

**Protection of Child Rights:
A Study of ICPS in Sangareddy District of Telangana State**

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**Centre for the Study of Social Exclusion and Inclusive Policy
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Declaration

I, **THOMAS K. J.** hereby declare that this thesis entitled “**Protection of Child Rights: A Study of ICPS in Sangareddy District of Telangana State**”, submitted by me under the guidance and supervision of **Dr. V. Srinivasa Rao** is a bonafide research work. I also declare that it has not been submitted previously in part or in full to this University or any other University or Institution for the award of any degree or diploma. I hereby agree that my thesis can be deposited in Shodhganga/ INFLIBNET.

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A. Published in the following Journal:

1. Thomas K. J. and V. Srinivasa Rao. 2021. “Challenges of Secondary Education: A Study on Educational Status of Scheduled Tribes.” In *Challenges of Tribal Development: Contemporary Social Concerns*, edited by V. Srinivasa Rao, 53–65. Jaipur: Rawat Publications.

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List of Abbreviations

AIDS	Acquired Immuno Deficiency Syndrome
BDL	Bharat Dynamics Limited
BHEL	Bharat Heavy Electricals Limited
CPCRC	Commission for the Protection of Convention on the Rights of the Child
CRC	Convention of Rights of Child
CWC	Child Welfare Committee
DCPC	District Child Protection Committee
DCPU	District Child Protection Unit
ECPAT	End Child Prostitution and Trafficking
EQUATIONS	Equitable Tourism
FGM	Female Genital Mutilation
GDP	Gross Domestic Product
GAWA	Guardians and Wards Act
HAMA	Hindu Adoption and Maintenance Act
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
HM	Head Master/Mistress
ICDS	Integrated Child Development Services
ICPS	Integrated Child Protection Scheme
ICRISAT	International Crops Research Institute for the Semi-Arid Tropics
ILO	International Labour Organisation
IQ	Intelligence Quotient
IUGR	Intra-Uterine Growth Retardation
JJ ACT	Juvenile Justice Act
JJB	Juvenile Justice Boards
KSY	Kishori Shakti Yojana
LBW	Low Birth Weight

MICS	Multiple Indicator Cluster Survey
MIS	Management Information System
MLA	Member of Legislative Assembly
MVF	Mamidipudi Venkatarangaiya Foundation
MWCD	Ministry of Women and Child Development
NCG	National Coordination Group
NFHS	National Family Health Survey
NGO	Non-Governmental Organisation
NICP	National Initiative for Child Protection
NIPCCD	National Institute of Public Cooperation and Child Development
NITI	National Institute for Transforming India
NPA	National Plan of Action
NPAC	National Plan of Action for Children
NPAG	National Programme for Adolescent Girls
ODCCP	Office of Drug Control and Crime Prevention
OVC	Orphan and Vulnerable Children
PRI	Panchayat Raj Institution
RCH	Reproduction and Child Health
RCI	Rehabilitation Council of India
SAA	Specialised Adoption Agencies
SARA	State Adoption Resource Agency
SCPC	State Child Protection Committee
SES	Socio Economic Status
SFPA	Sponsorship and Foster Placement Agencies
SJPU	Special Juvenile Police Unit
TB	Tuberculosis
TRR	Tamanagari Ramakrishna Reddy
TRS	Telangana Rashtra Samithi
UK	United Kingdom

UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNICEF	United Nations Children’ Fund (Formerly–United Nations International Children’s Emergency Fund)
UNODC	United Nations Office of Drugs and Crime
UPA	United Progressive Alliance
UT	Union Territory
WHO	World Health Organisation

Chapter- 1

Introduction

This study on *Protection of Child Rights: A Study of ICPS in Sangareddy District of Telangana State* is an attempt to understand various intricacies of ICPS in India with a focus on protection of child rights and policies that are entwined with the implementation of child rights at national level. Various rights of the children have to be protected to ensure the healthy development of their personalities. Lack of awareness about the rights of the children leads to maltreatment and abuse of children by various agents who are responsible for safeguarding and protecting them. Though there are a number of schemes and programmes to ensure the development of children at various levels, child protection does not receive sufficient attention from the government. ICPS reinforces the urgency to deal with various issues of child protection in India. The ICPS was started to protect the child rights and the interest of the children. The main objective of the scheme is to protect the children from various external threats that are present in the society.

1. Meaning of ICPS

The Integrated Child Protection Scheme (ICPS) is sponsored by the government of India. It is monitored by the Ministry of Women and Child Development (MWCD). Every child needs to be protected from any sort of harm to their personality. Child protection is a term used to explain philosophies, policies, standards, guidelines and procedures to protect children from intentional and unintentional harm (Pillai 2008).

The right to protection is one among many other rights of the child. Though there are number of provisions in the constitution of India to protect the rights of the child, there is acute failure at implementation level. ICPS provides its integrated services by coordinating and actively interfacing with various sectors including health, education, judiciary, police, and labour aimed at ensuring the rights of the children living in difficult circumstances. The term child protection refers to preventing and responding to violence, exploitation and abuse against children. Child abuse constitutes all forms of physical, emotional and sexual abuse and includes ill-treatment, neglect or negligent treatment or exploitation that may

affect a child's health, survival and development (*ibid.*). United Nations Children's Fund (UNICEF) uses the term child protection to refer to prevent and respond to violence, exploitation and abuse against children, including commercial sexual exploitation, trafficking, child labour, and some harmful practices such as child marriage (UNICEF 2006). Hence, the major objectives of ICPS include the improvements in the well-being of children living in difficult circumstances as well as the reduction of vulnerabilities to situations where children live. It also aims at the protection of children from any actions that lead to abuse, neglect, exploitation, abandonment and separation (GoI 2009).

Some of the specific objectives of ICPS aim at regularisation of child protection services through established institutions and structures. Sensitisation and training of all those who work under ICPS falls under its responsibility. It also aims at helping the families and communities to acquire preventive skills to protect the children from various abuses. ICPS plays a great role in coordinating and networking with various governmental as well as non-governmental agencies who are involved in the care and protection of children. The trained members of the local bodies, police, judiciary and other concerned departments of different regions, districts and states shoulder the responsibilities for the effective implementation of ICPS. It focuses its activities on children in need of care and protection. Another important area of activity of ICPS is concerning the welfare of children in conflict situations and in contact with the law (*ibid.*). Thus, the ultimate aim of ICPS is to protect the children from physical, emotional and sexual abuse and neglect and help the families and the child care institutions to facilitate a healthy situation for every child to grow up with all their rights being perfectly protected.

1.1. Orphans and Vulnerable Children

ICPS is intended to help the orphans and vulnerable children. Many children who are orphans face problems of protection, support and upbringing. Some of them are homeless and are malnourished and are vulnerable to dreaded diseases like Human Immunodeficiency Virus (HIV) or Acquired Immune Deficiency Syndrome (AIDS). Children whose parents die too early are left with no means for protection. Natural disasters such as earthquakes, floods and pandemics are also responsible for making children

orphans. The problems faced by girl children are compounded due to gender bias and inequality. Sometimes it is the outcome of cultural factors or having preference for the male child. Girl children are highly vulnerable to being forced into sexual relations and being driven into commercial sex markets (*ibid.*).

1.2. Child Rights

Children have many rights. These rights include the right for survival, right for good health, right to have sufficient nutrition, right to education, right to development and right to participation and right to protection from any harmful situations in life. The United Nations Convention on the Rights of the Child (UNCRC) put forward the basic human rights that should be conferred to children. These four categories include civil, political, social, economic, and cultural rights of every child.

For a child, right to survival will begin before the birth. According to the protection laws of Government of India, the protection of the child starts from the twelfth weeks of conception. Right to survival of a child includes basic things such as food, shelter, clothing and dignity. It is the basic right of the children to have all round development which includes emotional, mental and physical development. Emotional development is achieved through proper guidance, care and love and affection. Mental development is achieved through quality education and learning. Physical development of a child is achieved through recreation, play and providing good quantity of nutritious food. Right to protection means that child has all the right to be protected himself or herself from all kinds of abuses and exploitative practices that prevail in the society. Right to participation includes all types of decisions that affect a child. The child has the right to involve in all the decision making practices directly and indirectly. It changes according to the age and maturity of the children (GoI 2007a). The UN Convention on Child Rights puts forward the areas of child rights and the importance of protecting the rights of the children all over the world (UNCRC 1990). It is in line with the principles laid down in the Charter of the United Nations which reaffirmed fundamental human rights and dignity and worth of every child (UN 1945). In the Universal Declaration of Human Rights and in the International Covenants on Human Rights, it is proclaimed and agreed that every child is entitled to the

protection of all the rights and freedoms (UN 2015).

1.3. The Need for Protection of Child Rights

Protection of child rights is essential for the healthy development of a child. Various experiences during the early period of childhood affect the life of a person during his or her adulthood. The legitimate needs of every child should be fulfilled for the smooth development and growth at physical, cognitive and psycho-social levels. These needs include protection from all kinds of harmful situations, good health and nutrition, affection, interaction, and learning. All the needs which are mentioned earlier are the basic need to be fulfilled for achieving the prescribed objective. All the needs should be framed as legitimate rights of the children for their protection. All the rights are fundamental right which are framed for the protection of the children below 18 years. Those rights cannot be compromised with the obligations of the society or state. All the child rights are applicable for every child irrespective of race, sex and creed. In spite of all the above measures, most of the children are still in miserable conditions and are facing various problems such as food, shelter, education and health.

Millions of children in the world die of hunger and malnutrition every year. Majority of the children get affected severely because of various diseases such as diarrhea, malaria, pneumonia, and measles. More than 600 million children are living without shelter, 400 million without proper drinking water, 270 million do not have access to quality health care, 140 million do not have access to basic education and 150 million are malnourished at worldwide. At all India level, 72 million children do not have access to basic education. Number of out-of-school children according to the reports of states or union territories were 9.5 million in 2005 in India. There are 58 deaths per 1,000 live births in the country (M.V. Foundation 2008).

ICPS is intended to create awareness of child rights among families and communities. Lack of awareness about the rights of children lead to the violation of their rights by parents and communities and institutions. It is the duty of the adults to protect the rights of the children. But children are subjected to unjust practices like child marriage, child labour, child trafficking, and child abuse by the adults. Since the patriarchal Indian society

gives preference to the boy child, discrimination is shown against the existence of girl child through female foeticide and infanticide, child prostitution, illegal trafficking and sex market. Girls in every society are facing different kinds of exploitations within the family and the society. They are not getting basic things such as food, shelter, health and education. The extent and magnitude of these kind of discriminations and exclusion by society suggests an urgent and dire need to address these violations of child rights. Implementation of the provisions of ICPS may lead to the possibilities of elimination of child right violations on one hand and protection of child rights on the other hand. With the help of the schemes like ICPS we can frame affective child protection mechanisms and resolve issues such as lack of health care, education and inequalities that prevail in the society. Everyone in the community as parents, neighbours, teachers, politicians should respect and protect the rights of the children (*ibid.*).

1.4. Child Protection and Globalisation

Childhood is accepted as a protected and privileged period of life. However, the far-reaching consequences of globalisation have affected child-rearing practices and the very notion of family itself. There is this concept of rise of childhood as a social construct in the history of western countries. Krishna Kumar explains that it all began with the introduction of welfare state in the back ground of industrial revolution that took place during the 18th and 19th centuries. The need to nurture public institutions to protect the interest of the child and the gradual recognition of a child's claim to adult sensitivity put the foundation for the rise of childhood as a social construct. It also propagates sexual innocence as the hallmark of childhood (Kumar 2006).

Safety and welfare of children is a matter of concern to all societies world-wide. The duty of various child protection agencies is to work according to their guidelines and procedures in the area of child protection (Pillai 2008). The word child protection is defined as the protection of children from violence, exploitation, abuse, trafficking and various kinds of child exploitation practices which include socio-economic and cultural aspects. The main aim of the child protection policies is the development of the children at all the levels such as emotional, mental and physical. It is the responsibility of the government to

ensure the safety of children who are vested in the hands of families and communities. Child protection services are offered to the children and their families to prevent the development of problems. In-home family support and counselling are offered to reduce personal and social stresses that are often responsible for child abuse leading to family breakdown. The children who are already affected by child-abuse are taken away from their homes to provide the necessary treatment and counselling (*ibid.*).

Many children are exposed to physical and psychological abuses through the violent behaviour, sexual abuse, verbal abuse and negligence of the adults who are supposed to provide them with protection at all levels. Very often children are in a defenseless situation. They are sometimes exposed to situations where they are unable to take care of themselves. At times they are susceptible to abuse, trafficking, prostitution, dreaded diseases and child labour. Some children become orphans as a result of war or diseases. They are often compelled to engage in child labour. Some parents or relatives who are responsible to take care of the children drive them to prostitution or child labour to make money for them. Violent behaviour of an adult, beating, shaking, pushing, pinching, biting, striking etc. cause physical abuse of a child. World Health Organisation (WHO) considers all the forms of exploitative practices such as physical or emotional ill treatment, as forms of child abuse resulting in potential harm that affects negatively the growth process of the children (WHO 2007).

A child faces sexual abuse when it is meted out by acts like touching or kissing the genitals, vaginal or anal intercourse including oral sex, engaging in sexual acts in the presence of a child, or force a child to resort to prostitution. Verbal abuse, lack of affection and disregard for the child or forcing a child to carry out criminal activities etc., are considered to be emotional abuse of a child. Children face various forms of neglect from the adults. Sometimes their basic needs for adequate food, clothing, education, medical care and affection are neglected which may lead to greater child neglect in certain cases. Child abuse creates impacts at physiological, emotional and behavioural levels of a child. The effects of child abuse continue to affect the individual even in his or her adult life (Kumar 2006).

1.5 Child Trafficking and Labour

Poverty, unemployment and forced migration are some of the major causative factors of trafficking of children. In some instances, unlawful religious practices that are prevalent in some parts of the country are responsible for the trafficking of girls for prostitution and sexual exploitation. UN Office for Drug Control and Crime Prevention (ODCCP) defined child trafficking as an illegal recruitment and transportation of a person for the purpose of exploitation which includes sexual purpose, harassment or exploiting them by intimidation or using them for various kinds of violent purposes (UNODC 2011). The political and economic problems that exist in the neighbouring countries like Nepal, Bangladesh and Myanmar also lead to trafficking of girls across the borders (Kumar 2006).

The term child labour denotes the work that deprives children of their childhood, their potential and their dignity and that is harmful to their physical and mental development. These kinds of works are mentally, physically and socially dangerous and harmful to children. They also deny them of the opportunities to pursue school education and compel them to be engaged in an occupation that is excessively strenuous. More than 60 per cent of children engaged in child labour around the world are child agricultural workers. Many girl children take up domestic or household work to support their families. They are often subjected to various forms of abuse, such as physical, psychological and sexual. In certain situations, a child becomes a bonded labourer when the family of the child hands him or her over in consideration for some money they have borrowed. When it is not possible to repay the employer, the generations that follow are also forcefully engaged in bonded labour (*ibid.*).

2. Human Rights and Protection of Child Rights

It is a well-known fact that family is the primary factor which influences the growth of the child in the fundamental unit of the society and environment. It is the family which protects their children, from various kinds of evils that are prevailing in the society, with utmost responsibility. It influences the child towards individual life in the society with certain group of ideals proclaimed in the Charter of the United Nations (UN 1945), the ideals which include dignity, harmony, peace, freedom, individual space, equality and solidarity

as stated in the Geneva Declaration of the Rights of the Child of 1924 (UN 1924) as it was declared in the United Nations on 20 November 1959 and also recognised in the Universal Declaration of Human Rights (UN 2015), in the International Agreement on Civil and Political Rights (UN 1966a), in the International Agreement on Economic, Social and Cultural Rights (UN 1966b) and in the statutes and relevant instruments of specialised agencies and international organisations concerned with the welfare of children.

The most important aspect of the UNCRC is that it advocates the welfare of children by protecting the rights of every child in every country through a right based approach. The UNCRC goes on to define a child as every human being below the age of 18 years. Children of minorities and deprived classes should be provided with proper education as per the educational rights. Legislative measures should make sure that children are not subjected to child labour, detention, drug abuse, abduction, and sexual exploitation. Every child has a right to access legal assistance as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent authority. Children are entitled to have proper knowledge of every right that are ensured to them by the state (UNCRC 1990). The importance of the traditions and cultural values of each people in the protection and harmonious development of the child, is accepted in the developing countries (*ibid.*).

The Declaration of the Rights of the Child states that the child by reason of his physical and mental immaturity needs special protection including legal protection. The Declaration on Social and Legal Principles relates to the protection and welfare of child through the foster care and adoption. Child should be protected from any form of abuse and special care needs to be taken to overcome the trauma they face. Child should develop well with family environment along with the traditions and cultural values (*ibid.*).

The most important aspects of child rights are narrated in various articles of UNCRC. Governments are expected to take the liability of maintaining the child rights. Government officials should safeguard the rights of each child at least in their jurisdiction without discrimination, irrespective of their parent's sex, race, colour, language, religion, etc. children should also be protected from any kind of punishment due to their activities, opinions or beliefs.

First and foremost, the children's best interest should be considered. Protection and care must be ensured to the children for their well-being through proper legislative and administrative measures. The institutions assigned with the care of the children should ensure their safety and health as they have the right to life, survival and development which need to be protected by concerned authorities. The individuality of a child such as nationality, name and family relations should be respected. No child should be separated from their parents unless there is a case of abuse or neglect. But the child has the right to maintain the relationship with the parents. The right to freedom of expression of every child must be protected (*ibid.*).

Every child has its own privacy and it should not be interfered through the right to protection of law. State should be responsible for the development of children by providing appropriate guidelines with the proper information for his/her well-being. Main principles as legislative, social and educational measures in all forms such as mental and physical violence, maltreatment and neglect treatment must be considered. All these protective measures should be included in procedures to support child protection by parents or legal guardians or any other person who has the child care and also other forms of prevention, investigation, treatment and follow up of child maltreatment. If there are children who are unable to stay with their parents or guardians or who are deprived of their family environment, they should be shifted to special protection and assistance provided by the state. State should provide alternative care to the child and even in the case of adoption, the child should be ensured of receiving the complete protection (*ibid.*).

Children have the right to education. Primary education needs to be made free and compulsory for all and secondary education be followed by higher education, which should be manageable to all children who opt for higher studies. More attention should be given to the children by taking regular attendance in schools which helps in reducing the drop-out rates (*ibid.*). The aim of education should mainly be focused on children's personality development through their talents by considering their potential along with their mental and physical abilities. The protection measures should be implemented as they develop the respect for fundamental rights of every human being. Education for children should be with the objective of developing the respect for parents and every other person, with his/her own

cultural identity, language, values along with the spirit of tolerance, peace, equality for all sexes, understanding values of friendship among all people and also should develop respect for nature and environment.

Minority children's development should be made possible while respecting and living his/her own religion, culture and language along with other religions and cultures. Children have the right to play, rest, and leisure in both cultural and recreational activities according to their age. Children should be taken care and protected from any kind of exploitation and they should not be sent for any kind of work interfering with their education, which is affecting their health condition in aspects such as physical, mental, moral, and social. They should be protected from all kinds of drug abuses as these affect their psychological conditions. Government should take care of all these aspects to protect the child from different forms of child abuse or exploitation and also from being forced into different kinds of prostitution or any other unlawful sexual practices (*ibid.*).

2.1. Integrated Child Protection Scheme (ICPS)

MWCD launched ICPS in March 2009, with a main aim to protect children from any difficult situation and who are in need of special care and protection, in a safe and secure environment. The main objective of this scheme is to improve the children's well-being in different conditions and to reduce their vulnerability to surroundings, leading to neglect, separation, exploitation, abuse, etc. ICPS integrates the three previous schemes provisions into one, while adding new provisions to protect child rights. The three previous schemes include Integrated Programme for Street Children (IPSC), Programme for Juvenile Justice and Shishu Greha Scheme (SGS). ICPS was framed with new provisions with a collective responsibility of government, society, parents, and community. Services included in the scheme are emergency child-line, shelter homes in urban and semi-urban areas, special homes with family-based care and adoption, etc. Separate care centers and help-line services are provided at central, state and district levels which ensures proper implementation and monitoring of the scheme.

ICPS is a wide ranging and well thought out scheme, but the gaps and limitations during implementation should be identified and addressed. Government should promote

the scheme with more active assessments taking into consideration of ground realities. It should strengthen the existing services by eliminating improper measures and by taking up new measures whenever it is necessary. The five-year plans should focus to review the existing protection services by eliminating unnecessary intersections and should increase the quality of government interventions (GoI 2010). It is a well-known concept that a child develops its best interests only in a family environment. More focus should be made on the children from institutional care to non-institutional care without any family support. Ministry needs to develop and promote best practices in adoption, foster care and sponsorship. Child care institutions have to be more concerned with promoting family-based care as the best option to reintegrate them in a society. Ministry should also work towards promoting awareness to the present generation on child care and to increase the willingness of adopting children.

3. Importance of ICPS in Protection of Child Rights

UNCRC gave clear instructions for the protection of rights of children, but the government authorities are not carrying them out seriously. So, government should make an effort to understand the scenario very clearly and instruct all the parties to carry out them in a strict manner. Children develop faster and more in a good environment along with their own family and care should be taken by both parents. Even though government is taking care of the child who faces neglect or exploitation within the family by providing special homes, the child's privacy should be protected. Every child should be treated in an equal manner irrespective of their cultural, socio-economic and religious background. ICPS is playing an important role in child protection by emphasising the family capabilities to protect the child from any kind of abuse. Care centers should focus more to shift the intervention from over dependence of child on institutionalisation to family-based care. Institutionalisation should be considered as a last option. Planning and implementation of child protection services should be taken care at all levels by ensuring the protection of child with his/her best interests. The care center service providers should be trained well in both skilled and professional manner including psychologists, care givers, social workers, etc. Care centers should be well-organised and should work more transparent and efficient way in aspects such as management level, decision making, and must be accountable to every individual.

ICPS plays the most significant role in ensuring effective child protection in India (*ibid.*).

4. Indicators of Integrated Child Protection in India

The child care centers which are already existing should be upgraded according to the Juvenile Justice rules so that they can have the minimum principles to take care of children. ICPS should support to create new facilities by keeping in view of future needs and work forward towards the best maintenance of existing care centers in every circumstance to all children including children with special needs. Government extended its help to protect the right of child by forming the helpline, ChildLine- 1098 service, to all districts and cities which work round the clock. Many voluntary organisations are also involving to strengthen the child line services with greater investment of possessions and capacity building.

The only limitation in implementing the ICPS is due to non-availability of data pertaining to street children and children those who are working in unorganised sectors. Data should be made relevant about this type of children and also on missing children. This data helps to develop the credibility in creating a proper database planning. There are certain types of regional mechanisms to keep a track of missing children but without a proper relevant data those cases are inaccessible. In rural areas, the scenario is quite different compared to cities, as these things are done with the collaboration of Panchayat Raj Institutions (PRI). In metro cities, number of Non-Governmental Organisations (NGOs) are working towards the development of child by receiving the information of missing children through a proper or improper channel. NGO's are working with their best interest and became an alternative in helping the missing children and also in protecting the child rights. So, in order to achieve ICPS targets, more focus should be made on better excellence in child protection services. This should be improved at central as well as in all states and district levels.

ICPS also focuses on family capabilities for child protection by creating awareness among families through capacity building and family counselling. This creates community-based networks at local levels. District Child Protection Societies (DCPS) play a crucial role in creating such networks. Apart from creating such strong mechanisms, it is important to strengthen the preventive measures for the protection of child. All these mechanisms

would work only with the involvement of families, media and service providers. ICPS also provides care centers to children with special needs and those who are affected with HIV/AIDS and Tuberculosis (TB). Government authorities should focus on the necessary steps towards the formation of inter-sectoral actions for child protection.

The Ministry should focus more on providing economic source maintenance both to the states and union territories for setting up legislative frames under the Juvenile Justice (Care and Protection of Children) Act, 2000 i.e., Juvenile Justice Boards (JJBs), Child Welfare Committees (CWCs), and Special Juvenile Police Units (SJPU) in each district and strengthen their services. Training in each aspect of ICPS measures for all officials working under the service center should be made mandatory. Training helps in understanding all the aspects of ICPS provisions and also to maintain accountability in engaging with the children. Also, the other persons who are involved in contact with children such as police, judiciary, NGO's, teachers, families, and communities are strengthened in a proper manner. Training should also be given to the school going children by conducting various awareness programmes in order to protect them from different forms of abuse. Transparency and accountability is possible only through the introduction of evidence-based monitoring and evaluation. Government officials should conduct regular audits to evaluate the transparency and review the policies with sufficient response to the issues of child protection. Child protection cells should be formed in each and every district in order to monitor and evaluate the condition of children to avoid child abuse and exploitation.

As new challenges and threats are being noticed every day, to create new frameworks, more research-based studies on new areas should be identified. Government should create a friendly atmosphere for documenting all the children related problems. This creates an opportunity to involve in a greater number of child abuse cases and in promoting the child impact monitoring in all levels of plan of action. This also helps in developing the communication strategy for promoting child rights and their protection. Hence, the utmost priority of government should be placed on awareness programmes on child rights protection.

5. Policy Measures of Protection

A child should be protected in a way that the child must have access to its rights of growth, development and survival. Child right protection scheme needs to prevent repeating of the response of child to the incidence of their abuse, violence and neglect they have faced at different levels including trafficking, child labour, sexual exploitation, and child marriage. So, when child protection fails, the children have a higher risk of death, poor physical and mental health, poor education, and parenting skills. ICPS is the programmatic reaction in addressing all these issues and protection of children from all kinds of abuses. Physical punishment and domestic violence in the name of discipline have an impact on child's psychological condition. So, parents should be aware of these problems and avoid exposing them to this kind of conditions (Save the Children 2014).

India agreed to the UNCRC in 1992 and submitted the first report on implementation of CRC in 1997. UNCRC reviewed the report in January 2000. In 2001, the second report was submitted and UNCRC reviewed it in February 2004. In July 2008, the committee recommended India to submit the next report as one, combining of both third and fourth reports. Major concerns and indicators for the child protection are submitted in second report along with the achievements given in the first report. The third and fourth combined report gave a major explanation on the commitment transformed into action and also addressed the new major concerns and challenges to be overcome in protecting the child rights. These efforts generated policy initiatives more with an inclusion and development strategy for a child.

Many developmental initiatives are framed for the welfare of women along with children. Department of Women and Child Development became an independent ministry which helps to bring the child protection issues in a better manner. National Rural Health Mission (NRHM) has been formed to implement in reducing the infant mortality rate. Integrated Child Development Services (ICDS), National Skill Development Mission (NSDM) and also the initiative of early education and nutrition programme, such as the mid-day meal, helped children to develop in various aspects.

To ensure a protective atmosphere for children, National Commission for

Protection of Child Rights (NCPCR) has been set up, guided by a suitable judicial structure. The setting up of State-level Commissions and Children's Courts are also in progress. National Commission is working for the last few years on different issues faced by the children. ICPS is launched with certain principles to protect the child rights and their best interests by creating a positive environment to develop themselves.

In India, economic growth is high and consistent in the past few years which helped to increase the funds allocation in social sector. Government ensures to increase the investment in children's schemes even when there is a global economic downturn. This shows a major encouraging outcome results in the implementation level. National level awareness programmes are also conducted to create awareness among different societies and communities to protect child rights. The government authorities need to do a lot for the implementation of apprenticeships of the agreement while ensuring the wellbeing and protection of children in this country through ICPS (*ibid.*).

6. Review of Literature

Jack (1997) made a research on UK based child protection schemes history and dominance of families on children. In his observation, major focus is made on the negative effects impacted on children through families and professionals. The privacy of children in any manner is the basic issue which got his attention more. Social work should not be restricted and dominated. Support for a new discourse should be provided by the government ensuring the development or upbringing of child, without facing any kind of abuse.

Ramesh (2001) made a study on UNCRC and the integral weakness in implementation of the convention. Once the convention is ratified by any country, the country is bound to implement its provisions by adopting relevant legislative and administrative measures and send report to the committee on child rights protection. However, it is found that many countries have not submitted even the first report of implementation. In many countries, the committee members are selected by the ruling government. They select only those who support the policies of the government to the committee. Thus, the report of the committee does not bring out the true picture of implementation. The absence of provisions for individual petition and reservation of

certain articles by some countries make it reformatory one and not a deterrent which invites penal actions on such countries.

Government of India (2007b) made a revealing study on child abuse in India under the MWCD supported by UNICEF. It is monitored by Kacker, Srinivas and Pravesh. The study aims at framing effective policies to prevent the problem of child abuse in India.

This study comprises of 13 states in the country with a sample size of 12,447 children. Children from family environment, children studying in school, children working in various places, children in the street and children in various institutions are included in the evidence group. The findings of the study reveal that there are serious problem with regard to the protection of children in India from various forms of abuses. Two out of three children are physically abused. Most of the children do not report the child abuse incidence to anyone. The higher proportion of physical abuse is reported among children of five to twelve years. The study also reveals that more cases are witnessed in the family environment, and 88.6 per cent of the children reported on their parents about physical abuse. The findings are revealing that 50 per cent child abuses are happening between the well-known persons of the child such as neighbours and relatives. More than 65 per cent of the school going children have reported that they have experienced corporal punishment in their respective schools. And more than 67 per cent of street-children reported about physical abuse. The report puts forward various schemes for child protection and useful legislation to prevent child abuse.

Child Line India Foundation (2008) describes about the most important and essential aspects of child protection in India, while preparing a hand book for the beginners of child protection. If we fail to ensure the children's right to protection, it affects all other rights of the children, including the right to free education. It is preventing the growing patterns of the children in their respective ages. It is found that in many traditional societies, the attitudes and traditions directly facilitate the abuse of children. These kinds of wrong attitudes lead to child marriages, genital mutilation, child labour, discipline by beating and forced migrations. India still lacks a comprehensive legislation to address child abuse in a very effective way. The health workers, teachers, police officers, and social workers in India

are not equipped with proper skills and knowledge in the field of child protection and child abuse.

EQUATIONS and ECPAT (2008) made a study on tourism development in India which is being undertaken without responsibility, accountability and protective measures by the concerned authorities. The major findings of the study focus on the sexual exploitation of the children. Study found out various forms of sexual exploitation such as child abuse, child trafficking, child prostitution and pornography.

There are various kinds of threats that prevail in the society in the form of drugs and other social evils. It is the opinion of the public that most of the sexual exploitation of the child is happening because of the tourism. The main objective of the research is to investigate and raise the awareness levels among the common people in the country. The study is conducted in three places which include Tirupati (Andhra Pradesh), Puri (Orissa) and Guruvayoor (Kerala).

The findings of the study reveal that the programme is not implemented effectively because of the poor mechanisms and structures formulated for the purpose of child protection. There is no work in the area of mapping the vulnerable children and identification of the needy people at state, district and village levels. It is also observed that there is lack of support from the concerned departments and funding agencies for the implementation of the scheme at ground level. The study also reveals that, lack of coordination and strong framework is the main drawback in the implementation of scheme.

The findings of the study have also brought to light the gaps existing in the implementation of child protection scheme in India. Some of the issues point to the poor infrastructural facilities to address the problems related to child protection. Insufficient number of CWCs and JJBs result in delayed enquiries and disposal of cases. Shortage in training of workers working under the juvenile justice system affects the protection of children. All the related projects of street children are not dealing with child abuse or child protection related cases. And it is also noted that none of the existing schemes are addressing the problem of child beggars. Due to poor rehabilitation centers and adopting mechanisms, care centers are not dealing with all the child protection issues. And all the above-mentioned facilities are not

available in many of the states. The child related issues which prevail in the society such as child marriages, discriminatory practices, different forms of child abuses and exploitation are not addressed effectively by the concerned authorities.

M.V. Foundation (2008) a voluntary organisation did a study on protection of child rights. A number of Child Rights Protection Committees (CRPCs) are formed in the village of Ranga Reddy, Adilabad, Hyderabad, Nalgonda, and Kurnool to support the rights of children. These Committees act as the regulators of child rights and report the incidences of bonded labour, girl child abuse and child marriages and children dropping out of school that takes place in the villages. As a result, the parents and village authorities become aware of the problems and they internalise the idea that children have to go to schools. It has worked for the abolition of child labour in Andhra Pradesh. They found that CRPCs are very effective in mainstreaming child labourers into formal schools with the help of the community. The Study found that sending their children to school or work is not purely an economic decision but it is a habit of the parents or caretakers and that they are influenced with a number of factors such as tradition, culture, ignorance and lack of education.

Sinha (2008) made a number of valuable observations with regard to the need for national commitment to protection of the rights of children in India. She firmly advocates that the NCPCR should ensure the protection of children's right in India which is not a charitable act but an obligation of the state. The Constitution of India in its Article 39-F reiterates that childhood and youth should be protected against moral and material abandonment and children should be provided with opportunities to develop in a healthy manner. However, it is noticed that in several parts of the country children are still struggling hard for their access to basic entitlements which leads to deprivation and exploitation. Many children are deprived of their right to education due to child labour. Affirmative actions and a comprehensive child policy are needed to help our children realise their rights in areas of health, education and protection from violence. Protection of the rights of the children is essential for social transformation and deepening of democracy.

Kochher (2012) suggested that child rights protection can be attained through strengthening of families. The UNCRC is ratified by India in 1992. It places greater

importance to the family for child survival and development. Family provides positive environment for the growth and development of children. Family should be provided with necessary protection so that it can create an atmosphere of happiness, love and understanding for the child where it can develop its personality. As per Article 18 of the convention the state should provide the necessary assistance to parents and legal guardians so that the rights of the child for healthy life is being protected as mentioned in Article 27, which include physical, mental, spiritual, moral, and social development. The domestic legislation to protect the rights of the child is enacted in India, as it brought into effect the Juvenile Justice (Care and Protection of Children) Act, on 1 April 2000. In section 33-chapter four of the act specifically mentions that family is the best choice to provide care and protection for children. However, children from broken families need to be institutionalised for some period and rehabilitated to their families wherever possible. Foster care and sponsorship provided through ICPS by the MWCD also ensures family conditions for bringing up of children without family. Family strengthening, foster care and sponsorship are not adequately explored in India.

Save the Children (2013) has made a study on child protection strategy. It is aimed at preventive and remedial child protection methods. This includes capacity building, advocacy, inter-agency collaboration and resource mobilisation. One of the major findings of the report is that children all over the world continue to experience abuse, neglect, violence, and exploitation at various levels. If children are not protected their adult lives are negatively affected. This in turn affects the development of the country.

Seth (2013) made the significant observation that it is the responsibility of the state to ensure protective environment for every child. However, the poor socio-economic conditions of a large population in India lead to the abuse and exploitation of children. Failure to ensure the right to protection adversely affects all other rights. Children need to be protected from child labour, child marriage, violence in school, and various other forms of exploitation. Among the 440 million children in India, about 40 per cent of them are vulnerable and are experiencing difficult circumstances.

Chanda (2014) made a study about the factors that affect the protection and well-

being of a child, in spite of many laws, policies and programmes to ensure the well-being of it. The study is conducted in Dungarpur district of Rajasthan, India. The study focuses on the assumptions of child policies, their interpretations and the budgetary allocation for it. The findings of the study show that there is paradox of alarming child deprivations despite many laws, policies and programmes to safeguard the welfare of children. One of the reasons for the paradox is that the assumptions behind social protection policies for the welfare of children are not correctly conceptualised. A large number of children are not able to avail and access their rights in India. Among the 440 million children in India, two third of them suffer from various deprivations. Crime against children in India has increased more than 253 per cent from the year 2001 to 2012. The incidence of trafficking of girl children has increased by 30 per cent and the child labour per cent has also increased by 11 per cent during this period.

The study found that there is very limited impact of child protection policies and programmes in India. The investigation has concentrated on the conceptualisations, assumptions and perceptions underlying social protection policies. In this regard a very effective content analysis of ICDS, Integrated Child Protection Programmes (ICPP), Sarva Siksha Abhiyan (SSA), Mid-Day Meal programme, Cash Transfer Programme, Mahatma Gandhi National Rural Employment Scheme (MGNREGA) and Widow Pension schemes are carried out. The study reveals that government is not very serious about accepting children as independent citizens with specific rights. It is pointed out that very less budget is allocated for implementing child welfare programmes in India.

Save the Children (2014) made a study on the status of girls of India. Its report points out that there should be policy commitment from the part of the government to view girls as human beings and girls should become equal citizens of the developing India. The findings of the report show that girls are more vulnerable to abuses and need to be specially protected. The girl child often experiences neglect, malnutrition, exploitation, rape, brutality, and murder in spite of the implementation of several child protection schemes and legislations in India. The study recommends that National Policy for the Girl Child be formulated in India which would contain all laws, policies, plans, and programmes for the betterment of girl child. Elimination of child marriage has to be done in a time bound

manner. Girls in child care centers should be protected as per Juvenile Justice Act. School management committees should ensure the safety of girls in schools. Tracking of vulnerable girls in every society must be seriously done by the CWCs formed under ICPS. It is reported that there is a lack of commitment from the part of the government and civil society in securing the rights of girls in India.

Save the Children and PWC (2015) made an in-depth study on the issues faced by urban children in India. The study found that there are more than 11 million street children in India. The environments on the street where they live make them vulnerable to drug abuse, trafficking and gambling. It is reported that most of these children left their homes due to domestic violence and conflicts at home. Many of them came in search of jobs to support their families due to poverty. Only four per cent of them are run-aways from home. Most of these children face physical and mental abuse in the streets and there are no proper mechanisms to protect these children. Based on the findings it is recommended that there should be a national-level census of children living and working on the streets in India. Time bound action plan should be worked out to eliminate child marriages in the urban areas and slums. Domestic violence and violence against children should be addressed on an urgent basis in the urban areas. City administrations should increase surveillance to protect children better and police should be trained to act in a child-friendly manner. As a measure of protection, tracking and rehabilitating of missing children needs to be implemented in a more effective way, as these children face multiple vulnerabilities when they are on the street.

Carroll and Jane (1978) made a study about the importance of the role played by protective service worker in relation to the cases of child protection. The protective service worker is entrusted with direct treatment, case coordination and evaluation. He has to deal with the client hostility as well as with the problems faced by the abusive family. He is responsible for individual therapy, marital counselling, group therapy, behaviour modification techniques, and day care. It is found that child abuse is a family problem in many cases. It may not be just the problem of the identified abuser or the child. It is often a problem involving the entire family and the treatment must be available to each family member, including mother, father, abused child, and other siblings. It is reported that the

abused child may develop emotional problems which may or may not be evident at the time the physical abuse was evident. Hence it is recommended that good psychiatric consultation is essential to assist social workers in providing treatment to the child and the family. The findings reveal that effective treatment with abusive parents is crucial in protective services.

Kirkham *et al.* (1986) made a study about developmentally disabled and maltreated children. The behavioural and physiological characteristics of handicapped children demand special definition of maltreatment. Any action that endangers the welfare of the child by way of abuse and neglect is considered maltreatment. The study indicates that such children face increased risk of abuse and neglect. However, they do not receive the proper attention from the child protection bureaus and authorities. Such children are often overlooked by the child protection system itself. It is found that the reporting system itself is faulty as it is based on inaccurate reports.

Pandey (2007) investigated on psychological consequences of child abuse. The study investigated some of the cognitive functioning like perceptual identification, verbal organisation and memory span, creative thinking and intellectual functioning in relation to child abuse, residential setting, gender, socio-economic status, and age. The study is intended to find out the demographic variables, socio economic status, occupation, and psychological dispositions of the parents which provide the grounds for child abuse and neglect, in rural-urban societies of eastern districts of Uttar Pradesh. It is also aimed at measuring the cognitive, motivational and behavioural functioning and personality pattern of abused and non-abused children.

A close perusal of results evinces that child abuse exercised negative impact on perceptual identification. Hence abused children are found inferior on perceptual task than non-abused children. Findings of present study indicate that abused children do poor identification than non-abused children. It is apparent from the result that abusive practices with children exercise negative role in the process of verbal organisation and memory. Results denote that abused children show low level of memory span than non-abused children. A close perusal of results obtained on creative potentials, reveal that creativity

vary significantly as a function of child abuse, residential setting and gender. Abused children show low level of intellect than non-abused children. The abused children express low level of achievement and aspiration than non-abused children. Child abuse and neglect cause behavioural dysfunctions in children. It is found that there is close relationship between maltreatment and aggression. Abuse is found to be one of the reasons for heightened level of aggression in children. It also reveals that there is an inverse relationship between child abuse and helping behaviour.

A very significant finding of the study is that the child abuse causes damaging impact on personality development of children. It also suggests that abusive practices by parents and significant others, adversely affect the proper development of personality of the child. The finding of the study, clearly stresses the influence of ecological, demographic, social and psychological characteristics on the child abuse and neglect. As a consequence of child abuse, the cognitive, motivational and behavioural functioning as well as the personality pattern of a child gets affected. The findings of the study clearly indicate that preventive and promotive intervention programmes can enhance the competencies and personality of children.

It is observed from the existing review of literature that most of the studies conducted on child protection are on child rights, child rights abuse, child sexual abuse, child maltreatment, child labour and violation of child rights, child rights and street children, child rights and urban children, child rights and health, psychological consequences of child abuse, and child development programmes. Very few studies are available on the ICPS. In this context, the present study entitled *Protection of Child Rights: A Study of ICPS in Sangareddy District of Telangana State* explores the important role occupied by ICPS in coordinating various child welfare schemes and programmes carried out in India while focusing on the issues of child protection in Sangareddy district of Telangana state.

7. Research Problem

People who are less than eighteen years are listed under the category of children by the UNCRC. According to this Convention, children are entitled to various rights that include

survival, development, protection, and participation rights. Irrespective of the social, cultural, linguistic or nationality differences, certain freedom and entitlements should be provided to people who are below the age of 18, as prescribed by the UNCRC. These rights are categorised in to civil, political, socio-economic, and cultural rights. The right for survival presupposes that a child has a right to be born. It also contains the entitlement for a dignified life as well as the basic need such as clothing, shelter and good food. According to the right for protection, every child should be safe guarded from all kinds of abuses, exploitation and neglect whether at home or at other places. Sharing in decision making is provided by the right to participation as per the mental and psychological development of the child. The UNCRC is officially accepted by the government of India in 1992. This has not made any impact in the lives of millions of children in India. Even in the present scenario, a vast number of children are forced to live in inhuman and vulnerable circumstances in India. In spite of all the policy interventions during the last seven decades in India, one out of four children who is supposed to be attending school is a drop out or is not studying in a school. Their right to education is not protected. In the year 2011 alone, children who are dropped out were more than 99 million. Only 32 per cent of children complete the education that is appropriate to their age. Population Survey reveals that there are 10.13 million child labourers in India in the age group of 5–14 years. The survey of the population indicates that more than 10.13 million children are engaged in child labour in India who are in the age group of 5–14 years. And 33 million children in the age group of 5–18 are working in India. These children's right to be protected from child labour is violated. It is a matter of concern that at every eight minutes a child goes missing in India as they are kidnapped or abducted. According to District Crime Record Bureau, crimes against children have increased five times over the last 10 years. The second highest cause of suicides among the children in India is the fear of failure in examinations. Only 54 per cent of children in India are given immunisation, as per the report of the National Family Health Survey (NFHS). Their right for development and survival is not protected. Child marriage affects the healthy development of a child. Various reports on married women indicate that more than 42 per cent of them got married as a child, while 4.5 lakhs girls were below the age of 15 at the time of marriage, in India. Thus, one third of the child brides in the world are from India. The prohibition of child marriage act seems to fail these children in protecting their right

for a healthy childhood. This information about the plight of the children in India directly indicates that there is a gap in the implementation of various laws regarding child rights in India in spite of all the legislations and constitutional provisions. Hence this study aims at investigating the gap in the implementation of schemes like ICPS in the area of safe guarding and protecting the children's rights.

8. Research Questions

To analyse the Integrated Child Protection Scheme at ground level it requires in-depth understanding of the scheme and at the same time study should focus on the student problems and infrastructural facilities available in the institutions. In this view, the study has framed certain research problems.

1. What are the policy measures adapted by the government to prohibit child abuse in India?
2. What are the issues of child protection in India in connection to ICPS?
3. What is the status of child rights in India?
4. What are the measures of child protection and child rights in connection to ICPS in Sangareddy district of Telangana state?

9. Research Objectives

The broader objective of the present study is to understand the issues and challenges of protection of child rights while implementing the ICPS. The purpose of the study is to analyse the existing policy issues in the protection of child rights.

This study aims to analyse the various policy issues of ICPS in Telangana state. Keeping this as the main focus of the study, the following are the important objectives to be explored:

1. To analyse the situation of child abuse and its policy issues in India.
2. To analyse and interpret the issues of child protection in India and the Role of ICPS.
3. To evaluate the status of child rights in India.
4. To evaluate and interpret the status of child protection and rights in connection to ICPS in Sangareddy district of Telangana state.

