.8%	100.0%
	% within Gender	9.9%	5.8%	8.1%
	% of Total	5.5%	2.6%	8.1%
Total	Count	151	121	272
	% within Immediate Factors	55.5%	44.5%	100.0%
	% within Gender	100.0%	100.0%	100.0%
	% of Total	55.5%	44.5%	100.0%

<b>Chi-Square Tests Corresponding to Table 7.8</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	124.428 <sup>a</sup>	8	<b>.000</b>
Likelihood Ratio	147.359	8	.000
Linear-by-Linear Association	33.425	1	.000
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.8:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and Gender of the children. Relation between these variable was **Significant**,  $X^2 (8, N=272) =124.42, p<0.001$ ; that is, Immediate factors of runaway episode observed with both boy and girl children was **not similar**.

But still Cross-tabulation noticed that most of the boy children were runaway because of lack of interest in school going and studies (15%) followed by School related issues (9%) and Influence of a Friend/ Friends Group (8%), whereas predominantly girl children were runaway because involvement in the romantic relationship / interested in love marriage/ Refusal of parents to it (24%).

**Table 7.9 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Type of Community**

Immediate Factors	Count/ Percentage (n=272)	Child Education		Total
		Before secondar y school	After Seconda ry school	
Strict discipline in home / Parental strict supervision	Count	13	18	31
	% within Immediate Factors	41.9%	58.1%	100.0%
	% within Child Education	20.3%	8.7%	11.4%
	% of Total	4.8%	6.6%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies	Count	8	17	25
	% within Immediate Factors	32.0%	68.0%	100.0%
	% within Child Education	12.5%	8.2%	9.2%
	% of Total	2.9%	6.3%	9.2%
Lack of interest in school going and studies	Count	15	28	43
	% within Immediate Factors	34.9%	65.1%	100.0%
	% within Child Education	23.4%	13.5%	15.8%
	% of Total	5.5%	10.3%	15.8%
School related issues	Count	4	31	35
	% within Immediate Factors	11.4%	88.6%	100.0%
	% within Child Education	6.3%	14.9%	12.9%
	% of Total	1.5%	11.4%	12.9%
Interest in income based works/ To search income based job	Count	2	7	9
	% within Immediate Factors	22.2%	77.8%	100.0%
	% within Child Education	3.1%	3.4%	3.3%
	% of Total	.7%	2.6%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	1	9	10
	% within Immediate Factors	10.0%	90.0%	100.0%
	% within Child Education	1.6%	4.3%	3.7%
	% of Total	.4%	3.3%	3.7%
Influence of a Friend/ Friends Group	Count	9	20	29
	% within Immediate Factors	31.0%	69.0%	100.0%
	% within Child Education	14.1%	9.6%	10.7%
	% of Total	3.3%	7.4%	10.7%
Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents	Count	4	64	68
	% within Immediate Factors	5.9%	94.1%	100.0%
	% within Child Education	6.3%	30.8%	25.0%
	% of Total	1.5%	23.5%	25.0%
Other reasons as specified by respondents	Count	8	14	22
	% within Immediate Factors	36.4%	63.6%	100.0%
	% within Child Education	12.5%	6.7%	8.1%
	% of Total	2.9%	5.1%	8.1%
Total	Count	64	208	272
	% within Immediate Factors	23.5%	76.5%	100.0%
	% within Child Education	100.0%	100.0%	100.0%
	% of Total	23.5%	76.5%	100.0%

### Chi-Square Tests Corresponding to Table 7.9

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.480 <sup>a</sup>	8	.000
Likelihood Ratio	31.573	8	.000
Linear-by-Linear Association	9.662	1	.002
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.9:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and Education level of the children. Relation between these variables was **Significant**,  $X^2 (8, N=272) = 28.48, p < 0.001$ ; that is, Immediate factors of runaway episode observed with children from different education level was **not similar**.

The above Cross-tabulation indicated that majority of the children were runaway after admission to secondary school because of involvement in the romantic relationship/ interested in love marriage/ Refusal of parents for it (23.5%), followed by School related issues (11%), lack of interest in school going and studies (10%).

On the other part more number of children were runaway before admission to secondary school due to Lack of interest in school going and studies (6%) followed by Strict discipline in home / Parental strict supervision (5%)

**Table 7.10 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Social Category of the children**

Immediate Factors	Count/ Percentage (n=272)	Social Category		Total
		SC/ST	Non SC/ST	
Strict discipline in home / Parental strict supervision	Count	11	20	31
	% within Immediate Factors	35.5%	64.5%	100.0%
	% within Social Category	18.3%	9.4%	11.4%
	% of Total	4.0%	7.4%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies	Count	4	21	25
	% within Immediate Factors	16.0%	84.0%	100.0%
	% within Social Category	6.7%	9.9%	9.2%
	% of Total	1.5%	7.7%	9.2%
Lack of interest in school going and studies	Count	9	34	43
	% within Immediate Factors	20.9%	79.1%	100.0%
	% within Social Category	15.0%	16.0%	15.8%
	% of Total	3.3%	12.5%	15.8%
School related issues	Count	2	33	35
	% within Immediate Factors	5.7%	94.3%	100.0%
	% within Social Category	3.3%	15.6%	12.9%
	% of Total	.7%	12.1%	12.9%
Interest in income based works/ To search income based job	Count	4	5	9
	% within Immediate Factors	44.4%	55.6%	100.0%
	% within Social Category	6.7%	2.4%	3.3%
	% of Total	1.5%	1.8%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	6	4	10
	% within Immediate Factors	60.0%	40.0%	100.0%
	% within Social Category	10.0%	1.9%	3.7%
	% of Total	2.2%	1.5%	3.7%
Influence of a Friend/ Friends Group	Count	6	23	29
	% within Immediate Factors	20.7%	79.3%	100.0%
	% within Social Category	10.0%	10.8%	10.7%
	% of Total	2.2%	8.5%	10.7%
Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents	Count	15	53	68
	% within Immediate Factors	22.1%	77.9%	100.0%
	% within Social Category	25.0%	25.0%	25.0%
	% of Total	5.5%	19.5%	25.0%
Other reasons as specified by respondents	Count	3	19	22
	% within Immediate Factors	13.6%	86.4%	100.0%
	% within Social Category	5.0%	9.0%	8.1%
	% of Total	1.1%	7.0%	8.1%
Total	Count	60	212	272
	% within Immediate Factors	22.1%	77.9%	100.0%
	% within Social Category	100.0%	100.0%	100.0%
	% of Total	22.1%	77.9%	100.0%

### Chi-Square Tests Corresponding to Table 7.10

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.189 <sup>a</sup>	8	.007
Likelihood Ratio	20.601	8	.008
Linear-by-Linear Association	.724	1	.395
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.10:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and social categories. Relation between these variables was **Significant**,  $X^2 (8, N= 272) =21.18$ ,  $p<0.01$ ; that is, Immediate factors of runaway episode observed with families of different social categories was **not similar**.

The above Cross-tabulation indicated that among the total number runaway children most of them were belong to Non-SC/ST (78%) social category than the other category (SC- Scheduled Castes, ST- Scheduled Tribes), but the major reason for runaway incidence of children from both of these social categories was their Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents (SC/ST 6% & Non SC/ST 20%).



**Table 7.11 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Family Annual Income (In Rupees)**

Immediate Factors	Count/ Percentage (n=272)	Annual Income		Total
		Below 50,000	Above 50,000	
Strict discipline in home / Parental strict supervision	Count	14	17	31
	% within Immediate Factors	45.2%	54.8%	100.0%
	% within Annual Income	14.6%	9.7%	11.4%
	% of Total	5.1%	6.3%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies	Count	10	15	25
	% within Immediate Factors	40.0%	60.0%	100.0%
	% within Annual Income	10.4%	8.5%	9.2%
	% of Total	3.7%	5.5%	9.2%
Lack of interest in school going and studies	Count	16	27	43
	% within Immediate Factors	37.2%	62.8%	100.0%
	% within Annual Income	16.7%	15.3%	15.8%
	% of Total	5.9%	9.9%	15.8%
School related issues	Count	11	24	35
	% within Immediate Factors	31.4%	68.6%	100.0%
	% within Annual Income	11.5%	13.6%	12.9%
	% of Total	4.0%	8.8%	12.9%
Interest in income based works/ To search income based job	Count	3	6	9
	% within Immediate Factors	33.3%	66.7%	100.0%
	% within Annual Income	3.1%	3.4%	3.3%
	% of Total	1.1%	2.2%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	3	7	10
	% within Immediate Factors	30.0%	70.0%	100.0%
	% within Annual Income	3.1%	4.0%	3.7%
	% of Total	1.1%	2.6%	3.7%
Influence of a Friend/ Friends Group	Count	6	23	29
	% within Immediate Factors	20.7%	79.3%	100.0%
	% within Annual Income	6.3%	13.1%	10.7%
	% of Total	2.2%	8.5%	10.7%
Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents	Count	25	43	68
	% within Immediate Factors	36.8%	63.2%	100.0%
	% within Annual Income	26.0%	24.4%	25.0%
	% of Total	9.2%	15.8%	25.0%
Other reasons as specified by respondents	Count	8	14	22
	% within Immediate Factors	36.4%	63.6%	100.0%
	% within Annual Income	8.3%	8.0%	8.1%
	% of Total	2.9%	5.1%	8.1%
Total	Count	96	176	272
	% within Immediate Factors	35.3%	64.7%	100.0%
	% within Annual Income	100.0%	100.0%	100.0%
	% of Total	35.3%	64.7%	100.0%

### Chi-Square Tests Corresponding to Table 7.11

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.784 <sup>a</sup>	8	.780
Likelihood Ratio	4.986	8	.759
Linear-by-Linear Association	1.228	1	.268
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.11:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and annual income of the family. Relation between these variables was **Not significant**,  $X^2 (8, N= 272) = 4.78, p>0.05$ ; that is, Immediate factors of runaway episode observed with families of different income status was **Similar**.

Nevertheless results of cross-tabulation showed that among total units of the study large number of children having history of runaway episodes were from the family of earning annual Income of more than 50,000 Rupees (64.7%) and the main reason influenced them was involvement in the romantic relationship/ interested in love marriage/ Refusal of parents (16%), followed by Lack of interest in school going and studies (10%), School related issues (9%) and Influence of a Friend/ Friends Group (9%).

On the other side majority of children from the family of earning less than 50,000 Rupees per annum were also moved away from home due to Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents (9%), Followed by Lack of interest in school going and studies (6%) and Strict discipline in home / Parental strict supervision (5%).

**Table 7.12 Cross-tabulation for Immediate Situational Factors of Runaway Incidence and Type of school**

Immediate Factors	Count/ Percentage (n=272)	Type of School		Total
		Government school	Non-Govt. school	
Strict discipline in home / Parental strict supervision	Count	21	10	31
	% within Immediate Factors	67.7%	32.3%	100.0%
	% within Type of School	12.7%	9.3%	11.4%
	% of Total	7.7%	3.7%	11.4%
Repeated parental pressure for studies or scolding for poor performance in studies	Count	15	10	25
	% within Immediate Factors	60.0%	40.0%	100.0%
	% within Type of School	9.1%	9.3%	9.2%
	% of Total	5.5%	3.7%	9.2%
Lack of interest in school going and studies	Count	22	21	43
	% within Immediate Factors	51.2%	48.8%	100.0%
	% within Type of School	13.3%	19.6%	15.8%
	% of Total	8.1%	7.7%	15.8%
School related issues	Count	16	19	35
	% within Immediate Factors	45.7%	54.3%	100.0%
	% within Type of School	9.7%	17.8%	12.9%
	% of Total	5.9%	7.0%	12.9%
Interest in income based works/ To search income based job	Count	6	3	9
	% within Immediate Factors	66.7%	33.3%	100.0%
	% within Type of School	3.6%	2.8%	3.3%
	% of Total	2.2%	1.1%	3.3%
Parents attempt to arrange the marriage ceremony for their children	Count	7	3	10
	% within Immediate Factors	70.0%	30.0%	100.0%
	% within Type of School	4.2%	2.8%	3.7%
	% of Total	2.6%	1.1%	3.7%
Influence of a Friend/ Friends Group	Count	15	14	29
	% within Immediate Factors	51.7%	48.3%	100.0%
	% within Type of School	9.1%	13.1%	10.7%
	% of Total	5.5%	5.1%	10.7%
Involvement in the romantic relationship/ interested in love marriage/ Refusal of parents	Count	46	22	68
	% within Immediate Factors	67.6%	32.4%	100.0%
	% within Type of School	27.9%	20.6%	25.0%
	% of Total	16.9%	8.1%	25.0%
Other reasons as specified by respondents	Count	17	5	22
	% within Immediate Factors	77.3%	22.7%	100.0%
	% within Type of School	10.3%	4.7%	8.1%
	% of Total	6.3%	1.8%	8.1%
Total	Count	165	107	272
	% within Immediate Factors	60.7%	39.3%	100.0%
	% within Type of School	100.0%	100.0%	100.0%
	% of Total	60.7%	39.3%	100.0%

Chi-Square Tests Corresponding to Table 7.12			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.965 <sup>a</sup>	8	.204
Likelihood Ratio	11.086	8	.197
Linear-by-Linear Association	1.017	1	.313
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.12:** A Chi-Square Test of independence was performed to examine the relation between immediate situational factors of runaway incidences and Type of school of the children. Relation between these variables was **Not significant**,  $X^2 (8, N=272) = 10.96, p > 0.05$ ; that is, Immediate factors of runaway episode observed with children from different school background was **similar**.

But still results of cross-tabulation confirmed that out of total number of children majority of them were studying in government school (61%) than the other types of schools when runaway from home. But the major reason influenced the children of both government and Non-government schools were involvement in the romantic relationship / interest in love marriage/ Refusal of parents for its (17% & 8% respectively). The second major reason influenced them was Lack of interest in school going and studies (8% & 8% respectively)

### **PRE-INCIDENT PARENTING PRACTICES OF PRIMARY CAREGIVERS**

Parenting practices influence the behavior or development of children. Classical theories demonstrated the way Parenting practices influence the child's development. As mentioned earlier in chapter 3 Freud's psycho-sexual theory concluded that human development is a conflictual process: As biological creatures, we have basic sexual and aggressive instincts that must be served. Freud states that the ways in which parents manage these sexual and aggressive urges in the first few years of their child's life play a major role in shaping their children's personalities. Freud's Stages of Psychosexual Development and Erikson's Stages of Development also recognized the importance of parenting practices and its impact on child's personality and later development. The Learning Perspectives explain the concept of positive and negative reinforcers; escape learning and avoidance learning; positive and negative punishers which are useful for primary caregivers to improve skill of parenting practices (Shaffer & Kipp, 2010)

Bronfenbrenner's ecological systems theory recognizes that children are influenced by the people in their microsystems means by immediate family members and family environment. Bronfenbrenner's model also helps to understand the importance of families in development of children. Ambert's study finds when developmentalists began to study socialization in the 1940s and 1950s, they concentrated almost completely on the mother and child relationship, operating under the assumption that mothers (and to a lesser extent fathers) were the agents who shaped children's behavior and character. However Bronfenbrenner's ecological systems theory emphasizes that children influence the behavior and parenting practices of their parents and families are complex social systems. Fingerman and Bermann's study says that a family is a social system like a human body, which is a holistic structure. It consists of interrelated parts, each of which affects and is affected by every other part. Each part contributes to the functioning of the whole. Belsky's study observed that the mother–infant relationship is suddenly transformed a 'family system' consisting a husband–wife as well as father–infant and mother–infant relationships" (Shaffer & Kipp, 2010)

Table 7.13 Descriptive Statistics of Variables Regarding Parenting Practices

Likert scale	Response meaning (n=272)	Frequency	Percent
<b>Talking friendly with the child</b>			
Never	Dysfunctional parenting	62	22.8
Rarely	Dysfunctional parenting	145	53.3
Some time	Positive parenting	60	22.1
Often	Positive parenting	5	1.8
<b>Volunteering to help the child in a task</b>			
Never	Dysfunctional parenting	72	26.5
Rarely	Dysfunctional parenting	180	66.2
Some time	Positive parenting	17	6.3
Often	Positive parenting	3	1.1
<b>Attending parent-teachers school meetings/ Events</b>			
Never	Dysfunctional parenting	216	79.4
Rarely	Dysfunctional parenting	50	18.4
Some time	Positive parenting	3	1.1
Often	Positive parenting	3	1.1
<b>Allowing your child to do some good job</b>			
Never	Dysfunctional parenting	2	.7
Rarely	Dysfunctional parenting	37	13.6
Some time	Positive parenting	188	69.1
Often	Positive parenting	45	16.5
<b>Rewarding for expected behavior</b>			
Never	Dysfunctional parenting	214	78.7
Rarely	Dysfunctional parenting	53	19.5
Some time	Positive parenting	1	.4
Often	Positive parenting	4	1.5
<b>Appreciating child's help for household work</b>			
Never	Dysfunctional parenting	213	78.3
Rarely	Positive parenting	54	19.9
Some time	Positive parenting	3	1.1
Often	Positive parenting	2	.7
<b>Child going out without informing</b>			
Often	Dysfunctional Parenting	8	2.9
Sometime	Dysfunctional Parenting	86	31.6
Rarely	Positive parenting	140	51.5
Never	Positive parenting	38	14.0

(Table continued....)

Likert Value	Response meaning (n=272)	Frequency	Percent
<b>child staying at home without an adult supervision</b>			
Never	Positive parenting	236	86.8
Rarely	Positive parenting	18	6.6
Some time	Dysfunctional parenting	13	4.8
Often	Dysfunctional parenting	5	1.8
<b>checking home in-time of the child</b>			
Never	Dysfunctional parenting	6	2.2
Rarely	Dysfunctional parenting	23	8.5
Some time	Positive parenting	185	68.0
Often	Positive parenting	57	21.0
Always	Positive parenting	1	.4
<b>Threatening child to punish but not punishing</b>			
Often	Dysfunctional parenting	72	26.5
Some time	Dysfunctional parenting	148	54.4
Rarely	Positive parenting	52	19.1
<b>Punishing child for mistakes</b>			
Never	Dysfunctional parenting	2	.7
Rarely	Positive parenting	158	58.1
Some time	Dysfunctional parenting	98	36.0
Often	Dysfunctional parenting	14	5.1
<b>Punishing child depending on mood</b>			
Often	Dysfunctional parenting	2	.7
Some time	Dysfunctional parenting	8	2.9
Rarely	Dysfunctional parenting	54	19.9
Never	Positive parenting	208	76.5
<b>Slap/ spank to child for mistakes</b>			
Often	Dysfunctional parenting	14	5.1
Some time	Dysfunctional parenting	72	26.5
Rarely	Dysfunctional parenting	167	61.4
Never	Positive parenting	19	7.0
<b>Making child to stay outdoor of home for mistakes</b>			
Often	Dysfunctional parenting	1	.4
Sometime	Dysfunctional parenting	2	.7
Rarely	Dysfunctional parenting	21	7.7
Never	Positive parenting	248	91.2

(Table continued...)

Likert scale	Response meaning (n=272)	Frequency	Percent
<b>Screaming at child mistakes</b>			
Always	Dysfunctional parenting	1	.4
Often	Dysfunctional parenting	30	11.0
Sometime	Dysfunctional parenting	183	67.3
Rarely	Positive parenting	54	19.9
Never	Positive parenting	4	1.5
<b>Ignoring child's misbehavior</b>			
Often	Dysfunctional parenting	3	1.1
Some time	Dysfunctional parenting	113	41.5
Rarely	Positive parenting	143	52.6
Never	Positive parenting	13	4.8
<b>Taking privileges/ money away from child as punishment</b>			
Never	Dysfunctional parenting	161	59.2
Rarely	Positive parenting	94	34.6
Some time	Positive parenting	14	5.1
Often	Positive parenting	3	1.1
<b>Sending to a room/making sit/ stand in a corner as a punishment</b>			
Never	Dysfunctional parenting	254	93.4
Rarely	Positive parenting	13	4.8
Some time	Positive parenting	2	.7
Often	Positive parenting	3	1.1
<b>Calmly explaining child when misbehaved</b>			
Never	Dysfunctional parenting	56	20.6
Rarely	Dysfunctional parenting	127	46.7
Some time	Positive parenting	80	29.4
Often	Positive parenting	9	3.3
<b>Giving extra household tasks to the child as punishment</b>			
Never	Dysfunctional parenting	60	22.1
Rarely	Positive parenting	185	68.0
Some time	Positive parenting	25	9.2
Often	Positive parenting	2	.7

**Table 7.13** Indicates frequency distribution and proportion of respondents with regard to variables of parenting practices. It also defined the meaning of responses (Likert scale) against each variable of the parenting practices. In other words these responses were divided into two categories i.e. Dysfunctional and Positive Parenting Practices based on the theoretical framework of the present study.



