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M.A. (Child Care & Education)

II - Semester

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RIGHTS OF THE CHILD AND CHILD CARE IN INDIA

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INTRODUCTION

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The Indian constitution accords rights to children as citizens of the country, and in keeping with their special status the State has even enacted special laws. The Constitution, promulgated in 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy.

Over the years, many individuals and public interest groups have approached the apex court for restitution of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be “fundamental in the governance of the country and ... the duty of the state to apply ... in making laws” (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children’s rights; no court can make the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children’s rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

The book *Rights of the Child and Child Care in India* discusses the basic rights of the child. It highlights and explains the concept of child care and child welfare services. It also provides the aims and objectives of child care centres in India. This book is written with the distance learning student in mind. It is presented in a user-friendly format using a clear, lucid language. Each unit contains an Introduction and a list of Objectives to prepare the student for what to expect in the text. At the end of each unit are a Summary and a list of Key Words, to aid in recollection of concepts learnt. All units contain Self-Assessment Questions and Exercises, and strategically placed Check Your Progress questions so the student can keep track of what has been discussed.

BLOCK - I

BASIC RIGHTS OF THE CHILD

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UNIT 1 PROFILE OF CHILDREN OF THE WORLD

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1.0 INTRODUCTION

The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation.

In this unit, you will learn about the profile of children of the world.

1.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the UN Convention on the Rights of the Child
- Explain four sets of basic rights
- Analyse the profile of children of the world

1.2 THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC): PREAMBLE

The States Parties to the present Convention, considering that, in accordance with the principles proclaimed in the Charter of the United Nations,

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recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom.

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance.

Convinced that 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.

Recognizing that 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.

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children.

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “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”.

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict, Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration.

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child. Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries have agreed as follows:

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PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.
2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally

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responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal

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relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in

the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

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Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;
- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

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- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

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Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;
- (e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

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2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason , as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - (a) To diminish infant and child mortality;
 - (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
 - (d) To ensure appropriate pre-natal and post-natal health care for mothers;
 - (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
 - (f) To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

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Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate

- measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

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Article 29

1. States Parties agree that the education of the child shall be directed to:
- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

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Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a

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court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

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1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

- (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
- (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular: (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law; (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected. 4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

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Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of eighteen experts of high moral standing and recognized competence in the field covered by this Convention.^{1/} The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain

the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights
 - (a) Within two years of the entry into force of the Convention for the State Party concerned;
 - (b) Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive

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understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.
4. The Committee may request from States Parties further information relevant to the implementation of the Convention.
5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.
6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

- (a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;
- (b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;
- (c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;
- (d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations

shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

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3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations. In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective Governments, have signed the present Convention.

1.3 FOUR BASIC SETS OF RIGHTS OF THE CHILD

The basic sets of the Rights of the child are mentioned as below:

1. Non-discrimination

One general principle as identified by the committee on the rights of the child is that all children should enjoy their rights and should never be subjected to any discrimination. The obligation to provide equality of opportunities among children is expressed in Article 2, the first paragraph of which reads: “States parties shall respect and ensure the rights set forth in the present

convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or legal guardian, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status.”

2. Best interests of the child

Children, especially when they are very young, are vulnerable and need special support to be able to enjoy their rights fully. How could children be granted equal rights and at the same time the necessary protection? Part of the answer lies in the principle of the best interest of the child, formulated in Article 3:1. “In all actions concerning children whether undertaken by public or private social welfare institution, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration.”

3. The right to survival and development

The principle most directly related to children's economic and social rights is formulated in the right to life article. The article goes further than just granting children the right not to be killed; it includes the right to survival and development which is formulated in Article 6:2 and states thus: “State parties shall ensure to the maximum extend possible the survival and development of the child.”

4. The views of the child

A crucial dimension of the convention is expressed through another principle, the one about respecting the views of the child. In order to know what is actually in the interest of the child it is logical to listen to him or her. The principle is formulated in Article 12:1 which states that “States parties shall assure to the child who is capable of forming his or her own views the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child.

These four principles contribute to a general attitude towards children and their rights. They are based on the notion that children too are equal as human beings. The affirmation of the rights to play underlines that childhood has a value in itself; these years are merely a training period for life as an adult.

Check Your Progress

1. What does UNCRC stand for?
2. What is the definition of a child under UNCRC?
3. State Article 4 of the Convention.
4. State one general principle of the committee on the rights of the child.

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1.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The United Nations Convention on the Rights of the Child is commonly abbreviated as the CRC or UNCRC.
2. The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation.
3. Article 4 states that States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention.
4. One general principle as identified by the committee on the rights of the child is that all children should enjoy their rights and should never be subjected to any discrimination.

1.5 SUMMARY

- The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.
- The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under national legislation.
- Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.
- Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance.
- Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child.
- For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.
- One general principle as identified by the committee on the rights of the child is that all children should enjoy their rights and should never be subjected to any discrimination.

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- The obligation to provide equality of opportunities among children is expressed in Article 2, the first paragraph of which reads: “States parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s parents or legal guardian, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status.”
- Children, especially when they are very young, are vulnerable and need special support to be able to enjoy their rights fully.
- “In all actions concerning children whether undertaken by public or private social welfare institution, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration.”
- The principle most directly related to children’s economic and social rights is formulated in the right to life article.
- The article goes further than just granting children the right not to be killed; it includes the right to survival and development which is formulated in Article 6:2 and states thus: “State parties shall ensure to the maximum extend possible the survival and development of the child.”
- A crucial dimension of the convention is expressed through another principle, the one about respecting the views of the child.
- The principle is formulated in Article 12:1 which states that “States parties shall assure to the child who is capable of forming his or her own views the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child.
- four principles contribute to a general attitude towards children and their rights. They are based on the notion that children too are equal as human beings.

1.6 KEY WORDS

- **Exploitation:** It is the action or fact of treating someone unfairly in order to benefit from their work.
- **Administrative:** Relating to the running of a business, organization, etc.
- **Development:** It is the process in which someone or something grows or changes and becomes more advanced

1.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. Write a short note on role of State Parties under the UNCRC.
2. What measures are State Parties required to carry under UNCRC?
3. Describe the four basic sets of the Rights of the child in brief.

Long-Answer Questions

1. Give a detailed description of the Articles under the United Nations Convention on the Rights of the Child.

1.8 FURTHER READINGS

Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.

Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.

Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

UNIT 2 CHILD SURVIVAL AND RIGHTS

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Structure

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Major Goals (Year 2000) for Child Survival, Development and Protection
 - 2.2.1 Measures to Promote Children's Rights
- 2.3 Challenges
- 2.4 Answers to Check Your Progress Questions
- 2.5 Summary
- 2.6 Key Words
- 2.7 Self Assessment Questions and Exercises
- 2.8 Further Readings

2.0 INTRODUCTION

The goals for child survival and development have been formulated through extensive consultation in various international forums attended by virtually all Governments, the relevant United Nations agencies including the World Health Organization (WHO), UNICEF, the United Nations Population Fund (UNFPA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP) and the International Bank for Reconstruction and Development (IBRD) and a large number of NGOs. These goals are recommended for implementation by all countries where they are applicable, with appropriate adaptation to the specific situation of each country in terms of phasing, standards, priorities and availability of resources, with respect for cultural, religious and social traditions. Additional goals that are particularly relevant to a country's specific situation should be added in its national plan of action.

In this unit, you will study about the major goals for child survival, development and protection in detail. The unit further sheds light on children's rights and the goals set for the year 2000 by the Government of India.

2.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the major goals for child survival, development and protection
- Describe the measures to promote children's rights
- Assess the goals for the year 2000 fixed by the Government of India

2.2 MAJOR GOALS (YEAR 2000) FOR CHILD SURVIVAL, DEVELOPMENT AND PROTECTION

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The major goals for child survival, development and protection were as follows:

- I. (a) Between 1990 and the year 2000, reduction of infant and under-5 child mortality rate by one third or to 50 and 70 per 1,000 live births respectively, whichever is less;
- (b) Between 1990 and the year 2000, reduction of maternal mortality rate by half;
- (c) Between 1990 and the year 2000, reduction of severe and moderate malnutrition among under-5 children by half;
- (d) Universal access to safe drinking water and to sanitary means of excreta disposal;
- (e) By the year 2000, universal access to basic education and completion of primary education by at least 80 per cent of primary school-age children;
- (f) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to at least half its 1990 level with emphasis on female literacy;
- (g) Improved protection of children in especially difficult circumstances.

II. Supporting/sectoral Goals

A. Women's health and education

- (i) Special attention to the health and nutrition of the female child and to pregnant and lactating women;
- (ii) Access by all couples to information and services to prevent pregnancies that are too early, too closely spaced, too late or too many;
- (iii) Access by all pregnant women to pre-natal care, trained attendants during childbirth and referral facilities for high-risk pregnancies and obstetric emergencies;
- (iv) Universal access to primary education with special emphasis for girls and accelerated literacy programmes for women.

B. Nutrition

- (i) Reduction in severe, as well as moderate malnutrition among under-5 children by half of 1990 levels;

- (ii) Reduction of the rate of low birth weight (2.5 kg or less) to less than 10 per cent;
- (iii) Reduction of iron deficiency anaemia in women by one third of the 1990 levels;
- (iv) Virtual elimination of iodine deficiency disorders;
- (v) Virtual elimination of vitamin A deficiency and its consequences, including blindness;
- (vi) Empowerment of all women to breast-feed their children exclusively for four to six months and to continue breastfeeding, with complementary food, well into the second year;
- (vii) Growth promotion and its regular monitoring to be institutionalized in all countries by the end of the 1990s;
- (viii) Dissemination of knowledge and supporting services to increase food production to ensure household food security.

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C. Child health

- (i) Global eradication of poliomyelitis by the year 2000;
- (ii) Elimination of neonatal tetanus by 1995;
- (iii) Reduction by 95 per cent in measles deaths and reduction by 90 per cent of measles cases compared to pre- immunization levels by 1995, as a major step to the global eradication of measles in the longer run;
- (iv) Maintenance of a high level of immunization coverage (at least 90 per cent of children under one year of age by the year 2000) against diphtheria, pertussis, tetanus, measles, poliomyelitis, tuberculosis and against tetanus for women of child-bearing age;
- (v) Reduction by 50 per cent in the deaths due to diarrhoea in children under the age of five years and 25 per cent reduction in the diarrhoea incidence rate;
- (vi) Reduction by one third in the deaths due to acute respiratory infections in children under five years.

D. Water and sanitation

- (i) Universal access to safe drinking water;
- (ii) Universal access to sanitary means of excreta disposal;
- (iii) Elimination of guinea-worm disease (dracunculiasis) by the year 2000.

E. Basic education

- (i) Expansion of early childhood development activities, including appropriate low-cost family- and community-based interventions;

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- (ii) Universal access to basic education, and achievement of primary education by at least 80 per cent of primary school-age children through formal schooling or non- formal education of comparable learning standard, with emphasis on reducing the current disparities between boys and girls;
- (iii) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to at least half its 1990 level, with emphasis on female literacy;
- (iv) Increased acquisition by individuals and families of the knowledge, skills and values required for better living, made available through all educational channels, including the mass media, other forms of modern and traditional communication and social action, with effectiveness measured in terms of behavioural change.

F. Children in difficult circumstances

Provide improved protection of children in especially difficult circumstances and tackle the root causes leading to such situations.

2.2.1 Measures to Promote Children's Rights

The Government's commitment and priority to child protection is critical to the creation of a protective environment for its children. The Government needs to demonstrate this commitment through the acceptance and recognition of problems, formulation of appropriate policy, strong legal frameworks and programming, and allocation of adequate resources to programs. It needs to ensure that mechanisms for child protection are child friendly, functional and in a position to reach children in needs of protection.[7] Some such initiatives taken by the Indian Government towards creating a protective environment for children as per the law are the:

1. Juvenile Justice (Care and Protection) Act, 2000.
2. The CHILDLINE 1098 service in partnership with Integrated Program for street children, signing and ratification of the United Nations Convention on the rights of the child (UNCRC), and
3. Ratification of the Optional Protocols
4. The National Plan of Action, 2005
5. The National Policy for Children, 1974
6. Study on Child Abuse 2007.

Recommendations: Prevention of Child Rights violation

1. At Society

1. Sexual education for children
2. Punish those who commit the acts against child

3. Create support centres for victims
4. Set up free phone lines to break the silence
5. Ensure children's safety
6. Educate children about sexual violence
7. Ratify and conform to laws protecting children
8. Create preventative laws and disseminate information about them
9. Create committees for eliminating violence against children
10. Find healthy ways for children to spend their free time
11. Limit TV Channels
12. Forbid harmful traditional practices by law
13. Launch awareness campaigns for the community
14. Create local committees for child protection.

2. At work place, in the streets and in institutions

1. Sensitise employers about child rights and consequences of corporal punishment to children
2. Respect children
3. Educate employers to listen to children
4. Ensure employers to listen to children
5. Ensure children's safety at work
6. Value alternative education methods
7. Encourage and support the development of child led organizations.

3. At School

1. Increase the number of education advisers and sensitise teachers about corporal punishment
2. Create councils for discipline in schools that can work in partnership with children's organisations establish and disseminate internal rules of conduct
3. Sensitise education inspectors about corporal punishment
4. Ensure children's security in schools
5. Parents have to accompany younger children to school
6. Offer alternative punitive measures.

4. At Home

1. Sensitise parents about the consequences of violence against children
2. Teach parents how to communicate with their children (parents' school)

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3. Prioritise dialogue with children
4. Train them on education without violence
5. Offer alternative disciplining methods
6. Inform parents about child rights and laws that ban corporal punishment
7. Alleviate poverty and increase family benefits for children
8. Parents must let go to know their children better and reasons for them misbehaving
9. Adopt and implement laws on violence against children.

5. Other Recommendations to Government of India to Prevent Child Rights Violation

It is just not possible for the government to fight the battle alone. Every individual in the society should contribute to this effort.

For a participative action, government should be encouraging the following projects:

1. Start a scheme “Sponsor a child” and get sponsorship from Individuals, business man, politician, cinema field etc. Give the sponsors some tax benefit to encourage sponsorship.
2. More child help line telephone numbers should be in place and popularise those by means of advertisements campaigns.
3. Minimum Rs.1/- Project: Collect a minimum of Rs.1/- from every Indian (Close to 100 crores can be collected) and use it for poor child development - (Keep Hundi in Government Banks to collect this)
4. Strict Law to be amended on TV Channels which telecast and encourages violence, sex and vulgar programs.
5. Celebrate Pandit Jawaharlal Nehru’s birthday as “Children’s Rights Day” rather than children’s day alone.
6. Release a postal cover / post card with campaigning information on Child Rights.
7. Special police stations for protecting “Child” (Like Women police stations).
8. Form local communities with volunteers for campaigning and creating awareness on child rights.
9. Schools to have awareness classes for “Child Rights”.

2.3 CHALLENGES

Like many developing countries, India faces problems of infant mortality, child marriage, maternal mortality and the phenomena of child widows, sex tourism, and child trafficking even across national borders for prostitution, child abuse and child labour. There are several challenges ahead. Of all the demographic groups, the girl child are probably the most socially disadvantaged. At every stage of her life cycle – from conception to adulthood – she is especially vulnerable to human rights abuses. Recent incidents of Delhi gang rape and Pondicherry Acid attack cases can be quoted as examples for the human rights abuse of girl child.

So, a child focused culture has to be developed. The legal system should interpret the laws in the context of the rights and standards given in the CRC. This will give the child access to justice through the court system. All the children’s legislations need to be reviewed in the context of CRC and its standards and there has to be linkages between them. The Indian legal system has to evolve a great deal for securing the rights of the child and providing justice to the child.

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Check Your Progress

1. What is IBRD?
2. State one goal set up for child survival, development and protection.
3. Name one initiative taken by the Indian Government towards creating a protective environment for children.

2.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. IBRD Stands for the International Bank for Reconstruction and Development.
2. One goal set up for child survival, development and protection was that between 1990 and the year 2000, there should be reduction of infant and under-5 child mortality rate by one third or to 50 and 70 per 1,000 live births respectively, whichever is less.
3. Juvenile Justice (Care and Protection) Act, 2000 is one initiative taken by the Indian Government towards creating a protective environment for children.

2.5 SUMMARY

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- The goals for child survival and development have been formulated through extensive consultation in various international forums attended by virtually all Governments, the relevant United Nations agencies including the World Health Organization (WHO), UNICEF, the United Nations Population Fund (UNFPA), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP) and the International Bank for Reconstruction and Development (IBRD) and a large number of NGOs.
- These goals are recommended for implementation by all countries where they are applicable, with appropriate adaptation to the specific situation of each country in terms of phasing, standards, priorities and availability of resources, with respect for cultural, religious and social traditions.
- Between 1990 and the year 2000, reduction of infant and under-5 child mortality rate by one third or to 50 and 70 per 1,000 live births respectively, whichever is less.
- Special attention to the health and nutrition of the female child and to pregnant and lactating women.
- Access by all couples to information and services to prevent pregnancies that are too early, too closely spaced, too late or too many.
- Access by all pregnant women to pre-natal care, trained attendants during childbirth and referral facilities for high-risk pregnancies and obstetric emergencies.
- Reduction in severe, as well as moderate malnutrition among under-5 children by half of 1990 levels.
- Dissemination of knowledge and supporting services to increase food production to ensure household food security.
- Reduction by 95 per cent in measles deaths and reduction by 90 per cent of measles cases compared to pre-immunization levels by 1995, as a major step to the global eradication of measles in the longer run.
- Expansion of early childhood development activities, including appropriate low-cost family- and community-based interventions.
- Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to at least half its 1990 level, with emphasis on female literacy.
- The Government's commitment and priority to child protection is critical to the creation of a protective environment for its children.

- The Government needs to demonstrate this commitment through the acceptance and recognition of problems, formulation of appropriate policy, strong legal frameworks and programming, and allocation of adequate resources to programs.
- Like many developing countries, India faces problems of infant mortality, child marriage, maternal mortality and the phenomena of child widows, sex tourism, and child trafficking even across national borders for prostitution, child abuse and child labour.
- Of all the demographic groups, the girl child are probably the most socially disadvantaged. At every stage of her life cycle – from conception to adulthood – she is especially vulnerable to human rights abuses.
- All the children’s legislations need to be reviewed in the context of CRC and its standards and there has to be linkages between them.

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2.6 KEY WORDS

- **Immunization:** It is the action of making a person immune to infection, typically by inoculation.
- **Primary Education:** It is typically the first stage of formal education, coming after preschool and before secondary education
- **Mortality:** It refers to the state of being subject to death.

2.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the goals pertaining to women’s health and education?
2. What are the goals aimed at the betterment of health, water and sanitation of children?
3. Write a note on measures to promote children’s rights.

Long-Answer Questions

1. State and elucidate the major goals for child survival, development and protection.
2. What is nutrition? Explain the nutritional goals set-up for child development and care.

2.8 FURTHER READINGS

NOTES

Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.

Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.

Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

UNIT 3 BASIC RIGHTS OF CHILDREN

NOTES

Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Protecting the Basic Rights of Children
 - 3.2.1 Providing Safe Drinking Water Nutritious Food and Health Services
- 3.3 Answers to Check Your Progress Questions
- 3.4 Summary
- 3.5 Key Words
- 3.6 Self Assessment Questions and Exercises
- 3.7 Further Readings

3.0 INTRODUCTION

Children’s rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors. The 1989 Convention on the Rights of the Child (CRC) defines a child as “any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier.” Children’s rights includes their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal state-paid education, health care, and criminal laws appropriate for the age and development of the child, equal protection of the child’s civil rights, and freedom from discrimination on the basis of the child’s race, gender, sexual orientation, gender identity, national origin, religion, disability, colour, ethnicity, or other characteristics. Interpretations of children’s rights range from allowing children the capacity for autonomous action to the enforcement of children being physically, mentally and emotionally free from abuse, though what constitutes “abuse” is a matter of debate. Other definitions include the rights to care and nurturing. There are no definitions of other terms used to describe young people such as “adolescents”, “teenagers”, or “youth” in international law, but the children’s rights movement is considered distinct from the youth rights movement. The field of children’s rights spans the fields of law, politics, religion, and morality.

3.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the steps required for protecting the basic rights of the children
- Describe the efforts in providing safe drinking water, nutritious food and health services

3.2 PROTECTING THE BASIC RIGHTS OF CHILDREN

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The various steps which could be taken for protection of rights of the children are:

1. The formation of local policies for safeguarding the rights of the children. This should be designed in close consultation with civil society, academia and community groups.
2. Providing training for law-enforcement officers on child rights and child protection is another step for safeguarding the rights of the children. Outreach support on the street by social street workers trained in child-centered approaches: increasingly used as a participatory approach to building relationships with children over time in their own spaces in cities organizations working together across the globe to strengthen family relationships to create home environments where street-connected children can gain sustainable access to their rights.
3. The steps should be taken for the best interests of children in street situations government, parliament and the judiciary measures for protecting the rights of the children.
4. There should be a practice of Non-discrimination among children in street situations have the right to be treated as all other children. Equality does not mean that rights have to be delivered in the same way; the best interests of each child determine how that child's rights can best be achieved. Explicit discrimination includes vagrancy laws and policies allowing street children to be detained for survival behaviours; implicit discrimination includes requiring birth certificates to access health care or education.
5. Participation is a right and a practical imperative. The opinion of street-connected children should inform policies, plans and interventions designed to address them. Street-connected children may have difficulty forming positive relationships with adults, therefore care, consistency and respect, built over time, are important to ensure their meaningful participation.

Accountability on the part of courts and tribunals, which should respect street-connected children by listening to them and taking due account of their views and experiences; offering child-friendly justice; having staff trained in child-friendly procedures and child rights; using language that can be understood by street-connected children; and enforcing judgments. Children who are victims of violations are entitled to reparation, restitution, compensation and guarantees of non-repetition. Mechanisms for accountability should ensure States and other actors comply with their

obligations to children, for example through monitoring and evaluating practices; receiving and responding to complaints; providing remedies or redress for human rights violations.

3.2.1 Providing Safe Drinking Water, Nutritious Food and Health Services

The region's efforts to ensure safe drinking water in schools focus both on schools/daycares that maintain their own drinking water supply and those facilities that are customers of public water systems. It is important educating school administrators about the importance of drinking water. It is essential to fill the gap in communication and understanding that often lies between school management and water supply officials.

Nutrition for kids is based on the same principles as nutrition for adults. Everyone needs the same types of nutrients — such as vitamins, minerals, carbohydrates, protein and fat. Children, however, need different amounts of specific nutrients at different ages.

Consider these nutrient-dense foods:

- **Protein:** Choose seafood, lean meat and poultry, eggs, beans, peas, soy products, and unsalted nuts and seeds.
- **Fruits:** Encourage your child to eat a variety of fresh, canned, frozen or dried fruits — rather than fruit juice. If your child drinks juice, make sure it's 100 percent juice without added sugars and limit his or her servings. Look for canned fruit that says it's light or packed in its own juice, meaning it's low in added sugar. Keep in mind that one-quarter cup of dried fruit counts as one cup-equivalent of fruit. When consumed in excess, dried fruits can contribute extra calories.
- **Vegetables:** Serve a variety of fresh, canned, frozen or dried vegetables. Aim to provide a variety of vegetables, including dark green, red and orange, beans and peas, starchy and others, each week. When selecting canned or frozen vegetables, look for options lower in sodium.
- **Grains:** Choose whole grains, such as whole-wheat bread, oatmeal, popcorn, quinoa, or brown or wild rice. Limit refined grains such as white bread, pasta and rice.
- **Dairy:** Encourage your child to eat and drink fat-free or low-fat dairy products, such as milk, yogurt, cheese or fortified soy beverages.

Aim to limit your child's calories from:

- **Added sugar:** Limit added sugars. Naturally occurring sugars, such as those in fruit and milk, are not added sugars. Examples of added sugars include brown sugar, corn sweetener, corn syrup, honey and others.

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- **Saturated and trans fats:** Limit saturated fats — fats that mainly come from animal sources of food, such as red meat, poultry and full-fat dairy products. Look for ways to replace saturated fats with vegetable and nut oils, which provide essential fatty acids and vitamin E. Healthier fats are also naturally present in olives, nuts, avocados and seafood. Limit trans fats by avoiding foods that contain partially hydrogenated oil.

Whereas the right to health can be regarded as part of human rights and applicable to all, children constitute the most neglected segment having been denied adequate health care. Moreover, children are totally dependent upon adults for all of their needs. They have no control over adverse health events, proper nutrition, sanitation and environment. In the absence or a lack of adequate parental care, the State must be responsible to meet their health needs by making child-centric policies and sufficient allocation of funds. Indian judiciary has addressed several issues that include work in hazardous situations, bonded labor, and employment of children below the age of 14 years. The Supreme Court of India has ruled that the health is the fundamental right of workers. However, health care of children has not received sufficient attention.

The Committee on the Rights of the Child recognizes that a majority of mortality, morbidity, and disabilities among children could be prevented if there were political commitment and sufficient allocation of resources directed towards the application of available knowledge and technologies for prevention, treatment and care. Article 24 (1) of the UNCRC [5] mentions that:

- “States parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States parties shall strive to ensure that no child is deprived of his or her right to access to such health care services.”
- The Article 24 (2) mentions: “States parties shall pursue full implementation of this right and in particular, shall take appropriate measures:
 - (a) to diminish infant and child mortality;
 - (b) to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - (c) to combat disease and malnutrition, including within the framework of primary health care, through inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking

water, taking into consideration the dangers and risks of environmental pollution;

- (d) to ensure appropriate pre-natal and post-natal health for mothers;
- (e) to ensure that all segments of society, in particular parents and children, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) to develop preventive health care, guidance for parents and family planning education and services.

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Problems and Health Needs of Children

- Twenty-seven million babies are born in our country every year, a majority in the underprivileged rural and urban communities, where the parents are not always able to provide adequate care. Newborn and infant mortality rates are particularly high in such situations. The needs and care of children are very different at different ages. The important health needs at various ages can be considered as follows:
- *Newborn*: Maternal nutrition and adequate antenatal care. Safe delivery, immediate care of the neonate and subsequent management during the first 1-3 months.
- *Infancy and pre-school period*: Feeding and nutrition (supplements of iron, vitamins), immunization, proper management of common infections (diarrhea, respiratory, skin, eye, ear, parasitic), and attention to development.
- *Older children*: Adequate nutrition, treatment of acute and chronic diseases (e.g. tuberculosis, malaria, water borne diseases).
- *Adolescents*: Physical and emotional health, treatment of acute and chronic diseases, family life counseling.

Priorities in Child Health Requirements

- The difficulties in the health care delivery as well as institution of preventive measures are greatly compounded by illiteracy and poverty. Provision of safe water and measures to improve sanitation and vector control are very difficult to undertake in many parts of the country. Neonatal survival is greatly dependent upon antenatal care (particularly nutrition), safe delivery and immediate neonatal care. These are being tackled by encouraging institutional deliveries and establishing level II newborn care units. However, substantial reduction of early neonatal mortality requires early referral and proper transport of the neonate to tertiary units.

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- The preschool child in underprivileged communities (who mostly remains unsupervised as both parents are often working) suffers from very frequent common illnesses (gastrointestinal and upper respiratory infections and those of skin, eyes and ears), which are either ignored or poorly treated. Besides occasionally causing serious complications, these take a heavy toll on the wellbeing of the child and adversely impact the nutritional status and physical growth. Such illnesses need adequate management.