10. Methodology

The present study is carried out in Sangareddy district of Telangana state. Study has used purposive sampling method to satisfy the objective of the research. The sample district is one of the backward districts of the state. Almost 80 per cent of the population belong to the backward classes. A total of eight schools were selected within the district from six different mandals; three government schools, two private schools and three child care centers. Secondary sources on ICPS in India and the primary data collected from various institutions on the awareness of the rules of child protection and ICPS are used for analysis. A structured questionnaire is used to measure the awareness of child protection rules and laws among the selected samples. School Management personnel, Teachers, students, and parents of child care centers, government and private un-aided recognised secondary schools of Sangareddy district in Telangana state were selected to form the population of the study. The personal interviews, group discussions and observation methods are used to maintain the validity, reliability and dependability of the data. A qualitative analysis of data is done to understand various trends and effects of implementation of ICPS in India.

11. Chapterisation

This study on *Protection of Child Rights: A Study of ICPS in Sangareddy District of Telangana State* is an attempt to understand various aspects of ICP-Scheme in India in connection with protection of child rights and child right policies. It also includes various aspects of ICPS policy issues and challenges in India and Telangana state in particular.

The first chapter *Introduction* attempts to understand the meaning and importance of Protection of Child Rights and the role of ICPS in facilitating protection of child rights in general. While enumerating the essential indicators of integrated child protection in India, it also reviews various policy measures towards the protection of child rights. The meaning and objectives of ICPS is discussed in this chapter, while it explains the main concept of child rights. It also explores the need for protection of child rights in the backdrop of globalization. The other major concepts such as child trafficking, child labour and human rights are explained in connection with the protection of child rights. The chapter also explores the origin, role and limitations of ICPS while exploring the presence of various

indicators of child protection in India. It also discusses in detail about the child protection policies that are being followed in India ever since India ratified the UNCRC in 1992. This chapter also makes an attempt to review the existing literature on the subject. It also highlights the significance of the present study while discussing about the research problem, research questions, major objectives, methodology, and chapterisation of the study. It also highlights the significance of the present study.

The second chapter *Prohibition of Child Abuse in India: Policy Issues* attempts to study various policy recommendations with regard to the prohibition of child abuse in India at different times. It briefly discusses policies towards the right to survival, development, protection and participation of children at various levels. This chapter looks into the role of socio-economic status of the family in prohibiting child abuse while explaining the concept of child abuse and types of abuses faced by children. The importance of family in protecting the children from abuses is well explored in this section. The other major issues that lead to child abuse such as domestic violence, sexual violence, female infanticide, child labour, and child marriages are also discussed at length in this chapter. A detailed study is made with regard to the prevalence of child abuse, coping strategies, and various national policies to protect children from child abuses. It also discusses the role of ICPS in prohibiting child abuse at national, state and district level, especially for children living in difficult circumstances.

The third chapter *Child Protection and Role of ICPS in India* deals with various functions of ICPS such as role of Family and child protection, parental care and child development, child marriages, and birth preference. It explains how the time spent by the parents with the children, the type of physical punishment meted out to children in the name of disciplining are leading to the violation of the rights of children. It discusses some of the important concepts such as child marriages and birth preference of children by parents that affects the right to protection of children. It further explores the role of society, poverty, and child labour on the effectiveness of child protection. It also discusses at length the strategies to protect children from the bad effects of online activities and use of internet and the effectiveness of internet policies that are employed by the government. Conceptual clarification is made with regard to female child genital mutilation and how it is

perpetuating traditional practice in the society. It also explains how child trafficking is affecting the protection of children in India. The role of child protection mechanisms, various approaches to child sexual violence and the role and functions of ICPS at national, state and district level are also discussed in detail, under this section.

The fourth chapter *Child Rights in India* deals with various issues of child rights about protecting children from various dangers or risks to their life, their personhood and childhood. It also analyses and interprets various policies that protect the children from vulnerable circumstances. The origin, development and evolution of the concept of child rights at various international organisation are discussed in detail in this section. It also discusses the legislative provisions of child rights in Indian Constitution, citing various articles of the Constitution of India. The role of juvenile justice system in protection of child rights in India is reviewed in this chapter. The action plans proposed by the National Institution for Transforming India (NITI Aayog) for the protection of child rights and welfare is discussed in detail under this section. The importance and implications of various national policies and provisions that are introduced from the first five-year plan to the twelfth five-year plan period is explored in this section. The other concepts related to child rights that are surveyed in this section are child labour, problems faced by girl child, and the effect of malnutrition that are detrimental to child rights in India.

The fifth chapter *Child Protection and Child Rights: A Study in Sangareddy District of Telangana State* highlights the status of implementation of ICPS for the protection of child rights at state level, district level and at mandal levels in the selected mandals of Sangareddy district of Telangana state. It discusses about the status of child protection in different secondary schools and care centers in Sangareddy district. The first section discusses about the profile of the state, district, mandals, villages and schools of the selected sample respondents. It includes eight villages of six mandals of Sangareddy district. Three child care centers and five secondary schools are included for study from these eight villages. The status of child protection is studied from the point of view of teachers, management, parents and students, based on purposive sampling method. The total samples selected for the study is 615. The second section deals with the role of parents, management and teachers in protection of child rights. The third section discusses about

the perspective of the students with regard to the various aspects of child protection as provided by various managements. The section on parents deals with the preference for selecting a particular institution for their wards, the complaint they receive regarding physical harassment from other students, the fear of care takers or employees, the experience of bad touch mentioned by the children, complaint about physical punishments by teachers and other employees, the mode of travel, availability of internet, and awareness on child helpline as a means for child protection. The discussion on management includes various aspects such as meetings with parents, medical help from PHC, meeting with child protection authorities of the district, training of the staff, service of psychologists and counsellors, and mid-day meal scheme in relation to child protection.

The section on teachers discusses about child protection policy, child rights, dealing with the emotional problems of students, harassment prevention methods, personality development of the students, training, and complaints on child abuse. The third section on students discusses about their experience on various important topics such as counselling services, feeling of security, regularity of attendance of classes, involvement in work after school hours, forced work in the school, satisfaction about food, health care in the institution, medical checkup, supplementary food, disciplinary measures, celebration of cultural festivals, fear of other persons, internet facilities and difficulties in travel to school, in the light of child protection. Thus, this section includes discussion on the primary data collected from the selected samples and how it is scrutinised and analysed to reach meaningful conclusions.

The sixth chapter *Conclusion* summarises the entire study and high lights the main findings. It also includes various recommendations regarding protection of child rights and the effective implementation of ICPS in India for the protection of child rights, based on the findings of the study.

The next chapter *Prohibition of Child Abuse in India: Policy Issues* discusses about various policy recommendations with regard to the prohibition of child abuse in India at different times. It briefly discusses policies towards the right to survival, development, protection and participation of children at various levels.

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Chapter- 2

Prohibition of Child Abuse in India: Policy Issues

The present chapter analyses the protection of children from various socio- economic constraints. In countries like India, the child protection, rights and exploitation happen due to poor socio-economic conditions with the large population base. Child maltreatment is a very serious social problem in most of the countries. In the field of child abuse, enormous research has been done to understand the causes, definition and to prevent behavioral and social consequences of child maltreatment. Major challenging issue in the field of child development is, protecting the children for long-term from various threats that prevail in the society. In this regard, present chapter focuses on the existing literature base and critically examines the issue from grass root level by taking child abuse as a global problem.

1. Society and Child Development

Overall development of children is based on the resources they acquire from the society. Society consists of different group of people having different identities, cultures and religions. Effective role played by the state in the overall development of a child definitely help in overcoming the issue like child abuse in various forms.

In the early 19th century, family life revolved around the absolute authority and control exercised by the father of the family. The policy of welfare of children is gradually accepted by the society. People began to value the welfare of children at every level. If the authority and control do not bring about the welfare of children, it does not help the development of a child. Indian traditions also give importance to the principles of self-discipline and self-sacrifice for bringing about the welfare of children in the family and society (Bajpai 2017). During these centuries, welfare measures are offered to children. Children did not have any specific right at this stage. However, by the beginning of the 20th century, the concept of child rights gradually emerged in various developed cultures. Thus, there is a clear move from the welfare approach to right based approach in the policies related to all the children (*ibid.*). Situation of child health and development are key factors for achieving long-term goals. Socio-Economic Status (SES) plays an essential role in child development.

Parents belonging to high SES provide their children with all the necessities for a qualitative life. For example, families with high socio-economic status provide their children with quality education, services, goods, good parental support system, and strong economic support for their benefit. In other cases, where families with low income cannot provide their children with quality education, services, and effective parental support as they lack access to resources, and knowledge. All the above situations create major constraints for personality development of children with low socio-economic status (Brooks-Gunn and Greg 1997). Wide range of disparities are noticed between the children with different levels of socio-economic status, in terms of child well-being. Differentiation can be categorised in geography, culture, health, and overall development (Bradley and Corwyn 1999).

In society, we can observe different levels of groups in terms of their socio-economic status. People with different levels of status acquire different forms of resources according to their social and economic relations. Each group represents different class and social identification. However, there is a tug-of-war between these proponents for acquiring capital which gives a psychological satisfaction to them (Liberatos and Link and Kelsey 1988). Capital may have different forms and the idea of capital may have different meaning and criteria according to their socio-economic status in the society, as the access to financial capital includes material resources, human capital and social capital directly through social relations, where all the acquired wealth decides their well-being. However, all the above are important dimensions of social relationship (Krieger and Williams and Moss 1997). Financial capital is categorised by household income and it is measured with occupational status of certain individuals depending on their economic status, wealth and health. The available economic resources have an impact on childhood and early adulthood, when the health conditions are in poor status (Smith 1999). Social capital is defined by social relations, for example, number of parents and grandparents at home. Most of the research shows that there is lack of social relation among parents and children because most of the parents are engaged in employment related works and has less relationship with their children. It means that occupational status also provides some indication of social capital (Kohn and Carmi 1982). However, there are many elements which decides the levels of socio-economic status of the individuals. These indicators are

categorised as income, education and occupation. Relation between wealth and child outcome is measured by statistical procedure by using existing indicators (White 1982). Children from poor sections are facing the problems like lack of personality growth, neurobehavioral development, less birth weight, birth defects, family diseases like AIDS, Fetal Alcohol Syndrome (FAS), poor parental care, malnutrition, lack of maternal benefits, and low level of living condition without proper basic facilities and are affected with various infections (Crooks 1995).

Children from low income families are facing many diseases, including respiratory problems, exposure to tobacco and smoke and inadequate access to health care. However, due to lack of healthy exposure they face problems like depression, obesity, suicide related problems, affecting cognitive, social and behavioral development (Brown and Pollitt 1996). Probably from the beginning of humanity, child labour has been rambling in the world. Child labour became a boon to the industries that sprang up after the industrial revolution in Europe. Working status of children in the agricultural sector also is wide spread even in countries like India (Diwan 1994). When decisions are made for the welfare of children, they should be given a chance to contribute in the decision-making process directly or indirectly. To what extent a child can participate in the decision-making process depends upon the age and growing standards of the children. All children are equal and their human rights should be respected. The UN convention on child rights also reaffirms the human rights of the children while confirming the right to participate in decision making. Right to good food, shelter, health care, education, freedom from violence, neglect and exploitation are rights of children. The right to participation makes it mandatory that children and young people should be properly consulted and they should be given a fitting role in decision making processes. Children have the right to freedom of expression as well as the freedom to obtain correct information. These rights are meant for empowering them to make healthy changes in their own lives which help them to build a better future for them (Roy 2015).

2. Socio-Economic Status and Child Education

In a society, the relationship between education of children and economic and social status of the parents are interrelated terms. However, there are numerous studies on poverty and low parental education levels that results in less participation in school education and lower

IQ levels in childhood (McCall 1981). The researchers conducted a study on the relationship between parental occupation and intellectual development of children. Parents work in external business opportunities that deal with many tasks, problem solving skills, with great support and greater elements of stimulating materials. If working women spend qualitative time with their children, that results in greater improvement in advanced verbal competence. This type of studies remains as a classic example of parents incorporating their work experience in their parenting skills towards children that improve their personality development (Parcel and Menaghan 1990).

Family income of the parents affects their children based on the percentage that they get as income. It is an effective tool for stimulating family environment. Effective family environment represents the attainment of qualitative educational skills by their children in family. Basically, language barriers in the children start from their early stage of education based on the resources they get in the beginning of their early life. So, indirectly the level of performance depends on parental family income (Hoff-Ginsberg 1991). Relationship between cognitive development and economic and social status depends on different components. Particularly for cognitive development there are different components serving to moderate the skills. Some elements such as maternal education, income and occupations are serving as effective tools for school achievement among six to nine years old children. However, family income and parental education depends on number of siblings present in family (Anastasi 1956). Education is not an isolated element in the society rather it is part of the society and works as a powerful element towards eradicating inequality in the society. Unsatisfactory social, economic and power equations effectively impact the children and their access to education and the learning process.

School health programmes for children should be seen as a major focus area. It gives special emphasis to the health challenges of youngsters and children. Malnutrition restricts health, growth and development of the children. Especially in micronutrient deficiencies, that lead to several health emergencies. Malnutrition affects the health and productive capacity of the adulthood which indirectly impacts on the economic well-being of the nation. Several government initiatives are very necessary to overcome the problem of malnutrition (Tucker 1997). There is a need of systematic approach to control and

eradicate the problem of malnutrition from every country. Efforts are made by government to introduce effective schemes for the protection of children at various levels. In the past, importance was given only for physical development of children through various programmes and schemes. Health care of children and mothers are implemented through various existing public health care centers. But it is the need of the time to take care of the protection of children through child protection schemes and other mechanisms (Kumar 2013).

3. Child Abuse

Every human being below the age of 18 is considered to be a child according to article one of UNCRC 1989. And also, the Juvenile Justice Act 2015 promulgated in India, defines a child as an individual below 18 years of age (Bajpai 2017). Children have their right for protection from all kinds of abuses and neglect. Children living under vulnerable circumstances need special protection. Even children living in advanced developed countries are also deprived of their rights for protection from abuses. The word ‘abuse’ is based on a Latin word “abusus” means misused (Pavithra and Relton and Renchy 2014). The WHO has defined child abuse as a violation of the basic child rights. It also contains all forms of physical, emotional, sexual ill treatment, and negligent treatment of children. Commercial or other exploitation that causes harm to the health, survival and trust or power are also being included under child abuse (WHO 1999). Even in the US, more than two million children are investigated for child abuse and neglect every year. Among these children, more than one million are found to be abused. Such children are kept under foster care centers from where they are adopted by agencies or families (Doyle 2007). A study on the prevalence of child maltreatment in UK found that 21 per cent of women and seven percent of men reported that they were sexually abused as a child (Itzin and Ann and Sarah 2010). Cruelty to children is a global problem. Humiliating punishments are inflicted on children by parents and school authorities in many countries (UN 2006).

Children are not able to take care of their various needs. Some situations are beyond their control. They are vulnerable to various dangers and situations that are much beyond their control. Sometimes they are forced into exploitation, abuses and even child labour. In most of such situations they are unable to take care of themselves due to age and immaturity

(Pillai 2008). A report of the research study on the achievement of the UK government in addressing the needs of the survivors of domestic and sexual violence and abuse found that physical and mental ill-health of children are caused by physical, emotional and sexual abuse. The effect of the abuse remains throughout their lives (Itzin and Ann and Sarah 2010). The responsibility for the protection of children primarily lies with the parents and family of the children. The community in which they live also has the responsibility to take care of the welfare of children. The government has the ultimate responsibility to create safety nets to protect the children from all kinds of abuse and negligence. In the modern world, the prohibition of child abuse is a serious concern of all societies and governments. The term child protection is used to clarify and explain various philosophies, policies, standards and procedures to protect children from intentional and unintentional harm (Pillai 2008).

Most of the child abuse cases are not reported and are not brought under the criminal justice system. Sometimes the responsibility of abuse is wrongly attributed to the victim of child abuse. In order to prevent child abuse, public awareness programmes are to be organised by the leaders of the community and health care sectors. Perpetrators of child abuse should be brought under the law and justice system of the country. Most of the time, the responsibility for abuse lies with its perpetrator. Sexually abusive behaviour is consciously chosen by the adults. And majority of child abuses are caused by those known to the child. It may be done by parents, relatives or family-friends (Itzin and Ann and Sarah 2010). Provisions should be made to take care of those who survive abuses. Such children should be supported at all levels by the authorities. Lack of information about the performance of different schemes slows down the planning and implementation of child welfare and protection programmes.

Problem of child abuse are not confined to some states in the world. It is a global problem faced by many countries for the last several decades. For a long time in many parts of the world, reports of infanticides, child trafficking, mutilation, and other forms of violence against children are recorded. In ancient India also many cases were recorded in the form of malnutrition, social negligence and sexual abuses based on social identities and historical records are also filled with reports of abuses (Ten Bensel and Marguerite and

Sameul 1997). High level research has been done on the issue of child abuse and there are also many charitable groups which came forward towards the betterment of children in the society. Nevertheless, the issue had not received high attention until 1962. It received serious attention only after the publication of “*The battered child syndrome*” in 1962. Series of incidents of abuse happened on young children, especially physical abuse. Different forms of child abuses are happening in such societies that are deeply rooted in socio-economic and cultural practices. To solve global problems like child abuse, it requires a critical understanding of the problem and need a deep-rooted analysis on it (Kempe and Frederic and Brandt 1962).

Child abuse is a neglected issue. The behavioural patterns of children are based on the parental guidance and society that they are living in. However, culture is one of the elements in the society that has evolved from the common pond of beliefs and behavioural patterns. Parental practices are based on culture and there are different forms of cultures that prevail in a society (Facchin and Barbieri and Boin 1998). International Society of Child Abuse and Neglect compared the definition on child abuse from around 58 countries and found the common elements from all the definitions and finally considered it as abuse (Bross 2000).

Child abuses especially from parents and caregivers are classified into four types, based on the causes and consequences and prevalence and are listed below. They are:

1. Physical abuse.
2. Sexual abuse.
3. Emotional abuse.
4. Neglect.

Physical abuse is defined as various forms of physical harms by caregivers which have potential to harm. In the case of sexual abuse, caregivers use child for their own sexual gratification of desires. Emotional abuse is defined as failure of caregivers towards their duties to children where they failed in providing supportive environment, which will affect very negatively the emotional health and overall development of the child. However, such

types of acts cause discrimination, denigration and restriction of child movements that confine them to certain area, and neglects treatment. Neglect is an absolute failure of parent towards the development of child due to negligence. Areas of child neglect can be in health, nutrition, education, shelter, safety and security (WHO 1999). The extent of the problem is very serious according to the statistics of 2000. There are 57,000 children below 15 years who died due to fatal abuses. Global estimates of child homicide explore that there is a greater risk for young children in the society. It is very difficult to find out the reasons of death of children in most of the country. The process of post-mortem and investigation have not been done in a perfect manner. In most of the cases of child abuse and death, it is not possible to determine the causes of death. Misclassification of the cause of death is found in various death certificates. Most of the developed countries are finding it difficult to recognise the causes of infanticide and failed in measuring the real cause of the incident of death (Kirschner and Wilson 2001). Together with the failures on recognising the causes of death, there is widespread miss-classification also. Most of the child death cases in different countries are caused due to injury on head, abdomen, or high suffocation (Reece and Krous 2001).

On the area of non-fatal child abuse, very little data is available from different sources, including official statistics, various population-based surveys and different other sources. In many countries, there are no particular legal or social system to record the child abuse cases (Bross 2000). In most of the countries there are very small number of child abuse cases that are recorded officially. There is a difference in cultural and legal definitions when compared among various countries. There is a serious need for bringing awareness on child abuse in international level and effective protective measures for solving the issues (Runyan 1998).

3.1. Physical Abuse

There are different forms of physical abuse according to most of the literature. They include hitting with an object, kicking the child, threatening the child with objects such as gun, knife and beating the child (Straus *et al.* 1998). Many researches are done in countries like India, Philippines, Egypt and Chile on physical abuse of children. Investigators found that in all the countries, mothers are abusing the child on the basis of disciplinary grounds. Harsh

parental disciplinary behavior and moderate forms of child behaviour are the key elements of physical abuse of child in many cases (Hunter *et al.* 2000). Actually, there are wider divergence among cultures and societies. Most of the parents are hitting the children on their buttock, which is a common practice of disciplinary measure. In some countries, they use different methods such as pinching, slapping on the face or some parts of the head or shaking the children. These are frequently used measures as disciplinary punishments in many countries.

In most of the rural areas of India, it is a very common practice to hit the children on heads and buttocks or slap them on their faces. It was observed that moderate forms of punishments are happening in family or home environment. However, from most of the schools and institutions, substantial amount of harsh punishments is recorded as most of the institutions are in the hands of teachers who are actually responsible for the welfare and development of the children (*ibid.*).

3.2. Sexual Abuse

Prevalence of child sexual abuse is defined according to the information collected from various reports of studies on sexual abuse. Some of the studies are conducted on children and some are on adolescents and adults on their childhood experiences. Other studies are done on experiences of parents about their children during their childhood time. 0.1 per cent of the parents accepted that their children are sexually abused and 9.1 per cent of the children accepted that they are sexually assaulted (Browne and Cartana and Momeu 2002).

Wide range of studies are conducted in the area of child sexual abuse. However, in most of the cases, children or adults are not open on sexual abuse in front of their parents, but when other persons ask them about their experience about sexual abuse, they begin to share their experiences on incidents of sexual abuses. Adults reported of one per cent of prevalence of sexual abuse during their childhood time (Pederson and Skrondal 1996). Lifetime prevalence of sexual abuse in different countries are defined and measured, based on the legal and social objectives. In the case of adult women, the prevalence of sexual abuse is 0.9 per cent, but using the definition of rape, the number of women affected are 45 per cent. The findings of most of the international studies reveal that the overall victimisation of sexual abuse in the childhood are 20 per cent for women and 5–10 per cent

of the men have suffered from various forms of sexual abuses in their childhood (Finkelhor 1994).

3.3. Emotional and Psychological Abuse

As compared with physical abuse and sexual abuse, emotional and psychological abuse got less attention globally in the field of child welfare. There are also certain strong non-physical abuses that can damage the development of child. Non-physical methods used by parents on their children on the basis of discipline affect them emotionally rather than physically. Defining psychological abuse is very difficult as compared to other forms of child abuses. The consequences of psychological abuse depend on the context and age of the child. Psychological abuse affects the child from inside though it cannot be seen externally. However, by observing the behavior of the child, one can notice the symptoms of psychological abuse suffered by him or her (Lopez *et al.* 2000).

There are some evidences of psychological abuses suffered by children. It is done by shouting at children, cursing, by calling bad names, threatening, locking in the home in lonely places, giving wrong direction, forceful restrictions, control, and forced discipline. However, there are very limited data available on various emotional and psychological abuses of children (*ibid.*).

3.4. Neglect

There are many classifications in child neglect which include non-health care, deprivation, lack of food and nutrition and failure of physical thrive of the child. External causes which can be included in child neglect contain exposure to drugs, parent's inability to protect their children from environmental threats, inadequate supervision, poor hygiene, and lack of education. All these are considered as perfect evidences of child neglect.

In most of the literature, neglect can be defined as lack of care and hospitality from parents or caregivers to the children. However, there are many reasons behind lack of care. They may be classified into different forms. Poverty is one of the strong elements, due to which a parent is not able to provide utmost care to their children with basic sources of life. Definition of neglect are not same in all dimensions and varies according to countries. However, very little research has been done in the area of neglect. In countries like Kenya,

child abandonment and neglect are a common practice. In one study it is reported that 21.9 per cent of the children are neglected by their caregivers and parents (Sumba and Bwibo 1993).

There are also various external and internal family risk factors behind child neglect. Whether the neglect is physical or sexual, primarily it is based on the age. Young infants are at higher risk of physical abuse and young children and women are mostly affected more than men in sexual abuse cases, in educational neglect and in forced prostitution (Finkelhor 1994). Secondly the twins, the handicapped and premature infants have been at high risk of physical abuse and neglect. Behavioural factors of caregivers, unsuitable family characteristics and poor family environment also lead to child neglect. Family size and composition, family structure and resources, history of the family, financial situation and violence in home also play a major role in child-neglect (Runyan *et al.* 1998).

Community factors include, poverty and social capital which represents the degree of solidarity within the community. Social factors include the role of cultural and economic forces, family policies and strength of social welfare systems (Coulton *et al.* 1995).

3.5. Child Sexual Abuse and Victimization

Many studies show that 95 per cent of child sexual abuses are not reported to the authorities by the victims. Sometimes it is not easy to identify the child sexual abuse cases. Very often children between the age of two and 17 are affected by child sexual abuses. Majority of child sexual abuse victims are girls aged between 13 and 17. The impact of such sexual abuses remain for a longer period affecting the whole life of an individual, especially the girl children. Most of the times it is very difficult to identify sexual abuses as it happens below the surface or in a concealed way (Martin and Peter 2013). Many studies are being conducted to assess the incidence of child sexual abuses in various parts of the world. One of the methods of finding out the frequency and rate of occurrence of child sexual abuse is to estimate the number of cases of sexual abuse that occurred during one- year period. This is usually done with the support of the crime records kept by the police and other child welfare departments. Sometimes long-term studies are conducted to find out the number of children who are sexually abused during their childhood (Fallon *et al.* 2010). This would reflect the real prevalence of child sexual abuse that is existing in certain areas or cultures.

As it is done by contacting each individual, the unreported cases of sexual abuses also come to the surface. One of the studies conducted in North America reveals that many of the victims of child sexual abuse are also forced into repeated abuses along with other types of maltreatment and victimisation and 95 per cent of these cases are never reported to any authorities (Lyon and Ahern 2011). Effective and data based preventive educational programmes help in eradicating the occurrence of child sexual abuse from every society.

3.6. Child Abuse and Family

Family is the natural set up where children could experience privacy and protection. The safe environment in the family provides emotional and physical safety for any child. The growth and development of a child depends on the quality of the environment that is provided to a child from its family. It is assumed that the family is the best place where a child experiences protection and well-being. However, the studies on violence on children show that children experience violence from close family members including parents, step-parents, foster parents, siblings and other family members (UN 2006). In many countries and cultures, parents are using cruel physical punishment to discipline their children. Sometimes, psychological violence like insults, isolation, threats, and emotional indifferences are used to discipline the children. The psychological development of children is affected by such violent activities. When the psychological needs of the children are not met, it leads to various sicknesses or death of the children. Violence against children by parents and others make it difficult to design a child abuse prevention programme as they are the ones to protect the children (WHO 2006).

3.7. Domestic and Sexual Violence

Domestic and sexual violence are not a short-term phenomenon as it has immediate, widespread and long-lasting impact. Maltreatment experienced in childhood has strong impact on their adulthood, financial matters and employment related issues. A multigenerational study explores whether children are affected with any type of violence with high risk of negative health problems, especially the children of women who are affected more in sexual abuse (Noll and Chad and Karen 2009). Most of the violence related problems are illustrated in the form of high-risk returns, emotional and behavioural problems and insecure housing which explains the amount of anti-social elements around

the house and sometimes inside the family environment. Parental mental health issues also affect the children psychologically. All the abuses affect the children both in behavioural and developmental aspects (Holt and Helen and Sadhbh 2008).

There are two different types of maltreatment that exist in the society. They are two levels of concerns: primarily, 'consider' maltreatment which are possible to explain the feature of it and 'suspect' maltreatment which is a serious concern about certain method but not a proof of it. Unsuitable explanation means an explanation with inconsistent, inadequate and other features (Putnam 2003). The incidents and forms of child abuse take place within the context of powerlessness of the particular child, as it is incapable of controlling the activities or abuses inflicted on them. However, one cannot predict the abusive behaviour of a child, as it cannot be controlled. Because, every type of abuses faced by child are unconnected towards their behaviour. Such type of incidence happens because of lack of predictability and lack of control over the environment which surrounds a child. To have control over the situation, there should be fresh coping mechanisms and a systematic understanding of the issues related to child abuse (Godsi 2004).

Experience of abuse or neglect during developmental age or infancy creates serious problems and affect the child with serious psychological disorders, in the process of development itself. Process of brain development in the child will be influenced by the incidence that happens during a particular age and are influenced by external factors like societal environment and family environment. It is a very serious and alarming situation of child abuse which influence the overall development of the child (Glaser 2000). There are different signs of negativity that can be observed from the behavior of the child like stress, brain functioning, behavioural changes, aggressive responses, under progress in education, trauma symptoms, and medical disorders. Preliminary observation and effective coping mechanisms are required to control the external factors and internal factors to protect the children from various abuses (Evans and Corrie and David 2008).

3.8. Child Abuse and Female Infanticide

In many parts of India female infanticide is still prevalent. The Female Infanticide Act 1870 has failed in checking this gruesome offence against girl children (Rao 2004). The Pre-Natal Diagnostic Techniques (Regulation and Protection of Misuse) Act also fails to

stop the sex selection test by some parents. Female children are not protected and they are denied of their right to survival even before they are born into this world. The number of infant deaths per 1000 live births in urban India in the year 2000 is 43 and the female infant mortality rate is always higher than the general mortality rate (Bhakhry 2006). It indirectly shows that there is a discrimination shown by many parents towards the protection of girl children even before they are born into this world. It is very clear that girl-child is systematically neglected from before birth and right through her life cycle. Thus, the morbidity and mortality rates also continue to be very high in India (Seth 2015).

4. Child Labour

Child labour is an evil for different countries around the world. It is very different from area to area. Central and state governments are strategically planning for wiping out this evil from the ground. The basic factor behind child labour is poverty. Poverty is the basic factor that is faced by the parents which affects the growth process of the children. Financial barriers are the only reasons behind sustainability of child labour on the ground. There are various measures that are initiated by the governments in the name of compulsory education, by imposing various laws in favour of the child development to eradicate the child labour from the society. In the area of child labour, government made a clear cut instruction to the citizens that children are not allowed to work until he/she crossed the age of 14. At the same time no citizen is allowed to employ a child who is under 14 years of age, according to the law. If they disobey the directives of the law, they are directed to punishment and they will be punished according to the provisions of the law. It was clearly mentioned in the Child Labour Prohibition and Regulation Act 1986 (Khan 2009).

Importance is given for reorganisation of education at different stages including early stages of childhood. It is child oriented and focused around the individuality of the child. Involvement of local community is an important aspect in this approach. The policy of non-detention at the primary stage was retained. Physical punishment was firmly excluded from the educational system as per the revised policy formulations. Effective steps are to be taken to provide a new framework based on the needs of the learners (Christy and Ganga 2013).

The Commissions for Protection of Child Rights Act 2005 was promulgated to provide for the composition of a National Commission and State Commissions for protection of child rights and law and order. This helps in providing instant justice for the offences against children. It also deals with cases of child right violation. The third chapter of the Act discusses about the functions and powers of the commission (Allenselvakumar and Prasanth 2013).

The National Plan of Action regards that the child also is eligible for all the rights framed for the citizens. It was moulded to address the issues of discrimination based on gender, class, caste, race and religion on legal platform. This helps in bringing about equality at all levels. The plan was designed to reduce the infant mortality rate, maternal mortality rate and malnutrition among children. It also is intended to achieve 100 per cent civil registration of birthrate, universalisation of early childhood care, development and quality education for all children. The plan of action comprised of complete abolition of female feticide, female infanticide and child marriage in the light of development and protection of the girl child. It gives priority to address the issues of children and uphold the rights of children in difficult circumstances (Devgan 2008). It also assists children to secure all the kinds of protection from different abuses, exploitation and neglect. It is one of its aims to eradicate child labour completely with the purpose of removing all forms of exploitations against children. Though there are several policies they are not monitored or reviewed on time. The plan of action provided sufficient priority to monitor, evaluate and improve various policies, programmes and laws to ensure the protection of children and their rights. A very important policy of the action plan is to ensure child participation in matters and decisions that affect their lives at various levels (*ibid.*).

5. Child Marriages

Child marriages in India have declined but still the practice is present in various parts of the country. This is a very serious problem affecting the girl child and their development process. Government has initiated various programmes and awareness rallies for the eradication and protection of girl child from the evil of early marriage. Prohibition of Child Marriage Act 2006 is enacted by the government to protect the girl child from early marriage system. This Act works effectively to wipeout this type of practices permanently

but depends on the measures taken by the respective government officers such as Child Marriage Prohibition Officer who plays major role in ground level (Landgren 2005). If anyone notices the incident of child marriage, they can file a petition under the concerned section to stop the marriage and district court will deal with the matter legally and provide justice to the concerned party according to the provisions of the law. If any financial transactions such as dowry etc. is taken care by the law officials and are redirected to the concerned officers to settle the issues related to finance or dowry (Nath 2013).

Children under go various abuses in their life. Many of the abused children are afraid to narrate their stories. An abused child suffers the effect of it till the end of its life. A large number of them suffer from sexual abuses at various stages of life. Thus, the need for a fitting legal provision to prevent and protect the children from sexual abuse is felt by various agencies and authorities dealing with the welfare of children. This is also recommended by international agencies working for the protection of children (Paxman *et al.* 2005). There are various instances to prove it as sexual harassment of the children especially girl child. There are various ways to explain the sexual harassment. It can be anything with intention of sexual thoughts. It is sexual harassment if a person with sexual intent utters any word, make any forceful gesture or record video with the intent of encouraging pornography or exposing body parts and film any body parts. Whatever the reasons, the type of harassment should be recorded in various forms and should be explained as child harassment (Dabir and Mohua 2007).

6. Child Abuse Prevalence in India

More than 44.4 per cent of the population of India is below the age of 18. A large number of them are not provided with basic education, nutrition and good health services. Many of them face maltreatment (Carson and Jennifer and Nishi 2013).

Most of the crimes against children in India are not reported. Some research findings show that between 18 to 50 per cent of children in India have undergone various forms of child sexual abuse (Chatterjee *et al.* 2006). More than 30 per cent of men and 40 per cent of women are subjected to childhood sexual molestation including genital contact. Among the perpetrators, more than 50 per cent of them are family members of the children (Iravani 2011). A survey done by the Ministry of Women and Child Development (MWCD) 2007

reveals that, there is a very high prevalence of all forms of abuse in India. According to the survey, physical abuse is 66 per cent, sexual abuse is 50 per cent and emotional abuse is 50 per cent (Seth 2015). A similar study in the USA by the National Child Abuse and Neglect System Data reveals that there is the prevalence of physical abuse of 18 per cent, sexual abuse of 10 per cent and emotional abuse of children amounts to 8 per cent, in the USA (*ibid.*).

Child maltreatment is much wider spread than the disclosed information (Chawla 2004). Child neglect and abuse are reported often from socially isolated families. Substance abuse and addictions of the family members make the children more vulnerable. Some of the culturally sanctioned practices of a community also can cause harm and violate the freedom of a child. Thus, violence is a daily reality for many children in this world (Korbin 2003).

Laws that prohibit child maltreatment and abuse need to be enforced strictly and the perpetrators should be held responsible and be prosecuted in India. As the incidence of child abuse is increasing in India, effective interventions are needed to stop such crimes (Kacker and Kumar 2008).

7. Child Abuse and Coping Strategies

Various forms of child abuse are very common and a serious problem for many countries in the world. There is a huge literature base and many studies are conducted in the area of child abuse. In the prevailing contemporary situation, there is the need of effective coping strategies to overcome the issue of child abuse in all the forms. Coping strategies of child abuse is distinguished between two types namely:

1. Avoidance
2. Approach

Avoidance method is a passive strategy, denial of external environmental activities, behavioural disengagement based on the control of temptations, avoiding certain behavioural constraints, distracting from the disturbing issues and useless attitudes and stay away from the negative waves and withdrawal of certain issues can save children from the

various forms of child abuse and hide from external and internal disturbing issues (Roth and Cohen 1986).

Approach method is another coping mechanism to overcome the issue of child abuse. It is a thought process management, focusing on the problem by perfect planning and positive reframing of the issue by taking support from some of the elements such as, emotional or instrumental ones. Approach coping strategies are based on the advisability of labelling a particular issue by undermining, having guts to face the issue with perfect planning and improving the resistance power to face the issue positively. These are called as support, to strengthen the thought process effectively towards child abuse (*ibid.*).

There are various protective factors for children to overcome the issue. Some of them are family, individual and external support systems. In the area of child abuse protective and supportive factors are limited (Hartman *et al.* 2010). There are three potential protective factors such as social capability, adaptive operational skills and peer relations that will work as effective elements towards the best outcome to overcome the problem from various external child abuse environments. These types of social and cultural factors definitely play an effective role in protecting children from external child maltreatment (Schultz *et al.* 2009). In the early stages, child should be educated about the issue and parents should provide scope for probability of undesirable effects in future and later phases in the life. This only happens with effective supervision of child about acceptable behaviours and ways for responding to different situations in the life (Langstrom 2001).

8. Child Protection in India

If 100 rupees are allotted for social development in the budget prepared by the central government, not even 50 paisa are allocated for child-protection (Seth 2015). Child-protection programmes are facing grave resource scarcity in India (Saini 2013). The MWCD has not given sufficient attention towards the child rights and development schemes and programmes. The total fund allocated for child protection schemes by the central government during 2017–18 is only 6480 million (GoI 2017b). The MWCD is not able to monitor and implement the protection of child rights schemes and programmes due to lack of insufficient fund allocation by the central government.

The National Commission for Protection of Child Rights (NCPCR) does not have autonomy and authority to act in most of the situations. The government agencies fail to translate various policies into programmes and programmes into practice. There is a wide gap between policies and their implementation. The outcome of various programmes is not proportionate to the practices that are being undertaken by various child-protection agencies. Though the ICPS is an important initiative by the government, it is still in its infancy and has not succeeded in protecting the children from various abuses (*ibid.*).

9. Policy Issues

Children have their right for protection. The responsibility to protect the child is entrusted with the family, community and the government. Many children are exploited by the family members. Millions of children run away from the families due to various kinds of abuses and seek asylum on the streets.

Children are facing physical punishment in the educational institutions where they are enrolled for learning. Many children are facing harassment even in the child rehabilitation centers. Young children are forced to join war fronts risking their lives. Many girl-children are kidnapped and forced into prostitution in different parts of the country. Trafficking of young girl-children are reported by various agencies every day. The adults who are responsible to protect the rights of the children are violating them. The policies initiated by the government for the welfare of the children are discussed in detail in the following lines.

9.1. National Policy for Children, 1974

The National Policy for Children (NPC) 1974 focuses on the need-based approach to meet the challenges of children. As per the report of the working group on child rights for the 12th five-year plan, the NPC 1974 was revised to meet the emerging challenges faced by children in a very rapidly changing environment in India. There is a paradigm shift in the policy for children. It has adapted a rights-based approach in dealing with the issues faced by children. The child related policies and programmes of all the ministries are under scrutiny to identify the existing gap in the approaches. All the programmes of various

ministries have to be aligned to meet the goals and objectives of the revised policy for children (GoI 2012).

9.2. National Policy for Children, 2013

The government has adopted a new NPC on 26 April 2013. The Policy establishes the foundation for the consciousness of the rights of all children in the country. According to this policy every person below the age of 18 years is included within the definition of a child. It recognises the value of childhood for every person. Childhood is a very significant aspect of human life. This policy contains the guiding principles that must be followed by the government authorities while dealing with any initiatives that affect the children. The policy is aimed at the development of children. It gives supreme priority to help every child for its survival. It recognises the need to improve the health of every child with proper nutrition. The policy holds that education is a very important right of the child. Special attention is paid for the growth, safety and participation-rights of every child in the action plan suggested in the policy protection.

The approach of the policy is multi-spectral, while converging various departments that work for the betterment of children. Since children have various needs at various stages of growth, the activities of all stakeholders need to be coordinated with a multi-spectral and sustainable approach. This policy helps in the protection of the rights of every child while aiming to coordinate the activities of various ministries and departments involved in the welfare of children (GoI 2013).

9.3. National Health Policy, 2017

The health priorities are rapidly changing. Though maternal and child mortality have rapidly declined, the communicable and infectious diseases have increased the burden of health management for children. This policy predicts school health programmes for children as a main focus area. It gives special importance to the health tasks of adolescents and children. Malnutrition restricts survival, growth and development of children. Policy endorses and encourages food and micronutrient sprinkles for addressing deficiencies through Anganwadi centers and schools to provide better health facilities for children (GoI 2017a).

10. Integrated Child Protection Scheme (ICPS), 2009

Juvenile Justice Act helps the state governments to deal with the various issues of abuse faced by children. But for the implementation of various provisions of the act, there is no funding agency. At this juncture, ICPS was launched in 2009 to provide stable financial aid to all the state governments.

There are many children who are separated or abandoned from their families. Many children are in very bad situations where they are abused and exploited. Hence, the main objective of ICPS is to provide a safety net to such children who are living in a vulnerable and difficult situation.

It has formulated various provisions to reduce vulnerable situations that lead to the violation of the rights of the children. In many states, NGOs as well as the governments are administering child care services through homes for children. Child Line India Foundation provides emergency outreach services for children. Many open shelters are established for children who are in need of care and protection in urban and semi urban areas. Non-institutional care is provided to many children through sponsorship, foster care and adoptions. Some children are kept in families who are ready to sponsor the welfare activities of these children, to extend family based non-institutional care. All these services are funded by the authorities of ICPS. To carry out the functions of ICPS in a legitimate manner, JJBs and CWCs are established. Financial help to set up such statutory bodies are offered by ICPS.

The ICPS scheme provides for effective service delivery structures for the protection of children at national, state and district levels. State child protection societies are entrusted with various processes of child welfare and protection within the states. Adoption of a child is done with the help of state adoption resource agencies. The activities of child welfare centers of every district is entrusted with the district child protection units. ICPS is responsible for funding the activities of specialised adoption agencies and various types of child welfare homes. These homes take up the rehabilitation of vulnerable children by providing them food, clothing, day and night shelter, education, and medical facilities. It is directly involved in the improvement of infrastructural facilities through financial aid

for child care homes and open shelters. Vocational training and bridge education are provided to the children brought into the open shelters from the streets.

However, the budget allocation for the implementation of the scheme is insufficient for the smooth functioning of various delivery systems operated under ICPS in different states in India. The nodal agency for training the ICPS functionaries of child welfare centers and JJBs is NIPCCD. Some state governments are also taking the initiative in the capacity building of the functionaries working under ICPS (GoI 2009).

11. Summing Up

In countries like India, exploitation of children happens due to poor socio-economic conditions with the large population base. The rights of the children are not protected. Child maltreatment is very serious social problem in most of the countries. Children have their right for protection. The responsibility to protect the child is entrusted with the family, community and the government. Many children are exploited by the family members. Millions of children run away from the families due to various kinds of abuses and seek asylum on the streets. Children are facing physical punishment in the educational institutions where they are enrolled for learning. Many children are facing harassment even in the child rehabilitation centers. Young children are forced to join war fronts risking their lives in some countries. Many girl-children are kidnapped and forced into prostitution in different parts of the country. The adults who are responsible to protect the rights of the children are abusing them.

The third chapter *Child Protection and Role of ICPS in India* discusses about various functions of ICPS such as role of Family and child protection, parental care and child development, child marriages, and birth preference. It explains how the time spent by the parents with the children, the type of physical punishment meted out to children in the name of disciplining are leading to the violation of the rights of children.

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Chapter- 3

Child Protection and Role of ICPS in India

Child protection is a primary and challenging issue for every country in the world. In India, at the age of learning, children are involved in various activities such as working in hotels as servants, paper boys and doing the work of a sales person due to various reasons like poverty, inequality and social and economic discrimination. There is a need for creating favourable atmosphere and safe space for overall progress of the children. It is the responsibility of every individual, society, and government to protect children from various exploitative threats, abuse and violence that prevail in the societal structure. To address various issues related to child protection, there is a need for strong laws. In this chapter, discussion is centered around the grass root level issues on child protection and literature based on child protection with the reference to various government initiatives on child development such as ICPS and various programmes.

1. Role of Family and Child Protection

Family is a primary unit of support to every child in the society. Parental care increases the strength and develop positive integration towards community and society. Role of family is very crucial in overall development of the children.