**Table 7.14 Consolidated Descriptive Statistics of the variables regarding Parenting Practices**

<b>Variables and Transformed Response Categories</b>		
	<b>Frequency (n=272)</b>	<b>Percent</b>
<b>Talking friendly with the child</b>		
Dysfunctional parenting	207	76.1
Positive parenting	65	23.9
<b>Volunteering to help the child in a task</b>		
Dysfunctional parenting	252	92.6
Positive parenting	20	7.4
<b>Attending parent-teachers meetings/ school events at child's school</b>		
Dysfunctional parenting	266	97.8
Positive parenting	6	2.2
<b>Allowing your child to do some good job</b>		
Dysfunctional parenting	39	14.3
Positive parenting	233	85.7
<b>Rewarding for expected behavior</b>		
Dysfunctional parenting	267	98.2
Positive parenting	5	1.8
<b>Appreciating child's help for household work</b>		
Dysfunctional parenting	213	78.3
Positive parenting	59	21.7
<b>Child going out without informing child staying at home without an adult supervision</b>		
Dysfunctional parenting	18	6.6
Positive parenting	254	93.4
<b>checking home in-time of the child</b>		
Dysfunctional parenting	29	10.7
Positive parenting	243	89.3
<b>Threatening child to punish but not punishing</b>		
Dysfunctional parenting	220	80.9
Positive parenting	52	19.1

*(Table continued....)*

(Continued Table 7.14) Consolidated Descriptive Statistics of the variables regarding Parenting Practices

<b>Variables and Transformed Response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent</b>
<b>Punishing child for mistakes</b>		
Dysfunctional parenting	114	41.9
Positive parenting	158	58.1
<b>Punishing child depending on mood</b>		
Dysfunctional parenting	64	23.5
Positive parenting	208	76.5
<b>Slap/ spank child for mistakes (Change need)</b>		
Dysfunctional parenting	253	93.0
Positive parenting	19	7.0
<b>Making child to stay outdoor of home for mistakes</b>		
Dysfunctional parenting	24	8.8
Positive parenting	248	91.2
<b>Screaming at child mistakes</b>		
Dysfunctional parenting	214	78.7
Positive parenting	58	21.3
<b>Ignoring child's misbehavior</b>		
Dysfunctional parenting	116	42.6
Positive parenting	156	57.4
<b>Taking privileges/ money away from child as punishment</b>		
Dysfunctional parenting	161	59.2
Positive parenting	111	40.8
<b>Sending child to a room or making sit/stand in a corner as a punishment</b>		
Dysfunctional parenting	254	93.4
Positive parenting	18	6.6
<b>Calmly explaining child when misbehaved</b>		
Dysfunctional parenting	183	67.3
Positive parenting	89	32.7
<b>Giving extra household tasks to the child as punishment</b>		
Dysfunctional parenting	60	22.1
Positive parenting	212	77.9

**Table 7.14** reveals the Consolidated Descriptive Statistics of the variables regarding Parenting Practices along with its transformed response categories. Statistical results indicated that majority of the children (runaway) were affected with **Dysfunctional Parenting Practices** at their family home in terms of Talking friendly with the child (76%), Volunteering to help the child in a task (92%), Attending parent-teachers meetings/ school events at child's school (97%), Rewarding for expected behavior (98%), Appreciating child's help for household work & (78%), Threatening child to punish but not punishing (80%), Slap/ spank child for mistakes (93%), Screaming at child mistakes (78%), Taking privileges / money away from child as punishment (59%), Sending child to a room or making sit/stand in a corner as a punishment (93%), Calmly explaining child when misbehaved (67%).

In contrast, results found majority of the children were grownup in the family of **Positive Parenting Practices** in the matter of Allowing their children to do some good job (85%), Child going out by informing parents (65%), child staying at home with an adult supervision (93%), checking home in-time of the child (89%), Frequency of Punishment to child for mistakes (58%), giving extra household tasks to the child as punishment (77%), Frequency of Punishment to child depending on mood (76%), Ignoring child's misbehavior (57%), and Making child to stay outdoor of home for mistakes (91%).

<b>Table 7.14.1 Descriptive Statistics of the Overall Parenting Practices Based on the Median Score of its Variables</b>		
<b>Values/ Transformed response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent</b>
Median Value 1.00= Dysfunctional parenting	183	67.3
Median Value 1.50= Moderately positive	30	11
Median Value 2.00= Positive parenting	59	21.7
<b>Total</b>	272	100

**Table 7.14.1** presents the Descriptive Statistics of the Overall Parenting Practices Based on the Median Score of its Variables as mentioned in Table 7.13. This table established that of the total sample parenting practices in the family of many respondents was dysfunctional (67%). In other words very less numbers of children (21%) have received the positive parenting care in their families.

**Table 7.15 Cross tabulation for the Overall Median Score of Parenting Practices and Type of Community**

Parenting Practices	Count/ Percentage (n=272)	Community Type		Total
		Rural	Urban	
Dysfunctional parenting	Count	77	106	183
	% within Parenting	42.10%	57.90%	100.00%
	% within Community	65.80%	68.40%	67.30%
	% of Total	28.30%	39.00%	67.30%
Moderately positive	Count	13	17	30
	% within Parenting	43.30%	56.70%	100.00%
	% within Community	11.10%	11.00%	11.00%
	% of Total	4.80%	6.30%	11.00%
Positive parenting	Count	27	32	59
	% within Parenting	45.80%	54.20%	100.00%
	% within Community	23.10%	20.60%	21.70%
	% of Total	9.90%	11.80%	21.70%
Total	Count	117	155	272
	% within Parenting	43.00%	57.00%	100.00%
	% within Community	100.00%	100.00%	100.00%
	% of Total	43.00%	57.00%	100.00%

Chi-Square Tests Corresponding to Table 7.15			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.249 <sup>a</sup>	2	0.883
Likelihood Ratio	0.248	2	0.883
Linear-by-Linear Association	0.244	1	0.621
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.15:** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Parenting Practices and Type of Community. Relation between these variables was **Not Significant**,  $X^2 (2, N= 272) = 0.249$ ,  $p > 0.05$ ; that is, Parenting Practices observed with primary caregivers of different community background was **Similar**. However, results of cross-tabulation showed that majority of children were runaway from the residence of urban community and irrespective of community background many were affected by dysfunctional parenting practices in the family (Rural 28% & Urban 39%).

**Table 7.16 Cross tabulation for the Overall Median Score of Parenting Practices and Religion of the Respondents**

Parenting practices	Count/ Percentage (n=272)	Religion		Total
		Hindu	Non Hindu	
Dysfunctional parenting	Count	149	34	183
	% within Parenting	81.40%	18.60%	100.00%
	% within Religion	64.20%	85.00%	67.30%
	% of Total	54.80%	12.50%	67.30%
Moderately positive Parenting	Count	28	2	30
	% within Parenting	93.30%	6.70%	100.00%
	% within Religion	12.10%	5.00%	11.00%
	% of Total	10.30%	0.70%	11.00%
Positive parenting	Count	55	4	59
	% within Parenting	93.20%	6.80%	100.00%
	% within Religion	23.70%	10.00%	21.70%
	% of Total	20.20%	1.50%	21.70%
Total	Count	232	40	272
	% within Parenting	85.30%	14.70%	100.00%
	% within Religion	100.00%	100.00%	100.00%
	% of Total	85.30%	14.70%	100.00%

Chi-Square Tests Corresponding to Table 7.16			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.690 <sup>a</sup>	2	<b>0.035</b>
Likelihood Ratio	7.508	2	0.023
Linear-by-Linear Association	5.928	1	0.015
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.16** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Parenting Practices and Religion of the respondents. Relation between these variables was **Significant**,  $X^2(2, N=272) = 6.69$ ,  $p < 0.05$ ; that is, Parenting Practices reported by respondents from different religion background was **Not Similar**. Though the results of cross-tabulation indicated that majority of children were runaway from the residence of Hindu Religion (85%) and regardless of religion background many of them were affected with dysfunctional parenting practices in the family (Hindu 55% & Non Hindu 13%)

**Table 7.17 Cross tabulation for the Overall Median Score of Parenting Practices and Education level of the Children's Mother**

Parenting practices	Count/ Percentage (n=272)	Mother's Education		Total
		Primary School	Above Primary School	
Dysfunctional parenting	Count	111	72	183
	% within Parenting	60.70%	39.30%	100.00%
	% within Education of Mother	83.50%	51.80%	67.30%
	% of Total	40.80%	26.50%	67.30%
Moderately positive	Count	14	16	30
	% within Parenting	46.70%	53.30%	100.00%
	% within Education of Mother	10.50%	11.50%	11.00%
	% of Total	5.10%	5.90%	11.00%
Positive parenting	Count	8	51	59
	% within Parenting	13.60%	86.40%	100.00%
	% within Education of Mother	6.00%	36.70%	21.70%
	% of Total	2.90%	18.80%	21.70%
Total	Count	133	139	272
	% within Parenting	48.90%	51.10%	100.00%
	% within Education of Mother	100.00%	100.00%	100.00%
	% of Total	48.90%	51.10%	100.00%

Chi-Square Tests Corresponding to Table 7.17			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.671 <sup>a</sup>	2	.000
Likelihood Ratio	43.336	2	.000
Linear-by-Linear Association	38.589	1	.000
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.17** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of the Parenting Practices and Education Level of mothers having history of runaway incidence of their Child. Relation between these variables was **Significant**,  $X^2 (2, N= 272) =39.67, p<0.001$ ; that is, Parenting Practices observed in the families based on the education level of parent mothers was **Not Similar**. On the other hand results of cross-tabulation revealed that regardless of education level of parent mothers more or less equal numbers of children were runaway from home (50%: 50%). Many children were affected with

dysfunctional parenting practices in the family where mothers' education level was within primary school level (41%).

**Table 7.18 Cross tabulation for the Overall Median Score of Parenting Practices and Education level of the Children's Father**

Median score of Parenting practices	Count/ Percentage	Education Level of Father		
		Up to middle school	Above middle school	Total
Dysfunctional parenting	Count	124	59	183
	% within Parenting practices	67.80%	32.20%	100.00%
	% within Education of Father	82.10%	48.80%	67.30%
	% of Total	45.60%	21.70%	67.30%
Moderately positive	Count	12	18	30
	% within Parenting practices	40.00%	60.00%	100.00%
	% within Education of Father	7.90%	14.90%	11.00%
	% of Total	4.40%	6.60%	11.00%
Positive parenting	Count	15	44	59
	% within Parenting practices	25.40%	74.60%	100.00%
	% within Education of Father	9.90%	36.40%	21.70%
	% of Total	5.50%	16.20%	21.70%
Total	Count	151	121	272
	% within Parenting practices	55.50%	44.50%	100.00%
	% within Education of Father	100.00%	100.00%	100.00%
	% of Total	55.50%	44.50%	100.00%

Chi-Square Tests Corresponding to Table 7.18			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.667a	2	0.000
Likelihood Ratio	36.384	2	0.000
Linear-by-Linear Association	35.085	1	0.000
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.18** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of the Parenting Practices and Education Level of Fathers. Relation between these variables was **Significant**,  $X^2 (2, N= 272) = 35.66, p < 0.001$ ; that is, Parenting Practices observed in the families based on the education level of parent fathers was **Not Similar**. On the other hand results of cross-tabulation revealed that more numbers of children were runaway from home where parent father's education level was up to middle school. Many children were affected

with dysfunctional parenting practices in the family where father's education level was up to middle school level (46%).

**Table 7.19 Cross Tabulation for the Overall Median Score of Parenting Practices and Occupation of the Child's Mothers**

Median score of Parenting practices	Count/ Percentage (n=272)	Name of the Mother Occupation			Total
		Non-Economic activity - House hold duties	Economic activity - Agricultural Labourer	Economic activity - Non Agricultural worker	
<b>Dysfunctional parenting</b>	Count	171	8	4	183
	% within Parenting practices	93.40%	4.40%	2.20%	100.00%
	% within Occupation	66.30%	80.00%	100.00%	67.30%
	% of Total	62.90%	2.90%	1.50%	67.30%
<b>Moderately positive</b>	Count	28	2	0	30
	% within Parenting practices	93.30%	6.70%	0.00%	100.00%
	% within Occupation	10.90%	20.00%	0.00%	11.00%
	% of Total	10.30%	0.70%	0.00%	11.00%
<b>Positive parenting</b>	Count	59	0	0	59
	% within Parenting practices	100.00%	0.00%	0.00%	100.00%
	% within Occupation	22.90%	0.00%	0.00%	21.70%
	% of Total	21.70%	0.00%	0.00%	21.70%
<b>Total</b>	Count	258	10	4	272
	% within Parenting practices	94.90%	3.70%	1.50%	100.00%
	% within Occupation	100.00%	100.00%	100.00%	100.00%
	% of Total	94.90%	3.70%	1.50%	100.00%



<b>Chi-Square Tests Corresponding to Table 7.19</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.271a	8	.258
Likelihood Ratio	53.343	8	.074
Linear-by-Linear Association	37.311	1	.059
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.19** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Parenting Practices and Occupation of the Children's Mother. Relation between these variables was **Not Significant**,  $X^2 (8, N=272) =53.27, p>0.05$ ; that is, Parenting Practices noticed with families of different occupation background of Mothers were **Similar**.

Still, the results of cross-tabulation conveyed that of the total subjects great numbers of children were runaway from the home where Mother's occupation was House hold duties (Non-Economic activity) (95%) than the other types of occupations and most of the children were affected with Dysfunctional Parenting Practices where Mother's occupation was House hold duties (Non-Economic activity) (63%) in the Family.

**Table 7.20 Cross Tabulation for the Overall Median Score of Parenting Practices and Occupation of the Children's Fathers**

Median score of Parenting practices	Fathers Occupation					Total
	<i>Agriculture labourer</i>	<i>Cultivator</i>	<i>Non agriculture sectors labourer</i>	<i>Self Employed</i>	<i>Other (Govt, Semi Govt, Reg Org.)</i>	
<b><i>Dysfunctional parenting</i></b>						
Count	35	29	29	81	9	183
% within Occupation	19.10%	15.80%	15.80%	44.30%	4.90%	100.00%
% within Parenting	72.90%	56.90%	80.60%	66.40%	60.00%	67.30%
% of Total	12.90%	10.70%	10.70%	29.80%	3.30%	67.30%
<b><i>Moderately positive</i></b>						
Count	7	4	3	14	2	30
% within Occupation	23.30%	13.30%	10.00%	46.70%	6.70%	100.00%
% within Parenting	14.60%	7.80%	8.30%	11.50%	13.30%	11.00%
% of Total	2.60%	1.50%	1.10%	5.10%	0.70%	11.00%
<b><i>Positive parenting</i></b>						
Count	6	18	4	27	4	59
% within Occupation	10.20%	30.50%	6.80%	45.80%	6.80%	100.00%
% within Parenting	12.50%	35.30%	11.10%	22.10%	26.70%	21.70%
% of Total	2.20%	6.60%	1.50%	9.90%	1.50%	21.70%
<b><i>Total</i></b>						
Count	48	51	36	122	15	272
% within Occupation	17.60%	18.80%	13.20%	44.90%	5.50%	100.00%
% within Parenting	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
% of Total	17.60%	18.80%	13.20%	44.90%	5.50%	100.00%

<b>Chi-Square Tests Corresponding to Table 7.20</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.735 <sup>a</sup>	8	0.163
Likelihood Ratio	11.778	8	0.161
Linear-by-Linear Association	0.182	1	0.669
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.20** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Parenting Practices and Occupation of the Children's Father. Relation between these variables was **Not Significant**,  $X^2 (8, N=272) = 11.73, p > 0.05$ ; that is, Parenting Practices noticed with families of different occupation background of fathers were **Similar**.

Still, the results of cross-tabulation conveyed that of the total subjects great numbers of children were runaway from the home where father's occupation was Self-employment (45%) than the other types of occupations and regardless of occupation of the fathers most of the children affected with Dysfunctional Parenting Practices (67%) in the Family.

**Table 7.21 Cross tabulation for the Overall Median Score of Parenting Practices and Annual Income of the Family (In Rupees)**

Parenting Practices	Count/ Percentage (n=272)	Family Income		Total
		Below 50,000	Above 50,000	
Dysfunctional parenting	Count	80	103	183
	% within Parenting	43.70%	56.30%	100.00%
	% within Income	83.30%	58.50%	67.30%
	% of Total	29.40%	37.90%	67.30%
Moderately positive	Count	7	23	30
	% within Parenting	23.30%	76.70%	100.00%
	% within Income	7.30%	13.10%	11.00%
	% of Total	2.60%	8.50%	11.00%
Positive parenting	Count	9	50	59
	% within Parenting	15.30%	84.70%	100.00%
	% within Income	9.40%	28.40%	21.70%
	% of Total	3.30%	18.40%	21.70%
Total	Count	96	176	272
	% within Parenting	35.30%	64.70%	100.00%
	% within Income	100.00%	100.00%	100.00%
	% of Total	35.30%	64.70%	100.00%

Chi-Square Tests Corresponding to Table 7.21			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.938 <sup>a</sup>	2	.000
Likelihood Ratio	19.404	2	.000
Linear-by-Linear Association	17.448	1	.000
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.21** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Parenting Practices and Annual Income of the Family. Relation between these variables was **Significant**,  $X^2(2, N=272) = 17.93$ ,  $p < 0.05$ ; that is, Parenting Practices observed with families of earning different amount of income was **Not Similar**. Yet, the results of cross-tabulation confirmed that of the total units great numbers of children were runaway from the family of earning income of more than 5000/- rupees per annum (65%) and regardless of income status a large number of children were affected with dysfunctional parenting practices in the family (i.e. 29% from below 50,000 rupees income and 38% from above 50,000 rupees).

### **PRE-INCIDENT BEHAVIOR OF CHILDREN IN HOME ENVIRONMENT**

Behavior of children in home environment influences the behavior of parents and behavior of other immediate family members. In learning perspective Bandura's Social Cognitive Theory offered the concept of reciprocal determinism to describe the idea that human development reflects an interaction among an active person, the person's behavior, and the environment. Bandura stressed that the environment forms a child's personality and behavior, Bandura and others proposed relations among persons, behaviors, and environments are bidirectional. Bandura also recognized that a child can influence his environment by virtue of his own conduct. Bronfenbrenner's ecological systems theory provides concept of mesosystem that refers to the influences or interrelationships among such microsystems as homes, schools, and peer groups. It also emphasizes that children influence the behavior of their parents and that families are complex social systems.

Early home environment of a child has long-term effects on the development and well-being of child. Blair C, Granger DA, Willoughby M, et al. found that a problematic home environment can disrupt the child's brain's stress response system, decrease the quality of caregiving to child, and interfere with healthy development. Vernon-Feagans et al.'s research has linked undesirable home environments during children's first three years with the host of developmental problems, including later behavior problems, shortfalls in school readiness, violence, anxiety depression, and impaired cognitive development of child at age three. Gianaros's study found that the home environment can also affect a child's brain development. Brain imaging research suggests that growing up in a underprivileged environment causes the brain to develop differently. Hanson JL, Chandra A, Wolfe BL, et al.'s studies regarding very young children have identified distinctive patterns of brain activity associated with socioeconomic status and family income, cognitively related to social development, emotional development, language ability, learning and memory.