Government Programs Targeting Child Health and Development

- The Integrated Child Development Services (ICDS) initiative was launched in 1975. The Government is committed to make it universal. *Janani Suraksha Yojna* was started in 2005, and modified in 2011 to include the neonates (now termed *Janani Shishu Suraksha Yojna*), to provide free care to pregnant women and sick neonates [8]. The National Rural Health Mission (NRHM) was launched in 2005 to address the health needs of underserved rural areas. It aims to establish fully functional, community owned, decentralized health delivery system with intersect oral coordination at all levels. The plans include having mobile medical units in unserved areas, mother and child health wings and free drugs and diagnostic services at district hospitals, and action on other health determinants such as sanitation, education and nutrition. In 2013, this mission has been expanded to include urban areas (urban health mission), both now included as sub-missions under National Health Mission. *Rashtriya Bal Swasthya Karyakram* was started in 2013 to screen diseases specific to childhood – developmental delay, disabilities, birth defects and deficiencies. This initiative is aimed at screening over 270 million children of 0-18 years of age. Children diagnosed with illnesses shall receive follow-up, including surgeries, free of cost under NRHM.

Lack of Success of Governmental Measures

The execution of various Government policies and implementation of various programs has been unsatisfactory. There is a failure of macroeconomic structures, poor health care delivery and a lack of supervision and accountability. The basic health needs of children have not been met. There is a shortage of hospital beds. Of Primary Health Centers, only 38% have the necessary manpower and 31% have critical supplies. While 73% of the population is in rural areas, 75% of the doctors are in cities. More than 90% of rural population has to travel more than eight Kilometers to access medical treatment. The “urban–rural divide” is well known. About 70% of the health care expenditure comes from the private sector, the global being 38% [10]. Provision of sustained access to safe water and sanitation facilities is very

difficult in view of the costs, technological limitations; societal behavior and customs, illiteracy, and lack of political will [11]. India has remained behind many developing countries in terms of healthcare expenditure. Signing of conventions and intentions has not been matched with adequate actions.

- Misinformation, poverty and large family size are major constraints. Lack of safe water and disposal of solid waste, failure to observe simple hygienic precautions, and inability to understand the need to provide appropriate care and avail of services made freely available by the Government contribute to the high disease burden and poor growth and development of children. Social evils, traditional beliefs and harmful practices (e.g. discrimination against girls, child marriages) are difficult to overcome and will need substantial attitudinal changes to be dispelled.

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Essential Health Care and Urgent Interventions

The components of essential health care for children (which need to be prioritized), and the necessary interventions are mentioned.

Antenatal care of the mother

Safe delivery and newborn care

- Immunization
- Nutrition support, vitamin and mineral supplements
- Ambulatory care should be provided free of cost and made easily accessible, especially for migrant population. The necessary Laboratory, tests and other investigations (e.g., X-ray procedures, ultrasonography) should be carried out without any charge. Primary Health Centers should be made fully functional. Full complement of staff, laboratory facilities and supply of drugs should be ensured.
- Strengthen *Anganwadi* centers.
- Strengthen school health services. Schools should keep health records and monitor progress. Health education should be provided at schools.
- Adequate management of diseases

Functional Health Literacy

- A crucial measure is to provide functional health literacy to the illiterate communities. Information about sanitation and hygiene, feeding, benefits of vaccinations and the dangers if unvaccinated, management of common problems (e.g., oral rehydration for diarrhea) can be provided using simple messages, photographs and modern methods. Traditional adverse practices inimical to children need to be removed. Primary health workers can be suitably trained to undertake

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this task. Once successful, there will be a demand for services, and a better community participation in the implementation of various health measures.

- The responsibility for proper health care of the child rests with the parents. If they are not capable (for whatever reasons) the proximate community, elected representatives (*e.g.*, village Panchayat officials, local health authorities) must be made responsible and accountable. They must oversee the implementation of various Government programs.
- A “child rights approach”, rather than a welfare approach is required to tackle the health problems of children. Right to Health places a legal obligation upon the government and brings into focus the elements of responsibility and accountability. Right to Health will generate demand for health care for children.

Pediatricians and Right to Health

- Pediatricians must be regarded as custodians of child health. They should be aware of the contents of UNCRC and participate in advocacy for child right. The Indian Academy of Pediatrics (IAP), besides supporting the development of quality and specialty expertise, must encourage inclusion of child rights, equity and non- discrimination in clinical practice, and cooperate with other agencies (National and International) for wider advocacy. The Indian CANCL Group of IAP, along with several agencies and non-government organizations (notably the India Alliance for Child Rights and World vision India) has initiated the move to demand Right to Health for children. All IAP members, professional organizations and all others who care for children should strongly support this demand.

Thus, it is the responsibility of everyone including parents, teachers, schools and policy makers for making measures for safeguarding the rights of the children.

Check Your Progress

1. Define children’s rights.
2. State one step which could be taken for protection of rights of the children.
3. What are children who are victims of violations entitled to?
4. Mention one health need of a new born.

3.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors.
2. One step which could be taken for protection of rights of the children is the formation of local policies for safeguarding the rights of the children.
3. Children who are victims of violations are entitled to reparation, restitution, compensation and guarantees of non-repetition.
4. One health need of a new born is maternal nutrition and adequate antenatal care.

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3.4 SUMMARY

- Children's rights are the human rights of children with particular attention to the rights of special protection and care afforded to minors.
- The 1989 Convention on the Rights of the Child (CRC) defines a child as «any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier.»
- Children's rights includes their right to association with both parents, human identity as well as the basic needs for physical protection, food, universal state-paid education, health care, and criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from discrimination on the basis of the child's race, gender, sexual orientation, or other characteristics.
- Interpretations of children's rights range from allowing children the capacity for autonomous action to the enforcement of children being physically, mentally and emotionally free from abuse, though what constitutes "abuse" is a matter of debate.
- The various steps which could be taken for protection of rights of the children are the formation of local policies for safeguarding the rights of the children.
- There should be a practice of Non-discrimination among children in street situations have the right to be treated as all other children.
- Equality does not mean that rights have to be delivered in the same way; the best interests of each child determine how that child's rights can best be achieved.

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- Children who are victims of violations are entitled to reparation, restitution, compensation and guarantees of non-repetition.
- Mechanisms for accountability should ensure States and other actors comply with their obligations to children, for example through monitoring and evaluating practices; receiving and responding to complaints; providing remedies or redress for human rights violations.
- The Region's efforts to ensure safe drinking water in schools focus both on schools/daycares that maintain their own drinking water supply and those facilities that are customers of public water systems.
- Whereas the right to health can be regarded as part of human rights and applicable to all, children constitute the most neglected segment having been denied adequate health care.
- The Committee on the Rights of the Child recognizes that a majority of mortality, morbidity, and disabilities among children could be prevented if there were political commitment and sufficient allocation of resources directed towards the application of available knowledge and technologies for prevention, treatment and care.
- Twenty-seven million babies are born in our country every year, a majority in the underprivileged rural and urban communities, where the parents are not always able to provide adequate care.
- The difficulties in the health care delivery as well as institution of preventive measures are greatly compounded by illiteracy and poverty.
- The Integrated Child Development Services (ICDS) initiative was launched in 1975.
- The Government is committed to make it universal. *Janani Suraksha Yojna* was started in 2005 and modified in 2011 to include the neonates (now termed *Janani Shishu Suraksha Yojna*), to provide free care to pregnant women and sick neonates.
- The National Rural Health Mission (NRHM) was launched in 2005 to address the health needs of underserved rural areas. It aims to establish fully functional, community owned, decentralized health delivery system with intersect oral coordination at all levels.
- *Rashtriya Bal Swasthya Karyakram* was started in 2013 to screen diseases specific to childhood – developmental delay, disabilities, birth defects and deficiencies. This initiative is aimed at screening over 270 million children of 0-18 years of age.

- The execution of various Government policies and implementation of various programs has been unsatisfactory. There is a failure of macroeconomic structures, poor health care delivery and a lack of supervision and accountability.
- The basic health needs of children have not been met.
- There is a shortage of hospital beds. Of Primary Health Centers, only 38% have the necessary manpower and 31% have critical supplies. While 73% of the population is in rural areas, 75% of the doctors are in cities.

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3.5 KEY WORDS

- **Adolescence:** It is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority).
- **Autonomous:** It refers to an individual who is capable of self-legislation and is able to make judgments and actions based on his/her particular set of values, preferences, and beliefs.
- **Sustainable:** It is the quality of causing little or no damage to the environment and therefore able to continue for a long time.

3.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a short note on 'accountability'.
2. What measures should be taken to provide safe drinking water, nutritious food and health services to children?
3. What do you understand by children's right to health?
4. Briefly explain the problems and health needs of children.

Long-Answer Questions

1. Discuss in detail the steps which could be taken for protection of rights of the children.
2. Give a descriptive explanation of government programs targeting child health and development.

3.7 FURTHER READINGS

NOTES

Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.

Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.

Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

UNIT 4 PROTECTION OF CHILDREN FROM ABUSE

NOTES

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Protection of Children from Exploitation and Abuse
 - 4.2.1 Child Labour as Exploitation of Children
- 4.3 Prostitution
 - 4.3.1 Legal Provisions of Child Labour
- 4.4 Answers to Check Your Progress Questions
- 4.5 Summary
- 4.6 Key Words
- 4.7 Self Assessment Questions and Exercises
- 4.8 Further Readings

4.0 INTRODUCTION

The menace of child exploitation exists at the global level. The term ‘child exploitation’ refers to the misuse of children for advantage of someone else, gain resulting in undeserved, cruel and detrimental treatment of the child. This result in a hazardous impact on the child’s physical or mental health, education, moral or social-emotional development. It includes circumstances of manipulation, misappropriation, mistreatment, victimization, oppression or ill-treatment.

Child exploitation involves many forms. Child exploitation includes child domestic work, child soldiers, recruitment and involvement of children in armed conflict, sexual exploitation and pornography, the use of children for criminal activities including the sale and distribution of narcotics and the involvement of children in harmful or hazardous work.

Mainly, there are two types of child exploitation which are listed as below:

- 1. Sexual exploitation:** It is defined as the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification. For example, child prostitution, trafficking of children for sexual abuse and exploitation, child pornography, sexual slavery.
- 2. Economic exploitation of a child:** The economic exploitation of a child can be done in work or other activities for the benefit of others. This includes, but is not limited to, child labour. Economic

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exploitation implies the idea of a certain gain or profit through the production, distribution and consumption of goods and services. This material interest has an impact on the economy of a certain unit, be it the State, the community or the family. Examples: Child domestic work, child soldiers and the recruitment and involvement of children in armed conflict, child bondage, the use of children from criminal activities including the sale and distribution of narcotics, the involvement of children in any harmful or hazardous work.

4.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss about the protection of children from exploitation and abuse
- Examine child labour as exploitation of children
- Describe the legal provisions of child labour

4.2 PROTECTION OF CHILDREN FROM EXPLOITATION AND ABUSE

There are many forms of exploitation and abuse of children. Due to violence, discrimination and extreme climate change, millions of children are being forced from their homes and are fleeing for their very lives.

Measures that can be taken to prevent and protect children from abuse are as follows:

- Prevent trafficking at the community level by creating awareness of the risks of migration
- Provide support to children who have been trafficked and help them return home and reintegrate into their communities
- Improve law enforcement and instigate legal reform to protect survivors of trafficking
- One cannot reduce the number of children living on the streets without also engaging with the problems at home or in school that could explain their situation. A child who faces the risk of being trafficked, may also be disabled, in conflict with the law and experience violence in the home. Understanding the underlying causes and addressing this interconnectedness is key. Child protection systems seek to address the full spectrum of risk factors in the lives of all children and their families. Along with partners, including governments, non-governmental organizations,

civil society actors and the private sector, the strengthening of all components of child protection systems should be promoted including human resources, finances, laws, standards, governance, monitoring and services. Depending on the country context, child protection systems may cut across part of the social welfare, education, health, and security sectors.

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- Initiatives should be taken for the mapping and assessment of child protection systems. This work helps build consensus among government and civil society on the goals and components of such systems, their strengths, weaknesses and priorities upon which to act. This then translates into improved laws, policies, regulations, standards and services protecting all children. It also leads to the strengthening of these systems with the financial and human resources necessary to deliver results for children.
- Steps should be taken for comprehension of the social norms that result in violence, exploitation and abuse and has promoted change in a number of countries. To promote positive norms to bring about an end to harmful practices, raising and supports discussions, education programmes and communication for development strategies at community and national levels, within villages, across professional and religious groups and within diaspora communities should be conducted . When combined with effective legislation, policies, regulations and services, this process that focuses on community values and human rights leads to positive and lasting change such as the abandonment of female genital mutilation/ cutting, decreases in child marriage and domestic violence. Changing social norms related to forms of violence, exploitation and abuse that are socially condoned is time and resource intensive. Yet, this work is crucial for sustained improvements in children’s lives.
- This focus on the prevention and response to violence, exploitation and abuse cuts across the life cycle of the child. It is a critical part of realizing the Millennium Development Goals to ensure that children grow up in a safe and supportive environment. This work not only applies in development contexts but also in humanitarian settings and is in line with the recommendations of the United Nations Secretary-General’s study on violence against children (2006), the United Nations report on the impact of armed conflict on children (1996) and the Machel study 10-year strategic review children and conflict in a changing world (2006).

4.2.1 Child Labour as Exploitation of Children

India has the largest number of child labourers under the age of 14 in the world. According to the legal system of India, the working age for children

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must be over fourteen years old. However many children in India start working at the age of five years, may it be the glass, pottery or clothing industries. Child labour is an important topic due to the fact that it has such a large impact on everyone's everyday life.

According to the National Commission for Protection of Child Rights (NCPCR) Child labour is defined as "Those children who are doing paid or unpaid work in factories, workshops, establishments, mines and in the service sector such as domestic labour". Women and Child Development (WCD) which is a Ministry in India that devise policies, plans and programs and also enact and amend legislation for the development of women and children. The WCD define a child as "human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier." Child labourers tend to start working from a very young age, when they are still very tender, mentally and physically not ready for hard labour. Indian laws states that girls and boys may end their compulsory education and start working at the ages of fourteen. There are a few exceptions where the child must be eighteen to work. These jobs which are typically the more hazardous jobs, such as mining as well as other, are all extremely unhealthy.

The Caste System is very much prevalent in India. As UNICEF states that "In India, the view has been that some people are born to rule and to work with their minds while others, the vast majority, are born to work with their bodies. Many traditionalists had been unperturbed about lower-caste children failing to enroll in or dropping out of school, and if these children end up doing hazardous labour, it is likely to be seen as their lot in life. Due to the stereotypical though process of the individuals involved, children are not able to get education of good quality due to reasons like insufficient schools, lack of teachers to teach in schools; absence in curriculums and syllabus; there are wrong methods of teaching; and teacher are not properly educated.. The mentality of the parents is another cause of not sending their children to school. Some believe that "children should work in order to develop skills useful in the job market, instead of taking advantage of a formal education" they feel that this is right because they do not know better. Their rituals and traditions have been passed on for many generations.

Rural Poverty is the poverty found in rural areas which affect the rural economy, rural society and the rural political system. Rural poverty is a clear cause of child labour and child exploitation. Overall, poverty forces the parents and guardians of the child to push them into hard labour. Whether it is the Glass Industry, Lock Industry, the Traditional Crafts, Pottery or the Clothing Industry, they all have one thing in common, which is that these are hazardous, extremely unhealthy and life threatening occupations. Children working are sources of income for the families in India. A study even showed that between thirty-four and thirty-seven percent of the total

household incomes come from children. The reasons for the parents to push their children in such hard labour are due to the fact that the employers will most likely employ children over adults. This is because children are cheaper than adults. Adults will demand a higher income than the children. Another reason is that the hands of children are smaller, which work faster, and get between machines easier in factories.

In 2000 more than 170 Head of States and Governments came together to create a plan to halving poverty, decreasing the spread of HIV/AIDS and to provide universal primary education by 2015. The United Nations Development Programme quotes that these eight goals are the “most broadly supported, comprehensive and specific development goals the world has ever agreed upon”. The eight goals are as follows:

- Goal Number 1: Eradicate extreme poverty and hunger
- Goal Number 2: Achieve universal primary education
- Goal Number 3: Promote gender equality and empower women
- Goal Number 4: Reduce child mortality
- Goal Number 5: Improver maternal health
- Goal Number 6: Combat HIV/AIDS, malaria and other diseases
- Goal Number 7: Ensure environmental sustainability
- Goal Number 8: Develop a global partnership for development

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4.3 PROSTITUTION

Prostitution is another form of child labour, with different types of prostitution existing in India, one of these is the traditional and the religious prostitution. Thousands of girls are confirmed in the name of tradition and religious practices- into sexual exploitation in rural India. Child prostitution is socially acceptable in parts of Indian society. It is said that they are ‘given’ to the Gods, which creates them as a religious prostitute. A serious factor of child prostitution in India is the spread of HIV/ AIDS. Committees have been set up to help exterminate child prostitution, and to help decrease the spread of HIV.

4.3.1 Legal Provisions of Child Labour

The International Labour Organization states “The Constitution of India (26 January 1950), through various articles enshrine in the Fundamental Rights and the Directive Principles of State Policy, lays down that:”

No child shall be employed in any type hazardous employment

The state shall provide free and compulsory education for all children aged between six and fourteen

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All men and women including children are protected by the state as that they will not have to work in vocations not suited for their gender, strength or age.

All children shall be given the opportunity to grow up and develop in healthy manner and conditions of freedom and dignity and the promise that they will all be protected against moral and material abandonment

Other than the constitution, six other main legislative initiatives have been passed on a national level (and many more on local level) in order to at least control child labour. These six legislative initiatives are:

1. **The Factories Act, 1948:** Is the same as the Child Labour Act in the fact that it bans children from under the age of 14 to work in factories. For those children aged between 16 and 18 the act states that they can only work when found fit by a doctor and for no more than 4.5 hours a day.
2. **The Minimum Wages Act, 1948:** This act as stated in the title is concerning the minimum wage of all workers in all industries in India, this of course includes children that are at the legal age of working. This means that children are to receive as much money for their labour as adults, which is considered a strong device in combating child labour.
3. **The Mines Act, 1952:** States those children under the age of 18 are not allowed to work in Indian mines. Apprentices (who have to be 16 or older) are only allowed to participate in the mining operations when appropriately supervised.
4. **The Child Labour (Prohibition and Regulation) Act, 1986:** This act prohibits the employment of children under the age of 14 in 16 different occupations and 65 different processes that are considered dangerous and harmful to a child's life. These 14 occupations and 65 processes are listed in the schedule to the act and in 2006 multiple occupations and processes were added to the original 14 and 65.
5. **The Juvenile Justice (Care and Protection) of Children Act, 2000:** This act was amended in 2002 in order to conform to the UN Convention of the Rights of the Child. It is in place to make sure that children who are indeed working are able to work for decent wages, that they can spend on themselves and that the employees are not held to work against their will in any shape or form. It furthermore states that the people and employers who do not conform to these laws and regulations are punishable with up to three years in prison and a fine.
6. **The Right of Children to Free and Compulsory Education Act, 2009:** This act provides free education to all children aged six to 14. It also states that 25% of all seats in private schools are to be given to less advantaged children.

As stated above, India has many laws concerning child labour and child exploitation. But the Child Labour (Prohibition and Regulation) Act, 1986 has many so called 'loopholes' which makes this law ineffective. The law states that "children working as part of family labour are exempt from the purview of the Act". Research has shown that this stipulation has been extensively mistreated by making child labour into family labour. Due to this, work has now been given at home. To eliminate this problem "The Child Labour Act must be non-negotiable and the word "Regulation" should be removed from its title so that child labour abolition becomes non-negotiable."

The law against child labour is an international agreement where it is stated that all children are treated fairly, and with dignity. The laws are grouped into four different categories. The first one is the; 'Right to Survival' by this it is meant that all children have a right to food, clean water, shelter, and health care they need so they can survive. The next group is the 'Right to Protection'. This indicates for that all children have the right to feel safe and secure, especially in times when they feel extremely vulnerable which is very often in the child labour industry. 'Right to Development', this group states that all children have the right to an education and a time to play so children get the right to develop in all aspects that they can for future situations. 'The Right to Participation', the children have a right to be involved in the life of their communities, that they are able to express themselves and participate in decisions that will affect them.

Conclusion

Three of the main reasons for child labour in India are a product of extreme poverty, the social system and a rising population. But to morally accept child labour because of poverty, a rising population and the social system is not only unreasonable, but unacceptable. This major problem has so many causes to it that child labour is not at all easily eradicated as nowadays pillars of Indian society (also the social system) would require radical change. Even though education is compulsory in India, many children do not attend. The school system is especially weak for the children in the lower Caste, "people from the lower casts are often deprived of the most basic facilities and opportunities". Although child labour provides the money a family needs to survive,

It is cruel to make children work at such a young age and we all need to take responsibility to contribute to eradication of this terrible problem In the Western business world. Social responsibility makes sure that the companies seek and promote the rights named in the Universal Declaration of Human Rights of the United Nations. They do not tolerate human rights abuses. They also do not tolerate forced labour and other forms of exploitative labour. Companies that support social responsibility support programs to abolish

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child labour in a way that is consistent with the basic interests of the child. The power of the consumer is extremely important these days can be very impactful as we have seen in some cases where companies were identified for using child labour to increase their profits. This is equally true in the area of fair trade which guarantees fair prices for products and this facilitates no child labour needs to be involved to ensure a living for the family. So it is very important that consumers are aware of the causes of child labour and are prepared to pay a little more for products.

As Kailash Satyarthi a Child Rights Activist said, “Child labour is the denial of childhood.” We can get rid of child labour by increasing the wages for the adults so they can earn enough to keep the whole family standing and running, so innocent and tender children do not have to work. Also by developing the communities and improving their living standards so they do not live in the poorest of poor areas and risk the life’s of their children.

Check Your Progress

1. Define ‘child exploitation’.
2. State one measure required for prevention of children’s abuse.
3. What is the working age of children in India?
4. What is the full form of NCPCR?
5. What is the role of WCD?

4.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The term ‘child exploitation’ refers to the misuse of children for advantage of someone else, gain resulting in undeserved, cruel and detrimental treatment of the child.
2. One of the many measures required for prevention of children’s abuse is to prevent trafficking at the community level by creating awareness of the risks of migration.
3. According to the legal system of India, the working age for children must be over fourteen years old.
4. NCPCR stands for National Commission for Protection of Child Rights.
5. Women and Child Development (WCD) is a Ministry in India that devises policies, plans and programs and also enact and amend legislation for the development of women and children.

4.5 SUMMARY

- The term ‘Child exploitation’ refers to the misuse of children for advantage of someone else, gain resulting in undeserved, cruel and detrimental treatment of the child.
- This results in a hazardous impact on the child’s physical or mental health, education, moral or social-emotional development.
- It includes circumstances of manipulation, misappropriation, mistreatment, victimization, oppression or ill-treatment.
- Child exploitation includes child domestic work, child soldiers, recruitment and involvement of children in armed conflict, sexual exploitation and pornography, the use of children for criminal activities including the sale and distribution of narcotics and the involvement of children in harmful or hazardous work.
- Sexual exploitation: It is defined as the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification.
- Economic exploitation of a child: The Economic exploitation of a child can be done in work or other activities for the benefit of others.
- This includes, but is not limited to, child labour. Economic exploitation implies the idea of a certain gain or profit through the production, distribution and consumption of goods and services.
- One cannot reduce the number of children living on the streets without also engaging with the problems at home or in school that could explain their situation.
- A child who faces the risk of being trafficked, may also be disabled, in conflict with the law and experience violence in the home.
- Child protection systems seek to address the full spectrum of risk factors in the lives of all children and their families.
- Along with partners, including governments, non-governmental organizations, civil society actors and the private sector, the strengthening of all components of child protection systems should be promoted including human resources, finances, laws, standards, governance, monitoring and services.
- Initiatives should be taken for the mapping and assessment of child protection systems. This work helps build consensus among government and civil society on the goals and components of such systems, their strengths, weaknesses and priorities upon which to act.

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- Steps should be taken for comprehension of the social norms that result in violence, exploitation and abuse and has promoted change in a number of countries.
- To promote positive norms to bring about an end to harmful practices, raising and supports discussions, education programmes and communication for development strategies at community and national levels, within villages, across professional and religious groups and within diaspora communities should be conducted.
- This focus on the prevention and response to violence, exploitation and abuse cuts across the life cycle of the child. It is a critical part of realizing the Millennium Development Goals to ensure that children grow up in a safe and supportive environment.
- India has the largest number of child labourers under the age of 14 in the world. According to the legal system of India, the working age for children must be over fourteen years old.
- However many children in India start working at the age of five years, may it be the glass, pottery or clothing industries.
- According to the National Commission for Protection of Child Rights (NCPCR) Child labour is defined as “Those children who are doing paid or unpaid work in factories, workshops, establishments, mines and in the service sector such as domestic labour”.
- Women and Child Development (WCD) which is a Ministry in India that devise policies, plans and programs and also enact and amend legislation for the development of women and children.
- The WCD define a child as “human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier.”
- UNICEF states that “In India, the view has been that some people are born to rule and to work with their minds while others, the vast majority, are born to work with their bodies.”
- Rural Poverty is the poverty found in rural areas which affect the rural economy, rural society and the rural political system. Rural poverty is a clear cause of child labour and child exploitation.
- A study even showed that between thirty-four and thirty-seven percent of the total household incomes come from children.
- In 2000 more than 170 Head of States and Governments came together to create a plan to halving poverty, decreasing the spread of HIV/AIDS and to provide universal primary education by 2015.

- The United Nations Development Programme quotes that these eight goals are the “most broadly supported, comprehensive and specific development goals the world has ever agreed upon”.
- Prostitution is another form of child labour, with different types of prostitution in India existing, one of these is the traditional and the religious prostitution, “thousands of girls are confirmed in the name of tradition and religious practices- into sexual exploitation in rural India.”
- The International Labour Organization states “The Constitution of India (26 January 1950), through various articles enshrine in the Fundamental Rights and the Directive Principles of State Policy, lays down that:” No child shall be employed in any type hazardous employment.
- The Minimum Wages Act, 1948 as stated in the title is concerning the minimum wage of all workers in all industries in India, this of course includes children that are at the legal age of working.
- Three of the main reasons for child labour in India are a product of extreme poverty, the social system and a rising population.

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4.6 KEY WORDS

- **Activist:** It refers to a person who campaigns to bring about political or social change.
- **Child Labour:** It refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially or morally harmful.
- **Gender:** It refers to either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones.

4.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a note on the types on child exploitation.
2. Explain prostitution as a form of child labour.
3. What are the legal provisions of child labour?

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Long-Answer Questions

1. What are the preventive measures required to protect children from abuse?
2. Critically comment on child labour as exploitation of children. Elucidate on the factors that augment such abuse on children.
3. 'Child labour is a product of poverty'. Examine.

4.8 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
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BLOCK - II
CONCEPT OF CHILD CARE

*Provision of Children's
Homes and Adoption
Facilities for Street
Children and Orphans*

NOTES

**UNIT 5 PROVISION OF
CHILDREN'S HOMES AND
ADOPTION FACILITIES
FOR STREET CHILDREN
AND ORPHANS**

Structure

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Observation Home: Objectives and Approach of Residential Care
- 5.3 Care in Special Home
- 5.4 Answers to Check Your Progress Questions
- 5.5 Summary
- 5.6 Key Words
- 5.7 Self Assessment Questions and Exercises
- 5.8 Further Readings

5.0 INTRODUCTION

A child care institution as defined under the Juvenile Justice Act, 2015, means children home, open shelter, observation home, special home, place of safety, specialised adoption agency and a fit facility recognized under the Act for providing care and protection to children, who are in need of such services. Children in conflict with law are provided residential care and protection in observation homes, special homes and places of safety.

This unit sheds light on provision of children's homes and adoption facilities for street children and orphans.

5.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the objectives of residential care in an observation home
- Discuss the concept of care in special home

5.2 OBSERVATION HOME: OBJECTIVES AND APPROACH OF RESIDENTIAL CARE

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Objectives of residential care in an observation home:

- To ensure the safety, protection, and care of the alleged children in conflict with law during the period of inquiry.
- To support the child through the period of inquiry by ensuring that legal aid is accessible to the child, ensure attendance on every hearing, and explaining to the child the process and progress on the case.
- To formulate an Individual Care Plan for each child based on understanding the child's background (familial situation, peer and neighborhood influences, positive influences), needs and interests, through the use of appropriate methods including counselling sessions, interaction with the child's family, home visits, aptitude testing for education and vocational training, and consultation with physical and mental health professionals.