1.1. Parental Care and Child Development

In the contemporary society, people are running towards employment and earning spaces to overcome present challenges in the competitive world. Both mother and father are working for the welfare of the family to meet their basic requirements. In this process, both the parents neglect their children and it leads to increase in the scope for child maltreatment in the society (Chilman 1993). Children have been abused from the beginning of the history of human kind. Many children are killed and victimised by the adults in the society. Some are sold for money. Many children are maltreated by those who are supposed to take care of them. Sometimes poverty leads to the neglect and crimes against children (Chandrashekar 2014). Thus, children become the target of atrocities sometimes due to

their tender age. Many children grow up in large families where their parents are unemployed and illiterate. Most of the time, children of such families are neglected and they undergo a lot of suffering. Many are raped and some are even murdered (Sharma 2014). UNCRC, 1989 made it obligatory on the part of the state to protect the children from all kinds of mental and physical violence (Seth 2013). Child care development and parental care are interrelated terms in child development and protection. Full time working parents leave their children outside home such as child care centers. Child care centers outside home are not necessarily harmful to child development. High quality developmental programmes will definitely improve the intellectual capacity of the child. It will help in creating positive awareness among children about the society. Psychological development of the child depends on the family situations and there are various factors that influence the child behaviour such as socioeconomic and psychological conditions of the family, parental behaviour towards child and external threats that influence child growth which result in lower quality of care (Hayes and Palmer and Zaslow 1990).

Some parents are changing their timings of work by few hours because of heavy child care responsibilities. Some of the parents are doing part time jobs which are more helpful to most of them. Most of the women are showing interest in these types of works rather than full time work. Part time work fetches low payments, low status and influences the career building plans, though some employees are making this part time jobs as permanent ones to balance their work and family responsibilities such as child care (Zedeck and Kathleen 1990). Spanking the children in the name of discipline and parental practices in the name of developmental process are harmful to children. Hitting the children based on religious beliefs, cultural views, social policies, and existing laws, have enormous adverse impact on the physical health of children and different age groups (Krug *et al.* 2002). Child discipline at home and school are banned by many countries such as Austria, Denmark, Finland, Germany, Israel, Italy, Norway, Latvia, and Sweden. It is to stop the corporal punishment on children, as various forms of discipline have turned into physical violence on them (Gershoff 2002).

Within the United States, several organisations those are opposed in hitting the children and physical violence were established to protect the children legally. In the United States, 74 per cent of the parents use spanking as a tool for disciplinary measure on their children. 94 per cent of parents use corporal punishment as a tool (Straus and Stewart 1999). Spanking is commonly called as hitting the children openly by using hand on the buttocks of a child or externalities, in the name of discipline, causing physical harm which also is most severe form of corporal punishment. These types of practices are resulting in severe behavioural changes and affects the personality development and growth of the children (Baumrind and Larzelere and Cowan 2002). Corporal punishment is defined as spanking the children with the help of objects such as sticks, belts, paddles and other tangible objects, directly hitting on the body of the children which causes potential physical harm. In many cases parents use certain objects to punish the children for the sake of discipline. Many studies consider this behaviour as abusive and unfair practice on children (Gershoff 2002).

There are many academic writings on corporal punishment but they are represented as incomplete, cryptic, and misconstrued quotations. But responsible parents include such punishments. There are various forms of corporal punishments. Anti-corporal punishment has long-term or short-term consequences and such type of punishment is in the form of social learning that comes from one generation to the next generation based on parental experiences during their childhood (Straus 1994). Another form of punishment is conditional corporal punishment and has different ways to define it. It can be negative or positive depending on the prevailing conditions and situations. Conditional corporal punishment has multiple dimensions based on the exiting literature. It can be delivered in many ways and impacts heavily though it cannot be called as spanking but a blanket injection without pain (Baumrind 1996).

Various studies exist on the relationship between corporal punishment and compliance of the child. Many studies are done on changes in behaviour, criminal aggression, anti-social behaviour, and quality of parent-child relationship. Spanking is basically an indicator of a diminished quality in parent-child relationships. It will result in

various anti-social behaviours and psychological imbalances (Gershoff 2002). Goals of parental discipline are in various forms. Imposing parental ideology on children in the form of discipline to promote socialisation are more generally done to children. At home the behaviour of a child can be changed through better strategies. Elimination of unwanted behaviour of the child at home can be achieved through positive reinforcement methods, in the absence of various punishments (Kazdin 2001). Major goals of any parent are to bring change in the child's behaviour from an unwanted stage. To make that possible, majority of the parents use spanking methods. In fact, the need for punishment is questionable. Parents should think whether hitting has any benefit in changing behavioural patterns of the children. To achieve the desired goals, parents should go with the non-spanking methods with positive reinforcement that will help the children to think positively and help in personality development (Kazdin and Corina 2003).

There is a need for widespread research on discipline methods employed by the parents. There are various variables such as family, children, parent, and certain borders where discipline practices are to be moderate. There is the need for closer understanding of the problem like identifying the various subgroups with different ages. Because of various discipline practices, youth are more vulnerable. For example, with the effect of maltreatment, they may be converted into anti-social elements. Psychological imbalances in the brain also may lead to the unwanted imbalances in the child behaviour (Caspi *et al.* 2002).

1.2. Child Marriages and Birth Preference

Child marriage refers to marriage of a child before 18 years. Child marriage practice is a long-established custom in India. In many cases children are getting married before their physical and mental maturity. Behind child marriage practices there are strong belief systems, religious traditions, socio-economic factors and social customs which are deeply rooted in the society (Lal 2015). There are many factors that lead to child marriages such as community traditions and protection of virginity of the girl child which if not protected may affect the family honour. Protection of children from the child marriages is possible

only through education. Education is the key to develop them physically and economically (Workineh and Kibretb and Degu 2015). Child marriages will reduce the chances of women getting educated. If a girl gets married at an early age that affects the education of the girl. It leads to poverty and low literacy rates. Most of the mothers who got married before the age of 18, stopped their education at primary level schooling only (Nasrin and Mustafizur 2012). In India there is a need for promoting adult literacy, especially the female literacy. Because child marriages are threat to the developing economy and woman empowerment is the only way to protect females from child marriages. Education of women creates employment opportunities and it provides space in every decision making in the family and society (Sandhu and Geethalakshmi 2017).

Child marriage is one of the burning issues in the Indian society. In India, the legal age to get married is 18 for females, but most of the children are being forced into marriage within the age of 15 years. Most of the women who get married at the younger age are facing domestic violence. Niger stands top among all the countries with 74.5 per cent child marriages whereas India's percentage is 45. Child marriages are happening because of the discrimination shown between boys and girls (Lal 2015). There are several reasons for child marriages such as poverty, social insecurity, less expenditure on education, single parent families, and non-share of ancestral property. All these lead women to face many problems such as early pregnancy, desire for male child, huge age difference between wife and husband, and fall in high fertility age. To resolve all these challenges, community networks should be formed and also judicial system should be strengthened more. Government should provide sufficient scholarships to keep girl child in schools (*ibid.*).

In feudal societies, child marriages took place because parents believed that a child should be married before puberty as Indian tradition places huge importance on virginity before marriage. But many social, health and economic problems are faced as a consequence of child marriages (Saraswat 2006). The early marriages lead to early child births which create health problems for women as they are not ready to bear child at the age of 16 or below. Maternal and infant mortalities are seen as major health problems (Miller and Lester 2003). Married girls are not able to continue education in the areas of

all types of media such as electronic media, radio and newspaper, compared to boys after marriage (Haberland and Erica and Hillary 2004). In earlier days, mainly in rural areas, child marriages took place when both the children were in sleep or else through the promise of parents even before they were born (Srivastava 1983).

Early child marriages force the girl child to become mother of a child which affects their reproductive system and sexual health. Due to early pregnancy, they face problems like hypertension, obstetric complications, retarded physical and mental growth, premature delivery, high mortality rates, foetal wastages, and low birth weight of new born child (Bhatt and Pradhan 2005). Pressurising the younger wife to get early pregnancy and early sexual activity exposes her to greater risk of getting sexually transmitted diseases (STDs) including HIV/AIDS (Yadav 2006).

Child marriage is rooted in religious and socio-cultural practices in many communities, but the faith and child marriage relationship concepts are more complex and changes according to the community beliefs (Gemignani and Wodon 2002). In some countries, there are broader discussions on the women empowerment engaging with both faith and early marriages with the community leaders but there is no much success seen (Walker 2015). Most of the early married women face domestic violence due to suspicion, son-preference and not being good at performing household chores. One of the main reasons for domestic violence is the rejection of intercourse by the girl child during the very first day of marriage and consequently beaten up and are abused and scolded alleging sexual incompatibility with the husband (Bott and Morrison and Ellsberg 2005). Women faces discrimination in all possible ways due to the early child marriages. Child marriage is the fundamental violation of their human rights as it affects their physical, mental, intellectual, psychological and emotional aspects of life as well as their personal freedom and growth. There is a need to re-form the policies and programmes for the prevention of child marriages under the age of 18. There is also a need to form new policies to ensure the safety of married women in various aspects such as sexual, marital and reproductive transitions (Lal 2016).

For more than hundred years Indian census data shows that there is gap between birth rate of boys and girls in the country. Decisions are made and effected at family level. In India, sons are begotten for profit and prosperity. Based on the religious traditions, people are motivated by the economic, social, and emotional reasons and thus males are more desirable and females are not desirable. In India most of the parents prefer sons because of religious practices where sons should take care of them in their old age and the traditional statistics shows that daughters are draining their parent's property in the form of dowry whereas the sons are enhancing the property levels (Pande and Anju 2006). After marriage, son stays back with the parents. But in the case of daughters, after marriage they have to leave the parents' home and there is no attachment with the parent's family. These are some of the reasons established under various religious rules and traditions fallowed in India. Due to the above reasons census shows that number of boys are more than the number of girl children in India (*ibid.*). One of the biggest concerns in India over the decades is introducing many policies in favour of female child though the situation still remains the same. The situation is not improving rather deteriorating over the time. Most of the Indian woman prefer not to have a girl child because of existing religious traditions and norms. But highly educated woman prefers to have girl children in many cases. In most of the rural areas woman have completed only primary level of school education which result in less exposure towards society and lack of independency. In villages also educated woman prefer to have girl child rather than boy child as compared with the uneducated woman in the villages. Education of women influence the birth rate of girl child, at the grass root level. Education of women enhance the opportunity, capacity of living and exposure towards society (Pande and Aan Marie 2007).

2. Society and Child Protection

Society gives larger space for opportunities; it plays crucial role in child development process. Child is exposed to different types of maltreatment such as violence, exploitation, abuse and other different forms of maltreatments. On the other hand, society trains the child towards positive development under the guidance of parents and care givers. But, whatever the circumstances, society gives positive and negative ways, but moulding towards

positivity is the highest point to end child maltreatments and it enables protective environment for child development process.

2.1. Poverty and Child Labour

Society and child protection are interrelated terms, society consists of different positive as well as negative forms of treatment. The issue of child labour is not confined to the single state or community rather it is an issue in the country which is at an alarming stage. It is a harsh reality that most of the developing countries in the world have highest number of child labourers as compared to the advanced countries in the world. Basic factor that causes child labour in the state is chronic poverty. Poverty pushes them to become labourers. As long as there is poverty, the problem of child labour will remain as a never-ending process (Antony and Gayathri 2002). Child labourers can be well-defined as, children who work outside the home in hazardous industries for paid wages and are in between the age of 5–14 years. Child labour is one of the most urgent issues to be reconsidered and to be abolished to enable protective atmosphere to the children in the society (Lieten 2002). A child who engages in different levels of work, whether he or she is in paid or unpaid atmosphere such as economic or non-economic, home or outside home, the work which affects the growth of the child and its development process, is considered as a child labourer (Chaudhri and Wilson 2002).

Poverty can be eradicated with education; poverty is related to the level of education among children. Most of the children in the society are working to meet their subsistence level of living due to chronic poverty. However, the geographical, economic and social dimensions of child labourer should be taken into consideration. There are different factors affecting the livelihood of the people and pushing them into chronic poverty. They are listed as low economic power, which includes other forms of disadvantages such as caste, gender, ethnicity, and lack of livelihood security to certain group of people. Most of the families in the society, are unable to afford the education of their children. It is considered as a strong barrier towards the development process of a child (Kabeer 2001). It is proved that some states with higher literacy rate have shown low

number of child labourers. The example of Kerala shows very small number of child labourers in that state. There is a need of effective programmes and plans to eliminate or reduce the problem of child labour in the society. There are some disadvantaged groups in the society who are engaged in low productive activities. To eliminate or reduce the child labour there is the need for appropriate infrastructure for schooling, basic amenities, social status and the exposure of different backward communities to the development of mainstream society. Due to poverty or lack of education or some other factors, the issue of child labour is repeated (Chaudhri 1996). Structural changes and reinforcement of policies can preserve the children from work place. The common feature of every child labour in the society is that it is not part of the common education system, because he or she is from socially and economically disadvantaged families. Children drop out of school because of various commitment beyond their age. Children at work can be considered as full time, part time or seasonal workers. Working conditions are calculated on the basis of the nature of work, place of work, or on the degree of hazardous or exploitative situations. Social relations of the work are recognised on the basis of bonded labour or family labour. Returns of the work is measured on the income from their work which may be unpaid family labour, payment in kind or in piece or according to time rate. The system has to include the unaccounted children, who are not in school as well as in workforce (*ibid.*).

Discussion on the child rights in the society should be considered with highest priority to construct the childhood with positivity and protection. In western countries, most of the child rights-based approach is on development. In most of the American and European countries, child is groomed with the help of recognised education system and with the protection of state and family. In most of the developed countries child rights are articulated based on various protective mechanisms according to childhood demand. This type of systematic articulation of child rights are helpful for overall development of the children. The same type of policy making is being reflected globally in different international policy frameworks (Gayathri and Chaudhri 2002). Childhood is considered as a social construct. In the context of India, there are various constitutional safeguards that are presented for the protection of children. In India, group of children who work and are

below 14 years constitute the benchmark of child labour. In a democratic country like India, formal schooling system is followed by different age groups. Children who have completed the age of 14 are considered as adults and they are not considered as child labourers according to Indian Factory Act 1948. It is clearly visible that the definition of childhood is different in different Acts of the government including that is related to child labour. Proper concept of childhood, schooling and education are clearly written in the constitution. However, it is well documented that there is discrimination towards children through its policies while they seek access to education (Weiner 1991).

2.2. Child and Online Protection

In the contemporary world, globalisation and liberalisation policies and the usage of technology are changing the living conditions of the people. Now a days, technology is playing a crucial role in day-to-day life of the people. Whatever may be the developments and advancement that take place in the economy, there are also negative vibes towards its technological evolution. Hence, there is a need to protect the children from exposure to harmful material over internet.

Since 1996, government has enacted several protective measures in favour of children from exposure to harmful material over internet and taking the measures to punish the culprits who are making available harmful materials to children in the internet. To protect minors from the external threats such as internet, government made certain amendments in right to express their views on information. This type of decisions protect the children. There are various cases that are registered against exposure of harmful material to minors in the internet. In the year of 2004, Supreme Court of India has taken decision regarding the protection of children from online threats and enacted an Act known as Act of Child Online Protection Act 2004 (McCarthy 2005). Since 1990 congress has been showing concern about children in India. Development process is affecting the minor, in the form of internet, due to the availability of harmful material in cyberspace. In the year of 2000, there were approximately 600 million people who were using internet in over 150 countries (Kosse 2004). It is also estimated that more than a million pornographic sites are

affecting the minors psychologically. In most of the cases, while using internet, web pages are being redirected towards pornographic sites from legitimate sites and even if they want to exit from those sites, it is very difficult to do so. It is like blackmailing the users and forcefully habituating them towards these type of harmful material in the internet. There are four ways through which most of the children are opening the inappropriate sites in the internet. There are many commercial sites in the form of advertisement through which they are sending some materials to the minors. Secondly, child hunters try to send harmful visual materials or talk with the children in harmful ways that affect the children. Thirdly, some children intentionally open the pornographic sites. Finally, some of the minors find such type of sites accidentally while they are in the process of searching other sites (Covell 2000).

Children Internet protection Act 2000, is enacted to focus on the receipts of internet content rather than on the senders of the harmful material in the internet. However, in various places like public libraries, schools, and other public places, government has initiated safety policies that include various filtering methods to protect children from harmful material that are available in the internet. Many laws are established for the safety of the children from internet. But those laws have not specified what to filter and what not to filter. Level of restriction of harmful material to children should be decided by the local communities and they have to decide which are inappropriate to a minor. Because, if a particular filter turns off the necessary sites to the adults, it may create barriers for those who are involved in the process of research and lawful activities (Berry 2003).

Child Online Protection Act 2004 is enacted in favour of protection of minors from harmful content from being issued for commercial purposes through internet. Some of the individuals engage in business of making such materials by using labour for their business. Whatever may be the information it should be accessible to all groups of people, as in the case of email. Criminal and civil penalties are imposed on those people who are intentionally uploading harmful materials in the internet platform. According to the law, harmful materials can be in any form such as pictures, videos and recordings. It is the

responsibility of every government to protect, literary, artistic, political and scientific values of the minors (McCarthy 2005).

2.3. Female Child Genital Mutilation

In India, from many decades people are witnessing various traditional beliefs, religious traditions, different cultures, and languages. Each religion has its own rules and regulation and method of worship. Most of the people in the country follow the traditions of their ancestors. However, due to several harsh traditions, many of the people in the country have suffered physically, mentally and psychologically. Female genital mutilation is also one of the traditional practices followed for many generations in some cultures. Certain traditional practices need to be abolished in the interest of large proportion of population.

Female genital mutilation is defined as a traditional practice or procedure involving part or total removal of external female genitalia or creating injury to the genital organs for non-therapeutic reasons without proper medical assistance. According to WHO, 140 million women and girls in the whole world are subjected to this practice. Three million girls are at risk of having this procedure every year. This practice is considered as extreme violation of human rights and discrimination on the basis of gender. This type of practices leads to high rate of health problems such as shock, infections, hemorrhage, and psychological disorders. In the long run, this practice causes, chronic pain, infections, primary infertility, high risk of delivery complications, and psychological problems (Behrendt and Moritz 2005).

It is being practiced on girl child at the time of transformation to adulthood when girls become women. During the time of passage to adulthood this practice is being done very secretly where no outsiders are allowed, especially men. This type of initiatives is termed as cultural and social wealth of the particular communities. It is the responsibility of every women, wife, and mother to cultivate gender relationships among their communities. These types of physical mutilation are considered to be the proof that the girl is eligible and worthy to belong to that particular community and is a proof of virginity, cleanliness, beauty, purity, and honour of the family (Gage and Van 2006). Female genital

mutilation is considered as an ethical practice or traditional ritual of that particular community. It is a practice of passage into womanhood by a girl and to facilitate entry into the social network. With this process, girls have access to social support and resources and play a major role in the community participation. There are many studies that are focused on the perception or views of women on this type of traditional practice. But it is still unknown about the role played by men on this practice or on its perpetuation. Not only for woman, there is also the same type of traditional practice performed for boys during their infancy. Cutting off the foreskin of the penis is performed in the cases of boys. It is a practice for their hygiene and to preserve the ethnic and gender identities of particular communities (Dare *et al.* 2004).

There are some studies which reveal that the circumstances for practicing this type of traditional rituals and they found that there is higher support from men for practicing this kind of rituals. However, another reason is that, woman give more strength to the cultural roots of the tradition and men feel as privileged with this type of practices. It is a regular practice in Islam as it endorses it and is an acceptable practice as it makes no distinction between different genders. However, most of the religions that made this practice a mandatory one believe that it will contribute to the family honour (Berggren *et al.* 2006).

Sharing of these types of religious beliefs and practices are found in different communities. Whatever may be the decision regarding this practice, most of the community members believe that FGM is a family honour. It is also observed that most of the men are supporting this practice. They feel that it is a practice of ethnic identity. However, there is a need to bring about awareness on this practice and the health complications that are caused by practicing it. There is also a need of positive approach from men for the prevention of this practice. There is the need of exposure of this practice, while focusing on the need to improve their understanding that female genital mutilation negatively impacts on health. This can bring positive change in the attitude of men and also bring change in the secret world of the woman (Kalpana *et al.* 2013).

2.4. Child Trafficking in India

India became a country which is used for both transport and end stop of overall outline of women and children trafficking in South Asia. Trafficking takes place from India to Gulf States and South-East Asia. Internal trafficking also takes place within the country. The trafficking within a country is done in an organised manner by shifting the children from one place to another or from one district to another district or from one state to another. Some of the trafficking cases are committed either by individuals, informal groups, relatives, or family members. Illegal migration is also considered as one of the major factors that causes child trafficking. The child who gets trafficked are mostly used for forced labour, sexual exploitation, drug trading, begging, and organ trading. There are number of reasons for child trafficking such as poverty, female foeticide, child marriage and unemployment. Effective implementation of law only can help to stop the trafficking and many NGOs are working towards setting freedom to the children who are trafficked (Rajaathi and Radha 2013).

Many factors should be taken care for the protection of the children both by the parents and the law. Legal reforms should be carried out for effective protection of the children. Physical abuse, sexual abuse, child labour, forced marriages, etc. are the reasons behind the child exploitation. Government laws should function more powerfully. Children have their right for protection. The responsibility to protect the child is entrusted with the family, community and the government. Many children are exploited by the family members (William 2008). Millions of children run away from the families due to various kinds of abuses and seek asylum on the streets. Children are facing physical punishment in the educational institutions where they are enrolled for learning. Many children are facing harassment even in the child rehabilitation centers. Young children are forced to join war fronts risking their lives. Many girl-children are kidnapped and forced into prostitution in different parts of the country. Trafficking of young girl-children are reported by various agencies every day. The adults who are accountable to protect the rights of the children are violating them. Though there are various provisions in the constitution of India to protect the rights of the children, they are not being implemented effectively. There are significant

legislations to safe guard the rights of the children. There are also various Acts prohibiting immoral traffic, child labour, child marriage, and sexual offences against children (Baruah 2002). Commissions to protect child rights are constituted at state and central levels. Though the government introduced the Protection of Children from Sexual Offences Act in 2000, many children in this country are becoming prey to child abuses at various stages of their lives. The ICPS was introduced in 2009 for coordinating the activities of various agencies and ministries for the effective protection of children in India. The implementation of the scheme is affected due to lack of funding by the concerned governments. The National Plan of Action for Children came into existence on 24 January 2017 to concentrate on the survival, education, nutrition, health, development, safety and involvement of children at many levels. Track the Child Portal, Khoya-Paya Interaction System, Child Line Services, and Rajiv Gandhi National Creche Scheme are introduced by the government of India to deal with the policy issues of child protection. However, the ineffective strategies used for the implementation of the policies and lack of funding have adversely affected the prohibition of child abuse in India (Chidambaranathan and Jenitta and Allenselvakumar 2013).

Marketable sexual exploitation of children is the main agenda of child trafficking in India. Child trafficking is a serious human right violation across the country. However, most of the antisocial groups in India are targeting girls for forced prostitution and begging. They are targeting the poor and the marginalised communities for exploitation. Chronic poverty, lack of education, lack of exposure towards society, and social discrimination are pushing the marginalised communities towards this death track. There is an urgent need to concentrate on eradication of child trafficking in India.

Child trafficking is violence against human beings. According to a study in 2002, 2,44,000 to 3,25,000 children were in the risk of sexual exploitation annually. However, through various public awareness campaigns, the attention of the media is increased and has created more exposure on child trafficking and awareness is created in the general public. Anti-child trafficking initiatives by the government and the programmes and policy

recommendations, have increased the exposure and safety which led to the reduction in the rate of child trafficking in the United States (Duger 2015).

Child trafficking in India is one of the serious crimes. Child trafficking in India is expanding rapidly with different types of exploitative practices. The statistics of the United States shows that more than a million people are being forcibly traded against their wish and are forced into illegal prostitution, slavery and begging. Most of them are victims of trafficking. This shows the level of exploitation of children in trafficking which force them for various unlawful activities. However, India is placed highest in the area of child trafficking among all the South Asian countries. Amongst the total trafficked people, 90 per cent of the human beings are children and woman taken for prostitution that happens within the boundaries of the state. In India, highest number of children are trafficked not only for sex, but also for various forms of humiliation. They are namely, agricultural activities, domestic service, forced and compulsory labour, organ trading, debt bondage (exchanging child for debt where the child has to work for the repayment of debt), begging, and false marriages. Child trafficking is considered as violation of human rights, dignity and respect (Rashi 2018). In this commercialised world, there is no space for humanity, dignity and respect. Most of the child trafficking groups are targeting woman and children. Human trafficking is causing commercialisation and commodification of human beings, violating the human rights. We cannot blame the system alone as it is the defeat of society and institutions towards child protection. Everyone in the society shares equal blame (Ansari 2013).

Human trafficking is a multidimensional problem. There are three phases in human trafficking. They are the origin, transit, and destination. At first, they kidnap the victims from the origin and later they transit the victim by using various transportation methods such as road transportation and harbouring to reach the destination. Finally, destination is the place of exploitation, from where they use the victims for different purposes in the form of commercialisation and commodification for the sake of profits. However, the above analysis clearly shows that trafficking is a systematic organised, sophisticated crime in the

world, for forced prostitution and for other forms of exploitation (Annie and Vindhya and Swamy 2010).

Human trafficking is not an occasional crime. All the countries in the world are experiencing the problem of human trafficking. Basically, human trafficking groups are targeting the marginalised and chronic poverty affected people, because they have little exposure towards the society, they are unable to fight against this type of evils due to socio-economic backwardness. According to national crimes records bureau, every year around three to four thousand cases are registered on human trafficking in India. However, literature on human trafficking is equated with the prostitution and migration. United Nations has estimated the number of victims of human trafficking and it is estimated around 30 million people, highest number from Asian countries and estimated 150000 victims from south Asia alone, shows the alarming situation of livelihood of the people. In India, Ministry of woman and child development estimates of number of persons affected because of sexual exploitation was 2.8 billion and around three million people in India are working as prostitutes affected with various exploitative practices (Sen and Nair 2004). There are various factors that contribute towards human trafficking in India. Trafficking causes due to personal factors to structural factors which also include social pressures, migration, lack of employment and educational opportunities, family structure and economic situation, and lack of exposure. However, traffickers are very cunning and they know how to target both vulnerable section of the society and least visible people of the society who are without proper exposure and awareness. Contribution of perpetual factors towards trafficking are insufficient and inadequate laws, minimal chances of prosecution, poor enforcement, corruption, less debate on contemporary issues, lack of social responsibility and lack of political will of the government institutions, and ineffective penalties etc., are giving greater chances to traffickers to take advantage of the loopholes of the system and committing crimes as an easy practice (*ibid.*).

Human trafficking is a serious problem of the state. Human rights are embodied in the Constitution of India and are justiciable. But, in the current scenario people are witnessing several cases of violation of human rights, dignity and respect. There is lack of

proper enforcement of human rights. It is possible only through educating the people in the field of human rights. People of the country should be made aware of the human rights commission. Commission has a greater role in bringing awareness about human rights at family level, community level, and society level. There is an urgent need to eradicate human trafficking in the country. Various NGOs, welfare agencies, legal experts, civil society and social workers can play crucial role in bringing awareness about human trafficking and human rights in the society. This would enable the exposure and protection of external threats of the society that will minimise the risk of human trafficking in the country (Roy and Chandan 2017).

3. Child Protection Mechanisms

Every child needs to be protected from all forms of violence, abuse and exploitation which affects the development of a child. These aspects can affect the development of the child and its integration into the society. The child who sells items in traffic is not a sale person but a person who is deprived of the family, health and education. Gender based violation is seen more in country like India. Girl children are aborted or else thrown away from the family and violated in various forms, in which one of the major problems is child marriage. Child marriage also stops going to school which helps to fulfil their potential in the society. UNICEF addressed some key elements to avoid the violence towards the children. Promotion of positive social and cultural norms, behavioural aspects, child labour, health and education should be carried out with the help of government. Children who got already affected with all these aspects should be protected by effective monitoring (Giusti and Aneerudh 2012).

It's been observed that UNICEF is providing high value of technical support to the MWCD to implement the ICPS. The effective factors in ICPS such as preventive and responsive child protective mechanism at all the levels such as state, district and individual levels enhance the coordination and accountability of all the stake holders. ICPS mainly focuses on the family and community. The scheme is also promoting quality child

protective mechanism with the help of strong financial and human resources. It is strengthening the child protection and giving endless opportunities to children (*ibid.*).

The concept of child protection is a very complex area to deal with. There are different issues behind the protection of children in the society (Blackstock and Trocme and Bennett 2004). A study on child abuse and neglect was conducted in 2003. There is a total of 15000 cases that are found on child maltreatment and child abuse (CIS 2005). This type of incidents is more among aboriginal children as compared with non-aboriginal children (Foster 2007). It is stated that all the above problems are because of poverty and it is only possible with the eradication of poverty from the society such problems can be eradicated. It was mentioned in relation to child abuse and child maltreatment (Wharf 2007). Shlay *et al.* (2005), stated that race and poverty are the two major factors behind the maltreatment of the children in most of the countries. It is proved that in real life one factor influences the other factors. It is also added that there is an immediate need for the eradication of these types of stigmas from the society to ensure child protection in all the levels. Poverty affects the children in many ways. There are various points regarding how poverty influences the child protection negatively. Some of them are poor housing, fewer community resources and parenting stress (Moraes *et al.* 2005). Guaranteeing of standard health care to every child in this country is the unavoidable duty of the state. The National Health Policy of India has provided sufficient health service mechanisms to protect the health of every child. But the inefficient implementation of health services to the children in rural villages have caused the children to suffer from malnutrition or under-nutrition. The ICPS needs to coordinate the health services for the better health of children. The failure of the scheme to protect the health of such vulnerable children lead to infant mortality or poor physical health for many children (Rajendran 1979).

Development of human resource is possible only by maintaining and protecting the health of the children. Very often, the investment in the sector of child health is not at all adequate in this country. Children of the poor and marginalised group suffer more due to poor health services provided through the health centers. They are unable to avail the costly health services provided by the private sector, especially the multi-speciality hospitals and

clinics that are situated in the cities. The functions of ICPS need to include health care and education for the deprived children of this country for the healthy growth of their personalities. Only a healthy child can be a happy child that would contribute for the progress of the country (*ibid.*).

3.1. Child Sexual Violence and Balanced Approach

In any society sexual abuse can have enormous consequences both for the parents and their children. The various forms of sexual abuse should not be encouraged. It can be shown as negligence and undermining of the nation's commitment and law. The laws against child abuse can be seen as implicit recognition that certain family privacy can be protected and at the same time the privacy of children. Child protection officers should be attentive and avail all related information about the incidence and should take reasonable decision by considering all the relevant legal and ethical standards (Parke 1972). There are different studies that discuss about the foster care. It has affected psychologically more as compared with care that is given in home environment. There are studies which show that the children who are under foster care are affected more negatively as compared with the home environment. In the foster care, children are supposed to obtain better treatment for their past maltreatment. There are several incidents that are witnessed in the foster care by many graduates such as severe emotional and behavioral problems. Based on the above arguments, studies show that foster care is more harmful than the home environment care (Besharov 1998a).

In the present society, all the institutions are making transparent punishment system through formal grievance system. Reporting of any incidence of child abuse can be done by going to any assigned authority and can make it an official complaint against the person involved in the incidence of child abuse or child maltreatment. The authorities should protect and address the issues effectively that can minimise the problem (Besharov 1998b). Huge number of complaints are received by the child protection agencies. This type of awareness has happened because of the campaigns organised by the media and the likeminded people in the society (Sedlak 1991). Despite of several initiatives, many

children are still not reporting their physical abuse incidence to the authorities, officially. More than 40 per cent of the children who are affected with various types of abuses leading to emotional, physical and psychological depression are not reporting it even after 48 hours also. More than 67 per cent of the children who are affected with serious physical neglect have also not reported (Finkelhor 1990).

It is observed that many state laws are not clear about the maltreatment controlling measures. They are not making the reporting mandatory. Especially the definition of sexual abuse could be reported as sexual intercourse or can be diverted as sexual intercourse. Professional awareness of child abuse is very necessary. In most of the cases, lack of knowledge on child abuse incidence, leaves the case without a solution. Better education system, more awareness programmes, media campaigning and government programmes will bring better changes. Sharing the knowledge on these type of social evils in the society could lead to better understanding of the reported incidence and easy solution (Alfaro 1988).

There is a need for strong and better training programmes to spread awareness on the child abuse and child protection. The awareness programmes should include all type of incidences on child abuse, institutional abuse, sexual abuse, and psychological abuse. The awareness programmes should discuss about preventive measures against such incidence. Educating the parents is the best and effective measure to eradicate all forms of the child abuses in the society (Levin 1983). Professional education and training on child abuse and reporting of cases plays a major role. Professional education helps in analysing the reporting of incidence by making reasonable decision on genuine child abuse cases. With the effective training process, concerned officers analyse the incidence effectively and make a reasonable decision. Training process should focus on reporting of the issues and parental awareness on child abuse cases (Besharov 1990). There is a need of perfect knowledge of many of the legal, administrative and diagnostic matters, to deal with the incidence of child abuse effectively. Increase in the number of public and private agencies that deal with the child abuse cases will definitely ensure the effective solutions and better understanding of the concerned policies for effective treatment (Lamb 1994).

4. Role of Integrated Child Protection Scheme (ICPS)

The Ministry for Women and Child Development (MWCD) is to screen and oversee the execution of the ICPS at nationwide by holding a yearly evaluation conference of state administrators and by closely monitoring the level of implementation in the states by holding quarterly review meetings. State should provide the technical support for effective implementation of scheme to expand the services to national level and gain prestigious awards in the field of child protection. MWCD is providing the experts and external agencies to child care centers to inspect the child protection measures in child care institutions over the states and union territories as it is stated under the Juvenile Justice Act (GoI 2009).

4.1. Functions of ICPS at National Level

It is the responsibility of central government for the development and the funding of the child protection scheme and it should ensure the flexibility by cutting the unwanted structures and norms in the policy matters. The Indian government established a web based integrated database for the child protection which includes child tracking and management information system. It is the responsibility of the state governments and union territories to implement such scheme in an effective manner to ensure child protection at all the levels. The state governments have to appoint and hire the professionals in the area of child protection on contract basis. It is also the responsibility of the state governments to implement and ensure the quality of the scheme.

Major policies and legislations that are issued in the country to ensure children's protection and improvement in their status include, the Guardian and Wards Act 1890, Factories Act 1954, Probation of Offenders Act 1958, Bombay Prevention of Begging Act 1959, Orphanages and Other Charitable Homes (Supervision and Control) Act 1960, National Policy for Children 1974, Bonded Labour System (Abolition) Act 1976, Immoral Traffic Prevention Act 1986, Child Labour (Prohibition and Regulation) Act 1986, National Policy on Education 1986, Child Marriage and Restraint Act 1979, Prevention of Illicit Traffic in Narcotic Drugs and Psychotropic Substances Act 1987, National Policy on

Child Labour 1987, Infant Milk Substitutes, Feeding Bottles and Infant Foods (Regulation of Production, Supply and Distribution) Act 1992, National Nutrition Policy 1993, Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994, Hindu Adoption and Maintenance Act 1956, Persons with Disabilities (Equal Protection of Rights and Full Participation) Act 2000, Juvenile Justice (Care and Protection of Children) Act 2000, National Health Policy 2002, National Charter for Children 2004 and National Plan of Action for Children in 2005.

All the policies and the legislations framed for the child protection suffered because of weak implementation of schemes at the ground level. There are several problems that are behind the failure of several child protection policies. Minimal infrastructural facilities and insufficient services to address the ground level issues are some of them. With the help of the policies and schemes like ICPS, MWCD designed a strong and comprehensive framework for the child protection. With the introduction of these policies in the XI plan, it has changed the working patterns of the child protection department. These schemes have created strong foundations in the child protection environment. The concept of child protection consists in three major factors such as prevention, protection and rehabilitation. It is the mandatory right of the children to protect themselves from different forms of abuses, violence, neglect and exploitation. It is the responsibility of the state to address and solve the incidents of violation in the area of child protection. State should respond legally with the help of law and order to address the issue. This kind of services should be carried out to create strong framework that would enhance infrastructural facilities that will enable the wide range of access to the protection services. It is the responsibility of ICPS to provide and design a proper map for the needs and services for the protection of children and to strengthen the protection services at state as well as at district level (*ibid.*). The next part discusses the role of integrated child protection scheme at state and district level.

4.2. Functions of ICPS at State Level: State Child Protection Society (SCPS)

ICPS is mapping various initiatives at state level. ICPS initiated the process of State Child Protection Society (SCPS). It is mandatory in every state or union territory as a

fundamental unit for the implementation of the scheme. SCPS is the state level service which will enhance the child protection in the ground level. In order to achieve the prescribed goals of the child protection, the national and state governments frame certain guidelines and rules. Implementation, supervision and monitoring of all the related schemes, institutions and agencies are done at state level. After the implementation at the state level, it is the responsibility of the state government to implement ICPS at District level and ensure proper flow of funds to the concerned channel. It is the responsibility of the state government to ensure proper implementation of the scheme at all levels. Ensuring of effective implementation of other legislations and policies for child protection in the State viz. Hindu Adoption and Maintenance Act (HAMA) 1956; Guardians and Wards Act (GAWA) 1890; Child Labour (Prohibition and Regulation) Act 1986; Child Marriage Prohibition Act, 2006 and Immoral Traffic Prevention Act 1986, Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act 1994, Commissions for Protection of Child Rights Act, 2005 (CPCR Act), also is its responsibility. Protection of children from Sexual Offence Act, 2012, etc. like any child protection policies, come into force in every state government department that should frame the networking database to coordinate all the concerned departments of the government to build inter sectoral linkages between different sectors like health, education and social welfare for the protection of children from the various external threats. Establishing various levels of networking and coordinating with civil organisations and voluntary groups which are working in the field of child protection at different levels also is its responsibility. The development of the quality research in this field at state level creates more awareness and improve the state level database system. Monitoring all the activities and giving training to the skilled people and training the governmental and non-governmental working people are also done by the same agency. Providing quarterly report on the working state of the ICPS at state level to the MWCD on its implementation and utilisation of the concerned funds in the field of the child protection is carried out by it.

At the state level the reporting authority is the state secretary who handles all the matters of ICPS. District magistrate handles district level matters related to child

protection. At the grass root level, the local village administration handles the implementation of the scheme. There are also certain voluntary organisations working for the protection of child rights at ground level. The organisation called childline is involved in the planning and monitoring of the child protection programmes at ground level. At national level, MWCD monitors and supervises all the related things about the concerned programme.

In the year 2005, government of India formulated the National Plan of Action for the children. It is to fulfill the main objectives such as prevention of child abuse and protection of children from external threats. The main aim of the programme is to create effective support system for the child protection. It helps most of the children who are in vulnerable situations and to provide them appropriate right for the protection. In order to achieve this objective government of India implemented the National Plan of Action for children in 2005. This scheme is supposed to be implemented in all the state and district level platforms of the ICPS, for effective utilisation of the policy. It ensures effective coordination and protection services to needy people. It helps in smooth functioning of the scheme with proper supervision, monitoring and evaluation process. And a state level administrator monitors the functioning of the scheme (*ibid*).

4.3. Functions of ICPS at District Level

It is mandatory that every welfare policy or scheme should reach at ground level. Only then certain policies are successful at implementation level. Most of the policies in the country failed at implementation level due to lack of proper planning and framework. On the other hand, effective infrastructure and strong frame work help in effective implementation process. In the case of ICPS also, to implement the scheme at ground level, there is a need of perfect coordination between the internal linkages. Though the national level ICPS is framed successfully, for the implementation process it requires support of the states and districts. DCPU plays a major role in the implementation of scheme at ground level. The major functions of the DCPU include the setting up of fundamental units for ICPS at district level. It should coordinate and implement child protection and other measures to protect

the child rights at district level. Specific duties of district level officers are coordinated for effective implementation of the child right protection measures and legislatures. It is necessary to achieve the child protection measures laid down in the policy framework.

DCPU follows the national and state priorities, including their rules and guidelines. The basic responsibility of DCPU is to ensure highest care and protection to each child at individual level. It should identify the needy families and children with their effective networking and linkages with the ICDS functionaries, Specialised Adoption Agencies (SAA), NGOs dealing with child protection issues and local bodies, viz. PRIs and Urban Local Bodies (ULB), etc. It should identify the number of children in vulnerable situations and help them to overcome the problem through their effective database and monitor the system by mapping all the child related service providers at district level. It is the responsibility of DCPU to identify the voluntary organisations to implement the programme at ground level. It also takes initiatives for funding the implementation of the programme with the help of the several support systems such as sponsorships, foster care, adoption mechanism while ensuring effective implementation of the Juvenile Justice (Care and Protection of Children) Act, 2000 and its Amendment Act, 2006 at district levels with adequate infrastructure, such as JJBs, CWCs, SJPU, in each districts, block and village level for successful implementation of programme as well as to discharge the specific functions effectively. It functions by taking the support of several laws and protective measures such as HAMA 1956; GAWA 1890; Child Labour (Prohibition and Regulation) Act 1986; Child Marriage and Restraint Act 1979 and Immoral Traffic Prevention Act 1986, Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act 1994, for the protection of the children from the sexual abuse which can be Sexual Offence Act, 2012, and CPCRC Act, 2005 etc. Many other acts also came under single umbrella for the protection of the child rights at ground level. All this initiative of the district level officers helps to protect children from external threats by coordinating with all the government departments. This helps in building an effective inter sectoral linkages for effective implementation of the scheme by involving various departments such as health, education and

social welfare departments. In the area of law and order, they are taking the help of the police department for the protection of the children (*ibid.*).

5. Summing Up

Family is the primary support unit to every child in the society. Parental care increases the strength and develop positive integration towards community and society. Role of family is very crucial in the overall development of the children. There are many academic writings, but they are represented as incomplete, cryptic, and misconstrued quotations in this regard. Goals of parental discipline has effect at various levels. Imposing parental ideology on children in the form of discipline to promote socialisation is more generally done to the children. There is a need of widespread research on disciplining methods used by the parents. In moderate discipline practices, there are various variables such as family, children, parent, and certain other boarders. There are many factors that lead to child marriages such as community traditions, protection of virginity of the girl child which if not protected will affect the family honour. Protection of children from child marriages can only be possible through education. It is a harsh reality that most of the developing countries in the world have the highest number of child labourers as compared with the developed countries in the world. As long as there is poverty, the problem of child labour may remain as a never-ending process. Whatever may be the developments and advancements that may be happening in the economy, there are also negative vibes towards its technological evolution.

There is a need to protect children from exposure to harmful material over internet. Three million girls are at the risk of having the procedure of female genital mutilation every year. Female child genital mutilation is considered as extreme violation of human rights and discrimination on the basis of gender. Child trafficking in India is one of the greatest crimes. Child trafficking in India is expanding rapidly with different types of exploitative practices. Every child needs to be protected from all forms of violence, abuse and exploitation which affects its development. All these aspects can affect the development

of the child and its integration into the society. However, government of India has initiated various policies and effective mechanisms for child protection, such as ICPS.

The fourth chapter *Child Rights in India* discusses about various issues of child rights about protecting children from various dangers or risks to their life, their personhood and childhood. It also analyses and interprets various policies that protect the children from vulnerable circumstances.

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Chapter- 4

Child Rights in India

There are number of child rights issues that are to be resolved in Indian context. People in the society should be educated about the rights of the children. Parents play the most important role in the protection of child rights in any society. Proper awareness should be created among the children about their rights. School education plays a vital role in educating the children about their rights, including their right for education. Stringent laws need to be framed and executed to protect the rights of the child.

Though child right is a common concern for most of the countries in the world, the strategies to protect the child right differs from country to country. Child protection service seems to be the most pro-active approach to safe guard the rights of the children. The practice of child right has undergone major changes during the last century. The rights and welfare of children depend on certain values of the society in India. It is only during the 12th century the concept of child rights emerged in most of the countries. A critical review of child protection would help the policy makers in India to broaden the knowledge about the existing structures and child protection services.

1. Evolution of Child Rights

The issue of child rights got its importance and attention with the formation of United Nations Organisations. Universal Declaration of Human Rights laid down that all human beings are born free and there is equality in dignity and rights. However, children are more vulnerable and are provided with special protection rights. It is the protection of rights of the child that are included in the first Declaration of the Rights of the Child and adopted by the League of Nations in 1924 that became the first international law. It had only five laws with which the member nations should implement child rights. The most comprehensive and elaborative international document on the protection of child right is the UN Convention on Child Rights. It has spoken about the survival, development, protection and participation rights of the children. A good living standard and access to health service is necessary under survival rights of the children. Children's right to education, access to information, recreation, cultural activities and freedom of thought, integrity and religion are

mandated by the developmental rights (Challa 2012). Children are guarded against economic exploitation, sexual exploitation, cruelty, separation from their families and abuse in the criminal justice system through protection rights. The principle of best interest of the children is the central focus of the convention. It is the obligation of signatories to make special provisions for the protection of orphans, refugee children, disabled children, children of minority and indigenous groups. There are also provisions to guard the right of the children against drug trafficking and armed conflicts. Children under 15 years should not be recruited to the armed forces in any country. Every member country needs to report to the UNCRC on a periodic basis regarding the measures taken to meet the goals on the rights of the child (*ibid.*).