**Table 7.22 Descriptive Statistics of the Variables Regarding Pre-Incident Behavior of the Child in Home Environment**

<b>Variables/ Response/ Meaning</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
<b>Child's self interest in activities of daily living and other tasks</b>		
Rarely=Less Positive Behavior	2	.7
Sometime=Positive Behavior	13	4.8
Often=Positive Behavior	256	94.1
Always=Positive Behavior	1	.4
<b>Child helping to family members for the household works</b>		
Never=Less Positive Behavior	13	4.8
Rarely=Less Positive Behavior	144	52.9
Sometime=Positive Behavior	85	31.3
Often=Positive Behavior	30	11.0
<b>Child feeling free to interact with family members and relatives</b>		
Rarely=Less Positive Behavior	15	5.5
Sometime=Positive Behavior	158	58.1
Often=Positive Behavior	99	36.4
<b>Child's understanding about roles/ responsibilities/ works of family members</b>		
Never=Less Positive Behavior	27	9.9
Rarely=Less Positive Behavior	161	59.2
Sometime=Positive Behavior	60	22.1
Often=Positive Behavior	24	8.8
<b>Child's participation in extracurricular activities at home</b>		
Never=Less Positive Behavior	3	1.1
Rarely=Positive Behavior	12	4.4
Sometime=Positive Behavior	70	25.7
Often=Positive Behavior	187	68.8
<b>Usage of electronic devices (TV/ computer/ internet, mobile, music systems)</b>		
Never=Less Positive Behavior	52	.4
Rarely=Positive behavior	155	3.7
Sometime=Positive Behavior	54	19.9
Often=Less Positive Behavior	10	57.0
Always=Less Positive Behavior	1	19.1
<b>Participation in religious/ Cultural practices of the family</b>		
Never=Less Positive Behavior	2	.7
Rarely=Positive behavior	9	3.3
Sometime=Positive Behavior	71	26.1
Often=Positive Behavior	190	69.9
<b>Talking with family members about people of local community/ other events</b>		
Never=Less Positive Behavior	2	.7
Rarely=Positive behavior	68	25.0
Sometime=Positive Behavior	156	57.4
Often=Positive Behavior	46	16.9

**Table 7.23: Consolidated Descriptive Statistics of the Variables Regarding Pre-Incident Behavior of the Child in Home Environment**

<b>Variables and Transformed Response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
<b>Child's self interest in activities of daily living and other tasks</b>		
Less Positive Behavior	2	0.7
Positive Behavior	270	99.3
<b>child helping to family members for the household works</b>		
Less Positive Behavior	157	57.7
Positive Behavior	115	42.3
<b>Child feeling free to interact with family members and relatives</b>		
Less Positive Behavior	15	5.5
Positive Behavior	257	94.5
<b>child's understand about the roles/ responsibilities and works of family members</b>		
Less Positive Behavior	188	69.1
Positive Behavior	84	30.9
<b>child's participation in extracurricular activities (playing games, and other hobbies during free time/ school holidays)</b>		
Less Positive Behavior	3	1.1
Positive Behavior	269	98.9
<b>Usage of electronic devices (TV, computer, internet, mobile, music systems)</b>		
Less Positive Behavior	63	23.2
Positive Behavior	209	76.8
<b>Participation in religious/ Cultural practices of the family</b>		
Less Positive Behavior	2	0.7
Positive Behavior	270	99.3
<b>Talking with family members about people of local community/ other events</b>		
Less Positive Behavior	2	0.7
Positive Behavior	270	99.3

**Table 7.24 Descriptive Statistics of the Overall Pre-Incident Behavior of the child in Home Environment Based on the Median Score of its Variables**

<b>Values / Transformed Response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
Median Value 1.00=Less Positive Behavior	1	0.4
Median Value 1.50= Moderately Positive	1	0.4
Median Value 2.00= Positive Behavior	270	99.3
Total	272	100%

**Table 7.22** Presents the frequency distribution and proportion of respondents with regard to variables of Pre-Incident Behavior of the Child in Home Environment. It also defined the meaning of responses (Likert scale) against each variable. In other words these responses were categorized into two categories i.e. **Less Positive Behavior** and **Positive behavior** based on the theoretical framework of the present study.

**Table 7.23** Exhibits the Consolidated Descriptive Statistics of the Variables Regarding Pre-Incident Behavior of the Child in Home Environment along with transformed response categories. Statistical results of this table revealed that majority of the respondents have reported **Less Positive Behavior** of their children (runaway) in terms of children helping to their family members for the household works (57%) and child's understanding about the roles/ responsibilities and works of their family members (69%).

Whereas majority of respondents have expressed **Positive Behavior** of their children towards Child's self interest in activities of daily living and other tasks (99%), Child feeling free to interact with family members and relatives (94%), Child's participation in extracurricular activities (playing games, and other hobbies during free time/ school holidays) (98%), Usage of electronic devices (TV, computer, internet, mobile, music systems) (77%), Participation in religious/ Cultural practices of the family (99%), and Talking with family members about people of local community and other important events (99%).

**Table 7.24** Establishes the Descriptive Statistics of the Overall Pre-Incident Behavior of the child in Home Environment Based on the Median Score of its Variables. The statistical results indicated that great numbers of respondents have reported the positive behavior (99%) of their children at home before runaway incidence.



### **PRE-INCIDENT SCHOOL ADJUSTMENT OF THE CHILDREN**

Children with poor school adjustment and having poor scholastic performance are at risk of dropout from school or runaway from home. Pollio et al.'s study found that 31 % of the runaway and homeless youth faced detention in school, 27 % of the youth had been put off from school, and 8 % of youth had been debarred from school (as cited in Morewitz, 2016).

Thompson and Pillai's study reported that 43.9 % of teens admitted to emergency shelter services in New York were presented the history of debarred from school or missed school days. Hammer et al. have estimated that 70,500 youth having history of runaway had missed at least 5 days in school (as cited in Morewitz, 2016).

Lansford et al. study stated that adolescents who faced early physical maltreatment were away from school twice the days than adolescents who have not been physically abused. They also found that children who have been physically abused were more likely to show lower school grades/ score and suspended from school (as cited in Morewitz, 2016).

Greene et al.'s work noted that runaway youth face school failure and school related difficulties. Thompson and Pillai found that high rates of runaway tendency of youth were related to school failure (as cited in Morewitz, 2016).

Benoit Bryan; Tarasuk et al.; Yates et al.'s research work discovered that Runaway youth are less likely to complete school and more likely to drop out from school than non-runaway youth(as cited in Morewitz, 2016).

Tarasuk et al. investigation with 261 homeless adolescents found that majority of the youth have not completed their high school, 7 were going to school, and two were attending school on a regular basis (as cited in Morewitz, 2016).

**Table 7.25 Descriptive Statistics of the Variables Regarding Pre-Incident School Adjustment of the Child**

<b>Variables/ Response Category/ Meaning</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
<b>Showing interest in studies/ school related activities up to Parents expectation</b>		
Never = Poor Adjustment	2	0.7
Rarely = Poor Adjustment	123	45.2
Sometime = Poor Adjustment	128	47.1
Often = Good Adjustment	19	7
<b>Feeling free to get along with other children in school</b>		
Rarely = Poor Adjustment	12	4.4
Sometime = Poor Adjustment	49	18
Often = Good Adjustment	210	77.2
Always = Good Adjustment	1	0.4
<b>Feeling easy to communicate with school teachers and other staffs</b>		
Never = Poor Adjustment	154	56.6
Rarely = Poor Adjustment	95	34.9
Sometime = Poor Adjustment	19	7
Often = Good Adjustment	4	1.5
<b>Feeling ease to attend class tests/ exams/ other competitions</b>		
Never = Poor Adjustment	4	1.5
Rarely = Poor Adjustment	140	51.5
Sometime = Poor Adjustment	111	40.8
Often = Good Adjustment	17	6.3
<b>Staying away from the school without notice of parents during school days</b>		
Sometime = Poor Adjustment	22	8.1
Rarely = Good Adjustment	81	29.8
Never= Good Adjustment	169	62.1
<b>Returning to home from school more than an hour</b>		
Often = Poor Adjustment	17	6.3
Sometime = Poor Adjustment	79	29
Rarely = Good Adjustment	143	52.6
Never = Good Adjustment	33	12.1
<b>Refusing to attend school because of difficulties related to school matters</b>		
Always = Poor Adjustment	1	0.4
Often = Poor Adjustment	64	23.5
Sometime = Poor Adjustment	66	24.3
Rarely = Good Adjustment	31	11.4
Never = Good Adjustment	110	40.4
<b>Participation in extracurricular activities at the school</b>		
Never = Poor Adjustment	6	2.2
Rarely = Poor Adjustment	73	26.8
Sometime = Poor Adjustment	146	53.7
Often = Good Adjustment	47	17.3
<b>Feeling satisfied/ happy towards the school environment and facilities</b>		
Never = Poor Adjustment	11	4.0
Rarely = Poor Adjustment	113	41.5
Sometime = Poor Adjustment	129	47.4
Often = Good Adjustment	19	7.0

**Table 7.26 Consolidated Descriptive Statistics of the Variables Regarding Pre-Incident School Adjustment of the Child**

<b>Variables/ and Transformed Response Category</b>	<b>Frequency (n=272)</b>	<b>Percent(n=272)</b>
<b>Child showing interest in studies and school related activities up to parents expectation</b>		
Poor Adjustment	253	93.0
Good Adjustment	19	7.0
<b>Feeling free to get along with other children in school</b>		
Poor Adjustment	61	22.4
Good Adjustment	211	77.6
<b>Feeling easy to communicate with school teachers and other staffs</b>		
Poor Adjustment	268	98.5
Good Adjustment	4	1.5
<b>Feeling ease to attend class tests/ exams/ other competitions</b>		
Poor Adjustment	255	93.8
Good Adjustment	17	6.3
<b>Staying away from the school without parent's notice during school days</b>		
Poor Adjustment	22	8.1
Good Adjustment	250	91.9
<b>Returning to home from school more than an hour past the time parents expect him/her</b>		
Poor Adjustment	96	35.3
Good Adjustment	176	64.7
<b>Refusing to attend school because of difficulties related to school matters</b>		
Poor Adjustment	131	48.2
Good Adjustment	141	51.8
<b>Participating in extracurricular activities in the school</b>		
Poor Adjustment	225	82.7
Good Adjustment	47	17.3
<b>Feeling happy towards the school environment and facilities</b>		
Poor Adjustment	253	93
Good Adjustment	19	7

**Table 7.27 Descriptive Statistics of the Overall Pre-Incident School Adjustment Behavior of the Children Based on Median Score of its variables**

<b>Transformed Response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
Median Value 1 = Poor Adjustment	232	85.3
Median Value 2 = Good Adjustment	40	14.7
<b>Total</b>	272	100

**Table 7.25** Presents the frequency distribution and proportion of respondents with regard to variables of Pre-Incident School Adjustment of the Child. It also defined the meaning of responses (Likert scale) against each variable. In other words these responses were categorized into two categories i.e. Poor and Good Adjustment based on the theoretical framework of the present study.

**Table 7.26** Demonstrates the Consolidated Descriptive Statistics of the Variables Regarding Pre-Incident School Adjustment of the Child along with transformed response categories. Statistical results of this table revealed that majority of the respondents have reported **Poor adjustment** behavior of their children (runaway) with school in terms of children showing interest in studies and school related activities up to parents expectation (93%), feeling easy to communicate with school teachers and other staffs (98%), feeling ease to attend class tests/ exams/ other competitions (94%), participating in extracurricular activities in the school(83%), and feeling happy towards the school environment and facilities (93%).

On the other part majority of respondents have expressed **Good Adjustment** behavior of their children with school in relation to feeling free to get along with other children in school (78%), Staying away from the school without parents notice during school days (92%), and returning to home from school more than an hour past the time parents expect him/her (65%).

However noticeably more or less 50 % of the respondents have perceived **both Good and Poor Adjustment behavior** of their children with School (50:50 respectively) in terms of refusing to attend school because of difficulties related to school matters (For example, having difficulty in particular subjects/ syllabus, medium of instruction, school rule/ policy, teacher, homework, test/ Exam, Punishment, mistreatment by other children etc.).

**Table 7.27** Demonstrates the Descriptive Statistics of the Overall Pre-Incident School Adjustment Behavior of the Children Based on Median Score of its variables. The statistical results indicated that great numbers of respondents have reported the Poor Adjustment behavior of their children with their school before runaway incidence (85%).

**Table 7.28 Cross tabulation for the Overall Median Score of Pre-Incident School Adjustment of the Children and their Education Level**

School Adjustment	Count/ Percentage	Education Level of Children		Total
		Before entry to secondary school	After entry to Secondary school	
Poor Adjustment	Count	54	178	232
	Expected Count	54.6	177.4	232
	% within School Adjustment	23.30%	76.70%	100.00%
	% within Education	84.40%	85.60%	85.30%
	% of Total	19.90%	65.40%	85.30%
Good Adjustment	Count	10	30	40
	Expected Count	9.4	30.6	40
	% within School Adjustment	25.00%	75.00%	100.00%
	% within Education	15.60%	14.40%	14.70%
	% of Total	3.70%	11.00%	14.70%
Total	Count	64	208	272
	Expected Count	64	208	272
	% within School Adjustment	23.50%	76.50%	100.00%
	% within Education	100.00%	100.00%	100.00%
	% of Total	23.50%	76.50%	100.00%

Chi Square Tests Corresponding to Table 7.28					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.056a	1	0.812		
Continuity Correction <sup>b</sup>	0.001	1	0.972		
Likelihood Ratio	0.056	1	0.813		
Fisher's Exact Test				0.841	0.476
Linear-by-Linear Association	0.056	1	0.813		
N of Valid Cases	272				

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.28** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Pre-Incident School Adjustment of the Children and their Education Level at the time of runaway incidence. Relation between these variables was **Not Significant**,  $X^2 (1, N= 272) =0.05, p>0.05$ ; that is, School Adjustment behavior of the Children reported by respondents based on their education level at the time of runaway Incidence was **similar**.

Even so the results of cross-tabulation established that large numbers of children were runaway from home after entry to Secondary school 77% (i.e. after admission to 9<sup>th</sup> standard and above) and regardless of education level many children were found to have Poor Adjustment behavior with their school as reported by respondents i.e. 20% children before entry & 65% After entry to Secondary school.

**Table 7.29 Cross tabulation for Overall Median Score of Pre-Incident School Adjustment of the Children and their Type of School**

School Adjustment		Type of School		Total
		Government School	Non-Govt. school	
Poor Adjustment	Count	150	82	232
	Expected Count	140.7	91.3	232
	% within School Adjustment	64.70%	35.30%	100.00%
	% within Type of School	90.90%	76.60%	85.30%
	% of Total	55.10%	30.10%	85.30%
Good Adjustment	Count	15	25	40
	Expected Count	24.3	15.7	40
	% within School Adjustment	37.50%	62.50%	100.00%
	% within Type of School	9.10%	23.40%	14.70%
	% of Total	5.50%	9.20%	14.70%
Total	Count	165	107	272
	Expected Count	165	107	272
	% within School Adjustment	60.70%	39.30%	100.00%
	% within Type of School	100.00%	100.00%	100.00%
	% of Total	60.70%	39.30%	100.00%

Chi-Square Tests Corresponding to Table 7.29			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.543a	1	0.001
Continuity Correctionb	9.436	1	0.002
Likelihood Ratio	10.29	1	0.001
Linear-by-Linear Association	10.504	1	0.001
N of Valid Cases	272		

*Compared the p-value to the significance level of < 0.05, <0.01 and <0.001 or equal*

**Table 7.29** A Chi-Square Test of independence was performed to examine the relation between Overall Median Score of Pre-Incident School Adjustment of the Children and their Type of school where studying at the time of runaway incidence. Relation between these variables was **Significant**,  $X^2 (1, N= 272) =10.54, p<0.05$ ; that is, School Adjustment Behavior of the Children reported by respondents based on the types of schools of their children was **not similar**.

However results of the cross-tabulation recognized that great numbers of children those who left their home were studying in Government school (61%), but regardless of type of school many children were found to have poor adjustment as reported by respondents, i.e. 55% of children from Government school and 30% from non-government school setup.



### **PRE-INCIDENT PEER RELATIONSHIPS OF THE CHILDREN**

Peer group influences the children behavior or development. In psychoanalytic perspective Erikson's and Freud's Stages of Development describes how peer relationship influence the children development. In the Ecological System Perspective Bronfenbrenner's ecological systems theory introduced mesosystem, which refers to the networks or interrelationships among homes, schools, and peer groups. Steinberg, Dornbusch, and Brown's study noticed that when peer groups undervalue academics, they often undermine other student's educational performance, in spite of the best efforts of the parents and teachers to encourage school achievement (Shaffer & Kipp, 2010).

Hay et al., recognized that the real peer interactions takes place when peers show mutual commitment of attention, explicit communicative performances, sensitivity to the behavior of the companion, and coordination of actions with those of the companion ( as cited in Singer, 2016).

Late adolescent period is the last stage in which they struggle to develop independence. Oni's study noticed that many young people spend more time with peers than with parents or other family members. The term Peer Pressure is used to describe how an individual's behavior is influenced by his or her peer group. Blos; Steinberg and Silverberg studies have observed that adolescents who are free from their parents become dependent with peers and vulnerable to peer pressure. Allen, Moore, & Kuperminc studies have recognized that peers influence behavior of other individual as in this phase adolescents look for new identities which are different from their parents; and make experiments with new identity or uniqueness by involving in the different behavior of their peers. For example, some of these peer pressures may be in the matter of drugs, missing from school days, illicit sex, shop-lifting, maltreatment, cheating, and any other action in which he or she may not wish to engage in. Clasen and Brown study revealed that, peer pressure contributes to identity development and socialization. Carter and McGoldrick's study found that, one learns to relate himself or herself with different roles and to experiment with interpersonal and interaction skills within the peer group that ultimately transfer to the later adults phase(As cited in Kumar, 2014).

**Table 7.30 Descriptive Statistics of the Variables Regarding Pre-Incidence Peer Relationships of the children**

<b>Response Categories</b>	<b>Meaning</b>	<b>Frequency (n=272)</b>	<b>Percentage %</b>
<b>Children feeling free to interact with other children of neighborhood/ local community</b>			
Never	Less Positive	2	0.7
Rarely	Less Positive	11	4
Some time	Positive	60	22.1
Often	Positive	199	73.2
<b>Children showing interest in activities of household, school and community because of the peer relationships</b>			
Never	Less Positive	23	8.5
Rarely	Less Positive	154	56.6
Some time	Positive	87	32
Often	Positive	8	2.9
<b>Children wishing to stay at home because of mistreatment by children of neighborhood and class mates</b>			
Never	Positive	256	94.1
Rarely	Positive	9	3.3
Some time	Positive	4	1.5
Often	Less Positive	3	1.1
<b>Children returning to home after school hours in the late evening/night because of friends network</b>			
Never	Positive	44	16.2
Rarely	Positive	156	57.4
Some time	Positive	64	23.5
Often	Less Positive	8	2.9
<b>Caregivers getting complaint about child's behavior from school teachers/ neighbors/ other children because of his/ her companionship with particular friend/ friends group</b>			
Never	Positive	182	66.9
Rarely	Positive	78	28.7
Some time	Less Positive	12	4.4
<b>Caregivers getting complaint from other children about child's involvement in using harmful substances/ chemicals (such as cigarette, alcohol, tobacco, gutka etc.)</b>			
Never	Positive	252	92.6
Rarely	Positive	15	5.5
Some time	Less Positive	5	1.8

<b>Continued Table 7.30 Descriptive Statistics of the Variables Regarding Pre-Incidence Peer Relationships of the children</b>			
<b>Response Categories</b>	<b>Meaning</b>	<b>Frequency (n=272)</b>	<b>Percentage %</b>
<b>Children going out without informing to families in the late evening/night</b>			
Never	Positive	29	10.7
Rarely	Positive	139	51.1
Some time	Less Positive	87	32
Often	Less Positive	17	6.3
<b>Children getting punishment by caregivers or school teacher for the minor mistakes that were influenced by friends</b>			
Never	Positive	85	31.3
Rarely	Positive	147	54
Some time	Less Positive	37	13.6
Often	Less Positive	3	1.1
<b>Children expressing interest towards income based works because of contacts with working friends</b>			
Never	Positive	128	47.1
Rarely	Positive	49	18
Some time	Less Positive	55	20.2
Often	Less Positive	40	14.7
<b>Children using some electronic devices to maintain contacts with friends or friends group</b>			
Never	Positive	162	59.6
Rarely	Positive	90	33.1
Some time	Positive	17	6.3
Often	Less Positive	3	1.1

**Table 7.30** Presents the frequency distribution and proportion of respondents with regard to variables of Pre-Incidence Peer Relationships of the children. It also defined the meaning of responses (Likert scale) against each variable. In other words these responses were categorized into two categories i.e. **Less Positive Peer Relationships** and **Positive Peer Relationships** based on the theoretical framework of the present study.