Approach to provision of services in an observation home

Since an Observation Home is a temporary residential care facility for a child who is alleged to be in conflict with law, the approach to provision of services in the institution as a whole, and its duty bearers must be one which ensures that:

- There is no presumption at any level that the alleged children in conflict with law is guilty. Therefore, an Observation Home shall not resemble a prison in terms of its infrastructure, services or in how duty bearers conduct interactions with children.
- Services and care are provided in a manner which facilitate finding out the unique needs of each alleged children in conflict with law using appropriate methods and in consultation with professionals.
- At the end of the period of stay the child is on a path to rehabilitation with a clear monitor able individualized plan for rehabilitation.

Key messages to children in observation home care:

Key messages which must come through to children in Observation Home which includes care-through the nature of infrastructure, manner of provision of services, tone of interactions between staff and children are:

- The Observation Home does not presume child as guilty.
- The role of the Observation Home and staff is to support the child.

- The Observation Home will explore as many options as possible to help the child get on a path towards rehabilitation and reintegration in society.

5.3 CARE IN SPECIAL HOME

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Let us analyse the several aspects of care in special home.

Objectives of care in Special Home

- Provide reformatory services including education, skill development, counselling, behaviour modification therapy, and psychiatric support during the period of stay in the Special Home.
- Formulate and/or review and/or implement an Individual Care Plan for each child based on understanding the child's background (familial situation, peer and neighborhood influences, positive influences), needs and interests, through the use of appropriate methods including counselling sessions, interaction with the child's family, home visits, aptitude testing for education and vocational training, and consultation with physical and mental health professionals.
- Ensure that children accept responsibility and take accountability for the crime they were found to have committed, and begin a process of healing and transformation.
- Preparing the child for reintegration into the family and community with skills and a plan to ensure that he/she will not commit crime again.

Approach to provision of services in a special home

Since Special Home is a reformatory care facility which houses children found to have committed offences for a period up to 3 years, and is not a prison, the approach to provision of services the institution as a whole, and its duty bearers must be one which ensures that:

- Children are not treated as criminals or prisoners and shall be provided with as much liberty as is possible.
- Upon entering the institution, children must be reassured that the Special Home and its staff are there to support them throughout the period of stay.
- Children are counselled through a process of taking accountability and responsibility for their actions.
- Children must be supported to make a fresh start with their lives, and must be supported to become emotionally and financially self-reliant as they reintegrate back into society.

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Key messages to children in special home care

Key messages which must come through to children in Special Home which includes care-through the nature of infrastructure, manner of provision of services, tone of interactions between staff and children are:

- Children are not criminals or prisoners. Role of the Special Home staff is to support children in the process of taking responsibility and accountability for actions and reformation.
- The Special Home would make available as many options as possible to enable children to avail facilities to ensure their reformation and rehabilitation.

Taking accountability for actions, and beginning the process of transformation:

Deprivation of liberty throughout the period of stay in a Special Home will not achieve reformation of children effectively, unless it is accompanied by a process where children begin to take accountability for their actions, and find ways in which they can help to repair the harm they have caused. Taking accountability helps offenders to come to terms with what they have done, accept it, find ways to repair the harm they have caused {even if, sometimes their actions have been very grave}, and accept themselves. It helps them find purpose, move forward with their lives and avoid crime in the future. Creating a positive environment and facilitating this process from the time the child enters the Special Home during the reception and orientation stage.

Key messages must include:

- Telling the child that he/she is now in a safe place where he/she is not going to be judged but accepted and helped.
- Tell the child that the role of the staff in the home is to help him/her take accountability and bring the change.
- Encourage the child to make the best of the opportunity before him/her acknowledging that at this stage he/she will be very disappointed/angry/unhappy about the period of stay in the home.
- Tell him/her it is alright to be angry, disoriented, and frustrated with the system, self, family at this point, and the purpose of being in the home is to help sort through all this together and make a fresh start.
- Encourage him/her to share feelings and thoughts freely with counsellors, PO and other officers/care-givers in the home in meetings and sessions which are about to follow.
- Help him/her understand that taking accountability means:
- Expression of regret or remorse or apology.

- Expressing how his/her actions affected victims/family/community/self and others.
- Understanding and accepting that it was a decision/choice which could have been made differently.
- Understanding that there are ways to repair damage.
- Understanding that there are ways to pick oneself up and move forward.

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Check Your Progress

1. State one objective of residential care in an observation home.
2. What is an observation home?
3. Define a special home.
4. State one objective of a special home.

5.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. One objective of residential care in an observation home is to ensure the safety, protection, and care of the alleged children in conflict with law during the period of inquiry.
2. An observation home is a temporary residential care facility for a child who is alleged to be in conflict with law.
3. A special home is a reformatory care facility which houses children found to have committed offences for a period up to 3 years and is not a prison.
4. One objective of a special home is to prepare a child for reintegration into the family and community with skills and a plan to ensure that he/she will not commit crime again.

5.5 SUMMARY

- A child care institution as defined under the Juvenile Justice Act, 2015, means children home, open shelter, observation home, special home, place of safety, specialised adoption agency and a fit facility recognized under the Act for providing care and protection to children, who are in need of such services.
- Children in conflict with law are provided residential care and protection in observation homes, special homes and places of safety.

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- Objective of residential care in an observation home is to ensure the safety, protection, and care of the alleged children in conflict with law during the period of inquiry.
- To support the child through the period of inquiry by ensuring that legal aid is accessible to the child, ensure attendance on every hearing, and explaining to the child the process and progress on the case.
- Since an observation home is a temporary residential care facility for a child who is alleged to be in conflict with law, the approach to provision of services in the institution as a whole, and its duty bearers must be one which ensures that there is no presumption at any level that the alleged children in conflict with law is guilty.
- Therefore, an Observation Home shall not resemble a prison in terms of its infrastructure, services or in how duty bearers conduct interactions with children.
- At the end of the period of stay the child is on a path to rehabilitation with a clear monitor able individualized plan for rehabilitation.
- Objectives of care in special home is to provide reformatory services including education, skill development, counselling, behaviour modification therapy, and psychiatric support during the period of stay in the special home.
- Special home is a reformatory care facility which houses children found to have committed offences for a period up to 3 years and is not a prison.
- Children must be supported to make a fresh start with their lives, and must be supported to become emotionally and financially self-reliant as they reintegrate back into society.
- Children are not criminals or prisoners. Role of the Special Home staff is to support children in the process of taking responsibility and accountability for actions and reformation.
- The Special Home would make available as many options as possible to enable children to avail facilities to ensure their reformation and rehabilitation.
- Deprivation of liberty throughout the period of stay in a Special Home will not achieve reformation of children effectively, unless it is accompanied by a process where children begin to take accountability for their actions and find ways in which they can help to repair the harm they have caused.
- Taking accountability helps offenders to come to terms with what they have done, accept it, find ways to repair the harm they have caused {even if, sometimes their actions have been very grave}, and accept themselves.

5.6 KEY WORDS

- **Provision:** It is the act of giving it or making it available to people who need or want it.
- **Rehabilitation:** It is the action of restoring someone to former privileges or reputation after a period of disfavour.
- **Counselling:** It is the provision of professional assistance and guidance in resolving personal or psychological problems.

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5.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Write a note on approach to provision of services in an observation home.
2. What are the key messages to children in observation home care?
3. State the objectives of care in special home.

Long-Answer Questions

1. Explain the objectives of residential care in an observation home.
2. Describe the approach to provision of services in a special home and its key messages to children in care.

5.8 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
- Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

UNIT 6 CHILD CARE

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Structure

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6.0 INTRODUCTION

The supervision of children, between the ages of six weeks and thirteen years, is called as child care. It refers to as the skill of observing children by a day-care center, caretakers, babysitter, teachers or other providers. Child care is a wide-ranging area which includes an extensive continuum of professionals, institutions, contexts, activities, and social and cultural conventions. Early child care is an equally important and often overlooked component of child development. Child care providers can be children's first teachers, and therefore play an integral role in systems of early childhood education. Quality care from a young age can have a substantial impact on the future of children. The main focus of childcare is on the development of the child, whether that be mental, social, or psychological.

6.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the concept of child care
- Explain the need of child care
- Describe the types of child care

6.2 CHILD CARE: CONCEPT

In most cases children are taken care of by their parents, legal guardians, or siblings. In some cases, it is also seen that children care for other children. This informal care includes verbal direction and other explicit training regarding the child's behavior and is often as simple as "keeping an eye out"

for younger siblings. Care facilitated by similar-aged children covers a variety of developmental and psychological effects in both caregivers and charge. This is due to their mental development being in a particular case of not being able to progress as it should be at their age. This care giving role may also be taken on by the child's extended family. Another form of childcare that is on the rise in contrast to familial caregiving is that of center-based child care. In lieu of familial care giving, these responsibilities may be given to paid caretakers, orphanages or foster homes to provide care, housing, and schooling.

Professional caregivers work within the context of a center-based care (including creches, daycare, preschools and schools) or a home-based care (nannies or family daycare). The majority of child care institutions that are available require that child care providers should have extensive training in first aid and be CPR certified. In addition, background checks, drug testing at all centers, and reference verification are normally a requirement. Child care can consist of advanced learning environments that include early childhood education or elementary education. "The objective of the program of daily activities should be to foster incremental developmental progress in a healthy and safe environment and should be flexible to capture the interests of the children and the individual abilities of the children." In many cases the appropriate child care provider is a teacher or person with educational background in child development, which requires a more focused training than the common core skills typical of a child caregiver.

Parents may also choose to find their own caregiver or arrange childcare exchanges/swaps with another family

6.2.1 Need of Child Care

The need of child care are:

- Understand how children grow and develop.
- Provide children with a stimulating environment and many ways to learn.
- Know how to respond to a child's emotional needs.
- Work with you and listen to your concerns.
- Want to help your child reach any goals that you have set.

A good child care setting:

- Is clean, safe and has a small number of children per staff member.
- Has staff who are professionally qualified, fully immunized, and have had police background checks.
- Has areas for indoor and outdoor play.
- Has a quiet space for rest or naps.

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- Is smoke-free, both outside and inside.
- Has regular but flexible routines that include a variety of activities appropriate for your child’s age.
- Has a variety of safe toys and equipment that is cleaned regularly and kept in good condition.
- Serves nutritious meals and snacks.
- Allows you to drop in, unannounced, for short periods of time.
- Ensures that inactive screen time is not part of routine activities.

6.2.2 Types of Child Care

Let us analyse the different types of child care:

1. In the child’s home

At home, care is typically provided by nannies or friends and family. The child is watched inside their own home which could expose them to outside children and illnesses. Depending on the number of children in the home, the children utilizing in-home care could enjoy the greatest amount of interaction with their caregiver, in turn forming a close bond. There are no required licensing or background checks for in-home care, making parental vigilance essential in choosing an appropriate caregiver. Nanny and au pair services provide certified caregivers and the cost of in-home care is the highest of childcare options per child, though a household with many children may find this the most convenient and affordable option. Many nannies study towards childcare qualifications. This means they are trained to create a safe and stimulating environment for your child to enjoy and thrive in. Typically, au pairs or nannies provide more than routine child care, often providing assistance with daily household activities which include running errands, shopping, doing laundry, fixing meals, and cleaning the house.

The most common way to find a nanny is via the childcare website/ care website or a nanny agency. Nanny agencies will thoroughly check an applicant’s references and run a criminal background check on the successful candidate. Having a nanny could be cheaper than putting multiple children in a daycare setting full-time. Nannies could provide stability for the child who gets to have a regular role model in their life. Nannies often work overtime and babysit, providing less stress for parents running late without being charged excessive late fees. They also care for sick children whereas nurseries do not. This enables the parents to continue working normally without being interrupted. All nannies have first aid and background checks which are either checked by the agency or the family themselves. They can be subject to visits from their local childcare regulatory bodies. Children with nannies could also be well socialized as nannies could be able to take them out and attend more playdates.

2. In the provider's home

Family child care providers care for children in the provider's own home. The children could be in a mixed age group with a low adult-to-child ratio. Care can also potentially be personalized and individual. The hours may be more flexible and the provider may offer evening and weekend care for parents who work shifts. The cost in a family child care could be significantly lower on average than that of a center.

Licensed or unlicensed home daycare is also referred to as family child care, or in home care. It refers to the care provided to a group of children in the home of a caregiver. State laws differ regarding rules for licensed versus unlicensed care. Family child cares are small in size and provide families the same securities as a daycare center, and also has the benefits of flexible hours, lower costs, accessibility, and cultural compatibility. Home-based providers can give more individualized care and therefore better meet the needs of working families. In addition, family care generally has a small ratio of children in care, allowing for more interaction between child and provider than would be had at a commercial care center. Family child care helps foster emotionally secure interpersonal relationships for everyone involved. The providers are able to communicate each day with parents on a personal level and share information about the development of the child. Providers care for multi-aged groups of children allowing children to remain with one caregiver for many years which helps children develop a sense of trust and security. Multi-aged settings allow children to learn from one another and allow siblings to stay together. Some family child care providers may offer parents more flexibility with hours of operation such as evening, weekend, overnight, and before and after school care.

3. Center based childcare

In a childcare center, teachers focus on the physical and mental developments of their students. In order to have a greater understanding of the student, teachers in centers must incorporate a relationship with their students that benefits their wants and needs while pushing them toward a higher set of values. This type of teaching with a caring relationship will improve a student's moral and incidental learning. Commercial care center also known as daycares are open for set hours, and provide a standardized and regulated system of care for children. Parents may choose from a commercial care center close to their work, and some companies may even offer care at their facilities. A form in which parents pick the child care facility can be based on their mission statement and the objectives they find necessary to be addressed. Center based child care should have their mission written out and include one of the main components which is health promotion. These objectives

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should be shaped to the needs of every child and can change from one to another. The child care provider must see how these objectives are most fit for the child and mend them case by case to their specific needs. In setting up activities for these objectives, both indoor and outdoor activities must be taken into account. The child must have an experience that partakes in all the different forms. This may then cause discussion between the parents and the caregivers. The parents tend to give their input on what they deem as necessary when the needs of their children may be different. Parents are able to communicate with the staff of these facilities because workers who speak the same native language or language of preference must be available for these conversations.

The quality of the center-based child care can be very influential on the child and on their overall development. Recent study showed that children in low end classrooms saw the activities as forced while the children in high end classrooms had more memorable experiences. Even though this being the case between high- and low-end classrooms, other aspects such as the child's background and living situation can play an important role in their development. Classes are usually largest in this type of care, ratios of children to adult caregivers will vary according to state licensing requirements. Some positive aspects of commercial care are that children may gain a sense of independence, academic achievement, and socialization. Not only is this age crucial for the improvement of their social skills, but also it begins the stages of understanding a classroom setting. Childcare is seen as a reasonable option because it is different than parenting, since it can be seen as more of a routine for the child. This in turn will only have a negative impact on the child if the parent is not their for the emotional needs of the child. Children are placed into centers of socialization and learn many similarities and differences from one another from a very young age. Children are also placed into settings to develop their linguistics and cognitive abilities, which can be measured through observations. Not only is this age crucial for the improvement of their social skills, but also it begins the stages of understanding a classroom setting. These early ages of the child's life are crucial, or it would otherwise have a negative impact on their future paths.

Pre-school is often the term used to refer to child care centers that care primarily for 3 and 4-year old children. Preschool can be based in a center, family child care home or a public school. Older children, in their turn, in most countries are cared in an educational setting, usually a primary school environment. The children are supervised by a teacher all day long, who is responsible for their physical, intellectual, emotional and social development. In this regard, most western countries have compulsory education during which the great majority of children are at school starting from five or six years of age. The school will act *in loco parentis* meaning

«in lieu of parent supervision.» In many locales, government is responsible for monitoring the quality of care.

Non-profit daycare

“Considerable research has accumulated showing that not-for-profits are much more likely to produce the high-quality environments in which children thrive.” Not-for-profit organizations are more likely to provide good services to a vulnerable population under conditions that are very hard to monitor or measure.

- Non-profit day cares have some structural advantages over for-profit operations:
 - o They may receive preferential treatment in rents especially if they are affiliated with a church that is otherwise unoccupied during the week, or with a school that has surplus space.
 - o Location within a school may have the advantage of coordinated programs with the school and the advantage of a single location for parents who have older school-age children as well.
 - o Parents are typically the legal owners of the non-profit day care and will routinely provide consulting services in areas in which they are professionally qualified (for example accounting, legal advice, or human resources) for free. (There are some non-profits not operated by parents, but by a board of directors made up of community representatives who want what is good for the children.)
 - o Non-profits have an advantage in fund-raising, as most people will not donate to a for-profit childcare organization.
 - o Non-profits, however, are typically limited in size to a single location, as the parent-owners have no motivation to manage other locations where their children are not present.
 - o They may suffer from succession issues as children grow and parents leave the management of the day care to other parents.

Local governments, often municipalities, may operate non-profit day care centers. In non-profits, the title of the most senior supervisor is typically “executive director”, following the convention of most non-profit organizations.

Family child care homes

Family child care homes can be operated by a single individual out of their home. In most states, the legal age of 18 is only required. There may be occasions when more than one individual cares for children in a family childcare home. This can be a stay-at-home parent who seeks supplemental income while caring for their own child. There are also many family childcare

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providers who have chosen this field as a profession. Both state and county agency legislation regulate the ratios (number and ages of children) allowed per family child care home. Some counties have more stringent quality standards that require licensing for family child care homes while other counties require little or no regulations for childcare in individuals' homes. Some family child care homes operate illegally with respect to tax legislation where the care provider does not report fees as income and the parent does not receive a receipt to qualify for childcare tax deductions. However, licensing a family child care home is beneficial for family child care home providers so that they can have access to financial benefits from their state government, or the federal government where they are allowed to accept children from parents who meet the criterion to benefit from the government childcare subsidy funding.

Family childcare may be less expensive than center-based care because of the lower overhead (lower ratios mean less staff are required to maintain regulated ratios. Many family childcare home providers may be certified with the same credentials as center-based staff potentially leading to higher level of care.

Franchising of family child care home facilities attempts to bring economies of scale to home daycare. A central operator handles marketing, administration and perhaps some central purchasing while the actual care occurs in individual homes. The central operator may provide training to the individual care providers. Some providers even offer enrichment programs to take the daycare experience to a more educational and professional level.

Informal care

Informal childcare is a childcare system that utilizes both family and community members. This includes but is not limited to grandparents, siblings, and both children and adult neighbors. This system is inexpensive, and many cultures utilize and embrace informal childcare as beneficial to a child's upbringing and education.

Children that receive informal care do not receive the same educational and preparatory regimens as those in a center- or home-based center often do. Instead, learning occurs informally as a direct result of the caretaker and charge's interactions. Learning and development occur differently for every individual. Different periods of a child's growth are known to affect the care taking styles associated with them, from the care of an infant to that of an older adolescent. Other influences on care taking include the expectations of the three parties involved- the parents, caretakers, and children.

Children caring for adults

Many types of childcare discuss the different ways in which children are cared for by adults or older children. One additional type of child care involves

children caring for adults. Children as caretakers are most often seen in developing countries with restricted or hard-to-access medical assistance. Child caretakers are common in families where the parents are affected by HIV/AIDS and other illnesses that might limit their parental functioning.

Developmentally, these child caretakers have shown certain positive associations that affect their future resilience in the face of adversity. Caring for disabled parents raises their sense of responsibility and maturity, increases social and life skills, fosters closer parent-child relationships, and enhances a child's early sense of purpose. Children caring for sick or disabled parents also experience less anxiety surrounding their parents compared to children who have an additional caregiver for their disabled parent. This is because the children understand more about the illness and feel more in control over the situation.

Increasingly common, early childhood care plays an important role in children's development and provides a valuable support to families with young children. It is therefore important to understand the impact of these services and to ensure their quality and accessibility.

Check Your Progress

1. What is child care?
2. State one need of child care.
3. Mention one feature of a good child care setting.
4. What is informal child care?

6.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The supervision of children, between the ages of six weeks and thirteen years, is called as child care.
2. One need of child care is to understand how children grow and develop.
3. A good child care setting has staff who are professionally qualified, fully immunized, and have had police background checks.
4. Informal childcare is a childcare system that utilizes both family and community members. This includes but is not limited to grandparents, siblings, and both children and adult neighbors.

6.4 SUMMARY

- The supervision of children, between the ages of six weeks and thirteen years, is called as child care.

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- It refers to as the skill of observing after children by a day-care center, caretakers, babysitter, teachers or other providers.
- Child care is a wide-ranging area which includes a extensive continuum of professionals, institutions, contexts, activities, and social and cultural conventions.
- Early child care is an equally important and often overlooked component of child development.
- Child care providers can be children's first teachers, and therefore play an integral role in systems of early childhood education.
- Care facilitated by similar-aged children covers a variety of developmental and psychological effects in both caregivers and charge.
- Professional caregivers work within the context of a center-based care (including creches, daycare, preschools and schools) or a home-based care (nannies or family daycare).
- The majority of child care institutions that are available require that child care providers to have extensive training in first aid and be CPR certified.
- Child care can consist of advanced learning environments that include early childhood education or elementary education.
- The objective of the program of daily activities should be to foster incremental developmental progress in a healthy and safe environment and should be flexible to capture the interests of the children and the individual abilities of the children.
- At home, care is typically provided by nannies or friends and family. The child is watched inside their own home which could expose them to outside children and illnesses.
- Nanny and au pair services provide certified caregivers and the cost of in-home care is the highest of childcare options per child, though a household with many children may find this the most convenient and affordable option.
- Family child care providers care for children in the provider's own home. The children could be in a mixed age group with a low adult-to-child ratio.
- The cost in a family child care could be significantly lower on average than that of a center.
- Licensed or unlicensed home daycare is also referred to as family child care, or in-home care.

- Family child cares are small in size and provide families the same securities as a daycare center, and also has the benefits of flexible hours, lower costs, accessibility, and cultural compatibility.
- In a childcare center, teachers focus on the physical and mental developments of their students.
- In order to have a greater understanding of the student, teachers in centers must incorporate a relationship with their students that benefits their wants and needs while pushing them toward a higher set of values.
- Commercial care center also known as daycares are open for set hours and provide a standardized and regulated system of care for children.
- A form in which parents pick the child care facility can be based on their mission statement and the objectives they find necessary to be addressed.
- The quality of the center-based child care can be very influential on the child and on their overall development.
- Recent study showed that children in low end classrooms saw the activities as forced while the children in high end classrooms had more memorable experiences.
- Pre-school is often the term used to refer to child care centers that care primarily for 3 and 4-year old children. Preschool can be based in a center, family child care home or a public school.
- Local governments, often municipalities, may operate non-profit day care centers. In non-profits, the title of the most senior supervisor is typically “executive director”, following the convention of most non-profit organizations.
- Family child care homes can be operated by a single individual out of their home. In most states, the legal age of 18 is only required.

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6.5 KEY WORDS

- **In loco parentis:** It means being responsible for a child while the child’s parents are absent.
- **Day care:** It refers to daytime care for people who cannot be fully independent, such as children or elderly people.
- **Nanny:** It is a person, typically a woman, employed to look after a child in its own home.
- **Commercial:** Concerned with or engaged in commerce, making or intended to make a profit.

6.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. Write a short note on good child care setting.
2. Compare and contrast between care in the provider's home and center based child care.
3. Briefly state the concept of informal child care.

Long-Answer Questions

1. Discuss the concept of child care in detail. What are the needs of child care?
2. Examine the features of child care provided in the child's home.
3. Explain the structural advantages of non-profit day cares over for-profit operations.
4. Analyse the concept of children caring for adults.

6.7 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
- Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

UNIT 7 APPROACHES TO CHILD CARE FOR WORKING WOMEN

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Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Child Care and Working Women
- 7.3 Answers to Check Your Progress Questions
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- 7.7 Further Readings

7.0 INTRODUCTION

India is a country where growth is swift and persistent. This has led to increase in the number of working population which has also led to increase in the number of working women.

With the passage of Maternity Benefit (Amendment) Act in the year 2017, it has provided benefits for the working women. This landmark act provides working mothers with 26 weeks of paid maternity leave as well as mandating the provisions of childcare facilities at their place of work. Lack of basic childcare facility is one of the primary causes of women quitting their jobs to take care of their newly born or young children. This is a huge relief for working women and assures them the return to their working position after taking a break for childbirth, without any changes to the terms of their employment at their place of work.

7.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss innovative approaches to child care as a support service for working women
- Explain child care policies
- Discuss health and nutritional practices under child care

7.2 CHILD CARE AND WORKING WOMEN

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The Ministry of Labour and Employment clarified that companies with 50 or more employees should provide creche facilities to their employees for children under 6 years of age, and the employer must bear the complete cost of providing such childcare support to its employees. In the case of a company where the total number of employees is less than 50 but has more than 30 female employees, creche facilities are to be extended by the employer. Furthermore, a circular was issued by the Social Security Division of the Ministry of Labour and Employment in November 2018 requesting State governments to frame and notify rules regarding facilities and amenities for the establishment of a creche.

The introduction of the maternity act in India has also opened the gates for the establishment of a new industry, corporate daycare centres. For parents, childcare is a necessity and facilities such as a corporate daycare allows them to balance out their work and family life. A daycare in the workplace allows the parent to visit their child during their breaks and lets them focus on their work by easing off the worries associated with the safety of their child.

The guidelines under this policy are mentioned below:

Infrastructure/ Space

- Preferably at the ground floor to ensure safety of children
- The centre should have concrete (pukka) structure as per CPWD norms.
- A crèche centre must have a minimum space of 10 to 12 sq. ft. per child to ensure that children can play, rest, and learn.
- Note: An ideal centre should have covered as well as open space area. Some of which should be shaded along with a kitchen and a child friendly toilet facility.
- The room should have proper light and should be well ventilated.
- There should be no unsafe places like open drains, deep and large pits, garbage bins etc. near the centre.
- The centre must have a safe and potable drinking water source with a water purifier installed.

Norms and standards to be followed in a crèche

Crèche environment

- Ensure a nurturing, responsive and inclusive environment in the crèche.
- The crèche should have bright, cheerful and child accessible displays of essential play and teaching learning material.

- Daily schedule, child safety and essential norms, and other relevant material to be displayed on the walls.
- Material prepared by children like their drawings and other art work to be displayed at the crèche to create a child friendly environment.

Crèche equipment/material

- Provision of equipment and material for complementary nutrition, cleaning, personal hygiene, sleeping and medical aid.
- Furniture and play equipment provided at the crèche to be appropriate to the age and number of children.
- The specific requirements for furniture of children with special needs or disabilities will also be provided for.
- All equipment to be sturdy, safe, with no sharp edges and easy to maintain

Safety/Protection at the Crèche

- The centre timings and shift should be followed as decided.
- Special care should be taken to keep the children safe and secure at the centre.
- Entry cards to be issued to parents and staff members.
- The doors and gates should be installed as per requirement.
- Materials and the equipment should be stored safely after the centre is closed every day.
- The centre should not be in proximity to any establishment with noxious fumes.
- The teacher should have full information about the child's identity, residential address etc.
- Personal details of the person who is picking up and dropping the child to the centre should be available with the worker and the child should be handed over to that person only. In case any other person picks up or drops the child, then his/her identity with the authorization from parents would be necessary.
- Attendance of all children should be taken in the morning on the child's arrival as well as at the time when child is picked up.
- All sharp objects like scissors, knives, blades, pins etc. should always be kept away from the children.
- Chemicals such as detergents, cleaning agents, phenyl etc. should be kept out of the child's reach.
- All the furniture and fixtures should be safe and sturdy.