India needed a Constitution as the power of rule was transferred from the British to Indians after the Independence. The process of making the Constitution began against the shadow of partition of India, and in the international background of the end of the Second World War. It is noticed that Universal Declaration of Human Rights (UDHR) of 1948 has made a special impact on India's Constitution making especially in the area of protection of human rights. Article 14, 15, 16, 17, 18, 19, 21, 25, 30, 31, 31-C and 32 give the foundation and basis for human rights in the Indian Constitution. The Indian Constitution also gives a list of rights for children. The state is provided with special powers to legislate special laws for the protection of the rights of children. Forced labour by children is totally banned and is punishable under Article 24. The rights of the child are also promoted and guaranteed through Article 39 (e) and (f), 42, 45 and 47 of Indian Constitution in its part four. There are regulatory, protective and correctional state laws that are applicable to children in India (Rao 2004).

2. Child Protection and Development

Child Protection is the protection of children from various external threats that prevail in the society. Government initiated various policies, provisions and schemes in favour of child development, especially in the field of social welfare, education, health, protection and justice. Child right violation gets accumulated by various factors such as injury, neglect, emotional abuse, sexual abuse, physical problems of children, behavioural problems of children, and environmental and family history (Jones 1996).

There is a need of effective balance between child protection and family support. In every aspect of child protection, significant gender bias is being witnessed, in most of the cases, mothers play a crucial role in child protection as care takers. However, in our existing society women feel that they are blamed and their moral fitness is questioned by the parents. This is a humiliating experience for women (Farmer 1993). Educational service and government responsibility play a crucial role in child protection. Increasing the responsibilities on schools to be proactive in the area of child protection enhances child protection. There is a need of perfect policy and its implementation in relation to child protection in primary level schools. Primary school teachers play an effective role in educating the children and parents in the field of child protection (Webb and Graham 2001).

India was in need of a child-friendly juvenile system for a long time. The ratification of the Convention on the Rights of the Child (CRC) by India in 1992, necessitated a change in the approach to juvenile justice system. The Supreme Court decisions related to juvenile criminality reflected a change in social attitudes and called for new approaches towards children in struggle with law. The Juvenile Justice (Care and Protection of Children) Act 2000 included children who are in need of care and protection on one hand and the children who are in conflict with law on the other hand who are facing detention, prosecution, penalty or sentence of imprisonment (Bajpai 2017).

The Juvenile Justice (Care and Protection of Children) Act is one of the measures adopted by ministry under the provision of National Initiative for Child Protection (NICP) to ensure four basic objectives and rights of children, such as survival, protection, development, and participation. Despite its several claims the new bill has its own critics. The experts say that the new act does not define the term juvenile. In the recent act, article 32 (1) (ii) section says that, if any child is in the need of care or protection, immediately the child should be produced in front of child welfare committee by any police personnel or special juvenile police officers or designated police. Regarding this point, most of the experts felt that, a doctor or social worker could accompany the child in that situation, instead of police officers (n.a. 2001).

The new act included various categories of children into its neglected juvenile group. Thus, it became the responsibility of the state and other responsible organisations to extend a child friendly approach in rehabilitating mentally and physically disabled children, children suffering from terminal diseases, abused children, children tortured and victimised by armed conflict, children affected by natural calamities, children who are begging, street children, child labourers, abandoned children, surrendered children and run-away children whose parents cannot be found. The presence of millions of children in the streets of India show that the existing schemes and rules are not helping them to find any other alternative way of life. For many children street has become their habitual abode. They are not protected and supervised by any responsible persons. Some of these children went home during night, some of them maintained family links and many others were completely abandoned to live on the street. With the introduction of ICPS, open shelters were provided to rehabilitate the street children. Unfortunately, the state has not provided enough number of such open shelters to provide safe environments to the street children. The rights of the street children are violated as they are not provided with any welfare services. Many of them are child labourers. They are not able to attend any school. These children have lost their childhood, health and right of education (Bajpai 2017).

The Juvenile Justice Act 2015 came into force on 1 January 2016 after it received the President's assent on 31 December 2015. It was passed on 7 May 2015 by Lok Sabha and passed on 22 December 2015 by the Rajya Sabha. This act was passed because of the public protest on the release of the minor involved in the gruesome gang rape incident of 16 December 2012, after completing three-year term in a juvenile home. The juvenile rapist in Nirbhaya case of Delhi gang rape who was only 17 years and few months from completing his 18 years of age escaped jail and stiff punishment with the other accused. The continuous protest and pressure created by the parents of Nirbhaya compelled the Rajya Sabha to pass the law in one single day. The offences were categorised into three types. They were petty offences, serious offences and heinous offences with imprisonment for seven years or more. The establishment of CWCs and JJBs in each district were proposed through this act. This act permits trying of juveniles between the age of 16 and 18 years as adults for heinous offences by transferring such cases to a court of session for children, after the assessment. The offender-child will be kept in a place of safety till they

attain the age of 21, after which his evaluation will be conducted by a children's court. JJB examines the nature of crime and decides whether it was committed with a child mind or as adult mind. According to the suggestion of the JJB, the juvenile who commits heinous crime such as rape and murder and is between the age 16 and 18 years of age can now be tried as adult. As per the evaluation of the board the child-offender is either released on probation and if not reformed he will be sent to a jail for the remaining term (*ibid.*).

2.1. Child Development

UNICEF in 2008 estimated that around 2.2 billion individuals are under the age of 18 years in which one third of children are under the age of five years. Policies were framed based on only 10 per cent children who lived in developed countries. The Multiple Indicator Cluster Survey (MICS) is the one which give data on the development aspects such as nutrition, feeding, caregiving, discipline, and home environment. The CRC is the most widely approved human rights treaty which mainly focuses on the rights of child from family and distal context which impact the child development (Hodgkin and Newell 2007).

Disciplinary practices and housing quality are closely linked with protection of child rights. During early years, children develop in several domains such as language, reading books, songs, naming objects, etc. In this stage, caregivers influence children's survival and development in a positive manner (Bornstein 2006). CRC ensures the child development for not only preparing them for adulthood but also their early years are well looked-after and their rights are maintained well. In 2008, 8.8 million infants and young children died, but now it has declined from 9.7 per cent to 5 per cent. These deaths can be prevented by several steps such as breast feeding, clean drinking water, nutrition, disease resistant environment, and hygienic sanitation (Arabi *et al.* 2012). Bradley and Putnick (2012), analysed these situations by comparing 28 countries together and revealed that poor quality of housing, piped water and improper toilet facilities are the main risk factors that affect child development. Optimal environment should be provided to child during early years by parents through proper interaction with each other, taking them out and by allowing them to play with other children. Also, engage them with some teaching techniques such as naming, counting and other learning activities (Engle *et al.* 2007). Verbal engagement

plays an important role for child development through talking with child and by telling stories and by providing books to them.

These activities help the child not only to develop language literacy but also the socioemotional development (Custodero and Britto and Brooks-Gunn 2003). Lansford and Deater-Deckard (2012) focused on the disciplinary practices including both physical and non-physical. Use of strong verbal in family affects child negatively and creates impact on their growth in aspects such as personal, social, economic, and cultural. Most of the mothers believe that physical punishment is necessary for childrearing but there are chances of occurring death due to unintentional injuries and lack of safety. Children who face violence within home are afraid to report the incidents in fear of consequences against them (Neugebauer 2000). Children should not be left alone in the home and quality of house should be better for living, learning and health issues and also should be given attention from unusual accidents and other disasters (Bornstein and Putnick 2012). UNDP developed Human Development Index (HDI), represents a global shift from economic thinking to human well-being which monitors improvement in health, population, education, and income. HDI focusses on the child development through life expectancy, education, breastfeeding, etc. National policies are varied from each developing country as they are multi-dimensional. They provide interventional and prevention services to children by focussing mainly on health and nutritional issues (Britto, Cerezo and Ogbunugafor 2008). Reading and writing efficiency of child develop the learning and listening abilities through book reading and storytelling from parents. This boosts the child to participate in different reading competitions by which their confidence is gained up. Mothers play an important role in child development (Aboud 2007).

Families should reduce physical abuse, hard punishment, stress and negligence towards child. Policy framework should consider better parenting programmes initiated by analysing parent's knowledge, attitude and behaviour towards child. Legal reform covers families, social institutions and also provide justice to child victims of abuse and violence (Al-Hassan and Lansford 2010). Social protection also happens through cash transfer mechanism. Cash transfer programmes came into existence to reduce poverty which helps the child in education, health and other community developments. Cash transfer

programmes were successfully implemented in Latin America (Fernald and Gertler and Neufeld 2008). Countries which are low in HDI do not have proper care and safe environment for child development. Children should be grown up with the positivity of physical, mental and emotional healthy relationships. Right to participation can also help their development (Weiss 1995). Global policies should re-consider all the different aspects affecting child development and make policy interventions even in aspects of urban and rural structures. CRC is a major framework for ensuring the child development with quality care and learning opportunities. Human capital should be increased more for improving family through income, consumption and investment which develops a child (Britto and Nurper 2012).

Child rights were mainly framed for the tender age children not to get abused and exploited. Child labour and child abuse are the main problems to be eradicated particularly in India. Child labour was slowly taken into action but child abuse acts towards children were not at all taken into consideration. We live in a society where no proper sex education is provided for the children. Child mortality rate, malnutrition and neglect of education are the basic violations of child rights. Government should bring more provisions for the improvement of child rights which help them to develop in a positive manner (Roy 2013).

3. Child Rights and National Institution for Transforming India (NITI Aayog)

The National Institution for Transforming India (NITI Aayog) came into existence on 1 January 2015, as the main think tank of government of India. The vision, strategy and action agenda of the government is prepared by this institution according to the suggestions of the office of prime minister of India till 2019–20 from 2017. This vision, strategy and action agenda shows a departure from the process of five-year plans. The 12th five-year plan was the last in the series. The action agenda for three years aims to bring about development in various sectors at state and national level. The section 19 speaks of the Rule of Law and reformation of various systems. The justice system, judicial system and police are in need of reformation. Much needs to be done for the proper maintenance of law and order as it states:

For instance, India ranked 172nd out of 190 countries in the area of enforcing Contracts in the World Bank's Ease of Doing Business report 2017 with an average time of nearly 4

years required for enforcement. As a further indicator of delayed justice, of the cases disposed since 2000 by district and lower courts, 81.8 per cent took more than 5 years and 57 per cent more than 10 years...Further such indications are visible if we look at statistics of the police force...these statistics are symptoms that the justice system in India — intended to uphold the rule of law — is in dire need of reform (GoI 2017a).

According to the findings of NITI Aayog, the policies for the protection and welfare of children have become ineffective due to the unavailability of credible data. Different ministries have provided different data on the number of children. Ministry of Labour and Employment puts the number of working children in the five to 14 years age group to be 4.3 million, whereas the census of 2011 reports it as 10.12 million. The government authorities have so far not succeeded in developing a data base for the children engaged in child labour, children living in conflict zones, children who are trafficked and for the missing children in India. The report admits that there has been a rise in the number of crimes against children in the country. And the authorities have failed to implement the relevant legislation and take punitive action against those who are violating the rights of the children. The grievances of children are not sufficiently addressed by the State Commissions for Protection of Child Rights (SCPCR) due to lack of sufficient number of trained staff. Even the Child Welfare Officer (CWO) in every police station needs to be sensitised about the rights of the children. ChildLine service is not working in many districts. Even the definitions of child-trafficking and child labour needs to be made clear before the census are conducted. The registration of child births and death need to be followed. The school education system has failed in skill training, sports and extra-curricular activities. Gender-sensitisation programme needs to be introduced into school curriculum (*ibid.*).

Discussion on ‘NITI Aayog’s Three Year Action Agenda– ‘What is there for Education?’ argues that the agenda for education and skill development seem to be technical exercise for developing some strategies. It has missed the role and importance of basic education as it emphasises on learning outcomes and technical education. It does not speak about the resource requirement for implementing the strategies. Currently, only 2.7 per cent of Gross Domestic Product (GDP) of India is spent on school educational development, though six per cent of GDP was recommended by the Kothari Commission in 1966, which was recommended by all the subsequent committees on education. If the

process of making the strategy is not appropriate, even the implementation will be difficult and desired outcome will not be achieved (Kundu 2018).

4. Government Plans and Child Development

In India, post-independence, government introduced various policies and provisions for protection of child rights and overall development of children. In the process of development, government five-year plan periods are one of the key elements of all-round protection and development of childhood. In this juncture, present section discusses about the initiatives of government through five years plan periods for protection of child rights in India.

4.1. First Five Year Plan (1951–1956)

In India, from first five-year plan onwards child development has been a priority subject. In initial phase only, government recognised the importance of promoting social services in the view of consolidating the benefits of economic development. Moreover, social services help in attaining better living standards and social justice. However, various social welfare programmes have been initiated by the central government during first five- year plan periods which include, welfare of children, who are mentally and physically disabled. In the pre-independence era, most of the responsible primary health care services were on voluntary basis. In post-independence era, in 1953, central social welfare board was initiated specially to promote voluntary child welfare development and disabled welfare.

WHO with Indian government has most successful collaboration to address the many child development issues such as child health, infant mortality, etc. They are indirectly contributing towards the population growth of the country. During the period of first five-year plan in 1955, Ministry of Education constituted a National Advisory council for development of disabled children.

4.2. Second Five Year Plan (1956–1961)

During the second five-year plan, government initiated various social welfare activities in different sectors. During this plan period, government mainly focused on the development of public sector. It also focused on the extension of welfare services to the woman and

children in the rural areas. In 1961, central bureau of correctional services was setup to prepare national statistics and for the preparation of guide books and model schemes for development process. As a part of social welfare programmes, government-initiated defence programme for girl and woman to suppress the woman and girl trafficking. Government constituted various Acts such as Immoral Traffic in Woman and Girl Act, Probation of Offenders Act, and Children Act. In 1996, Central Institute of Research and Training in Public Co-operation (CIRTPC) was set up to resolve the issues relating to popular participation through research and training.

During this plan period, about 2100 maternity and child health care centres were setup. This centres are mainly integrated with the primary health care services related to woman and child health care services. These centres worked mainly for regular training of maternal and child health care personnel in the form of course structure.

The second five-year plan mainly emphasised on the basic education, expansion of elementary or primary level of education, diversification of secondary level education, concentrated on the development of quality and infrastructural facilities in the college and university education, concentrated on the vocational courses and cultural and educational development programmes.

4.3. Third Five Year Plan (1961–1966)

During the third five-year plan emphasis was on the development of rural educational sector. During the plan period, many primary schools were started. Growth rate of this period was 2.84 per cent. As a developmental process, much social concern was shown by providing holiday homes for children. Several mechanisms are initiated such as:

1. Teaching handicapped children in their home only.
2. Providing recreational facilities for handicapped.
3. Providing assistance for handicapped through special aids.

Moreover, the number of students increased from 23.5 million to 43.5 million. Number of pupils in the age group 6–11 was increased to 79 per cent. 11–14 to 102 per cent and 14–17 to 139 per cent. Also, the proportion of children attending schools in this period

increased to 43–61 per cent, 13–23 per cent and 5–12 per cent for the respective age group. In this period, government initiated free and compulsory education to the children up to the age of 14.

4.4. Fourth Five year Plan (1969–1974)

During fourth five-year plan, all the initiated programmes in third five-year plan were strengthened. Three national institutions were set for handicapped children who are mentally, physically retarded persons. Special employment provisions and special employment exchanges were set up. During this plan, children belonging to marginalised sections were benefited. Government emphasised on the health care area to control and eradicate the communicable diseases; rural India is being more affected with these types of diseases. Highest amount of help was given during this period to the orphanages, as Rs. 39.9 lakhs were given to 14 founding homes and 270 orphanages in the country.

4.5. Fifth Five Year Plan (1974–1978)

Fifth plan period highly emphasised on the child development through adoption of national policy for children in 1974 and constituted ICDS. This was a great shift from welfare to development of the child care and education. In 1975, ICDS was launched in 33 experimental blocks with the six basic packages like, Health check-up, immunisation, referral services, supplementary feeding, non-formal preschool education and health and nutritional education to the children below six years. It was done through nursing mothers living in the most backward areas and through single window system called Anganwadi Centre. Special scholarship provision was initiated for disabled children. High priority was given to primary elementary education programme. Moreover, the government focused mainly recruitment of teachers, construction of class room, especially in rural and backward areas. Special scholarship provision was provided to socially backward students and it laid special emphasis on the university level education.

4.6. Sixth Five Year Plan (1980–1985)

Sixth five-year plan focused on the expansion of programmes initiated in the early plans. In 1983, National Policy of health adopted to bringing down the infant and child mortality and to take up universalisation of immunisation. National Policy of Education (NPE) 1986

emphasised on the increase in the enrolment of the children in the schools especially girl children. During this period non-formal education and vocationalisation of education were given priority. In backward states, pre-school education centres were supported by extending their grant to voluntary organisations. Children Act (Juvenile Justice Act, 2000) was initiated in all the states except Nagaland.

Voluntary Action Bureau was set up in 1982, to protect the children and woman from external atrocities and crimes. It helped in creating awareness among the people about social responsibility. The main objective of the plan was to ensure equal opportunities in education for improvement in the quality of life, which would reflect in the general well-being of the society. Universalisation of elementary education is given highest priority and educationally backward states are given priority. Moreover, it concentrated more on the socially disadvantaged sections because most of the school dropouts belong to this section of the communities.

4.7. Seventh Five Year Plan (1985–1990)

Seventh five-year plan promoted early childhood survival and development of the programmes through different sectors in the country. During this period, highest importance was given to ICDS factors such as universal immunisation, nutrition, pre-school education, protected drinking water, environmental sanitation, maternal and child care services and hygiene and family planning. Under maternal and child health care benefits, focus was on universal immunisation to protect children from six diseases which affect child mortality and morbidity. They are diphtheria, whooping cough, tetanus, polio, and childhood tuberculosis. This protection helps the children in overall development. ICDS is a single national wide programme for early childhood survival and development.

Juvenile Justice Act was enacted in 1986, provided standardised frame work to deal with the children. Moreover, government of India enacted Child Labour Prohibition and Regulation Act, 1986 and in 1987 National Policy on Child Labour was formulated. In this plan period, various projects were sanctioned to the voluntary organisations for the welfare of the children and to provide non-formal education, supplementary nutrition, health, and skill training.

During the seventh five-year plan, welfare programmes were doubled. It provided many provisions for children with disabilities such as providing stipend for elementary school education. During this period, four national institutes and two other organisations for disabled children in the country were constituted. These institutions are offering various benefits to the disabled children and wide range of services for rehabilitation.

4.8. Eighth Five Year Plan (1992–1997)

Enormous focus on child survival, protection and development took place during eighth five-year plan period. Human Resources Development (HRD) is a major agenda. High priority to family and community based preventive services were given during this period. As part of endorsement of the convention on the rights of the child in 1992, government framed two national policies for child rights. One is for children and another is especially for the girl child. The major priority areas are health, education, nutrition, sanitation, water, and favourable environment. NPA for girl child mainly focuses on the removal of gender biased nature in the society, providing equal opportunities for their survival, protection and development. Major goals of the plans are health for all and education for all. Major aim of the seventh five-year plan was achieving the target of enrolment of five crore children in the school. However, 2.53 crore children already enrolled in the formal education system and 0.72 crore children in the non-formal education system.

Moreover, in the area of disabled children, government's major aim was to make disabled active, self-dependent and convert them as productive members of the society by extending various opportunities such as education, vocational training and economic rehabilitation. Various programmes were initiated to integrate disabled, most particularly by providing nutrition, health, education, science and technology, employment, and welfare. Under The Persons with Disabilities Act, 1995, Rehabilitation Council of India (RCI) was set up as a statutory body under the RCI Act of 1992 for the welfare of the children with disabilities.

4.9. Ninth Five Year Plan (1997–2002)

Priority of ninth five-year plan was the development of early childhood as an investment. Main strategy was to develop young child and place them at the top of the economic

development agenda, with special focus on girl child. The Plan emphasised on the child welfare, where no child remained as uneducated, hungry or lacked medical care. The survival, protection and development through effective execution of two national plan periods focusing on the three major areas of the child development such as health, nutrition and education was done during this period. ICDS play a major role in the overall development of the children, especially girl child and the mothers, all over the country. Moreover, it helps to control the decreasing sex ratio and curb its related problems of female foeticide and female infanticide. And, it provides easy access to health care services and 100 per cent coverage of immunisation in respect of all vaccine preventable diseases.

Through effective management and convergence of services and personnel, stratagems were formulated for various policy involvements in all child-related sectors. Efforts were made to reinforce the basic services of health, nutrition and pre-school education for the development of the young child through ICDS. Universalisation of ICDS in 1995–96 helped in intensifying all the services in all over the country in 5652 blocks, in that, only 4200 blocks became operational at the beginning of ninth plan. Ministry of finance imposed ban on ICDS, in later period of time and the ban is lifted now. The central government decided to universalise the ICDS by the end of the plan period. To achieve this aim, it prescribed the following efforts:

- i. Balika Samridhi Yojana is a special package for girl child development and especially families belonging to below poverty line should send their girl children to the school. This scheme provides special scholarship of Rs. 500 to the mother and annual scholarship around Rs. 300 to Rs. 1000 to the girl child.
- ii. Kishori Yojana for the development of adolescent girls.
- iii. UDISHA to strengthen the ICDS training programmes for human resource development. For the implementation of this scheme, World Bank provided Rs. 600.55 crore.
- iv. Scheme for Day Care Centres for the working woman will benefit around 3.12 lakh children across the country.
- v. Reproductive and child health scheme, is being operated by the ministry of health and family welfare, since 1997. Upgrading living standards of family by easy

access to the health care facilities.

- vi. Improving dietary food and by changing feeding practices. Preventing diseases by providing nutritious food.
- vii. Mid-Day Meal programme to the school going children implemented by the state governments.
- viii. Child Line Foundation was established and extended it to around 77 services in major cities to protect children from various external threats, abuse, exploitation and neglect.
- ix. Juvenile Justice Act was formulated to strengthen the children and bring qualitative improvement in the services to neglected children.

4.10. Tenth Five Year Plan (2002–2007)

The tenth five-year plan focused on the expansion of various programmes of child development and protection. During the plan period several schemes were introduced. A few of them are:

- i. Rajiv Gandhi National Creche Scheme is for the children of working women. This scheme helps them to meet child care needs. It was estimated that around 22 crores woman are working in the informal sector of the country.
- ii. Integrated programme for street children for preventing deprivation of children and providing shelter, health, education and protection against abuse and exploitation.
- iii. Assistance to homes for children. This scheme provides grant in aid to the children by adoption of government institutions or agencies.
- iv. Nutrition programme for adolescent girls. This is a nutritional scheme for girl children. Girls who are weighted less than 35kgs will be given 6 kg of food grains for three months.
- v. Kishori Shakti Yojana scheme provides self- development, nutrition, health care, literacy, numerical skills and vocational skills for the girl students between 11-18 years of age.
- vi. Covering under ICDS was expanded from 5652 to 6291 projects. Around 5.46 crore children and 1.16 crore pregnant women all over the country benefited out of it.

- vii. Highly focused on health and education. Ensured development through effective implementation of policies and programmes in grass root level. Recognised the early childhood problems and provided various assistance in health protection. In terms of education it implemented several programmes such as:
- i) Universal access
 - ii) Universal enrolment
 - iii) Universal retention
 - iv) Universal achievement
 - v) Equity

4.11. Eleventh Five year plan (2007–2012)

Key issues raised in eleventh five-year plan are Persistence of the girl child and her right to be born, Prevention of Female Feticide/Infanticide, Enabling Education for the Girl Child, Health and Nutrition, Gender Sensitisation of Educational System, Abolition of Child Marriage, Prevention of Girl Child Abuse, Exploitation and Violence, Welfare and Development of Adolescent Girls. The other programmes included are:

- i. Survival of the girl child and her right to be born scheme is multi-dimensional concept. For the protection of girl child in the society.
- ii. Nation-wide awareness and sensitisation campaign against female feticide.
- iii. Scheme to address falling female sex ratio.
- iv. Health and Nutrition for Girl Child, Enabling Education for the Girl Child, Abolition of Child Marriage, Girl Child Abuse, Exploitation and Violence, Domestic Girl Child Labour and Gender Sensitisation of Educational System.
- v. Prevention of Trafficking for Commercial Sexual Exploitation, Prevention of cross border trafficking, Welfare and Development of Adolescent Girls (11–18 years).
- vi. Expansion of NPAG and Merger of the Kishori Shakti Yojana (KSY) and Nutrition Programme for Adolescent Girls (NPAG).
- vii. Health and nutrition includes, pregnancy registration, nutrition supplements for mother, immunisation for mothers, regular health check-up, institutional deliveries, accessibility of health centre, availability of health worker, immunisation records of the girl child, availability of medicine, regular monitoring of health of child,

supplementary nutrition of the girl child and micro nutrients supply.

- viii. Education includes, pre-school education and enrolment of girl-child in school, supplementary nutrition facilities, primary availability and accessibility of elementary and secondary education facility, number of male teachers, trained teachers, facility of mid-day meal, availability of school books, school buildings etc.
- ix. Protection includes, birth recording of the girl child, prevention of child marriage, protection from sexual manipulation and trafficking, protection from child abuse, prevention of child labour and care for street children.

4.12. Twelfth Five Year Plan (2012–2017)

Twelfth five-year plan mainly focused on sustainable inclusive growth. Focuses on growth process of the women and child at multi-sectoral levels. Main aim is to ensure self-dependent, become capable of voicing their issues. Child centered concern policies should be implemented at national level and regional level. Several initiatives are undertaken during the plan period some of them are mentioned below:

- i. Improved Access to Quality Education includes free compulsory education, early childhood care and education, joyful learning techniques, improving infrastructure, collaboration with universities for effective functioning etc.
- ii. Better Preventive and Curative Healthcare includes continuation of ICDS scheme, Rajiv Gandhi scheme for empowering of adolescent girls, and nutrition to pregnant women etc.
- iii. National Plan of Action for Children (NPAC) includes national mission for empowering women to promote all round development of the women.
- iv. National Coordination Group (NCG) includes monitoring child rights, implementation of national plan of action for children etc (GoI 1950).

5. Violation of Child Rights

Children have the right to live an acceptable standard of life. In India, people are witnessing various child right violation cases across the country. Many cases of sexual assault of girl

child, physical and mental abuse, rape attempt on girl children, child labour and school dropouts are being witnessed in India. This section discusses about various issues of violation of child rights.

5.1. Violation of the Rights of Children in difficult circumstances in India

Government has enacted the Juvenile Justice (Care and Protection of Children) Act in 2000. It is created mainly to safe guard the rights of children in difficult circumstances. Government promised to provide full opportunity for their growth and development through the help of this Act. This Act has made it obligatory on the part of the government for the rehabilitation and re-integration of children into the society. In order to protect and safe guard the rights and well-being of the children in difficult circumstances CWCs were instituted. The affairs of the children in conflict with the law is to be handled by JJBs according to Juvenile Justice Act 2000. Children need to be rehabilitated into homes of various types, to facilitate their development. They are given facilities for education, counselling and vocational training.

Many children are provided with family-based care where they are helped by legal adoption, sponsorship or foster care. Government introduced various programmes in to juvenile justice homes. Integrated Programme for Street children took care of the needs of children in the street. In order to promote adoption within the country, a 24-hour telephone service was introduced in most part of the country. However, these schemes and programmes failed to address the seriousness of the problems faced by children. In many districts, there were no CWCs and JJBs formed though it is mandatory for the state governments to do so. The child homes did not provide good quality of service and care. There is the lack of well trained and qualified staff to take care of the needs of children in such homes. Various departments dealing with the welfare of the children were not coordinated properly.

Most of the states allocated insufficient fund towards the services for the children in difficult circumstances. The inadequate planning and poor allocation of fund resulted in the failure of protection of the rights of children who were forced in to child labour and commercial sex work in various part of the country (GoI 2017b).

5.2. Child Rights and Situation of Children in India

In 1974 through its National Policy for Children, Indian government declared that children are nation's most precious asset. A national plan of action for children was accepted in 1992. In the same year, India ratified the UNCRC and began to send the periodic country report narrating the measures taken to safe guard the rights of children in India. But there are gaps in the implementation of child right programmes in India.

The socio-economic conditions in some of the states are not favourable to the development of children. The children living in urban slums and rural areas face severe and vulnerable situations. The declining child sex ratio in many states are destroying the social and human fabric in this country. Due to poverty, the health and nutrition status of many children are adversely affected. More than 47 per cent of population was below poverty line in Orissa during the period of 1999–2000. Any family living below the poverty line is not be able to concentrate on the survival and development of their children. Government needs to implement the developmental programmes to bring up the living standard of the people. There is a need for a uniform definition of the child in various legislations. It should be in conformity with CRC. It includes a person below the age of 18 years as child. It should be the standard age of majority in India. Article 51 A of the constitution has placed the burden of providing opportunities to educate the children between the age of six and 14, on the parents. Many parents are not able to send their children to school due to poverty related reasons. When the government has not succeeded to formulate and implement effective plans to ameliorate poverty, it cannot expect all the parents to send their children to school, though education of the children between the age of six and 14 has become a fundamental right (Bhakhry 2006).

5.3. Child Rights and Child Labour

The estimate of national census of 2011 shows that the total number of child labourers aged five to 14 to be at 4.32 million in India. The Article 23 (1) of the Indian Constitution prohibits traffic in children, begging and similar forms of forced labour and also made punishable as per the law. Article 24 of the Indian Constitution prohibits the employment of children under the age of 14 years in any factory or mine or in any dangerous activity. Those who employ children against the provisions of the law could be punished with six months

to two years of imprisonment and a fine between Rs.20, 000 to Rs.50, 000. Child Labour is considered as an activity which violates an individual's human right as per Article four of the Universal Declaration of Human Rights. The International Covenant on Economic, Social and Cultural Right in its Article 10 (3) states that the employment of children should be punishable by law if it is harmful for their health, morals, dangerous to their life or hamper their normal development. It also demands that the state should set age limit below which employment of child labour is prohibited and punishable by law. The Article 32 of UNCRC, while talking about the rights of children against child labour mentions that the state parties have the duty to implement this article very strictly. The Worst Forms of Child Labour Convention 1999, under the International Labour Organisation (ILO) defines child as a person under 18 years of age. All the states are requested to eliminate the worst forms of child labour and remove children from such labour and provide education and rehabilitation for such children by providing useful vocational training to them (Garg 2017).

However, India is a signatory to the International Programme on the Elimination of Child Labour 1991, under ILO. The NHRC of India also deals with the elimination of child labour from India through sensitisation programmes and workshops with the help of the state governments. Poverty is reported to be one of the major reasons for child labour in India. Millions of people are living below the poverty line in India. Many families send their children for work to earn money to help the family. The low rate of wage earned by the head of the family is not sufficient to sustain the whole family. Hence, they are compelled to send their children also for some work. State governments are often not doing enough to implement the child labour prohibition laws in the state. There is lack of educational and health facilities in the remote rural areas of the country and many children are exploited through child labour. The government as well as the members of the society should make sure that the childhood of a child is not spent in the activities that are hazardous for its social, moral and physical development (*ibid.*).

5.4. Girl Child

In India, girl child faces a lot of problems and pressures within the society. In Hindu religion, son is responsible for the lighting of parent's bonfire, in order to reach them Nirvana and

also people consider boy as a grant and girl as a burden. This makes girl child to face discrimination and violation in society. Girl children are facing high violation of their rights because of the only reason that they are girls. Even today, many girl children are killed in their mother's womb and remain as oppressed, abused and exploited (Singh and Aparna 2010). Female infanticides are one of the major reasons for the less population of girl children. Tamil Nadu is the first state in India which officially has seen female infanticide as a problem. 2001 census revealed that for every 1000 boys there are only 939 girls in 0–6 age groups in Tamil Nadu. During 1994 to 1999, around 18,900 female infanticide deaths were reported. To overcome this problem, government initiated programmes which include girl child protection scheme, gendering health policy and social mobilisation campaign (Srinivasan 2001). Another problem faced by girl children is child trafficking. In rural areas, child marriage is often used as a technique for child trafficking and later sell them into prostitution. Girl child is seen as a material gain for some families. Some families go to an extent that they use their child as labour and due to poverty or indebtedness, they sell their daughters into exploitive occupations. In rural areas due to illiteracy and early marriages, they are seen as domestic servants or else as sexual object (Bagachi and Guha and Sengupta 1997).

Apart from poverty and illiteracy, religious and cultural practices also lead them to prostitution through the systems of Devdasi, Jogini, Basavi, and others. Also, in some tribal communities such as Banchara, Bedia and Nat, adult male family members do not do any work and depend on young girl's earnings which force them towards prostitution. Constitutional provisions have attempted to reduce these types of dependencies towards girl child (Pathak 1999). In 1991, government initiated Reproductive and Child Health Policy (RCH) to create gender sensitisation among the population of India. Policy makers constructed four value structures of women and gender: firstly, as mothers and secondly, as supporting role in development efforts; thirdly, idea of equality and fourth was notion of gender in sex-neutral rather than sex-specific ways. But these factors did not bring any changes in a way to think nation as gender sensitive (Kumar 2002). Education builds a positive attitude, self-image, skills, abilities, mental power, and self-confidence among girls and develops their critical thinking. Girl child is given less access to education by traditional attitudes, early marriages and pregnancies that have denied education. Female

literacy rate shows positive trends with age at marriage, life expectancy and enrolments in economic and other sectors. Due to the negative attitude of parents towards girl child they feel it as a waste of money to educate girl children and they feel that to get a comparably educated husband for their daughter may cost them a big amount of dowry expense (Croll 2006).

Girls are vulnerable to violence, including rape, abuse, exploitation, and trafficking. The attitude of the patriarchal society which gives more importance to boy rather than a girl should be changed. Gender equality and gender justice should start with equality for girl child. Girls should overcome all the barriers and excel in their potentials and skills through equal access to education, training, nutrition, physical and mental health care, and other aspects (Mittal 1995). The attitude towards girl child should be changed and society should not neglect girl in any aspect. Best interests and primary decisions should take into consideration of girl child. Extra protection and rights should be framed for their protection (Chowdhary 1991).

5.5. Malnutrition

Malnutrition is a condition of underweight problem which can be seen in both boys and girls at very age of infancy or in childhood. It is the cause for poor health condition. Children suffering from malnutrition are not only below normal weight for height but also grows very slowly and looks to be dull, pale and tired when compared to other children who seemed to be active. Malnutrition in childhood also affects the adult life, so care should be taken to gain weight normally by giving special attention by parents, teacher or school caretaker (Clark 1921). In India, the major physic and health constraint is food. The protective food should be produced more and supplements should be taken as much as needed. Poverty is one of the main reasons for the cause of malnutrition, as agricultural, social and economic status are low in rural areas compared to that of urban areas. Government initiated programmes to overcome malnutrition mainly among children by inaugurating the scheme of providing milk. Even, the supplements used for agriculture such as farmyard manure, composts, soil fertility maintenance, non-food crops price, extension of horticulture, development of fishing industry, increase in production of milk and milk products have been initiated for the eradication of malnutrition (n.a. 1939).

More than half of the children are facing the problem of the malnutrition especially in the countries like Bangladesh, India and Pakistan. Child malnutrition can be observed through growth period of certain children. It is the responsibility of the policymakers to consider malnutrition as serious issue which should be eradicated with immediate effect for the economic wellbeing of the country. Poverty is the main reason behind the problem of the malnutrition (Martorell and Ho 1984). Malnutrition impacts children over a lifetime. It will affect the generations and extends to every phase of child growth pattern. It can be identified with the help of weight and physical parameters. With the malnutrition there is a higher chance of dying after infancy stage. It will affect the child health severely in the later period of growth. Underweight children face more health issues and illness problems (Seckler 1982). The production and distribution of food should not be confined within the boundaries of countries, it should be extended to all the households. This would result in effective decline in the malnutrition problems at individual level. Child and women can also define health standards of the society and government. It is the responsibility of the government to provide safe drinking water and nutritious food to the pregnant women and child of eligible age (Radhakrishna and Ravi 1992). It is the responsibility of the state that they should provide subsidy in the food grains for the poorer sections in the society that will result in effective decline in the poverty levels and would lead to decrease in the percentage of malnourished children. This problem still exists because of failure in the distribution process or failure in finding out the relevant and needy stations of distribution. The subsidised food is not reaching the eligible individuals. It is directly affecting the women and girls, costing their life and growth process (Gillespie and McNeill 1994). The household level of food distribution can be strengthened by the autonomy of women in the society. It can also be enhanced by proper schooling and awareness. There is a need of providing employment opportunities for women outside home for their self-esteem. Employment of women in non-agricultural sector can reinforce the women's autonomy in the society (Rao and Radhakrishna 1997). The recent trends with regard to nutritional status of women and children have been seen in a positive sense. Despite of the increase in population and socio-economic inequalities, nutrition should be focused more on women and children. The moderate undernutrition should also be improved and birth weights have to be observed mainly in rural areas. Improvement should be seen through the decline of

mortality rate and also by saving malnourished children. The nutritional deficiency diseases should be reduced through nutritional intervention programmes (Sachdev 1997).

6. Summing Up

Child right is a common concern for most of the countries in the world. The strategies to protect the child right differs from country to country. Child protection service seems to be the most pro-active approach to safe guard the rights of the children. The practice of child right has undergone major changes during the last century. The issue of child rights got its importance and attention with the formation of UNO. UDHR laid down that all human beings are born free and there is equality in dignity and rights. Government initiated various policies, provisions and schemes in favour of child development especially in the field of social welfare, education, health, protection and justice.

India was in need of a child-friendly juvenile system for a long time. The ratification of the Convention on the Rights of the Child by India in 1992, necessitated a change in the approach to juvenile justice system. Discipline practices and housing quality are closely linked with child protection rights. During early years, children develop in several domains such as language, books, songs, naming objects, etc. In this stage, caregivers influence children's survival and development in a positive manner. Families should reduce physical abuse, hard punishment, stress and negligence towards child. Children have the right to live a good standard of life. In India, various child right violation cases are being witnessed across the country. Contemporary times have witnessed various rape attempts, sexual abuse of girl children, physical and mental abuse of girl children, child marriages, child labour, and child trafficking. There is also a high number of drop outs among girl children in India.

Policy framework should consider better parenting programmes initiated by analysing parent's knowledge, attitude and behaviour towards children. Legal reform should cover families, social institutions and also provide justice to child victims of abuse and violence. In India, Post-independence government introduced various policies and provisions for protection of child rights and for the overall development of children. In the process of development, government five-year plan periods are the significant years of all-

round protection and development of childhood as well as protection of child rights in India.

The fifth chapter *Child Protection and Child Rights: A Study in Sangareddy District of Telangana State* discusses about the primary analysis. It highlights the status of implementation of ICPS for the protection of child rights at state level, district level and at mandal level in the selected mandals of Sangareddy district of Telangana state.

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Chapter- 5

Child Protection and Child Rights: A Study in Sangareddy District of Telangana State

It is a well-known fact that every educational institution in the country should protect the child rights and maintain the child protection measures. Nation is witnessing various violations against children who are studying in the schools and care centres. There are various cases which include physical punishments, sexual exploitation, trafficking, involving children in cleaning activities in the school premises, and maltreatment. In this juncture, this research was carried out on the basis of child protection and issues related to child development. The present chapter discusses about the status of child protection in the different schools and care centres in Sangareddy district of Telangana state. Research was carried out based on purposive sampling method. Sample schools and child care centres of six mandals in Sangareddy district were selected for the research. Interviews of teachers, students, parents and school management committee members were conducted to assess the status of child protection and interrelated issues in selected sample schools and centres.

This chapter is divided into three sections. Section- 1 presents profile of the area of the selected sample respondents, Section- 2 discusses about the data collected from the parents, teachers and management of various institutions. It includes discussion on the roles and responsibilities, awareness of child rights and child protection among the parents, teachers and management personnel. Section- 3 deals with the students in different category of schools which include government secondary schools and private recognised unaided secondary schools and care centres run by various non-governmental organisations (NGOs). This section analyses different aspects of child rights and child protection based on the interaction with students. It discusses in detail the violation of child rights including social, religious, cultural rights, physical, and psychological safety of children in the schools or in the centres.

Sangareddy district of Telangana state was selected for the study, to analyse the status of child protection in various secondary schools and centres. This district was selected due to various reasons. There is almost no study on child protection and child rights in Sangareddy district. The human development index report of various districts of Telangana for the period of 2004–05 to 2011–12 shows that the undivided Medak

district (now divided into Sangareddy, Medak and Siddipet) ranked only 10 position (last and lowest) among the then 10 districts. With respect to net enrolment ratio at secondary and higher secondary level in rural and urban areas of various districts in Telangana State, this district had 61.8 per cent at rural and 62.4 per cent at the urban level, which were the lowest among all the districts with regard to net enrolment rate at secondary and higher secondary levels. Secondary school level dropout rate among boys and girls in various districts of Telangana State showed that this district had 44.82 per cent for male drop outs and 42.35 per cent for females, which were third highest among all the districts of Telangana. Among the 410 high schools in this district, 44 per cent of them, i.e., a total of 181, were in the unaided private sector. And it is significant to note that more than 57 per cent of the high school students are enrolled in private unaided high schools in this district. The total literacy level of the district is at 64.08 per cent which is lower than the state literacy level of 66.54 per cent (GoT 2016).

A total of eight institutions were selected within the district from six different mandals; three government high schools, two private unaided recognised high schools and three child care centres run by NGOs.

Section- 1:

This section discusses about the profile of the state, district, mandals, villages, and schools of the selected sample respondents.

1. Telangana State

Telangana is the 29th state of India, which is a newly formed state on 2 June 2014, separated from Andhra Pradesh by the UPA government which was in power at that time. Hyderabad is the capital of Telangana and also for Andhra Pradesh for around ten years as it contains more industries and institutions belonging to the service sector. The state has its area as 1.12 lakh sq. kms and according to the 2011 census, total population is 3.51 crores. It is bordered by Karnataka to the west, Maharashtra, Odisha and Chhattisgarh to the north and Andhra Pradesh to the south and the east. Telangana was a part of Hyderabad state which was ruled by Nizams. Later on in 1956, it was merged with Andhra state to form Andhra Pradesh as part of linguistic recognition of states. Telangana is rich in minerals with coal mines at Singareni collieries. Rice is the major food crop and other crops like Maize, Cotton, Tobacco, Sugarcane, and Mangos are also cultivated. Agriculture shares chief source of income for state economy. Godavari

and Krishna are the major rivers flowing in the state and has Nagarjuna Sagar Dam under Krishna River and Godavari based irrigation projects were constructed to provide irrigation. There are also small rivers like Tungabhadra, Dindi, Manjeera, Kinnerasani, Pranahitha, Penganga and Taiperu.

About 76 per cent of the population of Telangana speaks Telugu, 12 per cent of them speak Urdu, and another 12 per cent of the population speak other languages. The Telangana culture is a mixture of Telugu traditions and Persian traditions which were inherited from Mughals and Nizams. Along with the main festivals, the state festivals like Bonalu in Hyderabad, Batukamma in all over Telangana districts, Yedupayala Jatara in Medak and Sammakka Saramma Jatara in Warangal district are also celebrated in a colourful manner in Telangana.

The literacy rate of state is 66.54 per cent in which male literacy rate is 75.04 per cent whereas female is 57.99 per cent. The total literates in state are 206.97 lakhs in which male literates are 117.02 lakhs and female are 89.05 lakhs. The female ratio in literacy rate is quite low in Telangana state compared to that of male literacy rate.

2. Sangareddy District

Sangareddy district is situated in the northern region of Indian state of Telangana. It is bifurcated from Medak district in 2016 by government of Telangana. The area of district is 4, 464.87 sq. kms and according to the 2011 census, district population is around 15 lakhs. The district is having three revenue divisions which include Narayankhed, Sangareddy and Zaheerabad and is sub-divided into 27 mandals. Sangareddy Municipality was founded in 1954 and is classified as a first-grade municipality with 31 election wards. The jurisdiction of the civic body is spread over an area of 13.69 km (5.29 sq. m).