**Table 7.31 Consolidated Descriptive Statistics of the Variables Regarding Pre-Incidence Peer Relationships of the children**

<b>Transformed responses Categories</b>	<b>Frequency</b>	<b>Percent</b>
<b>Children feeling free to interact with other children of the neighborhood/ local community</b>		
Less Positive	13	4.8
Positive	259	95.2
<b>Children showing interest in activities of household, school and community because of the peer relationships</b>		
Less Positive	177	65.1
Positive	95	34.9
<b>Children wishing to stay at home because of mistreatment by children of neighborhood and class mates</b>		
Less Positive	3	1.1
Positive	269	98.9
<b>Children returning to home after school hours in the late evening/night because of friends network</b>		
Less Positive	8	2.9
Positive	264	97.1
<b>Caregivers getting complaint about child's behavior from school teachers/ neighbors/ other children because of his/ her companionship with particular friend/ friends group</b>		
Less Positive	12	4.4
Positive	260	95.6
<b>Caregivers getting complaint from other children about child's involvement in using harmful substances/ chemicals (such as cigarette, alcohol, tobacco, gutka etc)</b>		
Less Positive	5	1.8
Positive	267	98.2
<b>Children going out without informing to families in the late evening/night</b>		
Less Positive	104	38.2
Positive	168	61.8
<b>Children getting punishment by caregivers or school teacher for the minor mistakes that were influenced by friends</b>		
Less Positive	40	14.7
Positive	232	85.3
<b>Children expressing interest towards income based works because of contacts with working friends</b>		
Less Positive	95	34.9
Positive	177	65.1
<b>Children using some electronic devices to maintain contacts with friends or friends group</b>		
Less Positive	3	1.1
Positive	269	98.9

**Table 7.31** Exhibits the Consolidated Descriptive Statistics of the Variables Regarding Pre-Incidence Peer Relationships of the children along with transformed response categories. Statistical results of this table revealed that majority of the respondents have reported **Less Positive Peer relationships** of their children (runaway) in terms of Children showing interest in activities of household, school and community because of the peer relationships (65%), followed by Children going out without informing to families in the late evening/night (38%) and Children expressing interest towards income based works because of contacts with working friends (35%).

Whereas majority of respondents have expressed **Positive Peer relationships** of their children towards Children feeling free to interact with other children of the neighborhood/ local community (96%), Children wishing to stay at home because of mistreatment by children of neighborhood and class mates (99%), Children returning to home after school hours in the late evening/night because of friend's network (97%), Caregivers getting complaint about child's behavior from school teachers/ neighbors/ other children because of his/ her companionship with particular friend/ friends group (96%), Caregivers getting complaint from other children about child's involvement in using harmful substances/ chemicals (such as cigarette, alcohol, tobacco, gutka etc) (98%), Children going out without informing to families in the late evening/night (62%), Children getting punishment by caregivers or school teacher for the minor mistakes that were influenced by friends (85%), Children expressing interest towards income based works because of contacts with working friends (65%), Children using some electronic devices to maintain contacts with friends or friends group (99%)

**Table 7.32 Descriptive Statistics of Overall Pre-Incident Peer Relationships of the children Based on Median Score of its variables**

<b>Transformed Response Categories</b>	<b>Frequency (n=272)</b>	<b>Percent (%)</b>
Median Value 1.00 = Negative Relationships	6	2.2
Median Value 1.50 = Less Positive Relationships	4	1.5
Median Value 2.00 = Positive Relationships	262	96.3
<b>Total</b>	<b>272</b>	<b>100</b>

**Table 7.32** Establishes the Descriptive Statistics of the Overall Pre-Incident Peer Relationships of the children Based on Median Score of its variables. The statistical results indicated that large numbers of respondents have reported the **Positive Peer relationships** of their children (96%) before runaway incidence.

## CONCLUSION

Results of the present research revealed that both rural and urban communities have equally contributed to runaway incidences of children, majority of the runaway children were from the families of large town areas, Hindu religion, other backward classes, parent father as head, Nuclear family units, poor house condition, median annual income of 50000 rupees, lack of basic needs, Parent fathers depending on harmful substances, Parents having less than middle school education, Parent father with self-employment in the non-agricultural domain, Parent mother engaged in household duties.

Profile of the runaway missing children indicated that both boys and girls more or less equally represented runaway incidences, many of them were from adolescent segment with median age of 16 years, studying in secondary school followed by senior secondary school, studying in government school opting Kannada medium, free from health issues, not using harmful substances, free from unpleasant major family event, literate, regularly going to school, the history of frequent changes in their school admission, continuing standards of school education and many children among those who discontinued their school education were engaged in home based activities or going to work for income.

The immediate situational factors of runaway incidences of children revealed that highest number of children were runaway from home because of their involvement in romantic relationship; Secondly, due to School education matters (i.e. lack of interest in going to school/ studies, School related difficult experiences/ issues, repeated parental pressure for studies/ verbal abuse for poor academic performance, and parental strict discipline / supervision); and Thirdly, because of contact with less positive peer relationships and interest in income based jobs/ search of a job.

The overall results of the inferential statistics clarified that majority of the runaway missing children were from the families of dysfunctional Parenting Practices and presenting Poor adjustment behavior with their school education. But on the other hand most of the children were presenting Positive Behavior in home environment, and had Positive Peer relationships before runaway from family home.

In specific, with regard to immediate situational factors of runaway incidences inferential statistics (Chi-square test of independence) result confirmed that there is no difference in immediate situational factors of runaway incidence of children based on type of community background (i.e. Rural and Urban), annual Income of the family (i.e. earning below 50,000 rupees and above it) and Type of school (i.e. government and non-government school). On the other hand there is significant difference in immediate situational factors of runaway incidence of children based on Gender of the Child (Boy and Girl), Education Level of the Children (Before and After Secondary school) and Social Category of the children (Scheduled Tribes and Caste).

Inferential statistics result (Chi-square test of independence) with regard to parenting practices confirmed that there is no difference in pre-incident parenting practices of primary caregivers based on Type of Community, Occupation of the Child's Mothers, and Occupation of the Child's Fathers. However there is significant difference in pre-incident parenting practices of primary caregivers based on Religion of the families (i.e. Hindu and Non-Hindu), Education level of the parent Mother (i.e. Primary School and above it), Education level of the parent Father (i.e. Up to middle school and above it) and Annual Income of the Family (i.e. earning below 50,000 rupees and above it). Therefore Intervention plans should consider Religion of the families, Education level of the parent Father, Annual Income of the Family to deal with runaway missing children issues.

Inferential statistics result with regard to Pre-Incident School Adjustment behavior of the Children has confirmed that there is no difference between School Adjustment behavior of the Children and their Education Level at the time of runaway incidence. But there is highly significant difference between School Adjustment behavior of the Children and type of school where they were studying.

The next chapter 8 of this thesis encompasses Conclusion, Interventions and Recommendations based on the key findings of present research.

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## *Chapter 8*

### **CONCLUSION, INTERVENTIONS AND RECOMMENDATION**

This chapter encompasses Conclusion, Interventions, and recommendations based on the findings of present research in relation to runaway category missing children. The existing policies, legislations and intermediations of India and Karnataka state in the matter of children in general and missing children in specific have been already discussed in chapter 5 of this report. Following are the subtitles of the current chapter.

- Conclusion and Intervention Strategies
- Recommendations to Parents/ Families
- Recommendations to Educational Institutions
- Recommendations to Government Departments
- Recommendations to Non-Government Agencies
- Recommendations to Citizens
- Recommendations to Social Policies and Law
- Recommendations to Social Work Education and Training
- Recommendations to Social Work Practice
- Recommendations for further Research

#### **CONCLUSION AND INTERVENTION STRATEGIES**

Primarily every child necessitates good parental care, love, affection, emotional support, supervision, protection and adequate basic needs in a pleasant and safe family home environment. Secondly for the safe childhood they also required safe community environment, friendly school environment, good peer network/ relationships and supportive civil society for the overall development. Finally children who are vulnerable, in problematic/ risk situation requires appropriate prevention, protection, welfare and rehabilitation services/ interventions by the concerned government and social systems. Absence or failure of any of these ideal conditions and obligations leads to several issues of children and adolescence. Thus runaway category missing children phenomena is also found as one of the issues in many societies.

The present research was aimed to understand the underlying factors of runaway missing children phenomena and propose the intervention strategies to the concerned key stakeholders based on the key findings of present study. The present research examined the abstract variables such as demographic and socio-economic background of the respondents and children having history of runaway incidence; immediate situational factors of runaway incidence; past history of family health and school education of children; pre-incident parenting practices of primary care givers; behavior of children in home environment; school adjustment and peer relationships of children. Further relationships between these abstract variables were also analyzed. As part of the present study existing constitutional provisions, policies, legislations, Programs and interventions in relation to missing children in India have been identified. Following are the conclusions and Interventions strategies proposed to address the runaway category missing children phenomena based on the present research.

The present study strongly recommends that every individuals and families regardless of specific background (such as certain caste, race, religion, community, culture, gender, education level, Occupation, socio-economic status, residence area, house condition) require awareness, information, education and basic training in the subjects of safe guarding child rights, constitutional provisions of children, policies related to children, Legislation, Programs, schemes, services, resource centers established for children protection, non-government organizations serving children and families, professionals working for the wellbeing of children and parents, Concept of childhood, basics knowledge of children development, Positive Parent-child relationship, good parenting practices, children care and protection, life skills, causes of runaway incidences of children and consequences of runaway episode and necessary immediate actions to be taken by the family members.

However major findings of the present research proposed that the main focus of intervention strategies in the matter of runaway missing children incidences and their families should target specific background and certain characteristics of the parents/ Primary caregivers, families and children as mentioned below.

a) Families from urban community background and large town areas; families whose origin state is Karnataka and mother tongue is Kannada language; families

belong to Hindu Religion and Other Backward Class; nuclear type families and families headed by parent fathers; families earning income of 50000 through 70000 rupees; families residing in livable/ dilapidated house conditions and owned poor conditioned residence; families parent father's education is middle or secondary school and parent mother's education is primary or middle school; families where parent father's occupation is self-employment in the non-agricultural domain and parent mother engaged in household duties; irrespective of health condition or disability status of parents; Parent fathers depending on harmful substances; families without adequate basic needs; parents who strongly refuse romantic/ love relationships of their children

b) Children who grow in the families without adequate basic needs especially facing poor parental care/ love/ protection; children free from health issues, use of harmful substances and experience of unpleasant major events in family ; children in adolescent period especially who are in the age of 15 through 17 years; children having literacy and enrolled to formal education school system; children studying in secondary and senior secondary school levels; Children studying in government school and who go to school regularly; children without history of drop-out from school; children learning in kannada medium; children with the history of frequent changes in their school admission; children without history of held-back/ Skipped a level of school education, without history of school drop-out / discontinuation.

c) Children primarily involved in romantic relationship/ interested in love marriage/ children who face opposition by parents for their romantic relationships with a boy or girl friend; secondly, children with lack of interest in school going/ school studies, having school related difficult experiences/ issues, children under repeated parental pressure/ verbal abuse in relation to academic performance, and children under parental strict discipline / supervision; Thirdly, children with less positive peer relationships, interest in income based jobs/ search of a job.

d) Children experiencing dysfunctional Parenting Practices and undergoing Poor adjustment behavior with their formal school education require major attention.

e) Majority of children having history of runaway incidence presents positive behavior in Home Environment and Positive peer relationships before runaway from home.

f) Interventions strategies in the matter of runaway missing children should consider different approach based on Gender, Education Level, and Social Category of the children to deal with runaway missing children issues.

g) Intervention plans should consider different approach based on Religion of the families, Education level of the parent Father, Annual Income of the Family to deal with runaway missing children issues.

### **RECOMMENDATIONS TO PARENTS/ FAMILIES**

➤ Every parents needs to be aware of safe guarding children rights, constitutional provisions of children, Children related policies, Legislation, Programs, schemes, services, causes and consequences of runaway missing children, basic information about children development, Positive Parent-child relationship, good parenting practices, children care and protection, National Tracking System for missing and Vulnerable Children, and Khoya Paya Web Portal meant for Citizen to Track their Child.

➤ Basically every parent and other family members may understand the family relationships in terms of effects of changes in the family pattern; Contributions of family to the children, influence of the family on children; influence of the parental attitude, child training method, family size, sibling relation, home setting, broken home, re-constituted home, concept of family roles and one parent preferences on children/ Family relationships; hazards in family relationships in order to ensure children development and prevent children from maladjustment behavior like runaway from home (Shaffer & Kipp, 2010).

➤ Parents can adopt Baumrind's Authoritative Parenting Style for child training. The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner (Baumrind, 1966). This is Baumrind's ideal parenting style. Baumrind views authoritative parenting as a sort of middle ground, taking the best from the authoritarian parenting style - high control, and the best from the permissive parenting style - high responsiveness. In this parenting style control is achieved via the use of firm but fair reasoning as a base for 'moderately' open negotiations along with positive reinforcement.

➤ Families/ Parents with specific background (as mentioned below) required more awareness, information, education, communication, training on safe guarding children rights, constitutional provisions of children, Children related policies, Legislation, Programs, schemes, services, basic information about children development, Positive Parent-child relationship, good parenting practices, considerate of children care and protection. They also required interventions and support of family social work, Children social work, school social work, community social work, Counselling, government welfare services in order to contribute positively for the overall development and protection of children.

***Families/ Parents with specific background means:*** Families of larger town areas, Families of Hindu religion, Families of Other backward classes, Families of parent father as head, Nuclear family units, Family units residing in poor conditioned houses, Families earning income of 50,000 to 70000 rupees per annum, Parent father with middle or secondary school education, Parent mother with primary or middle school education, Parent father with self-employment in the non-agricultural domain, Parent mother with household duties, Families of children with lack of basic needs, especially who grow up in the family of poor parental care/ love/ protection, families of parents with or without health issues, Parent fathers depending on harmful substances, and families without major history of unpleasant events in the family, Families of children without use of harmful substance, having children in adolescent age, studying in secondary school and senior secondary school, studying in government school and kannada medium, children with history of frequent changes in their school admission, children without history of held-back/ Skipped from the standard of school education, without history of school drop-out / discontinuation.

Families of children primarily involved in romantic relationship/ interested in love marriage, parents who refuse child's interest in romantic relationships; Secondly, Families of children with lack of interest in school going/ school studies, School related difficult experiences/ issues, under repeated parental pressure for studies/ verbal abuse for poor academic performance, under parental strict discipline / supervision; Thirdly, Families of children with less positive peer relationships, interest in income based jobs/ search of a job. Families of children experiencing

dysfunctional Parenting Practices, experiencing Poor adjustment behavior with their formal school education

### **RECOMMENDATIONS TO EDUCATIONAL INSTITUTIONS**

➤ Every government and non-government educational institutions/ Concerned authorities, management, teaching and non-teaching staffs may be aware of safe guarding children rights, constitutional provisions of children, Children related policies, Legislation, Programs, schemes, services, basic information about the concept of safe school, Child safety, Child friendly school education, children development and protection. Educational institutions are strongly recommended to conduct academic events (like quiz, seminar, workshop, conferences, training, meeting, cultural programs etc.) in collaboration with government departments, universities and other agencies like NGOs for preventing runaway incidences of children and relevant consequences.

➤ Every government and non-government educational institutions of Karnataka state are suggested to adopt Karnataka State Child Protection Policy (KSCPP) 2016 and Policy regarding Operational Guidelines and Procedures for Educational Institutions 2016 of the Karnataka state. This guideline provides information regarding Strategies to Promote Safe School; Preventive Measures to protect children from abuse, neglect and exploitation in school environment; Internal Response Mechanisms - The Child Protection Committee; Safety measures, Safe Recruitment and Selection Guidelines; Human Resource Policy and Service Rules; Code of Professional Ethics for Staff in Educational Institutions; Capacity Building For adult stakeholders and children; Safe Transportation Measures; Responsive Measures to Child Safety from Violations and Child Abuse in school environment; Coordination with external Redressal Mechanisms For Child Safety through statutory or legal bodies i.e. through The Child Welfare Committee, Juvenile Justice Board (JJB), Special Juvenile Police Unit, District Child Protection Unit, Judge of the Special Court or any magistrate, Karnataka State Commission for Protection of Child Rights (KSCPCR), Child Helpline-1098; Responsibility of children protection by Nodal Authority- Department of Women and Child Development; Setting up of compliance

system by Department of Primary and Secondary Education, and Collegiate Education of Karnataka CBSE, CICSE, IB ,NIOS etc.; Legal Redressal & Reporting Procedures Under POCSO Act 2012; Norms of Journalistic Conduct of Media; Monitoring and Review at Educational Institutional Level i.e. Gram Panchayath/ Ward/ City/ Educational Block/ District/ State Level and Roles and Responsibilities Of Key Departments and Inter-Agency Coordination (Department Of Women and Child Development Government of Karnataka , 2016).

- Every government and non-government educational institutions may establish school social work center to work and coordinate with children, parents, teachers, government departments, resource persons, professionals, and non-government agencies to ensure children protection and wellbeing.
- School authorities and school social work intervention may give special attention to the School children with the specific background such as, studying in secondary and senior secondary school, studying in government school and kannada medium, children with the history of frequent changes in their school admission, children with history of held-back/ Skipped from the standard level of school education, history of school drop-out/ discontinuation, children with lack of interest in school going/ school studies, children reporting school related difficult experiences or issues, children with less positive peer relationships, and children experiencing Poor adjustment behavior with school.
- School children with the specific background (as mentioned above) required more awareness, information, education, communication, and training through schools regarding children rights, constitutional provisions of children, Children related national and state policies, Legislation, Programs, schemes, services; basic information about Life skills, safe school, child safety, children emergency help line, children development, children protection; Positive Parent-child, student-school, student-teacher, student-peer relationship; Preventive Measures of the school to protect children from abuse, neglect and exploitation and Internal Response Mechanisms like Child Protection Committee; importance family social work, Children social work, school social work, community social work, Counselling and

guidance, relevant Government and NGOs welfare and support services, local resource centers and concerned professionals.

### **RECOMMENDATIONS TO GOVERNMENT DEPARTMENTS**

- Every government department may work/ support for Creating awareness (with information/education/ communication) among parents, children and civil society about children rights, constitutional provisions of children, Children related policies, Legislation, Programs, schemes, services, children development, Positive Parent-child relationship, good parenting practices, children care and protection, prevention of runaway, immediate action to be taken in case of children runaway from home, and consequences of runaway incidence of children.
  
- Department of Women and Child Development, has to consider the following:
  - Develop Strategies to prevent runaway missing children incidences and prevent them from any kind of harm/ abuse/ maltreatment/ trafficking/ Threat.
  - Establish children social work and Counselling centers in all blocks to address the issues of children and their families in view of wellbeing, protection and overall development of children.
  - Prepare IEC materials/ guidelines/ plan of action regarding prevention, intervention and rehabilitation in the matter of runaway incidences of children.
  - Encourage research in the area of missing and runaway children, throwaway children, street children, homeless children, children trafficking, etc.
  - Collaboration with NGOs, educational institutions and universities to create awareness on policies, laws, programs and services of children among students, youth and civil societies.
  - Coordination with other departments to rehabilitate the runaway missing children and their families in case they are from poor condition background.
  - Establish full-fledged missing children bureau in all districts and sub districts
  - Capacity building/ Training in the matter of runaway missing children incidences is required to the children welfare committee (CWC) members, Missing children bureau (MCB) functionaries, and District children protection units (DCPU) functionaries/ Officers.