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- Toys should be child friendly, age appropriate, safe and with no sharp edges.
- It should be ensured that all electrical switches/plugs are out of children's reach.
- There should be no open wiring at any place near or inside the crèche.
- Fire extinguishing equipment and other firefighting material should be provided at the centre.
- Sprinkler systems are required for childcare facilities located in a building with three or more floors.
- Evacuation plan should be planned and displayed at the crèche.
- No child should be left alone at any point in the crèche, even during breaks.
- Any kind of verbal or physical abuse should be strictly prohibited.
- CCTV cameras should only be installed for the purpose of monitoring by the supervisor.
- Child protection policy should be made and adhered to. The establishment can refer to the safety and protection guidelines as mandated by National Commission for protection of child Rights.
- Any kind of sexual abuse and sexual exploitation to be strictly dealt under POCSO act.
- The supervisor has to ensure that no persons, known or unknown be allowed inside the crèche at any point of time, during the functioning hours of the crèche. For example, plumbing or any other civil work should be done during weekend/holidays only.
- Police verification of guard is mandatory.

Health Practices

- Ensure each child undergoes a regular medical check-up, preferably on monthly basis by a qualified medical practitioner.
- It can be either be done at the centre or the parents could provide a medical card in which the medical records are maintained.
- The centre must at all times be equipped with a basic First Aid Kit containing pediatric medicines for common ailments like fever, vomiting, cough and cold, dehydration, common stomach ailments, minor injuries, ointments, band - aids, cotton wool, disinfectants.
- Provide first aid as per the recommended measures.
- There should be a doctor on call for any medical emergency and parents should also be informed immediately.

- In case a child is undergoing a treatment, parent's authorization would be required to administer the medicine.
- Check the expiry date of the medicines every month and dispose of the expired ones immediately.
- Age-appropriate immunization should be ensured.

Nutrition Practices

- As per the recommendations and suggestions of parents and management the meals can be cooked and served at the crèche or can be sent by the parents.
- In either of the above cases, 3 meals should be served in a day which includes a morning snack, lunch and an evening snack.
- If the meals are provided at the crèche, all the meals have to be uniform for all children as per the recommended meal chart.
- If the meals are provided by the parents, then the recommended menu/meal chart has to be followed.
- Ensure that children should get a well-balanced and nutritious diet as per recommendations and guidelines
- All hygiene procedures for food preparation/storage/service to be strictly followed.
- Monitor the growth of the child by taking height and weight on monthly basis.
- If the child is underweight, then inform the parents immediately and consult doctor.

Crèche Transactions

- Age appropriate activities to be conducted for the holistic development of children.
- Age appropriate curriculum for 6 months to 3 years and 3 years to 6 years should be provided as a guide to carry out the above activities.
- The curriculum should be flexible enough to suit the diverse social, cultural, economic and linguistic contexts of our country, as well as adaptable enough to suit individual differences among children.
- The transactions should ensure children's participation - creativity should keep children interested and engaged.
- A daily schedule should be prepared and followed to ensure a balance between child- initiated and teacher-directed activities.
- Appropriate skills to be introduced to form a foundation for school readiness.

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- Age appropriate disciplinary techniques should be used with children and no punishment, corporal punishment or verbal abuse to be tolerated under any circumstance.

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Hygiene and Sanitation Practices

Environmental

- Adequate materials for cleaning should be provided at the centre like soap, phenyl, disinfectants etc.
- Practice preventive measures such as sanitizing toys etc. to minimize spread of germs.
- Label all the dustbins and keep them clean.
- If there is identification of any pest, the administrative staff should be immediately informed, and pest control done promptly.
- Maintaining cleanliness of the toilets, dining area, activity area and all the surroundings, especially at the corners, is necessary.
- The water taps should be placed at a height which can be easily accessed by the children independently.
- Use shoe rack for keeping children's shoes.
- Preferably, slippers should not be worn in the crèche.

Personal

- Personal cleanliness of the child should be maintained.
- Practice preventive measures such as washing hands, wiping nose, changing diapers etc. to minimize spread of germs.
- Check the diaper once the child comes to the centre. If soiled, change the diaper.
- Crèche table should be set up at an appropriate place. Different size diapers, towels, wipes etc. should be kept at the crèche table.
- Diapers to be changed only on the crèche table.
- Change the diaper every 2 ½ to 3 hours and if needed, early
- Throw the soiled diaper after wrapping it with newspaper/ waste paper in the dustbin.
- The worker should wash her hands after every diaper change.
- Always use gloves for potty cleaning.

A crèche unit would have up to 30 children.

Recommended **adult: child ratio** is:

1:10 for the under 3s, plus one helper. 1:20 for the 3 to 6 years, plus one helper One crèche in-charge in each case.

Note: the crèche in-charge may not be required if the number of children are less than 5.

- All the crèche personnel require adequate and relevant training.
- They could have either received this training before selection or such a training should be ensured after selection.

Salary/ Remuneration of the workers: At-least minimum wages as per the State norms for social security.

One guard to be appointed to ensure safety and security of children

- A background check for all the workers should be done before appointment.

Monitoring and Supervision

- Maintaining records:
 - o Admission forms to be filled: attached
 - o Attendance registers for staff and children to be maintained at the centre: attached as annexure
 - o Stock register/record to be maintained: Format attached
- Set up a **creche monitoring committee** having a representation from the parents, one creche worker, creche in-charge, one admin/HR person should be formed for supervision and smooth running of the Crèche.
- Quarterly meetings with parents to be ensured for feedback and sharing of child's progress
- Periodic meetings with crèche monitoring committee and proper documentation of the same.
- Child Protection policy to be in place and abided by the employees as well as parents
- Periodic evaluation of the crèche quality through professional agency

Check Your Progress

1. When was Maternity Benefit (Amendment) Act passed?
2. What norms should be followed in a crèche?
3. State a safety precaution to be followed at a crèche.

7.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Maternity Benefit (Amendment) Act was passed in the year 2017.
2. A crèche must ensure a nurturing, responsive and inclusive environment.

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3. The crèche should not be in proximity to any establishment with noxious fumes.

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7.4 SUMMARY

- With the passage of Maternity Benefit (Amendment) Act in the year 2017, it has provided benefits for the working women.
- This landmark act provides working mothers with 26 weeks of paid maternity leave as well as mandating the provisions of childcare facilities at their place of work.
- Lack of basic childcare facility is one of the primary causes of women quitting their jobs to take care of their newly born or young children.
- The Ministry of Labour and Employment clarified that companies with 50 or more employees should provide creche facilities to their employees for children under 6 years of age, and the employer must bear the complete cost of providing such childcare support to its employees.
- In the case of a company where the total number of employees is less than 50 but has more than 30 female employees, creche facilities are to be extended by the employer.
- Furthermore, a circular was issued by the Social Security Division of the Ministry of Labour and Employment in November 2018 requesting State governments to frame and notify rules regarding facilities and amenities for the establishment of a creche.
- The introduction of the maternity act in India has also opened the gates for the establishment of a new industry, corporate daycare centres.
- For parents, childcare is a necessity and facilities such as a corporate daycare allows them to balance out their work and family life.
- A daycare in the workplace allows the parent to visit their child during their breaks and lets them focus on their work by easing off the worries associated with the safety of their child.
- The crèche should have bright, cheerful and child accessible displays of essential play and teaching learning material.
- Ensure each child undergoes a regular medical check-up, preferably on monthly basis by a qualified medical practitioner.
- The centre must at all times be equipped with a basic First Aid Kit containing pediatric medicines.
- As per the recommendations and suggestions of parents and management the meals can be cooked and served at the crèche or can be sent by the parents.

- Age appropriate activities to be conducted for the holistic development of children.
- The curriculum should be flexible enough to suit the diverse social, cultural, economic and linguistic contexts of our country, as well as adaptable enough to suit individual differences among children.
- Practice preventive measures such as sanitizing toys etc. to minimize spread of germs.

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7.5 KEY WORDS

- **Maternity:** It is the period during pregnancy and shortly after childbirth.
- **Crèche:** It is a nursery where babies and young children are cared for during the working day.

7.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. What are the approved infrastructure guidelines required to be followed by a crèche?
2. State the nutritional and health practices followed in a crèche.

Long-Answer Questions

1. What are the measures taken by the Ministry of Labour and Employment to provide benefits to working women? Discuss.
2. Explain the safety and protection norms adhered to at a crèche.

7.7 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
- Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

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UNIT 8 SOCIAL AND ECONOMIC JUSTIFICATION FOR EARLY CHILDHOOD CARE AND EDUCATION

Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Early Childhood Care and Education
- 8.3 Social Justification for Early Childhood Care and Education
- 8.4 Economic Argument for ECCE
- 8.5 Answers to Check Your Progress Questions
- 8.6 Summary
- 8.7 Key Words
- 8.8 Self Assessment Questions and Exercises
- 8.9 Further Readings

8.0 INTRODUCTION

In this unit we will study about the importance of early childhood care and education and its need in the holistic development of a child's emotional, social, physical and cognitive needs in order to build a broad, rock-solid and firm foundation for lifelong learning and well being based out of a socio-economic perspective. Early care has the possibility to develop caring, responsible and extremely proficient future individuals. It is one of the best investments a country makes into its citizens to promote social equality, gender equality and all round sustainable development.

8.1 OBJECTIVES

After going through this unit, you will be able to:

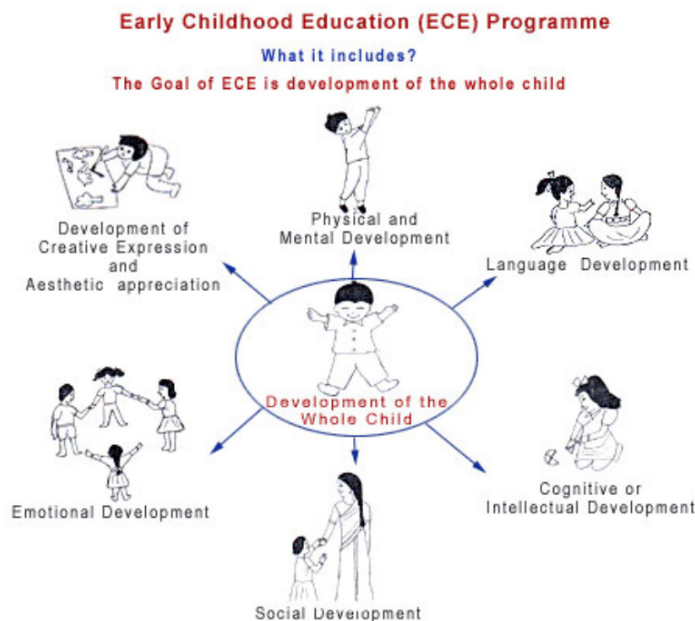
- Discuss the need for early childhood care and education (ECCE)
- Assess the reasons for early childhood care and education from a social point of view
- Analyse the economic justification for early childhood care and education

8.2 EARLY CHILDHOOD CARE AND EDUCATION

Early childhood care and education are meant for the children between the age of 3-5 years designed to work on their physical, mental, emotional, and social development, etc. This kind of learning takes place in a group setting which is generally named as nursery school education or kindergarten education. These group settings are promoted and specially designed to cater to the needs of the children, provide them care they need and supervision in the substance they learn outside of their homes. In 1986, National policy for education has taken large strides towards ensuring that all children get the benefit from the early education and have given it high priority. To guarantee this to every child ECCE has been integrated with Integrated Child Development Services Program as far as possible.

There have been various prominent commissions and committees like A. Wood Committee; Britain's Department of Education and Science; Indian Child Education Conference; Education Commission; U.S. Research and Policy Committee for Economic Development; Sergeant Report; Central Advisory Board of the Government of India; Central Social Welfare Board; UNESCO; etc. and eminent educationists and politicians like McDonald; Murlidharn; Zakir Hussain; Evans all pointing out early education as the essential factor that helps develop a child's habits; social aptitude and emotional intelligence; good health habits; group involvement; independence in thought; curiosity; creativity etc.

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Source: ICDS Department of Social Welfare and NMP, Chennai

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Objectives of ECCE

There are nine main objectives of ECCE which are as follows:

1. To give the child opportunities to develop different interests and skills of different kinds. The skills which the child might use to gain better employment options in the future
2. To provide comprehensive and continuous medical supervision, this includes the role of school in giving an environment and teach them basic skills necessary for the development of good physique, muscular coordination and motor skills.
3. Language development among pre-school children should also be of concern.
4. To develop the ability in a child to express his thoughts and feelings clearly.
5. To stimulate the intellectual curiosity and help them to understand the world to foster new interest through opportunities to explore, investigate and experiment with the world around
6. To develop healthy habits like personal hygiene such as dressing, toilet habits, eating, washing, cleaning etc.
7. To encourage aesthetic appreciation among pre-school children. They should be motivated to observe natural phenomena like plants and animals.
8. To establish unison between home life and external environment
9. Education if provided and looked after properly in this stage can be preventive as it will help a lot of students from never developing various learning disabilities.

1. Physical and Motor Goals

A programme that fosters physical and motor development of infants should allow opportunities for:

- a) Developing physical strength
- b) Developing the five senses
- c) Developing eye-hand coordination
- d) Developing muscular coordination and balance
- e) Practicing gross motor skills of crawling, standing and walking
- f) Practicing fine motor skills reaching out and grasping

A programme for toddlers should allow opportunities for

- a) Acquiring physical strength
- b) Refining eye-hand coordination

- c) Using the gross motor abilities of waking, running and jumping
- d) Practicing fine motor abilities of grasping and scribbling
- e) Developing body balance and coordination

For the preschooler the programme should allow opportunities for:

- a) Developing body balance and coordination
- b) Physical growth and development
- c) Gaining muscular control and developing fine and gross motor skills
Such as running, hopping, catching, throwing, jumping, drawing, Painting, scribbling and writing
- d) Developing an awareness of the body and its relationship in space
- e) Establishing desirable feelings towards one's body and its functions
- f) Establishing desirable health, hygiene and feeding habits

These are some long term goals one can set to foster physical and motor abilities. Can you think of any other goals that can be added to the lists?

If you look at these goals carefully, you will find that these goals have been derived from planning the Curriculum the milestones of physical and motor development that we have discussed in Blocks 1, 2, 3 and 4.

Before you read further, you might like to write down what you think can be the long term goals in the other areas of development, based upon your reading of the earlier Blocks. Subsequently, you can match your goal with the ones we have listed.

2. Cognitive Goals

Some of the long-term cognitive goals for infants can be:

- a) Fostering the skills of discrimination and generalization
- b) Helping them to know the link between their actions and those of others
- c) Helping them to understand that they can have an impact on things
- d) Providing opportunities for goal-directed behaviour
- e) Enabling them to learn about objects and things

When working with toddlers you should:

- a) Encourage them to try out and experiment
- b) give them opportunities to explore on their own and find solutions to Simple problems
- c) Help them to know that by varying their actions they can have different effects on objects
- d) Encourage them to try out different methods of solving a problem and adopt the one that is most suitable

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- e) Allow opportunities for make-believe play
- f) Help them to understand simple cause and effect relationships
- g) Help them to gain information about things around them

A programme for preschoolers should:

- a) Help them develop a positive attitude towards learning
- b) Enable them to discover the world around them on their own and solve Problems
- c) Sharpen their sensory awareness by building upon their vision, hearing, touch, taste and smell
- d) Foster a scientific attitude by helping them to make observations and arrive at conclusions
- e) Foster their ability to make decisions
- f) Give opportunities to use the mental abilities of matching, perceiving common relations, grouping, conservation, seriation and temporal ordering in Day-to-day situations
- g) Help them to develop concepts
- h) Enhance their reasoning skills and enable them to determine simple cause and effect relationships
- i) Give them opportunities to be creative
- j) Develop their attention span and memory
- k) Help them to follow directions and instructions

3. Language Goals

By the end of the first year, infants should be able to:

- a) Understand references to common objects
- b) Point at common objects on hearing the labels
- c) Comprehend simple sentences
- d) Babble and say a word or two

Organizing a Child Care Centre For; toddlers and preschoolers the following can be the long term goals:

- a) Providing opportunities for interaction with adults and peers so as to help children develop language skills
- b) Helping children increase their vocabulary
- c) Helping them to put their ideas into words and sentences and to express themselves clearly
- d) Fostering pre-writing and pre-reading skills
- e) Fostering conversational skills

4. Social Goals

Your programme should help infants to:

- a) Develop attachment with the caregivers that will lay the foundation for a trusting attitude.
- b) Respond to others and initiate ‘dialogues’.

When working with toddlers you must

- a) Encourage them to do some things on their own and develop some independence
- b) Foster in them feelings of empathy and encourage them to show helpful behavior
- c) Give them opportunities to know what they can do

Through the following long term goals you can help preschoolers to develop social relationships and enable them to be socially well-adjusted. Your programme should help preschoolers to:

- a) Build a positive relationship with their family, peers and other adults
- b) Learn to cooperate, show empathy and helpful behaviour
- c) Learn to respect the rights of others
- d) Develop a sense of self-worth and a positive self-esteem which will lead to a good concept of the self
- e) Learn to control undesirable behavior and acquire socially acceptable ways of behavior
- f) Learn to function as members of a group
- g) Assume responsibility and develop independence and initiative
- h) Understand that people are different and accept them
- i) Develop desirable social values
- j) Develop leadership skills
- k) Learn to work by oneself.
- l) listen to conversation and instructions.

5. Emotional Goals

The emotional goals are global as compared to the other goals. Therefore, instead of stating them separately for each age group, we have put them together.

Generally speaking, the following long term goals will help children become emotionally sound. Through the activities, you should help the children to

- a) Understand their emotions and to express these in constructive and socially acceptable ways

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- b) Understand others and feel empathy for them
- c) Persist in their efforts until a task is completed
- d) Accept and adjust to opposition and failure
- e) Develop confidence in themselves and in others, i.e., develop an attitude of trust learn to value themselves, i.e., build a positive self-concept
- g) Becoming self-reliant

Check Your Progress

1. For which age group is the ECCE meant for?
2. State an objective of ECCE.

**8.3 SOCIAL JUSTIFICATION FOR EARLY
CHILDHOOD CARE AND EDUCATION**

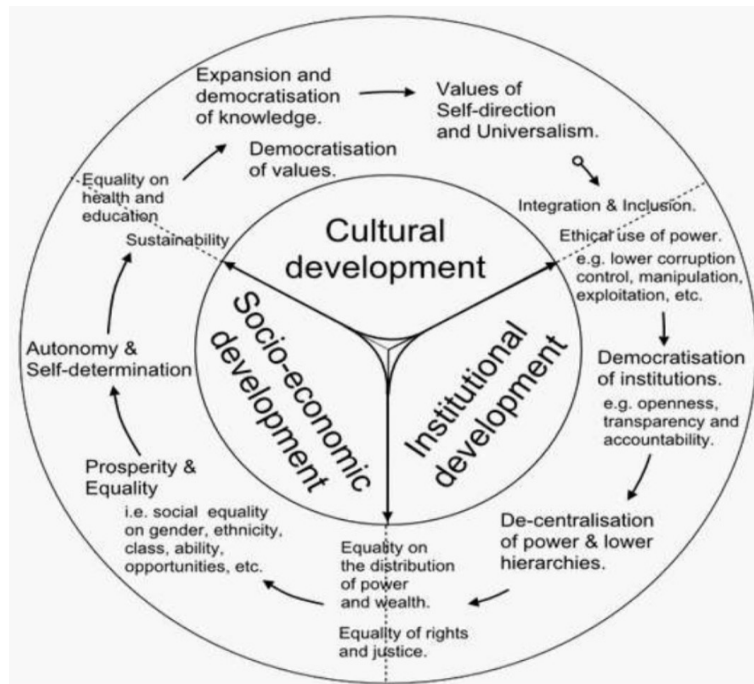
Human beings are social animals and the interactions between them are essential for survival. All of the structure of our society depends on a person being social and friendly with others. Engaging in meaningful dialog, sharing resources and skills to achieve a mutually beneficial goal. Moving humanity forward it depends on us helping the ones in need and engaging meaningfully with others. This should be cultivated in a child from a young age as that's when the mind is most receptive and can take in the most.

Cognition is the development of thought process including how to remember things make decisions and form complex ideas. It was thought that it was not present in children until they learned language but it was later found out that it was present since it is born. This development is most important and essential in someone's life as it deals with information processing, intelligence, reasoning. This occurs at a very rapid pace in the early years like infancy and preschool and it needs to be looked after that this doesn't get inhibited by anything.

A child's upbringing doesn't depend on family socialization only but is equally a result of the schooling and social institutes he/she is attached to, these institutes deeply effect the believes and skill set of the child as these are the disciplines that he pick up, these subsequently affect the future perception of things. A child forms an understanding of the world in these years and looks at the world in the distant future through this lens or at least a part of the lens. Children at young age are taught to stand in queue, participate in classroom activities, and interact with others. If children are taught these things in a positive manner they tend to build better relations with their peers and value discipline in life and other skills.

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The children who have the emotional intelligence and the concept of right and wrong have a much lower probability of committing crimes in their lives therefore improving the environment by improving the feeling of public safety and peace of mind of the people. This also reduces the burden of security forces and makes a responsible citizen out of a person. If the person is taught well in early stages he might not just commit less crime but might as well save people who are in trouble of any kind.



The process of social development

Source: Man & Society.

Various kinds of interaction shape up a child's personality

1. Interaction with teachers

Relationship between the teachers and the students is a very important part of a student's life. Researchers have observed that when the students perceive teachers as being supportive and warm, they think that their efforts pay off. Extremely engaging teachers are more likely to let the student's creativity run free and motivating them on a daily basis. The teachers must as well observe and gauge the students. They must look after their students physical, mental and emotional abilities.

2. Interaction with peers

Relationship between friends and peer group in the early stages of life develop how they will interact with all others in their lives. Their collaboration and works together make them adept to act with others. Same sex peers and

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different sex peers make them capable of sharing their feelings thoughts and give their lives a social meaning

3. Interaction with parents and family

Family is what a child lives and experiences first in their lives, what they learn in their homes becomes the frame work which guides all further learning, development. It is a responsibility of parents to drill in good habits into the children at the very young age. They should allow their students to go to school to learn. Therefore, sensitization of family is a way in which ECCE can be promoted.

Children who are born in the poorer section of society deprived of spiritual, emotional material possessions are not able to reach their full potential in society and even may drag or reduce the chances of their off springs at getting better chances due to lack of knowledge and facilities. It is observed that children from these backgrounds have a lack of proper nourishment and live a poor life. Hence ECCE is of at most importance to prevent this from becoming a cycle of life.

It is a preventive as well as progressive measure towards making this world a better place. Socially everyone even from poorest of poor social backgrounds get a better shot at life as social status is directly correlated with economic status and vice versa. If they come out of poverty they improve their social standing in the society and lead others by an example.

ECCE can help improve peer interactions develop social qualities in the child which help him/her grow and reach higher heights in life in turn improving the fate of current and future generations as well as the nation.

8.4 ECONOMIC ARGUMENT FOR ECCE

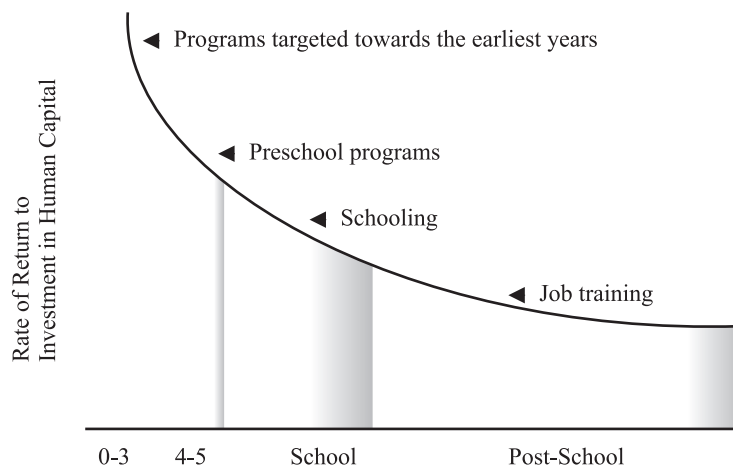
Human capital is the real wealth of a nation. The nations which are considered developed and modern actually have a well developed population. People in these countries are better equipped with knowledge and have a healthier lifestyle, which in turn makes them better producers and consumers in the economy helping it grow further. To facilitate this growth in the human capital a nation needs to focus on the early development of the young in the population. The children today will enter the workforce of tomorrow and to be a part of the productive society they need to have all the necessary social and intellectual skills. Well developed children become booming, productive adults, creating a thriving economy for all.

A society can reach its full potential pushing the boundaries of the humanity only when children are primed to do so from a young age. It is a responsibility of policymakers and government to create policies which help move this in the right direction.

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Economic analysis of the programs, which focus on ECCE reveal details massively favoring the increased public and private investment in these programs. If the kids are well nourished, grow up healthy and have developed cognitive and behavioral skills but without proper education, then when they enter the workforce they will work and help their parents, most likely work in their occupation and soon hit a ceiling in skills and retire. It also becomes more likely that the next generation won't get the education they need as well. Considering other case where the kids are again given the basic health care and education as well this time they are more likely to grow higher up in their lives being more productive adding more to the society and even being proponents of education for the future generations. Taking the polar opposite of the above case children with no healthcare, no cognitive and behavioral training and no schooling end up being a burden for their parents reducing their productivity as well shrinking the economic productivity of more than one generation.

In the first example, we see that the child when given at least adequate health care has cognitive skills and is well equipped that if and when she can get a chance for schooling then he can nail it and learn more skills but without them he may barely survive. Mere survival is not enough for a growing and population dense economy like India. The sheer number of people means we need to have a lot more working people supporting their families. The better educated people we have the more people are likely to do activities which create more jobs. This also increases the number of consumers in the economy which in turn helps the production to rise to meet the demand again creating more opportunities.



By applying cost benefit analysis researchers have rationally documented the anticipated future return on investment for ECCE programs. They have concluded that an increase in productivity potential, decrease in health risk and increased effectiveness of the workforce outweigh the cost of programs like these.

Economic Returns to Investments (Percent Increase in Future Productivity) of 1 Extra Year of Primary Education

| | |
|-------------|------|
| Argentina | 10 |
| Bolivia | 9.8 |
| Brazil | 9.7 |
| Cyprus | 15.4 |
| Ethiopia | 35 |
| India | 19.8 |
| Yemen | 10 |
| Zimbabwe | 16.6 |
| Nigeria | 30 |
| Philippines | 18.3 |
| Spain | 31.6 |

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Source: Psacharopoulos 1994.

These high economic returns have led the global community to focus on education for all. It also shows that to bring people out of poverty it is an essential factor as it gives people the means to achieve a better quality of life and also promotes them to commit resources into doing the same for the future generation therefore making it a growth life cycle for generations to come.

Check Your Progress

3. What is cognition?
4. What are the benefits of ECCE?

8.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Early childhood care and education are meant for the children between the age of 3-5 years.
2. One objective of ECCE is to develop the ability in a child to express his thoughts and feelings clearly.
3. Cognition is the development of thought process including how to remember things make decisions and form complex ideas.
4. ECCE can help improve peer interactions develop social qualities in the child which help him/her grow and reach higher heights in life in turn improving the fate of current and future generations as well as the nation.

8.6 SUMMARY

- Early childhood care and education are meant for the children between the age of 3-5 years designed to work on their physical, mental, emotional, and social development etc.
- This kind of learning takes place in a group setting which is generally named as nursery school education or kindergarten education etc.
- These group settings are promoted and specially designed to cater to the needs of the children, provide them care they need and supervision in the substance they learn outside of their homes.
- In 1986, National policy for education has taken large strides towards ensuring that all children get the benefit from the early education and have given it high priority.
- To guarantee this to every child ECCE has been integrated with Integrated Child Development Services Program as far as possible.
- There have been various prominent commissions and committees like A. Wood Committee; Britain's Department of Education and Science; Indian Child Education Conference; Education Commission etc.
- There are nine main objectives of ECCE.
- Some of the long-term cognitive goals for infants can be:
 - a) Fostering the skills of discrimination and generalization
 - b) Helping them to know the link between their actions and those of others
- The emotional goals are global as compared to the other goals. Therefore, instead of stating them separately for each age group, we have put them together.
- Generally speaking, the following long-term goals will help children become emotionally sound. Through the activities, you should help the children to
 - a) Understand their emotions and to express these in constructive and socially acceptable ways
 - b) Understand others and feel empathy for them
 - c) Persist in their efforts until a task is completed
 - d) Accept and adjust to opposition and failure
- Human beings are social animals and the interactions between them are essential for survival.
- All of the structure of our society depends on a person being social and friendly with others.