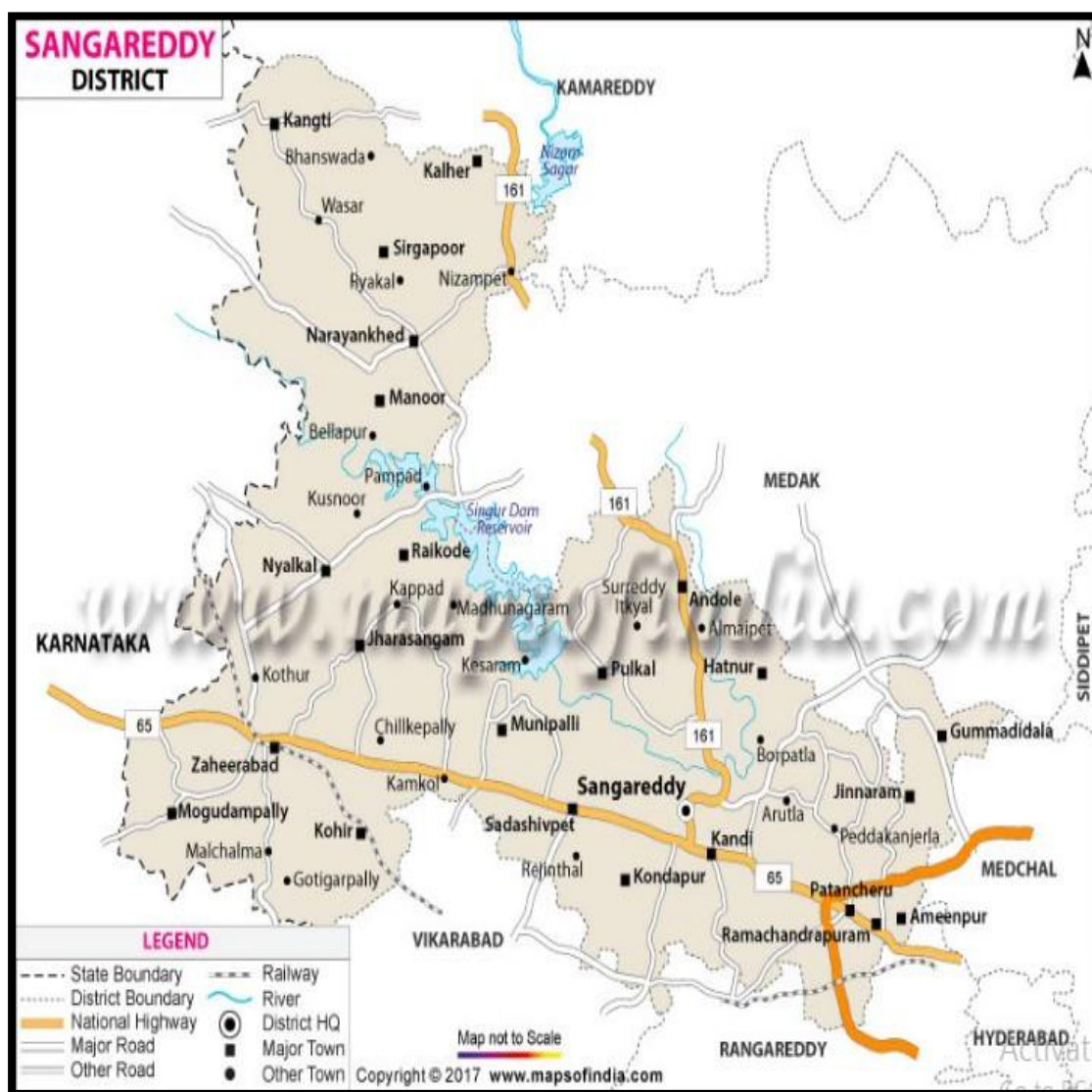
The city has three large-scale public sector industries in its constituency. These are BHEL (Bharat Heavy Electricals Limited-One of the MAHARATNA companies of Government of India), where one of India's most powerful missile PRITHVI was produced) and Ordnance Factory, and BDL (Bharat Dynamics Limited, Medak (which manufactures the Sarath tanks for the Indian Army).

The city is categorised into Old Sangareddy and New Sangareddy. Old Sangareddy is well-renowned for its bazaars and old district jail, which has been

transformed into a jail museum. The roads in the area are quite busy during the festive seasons including Dassera, Diwali, Vinayaka Chaturthi and Ramzan.

IIT Hyderabad was established in 2008 near to Sangareddy at Kandi Mandal. Also JNTUH College of Engineering Sultanpur at Sultanpur which is near by the city has been established in 2012.

Map- 5.1: Geographical Map of Sangareddy District



Source: Maps of India, 2017.

3. Sample Representation

The sample of respondents, mandal, village and school wise along with district are furnished in the table- 5.1

Table- 5.1: Sample Representation

District	Name of the Mandal	Name of the village	Name of the School/Centre	No. of Sample Respondents				Total
				Students	Parents	Management	Teachers	
Sangareddy	Patancheru	Muthangi	Divine Word Social Service Society	10	10	1	1	22
		Isnapur	Zilla Parishad High School (ZPHS)	116	0	1	14	131
	Sadasivpet	Sadasivpet	St. Mary's PSM High School	174	74	2	18	268
	Zaheerabad	Ranjole	Telangana Social Welfare Residential School (TSWRS)	46	0	1	17	64
		Hothi-K	St. Mary's High School	25	0	1	7	33
	Kohir	Digwal	Zilla Parishad High School (ZPHS)	38	0	1	9	48
	Andole	Jogipet	Asha Jyothi Children's Home	12	0	2	0	14
	Narayankhed	Nizampet	Arnold Bala Vikasa Ashram	16	14	1	4	35
	Total			437	98	10	70	615

Source: Field Study, 2019.

1.3.1. Patancheru Mandal and Villages

Patancheru is a name derived from Potla Cheru and it was formed during the time of Nizams. As of 2001 Indian census, it had a population of 40,332 in which males constitute 53 per cent of the population and females as 47 per cent. Patancheru has an average literacy rate of 65 per cent, higher than the national average of 59.5 per cent in which male literacy is 73 per cent and female literacy is 57 per cent.

In Patancheru, 14 per cent of the population is under 6 years of age. There are a number of educational institutions in this mandal including the following: ICRISAT, Gitam University, Engineering colleges such as TRR, RRS, Ellenki and Maheshwara. Patancheru is the major industrial hub of Telangana.

The highest level of drug pollution in water was found here in 2009. Investigators found that the measurable quantities of 21 different factory-made drugs in water. Political parties promised that they are going to clean the lake as it was polluted with manure and mix of chemicals from the industries around it and the present MLA and his TRS government had promised to make it drinkable.

1.3.1.1. Muthangi Village

Muthangi is a village in Patancheru mandal in Sangareddy district of Telangana state, India. It is located 20 kms towards east from district headquarters, Sangareddy and two kms away from Patancheru. Muthangi is surrounded by Ramchandrapuram mandal towards the east, Sangareddy mandal towards the west, Jinnaram mandal towards the east, and Shankarpally mandal towards the west. Singapur, Sangareddy, Sadasivpet and Hyderabad are the nearby cities to Muthangi.

Telugu is the local language of this area. According to census 2011, total population of Muthangi is 8,777, among them males are 4,490 and females are 4,287 living in 1,272 houses whereas children below 6 years are 1,208. Among them, the literate persons are 5,760 only.

1.3.1.2. Isnapur Village

Isnapur is a village in Patancheru mandal, Sangareddy district of Telangana state, India. It is located 18 kms towards the east from district headquarters, Sangareddy and around four kms from Patancheru. Isnapur is surrounded by Ramchandrapuram mandal towards the east, Sangareddy mandal towards the west, Shankarpally mandal towards the south, Hathnoora mandal towards the north. Singapur, Sangareddy, Sadasivpet and Hyderabad are the nearby cities to Isnapur.

Telugu is the local language here. According to 2011 census, total population of Isnapur is 8,276 among them males are 4,378 and females are 3,898 and children below 6 years are 1,100. The literate people among total population are 5,369 only.

1.3.2. Sadasivpet Mandal

Sadasivpet is a mandal in Sangareddy district of Telangana state, India. Sadasivpet mandal headquarters is Sadasivpet municipality town. Sadasivpet belongs to

Sangareddy revenue division. It is located 19 kms towards the west from district headquarters Sangareddy.

Sadasivpet mandal is surrounded by Munpalle mandal towards the west, Pulkal mandal towards the north, Kondapur mandal towards the south, Mominpet mandal towards the south. Sangareddy, Singapur and Zaheerabad are the nearby cities to Sadasivpet. Sadasivpet consist of 32 villages and 27 panchayats. Yawapur is the smallest village and Nandikandi is the biggest village. It is in the 632 m elevation (altitude). Bidar, Medak, Hyderabad, Gulbarga and Warangal are the nearby important tourist destinations to see.

Here, the local language is Telugu. Total population of Sadasivpet mandal is 85,004 living in 16,399 houses in which males are 43,215 and females are 41,789. Total 36,334 persons live in town and 48,670 live in rural areas.

1.3.3. Zaheerabad Mandal and Villages

Zaheerabad is a mandal in Sangareddy district of Telangana state, India. Zaheerabad mandal headquarters is Zaheerabad N. P town. Zaheerabad belongs to Sangareddy revenue division. It is located around 63 kms towards the west from district headquarters Sangareddy. Zaheerabad mandal is surrounded by Kohir mandal and Jharasangam mandal towards the east, Nyalkal mandal towards the north, Marpally mandal towards the east. And on the west, it is surrounded by Karnataka state. Bidar, Sadasivpet, Tandur are the nearby cities to Zaheerabad.

Zaheerabad consist of 61 villages and 35 panchayats. Parvathapur is the smallest village and Mogdampalle is the biggest village. Bidar, Medak, Gulbarga, Hyderabad and Tuljapur are the nearby important tourist destinations to see.

Telugu is the local language here. Total population of Zaheerabad mandal is 140,160 living in 24,043 Houses spread across of total 61 villages and 35 panchayats. Males are 71,766 and females are 68,394. Total 44,589 persons live in the town and 95,571 live in the rural areas.

1.3.3.1. Ranjole Village

Ranjole is a village in Zaheerabad mandal in Sangareddy district of Telangana state, India. It is located around 53 kms towards the west from district headquarters

Sangareddy and 10 kms from Zaheerabad N.P. Ranjole is surrounded by Jharasangam mandal towards the north, Kohir mandal towards the south, Nyalkal mandal towards the North, Munpalle mandal towards the east. Zaheerabad, Bidar, Sadasivpet and Vikarabad are the nearby cities to Ranjole.

The local language is Telugu in Ranjole. Ranjole village has a total population of 6,578 and number of houses are 1,350. Here the female population is 49.8 per cent and village literacy rate is 57.4 per cent and the female literacy rate is 25.7 per cent only.

1.3.3.2. Hothi-K Village

Hothi-K is a village in Zaheerabad mandal in Sangareddy district of Telangana State, India. It is located around 57 kms towards the west from district headquarters Sangareddy and five kms from Zaheerabad N.P. Hothi-K is surrounded by Kohir mandal towards the east, Jharasangam mandal towards the north, Nyalkal mandal towards the north, and Marpally mandal towards the east. Zaheerabad, Bidar, Sadasivpet and Tandur are the nearby cities to Hothi-K.

Telugu is the local language here. Total population of Hothi-K is 2,178 in which males are 1,123 and females are 1,055 living in 373 Houses. Total area of Hothi-K is 1,337 hectares.

1.3.4. Kohir Mandal and Village

Kohir is a mandal in Sangareddy district of Telangana state, India. Kohir mandal headquarters is in Kohir town. Kohir belongs to Sangareddy revenue division. It is located around 47 kms towards the west from district headquarters Sangareddy.

Kohir mandal is bound by Marpally mandal towards the east, Zaheerabad mandal towards the west, Jharasangam mandal towards the north and Munpalle mandal towards the east. Zaheerabad, Sadasivpet, Vikarabad and Bidar are the nearby cities to Kohir.

Kohir consist of 29 villages and 20 panchayats. Siddapur Pattikohir is the smallest village and Kohir is the biggest village. Bidar, Medak, Hyderabad, Gulbarga and Tuljapur are the nearby important tourist destinations to see.

Here, the local language is Telugu. Total population of Kohir mandal is 55,239 living in 9,596 houses in which males are 28,402 and females are 26,837.

1.3.4.1. Digwal Village

Digwal is a village in Kohir mandal in Sangareddy district of Telangana state, India. It is located around 46 kms towards the west from district headquarters Sangareddy and six kms from Kohir. Digwal is surrounded by Jharasangam mandal towards the north, Zaheerabad mandal towards the west, Marpally mandal towards the south and Munpalle mandal towards the east. Zaheerabad, Sadasivpet, Bidar and Vikarabad are the nearby cities of Digwal.

The local language of Digwal is Telugu. The total population of Digwal is 4,596 and number of houses are 896 in which female population is 48.8 per cent. Total village literacy rate is 61.2 per cent and the female literacy rate is 26.3 per cent.

1.3.5. Andole Mandal and Village

Andole is a mandal in Sangareddy district of Telangana state, India. Andole mandal headquarters is in Andole town. Andole belongs to Sangareddy revenue division. It is located around 26 kms towards the north from district headquarters, Sangareddy.

Andole mandal is bound by Pulkal mandal towards the south, Kowdipalli mandal towards the east, Alladurg mandal towards the west, and Tekmal mandal towards the north. Sangareddy, Sadasivpet, Medak and Singapur are the nearby cities to Andole.

Andole consist of 30 villages and 23 panchayats. Danampalle is the smallest village and Jogipet is the biggest village. Medak, Bidar, Hyderabad, Gulbarga and Warangal are the nearby important tourist destinations to see.

Telugu is the local language here. Total population of Andole mandal is 59,325 living in 11,395 houses in which the males are 29,862 and females are 29,463.

1.3.5.1. Jogipet Village

Jogipet is a village in Andole mandal in Sangareddy district of Telangana State, India. It is located around 27 kms towards north from district headquarters Sangareddy and two kms from Andole. Jogipet is surrounded by Kowdipalli mandal towards the east, Pulkal mandal towards the south, Tekmal mandal towards the north, Alladurg mandal

towards the west. Sangareddy, Sadasivpet, Medak and Singapur are the nearby cities to Jogipet.

Telugu is the local language here. According to 2011 census, total population of Jogipet is 18,494 among them males are 9,165 and females are 9,329 living in 3,225 houses and children below 6 years are 2,142 in which among them literate people are 12,142.

1.3.6. Narayankhed Mandal and Village

Narayankhed is a mandal in Sangareddy district of Telangana state, India. Narayankhed mandal headquarters is in Narayankhed town. Narayankhed belongs to Sangareddy revenue division. It is located around 66 kms towards north from the district headquarters, Sangareddy.

Narayankhed mandal is bound by Manoor mandal towards the west, Kalher mandal towards the north, Regode mandal towards the south, Shankarampet [A] mandal towards the east. Bidar, Zaheerabad, Sadasivpet and Medak are the nearby cities to Narayankhed.

Narayankhed consist of 78 villages and 23 panchayats. Allapur is the smallest village and Narayankhed is the biggest village. Bidar, Medak, Hyderabad, Gulbarga and Tuljapur are the nearby important tourist destinations to see.

Telugu is the local language here. Total population of Narayankhed mandal is 70,001 living in 12,108 houses in which males are 35,869 and females are 34,132.

1.3.6.1. Nizampet Village

Nizampet is a village in Narayankhed mandal in Sangareddy district of Telangana State, India. It is located around 66 kms towards the north from the district headquarters, Sangareddy and 14 kms from Narayankhed. Nizampet is surrounded by Kalher mandal towards the west, Narayankhed mandal towards the west, Regode mandal towards the south, and Nizamsagar mandal towards the north. Medak, Bidar, Sadasivpet and Zaheerabad are the nearby cities to Nizampet.

The local language of Nizampet is Telugu. The total population of Nizampet village is 6,931 and number of houses are 1,652 in which female population is 50.5 per

cent. The village literacy rate is 42.2 per cent and the female literacy rate is 17.3 per cent.

Section- 2:

This section deals with the role of parents, management and teachers in protection of child rights. The primary responsibility of protecting the rights of the children is vested in the hands of the parents. Once the children are admitted to an educational institution or child care centre, it is the duty of the management to provide utmost care and protection to the children and to their rights. But children are under the supervision of the teachers or care takers during most of the working hours. Hence, the training and skill of the teachers and care takers in child protection is a determining factor in the quality of child protection in every institution.

1. Parents

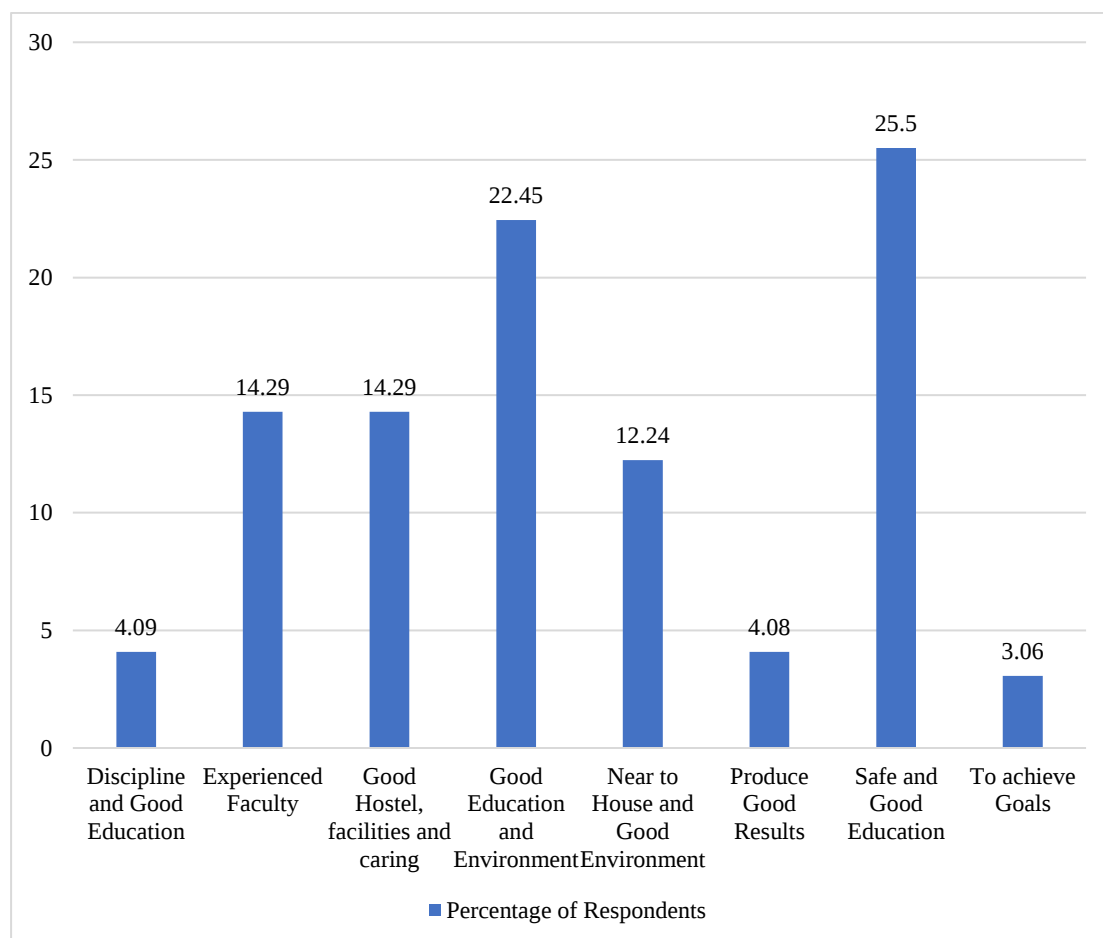
The section on parents deals with the indicators of child protection from the point of view of the parents of the children. The reason for parents to admit their wards into a particular school or centre, the frequency of meeting the children by the parents, the complaints received by the parents from their children regarding physical harassment from other students, the complaint of the students regarding their experience of bad touch from others, the complaint about physical punishment given to the children from teachers, HM, employees of the institution, whether the child is travelling to school or centre in a stranger's vehicle everyday, the availability of internet facilities to the students, and the awareness regarding child help line services by the parents are all discussed in detail under this section.

1.1. Preference to admit child in Care Centre/ Hostel/ School

The figure- 5.1 displays the reasons why each parent has chosen a particular school or child care centre to admit a child. Highest number of parents said that they preferred to admit their wards into a school because they felt that their children would be very safe and receive good education in that particular school or centre. In a society, there are different levels of people from different financial and socio-economic background and they will acquire different levels of status through that. Each group represents different class and social identity, according to that they will choose level of education and institution for their child (Liberatos and Link and Kelsey 1988). It is very significant

to note that the highest number of parents looked for a safe place to admit their children. Some of the parents of the girl children were apprehensive about the safety measures in schools. Lack of usable toilets and clean drinking water was a major concern of many parents. Fire safety systems were not installed in many of the institutions. The observation brings to light that the first concern of the parents was not the best result produced by an institution, compared to that of the safety concerns.

Figure- 5.1: Preference to admit child in Care Centre/ Hostel/ School (in percentage)



Source: Field Study, 2019.

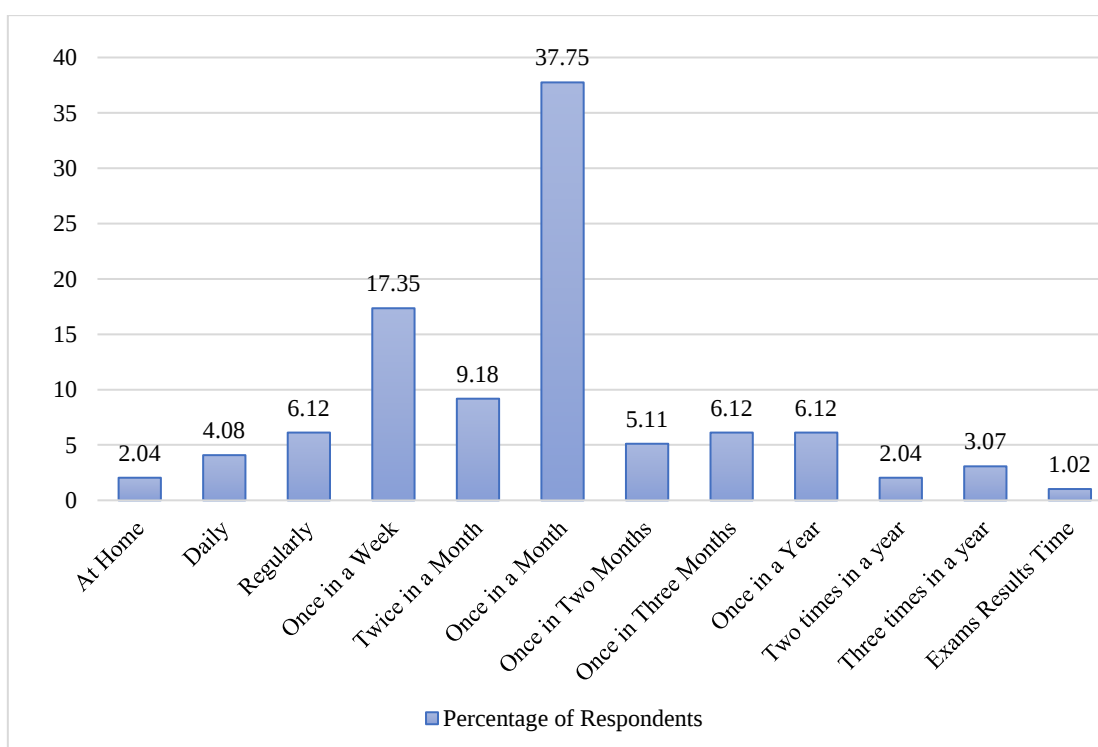
Children from low income families are facing many issues of illness due to unhealthy environment that surround them. Lack of healthy environment and food are the major problems (Brown and Pollitt 1996). A vast majority of them opted for a given school as they thought that good education is provided in a good environment. Many of them selected a school as they observed that the faculty members are well experienced. The good care and facilities provided in some of the schools and care centres also has prompted the parents to admit their wards into such institutions. Some

of them preferred to admit their children as the school is near to their house and have good environment. It may be concluded from the above findings that it is the assurance of safety for children that influence the decision of a parent in selecting a school or a care centre.

1.2. Meeting Child at Care Centre/Hostel/School

Children feel reassured and safe in the presence of the parents. Children grow up at home experiencing the love and affection of the parents. Once they are admitted in a school or care centre, they spend most of the time in the activities of the school or institution. Regular visit by a parent to a school helps the parent to know the welfare of the student as well as the educational progress of the child. It also helps the parent to know the feeling of the child regarding the safety and welfare in a school. It is already proved that poverty and low educational levels of the parents show a severe impact on the education of their child (McCall 1981).

Figure- 5.2: Meeting Child at Care Centre/Hostel/School (in percentage)



Source: Field Study, 2019.

So, interaction of parents with the teachers and school environment will lead to increase in understanding levels of the parents in terms of education and their livelihood. While interacting with the parents it is found that majority of them make it a

point to visit the child at least once in a month (37.75 per cent). There are a good number of parents who visit their wards once a week.

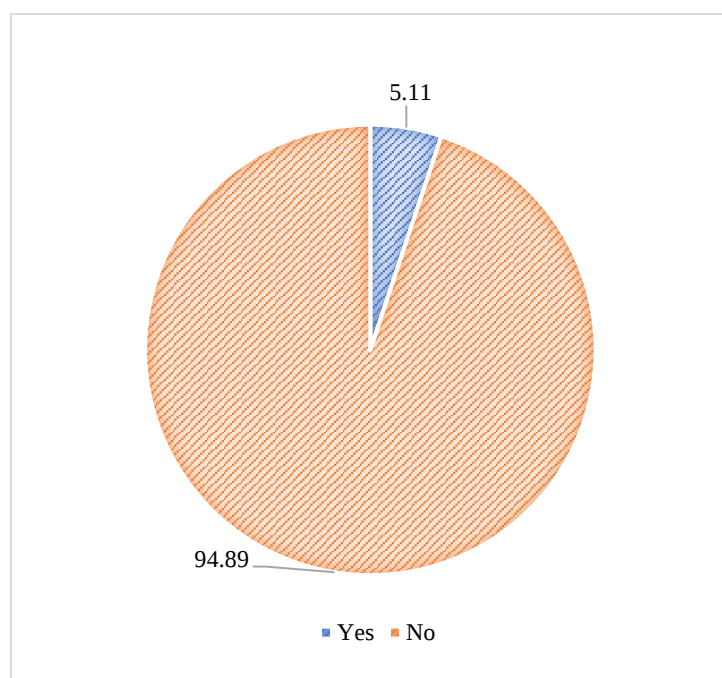
Some of the managers/head teachers and class teachers of various schools complained that some parents do not come and see the child or the management in spite of repeated reminders. It could be due to lack of responsibility from the part of the parent. Sometimes a working parent is not able to find much time during the day to go and visit their children in the school or hostel. But the interaction with the teachers and head teachers reveal that a child feels more secure and happy when a parent visits them on a regular basis. When children are admitted to a centre or hostel for the first time, they feel home-sick and long to see their parents. When they are away from the presence of the parents, they feel more insecure. Personality development of a child does not take place when it feels internally or externally insecure in a school or centre. The interactions with the parents make it very clear that a child feels secure and happy when the parent visits them frequently and regularly. However, it is the duty of the care takers and teachers to provide a homely atmosphere to every child where he or she feels fully secure and safe. Protection should be given to every child from all kinds of harm and threatening situations. Regular visit of the parents helps them to know whether their children are placed in a protective and secure atmosphere.

1.3. Complaint about Physical harassment from other students

It is the primary responsibility of the parents to secure the protection of their child. Though the management, teachers and the care takers have the duty to protect every child from any sort of physical harassment from the other students, very often no attention is paid towards such incidents. Children have their right to protection from all kinds of threats that prevail against them in a society. Every individual who is below 18 years are considered as child (Bajpai 2017). However, there are some cases where the physical harassment is reported by the student to his or her parent. Some are beaten by the seniors. Some others are pushed down while playing on the ground by other students. The parents have taken the initiative to bring the matter to the notice of the administration of the school or centre. Most of the time this sort of harassment takes place outside the class rooms. Many students are afraid to bring such matters to the notice of the teachers or head teacher. It is reported from some schools that there are some students, especially boys, who are habituated in harassing other students. After

giving some mild warnings, the teachers do not follow it up to ascertain whether such incidents are repeated by the one who harass the other students.

Figure- 5.3: Complaint about Physical harassment from other students (in percentage)



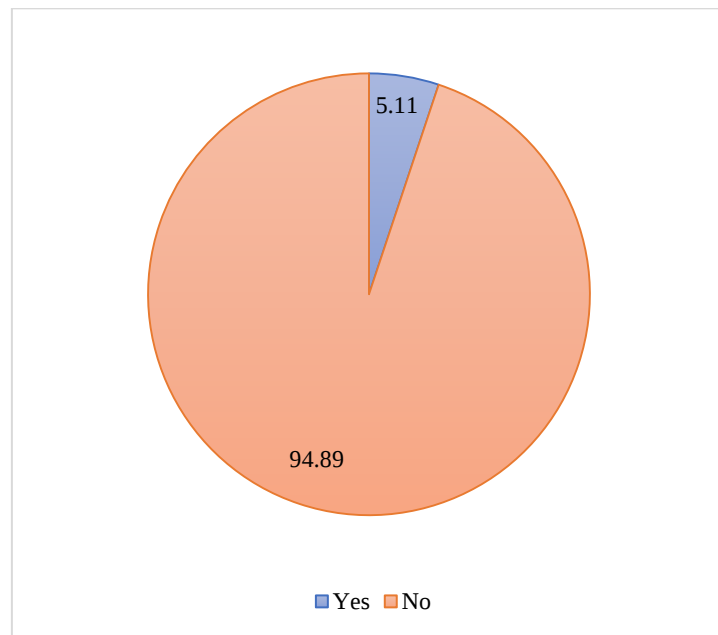
Source: Field Study, 2019.

Every school or child care centre admit students to various classes. The age of the children varies from six to 14 or 15. Physical harassment is experienced by a small number of students in class VIII, Class IX and Class X, in most of the schools and centres. 5.11 per cent out of 100 per cent students seem to have experienced some sort of physical harassment from other students. It is very well known that children cannot handle all the exploitation practices that happen against them because of their age and low physical strength (Pillai 2008).

Though the secondary schools should have psychological counsellors, to deal with the behavioural and emotional problems of the teenagers, such trained experts were not found in any of these institutions where these investigations are carried out. The education policy of the country should insist that no secondary school could be provided with permission and recognition, unless it provides the services of a trained psychological counsellor to the students. It is found that awareness programmes against harassment is not conducted in any of the sample schools or centres where the study is conducted.

1.4. Fear of any Care taker/Employee in institution by children

Figure- 5.4: Child afraid of any Care taker/Employee in institution (in percentage)



Source: Field Study, 2019.

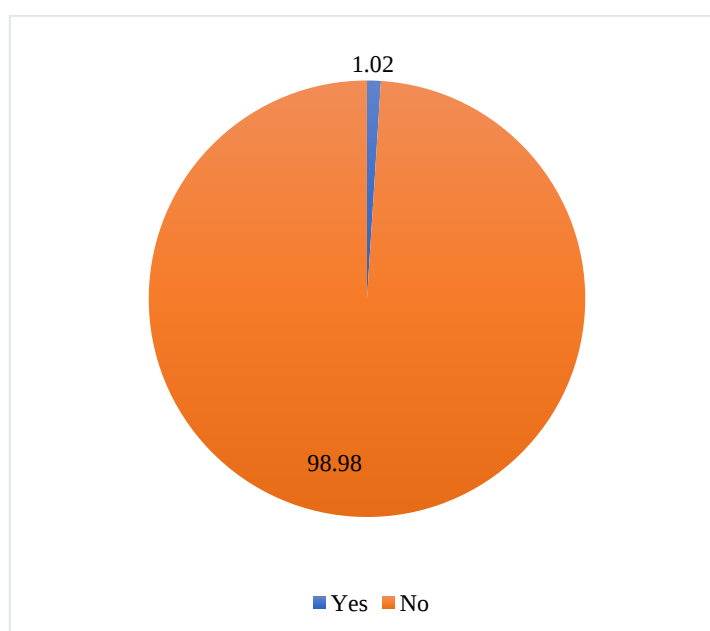
Every child needs an environment of freedom where they can grow up fearlessly. Fear complex is inculcated in children due to the irresponsible behaviour of the elders who are the guardians of the same children in a society or in an institution. While interacting with the students, they were asked if they were afraid of any care taker or any employee of the institution. Only about five per cent of them expressed that they are afraid of someone in the school or the centre. It may be due to the harsh behaviour the students might have experienced from those employees or care takers. The psychological abuse of the children in care centre are less considered a point in most of the child abuse incidents (Lopez *et al.* 2000). But threatening children by showing harsh behaviour will affect the mental condition of the children that eventually effects the educational graph of the child. It is found that children have received disproportionate punishment from the care takers, though the mistake done by the children are of negligent nature. When a child plays longer in the playground and come back late to the study hall, he is meted out with scolding and expulsion from the study room for days together. Many children are afraid to express the cause of their fear. However, it is clear from the study that some of the students in the schools and centres are afraid of certain employees, including the care takers and teachers.

1.5. Mention about ‘bad touch’ by any other student/employee of institution by children

Positive touches make a child self-confident. Usually, parents and teachers use such encouraging touches to reinforce positive behaviour patterns of a child. This helps in developing the personality of a child. Positive touches are not exploitative in nature. But there are situations where bad touches are used to sexually exploit an innocent child by other students or some employees of the same institution. This is done with a bad intention and wrong motivation. Most of the times, children are afraid to tell others, about the bad touches they receive from other students or even from the employees of the institution.

Most of the studies explained that 95 per cent of sexual abuses are not reported to the authorities due to fear of expression. Majority of sexual abuse cases are reported in the case of 13 to 17 years of age children only, especially girl children (Martin and Peter 2013). Some children have expressed that they have experienced bad touch from other students or employees.

Figure- 5.5: Child mention about ‘bad touch’ by any other student/employee of institution (in percentage)



Source: Field Study, 2019.

Though it is not very common, some children suffered physically and psychologically the bad effects of bad-touches. These incidents show that students

should be made aware of the consequences of bad touch leading to psychological trauma. This also violates the right of a child to grow up in a healthy atmosphere. Unless a child is protected from all kinds of abuses and sexual violations, it cannot concentrate in studies. The personality development of a child also is greatly affected by this sort of negative experiences in the school or care centres. It is observed that most of the schools and centres have not conducted any awareness classes for children on how to distinguish between a good touch and bad touch. Children suffer silently as they are vulnerable in such situations. There is no mechanism in schools and centres to protect the children from such incidents.

1.6. Complaint about physical punishment by any teacher/HM/employee of institution by children

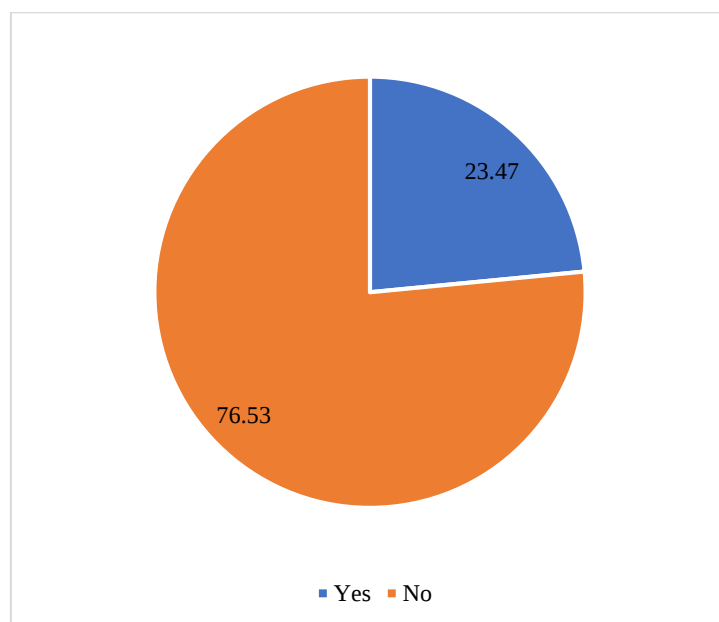
Teachers or care takers occupy the place of parents when the children are sent to the school or the centre. Therefore, it is the moral responsibility of the teachers, to make the children feel at home when they are with them. Unless a child is provided with a healthy psychological atmosphere, it cannot participate actively in the learning processes that are provided in the class rooms. Encouragement of the teachers when the students show positive improvements in the academic performance, improves the motivation of students to work hard and better their skills. A committed teacher is the best role-model for a student.

In order to protect the rights of the children, every teacher should be aware of the rights of the children. Because, child protection is about protecting children from or against any perceived or real danger or risk to their life, their personhood and childhood.

Maltreatment of the children is a serious offence according to the law. Though there are many incidents of maltreatments, only very few are reported. Physical punishment and isolation are considered as the maltreatment of the children (Lyon and Ahern 2011). If there is a specific institutional policy on protection of the rights of child in an institution that must be made known to the teachers and other members of the staff as well as the non-teaching staff. On the other hand, it is imperative that every teacher should be provided with proper training with regard to the rights of the children and the measures to protect their rights. It is found during the discussion with the teachers that most of the schools or child care centres are not having any specific policy or directive for the protection of the children. Only a few teachers or care takers from

some of the child care centres have undergone in-service training towards the protection of child rights.

Figure- 5.6: Child complaint about physical punishment by any teacher/HM/employee of institution (in percentage)



Source: Field Study, 2019.

One of the major concerns of the managers or headmasters of the secondary school is the discipline. In some of the schools, the physical education master is entrusted with the maintenance of discipline. Physical punishment of the children who come late for the school-assembly in the morning is a regular phenomenon in most of the private secondary schools. Some of them are asked to stay back after the assembly in a line and are beaten by the physical education teacher. The information collected during the field study points to the fact that more than 23 per cent students are affected by physical punishment by the teachers or care takers. Many students were afraid to express their opinion freely as they suspect further punishment from the teachers or care takers.

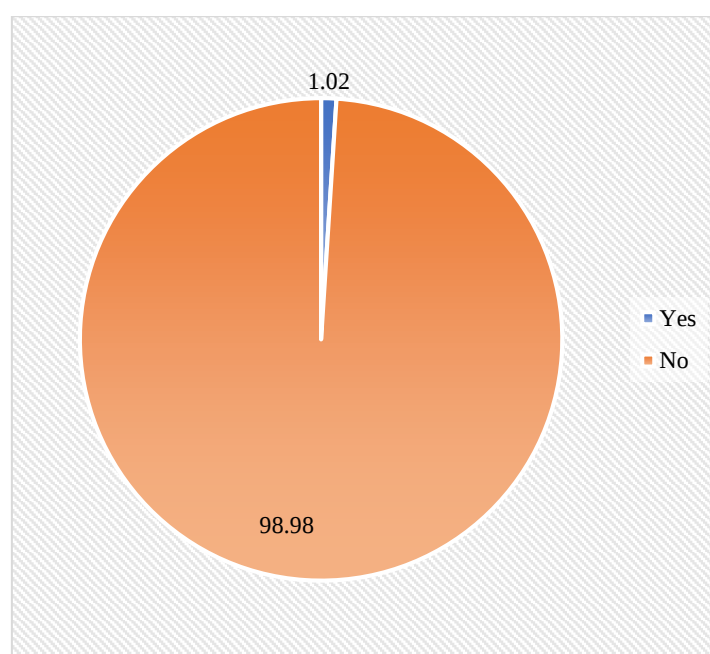
In some schools, a team of teachers or class teachers are entrusted with keeping the discipline. Once the children are in the class, teachers begin to ask them about the home work that were given to them. When some of them are not able to give a positive answer, most of the teachers resort to physical or corporal punishment. But this sort of corporal punishment is against the existing laws and regulations in India. However, it

is found that majority of teachers encourage the students using positive reinforcement and guidance, without using physical punishments.

1.7. Travel to School/Centre on any stranger's vehicle at any time by children

India has become the country which is witnessing most of the child trafficking cases in the south Asia. It is also witnessing the internal trafficking in the country. The trafficking within the country is being organised very systematically from one district to another district and one state to another state. Illegal migration is also one of the key factors behind the child trafficking (Rajaathi and Radha 2013).

Figure- 5.7: Child travel to School/Centre on any stranger's vehicle at any time (in percentage)



Source: Field Study, 2019.

When the residences of the children are far away from the school, they are depending on various modes of transport. It is found that a vast number of secondary school children are coming to the school by cycle. A few of them are brought to the school by the parents in their own private vehicles. But some of the children coming from far off villages are depending on government transport buses to reach the school. In the absence of such buses, they are forced to take any vehicles of strangers that come on that way. The analysis of data shows that more than one per cent of the students are travelling on stranger's vehicles. The interaction with the parents and students leads to the conclusion that these students are forced by circumstances to travel by a stranger's

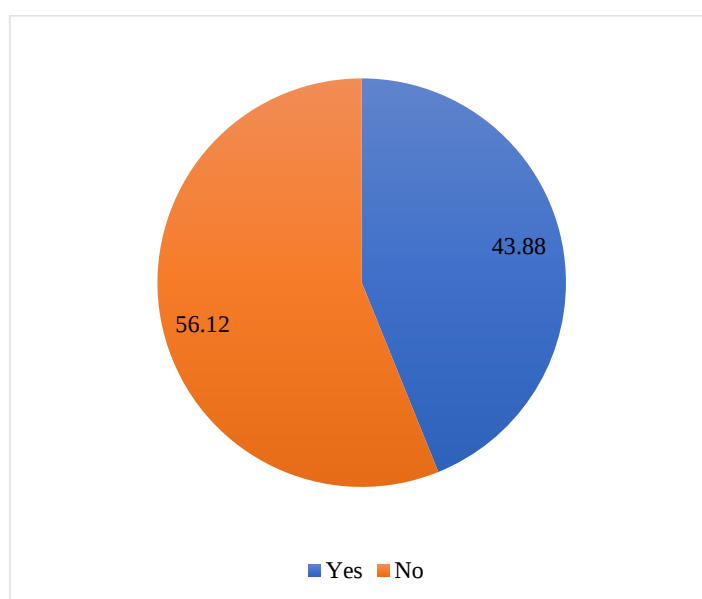
vehicle, though they are not comfortable with it. Travel to school in a stranger's vehicle leads to very many dangers for a child. It can lead to abuses at various levels.

No school or centre has conducted any sensitising programmes regarding the dangers of travelling in a vehicle of a stranger to the school. Parents need to take proper responsibility to reach the children to the school on time. The state government also need to send sufficient number of road transport corporation buses to the interior villages to help the students to reach the schools on time.

1.8. Internet facilities at Home

Introduction of information-communication technology in to school curriculum paves the way for better quality in secondary education. Use of computers in secondary schools have helped in the teaching-learning process to a great extent. Internet facilities are used for availing information of all sorts. Since 1996 government enacted various protective measures in favour of children from exposure of various levels of harmful material from the internet sources (McCarthy 2005).

Figure- 5.8: Internet facilities at Home (in percentage)



Source: Field Study, 2019.

There are many websites which provide various contents related to the curriculum of the schools. The use of electronic media also helps in acquiring a lot of knowledge. Many children take the help of websites to complete the home-work given in the school. With the proper guidance of the teachers and educated parents, children learn to use internet facilities to complete their project work in various subjects.

The figure- 5.8 shows that more than 43 per cent of children are having internet facilities at home. Children need to be trained for the use of internet in the best way. It is found that many parents are afraid of providing internet at home as they doubt the communication with strangers through internet can endanger the life of the teenagers. Since there are multiple websites and sites which contain adult related content, children are prone to get addicted to such sites. In most of the cases the children are not aware that they are psychologically exploited by the use of such web-sites. Children Internet Protection Act 2000, was enacted to focus on the receipts of internet content rather than on the senders of the harmful material in the internet. In various academic places government has taken various protective measures (Berry 2003).

Lack of parental control leads to the use of porn sites by the children. Gradually it leads to addiction towards such sites by the children. It is reported that viewing of such sites lead to various personality disorders in future. Awareness on the harmful effect of viewing unhealthy web-sites by children is lacking in many parents. On-line communication with strangers also can endanger the life of the teen agers. From the observation that is done during the study, it can be stated that the use of internet is helping the students on the one hand and also it is increasing the danger to their life on the other hand. Hence, strong protection and control measures regarding the use of internet should be introduced in the education policies and rules of the state.