- Department of Police has to consider the following:
  - Every police station may maintain a Separate register and data base for reported missing children incidences with its categories.
  - Guidelines and Clarification about registering reported missing girl/boy child and kidnapped girl/ boy child are required to improve reporting and documentation.
  - Support research in the area of missing/ runaway children and other issues of children
  - Capacity building/ Training in the matter of missing/ runaway children incidences is required to the all concerned police personnel.
  - Collaboration with educational institutions/ universities, other government departments, NGOs, CBOs is needed to create awareness among students, youth and civil societies regarding children rights, policies, laws, prevention of crimes/ offences against children, protection services, emergency contact, help lines, relating to children and functions of Special Juvenile Police Unit (SJPU).
  - Utilize advanced technology to create awareness among general public about missing children issues and protect them from crime and harm.
  
- The Department of Primary, Higher and Secondary School and Collegiate Education, has to consider the following:
  - Department of education may ensure effective implementation of Karnataka State Child Protection Policy (KSCPP) 2016 and Policy regarding Operational Guidelines and Procedures for Educational Institutions 2016 in all Primary, Higher and Secondary School and Colleges.
  - The department of education may support all government and non-government educational institutions to create awareness among concerned school authorities, management, teaching and non-teaching staffs about safe guarding children rights, constitutional provisions of children, Children related policies, Legislation, Programs, schemes, services, concept of safe school, Child safety, Child friendly school education, children development and protection.
  - Department of education may encourage all educational institutions to conduct academic (like quiz, seminar, workshop, conferences, training, meeting,

cultural programs etc.) and cultural events in collaboration with other government departments, universities and other agencies like NGOs for preventing runaway incidences of children and relevant consequences.

- Department of education may establish school social work and Counselling center in all educational institutions to work for and coordinate with children, parents, teachers, government departments, resource persons, professionals, and non-government agencies to ensure wellbeing, protection and overall development of the children.
- Department of education may incorporate all necessary measures and strategies to provide more awareness, information, education, communication, and training to school children with the specific background (as mentioned above under recommendation to educational institutions) regarding children rights, constitutional provisions of children, Children related national and state policies, Legislation, Programs, schemes, services; basic information about Life skills, safe school, child safety, children emergency help line, children development, children protection; Positive Parent-child, student-school, student-teacher, student-peer relationship; Preventive Measures of the school to protect children from abuse, neglect and exploitation and Internal Response Mechanisms like Child Protection Committee; family social work, Children social work, school social work, community social work, Counselling and guidance, relevant Government and NGOs welfare and support services, local resource centers and concerned professionals.
- Department of education may support research and capacity building training to teachers and non-teaching personnel in the area of child rights, Children and school policies, children and law, school and law, children and health/development/protection/ wellbeing, school and Child Protection Committee, missing/ runaway children, school and parents response, Children and parents association, peer relation, teacher and student relationship, children and education, children and safe school, drop-out/ absence/ withdrawal/ discontinuation of children from school, school adjustment of children, education and children motivation, children and career, children and life skill, children and behavior/ attitude, and Other issues of children related to school (For example, difficulty in particular subjects/ syllabus, medium of

instruction, school rule/ policy, teacher, homework, test/ Exam, Punishment, economic problems for study, mistreatment by other children etc.)

- To prevent runaway missing children incidences Collaboration with universities, other government departments, NGOs, CBOs is needed to create awareness among students, youth and civil societies regarding children rights, policies, laws, protection services, good parenting practices, emergency contact, help lines, social issues relating to children and parents functions of the school children protection committee.
  - improve quality of education system, curriculum, teaching service, school environment and bring children friendly education approach to prevent children from drop out of school/ absence/ runaway/ demotivation/ child Labour/ street victimization/ child marriage
  - Introduce skill based education; job oriented education, vocational training, career guidance, /Counselling, and computer courses.
- To prevent runaway missing children incidences all other concerned government agencies like Department of Health and family welfare, Department of Labour, Department of Law, Department of Information, Department of Rural and Panchayath Raj, Department of Social Welfare, Department of Backward Class and Minorities, Taluk, District and Urban Administration may extend all necessary support, intervention, and welfare services towards the issues of children and their parents/ families, especially who are from low socio economic background and marginalized. These departments may also involve in creating awareness among children and civil society regarding children rights, constitutional provisions of children, Children related national and state policies, Legislation, Programs, schemes and services.

### **RECOMMENDATIONS TO NON-GOVERNMENT ORGANISATIONS**

- All Non-government organizations (NGOS) irrespective of its objectives and functions may be aware of children rights, constitutional provisions of children, Children related international, national and state policies, Legislation, Programs, schemes and services to address the issues of runaway missing children and their families.

- Especially Non-government organizations (NGOS) working for children protection and running child care institutions may be conscious of Juvenile Justice Acts 2015, rules, amendments of the nation and states including provisions of Protection of Children from Sexual Offences (POCSO) Act, 2012.
- NGOs working for the cause of children required to have children social work and Counselling units in their organization and service centers, there may be both male and female social workers to work with children and families.
- NGOs can also set up community social work, family social work centers, parents and children Counselling centers with the support of government to deal with the runaway missing children issues.
- To prevent runaway missing children incidences in families/ society and post runaway harm/ abuse/ maltreatment of children NGOs may conduct awareness and sensitization programs for civil societies and local residents/ parents regarding children rights, constitutional provisions of children, Children related international, national and state policies, Legislation, Programs, schemes and services, children development, children care and protection, child safety, missing children bureau, child help line, police services, Positive Parent-child relationship, family relationship, good parenting practices, causes and consequences of children runaway from, immediate action to be taken by parents/ relatives in case of children runaway from home and emergency contact/ help mechanisms, National Tracking System Missing and Vulnerable Children, and Khoya Paya Web Portal meant for Citizen to Track Child.
- To prevent runaway missing children incidences in families/ society and post runaway harm/ abuse/ maltreatment of children collaborative initiatives, actions and activities with educational institutions, universities, other government departments, NGOs, CBOs are needed to prevent.
- NGOs may support research and capacity building training to their functionaries the area of child rights, Children and school policies, children and law, children and health/development/protection/ wellbeing, missing/ runaway children, children care and parents response, Children and parents association, children and

peer relation, children and education, drop-out/ absence/ withdrawal/ discontinuation of children from school, children and life skill, children and their behavior/ attitude, and Other issues of children such as prevention of child marriage/ child trafficking/ street victimization, homelessness/ child abuse/ neglect and etc.

- Every NGO may give priority to reintegrate/ restore the found children with their families instead of keeping them in their child care institution and information about the found children may be communicated to all concerned police station, departments and statutory committees.
- NGOs can work with children to build positive peer relation network, support group, and self-help group to prevent runaway behavior.
- NGOs can advocate for the families of missing/ runaway children if they are from low socio economic status and link them with resources and welfare services of government to address the issues of children and families.
- NGOs can coordinate with concerned police station, government departments and other agencies to help the families to find their missing children.
- NGOs may provide evidence based interventions in the matter of missing children issues and their family issues based on the research and may consider priority to work for the families/ parents of runaway children with the specific background as mentioned above under recommendation to parents/ families in order to prevent runaway children incidences.

### **RECOMMENDATIONS TO CITIZENS**

- In order to prevent runaway missing children incidences in the families/ and protect children from post runaway harm/ abuse/ maltreatment primarily every citizen must be aware of safe guarding children rights, constitutional provisions of children, Children related national and state policies, Legislation, Programs, schemes, department services, causes and consequences of runaway incidence of children, basic information about children development, Positive Parent-child relationship/ family

relationships, good parenting practices, life skills, safe school, children safety, positive peer relationship, children care and protection, information on National Tracking System for missing and Vulnerable Children, and Khoya Paya Web Portal meant for Citizen to Track their Child, Local NGOs working for children and their families, children help line, getting Aadhar card for their children, use of mobile/ computer, technology/ mobile applications.

- Any person when finds an unaccompanied child should communicate immediately to the nearest police station or concerned government department authorities/ officers or NGOs to assist/ protect the child as first step.
- People can also use mobile phones/ social network/ whatzup group to share information about the unaccompanied found child for protection and assist.
- Parents of missing child or relative must contact immediately to the nearest police station or concerned government department authorities/ officers or NGOs to assist/ protect the child as first step.
- Every citizen required to cooperate for initiatives and activities of government and NGOs for the cause of children protection and development.
- Civil society is necessary to take part positively in children related research activities, policy making, developing action plan, combating crimes against children, children protection and their overall development.

#### **RECOMMENDATIONS TO SOCIAL POLICIES AND LAW**

- There is lack of concentration and discussion in all existing children related policies and legislation with regard to runaway and throwaway children phenomena. Therefore policy response of the nation and state in the matter of runaway children is required and revision of the policy is strongly recommended.
- All existing policies related to children of the nation and state required reconsideration of prevention, protection, intervention and rehabilitation approaches

and necessary measures in the matter of runaway missing children including their families.

- Existing policies of the nation or state needs to incorporate subjects on good parenting practices, parent-child relationships, family relationships, life skills education and training, Children social work and counseling centers in community, Parent Counselling and family social work in community, school social work and Counselling units in education institutions, Children friendly education and school adjustment, and peer relationship which ensure children protection and development.
- More clarity is needed in existing policies or law regarding strategies of rehabilitation or relevant welfare services in the matter of families of low socio-economic status having history of runaway missing children incidences
- More explanation and clarity is needed in existing policies or law in the matter of romantic relationship of children or adolescents, refusal of parents for romantic relationship of children or adolescents and interest of children or adolescents towards love marriages.
- More clarity and reconsideration is required in existing policies and law in the matter of school/ education institutions and children with poor level of school adjustment, school punishment, homework/ school assignment/ project work burden, limitation on syllabus/ curriculum, dropout from school and runaway from home because of school or education related difficulties.
- Existing policies or laws on children has to provide importance for research in the area of runaway missing children and throwaway children including issues of their families.

### **RECOMMENDATIONS TO SOCIAL WORK EDUCATION AND TRAINING**

- Every college, Universities and research institutes having department of social work education required to introduce contents of education regarding child rights, constitutional provisions, Children related national and state policies, Legislation,

Programs, schemes, department services, children development, care and protection.

- Specialization of children social work need to cover contents relating to prevention, intervention, protection and rehabilitation of runaway missing children, throwaway children, and trafficking.
- Every college, Universities and research institutes having department of social work education required to introduce family social work and school social work to address the issues of children in society.
- As part of training social work practicum required to consider posting of social work students to department of women and child development, missing children bureau, Special juvenile police unit, children homes, NGOs working for the children protection, and child care institutions.
- Department of Social work in all colleges and universities suggested to conduct seminar/ workshop/ conference and other academic programs regarding child rights, constitutional provisions, Children related national and state policies, Legislation, Programs, schemes, department services, children development, care and protection, Positive Parent-child relationship, good parenting practices, life skills, safe school, children safety, positive peer relationship family relationships, children social work, family social work, school social work, Technology and children safety/ Protection, missing children, role of civil society in children protection etc.

### **RECOMMENDATIONS TO SOCIAL WORK PRACTICE**

- Every social work professionals irrespective of their specialization or job role must be aware of child rights, constitutional provisions, Children related national and state policies, Legislation, Programs, schemes, department services, Basics of children development theories/ concepts/models and effective care and protection.
- Especially social worker who deals with missing children suggested to provide intervention considering the Families/ Parents of runaway missing children with



the specific background as mentioned above under the section recommendations to Parents/ Families.

- Social work professionals who deals with runaway missing children in specific are suggested to understand the Risk Amplification Model that focus on child abuse in family and runaway behavior of children (Whitbeck, Hoyt, & Yoder, 1999), Youth developmental model which helps social work practitioners to prevent runaway incidences among youth facing multiple issues (Johnson, Bassin, and Shaw, Inc., Silver Spring, MD.; National Clearinghouse on Families and Youth, Silver Spring, MD., 1996) and Estrangement model of recidivism which clarifies role of youth, family and social system in formulation of behavioral problems influencing youth to runaway (Thompson & Pollio, 2006).
- Children social work professionals are suggested to keep regular contact and update information of Department of Women and Child Development, Department of Police, The Department of Primary, Higher and Secondary School and Collegiate Education, To prevent runaway missing children incidences all other concerned government agencies like Department of Health and family welfare, Department of Labour, Department of Law, Department of Information, Department of Rural and Panchayath Raj, Department of Social Welfare, Department of Backward Class and Minorities, Taluk, District and Urban Administration, Department of information in the matter of children issues and missing children.

### **RECOMMENDATIONS FOR FURTHER RESEARCH**

- In the area of runaway missing children phenomena further research is suggested to offer scientific description of the post incident (runaway child episode) parenting practices, Parent-Child relationship, in-home behavior, school adjustment and peer relationship.
- Exploratory research is suggested to understand the causes of dysfunctional parenting practices of primary caregivers and needs of children who present poor adjustment behavior with school.

- Explanatory research is anticipated to test the hypotheses that are formulated based on the present study i.e. children of families from specific background (as mentioned above under the section recommendations to Parents/ Families) are more likely to runaway from family home than others/ other categories.
- Evaluation research is proposed to evaluate whether existing children related social policies, legislations, programs and services are effective in preventing runaway children incidences from family home and to ensure protection and rehabilitation of runaway children and their families.
- Evaluation research is also proposed to evaluate whether existing social work interventions related to children and families are effective in preventing runaway children incidences from family home, and to ensure protection and rehabilitation of runaway children and their families.
- Descriptive researches are recommended to study the cognizance of parents, children and concerned key stakeholders regarding existing policies, laws, programs and services related to children rights, health, education, protection, development, welfare, and rehabilitation,
- Further research is required to develop appropriate interventions towards issues of children in romantic relationships and issues of parents having such children.
- More researches are required to understand the issues of children with their school education, school system, school environment and school related policies, legislation and services.
- Need for further researches were also suggested under the preceding sections of the current chapter.

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Dept. of Studies and Research in Social Work, Kuvempu University, Shankaraghatta Shimoga.		ID.No						
		Date						
		<b>PARENT INTERVIEW SCHEDULE</b>				(Confidential After Filling)		
Q.No	<b>Section - A</b>	<b>DEMOGRAPHIC AND SOCIO-ECONOMIC STATUS OF THE RUNAWAY MISSING CHILD AND THEIR FAMILIES</b>						
<b><i>Details of the Informant</i></b>								
1	Name of the informant							
2	Age of the informant							
3	Relationship to child	Father	1	Mother	2			
		Relative	3	Gaurdian	4			
4	Address							
5	Village			Town				
6	Taluk			District				
<b><i>Details of the Missing child</i></b>								
7	Name							
8	Gender	Boy	1	Girl	2			
9	Age of the child at the time of missing							
10	Status of the literacy	Literate	1	Illiterate	2			
<b><i>Background of the family</i></b>								
11	Original Source of residence of the family (States):							
	Karnataka	1	Tamilnadu	2	Andrapradesh	3		
	Kerala	4	If other, specify			5		
12	Mother Tongue:	Kannada	1	Tamil	2	Telugu	3	
		Malayalam	4	If other, specify			5	
13	Religion:	Hindu	1	Muslim	2			
		Christian	3	If other Specify			5	
14	Category:	SC	1	ST	2		OBC	3
		Minority	4	General	5		If other Specify	6
15	Type of Family:	Nuclear	1	Joint	2		Extended	3
		If other Specify					6	
16	Head of the family:	Father	1	Mother	2		If other Specify	3

Q.No. 17 Details of immediate Family Members of the missing Child:								
Sl.No	Member Name	Relationship to Child	Age	sex	Education	Occupation	Annual Income	Remarks
	17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8
1								
2								
3								
4								
5								
6								
7								
8								
9								
Q.No. Details of the Housing :								
18	Condition of house:		Good	1	Livable	2	Dilapidated	3
19	Ownership Status:		Own	1	Rent	2	If other, specify	3
20	Dwelling rooms:		No Exclusive	1	One room	2		
			Two or Three	3	Four and above	4		
21	Main Source of drinking water:		Tap	1	well	2		
	Hand pump/Borewell		3	River/Canal	4	If other, specify	5	
22	Drinking water Location of availability:		With in premises	1				
	Near premises		2	Away from premises	3			
23	Source of lighting:		Electricity	1	Kerosene	2	Solar	3
			No lighting	4	If other, specify	5		
24	Bathing facility:		With in premises	1	Near premises	2		
			Without roof	3	No	4		
25	Latrine facility							
	Within premises- good facility		1	Within the premises- No good facility	2			
	Away from premises- good facility		3	Away from premises- No good facility	4			
26	Availability of separate kitchen for cooking:							
	Inside house with good facility		1	Inside house- No good facility	2			
	outside of house with good facility		3	outside of house- No good facility	4			
27	Type of fuel used for cooking:		Fire-wood	1	Kerosene	2		
	LPG/ Cylinder		3	Any other specify	4			
28	T.V/ Television Availability:		Yes	1	No	2		
29	Telephone/ Mobile Availability		only Land line	1	only mobile	2		
			Both device	3	No	4		
30	Computer/ Laptop Availability							
	With internet		1	without internet	2	No	3	

<b>Section-B:</b>		<b>Q.No 31 WHICH OF THE FOLLOWING IMMEDIATE SITUATIONAL FACTOR/ INFLUENCED THE CHILD TO MOVE AWAY FROM HOME ?</b>					
	Because of persistant Socio-economic problems in home						1
	Strict discipline in home / Parental strict supervision						2
	Repeated Conflict/fight between family members in home						3
	Parental substance abuse and their behavior during consumption						4
	Repeated pressure for readings by parents/ Repeated advice for studies in home						5
	Personally lack of interest in studies						6
	Due to School related matters (Difficulties with particular subject/ strict discipline by teachers/ lack of facilities in the school, unpleasant experiences with class mates and results of examinations)						7
	Interest in income based work/ search job						8
	Marriage plan for the daughter/ son by parents at home						9
	Influence of a friend/ Group of friends						10
	Love affair / interest in the love marriage						11
	<b>If Multiple factors, specify Code numbers &gt;</b>						12
	If any other reason, please specify						13
	Child had no intention to move away from home/ parents						14
<b>Q.No.</b>	<b>Section C</b>	<b>General Health aspects of the Child and Family members</b>					
32	Was there any disability condition with the missing <b>child</b> before missing event?						
	Yes	1	No	2			
33	If yes, what type of the disability was associated with the <b>child</b> ?						
	In Seeing	1	In Hearing	2	In Speech	3	
	In movement	4	Mental Retardation	5	Mental illness	6	
	Chronic illness/ diseases	7	Multiple Disability	8			
34	Was there any disability condition with the <b>Parents</b> before missing event?						
	Yes, only for Father	1	Yes, only for mother	2			
	For both parents	3	No	4			
35	If yes, Which type of the disability was associated with <b>parents</b> ?						
	In Seeing	1	In Hearing	2	In Speech	3	
	In movement	4	Mental Retardation	5	Mental illness	6	
	Chronic illness/ diseases	7	Multiple Disability	8			
36	Was there any history of harmful substance use by the <b>child</b> before missing event?						
	Yes	1	No	2	Don't Know	3	
37	If yes, what type of harmful substances was use by the <b>child</b> ?						
	Alcohol	1	Cigarette	2	Tobacco/Ghutka	3	
	Multiple Substance	4	Any other specify			5	
38	Was there any history of harmful substance use by the <b>parents</b> ?						
	Yes, only for Father	1	Yes, only for mother	2			
	For both parents	3	No	4			
39	If yes, what type of harmful substance was used by the <b>Parents</b> ?						
	Alcohol	1	Cigarette	2	Tobacco/Ghutka	3	
	Multiple Substance	4	Any other specify			5	
40	Was there lacking in providing any of the following basic needs of the <b>child</b> ?						
	Good/ Livable house	1	Parental care/ Protection	2	Medical treatment	7	
	Nutritious food	3	Safe drinking water	4	Any other specify	8	
	Clean Cloths	5	Play Things	6			
41	Has your <b>child</b> ever experienced any of the following events before missing incidence?						
	Parental divorce	1	Parental separations	2	Parental remarriage	3	
	Parental death	4	Parental missing	5	None	6	
	Any other specify	7					