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- Cognition is the development of thought process including how to remember things make decisions and form complex ideas.
- It was thought that it was not present in children until they learned language, but it was later found out that it was present since it is born.
- This development is most important and essential in someone's life as it deals with information processing, intelligence, reasoning.
- A child's upbringing doesn't depend on family socialization only but is equally a result of the schooling and social institutes he/she is attached to, these institutes deeply effect the believes and skill set of the child as these are the disciplines that he picks up, these subsequently affect the future perception of things.
- A child forms an understanding of the world in these years and looks at the world in the distant future through this lens or at least a part of the lens.
- The children who have the emotional intelligence and the concept of right and wrong have a much lower probability of committing crimes in their lives therefore improving the environment by improving the feeling of public safety and peace of mind of the people.
- Relationship between the teachers and the students is a very important part of a student's life.
- Researchers have observed that when the students perceive teachers as being supportive and warm, they think that their efforts pay off.
- Relationship between friends and peer group in the early stages of life develop how they will interact with all others in their lives.
- Their collaboration and works together make them adept to act with others.
- Family is what a child lives and experiences first in their lives, what they learn in their homes becomes the frame work which guides all further learning, development.
- ECCE can help improve peer interactions develop social qualities in the child which help him/her grow and reach higher heights in life in turn improving the fate of current and future generations as well as the nation.
- Human capital is the real wealth of a nation. The nations which are considered developed and modern actually have a well-developed population.
- People in these countries are better equipped with knowledge and have a healthier lifestyle, which in turn makes them better producers and consumers in the economy helping it grow further.

- To facilitate this growth in the human capital a nation needs to focus on the early development of the young in the population.
- Economic analysis of the programs, which focus on ECCE reveal details massively favoring the increased public and private investment in these programs.
- If the kids are well nourished, grow up healthy and have developed cognitive and behavioral skills but without proper education, then when they enter the workforce they will work and help their parents, most likely work in their occupation and soon hit a ceiling in skills and retire.
- Taking the polar opposite of the above case children with no healthcare, no cognitive and behavioral training and no schooling end up being a burden for their parents reducing their productivity as well shrinking the economic productivity of more than one generation.
- By applying cost benefit analysis researchers have rationally documented the anticipated future return on investment for ECCE programs.
- They have concluded that an increase in productivity potential, decrease in health risk and increased effectiveness of the workforce outweigh the cost of programs like these.
- These high economic returns have led the global community to focus on education for all.
- It also shows that to bring people out of poverty it is an essential factor as it gives people the means to achieve a better quality of life and also promotes them to commit resources into doing the same for the future generation therefore making it a growth life cycle for generations to come.

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8.7 KEY WORDS

- **Socio-economic:** It is the social science that studies how economic activity affects and is shaped by social processes.
- **Cognitive:** It means relating to the mental process involved in knowing, learning, and understanding things.
- **Motor Skills:** It is a function, which involves the precise movement of muscles with the intent to perform a specific act.

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8.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Mention various prominent commissions and committees that lay emphasis on early childhood care and education.
2. State the long-term cognitive goals for infants.
3. What are emotional goals?
4. State the various kinds of interactions that shape up a child's personality.

Long-Answer Questions

1. Explain the importance of early childhood care and education. What are its main objectives?
2. Give a detailed analysis of social justification for early childhood care and education.
3. Examine the existing economic arguments for early childhood care and education.

8.9 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
- Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

BLOCK - III

CHILD CARE CENTERS

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UNIT 9 FAMILY AND COMMUNITY PARTICIPATION IN CHILD CARE

Structure

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Need for Family Participation in Child Care
- 9.3 Family and Community Participation in ECCE
- 9.4 Case Study: Day-Care in Mumbai
- 9.5 Answers to Check Your Progress Questions
- 9.6 Summary
- 9.7 Key Words
- 9.8 Self Assessment Questions and Exercises
- 9.9 Further Readings

9.0 INTRODUCTION

In this unit we will learn how family influences the child in the early stages of life and how it affects the growth of the child. Family is the primary influence in a child's life and that is what sets the stage for the further growth and development of the child. The more the parents are involved in the child's early life giving a quality learning environment, involvement of qualified teachers and engaging in the activities of the child have been found to have an enhanced learning experience and better subsequent educational outcomes. How do you define involvement? It is clear that involvement of parents is better for the child, but the concept of parental involvement remains unclear leading to uncertainty in the studies of early childhood care and education. There is no formal definition to involvement. Rather it is loosely defined from researcher to researcher on the grounds of the needs of their studies. For instance, Sheldon (2002) defined it as investment of resources in children by parents, Coleman and Churchman (1997) provide an extended definition with various components including emotional support, knowledge, and communicating about the child with the education provider. While McBride Bae and Wright used the partnership between schools and families, parent

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involvement as a single verb defining the approach of the provider and parent together in improvement of child care.

This creates a lot of loosely bound definitions for parents' involvement causing certain confusion and leaving the parent involvement and responsibilities on the personal beliefs and expectation of the parent and early child care and education provider. To encompass the vast beliefs and different outlooks of the people involved Epstein (2001) suggests that the relationships and interaction between family members, educators, community and students are partnerships. The relationship between parents, family, educators and community together is the kind of involvement producing the most effective result in the child's life.

9.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss the need for family and community participation in child care
- Explain family and community participation in ECCE
- Analyse the case study on day care in Mumbai

9.2 NEED FOR FAMILY PARTICIPATION IN CHILD CARE

Family theory states that families are interconnected units where each unit exerts a reciprocal influence on every other unit (Boss et al, 1993). Thus, the influence can be traced into the changes in children. Positive environment like the one with growth, care and love results in the same kind of values developing in the child. Therefore, it is essential for the parents to be involved with what is happening with the child when he is in this stage of the life and enrolled into a early childhood care and education programs as well as be careful and aware of what is going on in the family. Millions of children around the world have either one or no parents and lot more on the edge of losing them due to epidemics, diseases etc. the children who grow up without the parents have a very hard life ahead. Parents are needed to give the emotional, financial, medical support to their children. The children who can get the support from their parents need them to be there for their lows and highs, from the thick and thin, from their achievements to their failures. The child care programs need the involvement of parents to develop a partnership to achieve a common goal for the development of the child to the fullest. Building partnership takes time and ongoing effort and everyone needs to keep working at constantly taking small steps towards the best. The early involvement of parents into childcare inculcates values in to the children which further grow in to the belief system they employ.

The parental involvement improves the child's communication skill. Sharing of information is encouraged and this in turn makes them aware of new ideas. These new ideas they gain can expand their horizons making them capable of achieving more than they would have been able to achieve without the support. The involvement can also help them make better decisions and learn the decision-making skills to keep them away from trouble. They will also be able to respect and recognize diversity and build support networks when needed as they would have the social skills required to do that.

The child after being exposed to its family is then open to the elements of the society and community. The child learns to live in a society and this social order perhaps leaves a lasting impact on the child. The neighbors, friends, teachers and all others rub off some parts of their personalities on to the child. The community and child development have a tight knit relationship. Communities can have a positive impact on the children's healthy social and cognitive development if they get exposed to the supportive and growing environment, but its opposite is true as well if a child develops in a low life and negative environment he is more than likely to become a product of negativity. The children who grow in healthy communities physically as well as mentally become a key ingredient to build an even stronger community.

During the first few years of life neural connections take place at a very quick pace and the child is more likely to pick up anything that shows up on his radar. The parents need to ensure that they provide him with good stimulus by staying in a good community and the community as a whole should be aware of their impact on the future generations and pool their resources together to help them grow and build up to the fullest. The people in the community should be supporting to the children and help them at each step of the growth especially early on.

For example, safe housing, high quality childcare, health centers, parks, healthy food outlets, all of these must to be provided to give a steady, reliable and nurturing environment to the children to grow. When school, parents, communities work together to support the learning children tend to get higher grades and better results, attend school regularly, get enrolled in higher level programs. Good environment both inside and outside the school is essential to ensure quality education. The factors in community which have a direct or indirect impact on ensuring the quality of primary education are:

- Home environment
- Support for education
- Community's skill level
- Community's cohesion
- Urbanization
- Exposure to modern technology

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- Community leaders
- Public facilities in the area
- Economic and social status of the community

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9.3 FAMILY AND COMMUNITY PARTICIPATION IN ECCE

As seen above participation of community and involvement of family is very essential in the overall or holistic development of the child. Social, cultural and political life of a child is directly influenced by education. Day to day world is becoming more complex. The transformation of the macro political landscape, the promise of increased democratization, the ever-increasing threat of right-wing nationalism and fundamentalism, increasing risk of disasters through environmental ruin and climate change and rampant diseases all of these challenge the development of the nation and thus we have a far greater demand for better human capital and developed and active citizens.

A final and important problem concerns the narrowness of traditionally so called 'good education'. It should be argued that, perhaps good education must not be limited to what is there in the text books but be more about what is out there in the real world. It should not be bounded by teacher literacy, financial condition and social status. Good education needs to:

- Encourage a united and integrated world and let them know how development occurs
- Make students aware from a very young age how their actions individually, collectively will inhibit or burgeon development and
- Help to mobilize and empower the students such that future citizens participate more actively, democratically and collectively in the development process

Policy makers, community, family and all others involved in education should seek ways to utilize the limited resources effectively and efficiently in order to identify and solve all the problems the in the ECCE models and projects and provide better quality education to the children. These contributions greatly affect the outcomes of the lives of particular generation.

Communities and a parent in generals can be involved in the education and early care in various ways:

- By involving through the mere use of the services like enrolling children in primary health care facilities or schools.
- By being involved through direct financial or labour contribution.

- By being involved through attendance say at parent teacher meetings, passively accepting the decisions made by others for the child.
- By direct implementation of the delegated powers and solutions.
- By being a part of decision making every step of the way starting from finding the problem, study of feasibility of solutions and implementing the solution and its evaluation.

Education is distributed between the society, family and school. No agency is a 100% responsible for the education of children. Parents and families cannot be the only source of knowledge for their children as long as they interact with and learn from the outside world.

The family community and society as have a duty to support the parents in upbringing, socializing, and educating all of their children. Schools are the instruments that can prepare children to contribute for the betterment of the society in which they operate, so the community members have an obligation to integrate them as a part of the society. Research has shown various ways of community participation in education.

They can be involved in this mechanism by:

- Research and data collection
- School management
- Dialogue with policy makers
- School construction
- Curriculum design

Government has long provided apparatus for local oversight, but there is little evidence on effectiveness of these programs like use of VEC (village education committee) mechanism for changes. Therefore, there must be proper training with these kinds of programs kind of a manual for the apparatus. This gives crowd a specific direction giving a boost to the programs. The recommendations of various researches have been:

1. Parent enrollment in adult education and parenting education programs
2. Efforts to equip the parents with know how to provide learning experiences at home
3. Community based learning experience for the students and the society
4. Use of school facilities as a community center to increase inclusiveness
5. Enrichment programs for both children and parents

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6. Cooperative plans to extend the school curriculum beyond its walls
7. Visit by personnel trained to sensitize, increase awareness and knowledge in the parents.

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Programs which can combine all these features can provide a rich and quality leaning experience to the child. Making it an extensive program focusing on improving on weaknesses of the child. More over when community and business organization have a greater presence in the classroom gives a moral boost to the child as they can connect everything with their eventual success in life.

9.4 CASE STUDY: DAY-CARE IN MUMBAI

Mumbai is the biggest city of our nation with its vast population and small nuclear families budding up everywhere. Most parents are both working and long hours in a city like this makes it but natural to use day cares. A simple Google search for day care in Mumbai comes up with various places to put your child in. For both parents in a profession, day care seems to be the most viable option as it gives the child to develop social skills which otherwise, he would be deprived of in his home with a nanny. The day care system is still lacking in the regulation it needs and therefore it needs the oversight of regulatory authorities. Even in big cities like Mumbai not all day cares are registered which is very unfortunate.

These places can't fill in the values which a family and community inculcates but due the lack of better options day cares have started to equip themselves with better and qualified teachers and educated staff. These are steps in the right direction and need to be kept up to produce best results for the children. These day cares also need to take care of the nutritional need of the child and keep a close eye on the health condition of the child.

The staff should be well equipped to teach life skills, life discipline, social skills, problem solving skills and try to substitute for the parents with as much as possible. There should be physical activities to develop motor skills like running and other games. They should have reading activities to create a sense of need for education in them. They should also be able to express their creativities with activities like music or writing. All these activities taking place in a group will also develop social skills and friendships.

There is also a factor of economic condition in the kind of day care a parent can afford as most of them can run up to a very unaffordable point for lower middle-class families. This can be a real problem for child development to solve the problem the government can step in and regulate the industry to give a minimum basic service which looks after the holistic development of child and provide it for a reasonable cost.

Day care if provided effectively can give professional attention to the child from a very young age monitoring every aspect of the growth of the child like mental, physical, emotional and cognitive development. It is really important to choose a good day care for the child so that he can get all the attention he needs. It is also the responsibility of the government to make these the best place for the development of a child and doesn't become a burden on the parents.

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Check Your Progress

1. State the family theory.
2. Why is parental involvement in child care important?
3. State one factor that impacts the quality of primary education.
4. What is the role of good education?

9.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Family theory states that families are interconnected units where each unit exerts a reciprocal influence on every other unit (Boss et al, 1993).
2. The parental involvement improves the child's communication skill, sharing of information is encouraged this in turn makes them aware of new ideas.
3. One factor that impacts the quality of primary education is a community's skill level
4. Good education must make students aware from a very young age how their actions individually, collectively will inhibit or burgeon development.

9.6 SUMMARY

- Researchers and educators have agreed for a long time that involvement of parents in education makes the child to push harder try and give everything he has to achieve more at school (e.g., Epstein, 1995).
- Parents who help and encourage their children to learn, and who help develop positive attitude toward school, contribute to the personal growth and academic success of their children.
- It is also seen that the teacher selected by the community shows the responsibility towards the children of the community.

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- The community sets standards for teachings, positions, teacher training, condition of service; promotion and discipline are important factors.
- A good teaching system is one which fosters the ability of the children to acquire knowledge and improve critical thinking skills.
- Quality education is the one which can meet its own goals, one which gives relevant knowledge according to the needs of the children.
- Various programs have been used over the years to increase the parental involvement.
- These programs deal with helping the parent with parenting skills and helping in developing condition of learning in the home.
- Increase in the communication between the teachers and parents and voluntary participation in expanding the decision making and governance out of the walls of the school has helped tremendously in doing the same to the curriculum.
- People need to be given specific tasks and training to make the community involvement very effective and people from the community must volunteer into the programs to help them increase their reach to the poorest of poor and economically and socially challenged people.
- This involvement will have a great return on investment propelling the growth of the country as the investment in ECCE has a very great ROI as seen in the previous chapter this involvement will make it accessible as well as widespread in use hence it should be promoted by the government to the farthest reaches.

9.7 KEY WORDS

- **Government:** It is the group of people with the authority to govern a country or state; a particular ministry in office.
- **Investment:** It is the action or process of investing money for profit.
- **Education:** It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.
- **Regulation:** It refers to a rule or directive made and maintained by an authority.
- **Curriculum:** It refers to the subjects comprising a course of study in a school or college.

9.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Describe the meaning of involvement in context of this unit.
2. List the factors that impact quality of primary education.
3. State the various ways of community participation in education.
4. Discuss the role of government in ECCE.

Long-Answer Questions

1. What is family? How does family involvement impact child care?
2. What is the need for family participation in child care? Elucidate with examples.
3. Explain family and community participation in early childhood care and education.
4. Examine day-care in Mumbai in detail.

9.9 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
- Bajpai, Asha. 2018. *Child Rights in India: Law, Policy, and Practice, 3rd Edition*. New Delhi: Oxford University Press.
- Datta, Vrinda and Rajani M. Konantambigi. 2007. *Day Care for Young Children in India: Issues and Prospects*. Delhi: Concept Publishing Company.

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UNIT 10 MOBILE CRÈCHES IN DELHI AND MUMBAI

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Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Need for Crèches
- 10.3 Mobile Crèches for Construction Worker's Children
- 10.4 Community Pre-Schools for the Rural Poor
- 10.5 Answers to Check Your Progress Questions
- 10.6 Summary
- 10.7 Key Words
- 10.8 Self Assessment Questions and Exercises
- 10.9 Further Readings

10.0 INTRODUCTION

In this unit, we will learn how crèches help in child care and development of children with both their parents working by taking a look into the effects a crèche has on child's development and its importance for effective care of the children with both working parents.

Ever since the government has put in resources and effort in education and employment of women, there has been an increase in the number of working women. More and more women have started joining the workforce working within or outside their homes. This coupled with the fact that rapid urbanization has seen mass migration to cities as job centers has created more nuclear families than ever before breaking up the joint family system. Thus, children of these parents, who earlier got support from the extended family and relatives, have been left without that care. This creates a need for quality day care services and creches for protection and care. These children who had the laps of their grandmothers and aunts have been left unsecure and in a neglected environment in absence of their parents therefore these children need a safe place to grow and harbor their creativity, physical and cognitive development. Absence of these kind of facilities deters new mothers from joining the work force.

The creches and daycare should also be provided for all socio-economic groups in organized as well as unorganized sectors to push the growth of the women work force. It should be both cost effective and it should be accessible to all classes of people to have the maximum impact.

10.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the need for crèches
- Explain the importance of mobile crèches for construction worker's children
- Discuss the need for community pre-schools for the rural poor

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10.2 NEED FOR CRÈCHES

In this fast-paced world with everybody trying to get the most and create better lives for their children ironically the children get neglected. As we have discussed in the previous units there is a consensus among psychologist, pediatricians, educationist and sociologists that the early childhood development is a very crucial and really sets the stage for the child's growth overall as a human being be it socially, physically, mentally etc. Early childhood is the time for remarkable brain development, any kind of damage or impoverishment is likely to be irreparable. These are very vulnerable years during which extreme care must be provided with adequate protection and enough stimulation to the brain.

This makes the crèche and day care an important place with great importance to support the working parents. It should be a place where the needs of these children are adequately addressed. The crèches should be able to provide the care and protection that the parent may lack to give. Early childhood care and education entails the young children to have access to opportunities and experiences that lead to their all-round development of physical, mental, cognitive, language and social abilities

Crèches also provide for the nutritional need of the children during their time there. If proper nutrition is in short supply to the child, then it creates irreversible consequences for the child. Undernourished children are less likely to enroll in school and if they do they are more likely to have blight cognitive skills to grasp what is taught. A severe or chronic loss of essential nutrients can lead to impaired language, motor and socio-economic development. In fact, if only clean drinking water and sanitation is provided it would reduce infant mortality rate drastically. It is a much better investment to prevent these deficiencies from occurring than to compensate for them later on as they grow older.

A crèche should be able to provide group care to the children, mostly up to 6 years of age, who need guidance, care and direction when they are away from their homes in the day.

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There have been schemes like Rajiv Gandhi National Creche Scheme providing services such as:

- Day care facilities with sleeping facilities
- Supplementary nutrition
- Growth monitoring
- Health checkups and immunization facilities
- Early recreation and simulation for children below 3 years of age
- Preschool education for children above 3 and below 6 years of age.

This scheme targets the children of 6 months to 6 years of age. The mother can be from both urban and rural background but needs to be employed for a minimum period of 15 days in a month or at least half of the year.

10.3 MOBILE CRÈCHES FOR CONSTRUCTION WORKER'S CHILDREN

Metropolitan cities like Mumbai and Delhi have been rapidly expanding to become the giants they are now and keep developing to be even bigger cities. To sustain such cities there is a constant in flow of labor particularly from the rural areas of the neighboring states. Men and women carry their meager belongings and trudge towards the lure of stable employment. Most of these men and women are constructional workers that can be found working in the unorganized sector with an informal leader. There are children born and reared in this group, born into urban poverty, they live in the worst of all possible conditions. The urban poor have been uprooted from their villages where they had a sense of belonging and people who cared for them, now they have to live in makeshift temporary residences and work in the building industry. Even the women who have given birth recently join back the work force as soon as possible leaving their infants wrapped in rags, placed in small baskets neglected with all the dangers of the construction site looming over the heads of these children. Despite the restrictions, most women laborers bring their children to the site, since there is nobody else to take care of them back at their homes.

These situations are very harmful for the growth and development of a child. An infant or young child covered in dust, aimless and neglected until the mother is free to come over and give her attention. This creates a very unhealthy environment not only for the children, but it renders the worker less productive and distracted being tensed up because of the child. The children who grow up in this environment most likely as they reach the age of six or more have to start working with their parents. Thus, this reduces their chances of a good life or a life which is at least better than their parents.

They are poised to lead a life which lacks the basic necessity and breed future generation into this system itself.

To improve upon this problem a setup of mobile creches was visualized by Ms. Meera Mahadevan, a freelance writer, who was a dedicated social worker in 1969. Ms. Meera noticed the condition of the infants and how they were exposed to the hazards of the work sites. She took it to herself to look up a solution for the problem. This was the beginning of the organization called Mobile Creches for Working Mothers' Children. The fact is that after all this time it is still considered as a difficult situation.

The mobility of crèches, what does one mean by that? An explanation to it can be understood only in the context of the construction industry. Different groups of labour performed different tasks like digging the foundation, laying it down, concrete work, brick work and so on. The labor camps thus were temporary, the huts makeshift and the long-term stable employment and difficulty nearing impossibility. This created a variable need for the capacity of the creche as the building nears completion the families move out leaving the creche empty at that building. Therefore, as the demand for the creche would reduce it would relocate to a new building where construction had begun hence arranging the supply to match the demand wherever it is created.

The major problems these facilities face is in childcare were usually there were no buildings to house the children, lack of good food and water resource as well as the lack of good staff to handle the children. To solve some of the issues there were trained volunteers provided by the centre, improvised shelters were made like a tent, hut or part of the room.

These crèches are designed for mobility, the workers and the children have to be always ready to be moved at a moment's notice either to a different place for the same site or a different site altogether. Therefore, the mobile creches came to be named as so because migrancy of the families and children were at the center of the program. The infants were the first focus of the creches therefore it was of paramount importance to convince the mother to leave the care of her child to someone else. The creches had to ensure hygiene, feeding and routine of immunization. Doctors were also called in to attend to the infant's health. All these steps led the mothers to gradually gain confidence in the creches. The mothers would breast feed the baby and were sensitized and made aware of child care ideas while they were at the facilities. Toddlers and preschool children were first taken into the day care later the older children up to 12 years of age were inducted to the centre.

The mobile creches also expanded their reach from migrant children to children of slum areas and resettlement colonies as well. In the 1970's mobile creches had 3 centers at construction sites. Gradually by 1993-94 the numbers started to rise and reached 20-25 centers each in Mumbai and Delhi most of them on construction sites and a few of them in urban slums

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and resettlement colonies in both cities. The mobile creches organization has grown now serving over 4000 children.

Families of the construction workers are constantly moving as discussed above. The children who have stayed in a center often tend to reappear at another center, but most children stay for less than 2 months in a particular center. Mobile creches have created a comprehensive approach to help the children under their care. They focus on providing safe and nurturing spaces for the children by creating islands of safety in the hazardous environment of construction, supporting the intellectual emotional and physical development of the children to build a strong foundation for the child's entry into the school. This also relieves the burden of childcare from the shoulders of the older siblings who can then focus on their own work.

They have received help in this endeavor from various civil society organization and even the government to protect the rights of the migrant community and improve their access to these facilities. Mobile creches has also built up capacity to help the marginalized community members successfully provide their young ones with ECCE by starting a cadre of trained child care providers through their yearlong Bal Palika Training Program. This will also equip the community with professionals with special knowledge on child care and parenting though short term need based training programme. They have also made it a point to educate the builders in the need for a child friendly construction site. All of this has helped them achieve greater access to the needy children, improve nutritional status and sustain health goals for the children. The number of children attending school has improved and community as a whole has moved ahead and embraced the importance of child care and development especially at the early stages.

10.4 COMMUNITY PRE-SCHOOLS FOR THE RURAL POOR

As we have learned above and in the previous units the need for a functional and accessible system for imparting the ECCE to young children is of vital and providing it has been the top priority for various government organizations and private institutes. More communities need a framework for providing the early education needed by the children to optimally develop their brains. There have been efforts to make it accessible for both the urban and rural poor. Despite all these efforts there is a long road ahead which consists of making the rural efforts more intense to reach an even larger number of children. Institutes like Balwadi, Anganwadi and various private sector startups have come up to help in this initiative.

The purpose of Balwadis and Anganwadis is to provide a child with facilities of physical and mental growth at home and school. There have been thousands of these setups all over India to support and promote ECCE by both government and non-governmental organizations. This has been a major step towards development of children and removal of poverty through universalizing education. Tarabai Modak, a pioneer in education of the rural population started running experiments to find out if the rural preschool aged children's parents gave any importance to the education of their children and do the children want to these kinds of facilities with them. She soon found out that there was a lack of awareness regarding the need for education in the age group and also that the children who really got the chance to study and learn were really enjoying the experience.

This led her to start question how she could start a facility for the children in the village. To purchase all the expensive equipment usually present in an urban playschool was just out of question. Mahatma Gandhi advised her to ask the local artisans to supply the instruments and give them the necessary training for doing the same. This led to extension of the idea of making the equipment from the materials present in the village itself. She began these kinds of experimenting and found that she was quite successful in them.

The material and teaching aids made from the materials present in the village were quite good and were made on the same principles. This spurred both the development of children as well as the artisans who worked on these by learning new skills. These days Balwadis have cropped up in most villages and urban slums. Much young teachers, post their training, takes up jobs in Balwadis there they start by collecting children by convincing their parents or sometime village elders about their initiative. They also have to find a place to start the facilities it is going to provide. Most villages have a lot of open spaces but there aren't any buildings to lodge up the children.

The activities to be carried out have to be planned according to the needs of the child:

- Children in the nursery age group should be given constant activity as these activities develop their muscle control and coordination of muscle movements.
- All the 5 senses start to develop rapidly at this stage and are extremely sensitive to any kind of input, so the simulations need to be given and controlled.
- They also develop their language ability at this stage in life, the imitate what they hear from in the house or the surroundings using the same tones

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- They also start developing social relations with other students. So, this is the time to inculcate good mannerism, habits and behavior and the spirit of cooperation with others
- The preschool environment even looks after their physical health by collaborating with health officers and providing and maintain records of immunization, nutrition etc.

This provides an environment for all round development of the children and improves the whole community as a whole.

Check Your Progress

1. State one function of a crèche.
2. Mention two services provided by the Rajiv Gandhi National Crèche Scheme.
3. Who visualized mobile creches?
4. State the purpose of Balwadis and Anganwadis.

10.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Creches provide for the nutritional need of the children during their time there.
2. Two services provided by the Rajiv Gandhi National Creche Scheme are day care facilities with sleeping facilities and supplementary nutrition.
3. A setup of mobile creches was visualized by Ms. Meera Mahadevan, a freelance writer.
4. The purpose of Balwadis and Anganwadis is to provide a child with facilities of physical and mental growth at home and school.

10.6 SUMMARY

- Mobile creches and balwadi are two great examples of how small changes in the short run, a step in the right direction can really change lives of a lot of people.
- Both of these were started out as experiments to solve a particular issue that is early childhood care and education for the poor and needy.
- People who don't have access to the facilities that the higher classes of the social strata, have access to.