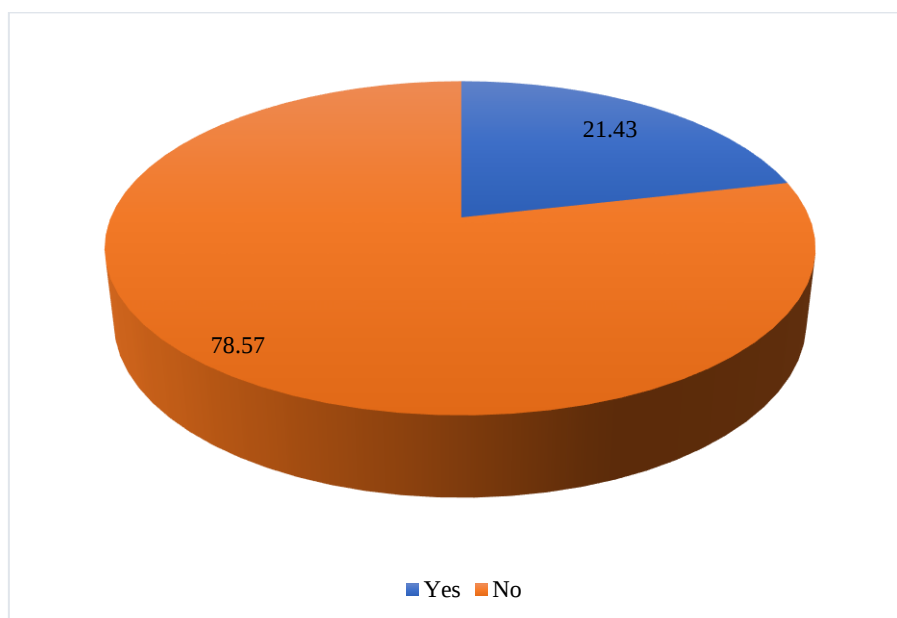
1.9. Awareness of Child Help Line Service in the area

Every child has the right to protect itself from the prevailing threats in the society. Child exploitation is a major problem behind under development of children. In emergency times, child has to use the emergency help line number for their protection. It is a basic thing that every child should do to eradicate the exploitative practices that are happening against it. It is the responsibility of the parents to educate their child according to the prevailing conditions of the society (Giusti and Aneerudh 2012). This section discusses about the present status of awareness on child help line services in the society.

Whenever there is a threat to the life of a child anyone can ring up to the Child help line 1098, which is functional in every district in India. However, the study shows that more than 78 per cent of the parents are not even aware of such facilities. This

indicates that the authorities have not made sufficient effort to popularise the usefulness of child help line among the people.

Figure- 5.9: Aware of Child Help Line Service in your area (in percentage)



Source: Field Study, 2019.

Whenever a child is found missing from home or school, this child help line phone number is very handy to inform the authorities about it. But the people in the country should be sensitised about the usefulness and existence of such facilities. It is one of the protective measures that the government of India has introduced to secure the life of children from all kinds of dangers. Parents of children from the rural villages have not even heard of such facilities. This child help line number is displayed in all the child care centres from where data is collected.

But while interacting with the parents of the children who are admitted in the child care centres, it is found that they are not aware of such help line numbers. No serious effort is made by any of the child protection officers or the educational authorities to make this child helpline number well known to the parents of the children. Instead of using the help line, some parents directly went and complained in the local police station about the missing child. Thus, the child help line still remains totally unknown to a vast number of parents of children from these schools and centres as there was no awareness on the child line help number. The school authorities should create awareness among the parents through parent-teacher meetings.

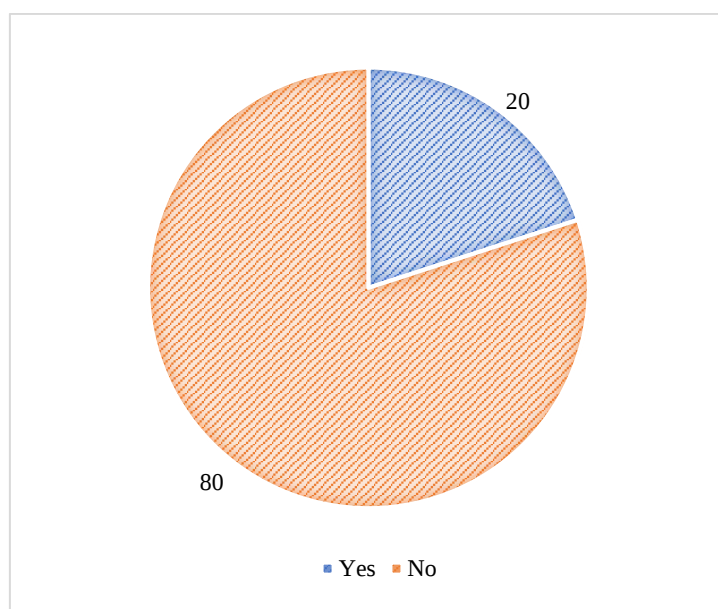
2. Management

The role of management in protection of children and their rights are discussed under various headings under this section. The frequency of meeting of management with the parents of the children, the availability of medical help from public health centres (PHC) or government hospitals, the regularity of meeting with the child protection authorities, training to teachers or staff regarding child rights and child protection, service of psychologists and counsellors to children and the provision of mid-day meal to school going children are discussed in detail under this section on management.

2.1. Meetings with parents of the children on regular basis

Management of an educational institution plays a major role in providing protection and security to the students who are registered with them. The figure 5.10 reveals that only 20 per cent of the management conducts regular meeting with the parents of the children who study or stay in their institutions. It is the duty of the management to intimate to the parents of the children about the progress and wellbeing of the children on a regular basis.

Figure- 5.10: Meetings with parents of the children on regular basis (in percentage)



Source: Field Study, 2019.

Meetings are not conducted as many parents come and question about the poor marks scored by their wards. Some parents come and complain about the teachers. But some of the management personnel said that even after giving an invitation to come and meet the director of the centre or the head teacher, some parents abstain themselves

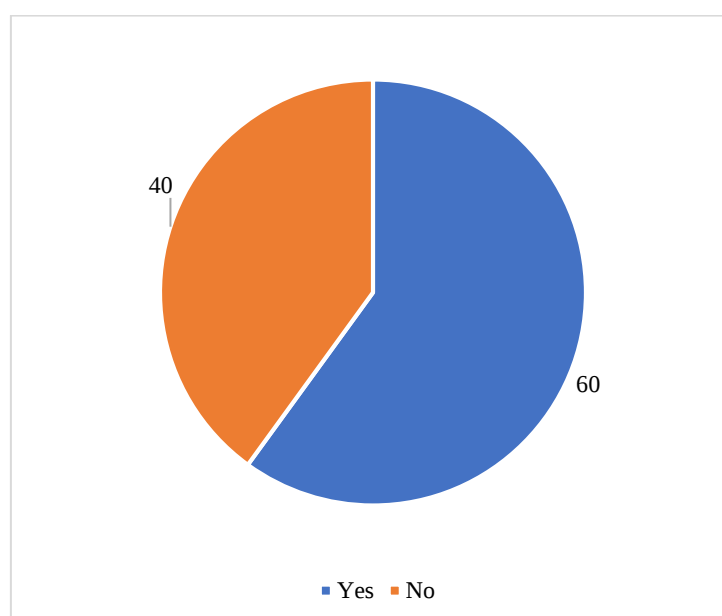
from such meetings. Unless there is regular interaction between the management and the parents of the children, it is difficult to ascertain the educational development of children.

Children feel free to inform their parents about the problems that they face in an institution. They may not reveal all the threatening situations to the management due to fear. While talking to the people in the management they complain that some parents do not appear for the meeting though they are repeatedly called for it. There are some institutions which do not conduct meetings with the parents at any point of time. Though the educational rules prescribe two meetings with the parents and the management during an academic year, it is not strictly followed in any of the institutions that are taken for the field study.

2.2. Receiving Medical help for students from PHC or Government hospital

Children have a right to healthy life. Children should be protected from malnutrition and illnesses. It is mandatory to conduct medical check-ups for every student who is studying in a secondary school or staying in a care centre. While interacting with the managements it is found that more than 60 per cent of them are taking the medical help from the PHC which are near to the institutions.

Figure- 5.11: Receiving Medical help for students from PHC or Government hospital
(in percentage)



Source: Field Study, 2019.

But it is a matter of concern that 40 per cent of the management is not keen on providing medical facilities to the students from the PHC which is closer to the institution. Many managements take the students to private hospitals as they feel that they get better treatment from there.

Regular medical check-up for students are not conducted in some of the institutions. At the time of enquiry, it is found that only one institution was providing additional nutritious protein powder to the children. Most of the school management is calling the parents of the children to take them to hospital whenever the students fall sick or meet with minor accidents. It is observed that a lot of delay takes place in reaching the children to the hospital. Some managements are not maintaining first-aid facilities to meet any medical emergencies. Availability of a trained nurse is mandatory in child care centres, where children are staying. But it is found that no centre is having trained medical personnel.

Most of the staff members said that they are not given any training regarding how to deal with any emergency medical situation that may arise when children meet with accidents or fall ill. It is noticed that even first aid training is not provided to any teachers or care taker by the management of the institution. It is also noticed that a trained medical practitioner is not available in PHCs on most of the days in a week. Thus, the protection of the health of a child may be at risk when medical facilities are not properly made use of.

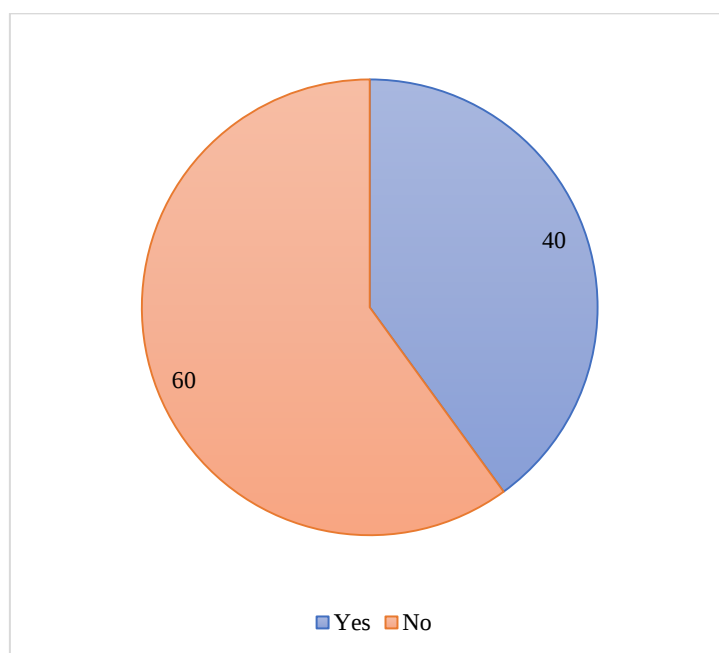
2.3. Regular meeting with child protection authorities of district

In most of the districts there is a child protection officer who functions under women development and child welfare department. The child care centres in Sangareddy district is also under the supervision of a child protection officer. It is observed from figure- 5.12 that only 40 per cent of the management has arranged for regular meeting with the child protection authorities. Some of the managements did not arrange for any meetings with the child care authorities. The management do not invite the authorities as they suspect they will be questioned on poor facilities provided to the students. In some institutions the food and accommodation provided are not up to the expected standards. It shows that protection of the children is at risk as nobody supervises it. Even in the secondary schools, the district educational authorities have to make regular inspection to ascertain the efficient functioning of the institution. It was reported that

in some schools there was no meeting with the district authorities and the management during the academic year.

The protection of children is compromised when the district authorities neglect to meet with the management to discuss various academic and non-academic issues like the provisions of clean drinking water, usable toilets, healthy class rooms and mid-day meal facilities and so on. Child care centres accommodate children who are drop out from government schools, children of rag-pickers, children who are affected by HIV/AIDs and children who are brought from the streets. Meeting with the district child protection officers improves the functioning of the child care centres. It also ensures the protection of children at all levels.

Figure- 5.12: Regular meeting with child protection authorities of district (in percentage)



Source: Field Study, 2019.

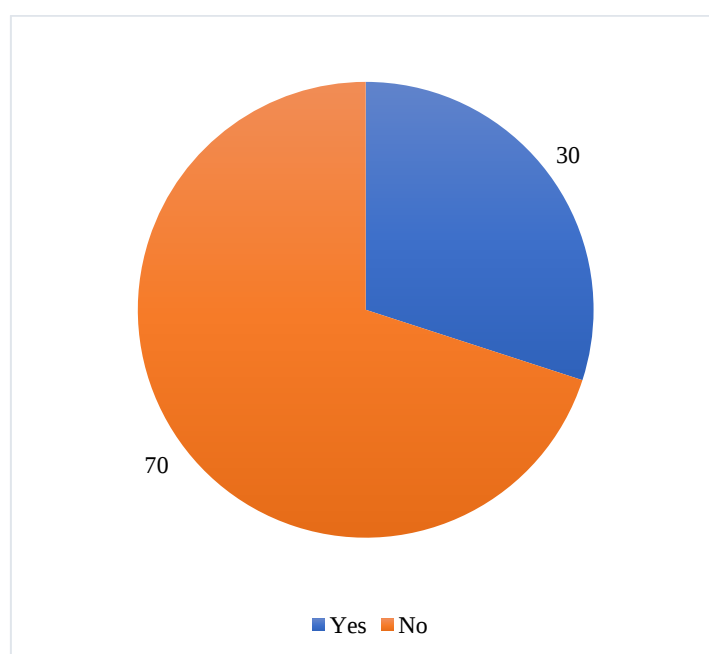
2.4. Training to teachers/staff with regard to child rights and child protection

Only when a teacher or a child care-taker is provided with proper training he or she can efficiently attend to the needs of the children with regard to child rights and protection. It is observed that from figure- 5.13, only 30 per cent of the management has provided child rights and protection training to their staff at different occasions. Very often training programmes are conducted by the district child welfare department. It is the duty of all the managements to send their members of the staff for training in the field

of child rights and protection. But many managements refuse to send their staff for training to the district centres as they feel it may cause extra expenses for the management. This endangers the protection and safety of children. But in service coaching is provided to regular teachers of the recognised schools, regarding the teaching methodology and content.

It is observed that only from government schools, the members of the staff attend such in-service courses. Even in such courses, no importance is given to the aspect of child rights and child protection. Thus, most of the teachers in the secondary schools are untrained when it comes to the aspect of child rights and child protection. This indicates that the management and the staff who are to provide protection to the students are not having the training and the skill to carry out various measures of protection for the children.

Figure- 5.13: Training to teachers/staff regard to child rights and child protection (in percentage)



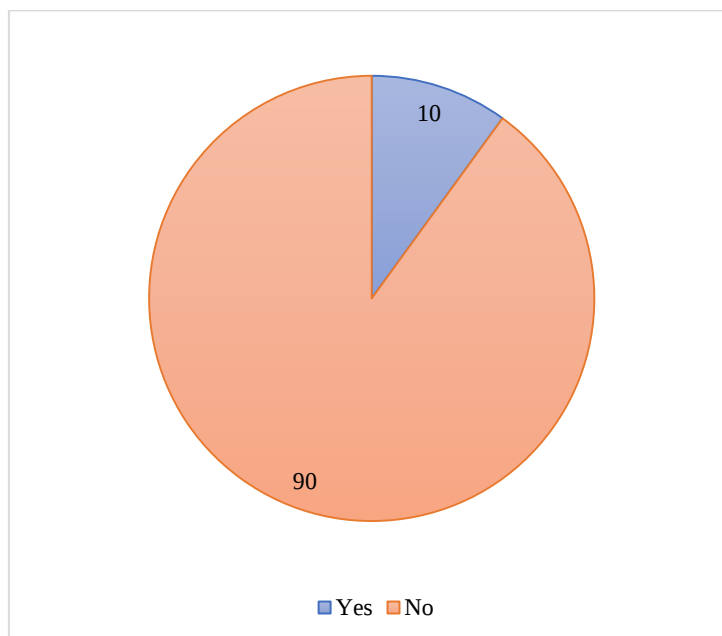
Source: Field Study, 2019.

Most of the time, only academic level training courses are offered to the teaching staff during the refresher courses. Hardly anything is discussed about the rights of the children or protection of children. Thus, it is found that vast number of the teachers or care takers are unskilled to provide proper protection to the children who are entrusted to their care.

2.5. Service of psychologists and counsellors to children

To protect children from various threats that prevail in the society, government initiated various protective mechanisms at the ground level. To develop the mental hygiene and physical strength every school has setup separate body for child protection (Jones 1996). Children are in the process of growing up. Their personality development takes place according to the teaching learning experiences that they go through. However, children need guidance at every stage of their lives. Teen agers face several emotional problems as they grow up physically and psychologically. Hence, every educational institution is advised to provide the services of psychological counsellors for the better growth and development of the children. However, the management feels that it is very expensive to get the service of a psychologist or counsellor. Lack of counselling is affecting the development of the children. Though the present generation of children are becoming smarter and intelligent, their emotional health depends upon the guidance and counselling services offered to them by the management. However, the figure- 5.14 shows that around 10 per cent of the managements only provide psychological and counselling services to the children on a regular basis.

Figure- 5.14: Service of psychologists and counsellors to children (in percentage)



Source: Field Study, 2019.

Lack of counselling facilities in the schools and child care centres may be a reason why children grow up with unresolved emotional issues and behavioural problems as they grow up. It also affects their academic performances. Though they

may grow physically, the personality development does not take place. Providing efficient psychological and counselling services help in better child protection and child care in any institution. However, it is observed that more than 90 per cent of the institutions are not providing counselling services to the students, though it is mandatory. This may lead to violation of child rights and lack of protection for the children in the long run.

2.6. Mid-day meal to school-going children

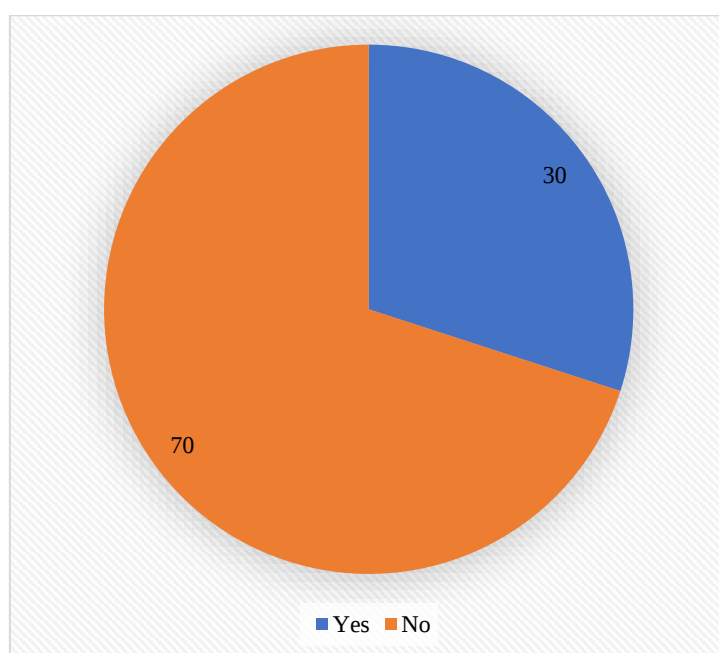
Under article 24, paragraph 2/c of the Convention on the Rights of the Child India has committed to yield adequate nutritious food for children, as India is a party to the convention. The National Program of Nutritional Support to Primary Education (NP-NSPE) was started as a centrally sponsored scheme on 15 August 1995 in 2408 blocks in the country for improvement of enrolment, retention, improve ongoing children attendance and enhancing the quality of education among the children in different levels.

Mid-day meal (MDM) is a wholesome nutritional and hygienic food served to children in government schools. On 28 November 2001, the Supreme Court passed a mandate directing all the governments to implement the Mid-Day Meal Scheme to every child in government schools.

It is observed that from figure- 5.15, only 30 per cent of the managements are providing mid-day meal to the students. Most of these schools are government secondary schools. In private schools, parents are providing the mid-day meal to the children. Since most of the children from child care centres are studying in various government schools, they are also getting mid-day meals from the concerned schools.

The programme has experienced many changes since its launch in 1995. The Mid-day Meal Scheme is covered under the National Food Security Act, 2013. The Telangana state government intends to tie up with Akshaya Patra Foundation, an NGO, for implementing the scheme for college students also. The NGO has been implementing the mid-day meal scheme in the schools in the state under the Integrated Child Development Services (ICDS) a partly centrally funded scheme. However, it is observed that all the children in the government schools are availing the scheme and no child goes without mid-day-meal in any of these institutions.

Figure- 5.15: Mid-day meal to school-going children (in percentage)



Source: Field Study, 2019.

3. Teachers

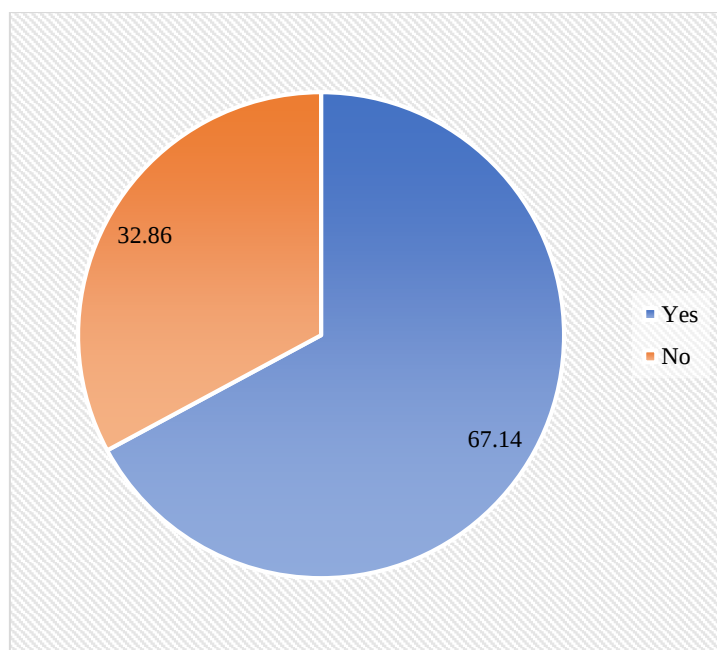
This section discusses the role of the teachers in protection of child rights. Some of the areas discussed in particular are: the specific policy to protect children, the thought process on children have rights, helping students to deal with their emotional problems, measures to prevent violence or harassment against students, help in personality development, medical needs of children met in school, training regarding the protection of children, whether the teachers receive any complaints from children with regard to abuses or harassment and the child rights in a particular school or centre or institution. These are discussed in detail under this section on teachers.

3.1. Specific policy to protect children

Every teacher who deals with the student needs to follow the child protection policy of the institution. While interacting with the teachers it is found that more than 67.14 per cent of them are following some child protection policies. But some teachers are violating child protection using corporal punishments. Some teachers regularly beat the children using sticks. Child protection policy is to protect the rights of the child. It is the teachers who are dealing with students most of the time in every secondary school. Most of the teachers are aware of the policy that the management has specified in this

matter. However, they did not have a written set of specific policy document. Their approaches to the issues of children were based on the welfare of the students.

Figure- 5.16: Specific policy to protect children (in percentage)



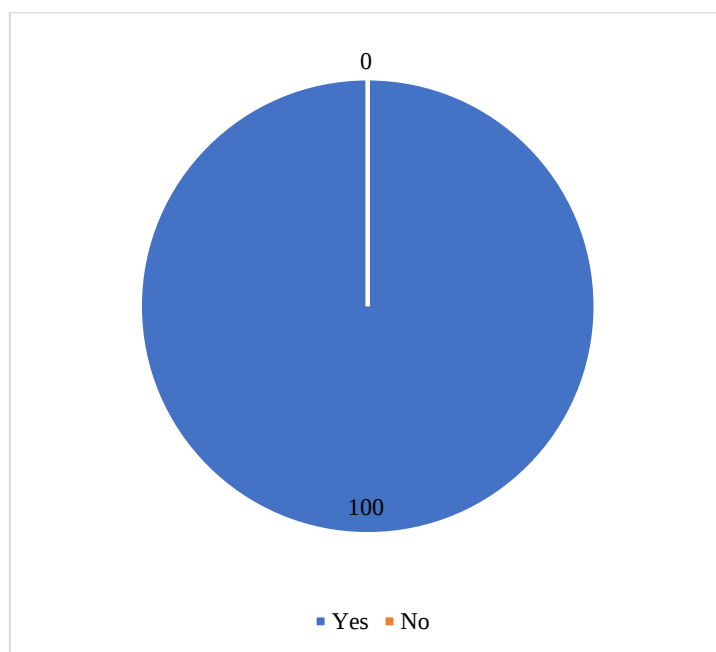
Source: Field Study, 2019.

Academic performance of the children was given priority over other extracurricular activities by most of the teachers. The right for education is given priority by the teachers. Most of them said that the maintenance of discipline alone is enough to protect a child. But it is noticed that some of the teachers were violating the rules of protection by using corporal punishment. Most of them are unfamiliar with modern methods of training and skill development without the use of physical punishment. Even when they say they are following specific policy regarding child protection, the rights of the children are violated in various ways.

3.2. Opinion on whether children have their rights

National Commission for Protection of Child Rights (NCPCR) conducted awareness camp on child rights in some districts, like Khammam. However, no such camps are conducted for the teachers of un-aided private schools in this district. Thus, it is very clear that almost all the teachers who responded to this query on child rights believe that children have specific rights. But the educational authorities need to conduct many more sensitisation programmes on rights of the children for teachers at all levels. This subject could be included in the teacher training curriculum in all the states.

Figure- 5.17: Thought process on children have their rights (in percentage)



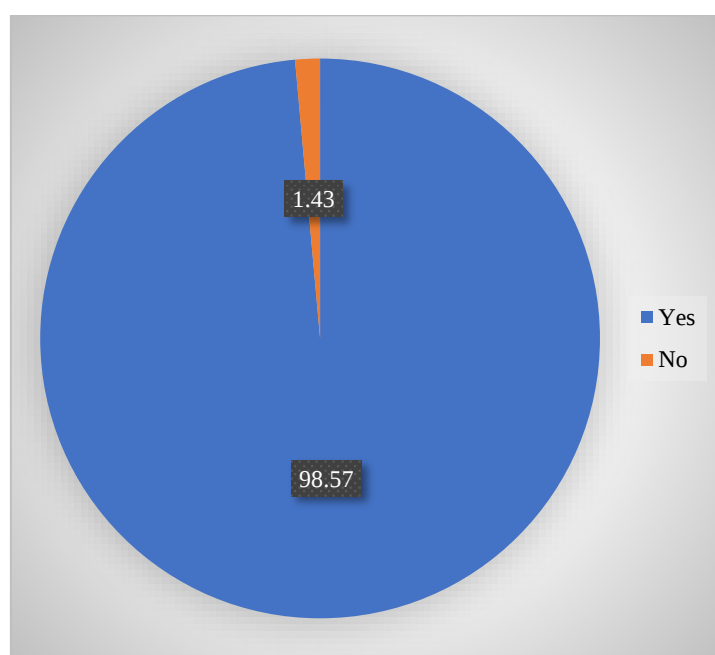
Source: Field Study, 2019.

Teachers are aware of the rights of the children. In this study, 100 per cent of them said that they believe that children have their rights. But while interacting with many of them it became very clear that they do not have clear cut idea about various rights of the children. However, it is encouraging to find that all the teachers believe that children have their rights. The awareness about the rights of the children are spreading among the teaching class. Very few of them have made any effort to study about various aspects of child rights. Education department of Telangana state has made some effort to spread the knowledge about child rights among the government teachers working in secondary schools.

3.3. Helping Students to deal with their emotional problems

Children undergo a number of psychological and physical changes as a process of growing up from infancy to adulthood. A high school child in its adolescence undergoes cognitive as well as physical changes. It also acquires mental growth that is specific to its physical age. But a child has to be guided by the teachers and parents to achieve emotional maturity. From figure- 5.18, it is observed that 98.57 per cent of the teachers, mentioned that they help a child when it comes with any emotional issues. Personality development is a right of a child. It can be achieved only when the emotional problems of a child are solved in a healthy manner.

Figure- 5.18: Helping Students to deal with their emotional problems (in percentage)



Source: Field Study, 2019.

The study shows that almost two per cent of the teachers are not helping the children to deal with the emotional problems that they face from their peer group, classmates or other persons. Most of the teachers said that they are not trained in any sort of counselling techniques to deal with the emotional problems of the students. Some teachers are trying to suppress the complaints brought by the students to them by using threatening words. Some of them say that the children will get over such emotional problems automatically without the help of the teachers and others.

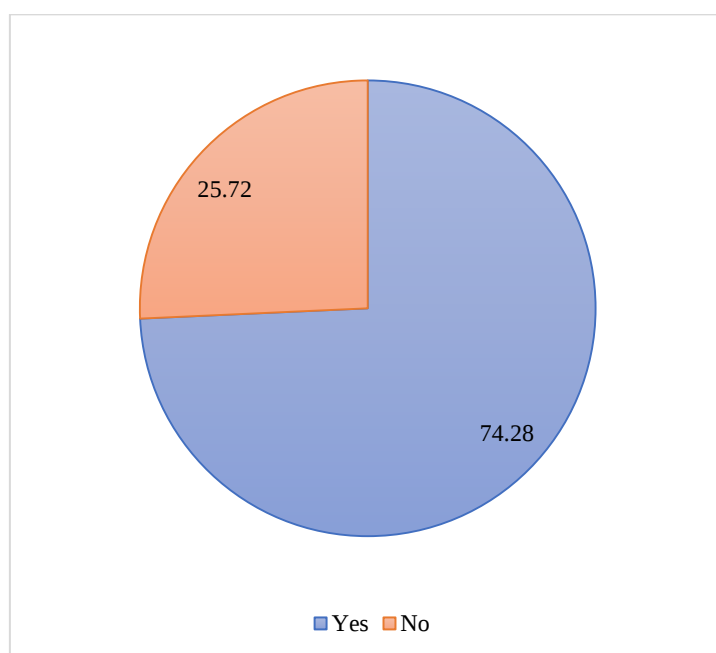
However, it is evident from the interactions with the teachers that most of the teachers make some effort to deal with the emotional problems of the students if it is brought to their notice. Only a few teachers said that it is the duty of the head teacher to deal with such problems and so they do not involve in dealing with the emotional problems of the students because some of the students might think as they are giving more importance to such students. In order to protect the children from deviating from their motivation towards studies, teachers need to deal with their emotional problems. An emotionally disturbed student cannot engage himself in any rational activities. Thus, it may be concluded that to encourage and protect the right to education of a child, teachers should effectively help him or her to overcome the emotional problems through guidance and counselling.

3.4. Measures to prevent violence/harassment against students

Teachers need to take active steps in preventing violence and harassment against the students. The interaction with the teachers shows that more than 74.28 per cent of them use some measures to prevent violence and harassment against the students. Some teachers said that the behavioural problems of some students affect the peaceful atmosphere of the whole class. As teenagers some of the students show their reactions instantaneously. Timely intervention of teachers seems to help in controlling the violent behaviours of some students. A lot depends upon the commitment of the teacher to find out the root cause of violent behaviour of a student.

It is found that many teachers give instructions in the class regarding the need to respect other people. Some said that the values taught in the moral science classes are helping some students to abstain from violent behaviour or activities. It is found that peer group suggestions have deep influence on teen age boys and girls.

Figure- 5.19: Measures to prevent violence/harassment against students (in percentage)



Source: Field Study, 2019.

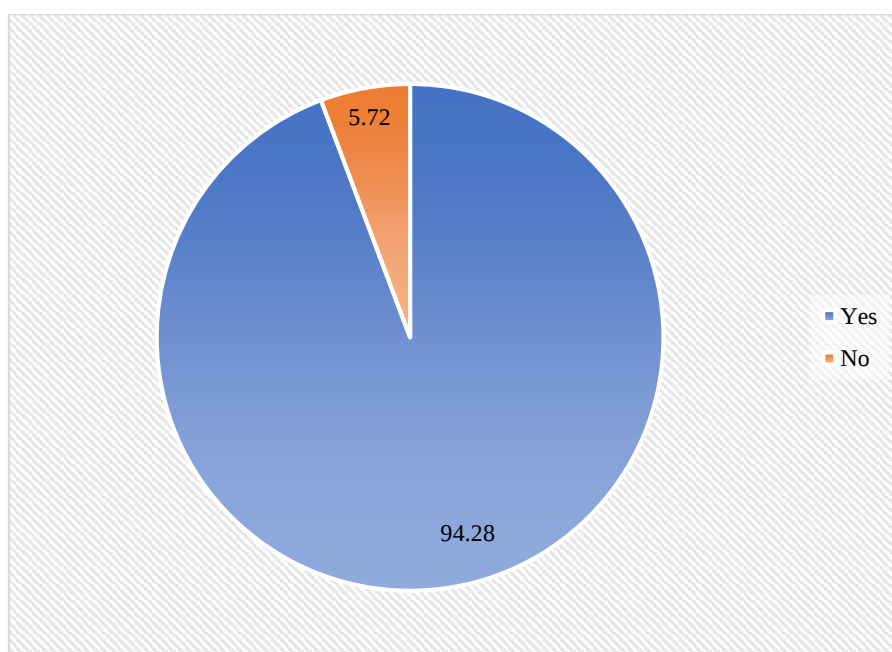
Some teachers were of the opinion that when a student has good friendship-circle, he or she has less behavioural problems. Some physical education teachers said that they are providing opportunity to students to engage in various games and sport programmes which are helping the students to form their character and sportsman spirit.

However, more than 25 per cent of the teachers do not take any active measures to prevent violence and harassment among the students. They expressed that their duty is only to teach and complete the syllabus. They do not want to spend their time for disciplining the students, as they feel that the time available is too short for preparing the lesson plans and correction work. They were not much bothered about the conflicts and violent activities that are going on among the students. It is very evident from the interactions with the teachers that a child should be protected from all kinds of violence and harassment, to create a positive atmosphere for it to enjoy all its rights.

3.5. Help in personality development

A child has the right to develop its personality in the best way possible. Personality development is one of the major aims of education at every level. But a child cannot create its own environment where it can develop its personality automatically. Because, personality development is an ongoing process. The process of personality development can be defined with the significant standards such as organised pattern of behaviour, different kinds of attitude, that make a specific individual distinctive. It depends on surrounding environment and culture. Hence it is the duty of every teacher to create a positive environment in which a child can develop its personality which is very unique and special.

Figure- 5.20: Help in personality development (in percentage)



Source: Field Study, 2019.

While interacting with the teachers and care takers, from figure- 5.20, it is found that more than 94 per cent of them help the students to develop their personality. Some said that they provide certain incentives when a child behaves in a praise worthy manner. Many teachers were of the opinion that the opportunities provided to the students to involve actively in extracurricular activities and sports has helped in developing the personality of the students. Selection and appointment of leaders in a class also provides opportunities for them to develop their personality. Some teachers encourage students to take up cultural activities on the stage at various special occasions like school day or teachers day. However, it is noticed that almost two per cent of the teachers are not taking any initiative in helping the students to develop their personality. The teaching learning experience that they provide is limited to the content matter given in the text books. They said they have less time after teaching the lessons. The interaction with the teachers shows that much need to be done for personality development of the students by the teachers. There is need of widespread research in the area of child development. A closer understanding of the problems and identifying the solutions also are needed. Psychological imbalances in the brain also effect the personality development of the children negatively (Caspi *et al.* 2002).

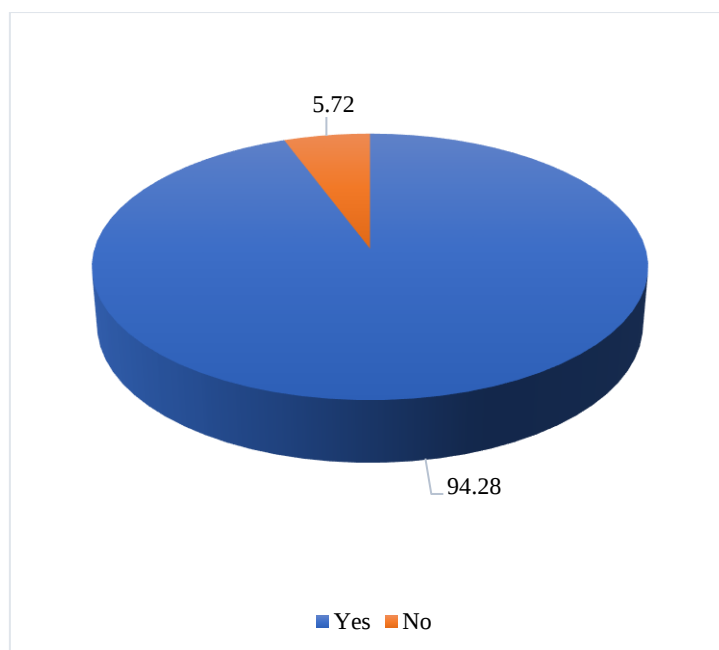
Teachers need to be trained in developing soft skills of the students which would lead to the development of their personality. Because personality development is a right of the child. This right has to be protected, if child should attain the educational goals in its life. To achieve the desired goals, parents should go with the non-spanking methods with positive reinforcement that will help the children to think positively and help in personality development (Kazdin and Corina 2003).

3.6. Medical needs of children met in school/centre

Health of every child should be protected in the best possible way. Medical assistance contributes a lot for maintaining better health of the children. Most of the time children need medical care in a school or care centre, if they get some bruises due to falling down on the ground while playing or running etc. Every school or centre or hostel is advised to keep first-aid medical materials under their custody for any emergency need. The study shows that more than 94 per cent of the schools and centres are capable of meeting the medical needs of the children. However, there are some centres or schools which do not have any medical facilities. Some of the teachers said that children will

be taken to the nearby hospital if the need arise. In some other cases, children are taken to public health centres that are available near the school or centre.

Figure- 5.21: Medical needs of children met in school/centre (in percentage)



Source: Field Study, 2019.

Though many children are staying in child care centres, there is no residential nurse or doctor to take care of the health issues of the children, which may arise after the school hours. It is found that only in one child care centre for the girls, there is a trained nurse, who is also the manager of the centre. Thus, it is noticed that most of the schools and centres are not providing efficient medical care facilities to the students. Children have their right to be protected from all sorts of hazards whether they are in the school or in a centre. Denial of proper medical facilities to children leads to the violation of their right to receive quality medical services to maintain good health.

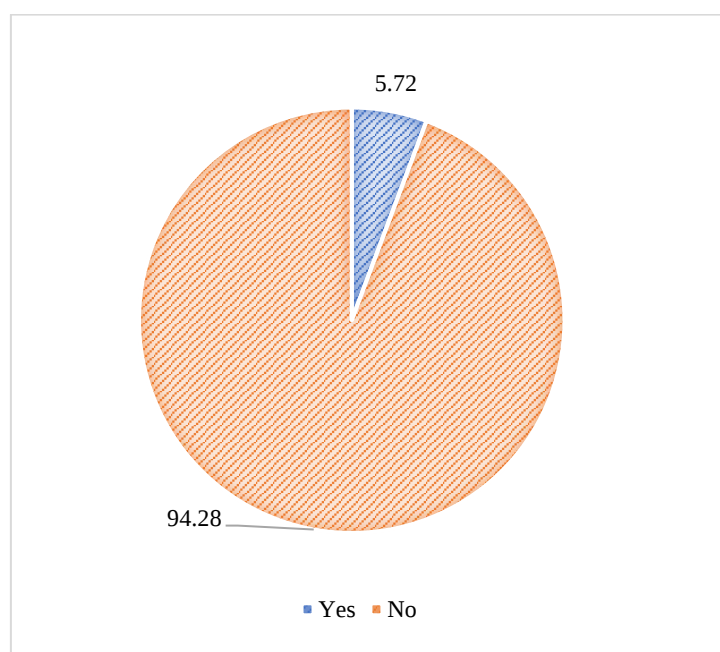
3.7. Training regarding the protection of children

Rights of the children should be protected by responsible people. Teachers play a major role in protecting the rights of the children. However, it is found that only very few teachers or care takers have received any sort of professional training in child protection. It is observed that from figure- 5.22, only 5.72 per cent of teachers have undergone training in child protection. Thus, more than 94 per cent of the teachers have not received any professional training in child protection. Most of the private schools do not send their staff for refresher courses or in service training as they think it may

bring financial burden on them. While interacting with the teachers it is found that the care takers from two of the child care centres have undergone training given by the district child protection authorities of the district. They expressed that it was very useful in taking various measures to protect the rights of the children in the centre. This also helped them to have deep knowledge about various rights of the child.

There are various protective factors for children to overcome the issue. Some of them are family, individual and external support systems in the area of child abuse, protective and supportive factors (Hartman *et al.* 2010). Teachers in the private schools have not undergone any training with regard to the measures for the protection of rights of children. Teachers in the government schools said that they have some exposure to the various aspects of child rights and protection during the in-service courses that are attended by them.

Figure- 5.22: Training regarding the protection of children (in percentage)



Source: Field Study, 2019.

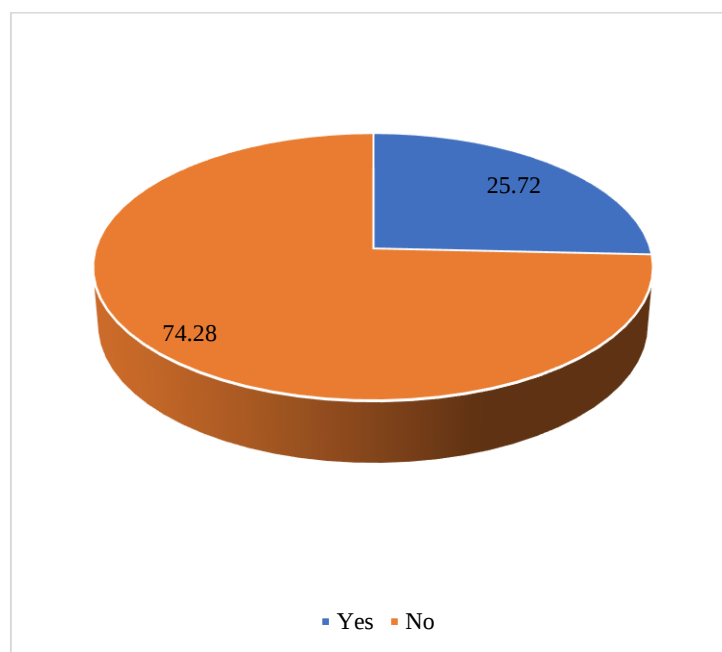
While interacting with the teachers it is found that, the educational authorities do not have any plan to provide a short term or long-term training for the teachers regarding child protection. Due to lack of training for majority of teachers with regard to child protection strategies, their approach to the protection of child rights are not very professional. Thus, the lack of training of teachers to deal with child protection issues leads to the violation of the rights of children at all levels.

3.8. Complaints from children with regard to abuses/harassment

Avoidance method is a passive strategy of psychological harassment of children. This includes denial of external environmental activities and behavioural disengagement. Avoiding certain behavioural constraints, distracting children from the disturbing issues and useless attitudes help them to stay away from the negative situations. Hence, withdrawal from certain issues can save children from various forms of child abuse, and safe guard them from external and internal disturbing issues (Roth and Cohen 1986).

The management and teachers or care takers should listen to the complaints of the students under their care. Parents or guardians have entrusted these children into the care of the teachers with extreme trust that the children will be taken care in all the aspects. The children should feel free to come and give any complaint to the teachers at any time. If there is fearful atmosphere in the centre or school, children will not feel free to express their complaints to the teachers.

Figure- 5.23: Receive any complaints from children with regard to abuses/harassment (in percentage)



Source: Field Study, 2019.

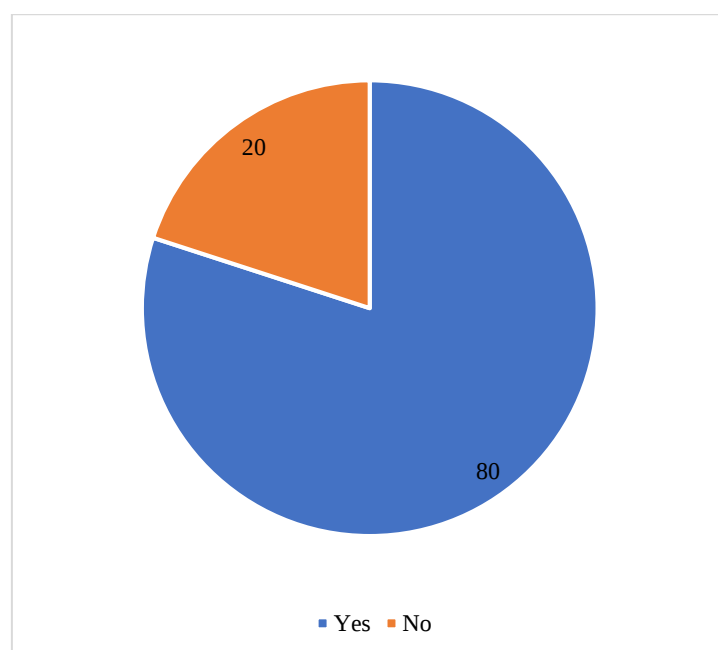
While interacting with the teachers it is found that, as shown in figure- 5.23, more than 25 per cent of them have received various complaints regarding harassment from others. Children have not expressed any complaint regarding physical or

psychological harassment to 74.28 per cent of the teachers. It may be due to the fact that children are afraid of the consequences of complaint. When a child lives in fear of the teachers on one hand and the fear of being harassed by others on the other hand, the right of that child to live a happy and free life is totally denied. Hence, teachers should create an atmosphere of freedom where children can come and talk to them regarding the matters that concern them. It is advisable to keep complaint boxes in all the child care centres and schools, so that the students can bring to the notice of the teachers regarding any sort of harassment that they face from others. Harassment, whether it is physical or psychological, violates the right of the child to live a healthy life.