Q.NO	Section- D:	PARENTING PRACTICES OF THE PARENTS BEFORE MISSING INCIDENCE OF THE CHILD	Never	Rarely	Some Time	Often	Always
		<i>Questions regarding involvement</i>					
42		How often were you talking friendly with your child?	1	2	3	4	5
43		How often were you volunteering to help your child in which he/ she was involving?	1	2	3	4	5
44		How often were you attending parent-teacher meetings/ school events at your child's school?	1	2	3	4	5
		<i>Questions regarding Positive Parenting</i>					
45		How often were you allowing your child to know when he/she was doing a good job with something?	1	2	3	4	5
46		How often were you rewarding/ giving something extra to the child for obeying you/ behaving well?	1	2	3	4	5
47		How often were you telling your child that you like it when he/she help out around the house?	1	2	3	4	5
		<i>Questions regarding Poor Monitoring/Supervision</i>					
48		How often was your child going out without informing you about where or with whom he/ she go?	1	2	3	4	5
49		How often was your child staying at home without an adult supervision?	1	2	3	4	5
50		How often were you checking about the time when your child supposed to return home?	1	2	3	4	5
		<i>Questions regarding Inconsistent Discipline</i>					
51		How often were you threatening your child to punish but then after not actually punish him/her?	1	2	3	4	5
52		How often were you punishing your child when he/she has done something wrong?	1	2	3	4	5
53		How often were you punishing your child depending on your mood?	1	2	3	4	5
		<i>Questions regarding Corporal Punishment</i>					
54		How often did you slap/ spank your child when he/she has done something wrong?	1	2	3	4	5
55		How often were you making your child to stay outdoor of the home when he/she done something wrong?	1	2	3	4	5
56		How often were you screaming at your child when he/she has done something wrong?	1	2	3	4	5
		<i>Questions regarding Other Discipline Practices</i>					
57		How often were you ignoring your child when he/she has misbehaved?	1	2	3	4	5
58		How often were you taking privileges or money away from your child as a punishment?	1	2	3	4	5
59		How often were you sending your child to his/her room or make him/her sit or stand in a corner as a punishment?	1	2	3	4	5
60		How often were you calmly explaining your child about the wrong behaviors when he/she has misbehaved?	1	2	3	4	5
61		How often were you giving your child extra household tasks as a punishment?	1	2	3	4	5

Q.No.	Section -E	BEHAVIOR OF THE CHILD IN HOME ENVIRONMENT BEFORE MISSING INCIDENCE	Never	Rarely	Some Time	Often	Always
62		How often was your child doing all his/ her activities of daily living and other works on its own ?	1	2	3	4	5
63		How often was your child helping family members for the household works ?	1	2	3	4	5
64		How often was your child feeling free to interact with family members and relatives ?	1	2	3	4	5
65		How often was your child trying to know about the roles/ responsibilities and works of family members?	1	2	3	4	5
66		How often was your child participating actively in extracurricular activities, playing games, and other hobbies during free time/ school holidays ?	1	2	3	4	5
67		How often was your child using electronic devices such as T.V, computer, internet, mobile, music systems etc.?	1	2	3	4	5
68		How often was your child participating actively in relegious practices, festivals, and other cultural activities?	1	2	3	4	5
69		How often was your child normally discussing with families regarding school teachers/ other staff members / neighbours/ friends/ people of local community and other important events?	1	2	3	4	5



Section- F	<b>EDUCATION BACKGROUND OF THE CHILD BEFORE MISSING INCIDENCE</b>							
<b>70</b>	Was your child admitted to formal school?							
	Yes	1	No				2	
<b>71</b>	In what age did your child start formal education?							
	Between age 1 and 3 years		1					
	Between age 4 and 5 years		2					
	From the age of 6 years		3					
<b>72</b>	What was the education level/ Grade of the child at the time of missing ?							
	Standard	1	2	3	4	5	6	7
		8	9	10	11	12		
	Bachelor degree		13		Diploma		14	ITI
<b>73</b>	Type of School where the child was studying at the time of missing?							
	Government School		1		Private School		2	
	Aided School		3		Special school		4	
<b>74</b>	Was your child attending school regularly/ consistently?							
	Yes	1	No		2	Don't Know		3
<b>75</b>	In which language medium child was receiving instruction in school?							
	English		1		Kannada		2	
	Urdu		3		if other specify		4	
<b>76</b>	Was there any history of recurrent changes in school admission of the child?							
	Yes	1	No		2			
<b>77</b>	Was your child ever been held back/ skipped a grade in school?							
	Yes	1	No		2			
<b>78</b>	Was there any history of school drop-out / school withdrawal event before child go missing?							
	Yes	1	No		2			

Q.NO	Section -G	SCHOOL PARTICIPATION OF THE CHILD BEFORE MISSING INCIDENCE	Never	Rarely	Some Time	Often	Always
79		How often was your child showing interest in studies and school related activities up to your expectation?	1	2	3	4	5
80		How often was your child feeling free to get along with other children in school?	1	2	3	4	5
81		How often was your child feeling easy to communicate with school teachers and other staffs?	1	2	3	4	5
82		How often was your child feeling ease to attend class tests/ exams/ other competitions?	1	2	3	4	5
83		How often was your child staying away from the school without your notice during school days?	1	2	3	4	5
84		How often was your child returning to home from school more than an hour past the time you expect him/her?	1	2	3	4	5
85		How often was your child refusing to attend school because of some difficulties related to school matters? (For example, having difficulty in particular subjects/ syllabus, medium of instruction, school rule/ policy, teacher, homework, test/ Exam, Punishment, mistreatment by other children etc.)	1	2	3	4	5
86		How often was your child participating in extracurricular activities in the school? (Such as sports, play games, camps, recreational activities, Creative arts, Cultural activities, school celebrations, etc.)	1	2	3	4	5
87		How often was your child feeling happy towards the school environment and facilities ?	1	2	3	4	5

Q.No.	Section-H: PEER RELATIONSHIPS OF THE CHILD BEFORE MISSING INCIDENCE	Never	Rarely	Some time	Often	Always
88	How often was your child feeling free to interact with other children of neighborhood/ local community?	1	2	3	4	5
89	How often was your child showing interest in activities of household, school and community because of the support of his/her friends/friends group?	1	2	3	4	5
90	How often was your child wishing to stay at home because of mistreatment by children of neighborhood and class mates?	1	2	3	4	5
91	How often was your child returning to home after school hours in the late evening/night because of friends network?	1	2	3	4	5
92	How often were you getting complaint about your child's behavior from the school teachers/ neighbors/ other children because of his/ her companionship with particular friend/ friends group?	1	2	3	4	5
93	How often were you getting complaint from other children about your child's involvement in using harmful substances/ chemical? (such as cigarette, alcohol, tobacco, gutka etc)	1	2	3	4	5
94	How often was your child going out without informing to families in the late evening/night?	1	2	3	4	5
95	How often was your child getting punishment by you or school teacher for the minor mistakes that are influenced by a friend/ friends group?	1	2	3	4	5
96	How often was your child expressing interest towards income based works because of contacts with working friends?	1	2	3	4	5
97	How often was your child using some electronic devices to maintain contacts with friends or friends group? (Such as mobile /computer/internet)	1	2	3	4	5

	ಸಮಾಜ ಕಾರ್ಯ ಅಧ್ಯಯನ ಹಾಗೂ ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವ ವಿದ್ಯಾಲಯ, ಶಂಕರಘಟ್ಟ, ಶಿವಮೊಗ್ಗ.		ಗುರುತಿನ ಸಂಖ್ಯೆ:				
			ದಿನಾಂಕ:				
	<b>ಪೋಷಕರ ಸಂದರ್ಶನ ಅನುಸೂಚಿ</b> (ಭರ್ತಿಯಾದ ನಂತರ ಗೌಪ್ಯವಾದುದು)						
ಪ್ರ.ಸಂ:	ಭಾಗ-ಎ:	ಮನೆತೊರೆದು ಹೋದ ಮಗುವಿನ ಹಾಗೂ ಅವರ ಕುಟುಂಬ ಸದಸ್ಯರ ಸಾಮಾಜಿಕ-ಆರ್ಥಿಕ ಸ್ಥಾನ ಮಾನಗಳ ವಿವರ					
	<b>ಮಾಹಿತಿ ನೀಡುವವರ ವಿವರ</b>						
1	ಮಾಹಿತಿ ನೀಡುವವರ ಹೆಸರು						
2	ಮಾಹಿತಿ ನೀಡುವವರ ವಯಸ್ಸು						
3	ಮಗುವಿನೊಡನೆ ಇರುವ ಸಂಬಂಧ	ತಂದೆ	1	ಇತರೆ ನಮೂದಿಸಿ	3		
		ತಾಯಿ	2	ಕಾನೂನಾತ್ಮಕ ಪಾಲಕರು	4		
4	ಮನೆ ವಿಳಾಸ						
5	ಗ್ರಾಮ	1	ನಗರ	2			
6	ತಾಲ್ಲೂಕು		ಜಿಲ್ಲೆ				
	<b>ಮನೆತೊರೆದು ಹೋದ ಮಗುವಿನ ವಿವರ</b>						
7	ಹೆಸರು:						
8	ಅಂಗ:	ಗಂಡು	1	ಹೆಣ್ಣು	2		
9	ಮನೆತೊರೆದು ಹೋದಾಗ ಮಗುವಿನ ವಯಸ್ಸು						
10	ಸಾಕ್ಷರತೆಯ ಸ್ಥಾನ ಮಾನ	ಅಕ್ಷರಸ್ಥ:	1	ಅನಕ್ಷರಸ್ಥ	2		
	<b>ಮನೆತೊರೆದು ಹೋದ ಮಗುವಿನ ಕುಟುಂಬದ ವಿವರ</b>						
11	ಮೂಲತಃ ಸದರಿ ಕುಟುಂಬದ ಸದಸ್ಯರು ಯಾವ ರಾಜ್ಯಕ್ಕೆ ಸೇರಿದವರು?						
	ಕರ್ನಾಟಕ	1	ತಮಿಳು ನಾಡು	2	ಆಂಧ್ರಪ್ರದೇಶ	3	
	ಕೇರಳ	4	ಇತರೆ, ನಮೂದಿಸಿ	5			
12	ಮಾತೃ ಬಾಷೆಯ ಪೂರ್ಣ ಹೆಸರು		ಕನ್ನಡ	1	ತಮಿಳು	2	
	ತೆಲುಗು	3	ಮಲಯಾಳಂ	4	ಇತರೆ, ನಮೂದಿಸಿ	5	
13	ಧರ್ಮ	ಹಿಂದೂ	1	ಕ್ರೈಸ್ತ	2	ಮುಸ್ಲಿಂ	3
		ಇತರೆ, ನಮೂದಿಸಿ		5			
14	ವರ್ಗ:	ಪರಿಶಿಷ್ಟ ಜಾತಿ	1	ಪರಿಶಿಷ್ಟ ಪಂಗಡ	2	ಹಿಂದುಳಿದ ವರ್ಗ	3
	ಅಲ್ಪಸಂಖ್ಯಾತರು	4	ಸಾಮಾನ್ಯ ವರ್ಗ	5	ಇತರೆ, ನಮೂದಿಸಿ	6	
15	ಕುಟುಂಬದ ಪ್ರಕಾರ:	ವಿಭಕ್ತ ಕುಟುಂಬ	1	ಅವಿಭಕ್ತ ಕುಟುಂಬ	2		
		ವಿಸ್ತರಣ ಕುಟುಂಬ	3	ಇತರೆ, ನಮೂದಿಸಿ	5		
16	ಕುಟುಂಬದ ಮುಖ್ಯಸ್ಥರು:						
	ತಂದೆ	1	ತಾಯಿ	2	ಇತರೆ, ನಮೂದಿಸಿ	3	

ಪ್ರ.ಸಂ: 17 ಮಗುವಿನೊಂದಿಗೆ ಮನೆಯಲ್ಲಿದ್ದ ಹತ್ತಿರದ ಕುಟುಂಬ ಸದಸ್ಯರುಗಳ ವಿವರ:								
ಕ್ರ. ಸಂ.	ಸದಸ್ಯರ ಹೆಸರು	ಮಗುವಿನೊಡನೆ ಸಂಬಂಧ	ವಯಸ್ಸು	ಅಂಗ	ಗೌರವ ಗರಿಷ್ಠ ವಿದ್ಯಮಟ್ಟ	ಉದ್ಯೋಗ	ವಾರ್ಷಿಕ ಆದಾಯ	ಷರಾ
	ಪ್ರ.ಸಂ. 17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8
1								
2								
3								
4								
5								
6								
7								
8								
9								
<b>ಮನೆಯ ಸ್ಥಿತಿಗತಿ ಕುರಿತಾದ ವಿವರಗಳು</b>								
18	ಮನೆಯ ಸ್ಥಿತಿಯು:	ಉತ್ತಮ	1		ವಾಸಕ್ಕೆ ಯೋಗ್ಯ	2		ಶಿಥಿಲವಾಗಿದೆ 3
19	ಮನೆಯ ಮಾಲಕತ್ವದ ಸ್ಥಾನಮಾನ:	ಸ್ವಂತ	1		ಬಾಡಿಗೆ	2		ಇತರೆ, ನಮೂದಿಸಿ 3
20	ಪ್ರತ್ಯೇಕವಾಗಿ ಈ ಕುಟುಂಬದ ಅಧೀನದಲ್ಲಿರುವ ವಾಸದ ಕೊಠಡಿಗಳು:							
	ಇರುವುದಿಲ್ಲ	1		ಒಂದು ಕೊಠಡಿ	2	ಎರಡು/ಮೂರು	3	ನಾಲ್ಕು/ಅಧಿಕ ಕೊಠಡಿಗಳು 4
21	ಕುಡಿಯುವ ನೀರಿನ ಪ್ರಧಾನ ಮೂಲ:		ಕೊಳಾಯಿ	1		ಬಾವಿ	2	ಬೋರ್‌ವೆಲ್ 3
			ನದಿ / ಕಾಲುವೆ/ಕೆರೆ	4		ಇತರೆ, ನಮೂದಿಸಿ		5
22	ಮನ ಆವರಣದಲ್ಲಿ ಲಭ್ಯವಾಗುವ ಕುಡಿಯುವ ನೀರಿನ ಮೂಲ:							
	ಒಳಗೆ	1		ಹೊರಗಡೆ ಸಮೀಪದಲ್ಲಿ	2			ಹೊರಗಡೆ ದೂರದಲ್ಲಿ 3
23	ಬೆಳಕಿನ ಪ್ರಧಾನ ಮೂಲ		ವಿದ್ಯುತ್‌ಚಕ್ತಿ	1		ಸೀಮೆಎಣ್ಣೆ	2	ಸೌರಶಕ್ತಿ 3
			ಏನು ಇಲ್ಲದಿರುವುದು	4		ಇತರೆ, ನಮೂದಿಸಿ		5
24	ಮನೆಯ ಆವರಣದಲ್ಲಿ ಲಭ್ಯವಿರುವ ಸ್ನಾನದ ಗೃಹ ಸೌಲಭ್ಯ:				ಹೌದು, ಒಳಗೆ	1		ಹೌದು, ಹೊರಗೆ 2
					ಹೌದು, ಮೇಲ್ವಾಣಿ ಇಲ್ಲದಿರುವುದು	3		ಏನು ಇಲ್ಲದಿರುವುದು 4
25	ಮನೆಯ ಆವರಣದಲ್ಲಿ ಲಭ್ಯವಿರುವ ಶೌಚಾಲಯ ಗೃಹ ಸೌಲಭ್ಯ:							
	ಹೌದು, ಒಳಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯದೊಂದಿಗೆ			1		ಹೌದು, ಒಳಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯ ಇಲ್ಲದಿರುವುದು 2		
	ಹೌದು, ಹೊರಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯದೊಂದಿಗೆ			3		ಹೌದು, ಹೊರಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯ ಇಲ್ಲದಿರುವುದು 4		
26	ಮನೆಯ ಆವರಣದಲ್ಲಿ ಅಡುಗೆ ಮನೆ ಕೋಣೆ ಸೌಲಭ್ಯ							
	ಹೌದು, ಒಳಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯದೊಂದಿಗೆ			1		ಹೌದು, ಒಳಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯ ಇಲ್ಲದಿರುವುದು 2		
	ಹೌದು, ಹೊರಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯದೊಂದಿಗೆ			3		ಹೌದು, ಹೊರಗೆ ಉತ್ತಮ ಸೌಲಭ್ಯ ಇಲ್ಲದಿರುವುದು 4		
27	ಅಡುಗೆ ಮಾಡಲು ಬಳಸುವ ಇಂಧನ		ಸೌದೆ	1		ಸೀಮೆಎಣ್ಣೆ	2	
			ಸಿಲಿಂಡರ್	3		ಇತರೆ, ನಮೂದಿಸಿ		4
28	ಟೆಲಿವಿಷನ್/ ಟಿ.ವಿ	ಇದೆ	1		ಇಲ್ಲ	2		
29	ಟೆಲಿಫೋನ್/ಮೊಬೈಲ್ ಫೋನ್ ಸೌಲಭ್ಯ		ಹೌದು, ಸ್ಥಿರ ದೂರವಾಣಿ		1		ಹೌದು, ಮೊಬೈಲ್ 2	
			ಎರಡು ಇದ್ದಲ್ಲ		3		ಯಾವುದು ಇಲ್ಲ 4	
30	ಕಂಪ್ಯೂಟರ್ / ಲ್ಯಾಪ್‌ಟಾಪ್ ಸೌಲಭ್ಯ							
	ಹೌದು, ಇಂಟರ್‌ನೆಟ್ ಸಹಿತ		1		ಹೌದು, ಇಂಟರ್‌ನೆಟ್ ರಹಿತ		2	ಯಾವುದು ಇಲ್ಲ 3