- Mobile creches, is a voluntary organization which was started in 1969 to cater the needs of the children of labourers without this organization these children would lie untended and not cared for in a very hazardous surrounding, while their parents work to make the ends meet.
- This organization is unique in many ways. A number of features like the mobility and outreach make it a great example to emulate.
- The organization has created a work environment which is focused on effective delivery of services.
- The centre at any work site is temporary and once all the work is complete it shuts down and moves to a different site.
- Balwadi is a similar organization reaching out to the part of society which has been left out from various programmes for the universal education due either lack of scope or lack of execution.
- This programme has helped the services of health care such as nutrition and immunization as well as has encouraged the physical, mental, emotional, social and cognitive development of the children.
- Both these programmes have been trying to cover more and more children to get them the care they deserve they have been receiving funding from multiple sources.
- More significantly there has been an exchange of ideas and expertise between the organizations working in the field of child care.
- It is a right of every child to be entitled to the child care they deserve and organizations like these have been working really hard to make all of this a reality for every child irrespective of the social or economic status.
- There is raised level of awareness among the parents, who are favoring these programs even more for their child's bright future.

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10.7 KEY WORDS

- **Environment:** It refers to the surroundings or conditions in which a person, animal, or plant lives or operates.
- **Professional:** Engaged in a specified activity as one's main paid occupation rather than as an amateur.
- **NGO:** It is a non-profit organization that operates independently of any government, typically one whose purpose is to address a social or political issue.

10.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. Why do we need crèches? What major problems are tackled with the setting-up of creches?
2. List the services provided by the Rajiv Gandhi National Creche Scheme.
3. Define Anganwadis.

Long-Answer Questions

1. Enunciate the importance of mobile crèches for construction worker's children, especially in Mumbai and Delhi. Substantiate your answer with examples.
2. Analyse the need for community pre-schools for the rural poor.

10.9 FURTHER READINGS

- Chopra, Geeta. 2015. *Child Rights in India: Challenges and Social Action*. New Delhi: Springer.
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UNIT 11 THE TAMILNADU EXPERIMENTS: PALMYRAH WORKERS DEVELOPMENT SOCIETY

*The Tamilnadu Experiments:
Palmyrah Workers
Development Society*

NOTES

Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Palmyrah Workers Development Society
- 11.3 Answers to Check Your Progress Questions
- 11.4 Summary
- 11.5 Key Words
- 11.6 Self Assessment Questions and Exercises
- 11.7 Further Readings

11.0 INTRODUCTION

Palmyrah workers are a group of rural citizens with low status in the society; they are involved with tapping palmyrah. Tapping palmyrah is a very labour intensive process and usually the whole family is involved in doing the work. This job is very partial as compensation for it is very inadequate. This also involves a high degree of risk of life for the tapper. All these factors together make the job for the readily available for the lower social classes and have been since relegated to them. These people lack the power and suffer from social indignity. They also don't have any social or economic powers which can help them get out of these problems. To solve the problems of this community the Palmyrah Workers Development Society was formed.

11.1 OBJECTIVES

After going through this unit, you will be able to:

- Discuss about the Palmyrah Workers Development Society
- Describe the social and economic activities carried out by the group
- Explain the child development programs under the society

11.2 PALMYRAH WORKERS DEVELOPMENT SOCIETY

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The Palmyrah Workers Development Society is an organization formed in 1977 for the benefit of the palmyrah workers as the name itself suggests. It offers to support services to sustain community initiatives. PWDS has been instrumental and inspirational in the interventions as expression of social commitment. It has implemented 5 projects, has promoted more than 11 mainstream support organizations. It is a pioneering organization established under the presidentship of Rev. Dr Samuel Armirtham.

They have had the following main goals as their guiding principles:

- To work to encourage the palmyrah workers and other weaker sections of the society to form a movement for their betterment.
- To plan and work for palmyrah workers and other socio-economically backward classes irrespective of their caste, creed, religion and help them achieve self-reliance and economic development.
- To provide them with suitable education programmes to equip them with better skills
- To provide them with training programs to become more capable and self employed.
- To organize training in cottage industry and offer consulting and marketing support for their products.
- To explore, encourage export of jgery and other palmyrah products.
- To undertake research and experimental work for the development of new products in palmyrah industry and in the areas of alternate sources and immediate technology.
- To help in starting development scale small industries to increase employment and spur economic growth for palmyrah and other people.
- To create training centers and product outlets on a self-supporting basis like for carpentry, tailoring, blacksmithy and so on for improving the employment opportunity among palmyrah people.

These aims and objectives were made to be the bye-laws. Any person above the age of 21 could commit to the objectives of the society and paid a membership fee could become a part of the group. The C.S.I Bishops of Kanyakumari and South Kerela Dioceses are the members of the society as

ex-officio patrons. The managing committee is the one who admits members to the society they have the sole power to accept or reject any application for any reason.

*The Tamilnadu Experiments:
Palmyrah Workers
Development Society*

Social activities carried out by the group

The palmyrah workers have a well-defined set of activities, which were designed with the clear objective of socio-economic development of the members of backward communities.

They implemented a community health program under the motto “Health for all in 2000 A.D.”. The objective of the community health programme was to meet the health needs of the community. Upholding the health norms based on the World Health Organisation concept. Prevention and early treatment were emphasized in these centres. They found out that lack of awareness and poverty were the key reasons why people did not see help at early stages. This led to the community workers meeting all the families in the village in person and educated them about the health condition and related issues. They also distributed basic medicine under this programme through distribution centers to treat the sick at an early stage of some mortal diseases. This enabled them to get the treatment for the minor ailments in the village itself at a very small cost. Doctors would also visit the centers once in a week where their help was needed.

This programme has created T.B. eradication centres as a support to the programme by the Indian government to eradicate tuberculosis. Patients who required special care were advised to visit a hospital. Free camps were organized for the people of the village with the help of governmental as well as non governmental agencies. They provided free eye check up and free dental checkups. The primary health center of the government also helped in setting up immunization camps to eradicate all the preventable diseases like polio which otherwise could claim the life of the children. There were homeopathic and Siddha camps as well, most of the common folks utilized these camps really well.

Palmyrah group also tried to improve the social condition of the people living there. Women in general were not given equal status. This situation is still worse in the more economically depressed sections of the society. Even at a tender age of nine or ten, girls were asked to work in unskilled jobs such as servant maids in richer houses or as workers in cashew nut factories etc. They don't even get the opportunity to attend school. Palmyrah Workers' Development Society has also created programmes for the up lift of women in the community. They aim to protect women from all the social

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evils, socio economic inequalities and other inequalities. They want to raise the status of women in the society in general by empowering them with the tools they require. Providing the young girls with opportunity to attend school, convincing the parents to send them to school instead of work for the better future.

They also helped all the children in general to continue their education. They were helped to buy books, clothes and also pay the exam fee. It promoted education to men and women, adult as well as children. They took great strides in adult education and promoted the government's adult education programme.

Alcoholism was also a major problem tackled by the Palmyrah Workers' Development Society. It has been known that alcohol affects the body and health of a person in a negative way. It is also known for a fact that alcohol can cause disruption in the well being of the people as well as cause disruption to their family lives. It also causes great stress to the women, so women are outfitted to fight back against the evils of alcoholism in the society. They have also approached the local authorities to ban the sale of illicit arrack in the area, to stop the spread of these evils in the society.

Economic development activities carried out by the group

Palmyrah Workers' Development Society has been focused at the enlivenment of the socio-economic conditions of the community. Especially uplift the rural women, to bring about this effect tailoring, and embroidery center were started. These kinds of programs enable these people to have self-reliance and dignity in the society. The embroidery and tailoring centers stated in Marthandam, Pacode, Mecode, Kottavilai and Venkaji. Trainees are usually from the weaker section of society including but not limited to Palmyrahs.

The trainers were experienced and qualified on the basis of government approved syllabus on Embroidery and tailoring. Most women that joined the classes were widow, widow's daughters or tapper's daughter. These training centers have ties with various institutions which provide jobs and create employment for trained candidates. This gives a huge boost to the morale of rural women, who didn't feel that they were worth something and suddenly are able to earn an income for the family especially a widow with children to feed and no husband to support her. These centres became a center for rural development.

A sizable number of trainees have been working at these centre. They belong to various different communities. They produce articles made out of palm leaves, for example caps. These caps are then sold all over India. This gives people livelihood who, otherwise would have been trodden and lost without acceptance. This gives them hope, a new life, renewed purpose.

One of the training centres is a fibre brush training centre as an industrial unit creating fibre brush sold all over Kerala and Tamil Nadu. The number of people working at these centres has been steadily growing encompassing more and more people from all around. They have been creating garments, mats etc. The functionalities and the trainings provided at these centers have also been growing over time covering new skills, bringing in new machinery for production. All of this has led to greater economic output than before.

Child development programs

Palmyrah Workers' Development Society is devoted to help out the children during their early years as that is the point when they need the most care. To work on this goal, they have created and supported nursery centres in the rural areas where there is a lack or no facilities whatsoever for the care of pre-school children of poor families. They have created about 120 centers like this all over the community. The children are given proper care to develop all the essential skills

1. The child is provided with comprehensive and continuous medical supervision, for the development of good physique, muscular coordination and motor skills.
2. Language development takes place as well
3. The intellectual curiosity of the child is simulated
4. Teachers help them to understand the world to foster new interest
5. The child is taught healthy habits like personal hygiene such as dressing, toilet habits, eating, washing, cleaning etc.
6. A unison is established between home life and external environment
7. All of this together gives a holistic care and development to the child

These schools are handled by trained teachers who help the child grow and blossom at full glory. They are multi linguistic when it comes to imparting the knowledge, they use Tamil, Malayalam and English languages.

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Besides the children, the parents also are given lessons on proper childcare and motivation for the same. The parents are also taught the value of community health and savings as well. The Palmyrah Workers' Development Society has also started small saving scheme in 1986. This scheme was created to help people manage their finances, control the spending and save for their future. Creating some financial and budgeting awareness among the poor people, to help them meet the ends. The teachers encourage the parents to join the scheme and save money, many families that joined the scheme have benefited from it.

Check Your Progress

1. Who are Palmyrah workers?
2. When was the Palmyrah Workers Development Society formed?
3. Who established the Palmyrah Workers Development Society?
4. What was the motto of the community health programme?

11.3 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Palmyrah workers are a group of rural citizens with low status in the society as they are involved with tapping palmyrah.
2. The Palmyrah Workers Development Society is an organization formed in 1977.
3. The Palmyrah Workers Development Society is a pioneering organization established under the presidentship of Rev. Dr Samuel Armirtham.
4. The community health program functioned under the motto "Health for all in 2000 A.D.".

11.4 SUMMARY

- Palmyrah workers are a group of rural citizens with low status in the society as they are involved with tapping palmyrah.
- Tapping palmyrah is a very labour intensive process and usually the whole family is involved in doing the work.

- The Palmyrah Workers Development Society is an organization formed in 1977 for the benefit of the palmyrah workers as the name itself suggests.
- It offers to support services to sustain community initiatives. PWDS has been instrumental and inspirational in the interventions as expression of social commitment.
- It has implemented 5 projects, has promoted more than 11 mainstream support organizations.
- It is a pioneering organization established under the presidentship of Rev. Dr Samuel Armirtham.
- Any person above the age of 21 could commit to the objectives of the society and paid a membership fee could become a part of the group.
- The C.S.I Bishops of Kanyakumari and South Kerala Dioceses are the members of the society as ex-officio patrons.
- The palmyrah workers have a well-defined set of activities, which were designed with the clear objective of socio-economic development of the members of backward communities.
- They implemented a community health programme under the motto “Health for all in 2000 A.D.”.
- The objective of the community health programme was to meet the health needs of the community.
- This programme has created T.B. eradication centres as a support to the programme by the Indian government to eradicate tuberculosis.
- Free camps were organized for the people of the village with the help of governmental as well as non-governmental agencies.
- Palmyrah group also tried to improve the social condition of the people living there. Women in general were not given equal status.
- Palmyrah Workers’ Development Society has also created progemmes for the up lift of women in the community. They aim to protect women from all the social evils, socio economic inequalities and other inequalities.
- Alcoholism was also a major problem tackled by the Palmyrah Workers’ Development Society.
- They have also approached the local authorities to ban the sale of illicit arrack in the area, to stop the spread of these evils in the society.

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- Palmyrah Worker's Development Society has been focused at the enlivenment of the socio-economic conditions of the community.
- These kinds of programs enable these people to have self-reliance and dignity in the society. The embroidery and tailoring centers stated in Marthandam, Pacode, Mecode, Kottavilai and Venkaji.
- One of the training centres is a fibre brush training centre as an industrial unit creating fibre brush sold all over Kerala and Tamil Nadu. The number of people working at these centres has been steadily growing encompassing more and more people from all around.
- Palmyrah Worker's Development Society is devoted to help out the children during their early years as that is the point when they need the most care.

11.5 KEY WORDS

- **Budget:** It is an estimate of income and expenditure for a set period of time.
- **Homeopathic:** It is a system of medical practice that treats a disease especially by the administration of minute doses of a remedy that would in larger amounts produce in healthy persons symptoms similar to those of the disease.
- **Eradication:** It means the complete destruction of something.
- **Alcoholism:** It is also known as alcohol use disorder (AUD), is a broad term for any drinking of alcohol that results in mental or physical health problems.

11.6 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Who are Palmyrah workers?
2. State the guiding principles of the Palmyrah Workers Development Society.
3. What are the social and economic development activities carried out by the group?

Long-Answer Questions

1. Write a detailed note on the Palmyrah Workers Development Society. Discuss its goals and functions in various segments.
2. Discuss the child development programs initiated by the Palmyrah Workers Development Society.

*The Tamilnadu Experiments:
Palmyrah Workers
Development Society*

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11.7 FURTHER READINGS

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BLOCK - IV

CHILD WELFARE SERVICES

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UNIT 12 CHILD CARE IN OTHER COUNTRIES

Structure

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Early Childhood Care and Education in other Countries
- 12.3 Lessons for India
- 12.4 Parents Run Day Care in France
- 12.5 Beta Israel Project
- 12.6 Answers to Check Your Progress Questions
- 12.7 Summary
- 12.8 Key Words
- 12.9 Self Assessment Questions and Exercises
- 12.10 Further Readings

12.0 INTRODUCTION

In this unit we will study childcare services all around the world. The childcare services all around the world have been hailed to have great potential in creating bigger and more efficient economies, better and more democratic citizens as well as more robust environment for others. Throughout the world, the enrollments in preschool and childcare programs have been rising. The demand for educationally oriented preschool services has been fueled by the growing awareness of developmental importance that the early stages of life have on an individual. The size of the families has been getting smaller all around the world as more and more women join the labour force, families have started to move to larger town and become smaller. This has also accelerated the adoption of early childhood programs to give the children the care they deserve, while both their parents can work. Preschool experience has also found to help low-income students narrow the achievement gap between the more advantaged and better positioned children and themselves. International evidence has supported that early child care can yield great results if its quality is good even though the parents might not be spent as much attention to the children. Child care's effectiveness in addressing the social and economic inequalities at the most basic level and create the future citizens is what drives all the different countries to adopt it.

12.1 OBJECTIVES

After going through this unit, you will be able to:

- Examine the Early Childhood Care and Education (ECCE) in different countries
- Discuss the French day care system
- Describe the Beta Israel issue and project

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12.2 EARLY CHILDHOOD CARE AND EDUCATION IN OTHER COUNTRIES

Child care systems in countries vary vastly from country to country. These systems are prepared to meet the needs of a child as defined and provided by the laws of that particular country. For instance some countries provide childcare for children with working parents while others prepare children for entry into school and some others offer a board range of health, development and social services. All these countries try various methods based on the data they have and research in this field. The designers of the program want to maximize holistic and cognitive development of the child including social development, success in school, etc.

Most countries but not all, have a distinction between childcare and pre-schools where care refers to the full day programs for families with working parents, and children of various age groups whereas preschool education refers to the educational orientation for the children of ages three and older. These programs are also to be administered separately by different government agencies.

The following are the childcare systems of various countries.

Canada

Canada does not have a central national childcare policy; it covers childcare through its social welfare programs. In the 1980s the Victoria daycare research project examined a large number of students who were under child care centers, care under the regulated family child care and under the unregulated family setting. It was found that children in the childcare facilities had better cognitive development and language development. The regulations in childcare are minimal and not enforced vigorously. Across settings the child care exerts influence more on the development of lower-class and middle-class children.

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France

The French have a centralized system where pre school teachers have the same status of civil service and salary as a primary school teacher. They have a close to 100% students attending the pre-school. For children aged 0-3 years, the relevant ministries, aided by the CNAF and the decentralised CAFs activate and administer a diverse and decentralised care system. Publicly subsidised home-based care (64%), accredited family day care providers (18%), and crèche services (8%) form the basis of provision. The popular full-day programs emphasize academic activities, and group sizes of average is 25 children per class with one teacher, but as many as 35 may be included. Their program has been successful in reducing the retention rate gap between rich and the poor or disadvantaged section of the society especially for the children of the most disadvantaged homes.

United Kingdom

The early childhood care and education is much more diverse in the United Kingdom than in France. Almost 44% of the British three and four-year-old attend public or private schools' Public investment in full-day child care is limited; many families rely on individual caregivers, called childminders, who may or may not be registered with the government. Children who have a parent at home during the day often attend organized play groups several times a week. Their research showed that preschool experience per se had more influence on children's subsequent development more than the preschool itself. Hence the government tried to standardize and bring that experience to all

Germany

Paralleling the British and French systems, Germany provides pre-school to all the children irrespective of where they are from (including socioeconomic status) their independent research for their general population suggested to the policy makers that pre-school. Elementary schools are supplemented with half day pre-school in every district free of cost to the parents.

Sweden

Swedish and other Nordic countries have the best childcare services all around the world. This is partly because Sweden has a national policy of providing public child care that is well funded and supported by regulations regarding staffing patterns and training, group size, daily routines, and the design of the child's environment. Given that more than 86% of mothers with preschool aged children have a job programmes offering full time childcare are the center pieces of the Swedish early childhood system. Local governments provide carefully supervised, subsidized child care through centers and

family child care homes to approximately 47% of children between birth and school entry at age seven, although many infants are cared for by their parents during paid parental leaves by contrast with the French, British, and German studies described above, most Swedish studies use small but carefully designed samples, and they collect data that allow detailed comparisons of existing programs. These studies came up with a more individualized concept of ECCE.

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Ireland

The Irish project offered a two-year, half-day preschool program to 90 children who were age three in 1969. The purpose of his program was to enhance the children's cognitive development, learning skills, and personality and social development, and it sought to involve parents in their children's preschool experience by including home visits by teachers and social workers. The studies conducted in Ireland suggested that by secondary school, the preschool participants were more likely than nonparticipants to remain in school, and they were two to three times more likely to take the examinations required for further education.

Japan

In a pattern that resembles many North American and Western European countries, the Japanese system of early childhood services is broken into two parts: (1) yochien, or preschools, are primarily private, part-day programs designed to prepare three- to six-year old children for elementary school; and (2) hoiku-en, or child care programs, are government- subsidized, full-day programs for children of all ages from families deemed "in need" by government authorities. Currently, more than 90% of Japanese children attend one or the other program before they enter elementary school. Although Japanese government agencies maintain accurate records on enrollments, staff, and equipment, and there is a veritable flood of philosophical works on child rearing and early childhood education, virtually no research has been conducted on the effects of different types of preschool programs.

Singapore

Singapore is a highly urbanized, multiethnic society with three official languages. Nearly all children attend preschool, most (more than 70%) participating in programs offered by the dominant political party, though programs operated by other parties and by private organizations are considered more innovative. In Singapore, there are mainly two sectors of Early Childhood Care and Education for young children, i.e. the childcare sector and the kindergarten sector. Child care centres provide care and education for children aged 2 years to 6 years which are licensed by the Ministry of

Community Development, Youth and Sports—MCYS. Kindergartens provide pre-school education for children aged 4 to 6 and are private education institutions that have to be registered with the Ministry of Education

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South Korea

The government's intervention and interest in provision of early childhood education and care only began in 1970s. Although public and free early childhood education and care is now one of the top priorities of national policies, private sectors including churches and NGOs initiated the programs and have supplied the societal and market demand for early childhood education and care for many years. Private kindergartens, childcare centers, home-based playrooms, hakwons (profit-pursuing institutions for teaching children specialized subjects such as English, piano, fine arts, martial arts, and so on) are now the major private programs in Korea. Thus, one of the issues in ECCE in Korea is how to include these various private ECCE programs in an institutionalized public education system. While kindergarten education has been supervised by the Ministry of education and Human Resources Development (formerly MOE), childcare services have developed with the Ministry of Gender Equality & Family as a part of welfare system initially targeted for young children of disadvantaged groups. Although each of the two ECCE systems have followed its own path and development, the goals of the two systems are now merging into one, that is, both education and care. In fact, this may be a natural consequence in that both systems are concerned with young children, and education and care cannot be separated from each other for the children's benefits and development. Other ministries such as of Labor, of Government Administration and Home Affairs, and of Agriculture and Forestry are directly and indirectly involved in ECCE in Korea

Australia and New Zealand

In New Zealand Most children (95%) get some form of ECCE, usually for 20-22 hours a week. For three and four-year olds, the first 20 hours are fully funded by the government under the ministry of education. In Australia, it is estimated that 32% of children ages three to five attend part-day preschool programs and another 20% are in child care centers Early childhood education in Australia is not compulsory and is delivered to children through a range of settings, including childcare centres and pre-schools (also referred to as kindergartens in some parts of Australia) in the year before full-time schooling. Both countries have also undertaken systemic reforms, propelled by increasing rates of maternal employment and the growing insistence of indigenous peoples and other disadvantaged groups that their preschool needs be met.

Columbia

The most systematic intervention and research program in the developing world has focused on malnourished, low-income children in Cali, Colombia. The Cali Project is a preschool program integrating nutrition supplementation, health surveillance, child care, and educational components. All the experimental groups in the Cali Project improved more in cognitive ability than the control group of low-income children and the size of a child's cognitive gains was related to the length of the treatment the child received. Modest IQ gains persisted to age eight, and treatment group children were somewhat more likely to be promoted throughout the first three grades in school. Children who received nutritional supplements without participating in the preschool activities made significant gains in height and weight, but their cognitive abilities did not improve until they entered the preschool part of the program.

Turkey

A strong emphasis on education common to many developing nations, including Turkey, where free, compulsory primary schooling is provided for children 6 to 14 years old. Less than 2% of children under 6 now attend an organized preschool program, although government planning documents embrace the goal of enrolling 10% of the nation's children in preschool programs

Norway

Norway has integrated responsibility for ECEC provision and schooling under the Ministry of Education and Research since 2006 and, from 2012, certain tasks were delegated to its subsidiary Directorate for Education and Training, which facilitates smoother transitions of children across different levels of education and more coherent governance. Norway's early childhood education and care (ECEC) system has experienced a strong expansion. The Norwegian system stands out with its comprehensive Framework Plan for kindergartens, revised in 2006, and its strong regulation of structural quality standards such as kindergarten teacher-child ratios. Not all its standards are adequate or precise enough, however, especially those regarding staff-child ratios and minimum qualification levels for staff involved in the direct pedagogical work with children.

12.3 LESSONS FOR INDIA

India has its own comprehensive integrated policy for child care, and they have been very successful in producing programs like integrated child Development Services. Even with all efforts and steps we have had a less than

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impressive run with our systems. Like all other developed nations, we need to put in more efforts towards research and development. Other countries at some point also had programs that did not work as planned but the research and development work help in removing the kinks out of the system to make it more efficient and precise. Research work also helps identifying new problems as well as giving solutions to the new and old problems alike.

In India with our many ethnic subpopulations, our vast urban-rural differences, our large variation in abilities to afford preschool services, it is obvious that we need to take lessons from the country with a similar population demographic and apply a greater variety of types of programs. We need our policy makers to be well informed and smart enough to apply those programmes which can deliver quality to our massive quantity of children.

12.4 PARENTS RUN DAY CARE IN FRANCE

France is a developed nation and over all these years has developed the childcare to one of the best around the world. A single, universal model of pre-school education, the *école maternelle*, exists, and is available to all children from 3-6 years. The programme fully funded and organised by the State – is part of the national education system, under the auspices of the *ministère de la Jeunesse, de l'Éducation nationale et de la Recherche*. The Ministry defines the curriculum, opening hours, and operations of the *école maternelle*. It recruits, trains, and enumerates the teaching staff and inspectorate. The physical infrastructure is the responsibility of the local *commune*: construction and maintenance of buildings; provision of class rooms and educational spaces; pedagogical materials; etc. A sub-ministry focused on youth affairs, *ministère chargé de la jeunesse*, works closely with the *ministère des Affaires sociales* in regulating and monitoring leisure-time centres and staff that serve children under 12 years. They have childcare options for large groups or small or individual childminder for a single to four children who are regulated by the government. *Assistante maternelle* is the official French term for a childminder, though they are often referred to as a '*nounou*', short for '*nourrice*' (French for 'nanny'). Before 2010 it was system run by a parent within their home with up to four children. since 2010 they have been able to work together at a shared location to give them a chance to work differently and prevent isolation in home. To work as a childminder, one requires to have specific approval from the authorities, which recognises their professional status and fixes the number and the ages of the children they can look after. they are given a contract and paid by the parents who employ them, as with childminders working alone. Parents can seek financial assistance to pay fees for children under six years of age from the CAF or the MSA (*Caisse de Mutualité Sociale Agricole*).

This benefit helps to pay up to 50% of the significant social security payments incurred when employing someone (the famous *charges sociales*) plus a part of the childminder's salary. The amount depends on income level and the number and age of the children you have in childcare. However, a minimum of 15% of fees must be paid by the parents themselves. Parents using a childminder or nanny at home are their employer and therefore subject to paying French employer social security charges on top of a salary (as stated above, around 50% of the charges, costs and some of the salary is reimbursed for most families). As the employer, you must provide and sign a work contract, pay a monthly salary and declare payments to the Centre Pajemploi (a service within the local CAF), which is responsible for then sending pay slips to your childminder. You must familiarise yourself with, and respect, the Code du Travail and the regulations set out in the national convention pertaining to any individual (as opposed to business) who employs another.

Anyone in a position of responsibility for taking care of, or working with, children and minors, must have a basic level of recognised training. In the case of childminders, in order to gain approval from the local authorities to register as a childcare provider, they must complete 60 hours of training before taking on the first child, and a further 60 hours over the following two years. (Those already holding certain childcare qualifications may be exempt.)

The child and maternal health services (protection maternelle et infantile – PMI) under the auspices of the Conseil Général, are responsible for licensing and monitoring services for young children outside the school system

France invests 0.7% of GDP in early education services (the école maternelle), representing 11.7% of the education budget, but with 17.3% of education enrolments. Unit costs per child approach that of primary education but are considerably less than unit costs at secondary and tertiary levels. Public écoles maternelles (covering over 90% of the age group) are completely free except for meals, which in turn are often fully subsidised for families in need.

12.5 BETA ISRAEL PROJECT

Beta Israelis are the people who migrated from Ethiopia in the 1977. The people after operation Solomon left their African home and moved to Israel. Under the provisions of Israel's Law of Return, more than 120,000 Ethiopian Jews have settled in the country over the last three decades. Many of these Jews arrived during the 1980s and 1990s, when, in response to civil war and famine in Ethiopia, the Israeli government mounted massive rescue operations. Operation Moses in 1984 and Operation Solomon in 1991 airlifted over 85 percent of Ethiopia's entire Jewish population to Israel.