3.9. Child rights in your school/centre or institution

Every school and child care centre need to follow specific policy to protect the rights of the child. The members of the staff need to give an undertaking that they strictly follow the child protection rules of the institution at all times. While interacting with the teachers it is revealed that, as shown from Figure- 5.24, 80 per cent of them think that child rights are being respected in the institution. However, 20 per cent of them believe that there is no indication of child protection in the institution. This may be due to the fact that some teachers are not aware of various activities that confirm child rights and protection in their institution.

Figure- 5.24: Child rights in your school/centre or institution (in percentage)



Source: Field Study, 2019.

Thus, the observation and the interaction that has taken place during this study indicate that the people who are supposed to safe guard the rights of the children, like the parents, teachers and the people in the management are sometimes not aware of the specific rights of the children. Even if some teachers are aware of the protection of the rights of the children, they are not given specific professional training regarding the strategies of protecting the rights of the children. Thus, in many cases the rights of the children are violated instead of being protected.

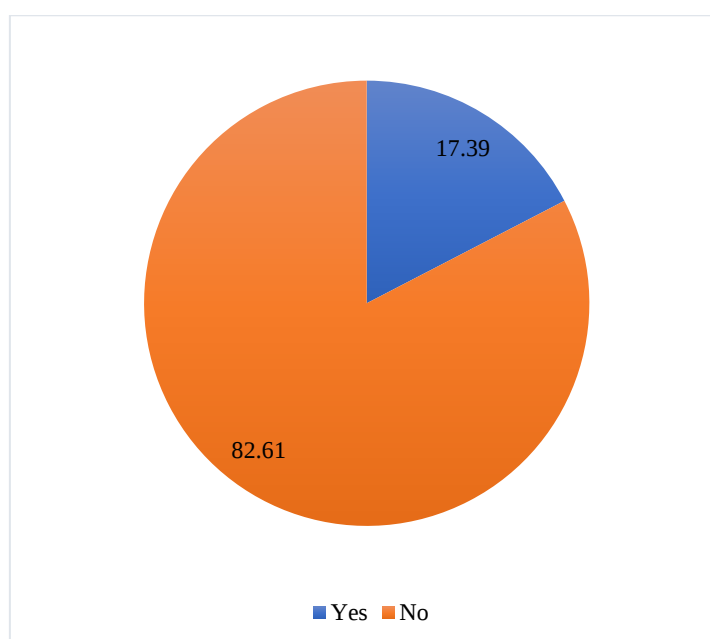
Section-3: Students

This section discusses about the measures taken by the school management in view of child protection in different forms, from the perspective of the students.

3.1. Provision of counselling service at your place of stay/school

It is the responsibility of the government to bring child-friendly environment in the school by bringing up several policy measures in connection with child protection. It is also the responsibility of the school management to bring awareness about the ongoing issues on child protection to their children through various ways such as counselling and by creating positive environment in the school (Bajpai 2017).

Figure- 5.25: Provided with counselling service at your place of stay/school (in percentage)



Source: Field Study, 2019.

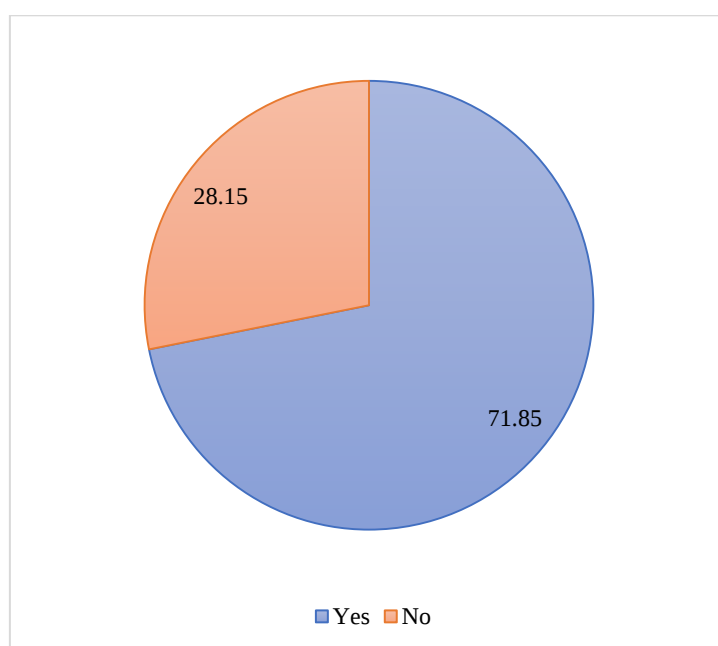
From the figure- 5.25, the statistics of counselling status in the hostels and schools for the students are seen. The above analysis clearly shows the pathetic and irresponsible behaviour of the management in the areas of awareness. Majority of the students expressed that they didn't even know the concept of counselling. They are questioning about the meaning of counselling itself. Some of the children said that they are getting the counselling when they got punishment. Only some girl children have expressed that they are getting counselling from some other guests who came from outside and given lectures on usage of sanitary pads and bad touch. They came from some non-governmental organisations. But majority of the students expressed that they do not experience such kind of things in their schools. 82.61 per cent of the students said that they do not have such type of facilities in their schools. India is in need of child friendly juvenile system for a long time. It works affectively in the child protection related issues. The Juvenile Justice Act 2000 includes various factors which related to child protection, rights and punishments for the people who are involved in child violence issues (*ibid.*).

3.2. Feel secure to go to care givers or counsellors/teachers

There are various research writings on corporal punishment but they are being presented in an incomplete way. Such type of punishments have both short-term and long-term consequences on the children. Children cannot feel safe with the care givers and teachers because of the punishment they choose on the children. It impacts negatively in the childhood (Straus 1994).

Here, figure-5.26 shows the data of student's responses on the behavioural patterns of the care givers or counsellors and teachers. Analysis shows that 28.15 per cent of the students are not comfortable with the teachers and care givers. In the analysis it was found that some of the girl children are facing the incidents like bad touch and uncomfortable behaviour from the teachers in the schools. However, they are very afraid to express that fear they are experiencing from teachers and care givers. Some of the teachers are scolding and using bad words in front of other students which makes those students very depressing and uncomfortable in front of their fellow students. There are some cases of physical punishment noticed in the school premises about which they are not allowed to speak outside. Remaining 71.85 per cent of students expressed that there is no such kind of thing in their schools.

Figure- 5.26: Feel secure to go to care givers or counsellors/teachers (in percentage)



Source: Field Study, 2019.

This study found out that most of the students are afraid to express discomfort towards teachers because they may get another punishment by expressing it. Meritorious students don't get any punishment in the school and they are treated in esteemed manner. It was observed that some of the parents are very strict in knowing the functioning of the school and they would not allow any kind of discriminatory practices in the school. These kinds of punishments impacts severely on the mental health of the children and the severity will be depended on the prevailing conditions and situations (Baumrind 1996).

3.3. Attending regular classes in school

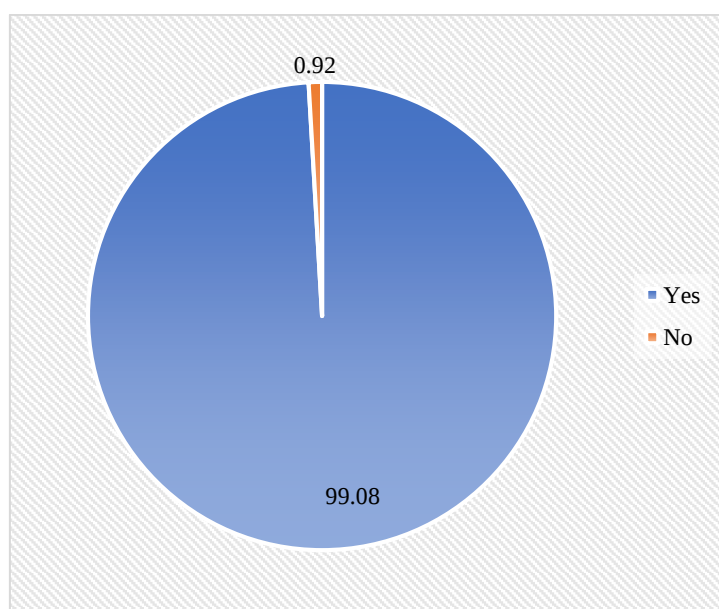
Attending regular classes in the school means most of the children are availing the facilities provided in the school. Now a days we are witnessing many child labour cases in the society. Child labour is an evil that is prevalent in most of the countries. The basic factor behind the child labour is poverty. Compulsory education is the only solution for eradication of child labour from the society (Khan 2009).

It is observed that most of the children in our field study have attended regular classes. The role of the parents also is a factor in the regular attendance of the students as per the review of the school teachers. It is the responsibility of every parent and teacher of a particular child to mould that child towards better education. In the case of

school dropouts, school management should take up the responsibility and should provide systematic counselling for certain child and parents. It will work effectively in reducing the dropout rate of the children from school.

The figure- 5.27 depicts the regular attendance of the students during the school hours. The analysis shows that students are attending the classes regularly. Now a days in the society we are experiencing the incidents like child labour and forced labour in the construction areas and related fields. Most of the parents are forcing their children to work for the money. In the background of such incidents this research has focused on the regular attendance of the students during the school hours.

Figure- 5.27: Attending regular classes in school (in percentage)



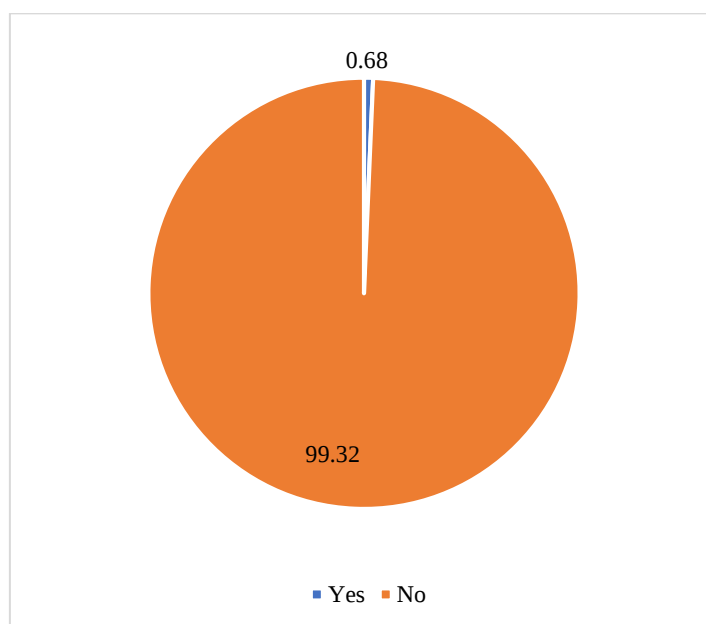
Source: Field Study, 2019.

If a child does not come to class, it means that there are various factors behind the absence such as parental issues, lack of transportation facilities, issues in the school, behavioural patterns of the teachers, and working for wages. In this juncture it was found that 99.08 per cent of the students do not have any problem in attending the classes during the school hours. It shows that parent behaviour towards child education is very positive and they are having awareness about the education and its benefits in the future. Here can also observe that the students are not working during their educational period of time. Parents are taking care of their children education in a serious manner and educating well even in the home. This is the main reason for students not having any issues to attend the classes regularly.

3.4. Going for work after school hours to earn wages

Most of the under privileged sections of children prefer to work after the school hours due to their poor levels of subsistence conditions. They would engage themselves in some petty work for small wages. In this regard, the study has focused on the students' priorities after the school hours. Most of the students said that, they engage their time in playing after the school hours. They know that their parents are economically poor but they would not allow their children to work. Some of the students said that they would engage in petty works in nearby hotels to earn some money for their books and pens. They do not want their parents to struggle financially for their educational expenses. But, the figure- 5.28, shows that 99.32 per cent of the students are focusing on their education and are not affected by family conditions.

Figure- 5.28: Going for work after school hours to earn wages (in percentage)



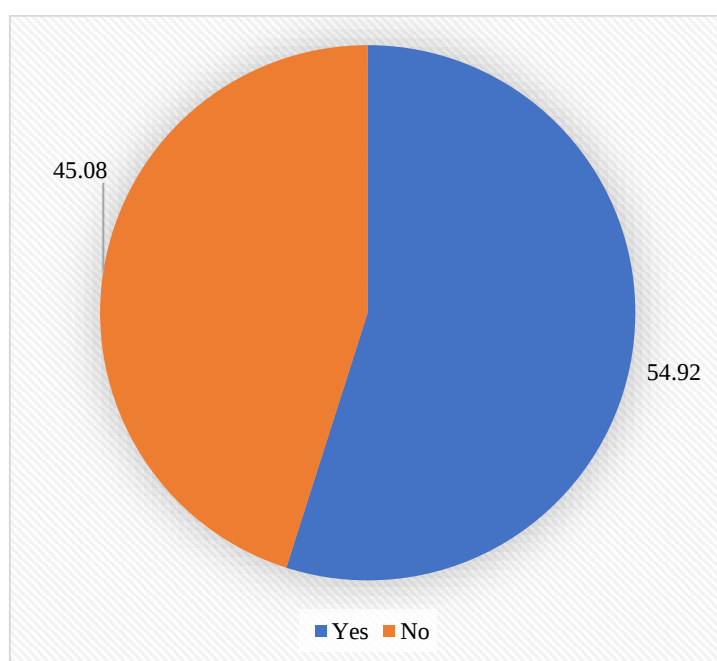
Source: Field Study, 2019.

3.5. Care givers/ teachers in school ask children to do any work in school

Now a days we are experiencing different kinds of management behaviour towards students in the school/hostel premises. Most of the managements are engaging the children in cleaning activities in the school like grass plucking, sweeping and cleaning activities. In this regard, this section discusses about the engagement of children in work at school premises. It was observed that in most of the schools, students are engaged in class room cleaning and playground cleaning activities.

The figure- 5.29 clearly states that 45.08 percentage of the students expressed that they are engaged in different types of cleaning activities as instructed by the school management. In some of the institutions, management is not assigning any work to the students. They employed sufficient staff for the cleaning related work. Those institutions have concentrated only on the academics and personality development of the students. Parent teacher association members are playing crucial role in management of school activities. It was observed that active parents are the key factors behind the quality functioning of schools. They are not allowing their children to do work in the school premises. They have instructed the management to employ cleaning staff for those type of works. This type of parent initiative is lacking in some of the schools. It is the main reason behind the improper functioning of the schools leading to activities that forcefully involve students in the cleaning related work in the school.

Figure- 5.29: Care givers/ teachers in school ask children to do any work in school (in percentage)



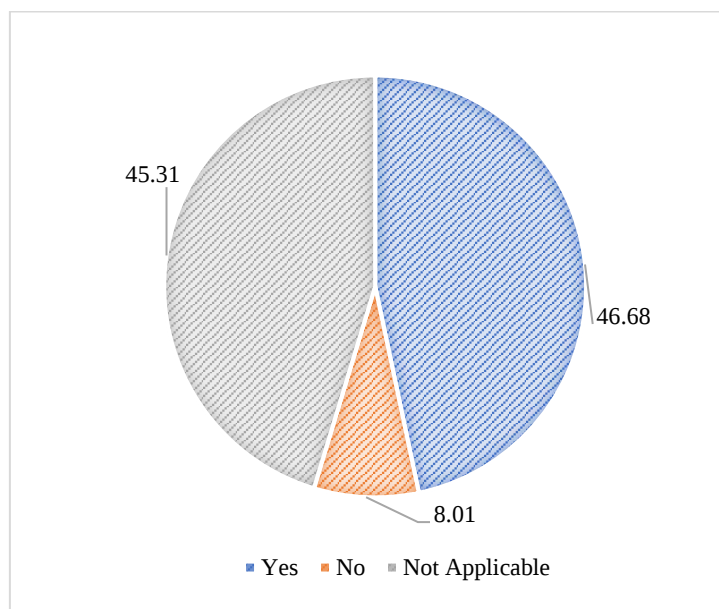
Source: Field Study, 2019.

3.6. Happy with food from centre/school/hostel

Taking nutritious food is the basic right of every student in the country. Food plays crucial role in the overall child development. Without proper nutritious food, child cannot concentrate on his/her studies. Figure- 5.30, clearly shows the student satisfaction levels on food served in their respective sample schools. There are some

private schools which don't have any provision for food. But it was very clear that 45.31 per cent of the students are not happy with food served in their school/hostel. At the same time 46.68 per cent of the students are happy with the quality of food in their school/hostels. In half of the schools, quality of the food is not satisfactory.

Figure- 5.30: Happy with food from centre/school/hostel (in percentage)



Source: Field Study, 2019.

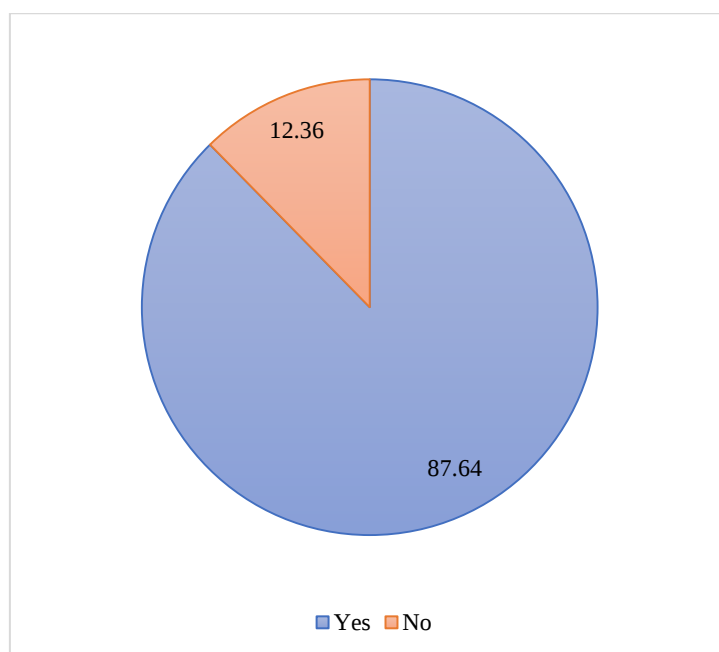
There are several reasons behind the poor quality of food served in various schools/hostels. Some of the reasons are repetition of same menu for several times, taste of the food is not satisfactory and quantity of food served in hostels was not sufficient. These are the main reasons behind the unsatisfactory behaviour of the students towards food provided in the hostels/schools. Participation of the parents in the school's management committee and effective functioning of the school management are the main factors behind quality of food that is served in the hostels.

3.7. Provided with health care needs by centre/school/hostel/home

Health is an essential component of human life. According to changing life style and rapid development process, child health care is the most important thing. It is mandatory that every school must provide basic health care facilities to the students studying in a particular school. In this regard the present research focused on the availability of health care facilities in the sample schools.

From the figure- 5.31, it is seen that 87.64 per cent of the students are aware of the health care facilities in the schools. And remaining 12.36 per cent of the students are not aware of any health care facilities. It was observed that most of the students in the schools are using the health care facilities. During the time of physical games, all the students are under observation and if any student is hurt, immediately medical facility is provided by the management. For the girl students also, they are organising health camps and awareness programme about the hygienic conditions. Medical staff from nearest hospitals are taking some orientation classes to the students on health care. Every school has medical emergency kits which includes, bandages, and emergency medicines for students. In some schools, regular medical check-up for students has been organised systematically.

Figure- 5.31: Provided with health care needs by centre/school/hostel/home (in percentage)



Source: Field Study, 2019.

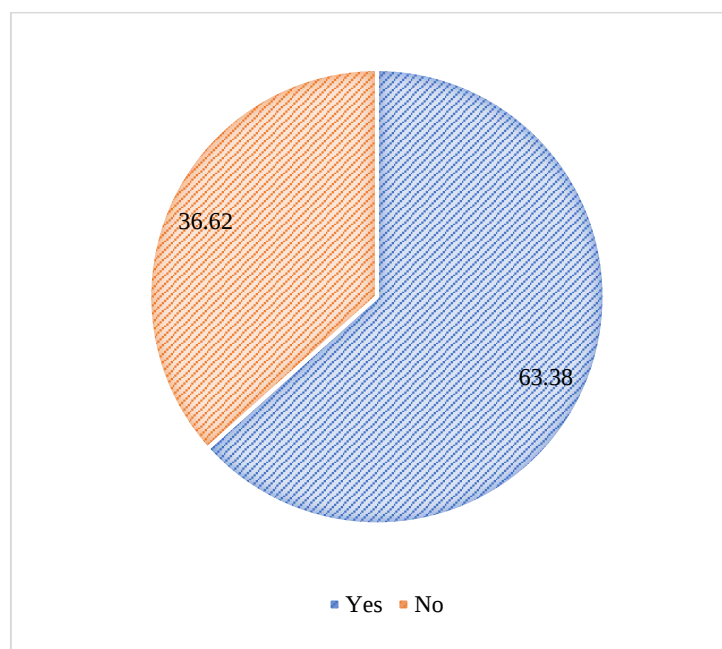
3.8. Undergo medical check-up in centre/school/hostel

In the figure- 5.32, we can observe about the medical check-up facilities provided to the students. 63.38 per cent students said that they were provided with medical facilities such as first-aid kit, with minimum vaccination and tablets. The school management organises medical check-up thrice or twice in a year. In TSWR School, Ranjole, Zaheerabad, students would undergo check-up, thrice in a year. But in St. Mary's PSM

High School, Sadasivpet and ZPHS, Digwal, medical check-up is organised twice in a year. Asha Jyothi Children's Home organises regular medical check-up camps and also it has a pharmacy, one doctor and one counsellor within the centre as all the children in centre are affected with HIV-AIDS. The other 36.62 per cent student feel that they should be provided with more medical facilities rather than only having first-aid kits. They feel that medical check-up camps could be organised once in every three months.

While interacting with the students many of them expressed that they need better medical care. There are times many children are affected by some contagious diseases at the same time. In some seasons, children are affected by Jaundice. There are times when many children get affected by chicken pox and viral fever. During such times children are not send to school. They are asked to remain in the hostel or care centre. In many cases the parents are informed about the sickness of the child and they come and shift the child to hospital or home. It is found that most of the centres are not having sufficient sick-rooms to accommodate more children when many of them get sick at a time. Most of the centres are not providing regular nurses to monitor the health of the children.

Figure- 5.32: Undergo medical check-up in centre/school/hostel (in percentage)



Source: Field Study, 2019.

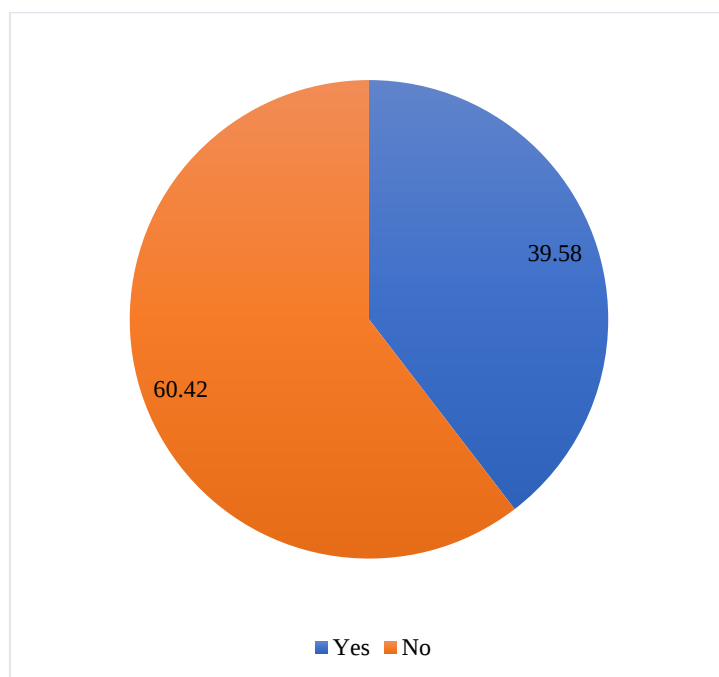
Lack of infrastructure to accommodate children when they fall sick is another problem in every centre or hostel. Even in regular schools, the management wait for the

parent to come and take the child, when they show any symptoms of severe sicknesses. The management has a responsibility to reach the student to the nearby hospital if the student falls sick when the student is in the school. It is observed that if a child falls sick it is asked to take rest on a bench or cot till the parent arrives. In such situations, the health condition of children get worsened and they require specialised treatment afterwards.

3.9. Provided with supplementary nutritious food by centre/school/hostel/home

While interacting with the students it is found that they would like to get better and nutritious food. It is because of the type of food that they get, some of them dislike to stay in a care centre or hostel. As the children are in a growing age they look for nutritious and tasty food. In most of the private schools there is no canteen available for the students to purchase any kind of food items. Only a few children expressed that they bring some snacks from home as they come to the school.

Figure- 5.33: Provided with supplementary nutritious food by centre/ school/ hostel/ home (in percentage)



Source: Field Study, 2019.

In the Figure- 5.33, shows that 39.58 per cent of students only has said that they are provided with supplementary nutritious food and 60.42 per cent said that they are not getting any type of nutritious food. They said that along with rice and dal, snacks,

fruits and non-vegetarian food were being provided as per their menu. In government TSWR School, snacks were given daily during evening times and non-veg would be given twice in a week. Z.P.H.S. is providing banana during lunch along with egg within the mid-day meal scheme. Asha Jyothi Children's Home provides snacks regularly as it gets more items from the donors. As we know, no private school provides any type of supplementary nutritious food to the students in the school. Only government schools provide nutritious food with mid-day meal scheme as it helped most of the children to join school.

In some private schools, children of well to do parents bring more money and purchase some snack items from the small shops that are nearby. It is found that majority of the students have nothing to eat during the interval times. Though mid-day meal is provided in government schools, children are not satisfied with the quality and taste of it. There is lack of variety in the food provided to the students. Children are looking for more nutritious and tasty food at various intervals and lunch time. Many children are looking for nutritious snacks during the free time, as they come to school quite early from their villages.

3.10. Any disciplinary measures in your centre/school

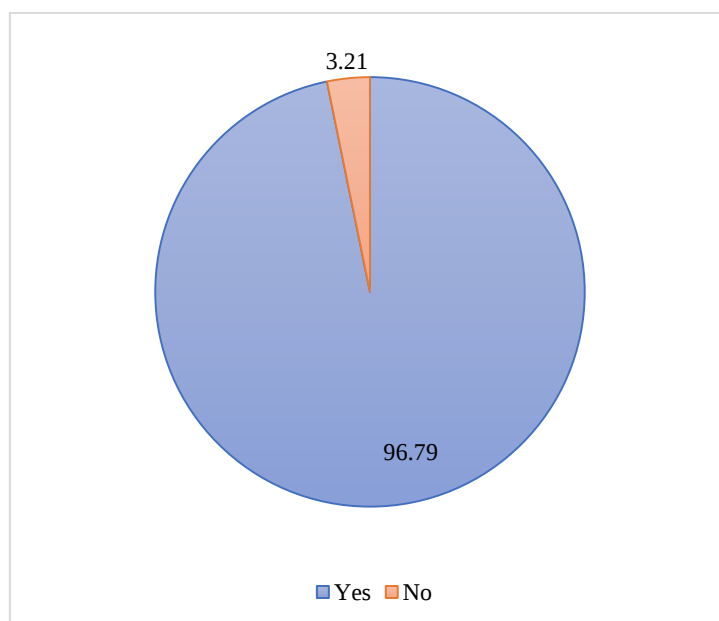
Discipline helps in the character formation of children. It helps them to learn about time management during the study hours. It also helps them how to behave in a class or school where other members are also present for the same purpose of study. But most of the teachers are using severe physical punishments, harsh words or scolding in the name of discipline of the class or school. It is learned that most of the teachers are not trained to deal with the behavioural problems of the students. Sometimes students are punished for very small mistakes in a severe way.

Most of the teachers are not using positive reinforcement for reforming the behaviour of the teenagers in the school. Though the intention of a teacher is positive in using physical punishment for disciplining, it is producing counter effect in the long run, when these kind of physical punishments and scolding is repeated by a teacher or headmaster. It is learned from the students that there is no service available from a counsellor or psychologist to deal with the emotional problems of the students. In such situations, every teacher is using harsh physical punishment to discipline the students. But ultimately the students are silenced or threatened with these kinds of methods of

discipline. The positive value of discipline is not inculcated into the minds of students when harsh methods are used by teachers or the authorities of the school or centre.

According to figure- 5.34, 96.79 per cent students said they were having disciplinary measures in the school. School is the best place to learn about discipline which helps in their future growth in a proper manner. Students also felt that the disciplinary measures would help them to study well. Only 3.21 per cent of students said that they did not have any disciplinary measures in their school. Also, 74.14 per cent students said that they had undergone punishment in the schools due to the disciplinary measures in the school.

Figure- 5.34: Any disciplinary measures in your centre/school (in percentage)



Source: Field Study, 2019.

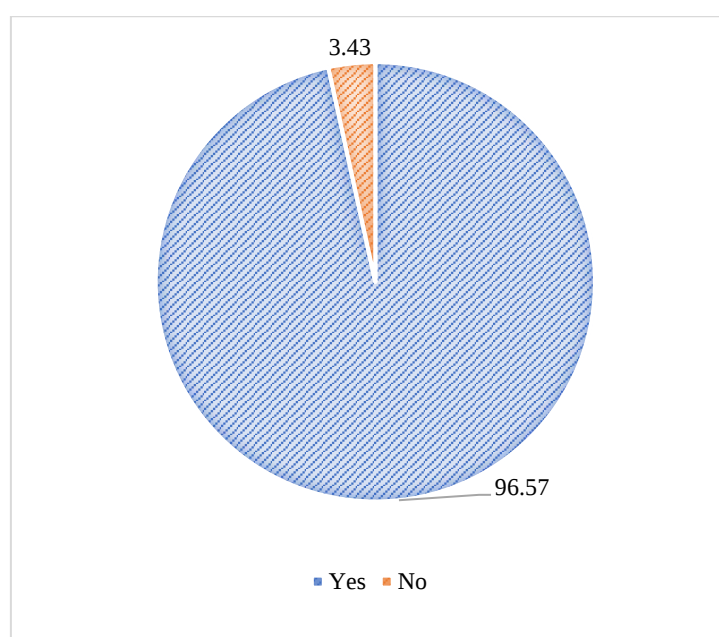
Students also feel that punishment is a part of disciplinary measures. They have undergone different punishments such as sit-ups, beating, imposition, running, kneeling-down, standing out of the class room, duck-wall, scolding, pinching, wall chair, etc. Only 25.86 per cent of students said that they did not undergo any type of punishments in the school as they were regular in going to school and writing homework correctly.

3.11. Celebrating any cultural festivals in centre/school

Every child has a right to know more about its cultural traditions and values. Some celebrations are based on indigenous cultural practices. Schools and institutions need

to provide facilities and chances to all the students to participate in local cultural celebrations. Many students expressed that they are eager to participate in various programmes conducted in the school. But only a selected few get chances every time who are the favourites of some teachers or organisers or head teacher. This has discouraged many students from participation. Some students mentioned that their parents are not rich enough to buy new set of clothes and other items for various cultural festivals. Thus the children of rich parents get preference in participation of various cultural festivals and celebrations. Even when a study tour is conducted to various culturally important locations, children of poor parents do not get a chance as they are not able to pay the required amount for the tour on time. Thus many students are not able to participate in cultural festivals and not able to visit culturally important places and learn more about new places and events in their life.

Figure- 5.35: Celebrating any cultural festivals in centre/school (in percentage)



Source: Field Study, 2019.

Celebrating various cultural festivals can help the students to learn about the diversity of the culture of the nation. 96.57 per cent students said that they were celebrating different cultural, state and national festivals in school, such as Bathukamma, Dusshera, Bonalu, Christmas, Ramzan, Childrens' day, Independence Day, Republic day, Teachers' day, Women's day and Science day. Only 3.43 per cent of students felt that they are not celebrating properly. 93.14 per cent of the students have been participating in these celebrations of cultural activities. Their participation

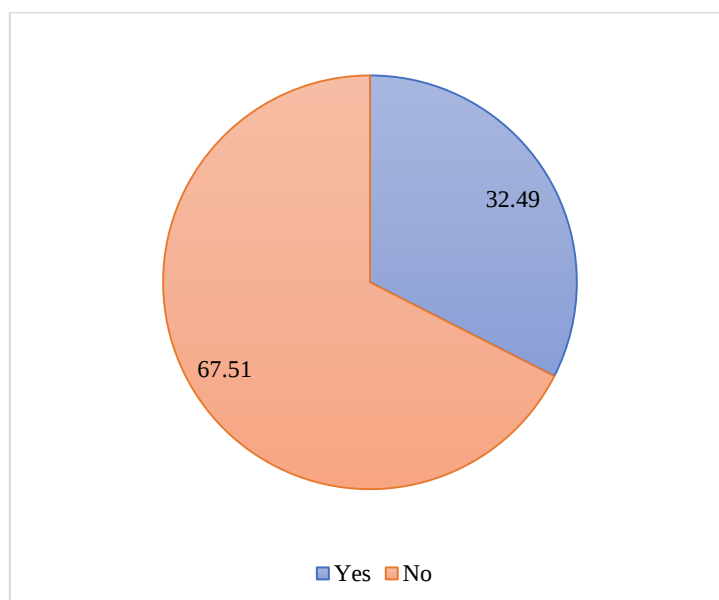
in various activities include decoration works, skit, dance, singing, making flag, helping teachers, pyramid drills, annual day, drama and speeches.

Only 6.86 per cent of students were not involving in any kind of activities. Also, 30.21 per cent of the students said that they were taken for study tours within the state to places like Zoo Park, Charminar, Warangal temples, Nagarjuna Sagar, Gitam University, Museums and Science Fair. 69.79 per cent said they should have been taken to more places in the state. They also said that science fair could be conducted in their own school itself. Also, they expressed that the school should conduct more educational awareness programmes in the school.

3.12. Afraid of any person in the institution

Every child has a right to grow up in a free environment without being afraid of anyone. Some students expressed that they are afraid of some of the senior students as they behave in a harsh way towards them. Some said that even in the playground, they are afraid of some of the senior students. Fear complex is created in students due to the punishment that are meted out to them by various teachers. Some students expressed that they are not able to do the homework on a regular basis due to the other work they are asked to do at home.

Figure- 5.36: Afraid of any person in the institution (in percentage)



Source: Field Study, 2019.

Though some students want remedial classes, it is not provided by some teachers in some schools. It is found from the students that children of rich parents are able to go for tuition classes outside the school hours and are able to do all kinds of homework. But the children of poor parents are not able to access such facilities and are not able to cope up with all the assignments given to them by all the teachers regarding various subjects. This shows that the right to live in freedom without fear is denied to many children in various institutions.

Here, 32.49 per cent students are afraid of principal, teachers and seniors in the institution/ school. 67.51 per cent said that they were not afraid of any person in the school. The fear of principal or teachers originated because of not writing homework, coming to school late, lack of proper uniforms and talking during classes. Here, the percentage is more in private schools compared to that of the government schools.

Private schools are stricter while compared to government schools. Even if the students are not able to tell the answers in the class, they may get punishment from the teachers or slapping from the other fellow students. If the punishment goes beyond the student's individual level, they may feel inferior to other students of his/her class. So, teachers are also taking care of this issues according to the students' individuality.

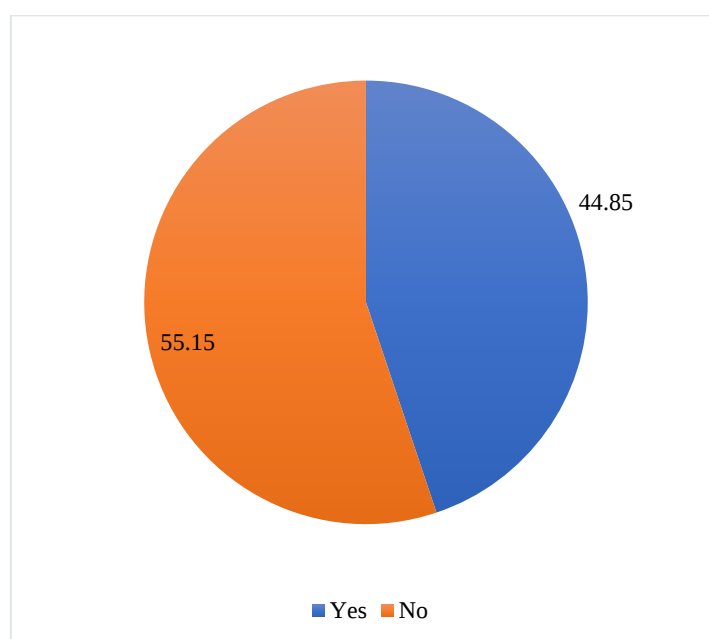
3.13. Provided with internet facilities at centre/school

Now-a-days, information on every subject will be available on internet. Learning about internet from school itself helps the students to learn many new things that are happening around the world. Here, 44.85 per cent of students said that they were provided with internet facilities, mainly for English class, to learn about the use of computer, project work, information and Grammar. Some schools had also taken initiative to conduct digital classes. TSWR School in Zaheerabad is one such government school. Still, 55.15 per cent of students said that they did not have internet facilities in their school/centre. No care centre is having this facility for the students.

It is noticed that majority of the students are not able to make use of the advantages of internet for their studies. The educational websites provide plenty of information on various subject matters. When a teacher conducts class with limited time and more students, he or she will not be able to provide more information in short time. Most of the time the teacher will be concentrating to complete the syllabus that is provided by the authority, before they conduct the examinations or unit tests.

Internet provides much more information to a student that may not be available during the teaching learning hours of a school. It is reported by many students that they are not able to access internet at home, as they live in remote villages. Some students said that their parents cannot afford to provide internet to them as they are not financially rich enough. The students who stay in care centres are not able to make use of the advantages of internet, as the managements are not providing such facilities to them. In some schools all the classes are not given computer classes and internet facilities, as there is lack of trained computer teachers to monitor the classes.

Figure- 5.37: Provided with internet facilities at centre/school (in percentage)



Source: Field Study, 2019.

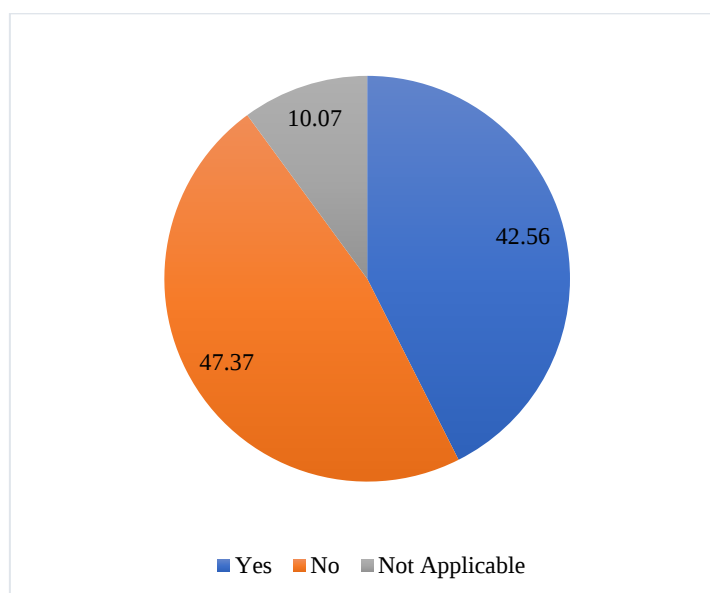
3.14. Travel to school in a crowded auto/bus/van

It is reported by many students that travel is affecting their health as they are not able to get proper seat in an auto or bus. Even the school buses operated by the private schools are being over crowded with students. Most of the schools are not keeping the rules prescribed by the Road Transport Authorities with regard to the seating facilities and number of students that can be carried in a bus or van. The right for good health and education of the students are affected when they are not able to reach the school in a comfortable way. Many of them expressed that they are tired of the travel before they come for the assembly every day.

It is found that many schools are not employing a teacher to accompany the students when they come and go from the school in the school bus or van. It is reported that the care taker in the school bus or van is not able to control the over crowded bus or van as because the students in the bus do not listen to the words of care taker and behave according to their willingness.

A lot of physical discomfort is experienced by the students by the time they reach the school or home. Sometimes the buses take a long route to reach the students to their destinations as they have to stop for many students. Thus the right for safety of the children are affected when they are brought to the schools in crowded buses, vans or autos. In some instances, overcrowded autos have led to minor injuries and accidents of students.

Figure- 5.38: Travel to school in a crowded auto/bus/van (in percentage)



Source: Field Study 2019.

Mode of travelling is an important aspect for the student as it helps to reach the school in time. Here, 42.56 per cent of the students said that they had problem in travelling to school in auto/bus/van, as they were overcrowded and sometimes there were no proper seat to sit. For some of them, their parents could not afford the money to travel in a school bus. 47.37 per cent of students felt that they did not have any problem as they travel by cycle, parent's vehicle or school bus. For 10.07 per cent of them, this was not applicable because they stay in a care centre and they can go by walk to the schools.

4. Summing Up

Education is a very crucial factor behind the eradication of various types of inequalities in the Society. Education is the ultimate key for the economic development. Moreover, the future of the economy depends on the strong educational foundations. But now a days, society is witnessing various forms of discriminative practices against children in schools/work places and homes. This chapter discussed mostly on the role of school management committee, teachers and parents on the protection of children from various external threats that prevail in the society. It is observed that in half of the sample schools, school management committee is neglecting the student protective measures. Most of the parents are not aware of the functioning of the school and their children's academic progress. Quality of food that is served in many schools are not up to the mark. Students belonging to some schools expressed that they were unable to enjoy the food provided in the school due to lack of quality and repeated menu. However, some of the schools are effectively concentrating on the students' rights and protective measures. Parents' participation in those schools are very effective. It is observed that most of the parents are ready to take responsibility of student's welfare and are involving in all school activities effectively. It is also observed that majority of schools are not organising any awareness sessions or counselling sessions on health, sanitation and protective measures for the students.

The sixth chapter *Conclusion* summarises the entire study and high lights the findings. It also includes various recommendations regarding protection of child rights and the effective implementation of ICPS in India for the protection of child rights, based on the findings of the study.

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Chapter- 6

Conclusion

Children have the right to be taken care and helped in every way during their younger days. Only when children grow up in the environment of a family, they experience love, understanding and mental happiness. Children have the basic human rights which include civil, political, social, economic and cultural rights. All people, including children below the age of 18 have fundamental rights and freedom. The rights of children are part of that freedom and rights. Parents and the state should ensure every child its rights. The important rights of children are enlisted as right for proper health, survival, proper nutrition, education, development, participation and not to be harmed in any situation that they live. They are entitled to have proper knowledge of every right that are ensured to them by the state. The right to freedom of expression of every child should be protected. Children should be protected from all that is unhealthy for its development. And it is the duty of government to set up proper rules for the protection of children from anything that is dangerous for their healthy life.

As part of chapter one, various issues of child rights are discussed along with existing literature review. However, the rights of the children are very often neglected and at many times violated by the adults. Hence, various rights of children have to be protected for healthy development of their personalities. Child protection should be given utmost importance in every community and culture. The most important interest of children should be given priority at all times. Lack of awareness on child rights leads to maltreatment and abuse of children by violating their rights. Sending small children in marriage, make the small children to work to earn wages and selling small children for financial advantages and various heinous ways of using children are part of the violations of child rights. Girl children also undergo severe forms of violation of their rights. Destruction of female children before birth, destruction of new born girl children, forcing small children for commercial sexual purposes and unlawful trading of small children for sexual marketing are also violation of child protection and discrimination against girl children. Many children die of hunger and malnutrition in our country.

Childhood is a period which has to be protected from all kinds of harm and

dangers. However, violation of child protection is perpetuated through child trafficking and child labour. Child trafficking refers to selection, sending, or keeping people with the intention of misusing them by the use of force or threat or illegally keeping them under secret custody, with the influence of power or in exchange of cash or other materials for getting the permission of person who has entitlement over another person with bad intention of exploitation as per UNODCCP. But child labour forces the children to lose all the positive aspects of childhood, their capabilities and personality and affects their mental expansion and bodily growth. By sending children for labour, they are denied of their school education. In this process some children become bonded labourers and are abused by others. The term, child protection is used to indicate that every child should be protected from intentional and unintentional harm. It follows that child should be protected from bodily, mental, sex related and harmful persecution and neglect. Notion of child rearing and family have been changed due to the effect of globalisation. Families, communities and people in the authority have the duty to ensure the safety of every child. If children are abused at home, they have to be taken away from home for treatment and counselling. Orphan children, whose parents die too early are left with no means for protection. Some of them become homeless, malnourished and vulnerable to diseases and commercial sexual exploitation.