ಪ್ರ.ಸಂ 31	ಭಾಗ-ಬಿ	ತಮ್ಮ ಮಗು ಮನೆತೊರೆದು ಹೋಗಲು ಕೆಳಗೆ ನೀಡಲಾಗಿರುವ ಪಟ್ಟಿಯಲ್ಲಿ ಯಾವ ಕಾರಣಾಂಶವು ತಕ್ಷಣಕ್ಕೆ ಪ್ರಚೋದನೆಯನ್ನುಂಟು ಮಾಡಿತು?							
		ಮನೆಯಲ್ಲಿ ನಿರಂತರವಾಗಿ ಇದ್ದ ಸಾಮಾಜಿಕ ಹಾಗೂ ಆರ್ಥಿಕ ಸಮಸ್ಯೆಗಳು	1						
		ಮನೆಯಲ್ಲಿ ಕಟ್ಟುನಿಟ್ಟಾದ ಶಿಸ್ತುಪಾಲನೆ/ಪೋಷಕರ ಕಟ್ಟುನಿಟ್ಟಾದ ಮೇಲ್ವಿಚಾರಣೆ	2						
		ಮನೆಯಲ್ಲಿ ಪದೇ ಪದೇ ಕುಟುಂಬ ಸದಸ್ಯರ ನಡುವೆ ನಡೆಯುತ್ತಿದ್ದ ಕೌಟುಂಬಿಕ ಕಲಹಗಳು	3						
		ಪೋಷಕರಲ್ಲಿ ಇದ್ದ ಹಾನಿಕರ ರಾಸಾಯನಿಕ ಪದಾರ್ಥಗಳ ವ್ಯಸನ / ದುಶ್ಚಟ ಮತ್ತು ಅವರ ವರ್ತನೆ	4						
		ಪೋಷಕರು ಪದೇ ಪದೇ ಓದಲು ಮಾಡುತ್ತಿದ್ದ ಒತ್ತಾಯ / ಓದಲು ಹೇಳುತ್ತಿದ್ದ ಬುದ್ಧಿಮಾತಿಗಾಗಿ	5						
		ವೈಯಕ್ತಿಕವಾಗಿ ಓದಿನಲ್ಲಿ/ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲಿ ಆಸಕ್ತಿ ಇಲ್ಲದಿರುವುದು	6						
		ಶಾಲೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕಾರಣಾಂಶಗಳು (ಶೈಕ್ಷಣಿಕ ವಿಷಯದಲ್ಲಿನ ಕಷ್ಟ, ಕಟ್ಟುನಿಟ್ಟಾದ ಶಿಕ್ಷಕರ ಶಿಸ್ತು ಕ್ರಮ, ಶಾಲೆಯಲ್ಲಿನ ಸೌಲಭ್ಯಗಳ ಕೊರತೆ, ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಅಹಿತಕರ ಅನುಭವ, ಪರೀಕ್ಷೆ ಪಲತಾಂಶ)	7						
		ಆದಾಯ ತರುವ ಕೆಲಸದಲ್ಲಿ ಅಥವಾ ದುಡಿಮೆಯಲ್ಲಿ ಇದ್ದ ಆಸಕ್ತಿ	8						
		ಪೋಷಕರಿಂದ ಮಗಳ/ಮಗನ ಮದುವೆ ಆಯೋಜನೆಗೆ ಮಾಡಿದ ಪ್ರಯತ್ನ	9						
		ಸ್ನೇಹಿತರ ಸಹವಾಸ / ಸ್ನೇಹಿತರ ಗುಂಪಿನ ಪ್ರಚೋದನೆ	10						
		ಪ್ರೇಮ ಸಂಬಂಧ / ಪ್ರೇಮ ವಿವಾಹದಲ್ಲಿ ಇದ್ದ ಆಸಕ್ತಿ	11						
		ಹಲವು ರೀತಿಯ ಕಾರಣಗಳು ಇದ್ದಲ್ಲಿ, ಸೂಚಿಸಲಾದ ಸಂಕೇತ ಸಂಖ್ಯೆಗಳನ್ನು ನಮೂದಿಸಿ							
		ಇತರೆ ಕಾರಣಗಳು ಇದ್ದಲ್ಲಿ ಉತ್ತರವನ್ನು ನಮೂದಿಸಿ							
		ಮಗುವಿಗೆ ಪೋಷಕರಿಂದ ದೂರ ಹೋಗಲು ಯಾವ ಉದ್ದೇಶವಿರಲಿಲ್ಲ	14						
ಪ್ರ.ಸಂ	ಭಾಗ-ಸಿ- ಮನೆತೊರೆದ ಮಗುವಿನ ಹಾಗೂ ಕುಟುಂಬ ಸದಸ್ಯರ ಆರೋಗ್ಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ವಿವರಗಳು:								
32	ಕಾಣೆಯಾದ ಮಗುವು ಮಾನಸಿಕ ಅಥವಾ ದೈಹಿಕ ಅಂಗವಿಕಲತೆಯನ್ನು ಹೊಂದಿತ್ತೇ?	ಹೌದು	1					ಇಲ್ಲ	2
33	ಹೌದು ಎಂದಾದಲ್ಲಿ ಮಗುವಿಗೆ ಇದ್ದ ಅಂಗವಿಕಲತೆಯ ಸ್ವರೂಪ:	ದೃಷ್ಟಿಯಿಲ್ಲ	1					ಶ್ರವಣದಲ್ಲಿ	2
	ಮಾತಿನಲ್ಲಿ	3		ಚಲನೆಯಲ್ಲಿ	4			ಮಾನಸಿಕ ಕಾಯಿಲೆ	6
				ಬುದ್ಧಿಮಾಂದ್ಯತೆ	5				
				ದೈಹಿಕವಾಗಿ ದೀರ್ಘಾವಧಿಯ ಕಾಯಿಲೆಗಳು / ರೋಗಗಳು	7			ವಿವಿಧ ಅಂಗವಿಕಲತೆ	8
34	ಮಗು ಕಾಣೆಯಾಗುವ ಮುನ್ನ ಪೋಷಕರು ಮಾನಸಿಕ ಅಥವಾ ದೈಹಿಕವಾಗಿ ಅಂಗವಿಕಲತೆಯನ್ನು ಹೊಂದಿದ್ದರೆ?								
	ಹೌದು, ತಂದೆಗೆ ಮಾತ್ರ	1		ಹೌದು, ತಾಯಿಗೆ ಮಾತ್ರ	2				
	ಹೌದು, ಇಬ್ಬರಿಗೂ	3		ಇಲ್ಲ ಯಾರಿಗೂ ಇಲ್ಲ	4				
35	ಹೌದು ಎಂದಾದಲ್ಲಿ ಪೋಷಕರಿಗೆ ಇದ್ದ ಅಂಗವಿಕಲತೆಯ ಸ್ವರೂಪ:	ದೃಷ್ಟಿಯಿಲ್ಲ	1					ಶ್ರವಣದಲ್ಲಿ	2
	ಮಾತಿನಲ್ಲಿ	3		ಚಲನೆಯಲ್ಲಿ	4			ಮಾನಸಿಕ ಕಾಯಿಲೆ	6
				ಬುದ್ಧಿಮಾಂದ್ಯತೆ	5				
				ದೈಹಿಕವಾಗಿ ದೀರ್ಘಾವಧಿಯ ಕಾಯಿಲೆಗಳು / ರೋಗಗಳು	7			ವಿವಿಧ ಅಂಗವಿಕಲತೆ	8
36	ಕಾಣೆಯಾದ ಮಗುವಿಗೆ ಹಾನಿಕಾರವಾದ ರಾಸಾಯನಿಕ ಪದಾರ್ಥಗಳ ವ್ಯಸನವು ಇತ್ತೆ?								
	ಹೌದು	1		ಇಲ್ಲ	2			ಗೂತ್ತಿಲ್ಲ	3
37	ಹೌದು ಎಂದಾದಲ್ಲಿ ಕೆಳ ಕಂಡ ಪಟ್ಟಿಯಲ್ಲಿ ಮಗು ಬಳಸುತ್ತಿದ್ದ ಪದಾರ್ಥ ಯಾವುದು?								
	ಮದ್ಯಪಾನ	1		ದೂಮಪಾನ (ಬೀಡಿ, ಸಿಗರೇಟ್)	2			ಗುಟ್ಟಾ/ ತಂಬಾಕು	3
	ವಿವಿಧ ಪದಾರ್ಥಗಳ ವ್ಯಸನ	4		ಇತರೆ, ನಮೂದಿಸಿ	5				
38	ಕಾಣೆಯಾದ ಮಗುವಿನ ಪೋಷಕರಿಗೆ ಹಾನಿಕಾರವಾದ ರಾಸಾಯನಿಕ ಪದಾರ್ಥಗಳ ವ್ಯಸನವು ಇತ್ತೆ?								
	ಹೌದು, ತಂದೆಗೆ ಮಾತ್ರ	1		ಹೌದು ತಾಯಿಗೆ ಮಾತ್ರ	2			ಹೌದು ಇಬ್ಬರಿಗೂ	3
	ಯಾರಿಗೂ ಇರಲಿಲ್ಲ	4							
39	ಹೌದು ಎಂದಾದಲ್ಲಿ ಕೆಳ ಕಂಡ ಪಟ್ಟಿಯಲ್ಲಿ ಪೋಷಕರು ಬಳಸುತ್ತಿದ್ದ ಪದಾರ್ಥ ಯಾವುದು?								
	ಮದ್ಯಪಾನ	1		ದೂಮಪಾನ (ಬೀಡಿ, ಸಿಗರೇಟ್)	2			ಗುಟ್ಟಾ/ ತಂಬಾಕು	3
	ವಿವಿಧ ಪದಾರ್ಥಗಳ ವ್ಯಸನ	4		ಇತರೆ, ನಮೂದಿಸಿ	5				
40	ಕೆಳಗೆ ನೀಡಲಾದ ಪಟ್ಟಿಯಲ್ಲಿ ಕಾಣೆಯಾದ ಮಗುವಿಗೆ ಯಾವ ಮೂಲಭೂತ ಅಗತ್ಯತೆಯ ಕೊರತೆ ಇತ್ತು?								
	ವಾಸಿಸಲು ಯೋಗ್ಯವಾದ ಮನೆ	1		ಪೋಷಕರಿಂದ ಪಾಲನೆ/ರಕ್ಷಣೆ	2			ಪೌಷ್ಟಿಕ ಆಹಾರ	3
	ಕುಡಿಯಲು ಶುದ್ಧ ನೀರು	4		ಶುಚಿಯಾದ ಬಟ್ಟೆ	5			ಆಟಕೆ ವಸ್ತುಗಳು	6
	ವೈದ್ಯಕೀಯ ಚಿಕಿತ್ಸೆ	7		ಇತರೆ, ನಮೂದಿಸಿ					8
41	ಮಗು ಕಾಣೆಯಾಗುವ ಮುನ್ನ ಕೆಳಗೆ ನೀಡಲಾಗಿರುವ ಪಟ್ಟಿಯಲ್ಲಿ ಮಗುವಿಗೆ ಯಾವುದಾದರೂ ಅಹಿತಕರ ಘಟನೆಯ ಅನುಭವ ಆಗಿತ್ತೆ?								
	ಪೋಷಕರ ವಿಚ್ಛೇದನ	1		ಬೇರೆಯಾದ ಪೋಷಕರು	2			ಪೋಷಕರ ಮರು ವಿವಾಹ	3
	ಕಾಣೆಯಾದ ಪೋಷಕರು	4		ಪೋಷಕರ ನಿಧನ	5		ಇಲ್ಲ	6	
	ಇತರೆ, ಪ್ರಮುಖ ಘಟನೆ	7							

ಪ್ರ. ಸಂ	ಭಾಗ-ಡಿ: ಮನೆತೊರೆದು ಹೋದ ಮಗುವಿನ ಪೋಷಕರು ಅನುಸರಿಸುತ್ತಿದ್ದ ಪೋಷಕ ಪಾಲನೆ ಅಭ್ಯಾಸದ ಕುರಿತು ವಿವರಗಳು:	ಯಾವ ಸಂದರ್ಭ ದಲ್ಲೂ ಇಲ್ಲ	ವಿರಳವಾಗಿ	ಕೆಲವೊಮ್ಮೆ	ಅನೇಕ ವೇಳೆ	ಯಾವಾಗಲೂ
	<b>ತೊಡಗಿಸಿ ಕೊಳ್ಳುವುದರ ಕುರಿತು ಪ್ರಶ್ನೆಗಳು</b>					
42	ತಮ್ಮ ಮಗುವಿನೊಡನೆ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಸ್ನೇಹತನದಿಂದ ಮಾತನಾಡುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
43	ತಮ್ಮ ಮಗು ಯಾವುದಾದರೂ ಚಟುವಟಿಕೆಯಲ್ಲಿ ತಲ್ಲಣವಾಗಿದ್ದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಸ್ವಯಂ ಪ್ರೇರಿತರಾಗಿ ನೆರವು ನೀಡುತ್ತಿದ್ದೀರಿ? (ಉದಾ: ಆಟದಲ್ಲ, ಕ್ರೀಡೆಯಲ್ಲಿ, ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಯಲ್ಲಿ ಇತ್ಯಾದಿ)	1	2	3	4	5
44	ತಮ್ಮ ಮಗುವಿನ ಶಾಲೆಯಲ್ಲಿ ಪೋಷಕರ ಸಭೆ ಆಯೋಜಿಸಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಆಸಕ್ತಿಯಿಂದ ಭಾಗವಹಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
	<b>ಧನಾತ್ಮಕ ಪೋಷಕರ ಅಭ್ಯಾಸದ ಕುರಿತು ಪ್ರಶ್ನೆಗಳು:</b>					
45	ತಮ್ಮ ಮಗು ಯಾವುದಾದರೂ ಉತ್ತಮ ಕೆಲಸದ ಬಗ್ಗೆ ಕಳೆಯುವಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಅನುಮತಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
46	ತಮ್ಮ ಮಗು ಉತ್ತಮ ರೀತಿಯಲ್ಲಿ ತಮ್ಮ ಮಾತನ್ನು ಪಾಲಿಸಿದಾಗ/ವರ್ತಿಸಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಅದನ್ನು ಗುರುತಿಸಿ ಇಷ್ಟಪಡುವುದನ್ನು ಮಗುವಿಗೆ ತಿಳಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
47	ತಮ್ಮ ಮಗು ಮನೆಕೆಲಸಗಳಲ್ಲಿ ತಮಗೆ ನೆರವಾದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಅದನ್ನು ಗುರುತಿಸಿ ಇಷ್ಟಪಡುವುದನ್ನು ಮಗುವಿಗೆ ತಿಳಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
	<b>ಮೇಲ್ವಿಚಾರಣೆ ಮತ್ತು ಉಸ್ತುವಾರಿಗಳ ಅನುಸರಿಸಿದ ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳು</b>					
48	ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ಮಗು ಹೊರಗೆ ಹೋಗುವಾಗ ಎಲ್ಲೆ / ಯಾರೊಂದಿಗೆ ತೆರಳುತ್ತಿದ್ದೇನೆ ಎಂದು ತಮಗೆ ತಿಳಿಸದೆ ಹೋಗುತ್ತಿತ್ತು.	1	2	3	4	5
49	ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ಮಗು ದೊಡ್ಡವರ ಅನುಪಸ್ಥಿತಿಯಲ್ಲಿ/ಮೇಲ್ವಿಚಾರಣೆ ಇಲ್ಲದೆ ಮನೆಯ ಆವರಣದಲ್ಲೆ ಇರುತ್ತಿತ್ತು.	1	2	3	4	5
50	ತಮ್ಮ ಮಗು ಸಮಯಕ್ಕೆ ಸರಿಯಾಗಿ ಮನೆಗೆ ಹಿಂತಿರುಗದೆ ಇದ್ದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಸಮಯವನ್ನು ತಪಾಸಣೆ ಮಾಡುತ್ತಿದ್ದೀರಿ	1	2	3	4	5
	<b>ಸಮಂಜಸವಲ್ಲದ ಶಿಸ್ತು ಪರಿಪಾಲನೆ ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳು:</b>					
51	ಮಗುವಿಗೆ ತಾವು ನಿಜವಾಗಿಯೂ ಶಿಸ್ತಿನದೆ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಶಿಕ್ಷೆಯನ್ನು ಕೊಡುವೆನು ಎಂದು ಹೆದರಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
52	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಶಿಕ್ಷೆಯನ್ನು ಕೊಡುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
53	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಮನುಷ್ಯನೊಡನೆ ಇಷ್ಟೇ ಶಿಕ್ಷೆಯನ್ನು ಕೊಡುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
	<b>ದೈಹಿಕವಾಗಿ ಶಿಕ್ಷೆಯನ್ನು ನೀಡುವ ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳು:</b>					
54	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಮಗುವಿಗೆ ನೋವಾಗುವಂತೆ ಹೊಡೆಯುವುದನ್ನಾಗಲಿ ಅಥವಾ ಶಾರೀರಿಕವಾಗಿ ದಂಡಿಸುವುದನ್ನಾಗಲಿ ಮಾಡುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
55	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ಮಗುವನ್ನು ಮನೆಯ ಬಾಗಿಲಿನ ಹೊರಗೆ ನಿಲ್ಲಿಸುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
56	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಮಗುವಿನ ಮೇಲೆ ಭಯ ಹುಟ್ಟಿಸುವಂತೆ ಕೂಗುತ್ತಿದ್ದೀರಿ/ಚೀರುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
	<b>ಇತರ ರೀತಿಯ ಶಿಸ್ತು ಪರಿಪಾಲನೆ ಕುರಿತಾದ ಪ್ರಶ್ನೆಗಳು:</b>					
57	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ನಡವಳಿಕೆ ತೋರಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಅದನ್ನು ಕಂಡು ತಟಸ್ಥರಾಗಿರುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
58	ತಮ್ಮ ಮಗುವಿಗೆ ಶಿಕ್ಷೆ ನೀಡುವ ಸಲುವಾಗಿ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ನೀಡಲಾಗಿದ್ದ ಬಹುಮಾನಗಳನ್ನು/ಇಷ್ಟಪಡುವ ವಸ್ತುಗಳನ್ನು ಅಥವಾ ಕೊಟ್ಟಿದ್ದ ಹಣವನ್ನು ಹಿಂಪಡೆಯುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
59	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಮಗುವಿಗೆ ಪ್ರತ್ಯೇಕ ಕೋಠಿಯಲ್ಲಿ ಇರಿಸುವುದನ್ನಾಗಲಿ, ಸ್ವಲ್ಪ ಸಮಯ ನಿಲ್ಲಿಸುವುದನ್ನಾಗಲಿ ಅಥವಾ ಒಂದೆಡೆ ಕೂರಿಸುವುದನ್ನಾಗಲಿ ಮಾಡುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
60	ತಮ್ಮ ಮಗು ತಪ್ಪು ನಡವಳಿಕೆ ತೋರ್ಪಡಿಸಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಸಂಯಮದಿಂದ ಅದನ್ನು ತಿದ್ದಲು ವಿವರಿಸಿ ಹೇಳುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5
61	ತಮ್ಮ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಾವು ಮಗುವಿಗೆ ಹೆಚ್ಚಿನ ಕೆಲಸದ ಚಟುವಟಿಕೆಗಳನ್ನು ಮಾಡುವಂತೆ ಹೇಳುತ್ತಿದ್ದೀರಿ?	1	2	3	4	5

ಕ್ರ. ಸಂ	ಭಾಗ-ಇ	ಮಗು ಮನೆತೊರೆದು ಹೋಗುವ ಮುನ್ನ ಮನೆಯ ಪರಿಸರದಲ್ಲಿ ತೋರ್ಪಡಿಸುತ್ತಿದ್ದ ನಡವಳಿಕೆಗಳ ಕುರಿತಾಗಿ ವಿವರಗಳು	ಯಾವ ಸಂದರ್ಭ ದಲ್ಲೂ ಇಲ್ಲ	ವಿರಳವಾಗಿ	ಕೆಲವೊಮ್ಮೆ	ಅನೇಕ ವೇಳೆ	ಯಾವಾಗಲೂ
62		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತನ್ನ ದೈನಂದಿನ ಕೆಲಸವನ್ನು ತಾನೇ ಸ್ವತಃ ಮಾಡಿಕೊಳ್ಳುತ್ತಿತ್ತು?	1	2	3	4	5
63		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಮನೆ ಕೆಲಸಗಳಲ್ಲಿ ಕುಟುಂಬ ಸದಸ್ಯರಿಗೆ ನೆರವಾಗುತ್ತಿತ್ತು?	1	2	3	4	5
64		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಕುಟುಂಬ ಸದಸ್ಯರೊಡನೆ/ಸಂಬಂಧಿಕರೊಡನೆ ಸಹಜ ರೀತಿಯಲ್ಲಿ ಒಡನಾಟ ನಡೆಸುತ್ತಿತ್ತು?	1	2	3	4	5
65		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಕುಟುಂಬ ಸದಸ್ಯರ ಪಾತ್ರ/ಜವಬ್ದಾರಿ/ಕೆಲಸಗಳ ಬಗ್ಗೆ ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುತ್ತಿತ್ತು?	1	2	3	4	5
66		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಬಿಡುವಿನ ವೇಳೆಯಲ್ಲಿ, ಶಾಲಾ ರಜಾ ಸಂದರ್ಭದಲ್ಲಿ ಪರ್ಯೇತರ ಚಟುವಟಿಕೆಗಳಲ್ಲಾಗಲಿ ಅಥವಾ ಆಟಗಳಲ್ಲಾಗಲಿ ತನ್ನ ಹವ್ಯಾಸಗಳಲ್ಲಾಗಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತಿತ್ತು?	1	2	3	4	5
67		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಟಿ.ವಿ, ಕಂಪ್ಯೂಟರ್, ಇಂಟರ್ ನೆಟ್, ಮೊಬೈಲ್, ಮ್ಯೂಸಿಕ್ ಪರಿಕರ ಇತರೆ ವಸ್ತುಗಳ ಮೇಲೆ ಅವಲಂಬಿತವಾಗಿತ್ತು?	1	2	3	4	5
68		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಮನೆಯಲ್ಲಿನ ದಾರ್ಮಿಕ ಕಾರ್ಯಗಳಲ್ಲಿ ಹಬ್ಬ, ಹರಿದಿನಗಳಲ್ಲಿ, ಇತರೆ ಸಾಂಪ್ರದಾಯಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಭಾಗವಹಿಸುತ್ತಿತ್ತು?	1	2	3	4	5
69		ಮನೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲಾ ಸಹ ಪಾಠಿಗಳ ಬಗ್ಗೆ, ಶಾಲಾ ಸಿಬ್ಬಂದಿಗಳ ಬಗ್ಗೆ, ಮನೆಯ ನೆರೆ ಹೊರೆ ಸ್ನೇಹಿತರ ಬಗ್ಗೆ, ಸ್ಥಳೀಯ ಸಮುದಾಯದ ಜನರ ಬಗ್ಗೆ, ಪ್ರಮುಖ ಘಟನೆಗಳ ಕುರಿತು ಸಹಜವಾಗಿ ಚರ್ಚಿಸುತ್ತಿತ್ತು?	1	2	3	4	5