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While vast amounts of government money have been poured into absorbing these immigrants, progress has been slow. Figures released in 2007 show how serious the socio-economic disparities still remain between Israel's Ethiopian population and the rest of Israeli society: Ethiopians live in impoverished neighborhoods, face sky-rocketing unemployment, and have the highest high-school dropout rate of any Jewish group in Israel. With average per capita income among Ethiopian Jews standing at NIS 2,000 a month, Ethiopians' salaries are around half those of all other Israeli Jews, and considerably lower even than those of the country's Arab population. Ethiopian youth often fall behind in basic skills like reading, writing and arithmetic early on in their education. As a result, around 40 percent of Ethiopian adults of employable age do not have an education beyond elementary school level. In deprived neighborhoods, drug use is increasing dramatically and criminal activity, practically unheard of among Ethiopian Jewish communities before they came to the country, is on the rise.

Israel has worked hard to include every community into the mix and get equal opportunities to live their lives with peace and prosperity including the Beta Israelis. To kick off that cycle Israel has made laws like The Compulsory Education Law covers the age group 3–15 years, for a total of 13 years. The Law will be gradually implemented for ages 3 and 4 in communities where the Ministry will implement it. The development of day care centers and pre-nursery play groups in the beginning of the 70s derived from a trend to encourage women to go to work,.

Check Your Progress

1. Why are child care systems prepared?
2. What type of child care system does Canada follow?
3. Which countries have the best childcare services around the world?
4. What did the Irish project offer?

12.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Child care systems are prepared to meet the needs of a child as defined and provided by the laws of a particular country.
2. Canada does not have a central national childcare policy, it covers childcare through its social welfare programs.
3. Swedish and other Nordic countries have the best childcare services all around the world.

4. The Irish project offered a two-year, half-day preschool program to 90 children who were age three in 1969.

12.7 SUMMARY

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- Western Europe offers a relatively solid research foundation for policymakers who make decisions concerning early childhood programs.
- The large-scale studies of French, British, and German preschool systems provide evidence that preschool attendance, under the “normal, everyday conditions of a well-established preschool service,” can have strong positive effects on children’s school readiness and their subsequent academic performance.
- Review of studies conducted in Asian and Pacific Rim countries illustrates the wide variety of policy questions that are addressed through research on early childhood programs. studies from developing nations were all designed to evaluate the effects of specific programs on outcomes for children, the character of the programs evaluated.
- These various studies indicate the direction the Ecce system of the particular country has taken.
- There is a consensus on the importance of early intervention in child’s life to provide the child with a great life as he moves on ahead.
- The earliest years of a child’s life are critical. These years determine child’s survival and thriving in life and lay the foundations for her/ his learning and holistic development.
- It is during the early years that children develop the cognitive, physical, social and emotional skills that they need to succeed in life.
- The increased education levels that roll forward from the programmes discussed above lead to higher lifetime earnings for those who participated in the programmes.
- The social returns, often called “externalities” by economists, capture benefits to society beyond those benefits to private individuals.
- However, the argument is that a more educated workforce could have broader benefits to society further than those already captured in the analysis above.
- This appeals to an extensive economics literature on the link between human capital—typically measured by education levels for a given country as a whole—and overall economic growth (for a recent review, see Krueger and Lindahl, 2001). DeLong, Goldin, and Katz (2003)

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estimate the impact of education on growth as an addition 0.3% per year (on growth rates of 3% to 4%) for the 85-year time span between 1915 and 2000, although they note that the contribution has been smaller in the past two decades as the growth in educational attainment slowed.

- Therefore, each and every country is trying their level best to create an inclusive, accessible and workable plan for early childhood care.
- It is a right of every child to at the least get a shot at life prove what he is capable of and do what they are meant to do.

12.8 KEY WORDS

- **Consensus:** It is the generally accepted opinion or decision among a group of people
- **Kindergarten:** It is an establishment where children below the age of compulsory education play and learn; a nursery school.
- **Salary:** It is a fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker.

12.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. Differentiate between ECCE given in Canada and Sweden. Give examples.
2. Write a short note on the Japanese system of early childhood services.
3. What is the role of government in South Korea's provision of early childhood education?
4. Explain the characteristics of parents run day care in France.

Long-Answer Questions

1. Examine the Early Childhood Care and Education (ECCE) in different countries as given in this unit.
2. Examine India's policies on child care and discuss the possible learnings India can draw from other countries.
3. What is the Beta Israel project? Elucidate.

12.10 FURTHER READINGS

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UNIT 13 CHILD WELFARE SERVICES

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Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Early Childhood Care and Education in India
- 13.3 Balwadi
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- 13.5 Answers to Check Your Progress Questions
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- 13.8 Self Assessment Questions and Exercises
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13.0 INTRODUCTION

In this unit we will study the child welfare programs employed by the Indian government. Every child has a right to access this basic care which can help the child to lead a decent life. The physical, social and mental well being of the child depends on the family he lives in. If we cast a look over the situation, we have a really large population of children over 40%. We have made great strides in reducing problems and developing this section of the population. Our neo-natal death rate, infant mortality rate has been gradually declining. These are steps in the right direction, but we still have a long way to go to meet and exceed the global standards.

13.1 OBJECTIVES

After going through this unit, you will be able to:

- Describe the child welfare programs in India
- Explain the state welfare programs
- Analyse the functions of Balwadi and Anganwadi

13.2 EARLY CHILDHOOD CARE AND EDUCATION IN INDIA

Traditionally the children were looked after by their parents, family and the community around them and occasionally the government would interfere with the status quo when there would be some calamities or emergencies.

The government only started to assume responsibility after the 1950s with the formation of Indian Council for Child Welfare. It was the first national level organisation in this field. It was still not a total intervention rather its focus was to capitalize on the voluntary effort of various other groups and help them mobilize even more people for voluntary activities in all aspects of child care. Another significant organization joining the fray was Central Social Welfare Board in 1953. It was there to assist the voluntary organizations and mobilization of their support in the provision of social welfare services for all, especially to cover the women and children under these schemes. The board in 1954 launched the Welfare extension project to cater to the rural population. Several programs and activities were undertaken under WEP like Balwadi, for education, nutrition and as a multipurpose center serving as daycare, preschool as well.

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In 1959 the UN Declaration of the Rights of the Child was adopted which affirmed its concern towards the children. The 1960s kicked off with a review of WEP and it was found out that programme required recognition to reach out to more people. To this effect there were demonstration projects setup in rural areas in each state to provide care and services like health, nutrition, welfare and training in order to meet the needs of the children.

For the first two Five-year plans the task of providing the services to the children was left to the voluntary organizations which got grants and aid to carry on their work. 3rd plan marked the beginning of these projects for demonstration but at the end of the 3rd plan it was found that the scheme did not reach out the masses as expected so it was concluded. The data amassed by the project showed variety of reasons why everyone till the age of 16 years could not be reached so focus was shifted to children from 0 to 6 years of age.

In 1963 the ministry of education setup National Council of Education Research and Training (NCERT) at New Delhi to conduct various research and studies to evolve better methods for childhood education. Then the Kothari setup in 1966, recommended the expansion of preschool to the disadvantaged children. It was the decade when children's act was enacted as well.

It was the legislation that was enforced, and it punished those who treated children cruelly. It was enacted to stop child labour, prevent children from being exposed to drugs and addictions. The first two plans did not have any provisions for health care with education in them but it changed in 1962 with the introduction of National Goitre Control Programme and in 1963 introduced the Applied Nutrition Programme with UNICEF, FAO and WHO. This was extended to the whole country to improve the status of health for the whole community. A major component of the programme was to supplement the feeding of expectant mothers and nursing mothers and children up to the age of 6 years old. The main aim of the program was to simulate the self help by promoting nutrition education and increasing the production of protective foods at the village. Its key aim could be summed up as increasing

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the awareness among people and also make the food available for the village people, but its evaluation indicated that the programme could do neither of them neither it could enhance the production nor could it generate as much awareness that was expected. The problems regarding the children were clear as day to the policy makers by now but there was no clear well-defined policy in this regard to bridge this gap Ganga Saran Sinha committee was tasked to identify the problems and give appropriate solutions and action programs. The committee suggested that a comprehensive national child welfare programme was necessary to the integrated view of the needs of children. On the basis of these recommendations in the 1970s the National Policy for Children was introduced and adopted. This policy along with the Sinha committee's recommendation followed the UN Declaration of the Rights of the Child. It held the government responsible for providing adequate services to the children pre and post birth and during the period of rapid development to ensure full physical, mental, and cognitive development. The measures suggested included a comprehensive health care programme, nutritional awareness for the mothers, supplementary nutrition for the expectant mother and her child, free and compulsory education for all up to age of 14 years, promotion of physical activities, special consideration to the weaker sections of the society and special facilities for children with different kinds of handicap.

This was a problem with such a huge magnitude; it was next to impossible to handle this altogether, so the policy suggested that programmes related to the prevention and promoting awareness about the child health care as major aspects be given higher priority. Nutrition for the children below the age of 6, care of destitute children, day care facilitates and rehab for the handicapped children be given higher priority.

The Special Nutrition Programme was launched as well to improve the nutritional status of preschool children, pregnant women. It was created to control protein energy malnutrition. It was a fully funded programme but was specifically focused on the supplementary nutrition. To complement and improve upon this programme the Balwandi Nutrition Programme was started. This programme had central government funding and got executed through voluntary Non-Governmental Organizations. It aimed to meet the daily calorific and protein intaked the children.

Iron deficiency was found out to be most common kind of deficiency in kids causing anemia. To tackle this government of India launched a Prophylaxis program to prevent nutritional anemia in children and same year a program to prevent blindness due to deficiency of vitamin A was launched as well.

All of these services were very ambitious and tried to achieve a lot, but some had only marginal impact because of them being very unorganized and fragmented. In the 5th Five-year plan there was a change of perspective

and approach in the services and the Integrated Child Development Services Scheme was started. It was the most important welfare programme of the 70s; it comprised of a whole package of services for the children up to the age of 6 and lactating mothers. There was also another landmark in child care services to make its debut which was the setting up of National Institute of Public Cooperation and Child Development, New Delhi. Its purpose was to be serving as an autonomous institute encouraging development in the field of child care. It was given the task to train the workers in the child care sector under various schemes and another one of its function was to assist the government with technical aspects of child care and promotion of voluntary action in child care.

Nearing the end of this decade there were laws passed to decrease child labour. In 1959 Child labour cell in the ministry of labour was formed. It was responsible for the formation of policies which would prevent children from being exploited and protect them against these threats. They were also required to implement and coordinate the policies with the help of volunteers and help the children trapped into this world get a new life by starting their education and taking care of their health. The National health policy was then adopted in 1983 with the main goal of expanding the health services for the whole population.

The NHP focused on the preventive, rehabilitative and developmental services which were being provided to the vulnerable sections of the society mostly towards women, children and the handicapped. Four institutions for the handicapped were set up with the view to undertake training, research and rehabilitation at a nationwide reach. These institutes were Ali Yaver Jung National Institute for Hearing Handicapped, National Institute for visually Handicapped, National Institute of Mentally handicapped, and National Institute of Orthopedically Handicapped. In 1986 legislations pertaining the hours of work, minimum age for work were consolidated into a comprehensive law. This act prohibits child labour in certain areas and regulates in the others.

It was in the 6th Five Year Plan that early childhood services and early care were suggested as a strategy to reduce the dropout rate in the schools. It was viewed as a way to prepare the child for primary school by enhancing his cognitive abilities and communication. It was setup again with the help of centrally aided voluntary organization. In 1986 National policy for education was adopted and it was the first official definition of ECCE to include all activities which promote all round development during the critical childhood years—physical, social, moral, mental and emotional values. It emphasized all these components are essential with education for all round development of children. In the 1990s and onwards there have been incremental changes to these policies and ideologies aiming to increase their reach to the poorest of the poor even adopting the World Declaration on the Survival, Protection

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and Development of children. The endorsement involved committing to a 10-point program:

- Working to promote earliest possible endorsement and completion of the Convention on the Rights of the Child.
- Working for a concrete effort of national and international action to enhance children's health, to support pre-natal care and to lower infant and child mortality in all countries and among all peoples. Promoting the provision of clean water in all communities for all their children, as well as universal access to sanitation.
- Working for optimal growth and development in childhood, through measures to eradicate hunger, malnutrition and famine, and thus to relieve millions of children of tragic sufferings in a world that has the means to feed all its citizens.
- Working to strengthen the role and status of women. Promoting responsible planning of family size, child spacing, breastfeeding and safe motherhood.
- Working for respect for the role of the family in providing for children and supporting the efforts of parents, other care-givers and communities to nurture and care for children, from the earliest stages of childhood through adolescence. Recognizing the special needs of children who are separated from their families.
- Working for programmes that reduce illiteracy and provide educational opportunities for all children, irrespective of their background and gender; that prepare children for productive employment and lifelong learning opportunities, i.e. through vocational training; and that enable children to grow to adulthood within a supportive and nurturing cultural and social context.
- Working to ameliorate the plight of millions of children who live under especially difficult circumstances-as victims of apartheid and foreign occupation; orphans and street children and children of migrant workers; the displaced children and victims of natural and man-made disasters; the disabled and the abused, the socially disadvantaged and [he exploited. Helping refugee children to find new roots in life. Working for special protection of the working child and for the abolition of illegal child labour. Making best efforts to ensure that children are not drawn into becoming victims of the scourge of illicit drugs.
- Working carefully to protect children from the scourge of war and taking measures to prevent further armed conflicts, in order to give children everywhere a peaceful and secure future. Promoting the values of peace, understanding and dialogue in the education of

children. Protecting the essential needs of children and families even in times of war and in violence-ridden areas.

- Working for common measures for the protection of the environment, at all levels, so that all children can enjoy a safer and healthier future.
- Working for a global attack on poverty, which would have immediate benefits for, children's welfare.

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13.3 BALWADI

The word Balwadi is a Marathi word simply meaning Bal as in a young child and Wadi means a place or a garden. Balwadi is a very unique low-cost way to mobilize communities and utilize community resources to deliver the primary education. The first step for universal primary education is universal pre-school education that has worked to strengthen early childhood education in India through its Balwadi (pre-school) program. Tapping into under-utilized resources in terms of infrastructure, staff, and community involvement, this approach keeps initial and operational cost at a lower point. This in turn increases the access of early childhood education to even more children covering the most socio-economically backward communities as well.

Balwadis are being run by voluntary organizations like the Indian Council of Child Welfare, Indian Red Cross Society, Balkanji Ban, Adim Jati Sevak Sangh, and Harijan Sevak Sangh etc. Besides their own funds, assistance is provided by the Central Social Welfare Board to these organizations to establish balwadis and to provide services to preschool children as per the scheme.

When Pratham started working in Mumbai in 1994-95 one of the first initiatives that was undertaken was the setting up of pre-school centers in urban slums. The word "balwadi" can be easily understood – "bal" means young child and "wadi" means place. Pratham's Balwadi program was a unique low-cost way to mobilize communities and utilize community resources (space, instructors, parents) to deliver a much-needed service. Although the Balwadi program has evolved in many ways in the last 15 years, the basic elements still remain much the same. Balwadis run in community spaces such as temples or in the house of the teacher or of another community member. Balwadis were and are always run in rent-free locations that are situated close to students' homes. This helps to facilitate community engagement in the program. Approximately 20-25 children gather in the class every day for about 3-4 hours.

The teacher is always a member of the children's community and is someone with whom the children are familiar. Teachers are selected and trained in early childhood care and education by the Pratham team and also provided with teaching and learning material to use with the children. The

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Pratham team monitors each Balwadi regularly, and a Pratham volunteer visits approximately two Balwadis each day. Balwadi classes seek to develop students' social, emotional, motor, and cognitive skills, preparing them for success in school environment later on. Balwadis provide spaces for young children to interact and build foundational skills. Many of the parents are illiterate or have not received much education and thus are unable to help their children at least in terms of their school readiness or early learning. The Balwadis are therefore an important way of providing support for these children and their families for developing early foundational skills and to facilitate their transition into formal schools.

The Balwadi program has also recruited and developed committed teachers from a previously untapped source: Pratham recruits people from outside the workforce, mostly unmarried young women, recently married women, or women with young children. These women have some education, but usually have not worked outside the home. In order to attract and retain such teachers, Pratham ensures that Balwadi teachers work only part-time and remain in their local communities. Fees are locally determined based on what the local communities can afford. While teacher training and Balwadi norms in terms of the number of enrolled children, monitoring processes, etc. are uniform, each area/city/community also adapts the model to suit the local context of the community in which it is run.

Today pre-school programs cover a variety of locations and methods of delivery. For example, in some states, Pratham partners with the government's Integrated Child Development Scheme's centers to provide pre-school education to children in these centers. Pratham also offers a distance education model of early childhood certification for its Balwadi instructors.

13.4 ANGANWADI

Anganwadi centers are the places where a package of services under the ICDS scheme is implemented by volunteers funded and trained by government agencies. The services comprise of all the care a lactating mother and her child may need. The Anganwadi worker is an honorary worker who belongs to the community itself and caters to a population of 1000 each. Currently there are 12.41 lakhs AWCs. The key objectives of this scheme are to improve the nutritional and health status of children in the age group 0–6 years; to lay the foundation for proper psychological, physical and social development of the child; to reduce the incidence of mortality, morbidity, malnutrition and school dropout; to achieve effective coordination of policy and implementation among the various departments to promote child development; and to enhance the capability of mothers to look after the normal health and nutritional

needs of their children through proper nutrition and health education. Each worker at AWC needs to be equipped with adequate infrastructure, financial equipment, tools and drugs further more should be trained and informed about the norms regarding nutrition and other key services provided under the scheme. Every Anganwadi worker is responsible for surveying the locality, providing Supplementary Nutrition, Pre-school Education, providing regular Immunization for Pregnant and Lactating Mothers and their children, record and aim to reduce Mortality rate.

Supplementary nutrition to children is provided to the children as both a morning snack and cooked meals. Each of the Anganwadi workers is to be provided with a drug kit with seven essential items, namely, tablet paracetamol, syrup paracetamol, sulphacetamide eye drops, tablet mebendazole, gentian violet paint, cotton roll and bandages to take care of the children health needs and prevent diseases and provide accessible cheap health care. Anganwadi workers also create and maintain growth monitoring charts to record and keep a tab of their growth and intervene if someone shows signs of stunted growth.

Even though we have increased our coverage with regards to sheer numbers the services still have a long way to go. The average space available in the AWCs in our study was 108.97 ± 62.18 square feet, whereas the average number of children of 3–6 years of age enrolled was 37.34 ± 11.08 , thus allowing space of approximately 3 square feet per child. The lack of adequate space, lighting and ventilation are known to hasten the spread of communicable diseases. Though no norms have been laid for the average area per child under ICDS, it is much less than the recommended per capita space of 10 square feet for students in schools of India. An appraisal of ICDS done in 2006 also reported that 36% of Anganwadis in urban areas lacked adequate indoor space. A study was done in Chandauli district of Uttar Pradesh which also found that none of the 20 AWCs had adequate indoor or outdoor space. Furthermore, 35% of the AWCs lacked proper lighting and ventilation in our study. 20% of the AWCs lacked a toilet, while the study by Thakare *et al.* found that 56% of AWCs lacked a toilet facility.

The effect of the lack of proper infrastructure was reflected by the poor attendance of children of 3–6 years at the AWCs (mean \pm SD, 6.24 ± 5.39) which was only 17% of the total number of children enrolled in this age group. In an agreement with the present study, a previous study done in Delhi reported that only 43% of beneficiaries utilized the services of pre-school education. Another study in Delhi found that only 3% of the beneficiaries took food at the AWCs. Also, a study done in Madhya Pradesh reported that attendance was very short in the AWCs. For pre-school activities, there were always fewer children than at the time of supplementary nutrition.

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Check Your Progress

1. When was Central Social Welfare Board established?
2. Why was NCERT set up?
3. What did the Kothari set up recommend?
4. When was the National health policy adopted and what was its goal?

13.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. Central Social Welfare Board was established in 1953.
2. NCERT was set up to conduct various research and studies to evolve better methods for childhood education.
3. The Kothari setup in 1966, recommended the expansion of preschool to the disadvantaged children.
4. The National health policy was then adopted in 1983 with the main goal of expanding the health services for the whole population.

13.6 SUMMARY

- India has come a long way from the high infant mortality rate, high rate of neo nantal deaths and have embodied and embraced that the lives and the normal development of children should have first call on society's concerns and capacities.
- It is needless to mention that, though India has a comprehensive legal regime and policy framework to protect the rights and interests of the children, greater momentum is required for effective implementation of these policies and programmes for well-being of the children by improving their level of education, health and nutrition etc.
- Above all a just and fair environment is desirable for all children at home, school or any other place, with growing mind and body to see a shining tomorrow and ultimately to become responsible citizens of India.
- After Independence, the Government assumed greater responsibility towards the welfare of children. During the 1950s, the focus was on encouraging voluntary organizations to provide services for child welfare. In the 1960s the Government began playing a more direct role.

- A beginning was also made in terms of programmes for improving the nutritional status of the population.
- The highlight of the 1970s was the adoption of the National Policy for Children. Another key development in the decade was the shift in emphasis from welfare to development and from isolated services to providing integrated services.
- A major off shoot of the new approach was the Integrated Child Development Services programme launched in the same decade.
- Programmes and services for children in the areas of health, nutrition and education were expanded during the 80s.
- The start of 1990s was marked by the first ever World Summit for children and the adoption of the Convention on the Rights of the Child.
- The National Rural Health Mission Scheme implemented under Ministry of Health and Family Welfare seeks to provide effective healthcare services to rural population including large population of children in the country.
- The programme seeks to raise spending on public health and policies, strengthen public health management and service delivery in the country.
- There is still a lot of room to grow and improve the standards. Improvising with the use of technology to help handle the data, create more opportunities for research into the field.
- To tackle the massive scales our country needs to deploy the future programmes in is just exceptional and it would require a lot of volunteers to be a part of these programmes.
- It needs our youth to participate in proportion to the scales of the problems or larger than that and our governments have to allocate more funds towards research and development and grants for these non governmental organizations.

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13.7 KEY WORDS

- **Convention:** It is an agreement between states covering particular matters, especially one less formal than a treaty.
- **Infrastructure:** It is the basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.
- **Community:** It refers to a group of people living in the same place or having a particular characteristic in common.

13.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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Short-Answer Questions

1. State some of the state welfare programs as discussed in this unit.
2. What is a Balwadi? State its roles.

Long-Answer Questions

1. Critically analyse the child welfare programs in India in detail.
2. What are Anganwadis? Discuss the functions of Anganwadis in India.

13.9 FURTHER READINGS

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UNIT 14 ROLE OF ORGANIZATIONS PROVIDING CHILD WELFARE SERVICES IN INDIA

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Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Role of NCERT in Indian Education
- 14.3 Role of Indian Council for Child Welfare
- 14.4 Role of Central Social Welfare Board
- 14.5 Role of National Institute of Public cooperation and Child Development (NIPCCD)
- 14.6 Answers to Check Your Progress Questions
- 14.7 Summary
- 14.8 Key Words
- 14.9 Self Assessment Questions and Exercises
- 14.10 Further Readings

14.0 INTRODUCTION

There was a time not so long ago when the ends and means of education were not much of a problem. High-quality teachers, keen students were the elements of education, and with rapport among them, one would look ahead to a highly educated and skilled population of a lot value to the nation.

Today it is a different case. For knowledge has conveyed with it several problems regarding the complexity involved in the elements of the teaching and learning process. Due to a much more globalized and connected community there has been increased focus on education as a whole, which has led to change in social, educational needs of the student. A teacher is expected to put up with the new paradigm by going through instructions and training for new movement and development in education.

14.1 OBJECTIVES

After going through this unit, you will be able to:

- Explain the role of NCERT in Indian education
- Describe the objectives of Indian Council for Child Welfare

- Analyse the functions of Central Social Welfare Board
- Discuss the role of National Institute of Public cooperation and Child Development

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14.2 ROLE OF NCERT IN INDIAN EDUCATION

Educational instructions and training needs are primarily fulfilled by NCERT – National Council of Educational Research and Training. The concrete pattern of education still involves a teacher certainly, who is still at the centre of the picture. But to make possible the growth and development of the teacher, to enable them to deal with the development of understanding, one has to think of assortment of erstwhile sources and materials of education. One has to consider the curriculum or common frame works within which they work and within which the subject – fields are defined in progressive action for new age group of students. We are long past considering education through national pigeonholes. As there are no barricades in health, art, idealism. So there can today be no blockades in knowledge or education. It is the business and the established obligation of NCERT to see all the aspect of the education, international or national, to study the progress made elsewhere, to take up, where possible, and to take on its own slender resources to these changes.

One knows that text book cannot be compared with the teacher, but that can make good teachers into better teachers. One has to think of experimental instructional materials, teacher’s handbook and student’s work book to accompany textbooks, and in order to develop these, one has to put together workshops in which the teachers shall be active participants and carry out structured and thought out researches in the total course of knowledge transfer. One has to think of how to widen the subject content of instructions at school level and not just to make a fixation of methodology, though methods do make a difference.

To do this NCERT must be conscious of all the distinguishing features of India’s own policies and financial system. India is a developing country with not enough resources for all the expenses that developed countries can afford. It has a lack of teachers and an even more severe shortage of well trained and good teachers. These are the places NCERT must base its attack and find solutions for them.

The National Council of Educational Research and Training was established in New Delhi, on 1st September 1961 to offer academic support in improving the value and quality of school learning and teaching in India. It advises the Ministry of Human Resources development (HRD) of the government of India in academic and schooling problems and solutions. The ministry uses the NCERT’s expertise while devising and putting into practice

policies and programs in all these areas like school and teacher education. This association is funded by the government of India and is registered as an autonomous organization under the Societies Registration Act (1860).

Management and functioning of all the dealings and funds of the council lies in the Governing Body or Executive Committee which consists of officers of the Faculties of council and the representatives of Ministries of education and finance, and renowned educationists. Its programs are painstaking considered by program Advisory committee on which they represent representatives of state Institute of education and University Department of education as well as several Faculty members. It has numerous advisory committees for dealing with precise problems in different aspects like publications, science etc., with prominent people drawn from all around the county.

The General Body is the policy making body of the NCERT with the HRD minister of the union (center) as its President. All the ministers of education in the State and Union Territories are its members. As well as experts in the field of education are nominated and brought together as members. Its membership patterns help in taking policy resolutions at the highest level which are the most beneficial, economical and efficient.

The governing body of the NCERT is the executive committee, yet again with the HRD Minister of the Union (center) as its ex-officio President. The MoS (union) is its ex-officio vice president assisting the Executive committee dealing with finance, establishment matters and programs.

Role of NCERT

- To observe the management of NIE and other regional institutes.
- To arrange education programmes for teachers before and in service.
- To arrange and publish study material and other aids for students and associated teacher's handbooks and aids.
- To hunt for gifted students to the award of scholarships in Science, Social Sciences and Technology.
- To assume functions allocated by the Ministry of education (Now HRD) betterment of school –education.
- To encourage, systematize and promote research in every fields of education.
- To circulate knowledge of enhanced educational method and techniques
- To perform special surveys, studies and investigations.

The National Council of Educational Research and Training (NCERT) has six constituents it has been serving.

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National Institute of Education

The NIE's activities are mostly limited to (a) research (b) training and (c) publishing and distribution programmes. These programmes are developed and evaluated. Like the evaluation of curriculum, learning resources and instructional strategies, instructional materials. These programmes envelop the whole assortment from pre primary to higher secondary stage of education and every one of school subjects as well as the vocational stream at the higher secondary stage. Its other programmes contain examination improvement, restructuring and test development, nourishment and wellbeing education, education of SC and ST students, girls, adult education, value and physical education. The NIE also builds up model for science kits and mini-laboratories for schools. Other important fields of its works are the informal education for out of school children, ECCE, education for the disabled and programmes for the educationally behind minorities. The NIE has data centers for storage and retrieval of data which it stores after it periodically conducts research surveys which highlights the needs of educational facilities and the facilities functioning itself. The NIE also houses a library and documentation unit dedicated to education. The special reference library is used by researches. The National Library of Educational and Physiological Tests is also situated in the NIE which has information regarding various psychological tests.