ಪ್ರ.ಸಂ.	ಭಾಗ: ಜಿ	ಮನೆತೊರೆದ ಮಗು ಶಾಲೆಯಲ್ಲಿ ಭಾಗವಹಿಸುತ್ತಿದ್ದ ಸ್ವರೂಪದ ಕುರಿತಾಗಿ ವಿವರಗಳು:	ಯಾವ ಸಂದರ್ಭ ದಲ್ಲೂ ಇಲ್ಲ	ವಿರಳವಾಗಿ	ಕೆಲವೊಮ್ಮೆ	ಅನೇಕ ವೇಳೆ	ಯಾವಾಗಲೂ
79		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ವಿದ್ಯಾಭ್ಯಾಸದಲ್ಲ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಆಸಕ್ತಿಯನ್ನು ತೋರ್ಪಡಿಸುತ್ತಿತ್ತು?	1	2	3	4	5
80		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಬೇರೆ ಮಕ್ಕಳೊಡನೆ ಸುಲಭವಾಗಿ ಒಡನಾಟ ನಡೆಸುತ್ತಿತ್ತು?	1	2	3	4	5
81		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲಾ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಮತ್ತು ಇತರೆ ಸಿಬ್ಬಂದಿಯೊಂದಿಗೆ ಸುಲಭವಾಗಿ ಒಡನಾಟ ನಡೆಸುತ್ತಿತ್ತು?	1	2	3	4	5
82		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪರೀಕ್ಷೆಗಳಲ್ಲಿ/ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಸುಲಭವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತಿತ್ತು?	1	2	3	4	5
83		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮಗೆ ತಿಳಿಸದೆ ಶಾಲೆಯಿಂದ ದೂರ ಉಳಿಯುತ್ತಿತ್ತು?	1	2	3	4	5
84		ಶಾಲೆಯಿಂದ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ನಿರೀಕ್ಷಿತ ಅವಧಿಗಿಂತ ಒಂದು ಗಂಟೆ ತಡವಾಗಿ ಮನೆಗೆ ಹಿಂದಿರುಗುತ್ತಿತ್ತು?	1	2	3	4	5
85		ಶಾಲೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಆಗುತ್ತಿದ್ದ ಕಷ್ಟಕರ ಅನುಭವಗಳಿಂದಾಗಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲೆಗೆ ಹೋಗಲು ನಿರಾಕರಿಸುತ್ತಿತ್ತು? (ಉದಾ: ನಿಗದಿತ ಪಠ್ಯ ವಿಷಯದಲ್ಲ/ ಪಠ್ಯ ಕ್ರಮದಿಂದಾಗಿ, ಶಾಲೆಯ ನೀತಿ ನಿಯಮಗಳಿಂದಾಗಿ, ಭೋಧನೆಯ ಭಾಷಾ ಮಾಧ್ಯಮದಿಂದಾಗಿ, ಶಿಕ್ಷಕರ ಸ್ವಭಾವದಿಂದಾಗಿ, ಶಾಲೆಗೆ ಸಂಬಂಧಿಸಿದ ಮನೆ ಕೆಲಸದಿಂದಾಗಿ, ಪರೀಕ್ಷೆಗಳಿಂದಾಗಿ, ಶಾಲೆಯಲ್ಲಿನ ಶಿಕ್ಷೆಗಳಿಂದಾಗಿ, ಇತರೆ ಸಹಪಾಠಿಗಳ ಅಹಿತಕರ ವರ್ತನೆಯಿಂದಾಗಿ ಇತ್ಯಾದಿ.)	1	2	3	4	5
86		ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಮಗು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಆಸಕ್ತಿಯಿಂದ ಭಾಗವಹಿಸುತ್ತಿತ್ತು.(ಉದಾ: ಕ್ರೀಡೆಗಳಲ್ಲಿ, ಆಟಗಳಲ್ಲಿ, ವಿನೋದ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ, ಸೃಜನ ಶೀಲ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ, ಶಾಲಾ ಆಚರಣೆಗಳಲ್ಲಿ ಇತ್ಯಾದಿ.)	1	2	3	4	5
87		ಶಾಲೆಯ ಪರಿಸರ ಹಾಗೂ ಅಲ್ಲಿನ ಸೌಲಭ್ಯಗಳ ಬಗ್ಗೆ ತಮ್ಮ ಮಗುವಿಗೆ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತೃಪ್ತಿ ಇತ್ತು?	1	2	3	4	5

ಪ್ರ. ಸಂ.	ಭಾಗ-ಹೆಚ್: ಮನೆತೊರೆದ ಮಗುವಿಗೆ ತನ್ನ ಸ್ನೇಹಿತರೊಡನೆ ಇದ್ದ ಸಂಬಂಧಗಳ ಕುರಿತಾದ ವಿವರಗಳು:	ಯಾವ ಸಂದರ್ಭ ದಲ್ಲೂ ಇಲ್ಲ	ವಿರಳವಾಗಿ	ಕೆಲವೊಮ್ಮೆ	ಅನೇಕ ವೇಳೆ	ಯಾವಾಗಲೂ
88	ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ಮಗು ನೆರೆ-ಹೊರೆಯ ಮಕ್ಕಳೊಂದಿಗೆ, ಶಾಲಾ ಸಹಪಾಠಿಗಳೊಡನೆ ಸುಲಭವಾಗಿ ಒಡನಾಟ ನಡೆಸಲು ಮುಕ್ತ ಭಾವನೆ ವ್ಯಕ್ತಪಡಿಸುತ್ತಿತ್ತು?	1	2	3	4	5
89	ಮನೆಯಲ್ಲಿ/ಶಾಲೆಯಲ್ಲಿ/ಸಮುದಾಯದಲ್ಲೂ ತಮ್ಮ ಮಗು ಸಕ್ರಿಯವಾಗಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಮಗುವಿನ ಸ್ನೇಹಿತರು/ಸಹವರ್ತಿಗಳ ಸಮೂಹದ ಒಡನಾಟವು ಪ್ರೇರೇಪಣೆಯಾಗಿತ್ತು ?	1	2	3	4	5
90	ನೆರೆ ಹೊರೆಯ ಮಕ್ಕಳ/ಶಾಲಾ ಸಹಪಾಠಿಗಳ ಅಹಿತಕರ ವರ್ತನೆಯಿಂದಾಗಿ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ತಮ್ಮ ಮಗು ಮನೆಯ ವಾತಾವರಣದಲ್ಲೇ ಇರಲು ಬಯಸುತ್ತಿತ್ತು ?	1	2	3	4	5
91	ಮಗುವಿಗೆ ತನ್ನ ಸ್ನೇಹಿತರೊಡನೆ ಇದ್ದ ಒಡನಾಟದಿಂದಾಗಿ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲೆ ಅವಧಿ ನಂತರ ಮಗು ಮನೆಗೆ ಹಿಂದಿರುಗಲು ಸಂಜೆ/ರಾತ್ರಿ ವೇಳೆ ತಡವಾಗುತ್ತಿತ್ತು?	1	2	3	4	5
92	ಮಗುವಿಗೆ ಇದ್ದ ಹತ್ತಿರದ ಸ್ನೇಹಿತ/ಸಂಗಡಿಗರ ಸಮೂಹದೊಡನೆ ಇದ್ದ ಒಡನಾಟದಿಂದಾಗಿ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲಾ ಶಿಕ್ಷಕರಿಂದ/ನೆರೆ ಹೊರೆಯ ವ್ಯಕ್ತಿಗಳಿಂದ ಮಗುವಿನ ನಡವಳಿಕೆಯ ಕುರಿತಾಗಿ ತಮಗೆ ದೂರು ಬರುತ್ತಿತ್ತು?	1	2	3	4	5
93	ತಮ್ಮ ಮಗುವಿನ ಮೇಲೆ ಹಾನಿಕಾರಕ ಪದಾರ್ಥಗಳ ವ್ಯಸನದ ಕುರಿತಾಗಿ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಇತರೆ ಮಕ್ಕಳಿಂದ ತಮಗೆ ದೂರು ಬರುತ್ತಿತ್ತು? (ಉದಾ: ಧೂಮಪಾನ, ಮದ್ಯಪಾನ, ಗುಟ್ಟು, ಇತ್ಯಾದಿ)	1	2	3	4	5
94	ತಡವಾದ ಸಂಜೆ/ರಾತ್ರಿ ವೇಳೆ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಮಗು ಹೊರಗೆ ಹೋಗುವಾಗ ದೊಡ್ಡವರ ಮೇಲ್ವಿಚಾರಣೆ ಇಲ್ಲದೆ ಹೋಗುತ್ತಿತ್ತು ?	1	2	3	4	5
95	ಸ್ನೇಹಿತರ/ಸಂಗಡಿಗರ ಸಮೂಹದ ಪ್ರಚೋದನೆಯಿಂದಾಗಿ ಮಗು ಏನಾದರೂ ತಪ್ಪು ಮಾಡಿದಾಗ ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಶಾಲೆಯ ಶಿಕ್ಷಕರಿಂದ/ಪೋಷಕರಿಂದ ಶಿಕ್ಷೆಗೆ ಒಳಗಾಗುತ್ತಿತ್ತು?	1	2	3	4	5
96	ದುಡಿಮೆ ಮಾಡುವ ಮಕ್ಕಳ ಸಂಪರ್ಕದಿಂದಾಗಿ ತಮ್ಮ ಮಗು, ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಆದಾಯ ತರುವ ಕೆಲಸಕ್ಕೆ ಹೋಗಲು ಆಸಕ್ತಿ ವ್ಯಕ್ತಪಡಿಸುತ್ತಿತ್ತು?	1	2	3	4	5
97	ತಮ್ಮ ಮಗು ಇತರೆ ಸ್ನೇಹಿತರೊಂದಿಗೆ ಸಂಪರ್ಕ ಕಾಪಾಡಿಕೊಳ್ಳಲು ಬಹುಶಃ ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಎಲೆಕ್ಟ್ರಾನಿಕ್ ಪರಿಕರಗಳನ್ನು ಅವಲಂಬಿಸಿತ್ತು? (ಮೊಬೈಲ್, ಕಂಪ್ಯೂಟರ್, ಇಂಟರ್ ನೆಟ್)	1	2	3	4	5

## Missing and Traced Children (Below 18 Years) (State/UT-wise) - 2016

SL	State/UT	Unrecovered/Untraced Missing Children from Previous years			Children Missing in 2016			Total Children Missing		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
1	2	3	4	5	6	7	8	9	10	11
<b>STATES</b>										
1	Andhra Pradesh	650	519	1169	1365	790	2155	2015	1309	3324
2	Arunachal Pradesh	18	5	23	29	9	38	47	14	61
3	Assam	617	415	1032	857	524	1381	1474	939	2413
4	Bihar	595	484	1079	3730	1087	4817	4325	1571	5896
5	Chhattisgarh	529	336	865	1643	619	2262	2172	955	3127
6	Goa	12	19	31	17	9	26	29	28	57
7	Gujarat	398	294	692	944	371	1315	1342	665	2007
8	Haryana	814	993	1807	973	795	1768	1787	1788	3575
9	Himachal Pradesh	65	45	110	93	77	170	158	122	280
10	Jammu & Kashmir	343	423	766	138	166	304	481	589	1070
11	Jharkhand	255	274	529	260	219	479	515	493	1008
12	Karnataka	1062	1219	2281	889	1054	1943	1951	2273	4224
13	Kerala	103	108	211	768	756	1524	871	864	1735
14	Madhya Pradesh	2585	980	3565	6037	2466	8503	8622	3446	12068
15	Maharashtra	3295	2299	5594	2532	1856	4388	5827	4155	9982
16	Manipur	25	15	40	49	97	146	74	112	186
17	Meghalaya	32	28	60	68	56	124	100	84	184
18	Mizoram	0	0	0	0	0	0	0	0	0
19	Nagaland	2	4	6	47	24	71	49	28	77
20	Odisha	2852	1038	3890	1363	538	1901	4215	1576	5791
21	Punjab	285	408	693	414	183	597	699	591	1290
22	Rajasthan	1259	964	2223	1338	642	1980	2597	1606	4203
23	Sikkim	16	25	41	77	32	109	93	57	150
24	Tamil Nadu	609	560	1169	3162	1470	4632	3771	2030	5801
25	Telangana	644	377	1021	2277	1402	3679	2921	1779	4700
26	Tripura	12	16	28	132	37	169	144	53	197
27	Uttar Pradesh	1064	1202	2266	1465	1438	2903	2529	2640	5169
28	Uttarakhand	208	216	424	224	211	435	432	427	859
29	West Bengal	6300	2246	8546	5986	2349	8335	12286	4595	16881
<b>TOTAL STATE(S)</b>		<b>24649</b>	<b>15512</b>	<b>40161</b>	<b>36877</b>	<b>19277</b>	<b>56154</b>	<b>61526</b>	<b>34789</b>	<b>96315</b>
<b>UNION TERRITORIES</b>										
30	A & N Islands	4	2	6	36	11	47	40	13	53
31	Chandigarh	104	130	234	127	74	201	231	204	435
32	D&N Haveli	6	0	6	0	2	2	6	2	8
33	Daman & Diu	8	2	10	10	19	29	18	21	39
34	Delhi UT	4554	3186	7740	3982	2939	6921	8536	6125	14661
35	Lakshadweep	0	0	0	0	0	0	0	0	0
36	Puducherry	2	3	5	35	18	53	37	21	58
<b>TOTAL UT(S)</b>		<b>4678</b>	<b>3323</b>	<b>8001</b>	<b>4190</b>	<b>3063</b>	<b>7253</b>	<b>8868</b>	<b>6386</b>	<b>15254</b>
<b>TOTAL (ALL INDIA)</b>		<b>29327</b>	<b>18835</b>	<b>48162</b>	<b>41067</b>	<b>22340</b>	<b>63407</b>	<b>70394</b>	<b>41175</b>	<b>111569</b>

*Source: National Crime Record Bureau, Ministry of Home Affairs, Government of India, 2017.*

## Missing and Traced Children (Below 18 Years) (State/UT-wise) - 2016 (Concluded)

S. No	State/UT	Total Recovered/Traced (2016)			Percentage Recovery# (Total Recovered or Traced/ Total Missing) * 100			Un-Recovered/Untraced Missing Children (including previous years Untraced Missing Children)		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
		12	13	14	15	16	17	18	19	20
<b>STATES</b>										
1	Andhra Pradesh	1214	698	1912	60.2	53.3	57.5	801	611	1412
2	Arunachal Pradesh	24	9	33	51.1	64.3	54.1	23	5	28
3	Assam	708	361	1069	48.0	38.4	44.3	766	578	1344
4	Bihar	2324	702	3026	53.7	44.7	51.3	2001	869	2870
5	Chhattisgarh	1483	568	2051	68.3	59.5	65.6	689	387	1076
6	Goa	15	10	25	51.7	35.7	43.9	14	18	32
7	Gujarat	839	408	1247	62.5	61.4	62.1	503	257	760
8	Haryana	877	818	1695	49.1	45.7	47.4	910	970	1880
9	Himachal Pradesh	104	70	174	65.8	57.4	62.1	54	52	106
10	Jammu & Kashmir	190	164	354	39.5	27.8	33.1	291	425	716
11	Jharkhand	189	140	329	36.7	28.4	32.6	326	353	679
12	Karnataka	1328	1405	2733	68.1	61.8	64.7	623	868	1491
13	Kerala	773	747	1520	88.7	86.5	87.6	98	117	215
14	Madhya Pradesh	5692	2505	8197	66.0	72.7	67.9	2930	941	3871
15	Maharashtra	2658	1699	4357	45.6	40.9	43.6	3169	2456	5625
16	Manipur	69	103	172	93.2	92.0	92.5	5	9	14
17	Meghalaya	86	69	155	86.0	82.1	84.2	14	15	29
18	Mizoram	0	0	0	-	-	-	0	0	0
19	Nagaland	39	24	63	79.6	85.7	81.8	10	4	14
20	Odisha	379	210	589	9.0	13.3	10.2	3836	1366	5202
21	Punjab	346	164	510	49.5	27.7	39.5	353	427	780
22	Rajasthan	2093	1123	3216	80.6	69.9	76.5	504	483	987
23	Sikkim	76	34	110	81.7	59.6	73.3	17	23	40
24	Tamil Nadu	3202	1458	4660	84.9	71.8	80.3	569	572	1141
25	Telangana	2340	1257	3597	80.1	70.7	76.5	581	522	1103
26	Tripura	125	46	171	86.8	86.8	86.8	19	7	26
27	Uttar Pradesh	846	1015	1861	33.5	38.4	36.0	1683	1625	3308
28	Uttarakhand	312	277	589	72.2	64.9	68.6	120	150	270
29	West Bengal	3848	1540	5388	31.3	33.5	31.9	8438	3055	11493
	<b>TOTAL STATE(S)</b>	<b>32179</b>	<b>17624</b>	<b>49803</b>	<b>52.3</b>	<b>50.7</b>	<b>51.7</b>	<b>29347</b>	<b>17165</b>	<b>46512</b>
<b>UNION TERRITORIES</b>										
30	A & N Islands	37	11	48	92.5	84.6	90.6	3	2	5
31	Chandigarh	91	61	152	39.4	29.9	34.9	140	143	283
32	D&N Haveli	0	2	2	0.0	100.0	25.0	6	0	6
33	Daman & Diu	8	19	27	44.4	90.5	69.2	10	2	12
34	Delhi UT	3235	2628	5863	37.9	42.9	40.0	5301	3497	8798
35	Lakshadweep	0	0	0	-	-	-	0	0	0
36	Puducherry	30	19	49	81.1	90.5	84.5	7	2	9
	<b>TOTAL UT(S)</b>	<b>3401</b>	<b>2740</b>	<b>6141</b>	<b>38.4</b>	<b>42.9</b>	<b>40.3</b>	<b>5467</b>	<b>3646</b>	<b>9113</b>
	<b>TOTAL (ALL INDIA)</b>	<b>35580</b>	<b>20364</b>	<b>55944</b>	<b>50.5</b>	<b>49.5</b>	<b>50.1</b>	<b>34814</b>	<b>20811</b>	<b>55625</b>

*Source: National Crime Record Bureau, Ministry of Home Affairs, Government of India, 2017.*

# Percentage recovery is calculated taking into account those unrecovered from previous years also

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