Taking into account the significance of improving the quality of teacher education in India, the government had started the National Council for teacher Education (NCTE) with its academic secretarial being the Department of Teacher Education, Special Education and Extension Service (DTESEES). Though the NIE primarily provides in-service training however it conducts a standard nine-month Diploma in Educational and Vocational Guidance. It is basically a pre-service course meant for teaching a band of counsellors for the school system.

Central Institute of Educational Technology (CIET)

The CIET is another component of the NCERT. It was set up in 1984s by integration of the Centre for Educational Technology and Department of Teaching Aids. It aims at encouraging the use of educational technology, particularly mass media, for improving and spreading education in the country, and for developing an alternate system of education.

The CIET develops (a) software for educational needs, (b) trains personnel working in educational technology, (c) distribute information regarding educational media and technology.

The CIET is headed by a Joint Director, appointed by the Government of India. CIET has setup up six States Institutes of Educational Technology (SIETs), one each in Andhra Pradesh, Odisha, Gujarat, Bihar, Uttar Pradesh, and Maharashtra. The SIET and the CIET produce educational content for

TV for children in the 5-8 years old and 9-11 years old and their teachers. These programmes run for at least three hours in a day

The CIET is capable of taking up programmes covering most of the fields of educational technology, via distance education, radio, educational television, low cost material, and films.

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Regional Institutes of Education (RIES)

NCERT has setup 4 Regional Colleges of Education (RIEs) one each at Ajmer, Mysore, Bhubaneswar and Bhopal. These campus colleges with the assistance of Demonstration Multipurpose Schools with to them. Such schools aid the faculty to build up methodologies and test them in the genuine classroom situation. Except RCE Ajmer the other college offer programme like B.A., B. Ed programmes. Each college has modern laboratories, well-equipped library and residential quarters.

The Bhubaneswar and Mysore RCEs offered M. Sc Education programmes. Facilities for doing doctoral work or for pursuing one year B. Ed and M. Ed courses were also offered in the RCEs.

All the RCEs have made available training programs both for school teachers and teacher educations. Besides teaching and extension work, the colleges also take up research and development programmes. Now they are converted in Regional Institutes of Education.

Co-Operative Effort

The States engagement plays a crucial role in the area of school teaching and learning in India. The NCERT works in close proximity with the state education departments. It has a system of 17 field Advisers (FAS) offices covering the state and union territories. The council associates the representatives of states with its courses and with the committees constituted by it.

The NCERT has partnerships with universities and other organizations that have a stake in the eminence and quality of school education. Like the Kendriya Vidyalays Sangathan (KVS), the Central Board of Secondary Education (CBSE), the Central Tibetan Schools Administration (CTSA), and the Navodaya Vidyalays Samiti (NVS).

Functions

The functions of the NCERT are as follows:

- (a) R&D
- (b) Training before and during the service for teachers
- (c) Distribution work –all these lauded to realize the main purpose of improving the quality of education in our country.

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Realizing the weight textbooks hold in teaching, the government post independence, increasingly got hold of more control over groundwork, production and supply of textbooks in addition to the concern for manufacturing of quality textbooks in large amount, one of the noteworthy argument for embracing of the policy of nationalization was the state produced textbooks would check anti-democratic and would help combating the challenges of communalism, casteism, regionalism, untouchability, religious intolerance, linguism, and other national and global concerns.

Publications

The publishing programme of the NCERT is a part of its whole effort to advance the quality of school education. The NCERT books are published in English, Hindi, and Urdu languages. They have the exclusive feature of being both attractive and inexpensive. These books are freely espoused by states through their nationalized books programme. They are also used extensively in schools affiliated to the Central Board of Secondary Education, Jawaharlal Navodaya Vidyalays, Kendriya Vidyalays, Tibetan Schools and various other public Schools. The NCERT brings out supplementary readers under the National integration and Reading to Learn Series. These books are particularly printed keeping in view the requirements of school children, to promote a healthy reading practice in them

The NCERT focuses on a wide variety of publications such as (a) General books for children of different age groups, (b) educational journals like , School Science (quarterly), The Primary Teacher and Primary Shishak (both quarlies), Journal of Indian Education and Bharatiya Adhunik Shiksha (bi-monthlies), Indian Educational Review (quarterly). and NCERT Newsletter and Shaikshik Darpan (both news magazines primarily meant for in –house circulation, (c) research literature, and (d) School textbooks including workbooks and teachers’ guides.

The setting up of the NCERT in 1961 was a milestone in the history of school education in India. Since its inception, the NCERT assumed, a major role in creating programmes of preparation of model curriculum, textbooks and syllabus for the entire school stage. The NCERT faculty also work together with the State Education Departments and specialized agencies like, Textbook Corporations, Textbook Bureau etc. In formulation of the instructional materials and curriculum.

Among other things, the NCERT acted as a academic secretariat of the National Board of School Textbooks (NBST) which was set up by Government of India in 1968 in order to co-ordinate and direct the activities of the national and State level organizations for production and provided several suggestions regarding preparation, production, evaluation and distribution of school textbooks and highlights the societal concerns like secularism, national integration, and democratic living should find ample reflection in the school

textbooks. At the insistence of the Government of India, the NCERT, since 1969, has been working on a programme of assessment of the textbooks of the states and Union Territories from the standpoint of national integration. It has also remained linked with the matters related to policy formulation and execution in respect of school education. Keeping in view the importance on societal concerns like gender equality and population education, separate units have been formed in the NCERT to give their suitable consideration in the School curriculum.

Encouraging Talent

The NCERT has programmes for talented school, children, promising scholars, teacher educators and innovative teachers wanting to pursue research studies.

Every year the NCERT awards 750 National Talent Search Exam (NTSE) scholarships-including 70 for students belonging to SC/ST communities. The point of this scholarship proposal is to recognize gifted students at the class X stage and give them financial aid for pursuing higher studies. Students getting these scholarships may pursue professional courses up to the second-degree level in such as medicine or engineering.

In order to encourage experimentation and innovations, the NCERT organizes separate programmes for primary and secondary school teachers called Seminar Readings Programmes these schemes envisage giving awards for significant innovative work by teachers and teacher educators.

The NCERT also awards research fellowships for Ph.D. degree of for doing post doctoral work, Only those scholars who clear the test managed by the University Grants Commission (UGC) are eligible for Ph.D. fellowships.

The NCERT sponsors and encourages out of school activities for popularizing science. The organization of science exhibitions at the district state and national levels is a part of his effort.

International Recognition

The NCERTs international ranges from working with the united Nation's institutions like UNESCO, UNISEF, UNDP, UNFPA etc., to assisting Third World Countries. It serves as the academic secretarial of the National Development Group (NDG) or the Asia and NCERT has been provided technical support to the states in the preparation and functioning of various programmes. It has also been engaged in development of competency-based curricula for different vocational courses, development of guidelines for implementing different vocational courses, development of guidelines for implementing different aspects of vocationalisation of education, development of syllabi and instructional materials, training of vocational teacher educators, teachers and other personnel.

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For orientation in favor of values, the common core components viz., (i) Contents essential to nurture national identity (ii) egalitarianism, democracy and socialism, (iii) History of India's freedom movement, (iv) India's common cultural heritage (v) inculcation of scientific temper, emphasized in the National Policy on Education, (vi) equality of sexes, (vii) observance of small family norms, (viii) removal of social barriers and (ix) Constitutional obligations are suitably reflected in the instructional materials and curriculum of all subject matter and at all stages of school education developed by NCERT

14.3 ROLE OF INDIAN COUNCIL FOR CHILD WELFARE

Indian Council for Child Welfare, New Delhi was formed in 1952 to guard the basic human rights of the child and to enhance its quality of life. The Tamil Nadu branch was started in 1953, with Freedom Fighter Smt. Majubashini. The first Committee of the TN Council incorporated stalwarts such as Mrs. Ellen Sharma Mrs. Ammu Swaminathan., Sri. S.R. Venkataraman., Mrs. Sarojini Varadappan, and Mrs. Mary Clubwalla Jadhav.

It was from the late seventies that the Council go on board on a dynamic growth path taking on diverse activities, originally funded by the Central and State Governments and now, to a very large extent from outside sources. Along with this, the Council moved to its own possessions at Shenoy Nagar on land made accessible by the State Government. The premises were constructed using funds raised from the public and grants.

The pace of its expansion can be judged by the fact that its annual budget of less than ₹ 50,000 in 1973 has grown 200-fold now. The three professionals and 28 field staff in 1973 have grown to sixty experts, Education & Child Rights Promotion in Krishnagiri District, and Education, 500 field staff & Child Rights Promotion in Krishnagiri District.

The various programs provided by ICCW are:

- Creches for Children of Working Women
- Mid Level preparation and training Centre of ICDS Supervisors
- Mother and Child Welfare Project at Usilampatti
- Adoption Scrutiny, Education & Child Rights Promotion in Krishnagiri District
- Sponsorship Programme in Chennai, Asian Online Resource Center For Prevention of Child Abuse & Neglect
- Residential Rehabilitation Centre for the Hearing Impaired and Destitute Children.

- Community Colleges, Information, Documentation & Research Center
- Child Labour Relief Project, Vellore District
- Child Line 1098, Prevention of Child Beggary
- Sankalp - Project for Girl children, Counselling Centre for Children

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14.4 ROLE OF CENTRAL SOCIAL WELFARE BOARD

The Central Social Welfare Board is one of the key organisations in the field of social welfare in India. Created in 1953 it contains of a full-time chairperson and members state and union territories. Its general body consists of 51 members headed by the chairperson. They are selected by the government after discussion with the ministry of social welfare from amongst prominent female social workers.

The general body consists of representatives suggested by state governments, rural reconstruction, representatives from the ministries of finance, social scientists, health education and social welfare and one member from Planning Commission. In addition, three members of Parliament, social workers, social scientists and social welfare administrators are also included in the general body.

The management of the dealings of the CSWB is vested in an executive committee nominated by the government from amongst the members of the CSWB. The executive committee comprise of 15 members counting the executive director. The Board is managerially organised in a number of divisions and segments.

The chairman is aided by a secretary who ranks equivalent to the deputy secretary or director in the Government of India. The CSWB has three joint directors, a public relations officer, chief administrative officer and one financial advisor/chief accounts officer. The board assists in the development and improvement of social welfare activities.

Its statutory functions are:

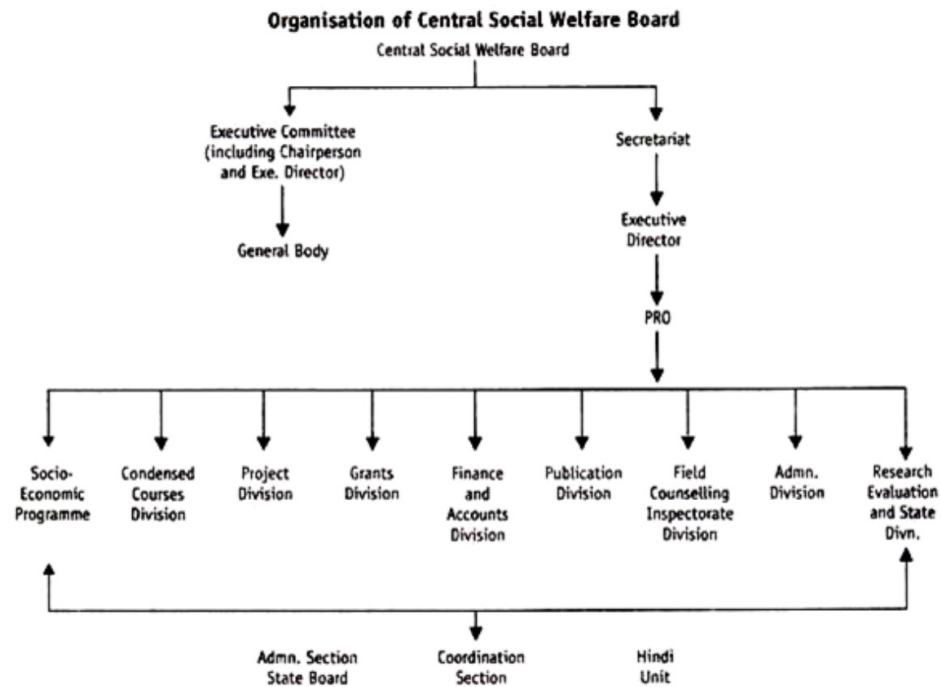
1. To survey the requirements and need of social welfare organisations.
2. To encourage the setting up of social welfare organization in remote areas.
3. To support programmes of organize pilot projects and training in social work.
4. To financial assist and working women and the blind for hostels.

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5. To give aid to NGOs providing welfare service to susceptible and vulnerable sections of society.
6. To coordinate assistance given by the Union and state governments to welfare organisations.

The board synchronizes between the programmes of the CSWB and various other departments and also, amid voluntary organisations and the governments. It is financed by the Government of India and the grants for the programmes as well as non-plan spending of the board are a part of the budget of the department of social welfare. There has been a noteworthy increase in the total spending in the programmes of the board during last few decades.

The nine divisions, two sections and one unit which constitute the organisation of the ministry can be presented as under:



The names are self-explanatory. For instance, project division are in-charge of projects while grants-in-aids division manages and dispenses the distribution of grants the accounts of which are put forward to the finance and accounts division. Administration and management of state boards are handled by admin sections and Hindi unit is for aid to all the divisions and their units in the field.

The state social welfare boards have a comparable structure but the regional and state disparities exist in southern and northern states. The state social welfare boards have been established purely as advice-giving outfits to advise the CSWB on the institutions needing aid and their eligibility to get

such support, while the grants were authorized directly to the organizations by the CSWBs.

These boards are also responsible to supervise, guide and advise the voluntary organisations in the welfare programmes in their respective areas. The CSWB has a wide network of its activities ranging from anganwadis to family welfare camps.

Some of these welfare activities of the target groups are:

1. Running of rehabilitation centres and cooperative societies for orphans, widows, destitute children and deserted women.
2. Educating and training for women to attain vocational expertise to become employable.
3. Arrange family welfare camps to encourage small family norm through opinion leads.
4. Providing living space like hostels for working women from lower income levels with sufficient security.
5. Running urban welfare centres in towns for leisure and recreation activities and erudition programmes for women and children.
6. Supplying supplementary nutrition and tonics to undernourished mothers and children below 5 years using the balwadis and day care centres.

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14.5 ROLE OF NATIONAL INSTITUTE OF PUBLIC COOPERATION AND CHILD DEVELOPMENT

National Institute of Public cooperation and Child Development, commonly known as NIPCCD, is a premier organization for preparation functionaries of the Integrated Child Development Services (ICDS) program. Through the new scheme of Integrated Child Protected Scheme (ICPS) and Prevention of Child Rights, it has been trusted with the task of training and capacity building of functionaries at the regional as well as national level; Furthermore, undertaking the impediment of trafficking of women and children for SAARC countries. Considering the immense quantity of efforts they are putting in, if support finds them in their mission, their vision “to be seen as an Institute of Global repute in child rights, child protection and child development” would not be hard to accomplish. Another factor is that the organization faithfully works towards child care, health factors, nutrition and problems cropping out in their adolescent age. A Healthy Child makes a Healthy Nation”. Like

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any other phase of human development, early childhood stage has explicit needs, challenges and demands in terms of development and learning. This therefore calls for a dedicated and different approach of meeting the needs of children of diverse age groups. The first six years of life are critical in a child's life since the rate of development in these years is more rapid than that at any other stage of development. Development of intelligence, personality and social behaviour takes place at a relatively fast pace. It reflects on the principles and process of development in early childhood including factors relating to variability and individual needs of children.

“Knowledgeable”, “Responsible” and “Caring” behind each word lies an educational challenge. For children to become knowledgeable, they must be ready and motivated to learn, and capable of integrating new information into their lives. For children to become responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviours that serve not only their own interests but those of others. For children to become caring, they must be able to see beyond themselves and appreciate the concerns of others; they must believe that to care is to be part of a community that is welcoming, nurturing, and concerned about them. Thus, it is a matter of social concern and importance that a rigorous study be done on child care and training, to ensure that our future generations are being offered the best. There is an urgent need for improved quality and reach of child day care services for working women among all socio-economic groups in both the organized and the unorganized sectors. In the context of the minimum requirements, functionaries often look for continuous guidance. Therefore the awareness on the managerial issues in such a setup is essential for the executives and middle level functionaries from non-governmental organizations who are involved in monitoring and supervision of Creche services. In view of this NIPCCD, Regional centre Bangalore, organized two orientation programs on Total Quality Management of Creche Services for Executives and Middle Level Functionaries from Governmental & Non-Governmental Organizations. The development delays of the brain due to genetic reasons or environmental factors lead to inability of the child to acquire and use academic skills of reading, writing, spelling, arithmetic, language and spatial orientation. Children with learning disability generally demonstrate a discrepancy between expected and actual achievement. Children with learning disabilities are not mentally retarded but they exhibit serious problems like not performing well in the school, showing erratic behaviour though child may be otherwise normal. In surveys conducted earlier in schools, 4-5 percent were found to be significantly disabled; these

estimates are alarming because of the sheer force of numbers of children silently suffering from this invisible handicap. Learning disability is one of the major causes for poor school performance of our children. But due to our ignorance of these conditions, we assume that children score poorly because they are 'lazy, stubborn, or unmotivated'. Many of them are pushed, punished, abused and ridiculed by peers, parents and teachers for a defect in their brain, which is none of their fault. In today's performance-based competitive school environment, the teachers are usually the first to recognize the discrepancy between good intelligence level yet poor academic performance of a child. These children feel miserable because they comprehend what is taught but cannot express it. If Learning Disability is correctly diagnosed at right time, it restores the child's self-esteem to know that he is not a "bad, shameful child". Recognizing these children will help teachers to benefit from the knowledge gained to teach these children with patience and perseverance, using definite "teaching strategies". Keeping this in view, the NIPCCD, Regional centre, Guwahati organized a Workshop for Teachers on Early Identification and Management of Learning Disabilities.

To enhance life skills of counsellor Adolescent Parenting training was organized. Various programs to sensitize Representatives of various organizations on Protection of Young Children and Adolescent's from Sexual Offences in Cyber space. Innumerable workshops on POSCO Act & Rules, 2012 for Medical Professional have been organized. With the main objective to create awareness among the participants about the magnitude of the problem, its modus operandi and consequences and to familiarize them about the Government initiatives to address the problem and to sensitize them about the rehabilitation and repatriation of women/ child survivors of trafficking; analyse the role of NGOs in prevention of trafficking an Orientation Program on Prevention of Trafficking for NGO Functionaries was organized by Headquarters from 16-20 February, 2015. Initiatives taken by the NIPCCD for promoting NGOs in Child care and welfare of women NIPCCD concentrates in the area of training voluntary workers supporting NGO activities and promoting liaison between Government and the NGOs. Various governmental schemes like funding agencies for the stimulation and mobilization of the community, helps increase self-reliance and income generation to help the poor and down trodden with rare dedication and commitment. In order to make the children aware of their external environment and latest techniques and service strategies, projects were implemented to attain its goal. For tribal upliftment, with the main focus on women's development, the organization relentlessly works for their economic up-gradation and supplementary services for education as well as health.

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NIPCCD organizes meetings of the committee to finalize and draft rules under the National Food Security Act 2013. Besides it even conducts thematic workshops on Best Practices in Women and Child Development under the Ministry of Women and Child Development such as that organised at Panipat Beti Bachao Beti Padhao from 20-21 January 2015. To overcome micro nutrient deficiencies workshops like Mother and Child Protection Card have been initiated. To have a better society admonishing the practices like child marriage, POSCO and Swachh Bharat Abhiyan acts and laws have been implemented. To update the knowledge in the areas of early childhood care and development including health and nutrition courses like CDPOs / ACDPO were conducted. To sharpen their communicative and managerial skills, workshops on Juvenile justice and ICPS for members of Members of Juvenile Justice Boards was organized were organized to enhance the knowledge about Juvenile Justice Act 2000 and Amendment Act 2011 and Protection of Children from Sexual Offences Act 2012. This project was taken in the ‘Santhal Pargana’ Division in Bihar. In a survey conducted by NIPCCD, regarding the status of welfare of women was found that social conventions and cultural traditions, political changes, economic and industrial development determined and influenced the status of women from time to time. Various vocational skills were imparted to the victims of trafficking and anti-trafficking programs were offered to raise community awareness amongst the rescued women and girls by offering them counselling and care. Running of rural hospitals for relief and rehabilitation work is also part of their initiatives. NIPCCD provides training in different areas:

- Job training to increase the knowledge of workers
- Promotional training to increase the morale of workers
- Refresher training to update with the latest techniques to the employees
- Preparing the instructor to teach the entire programme
- Preparing the trainee by stating the importance and ingredients of the job
- Presenting the operations and explaining the course for the job
- Try out the trainee’s performance and gradually building up his skill and speed.

ICDS-Integrated Child Development Services was launched to challenge malnutrition, impaired development and other related needs of children. ICDS is a scheme which aims at providing a package of services

through the Anganwadi workers (AWW) at the village centre called AWC which assesses the performance and the physical setup. The activities carried out by the AWWs are as follows:

1. Pre School Education
2. Maintaining prescribed records and registers.
3. Assisting staff in growth and monitoring
4. Sending reports to Supervisors.
5. Conducting community surveys.

To make the ICDS function effectively, AWWs should make the people of urban areas aware about the harmful effects of lack of drainage. The infrastructural facilities in ICDS centres should be increased for the treatment of the children for minor diseases. Mothers should be made aware of a balanced diet for their children by giving them adequate knowledge through regular health and nutrition education.

NIPCCD works for child protection and child development program by pursuing research and evaluation and specialized services to the under privileged children. It functions under the aegis of Ministry of Women and Child Development which functions at the National and Regional level

- For the social development of a child games and play also contribute along with the role of the teacher and involvement of the parents to give the child a positive feel.
- In the rural areas promote the people for hygienic conditions.
- Creating positive awareness to rural mothers regarding drinking water
- Constructing bathrooms for convenience
- Tetanus injections to be administered at the health centres.

NIPCD aims to convey a qualitative change and enhanced functioning in the child growth programmes. These developmental programmes involve social, intellectual, moral and emotional facet in the growth process. In addition, it tries to get some Global development in child nutrition and Public Health. It even encourages workshops for adolescent and reproductive health, to bring awareness in the rural areas about various things like HIV/AIDS. Act for child rights and child protection, female infanticide, female foeticide, gender mainstreaming, caste barriers is a prominent feature of NIPCCD

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Check Your Progress

1. When and why was NCERT established?
2. Who is responsible for policy making in NCERT?
3. State one role of NCERT.
4. What activities take place under National Institute of Education (NIE)?
5. Who heads CIET?

14.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The National Council of Educational Research and Training was established in New Delhi, on 1st September 1961 to offer academic support in improving the value and quality of school learning and teaching in India.
2. The General Body is the policy making body of the NCERT with the HRD minister of the union (center) as its President.
3. One role of NCERT is to arrange and publish study material and other aids for students and associated teacher's handbooks and aids.
4. The NIE's activities are mostly limited to (a) research (b) training and (c) publishing and distribution programmes.
5. CIET is headed by a Joint Director, appointed by the Government of India.

14.7 SUMMARY

- Educational instructions and training needs are primarily fulfilled by NCERT – National Council of Educational Research and Training. The concreted pattern of education still involves a teacher certainly, who is still at the centre of the picture.
- One has to consider the curriculum or common frame works with in which they work and within which the subject – fields are defined in progressive action for new age group of students.
- It is the business and the established obligation of NCERT to see all the aspect of the education, international or national, to study the progress made elsewhere, to take up, where possible, and to take on its own slender resources to these changes.

- One has to think of how to widen the subject content of instructions at school level and not just to make a fixation of methodology, though methods do make a difference.
- To do this NCERT must be conscious of all the distinguishing features of India's own policies and financial system.
- The National Council of Educational Research and Training was established in New Delhi, on 1st September 1961 to offer academic support in improving the value and quality of school learning and teaching in India.
- It advises the Ministry of Human Resources development (HRD) of the government of India in academic and schooling problems and solutions.
- The ministry uses the NCERT's expertise while devising and putting into practice policies and programs in all these areas like school and teacher education.
- This association is funded by the government of India and is registered as an autonomous organization under the Societies Registration Act (1860).
- Management and functioning of all the dealings and funds of the council lies in the Governing Body or Executive Committee which consists of officers of the Faculties of council and the representatives of Ministries of education and finance, and renowned educationists.
- The General Body is the policy making body of the NCERT with the HRD minister of the union (center) as its President.
- The governing body of the NCERT is the executive committee, yet again with the HRD Minister of the Union (center) as its ex-officio President. The MoS (union) is its ex-officio vice president assisting the Executive committee dealing with finance, establishment matters and programs.
- The NIE's activities are mostly limited to (a) research (b) training and (c) publishing and distribution programmes.
- These programmes envelop the whole assortment from pre-primary to higher secondary stage of education and every one of school subjects as well as the vocational stream at the higher secondary stage.
- Its other programmes contain examination improvement, restructuring and test development, nourishment and wellbeing education, education

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- of SC and ST students, girls, adult education, value and physical education.
- Taking into account the significance of improving the quality of teacher education in India, the government had started the National Council for teacher Education (NCTE) with its academic secretarial being the Department of Teacher Education, Special Education and Extension Service (DTESEES).
 - The CIET is another component of the NCERT. It was set up in 1984s by integration of the Centre for Educational Technology and Department of Teaching Aids.
 - It aims at encouraging the use of educational technology, particularly mass media, for improving and spreading education in the country, and for developing an alternate system of education.
 - The CIET develops (a) software for educational needs, (b) trains personnel working in educational technology, (c) distribute information regarding educational media and technology.
 - The CIET is headed by a Joint Director, appointed by the Government of India.
 - CIET has setup up six States Institutes of Educational Technology (SIETs), one each in Andhra Pradesh, Odisha, Gujarat, Bihar, Uttar Pradesh, and Maharashtra.
 - The CIET is capable of taking up programmes covering most of the fields of educational technology, via distance education, radio, educational television, low cost material, and films.
 - The States engagement plays a crucial role in the area of school teaching and learning in India. The NCERT works in close proximity with the state education departments. It has a system of 17 field Advisers (FAS) offices covering the state and union territories.
 - The publishing programme of the NCERT is a part of its whole effort to advance the quality of school education. The NCERT books are published in English, Hindi, and Urdu languages.
 - Every year the NCERT awards 750 National Talent Search Exam (NTSE) scholarships-including 70 for students belonging to SC/ST communities.
 - Indian Council for Child Welfare, New Delhi was formed in 1952 to guard the basic human rights of the child and to enhance its quality of

life. The Tamil Nadu branch was started in 1953, with Freedom Fighter Smt. Majubashini.

- The Central Social Welfare Board is one of the key organisations in the field of social welfare in India. Created in 1953 it contains of a full-time chairperson and members state and union territories. Its general body consists of 51 members headed by the chairperson.
- The board synchronizes between the programmes of the CSWB and various other departments and also, amid voluntary organisations and the governments.
- National Institute of Public cooperation and Child Development, commonly known as NIPCCD, is a premier organization for preparation functionaries of the Integrated Child Development Services (ICDS) program.

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14.8 KEY WORDS

- **Female Infanticide:** It is the deliberate killing of newborn female children.
- **Female Foeticide:** It is the abortion of a female foetus outside of legal methods.
- **Disability:** It refers to a physical or mental condition that limits a person's movements, senses, or activities.

14.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

Short-Answer Questions

1. State the functions of National Institute of Education.
2. Discuss in brief the role and functions of Regional Institutes of Education (RIES).
3. Write a brief note on publishing programme of the NCERT.
4. State the functions of Central Social Welfare Board.

Long-Answer Questions

1. Analyse the role of NCERT in Indian education.

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2. What is Central Institute of Educational Technology (CIET)? What is its structural set-up?
3. Examine the role of Indian Council for Child Welfare in detail.
4. Write a descriptive answer on the role of National Institute of Public cooperation and Child Development.

14.10 FURTHER READINGS

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