The UNCRC recommended that every member nation should create policy measures for the well-being of every child. India acceded to the UNCRC in 1992. After a few years, periodic evaluation was done and the finding of the assessment was handed over to the concerned agency. The major policy measures of India for the protection of children included new areas like child survival and development with a specific focus on inclusion and empowerment. The establishment of women and child development ministry as separate one, establishment of the national rural health mission, integrated child development services and national skill development mission are some of the various policy measures adapted for the protection of children. The launching of the NCPCR, state level authority to safe guard the rights of children, courts to deal with the cases related to children and the integrated child protection scheme helped towards creating further policy measures towards protection of children. Introduction of child budgeting by the government also helped in improving the allocation of funds for child protection services.

The child protection issues are dealt with by ICPS in India, which functions under the umbrella of ICDS. This scheme helps in providing a very safe living situation for children who dwell in dangerous places and vulnerable situations. ICPS is funded by the central government and monitored by the MWCD ever since it was launched in March 2009.

This scheme is initiated to protect children from all intentional and unintentional harm. There are many rights for children and protection is one among those rights. ICPS provides integrated service by coordinating various sectors like education, health, judiciary, police, and labour. It aims at improving the well-being of the children by protecting them when they are left without care, misused by others, or when children are not living with the parents and by integrating the activities of several sectors. It also helps the families and communities along with other NGO's to provide care and protection for children who require it for their well-being. The major aim of this scheme is to prepare a safe living space for children who are involved in various criminal cases and also to safe guard the children living on the streets and other unhealthy places. It is constituted by amalgamating various other schemes like Shishu Grah, Juvenile Justice and Street Children's Programme. Other activities to improve the protection of children were also added to it. This scheme extends its services through institutions as well as providing care for children who do not have family support.

Governments, both central and state have the duty for the protection of children living in any circumstances. ICPS plays an important role in safe guarding the welfare of children and their rights as it is a government scheme for this purpose. It helps in improving the efficiency of the family in safe guarding the welfare of the child. It also involves community-based alternatives for child care. It does not encourage over reliance on institutionalisation of children for care and protection. The best interest of the child is protected while implementing child protection policies. Thus, ICPS plays the most significant role in ensuring effective child protection in India.

Some of the homes for children are maintained for taking care of children who are infected with TB, HIV and AIDS. In addition to this, children with physical and mental deficiencies, orphans, children who are rescued from the streets, brothels or other commercial centers and children rescued from forced labour areas are also maintained in the homes for children. Every district is provided with the facility of

ChildLine – 1098, which functions throughout the whole day, and can be used to communicate any child abuse issues to the authorities.

There is lack of data with regard to the children who are found missing from various places, children those who are living on the streets and also those who are engaged in various work from various parts of India. Strengthening of awareness on protection among the people in the education and health sector is one of the main goals of ICPS. It also aims to sensitise and train teachers of schools and centers to equip them with the knowledge of child rights and child protection strategies. ICPS also provides specialized guidance to children for legal matters, provides help to recover from any sort of trauma and help them to settle back in a society with the help of professionally trained social workers. It also proposes training and sensitisation of children who are studying in various schools regarding how to safeguard themselves from all kinds of physical and mental ill-treatment. It is recommended to establish child protection cell in every district to prevent child abuse. ICPS also has recommended research studies in the new areas of challenges of child protection in India. Poor economic conditions exist among large number of people. Children should be protected from socio-economic constraints. Child maltreatment has come up as a severe issue in every country and child abuse has become a global problem.

State has a very serious responsibility in the advancement of children. Facts of the history show that during the nineteenth century, family life revolved around absolute authority and father of the family controlled every other person in the family. There was also the principle of self-discipline and self-sacrifice for the welfare of the children in the family. It was only by the beginning of twentieth century the right of every child became a significant issue. Thus, significant changes occurred from welfare-oriented approach to a right oriented way of dealing with it. It is noted that socio-economic status of a family affected the personality development of children of that family. It is noticed that financial capital and house hold income together with occupational status became the indicators of social capital. However, children from poor socio-economic back ground suffer from lack of personality growth, neuro-behavioural development, less birth-weight, birth defects, AIDS, fetal alcoholic syndrome, poor parental care, malnutrition, lack of maternal benefits, low level of living condition and various other infections. They later on face many diseases like respiratory

problem, exposure to tobacco and smoke, inadequate access to health care, depression, obesity and suicide related problems which affect the cognitive, social and behavioural development at every stage.

It is found that economic status and education of children are inter-related. Parent's occupation, income and education seem to affect the children's intellectual development. Verbal competence and personality development of children depend also on parental work experience, family income and family environment. Maternal education, income and occupation also affect the cognitive development of children. It is said that education eradicates inequality in society. Malnutrition and micronutrient deficiencies contributes to morbidity and mortality in children. It is advised that protection of children should be taken care through child protection schemes and not through public health care centers. The right to education flows from the right to life. Article 45 of Indian constitution promulgates that all children should be educated till they complete the age of 14.

WHO has clearly stated that any denial of human right to a child is equivalent to abuse of that child. Cruelty to children has become a global problem. Parents and school authorities in many countries, including India, are severely and brutally punishing the children. Due to their tender age, children do not attain sufficient maturity to take care of themselves. Physical, emotional and sexual abuse cause physical and mental ill-health. Public awareness programmes on child abuse can prevent child abuse. Child abuse is a global problem. Parental practices are based on culture that prevail in a society. Abuse of a child contains four major parts which include neglect from the adults and physical, sexual and emotional ill treatments. The act of neglect is an absolute failure of parent towards the development of child. Child neglect takes place in health, nutrition, education, shelter, safety and security sectors. Child abuse leads to the death of the children, though the reason is quite often unnoticed or recorded.

Different forms of physical abuse include hitting with an object, kicking the child, threatening the child with objects such as gun, knife and beating the child. Parents are hitting the children on the buttock, or pinching, slapping on the face, or head, or shaking the children. Some teachers in schools are giving harsh punishment to children, which are often physical. Parental mental health issues also affect the children psychologically. All kinds of abuses affect the behavioural and developmental aspects

of children. Children are incapable of controlling the incidents of child abuse. The behaviour of an abused child cannot be predicted. It is affected by surroundings and environment. The overall development of a child is affected by abuse and the negative effects are seen in stress, brain functioning, behavioural changes, and aggressive responses, under progress in education, trauma symptoms and medical disorders.

Children experience violence from close family members, and from those who have adopted them and other children of the same family. Parents use psychological violence like insults, isolation, threats and emotional indifferences to discipline the children. When physical abuses are inflicted on children by parents themselves, it is difficult to design a child abuse prevention programme as they are the ones to protect the children. Emotional and psychological abuse got less attention globally. Psychological abuse affects the child from inside and by observing behaviour it can be detected. Shouting, calling bad names, cursing, threatening look at children when they are at home, forceful restrictions, control and forced discipline are psychological abuses.

Studies show that many children are sexually abused. Victimization through sexual abuse in childhood are experienced by more than 20 per cent of ladies and about 10 per cent of men. Some of the neglect takes place in healthcare and food and nutrition sectors etc. Exposure to drugs, environmental threats, inadequate supervision, poor hygiene, and lack of education are evidences of child neglect. Family size, resources, financial situation, and violence at home also play a role in child neglect.

India became a country which is used for both transport and end stop of overall outline of women and child trafficking in south Asia. Trafficking takes place to South East Asian countries and to various Gulf countries with its origin from India. Internal trafficking also takes place within the country. Trafficking of children is also caused by illegal migration. Poverty, child marriage and unemployment are some of the reasons for child trafficking. Millions of children run away from the families due to various kinds of abuses and seek asylum on the street. The ineffective strategies used for the implementation of the policies and lack of funding have adversely affected the prohibition of child abuse in India. In many parts of India, female infanticide is still prevalent. The female infanticide Act 1870 has failed in checking this gruesome offence against female babies.

Some parents continue to conduct the test for the selection of sex of babies before birth, though it is forbidden by the government rules and Acts. Female children are facing discrimination throughout their lives, which begins even before their birth itself. Thus, the morbidity and mortality rates also continue to be very high in India. Every child marriage that is solemnized also becomes null and void according to the Prohibition of Child Marriage Act of 2006.

Most of the crime against children in India are not reported. Some research findings show that between 18 to 50 per cent of children in India have undergone various forms of child sexual abuse. More than 40 per cent of females and 30 per cent of males are subjected to childhood sexual molestation including genital contact. Child neglect and abuse are reported often from socially isolated families. As the incidents of child abuse is increasing in India, effective interventions are needed to stop such crimes. Studies show that 95 per cent of child sexual abuses are not reported by the victims.

Children should be protected from all kinds of abuses. Children should be given their role to involve in making proper decisions that affect them. Children have human rights and they need to be acknowledged and accepted. Provision of healthy food, care about health, proper education and freedom from all kinds of abuses and oppression are all part and parcel of human rights. Children have the right to freedom of expression and freedom to obtain correct information which help them to build a better future for them. They have a right for emotional, mental and physical development. Undernutrition leads to persistent ill health and increases the death rate of children. The number of death of children point towards the developmental status of a country. Child labour jeopardises the health and development of every child. Hence, implementation of legislation to end child labour is very essential for the protection of children.

Children are forced to work in many parts of India. The number of children who are employed are more in some areas compared to the other places. Though the parents are not happy to send their children for work, poverty forces them to get their children employed in some sectors. Coping strategies of child abuses are mainly avoidance method and approach method. Avoidance method uses avoidance of certain behavioural constraint to protect children from ill treatments and hide from external or internal disturbing issues. Approach method is a thought process management focusing on the problem by perfect planning and positive reframing of the issue by

taking support from some of the elements such as emotional or instrumental ones. Child protection programmes are facing grave resource scarcity in India. And most often whatever is proclaimed in the child protection policies are not executed properly leaving a wide gap between implementation and matters of policy.

Part IV of the Constitution Spells out the policy measures for the betterment of children. Article 39 (a), (e) and (f) specially speaks about the chances and healthy atmosphere that are provided to children for their growth and personality development. Children are to enjoy freedom and a decent life where they are taken care of and are free from unjust treatment. It also directs that the needs of the children should be provided properly while they should be safeguarded from all negligence. A new National Policy for Children was approved by the government on 26 April 2013. A need-based approach is suggested by the national policy for children, to solve the issues of children.

This policy contains the road-map and instructions that are to be carried out by the government authorities while dealing with any initiatives that affect the children. NPC recognises the need to improve the health of every child with proper nutrition. The policy has given utmost importance to the educational right of the pupils. This policy helps in safeguarding the rights of the pupils while aiming to coordinate the activities of various ministries and departments involved in the welfare of children. This policy has suggested the introduction of various programmes in the schools to improve the health of the students. It is also suggested to provide better health facilities for children by supplying micronutrients to cope up with the lack of proper nutritious food. Schools and Anganwadi centers are entrusted with this responsibility.

Juvenile Justice Act helped the state governments to prevent or tackle the ill treatment issues faced by children. ICPS was launched in 2009 to provide stable financial aid to all the state governments. It has formulated various provisions to reduce vulnerable situations that may cause unjust and unlawful treatment of children. To carry out the functions of ICPS in a legitimate manner, JJBs and CWCs are established. Financial help to set up such statutory bodies are offered by ICPS. The activities of child welfare centers of every district is entrusted with the district child protection units. Children brought into the open shelters from the streets are provided with skill development programmes and remedial classes to fill the gap in education.

Family is a primary unit of support to every child in the society. Parental care will increase the strength and develop positive integration towards community and society. Role of family is very crucial in overall improvement of children. It is obligatory on the part of the state to protect the children from all kinds of mental and physical violence as per the Convention of Rights of Child (1989). Child care development and parental care are interrelated terms in child development and protection. Full time working parents leave their children outside home such as at child care centers. Child care centers outside home are not necessarily harmful to child development. Physically punishing the children to teach them the orderly behaviour and parental practices in the name of developmental process are harmful to children. Corporal punishment can be defined as spanking the children with the help of objects such as sticks, belts, paddles and other tangible objects, directly hitting on the body of the children which causes potential physical harm. Because of various discipline practices, youth are more vulnerable. For example, with the effect of maltreatment, they may be converted into anti-social elements. Psychological imbalances in the brain also may lead to the unwanted imbalances in the child behaviour.

On the other hand, society trains the child towards positive development under the guidance of parents and care givers. In the contemporary world, globalisation and liberalisation policies and the usage of technology are changing the living conditions of the people. Now a days, technology is playing a crucial role in day-to-day life of the people. Whatever may be the developments and advancement that take place in the economy, there are also negative vibes towards its technological evolution. Hence, there is a need to protect the children from exposure to harmful material over internet.

In India, at the age of learning, many children are working in hotels as servants, paper boys and doing the work of a sales person due to various reasons like poverty, inequality and social and economic discrimination. It is the responsibility of every individual, society and government to protect children from various exploitative threats, abuse and violence that prevail in the societal structure.

The issue of child labour is not confined to the single state or community rather it is an issue in the country which is at an alarming stage. It is a harsh reality that most of the developing countries in the world have highest number of child labourers while it is much less in developed countries. Basic factor that causes child labour in the state

is chronic poverty. Poverty pushes them to become labourers. As long as there is poverty, the problem of child labour will remain as a never-ending process. Child labourers can be defined as, children who work outside the home in hazardous industries for paid wages and are in between the age of 5–14 years. There is a need of effective programmes and plans in every society to eliminate or reduce the issue of forcing the children to work.

Child marriage practice has been a long-established custom in India. A marriage comes under child marriage category if the persons who contract marriage are below the age of 18 years. In many cases children are forced to get married even though they have not reached that stage of growth and maturity. The challenging issues of forced weddings of small children in India can be brought to an end by proper education. Though the legal age to get married is 18 for females, most of the children are being forced into marriage within the age of 15 years in this country. Child marriage is the fundamental violation of their human rights as it affects their physical, mental, intellectual, psychological, and emotional aspects of life as well as their personal freedom and growth. Education of women enhances the opportunity, capacity of living and exposure towards society.

Female genital mutilation is also one of the traditional practices followed for many generations in some cultures. Certain traditional practices need to be abolished in the interest of large proportion of population. Female genital mutilation can be defined as a traditional practice or procedure through which the outer part of the female genital is cut and separated for non-medical purposes, without proper medical assistance. This practice is considered a gender based human rights violation. There is need of exposure of this practice, while focusing on the need to improve their understanding that female genital mutilation negatively impacts on health. The crime of child trafficking is often conducted for using children for sexual violations on a commercial basis. Child trafficking in India is expanding rapidly with different types of exploitative practices. Human trafficking is causing commercialisation and commodification of human beings, violating the human rights. According to National Crimes Records Bureau, every year, around three to four thousand cases are registered on human trafficking in India.

There are more than 30 million children in India who are vulnerable and are orphans. It is reported that this is the largest group of vulnerable children in the region

of South Asia. Very often, these kinds of children are forced into child labour or commercial sexual exploitation. They are also abducted or trafficked for various kinds of exploitations. It is found that vulnerable children get involved into drug abuse and criminal delinquent activities. This is affecting their psychological health, intellectual capacity and their ability to function in the normal society.

A child friendly approach was recommended by the provisions of the Juvenile Justice (Care and Protection of Children) Act of 2015, to bring back the vulnerable children in to the main stream of the society while making provisions for their treatment, welfare and safety. It has also recommended the introduction of relevant programmes that would improve the coping skills of the orphans and other vulnerable children which would help them to get re-integrated into the normal activities of the society.

Social workers also should record the data of sexual abuse of a child in a family in a diligent way with a proper system. If the decisions are not appropriate, the interventions done by the authorities becomes more harmful to the children and the families. In spite of all the efforts by the social workers and others, a good number of cases of children in dangerous and vulnerable situations are not being reported to the concerned authorities.

MWCD is professionally helped by UNICEF for executing the programmes of ICPS. Effective systems of child safety is created by ICPS in every state. Such a preventive and safety system is established at community and district level also by ICPS. It also takes initiative to integrate the programmes conducted by different departments like police, social work, education, and labour. All stakeholders are made accountable by ICPS.

Development of human resource is possible only by maintaining and protecting the health of the children. The functions of ICPS need to include health care and education for the deprived children of this country for a proper growth of their personalities. When a child is physically, psychologically and mentally healthy it can attain happiness. Such children would contribute for the progress of the country. By conducting regular meetings to review the progress of implementation of ICPS at national and state levels, the MWCD try to monitor the functioning of ICPS under the leadership of various secretaries of the states.

Creation of data base for ICPS, funding of the scheme, building up of a tracking system of the missing children and formation of proper norms and structures for ICPS are done by the government of India through MWCD. Thus, a large frame work of effective child protection system is initiated through ICPS in India. Efficient plans are needed to find out the number of families and children who are living in dangerous and risky situation. All these child protection plans have to be executed at district and state levels with the help of trained counsellors and other experts. Advocacy and awareness programmes are conducted among the families who are living in vulnerable situations to strengthen the progress of ICPS.

Every state has a state level Child Protection Society to supervise and implement the functions of ICPS. This society is responsible for functioning according to the aims, rules and regulations of national plan of action for children. The activities of the district child protection units and all other schemes related to the welfare of the children are regulated and streamlined by the state adoption cell and state level child protection unit on a regular basis. It is the responsibility of the district child protection units which are established by ICPS, to coordinate all the child safety and welfare initiatives according to the guidance laid down in national plan of action for children.

There are number of unresolved child protection issues in Indian society. It is the parents who have to take the responsibility for safeguarding child rights within the society. Children need to be made aware of their various rights, including that for good education. School education can impart proper awareness of rights to every child. The rights and welfare of children depend on certain values of the society in India. Values practiced in the society influence the welfare and rights of children in India. The idea related to the right of the child is developed in twentieth century in all the countries.

All human beings are born with equal rights, freedom and dignity. These principles are enshrined in the universal declaration of human rights. However, children are more vulnerable and are provided with special protection rights. In 1924, League of Nations accepted that it is important to protect the rights of every child and made it a part of the international law and approved the declaration of the rights of the child. This declaration contained only five laws with which the member nations should implement child rights. The Convention on Child Rights by UN is considered to be the best document that explains the importance of protection of rights of child. This document

clearly explains about the survival, development, protection and participation rights as well as the best interest that has to be considered in the matters that are affecting the children. Article 14, 15, 16, 17, 18, 19, 21, 25, 30, 31, 31- C and 32 give the foundation and basis for human rights in the Indian Constitution. According to Article 24 of the constitution, forced labour by children is totally banned and is punishable. Article 39 (e) and (f), 42, 45 and 47 of the constitution also provides for the protection of the rights of child. Apart from the constitutional laws, some of the laws enacted in the states help in the protection of the rights of children.

In India, in the post-independence period, government introduced various policies and provisions for overall development and safeguarding the rights of all children. In the process of development, five-year plan periods are one of the key elements of all-round protection and development of childhood. Child development received ample importance from the very beginning of five-year plans in India. In post-independence era, in 1953 Central Social Welfare Board was initiated specially to promote voluntary child welfare development and welfare of the disabled. During the period of first five-year plan, in 1955, the development of disabled children was undertaken by national advisory council under the Ministry of Education. During the second five-year plan government initiated various social welfare activities in the different sectors. During this plan period, about 2100 maternity and child health care centers were setup. The development of rural educational sector by starting many primary schools were done during the third five-year plan period. And the proportion of children attending schools in this period increased greatly. Children up to the age of 14 were provided with free education which was also compulsory, during this period. Mentally retarded and physically handicapped and retarded children were taken care with the establishment of three national institutions during the fourth five-year plan. Highest amount of help was given during this period to the orphanages, as Rs. 39.9 lakhs were given to 14 homes for children and 270 orphanages in the country.

With the adoption of National Policy for Children in 1974, importance was given for the development of children. It was during this period of fifth five-year plan, ICDS was constituted. This was a great shift from welfare to development of the child care and education. In 1975, ICDS was launched in 33 experimental blocks with the six basic packages. These packages related to health and education was carried out through

the Anganwadi Centers. Children below six years were provided with preschool education, proper feeding, immunization and checkup. The infant and child mortality were brought down by the adoption of National Policy of Health in 1983, during the sixth five-year plan. Under this policy, immunization was introduced. Voluntary Action Bureau and JJ Act 2000 were established during this period, which helped in the protection of children. Various educational programmes were introduced to improve the educational status of backward states and universalisation of elementary education was given priority.

For protecting early childhood survival and healthy development, ICDS was implemented during the seventh five-year plan. ICDS took initiative to universalise immunisation for improving the health of the children while providing sufficient nutrition. The scheme also concentrated on protected and good drinking water, hygienic sanitation and effective family planning. Preschool education was given priority under this scheme.

A new Juvenile Justice Act was formulated to deal with children who are in conflict with law in 1986. To end child labour, another child labour prohibition and regulation Act was formed in 1986. The Convention on the Rights of the Child was ratified in 1992 to protect the rights of children in India. National policy to protect the child rights were formulated during the eighth five-year plan. Rehabilitation Council of India was founded to take care of children with disabilities. The Persons with Disabilities Act also was constituted in 1995. Preschool education programmes, health services and nutrition programmes were expanded to all parts of the country by universalizing ICDS in 1995, during the ninth five-year plan, for the development of young children. Children of working women were taken care of by Rajiv Gandhi National Creche Scheme while street children were provided with shelter and education by the integrated programme for them during the tenth five-year plan. Equity in education was one of the main targets while achieving universal enrolment and retention through various educational programmes. Importance was given for ensuring protection to the girl child by enacting rules for preventing female foeticide and infanticide during the eleventh five-year plan while providing for better nutrition and health for girl child. Educational system was developed with gender sensitisation and education for girl child. Many programmes were started to abolish violence, girl child

abuse and child marriages.

Twelfth five-year plan mainly focused on sustainable inclusive growth. It also focuses on growth process of the women and child at multi-sectoral levels. Improved Access to Quality Education includes free and compulsory education, early childhood care and education, joyful learning techniques, improving infrastructure and collaboration with universities for effective functioning etc. For the development and empowerment of women and children, the national plan of action for children was initiated during the twelfth five-year plan.

Giving priority for the welfare of children, government of India promulgated the National Policy for Children in 1974 and a National Plan of Action in 1992. The UNCRC also was ratified in 1992 by India. With this, India began to send the periodic report on various legislative measures taken to protect the rights of children to the UN. For the welfare and safety of children living in difficult circumstances, Juvenile Justice (Care and Protection of Children) Act was introduced in 2000. Juvenile Justice Boards and Child Welfare Committees were instituted to monitor the activities of children homes where children were accommodated for their safety, as some of them were living in conflict with law.

The essence of protection of children is to safe guard them from all kinds of external threats that prevail in the society. Government initiated various policies, provisions and schemes in favour of child development, especially in the field of social welfare, education, health, protection and justice. Educational service and government responsibility play a crucial role in child protection. Increasing the responsibilities on schools to be proactive in the area of child protection enhances child protection. There is a need of perfect policy and its implementation in relation to child protection in primary level schools. Awareness on protection of children could be effectively created among students and parents by the teachers of primary schools. The major rights of children, such as participation, development, protection and survival are accepted by the National Initiative for Child Protection and administred by JJ Act. The presence of millions of children in the streets of India show that the existing schemes and rules are not helping them to find any other alternative way of life. For many children street has become their habitual abode.

Children on the streets of India are denied of their right for good education. No one is taking responsibility regarding their health and the development that has to take place during the childhood. The latest provisions of JJ Act 2015 advocates that a juvenile can be tried in the court of session if that person commits any heinous offences and if he is between the age of 16 and 18 years. Development of a child is highly influenced by its family and other distal relations, where the human rights of the child is to be respected. Among all the human rights treaties, the Convention on the Rights of the Child is internationally accepted as it focuses on the role of family in the development of a child.

Verbal engagement plays an important role for child development through talking with child and by telling stories and by providing books to them. Use of strong verbal scolding in family affects child negatively and creates impact on their growth in aspects such as personal, social, economic and cultural. Families should reduce physical abuse, hard punishment, stress and negligence towards child. Policy framework should consider better parenting programmes initiated by analysing parent's knowledge, attitude and behaviour towards child. Children should be brought up with the positivity of physical, mental and emotionally healthy relationships. Child rights were mainly framed for the tender aged children not to get abused and exploited. Child labour and child abuse are the main problems to be eradicated, particularly in India. Child labour was slowly taken into action but child abuse acts towards children were not at all taken into consideration. We live in a society where no proper sex education is provided for the children.

The most important think tank of India is NITI Aayog, which was established on 1 January 2015. The action agenda for three years of NITI Aayog aims to bring about development in various sectors in every part of the country, giving priority to every state and center. It is reported by NITI Aayog that the existing policies to protect children are not having any impact as the accurate and latest data is not available. The government authorities have so far not succeeded in developing a data base for the children engaged in child labour, children living in conflict zones, children who are trafficked and children who are found missing. Sensitisation and training is lacking among the child welfare officers of the police stations as well as among the staff of state commissions for protection of the rights of the child. Though there are facilities regarding Child Line Services in

most of the districts, they are not functional quite often. Due to lack of clarity regarding child labour and trafficking, the grievances of children are not listened carefully and problems are left unsolved. The registration of child births and death need to be followed. The school education system has failed in skill training, sports and extra-curricular activities. Gender-sensitisation programme needs to be introduced into school curriculum.

There is more than 4.32 million child labourers in India as per the data provided in census of 2011. The Indian Constitution has declared it illegal to employ children in any mine or factory, if they are below the age of 14, as per Article 24. Begging, forced labour and trafficking of children are also made punishable as per the Article 23 (1) of the Constitution of India. The ILO has the International Programme on the Elimination of child labour and India has become a signatory to it in 1991. Elimination of child labour is carried out in India with the help of National Human Right Commission. A number of sensitisation programmes and workshops are conducted on child labour in every state by the National Human Rights Commission to eliminate child labour.

India has witnessed various child right violation cases across the country. Sexual assault of girl child, physical and mental abuse, various rape attempt on girl children, child marriages, child labour, child trafficking, and high rate of school dropouts are witnessed in contemporary times in India.

Child trafficking is a serious human right violation across the country. Chronic poverty, lack of education, lack of exposure towards society, and social discrimination are pushing the marginalised communities towards this death track. There is an urgent need to concentrate on eradication of child trafficking in India. However, India is placed highest in the area of child trafficking among all the South Asian countries. In India, girl child faces a lot of problems and pressures within the society. In Hindu religion, son is responsible for the lighting of parent's bonfire, in order to secure them Nirvana and also people consider boy as a grant and girl as a burden.

Population of female children are drastically reduced due to infanticides of females. Another problem faced by girl children is child trafficking. Girls are vulnerable in the form of various violence, including rape, abuse, exploitation, and trafficking. The attitude of patriarchal society which gives more importance to boy rather than to a girl should be changed. Girl children should be able to experience

equality and justice of gender, in the family and in the society where they live. Malnutrition is a condition of underweight problem which can be seen in both boys and girls at the early age of infancy or in the childhood. Malnutrition in childhood also affects the adult life. Hence, care should be taken to gain normal weight by giving special attention by parents, teachers or school caretakers. It is reported that India, together with its neighbours, Pakistan and Bangladesh, share more than 50 per cent of malnourished children in the world.

The chapter 5 contains two sections. The first part analyses the significant role played by the parents, teachers and the management in safeguarding the rights of children. Parents of children give importance to some elements or indicators to assess the level of protection of children from their point of view. This aspect is discussed in the section on parents. The reason for parents to admit their wards into a particular school or center, the frequency of meeting the children by the parents, the complaints received by the parents from their children regarding physical harassment from other students, the complaint of the students regarding their experience of bad touch from others, the complaint about physical punishment given to the children by teachers, HM, employees of the institution, whether the child is travelling to school or center in a stranger's vehicle every day, the availability of internet facilities to the students, and the awareness regarding child help line services by the parents are all discussed in detail under this section.

It is found that majority of the parents looked for a safe center, hostel or school to admit their children. The study found that there was lack of usable toilets and clean drinking water in some institutions. The fire safety systems were not available in many of the schools and centers. Availability of quality education also was another reason why many parents preferred to admit their children in a particular school or center. It may be concluded from the above findings that it is the assurance of safety for children that influence the decision of a parent in selecting a school or a care center. Regular visit by a parent to a school helps the parent to know the welfare of the student as well as the educational progress of the child. While interacting with the parents it is found that majority of them make it a point to visit the child at least once in a month (37.75 per cent). There are a good number of parents who visit their wards once a week. Some of the managers/Head teachers and class teachers of various schools complained that some parents do not come and see the child or the management in spite of repeated

reminders.

The finding of the study shows that physical harassment is experienced by a small number of students in class VIII, Class IX and Class X, in most of the schools and centers. Five out of 100 students seem to have experienced some sort of physical harassment from other students. Though the secondary schools should have psychological counsellors, to deal with the behavioural and emotional problems of the teenagers, it is noted that such trained experts were not found in any of these institutions where these investigations are carried out. It is also found that awareness programmes against harassment are not conducted in any of the sample schools or centers where the study is conducted. While interacting with the students, they were asked if they were afraid of any care taker or any employee of the institution. It is found that about five per cent of them are afraid of someone in the school or the center. The finding of the study also shows that children have received disproportionate punishment from the care takers, though the mistake done by the children are of negligent nature. The study found some children have experienced bad touch from other students or employees. Though it is not very common, some children suffered physically and psychologically the bad effects of bad-touches. It is found that most of the schools and centers have not conducted any awareness classes for children on how to distinguish between a good touch and bad touch. Children suffer silently as they are vulnerable in such situations. It is also observed that there is no mechanism in schools and centers to protect the children from such incidents.

During the study it is observed that most of the schools or child care centers are not having any specific policy or directive for the protection of the children. It is noticed that physical punishment of the children who come late for the school-assembly in the morning is a regular phenomenon in most of the private secondary schools. The information collected during the field study points to the fact that more than 23 per cent students are affected by physical punishment by the teachers or care takers. Many students were afraid to express their opinion freely as they suspect further punishment from the teachers or care takers. Once the children are in the class, teachers begin to ask them about the home work that were given to them. When some of them are not able to give a positive answer, most of the teachers resort to physical or corporal punishment. It is observed that some of the children coming from far off villages are

depending on government transport buses to reach the school. In the absence of such buses, they are forced to take any vehicles of strangers that come on that way. The analysis of data shows that more than one per cent of the students are travelling on stranger's vehicles. The interaction with the parents and students leads to the conclusion that these students are forced by circumstances to travel by a stranger's vehicle, though they are not comfortable with it. It is also found that no school or center has conducted any sensitising programmes regarding the dangers of travelling in a vehicle of a stranger to the school. The study found that more than 43 per cent of children are having internet facilities at home. It is observed that awareness on the harmful effect of viewing unhealthy web-sites by children is lacking in many parents. From the observation that is done during the study, it can be stated that the use of internet is helping the students on the one hand and also it is increasing the danger to their life on the other hand.

Whenever there is a threat to the life of a child, anyone can ring up to the child help line 1098, which is functional in every district in India. A significant finding of the study is that more than 78 per cent of the parents are not even aware of such facilities. This indicates that the authorities have not made sufficient effort to popularise the usefulness of child help line among the people. Parents of children from the rural villages have not even heard of such facilities. It is observed that no serious effort is made by any of the child protection officers or the educational authorities to make this child helpline number well known to the parents of the children. The role of management in protection of children and their rights are discussed under various headings under this section. The frequency of meeting of management with the parents of the children, the availability of medical help from PHC or government hospitals, the regularity of meeting with the child protection authorities, training to teachers or staff regarding child rights and child protection, service of psychologists and counsellors to children and mid-day meal given to children who are attending school are discussed in detail under this section on management.

The study reveals that only 20 per cent of the management conducts regular meeting with the parents of the children who study or stay in their institutions. There are some institutions which do not conduct meetings with the parents at any point of time. Though the educational rules prescribe two meetings with the parents and the management during an academic year, it is found that this rule is not strictly followed

in any of the institutions that are taken for the field study. While interacting with the managements it is found that more than 60 per cent of them are taking the medical help from the Public Health Centers (PHC) which are near to the institutions. But it has come to light that 40 per cent of the management is not keen on providing medical facilities to the students from the PHC which is closer to the institution. It is observed that regular medical check-up for students is not conducted in some of the institutions. At the time of enquiry, it is found that only one institution was providing additional nutritious protein powder to the children. Most of the school management is calling the parents of the children to take them to hospital whenever the students fall sick or meet with minor accidents. It is observed that a lot of delay takes place in reaching the children to the hospital. It is also found that some managements are not maintaining first-aid facilities to meet any medical emergencies. Availability of a trained nurse is mandatory in child care centers, where children are staying. But it is observed that no center is having trained medical personnel. Most of the staff members said that they are not given any training regarding how to deal with any emergency medical situation that may arise when children meet with accidents or fall ill. It is noticed that even first aid training is not provided to any teachers or care taker by the management of the institution. It is observed from the study that only 40 per cent of the management has arranged for regular meeting with the child protection authorities. The study found that some of the managements did not arrange for any meetings with the child care authorities. It was reported that in some schools there was no meeting with the district authorities and the management during the academic year.

It is found from the study that only 30 per cent of the management has provided child rights and protection training to their staff at different occasions. It is also observed that in-service coaching is provided to regular teachers of the recognised schools. It is observed that only from government schools, the members of the staff attend such in-service courses. Even in such courses, no importance is given to the aspect of rights and protection of children. Thus, the teachers in the secondary schools are untrained in the aspects of protection and rights of children. This indicates that the management and the staff who are to provide protection to the students are not having the training and the skill to carry out various measures of protection for the children. Thus, it is found that vast number of the teachers or care takers are unskilled to provide proper protection to the children who are entrusted to their care. The study found that

around 10 per cent of the managements only provide service of the psychologist and counselling services to the children on a regular basis. However, it is significant to note that more than 90 per cent of the institutions are not providing counselling services to the students, though it is mandatory. The study found that only 30 per cent of the managements are providing mid-day meal to the students. Most of these schools are government secondary schools. In private schools, parents are providing the mid-day meal to the children. Since most of the children from child care centers are studying in various government schools, they are also getting mid-day meals from the concerned schools. However, it is observed that no child goes without mid-day-meal in any of these institutions.

Teachers have a role to safeguard the rights of children. The specific policies to protect the children as well as other thought process related to the rights of children, helping students to deal with their emotional problems, measures to prevent violence or harassment against students, help in personality development, medical needs of children met in school, training regarding the protection of children, whether the teachers receive any complaints from children with regard to abuses or harassment and the child rights in a particular school or center or institution are being discussed in various sections. These are discussed in detail under this section on teachers. While interacting with the teachers it is found that more than 67.14 per cent of them are following some child protection policies. Child protection policy helps in safe guarding the rights that would focus on the development of children. Most of them said that the maintenance of discipline alone is enough to protect a child. But it is noticed that some of the teachers were violating the rules of protection by using corporal punishment. Most of them are unfamiliar with modern methods of training and skill development without the use of physical punishment.

Various rights of the children are endorsed by the teachers and they are well aware of them. In this study, 100 per cent of them said that they believe that children have their rights. But while interacting with many of them it became very clear that they do not have clear cut idea about various rights of the children. However, it is encouraging to find that all the teachers believe that children have their rights. The study found that 98.57 per cent of the teachers help a child when it comes with any emotional issues. Personality development is a right of a child. It can be achieved only

when the emotional problems of a child are solved in a healthy manner. The study shows that almost two per cent of the teachers are not helping the children to deal with the emotional problems that they face from their peer group, class mates or other persons. Training in professional counselling techniques helps to handle various problems of the children. But most of the teachers are not trained in this aspect of counselling. However, it is observed that a few teachers believe that it is the duty of the head teacher to deal with such problems and so they do not involve in dealing with the emotional problems of the students.

The interaction with the teachers during the study shows that more than 74.28 per cent of them use some measures to prevent violence and harassment against the students. Some teachers said that the behavioural problems of some students affect the peaceful atmosphere of the whole class. However, more than 25 per cent of the teachers do not take any active measures to prevent violence and harassment among the students. They expressed that their duty is only to teach and complete the syllabus. They were not much bothered about the conflicts and violent activities that are going on among the students. It is found that more than 94 per cent of them help the students to develop their personality. Some said that they provide certain incentives when a child behaves in a praise worthy manner. It is found that some teachers encourage students to take up cultural activities on the stage at various special occasions like school day or teachers' day. However, it is noticed that almost two per cent of the teachers are not taking any initiative in helping the students to develop their personality. The teaching learning experience that they provide is limited to the content matter given in the text books. The interaction with the teachers shows that much need to be done for personality development of the students by the teachers.

The study shows that more than 94 per cent of the schools and centers are capable of meeting the medical needs of the children. However, there are some centers or schools which do not have any medical facilities. Some of the teachers said that children will be taken to the nearby hospital if the need arise. In some other cases, it is found that children are taken to public health centers that are available near the school or center. Though many children are staying in child care centers, it is observed that there is no residential nurse or doctor to meet the medical requirements of the children which may arise after the school hours. It is found that only in one child care center for

the girls, there is a trained nurse, who is also the manager of the center. Thus, it is noticed that most of the schools and centers are not providing efficient medical care facilities to the students.

It is found that only 5.72 per cent of teachers have undergone training in child protection. Thus, more than 94 per cent of the teachers have not received any professional training in child protection. While interacting with the teachers and care takers it is found that the care takers from two of the child care centers have undergone training given by the district child protection authorities of the district. Private school administration has not sent their teaching staff for any training on facilitating and advancing the rights of students. However, teachers working in government schools said that they have some exposure to the various aspects of child rights and protection during the in-service courses that are attended by them. Approach to the protection of child rights by teachers need to be highly professional. As educational authorities or managements are not taking any initiative to get the teachers trained in the child protection strategies, the teachers do not know how to deal with child protection issues in a professional way.

The study found that more than 25 per cent of the teachers or caretakers have received various complaints regarding harassment by others. Children have not expressed any complaint regarding physical or psychological harassment to 74.28 per cent of the teachers. It may be due to the fact that children are afraid of the consequences of complaint. Findings of the study shows that 80 per cent of the teachers think that child rights are being respected in the institution. However, 20 per cent of them believe that there is no indication of child protection in the institution. This may be due to the fact that some teachers are not aware of various activities that confirm child rights and protection in their institution. Thus, the observation and the interaction that has taken place during this study indicate that the people who are supposed to take action for the protection of rights of children are not even aware of such rights. When teachers, parents or the administrators are unaware of the rights of the children, injustice will be done to the students.

The other section discusses about the measures taken by the school management in view of child protection in different forms, from the perspective of the students.

The finding of the study shows that 82.61 per cent of the students don't have facilities in their schools for counselling. The study finds that behaviour of the management in the areas of providing counselling is very irresponsible and insufficient. Majority of the students expressed that they didn't even know the concept of counselling. The study shows that 28.15 per cent of the students are not comfortable with the teachers and care givers. It was found that some of the girl children are facing the incidents like bad touch and uncomfortable behaviour from the teachers in the schools. Remaining 71.85 per cent of students expressed that there are no such uncomfortable behaviours in their schools. This study found out that most of the students are afraid to express discomfort towards teachers because they may get another punishment by expressing it. It was found that 99.08 per cent of the students don't have any problem in attending the classes during the school hours. It shows that parents' behaviour towards child education is very positive and they are having awareness about the education and its benefits in the future.

The findings of the study show that 99.32 per cent of the students are focusing on their education and are not going for work after the school hours. However, very few of them mentioned that they would engage in petty works in nearby hotels to earn some money for purchasing the stationery materials for their studies. The study clearly shows that 45.08 percentage of the students are engaged in different types of cleaning activities as instructed by the school management. In some of the institutions, management is not assigning any work to the students. It was observed that wherever the parent teacher association is active, they are not allowing their children to do work in the school premises. They have instructed the management to employ cleaning staff for those type of works. This type of parent initiative is lagging behind in some of the schools. Wherever there is no parent teacher association to observe the activities of the management, students are forced to engage in cleaning and other menial jobs within the school.

The observation during the study reveals that there are some private schools which don't have any provision for food. But it was very clear that 45.31 per cent of the students are not happy with food served in their school or hostel. At the same time 46.68 per cent of the students are happy with the quality of food in their school or hostels. In half of the schools, quality of the food is not satisfactory. There are several reasons

behind the poor quality of food served in various schools or hostels. Some of the reasons are repetition of same menu for several times, lack of tasty food, and insufficient quantity of food served in the hostels. The finding of the study on health care needs shows that 87.64 per cent of the children know about the medical and health care provisions available in their schools. And the remaining 12.36 per cent of the students are not aware of any health care facilities. It was observed that most of the students in the schools are provided with the health care facilities whenever it was required.

The finding of the study reveals that medical check-up facilities are provided to the students. And 63.38 per cent students said that they were provided with medical facilities which include some tablets, vaccination and other emergency help. The school management organises medical check-up thrice or twice in a year. The other 36.62 per cent student feel that they should be provided with more medical facilities rather than only having first-aid kits. They feel that medical check-up camps could be organised once in every three months. The study reveals that 39.58 per cent of students only has said that they are provided with supplementary nutritious food and 60.42 per cent said that they are not getting any type of nutritious food. It is also found that only government schools provide nutritious food with mid-day meal scheme as it helped most of the children to join school. It is found that some of the child care centers are providing supplementary nutritious food to the students once in a week. The study shows that 99.54 per cent of students said that they have sufficient dresses and uniforms for school needs. Two government schools, TSWR and ZPHS are providing uniforms to students according to the government schemes. Only, two students (0.46 per cent) said that they do not have sufficient dresses for them and they said that their parents are not able to buy more clothes for them.

It is observed that 96.79 per cent of the students gave the affirmation that there are disciplinary measures in their school. Only 3.21 per cent of students said that they did not have any disciplinary measures in their school. Also, the study found that 74.14 per cent of students had undergone punishment in the schools due to the disciplinary measures in the school. They have undergone different punishments such as sit-ups, beating, imposition, running, kneeling-down, standing out of the class room, duck-wall, scolding, pinching, wall chair, etc. Only 25.86 per cent of students said that they did not undergo any type of punishments in the school as they were regular in going to

school and writing homework correctly. The study shows that 96.57 per cent of the students said that they were celebrating different cultural, state and national festivals in school, such as Bathukamma, Dusshera, Bonalu, Christmas, Ramzan, Childrens' day, Independence Day, Republic day, Teachers' day, Women's day, and Science day. Only 3.43 per cent of students felt that they are not celebrating properly.

It is observed that 32.49 per cent students are afraid of principal, teachers and seniors in the institution, whereas 67.51 per cent said that they were not afraid of any person in the school. Finding of the study shows that 44.85 per cent of students said that they were provided with internet facilities, mainly for English class, to learn about the use of computer, project work, information and Grammar. However, 55.15 per cent of students said that they did not have internet facilities in their school or center. No child care center is having this facility for the students. It is significant to note that 42.56 per cent of the students said that they had problem in travelling to school in the auto, bus or van, as they were overcrowded, and no seat was available. For 10.07 per cent of them, this was not applicable because they stay in a care center and they go by walk to the schools every day.

Findings of the study

- As per the guidelines of the ICPS, children should be protected from all kinds of threat to their life whether it is imaginary or real. But the inefficient implementation of the scheme has not succeeded in protecting the children from various dangers. They are still harassed and physically abused and punished at home, in schools and in child care centers.
- The existing literature and the present study show that many children are mentally, psychologically and physically harassed in many child care institutions, schools and child care centers.
- A child is very negatively and adversely affected when its right to protection is denied. The right to education is not achievable if the right to protection is denied to children.
- ICPS assumes that all the children in child care centers are in social safety net. The study points to the fact that even in child care centers children are physically

punished. Sometimes they are psychologically harassed.

- It is noticed that the child protection officers from the district is not inspecting the child care centers on a regular basis to find out whether the directives from the department is implemented or not. No child care center is keeping proper records of action taken and not even sending the action taken report to the district child care units.
- Though ICPS recommends the training of all the staff in the child care centers, most of the members of the staff are recruited without any training. Lack of training of the staff adversely affect the wellbeing of the children in the centers.
- Thus, the rude behaviour of the care takers create fear in the minds of the children and children do not feel free to express their feelings to anyone regarding the situation of their lives in the centers, as there is no professional psychologist in the centers.
- The objectives of ICPS is not realised in family-oriented care services very often. Family capabilities are not strengthened by ICPS to care for and protect the children in every family.
- So far, no data base is available on street children and missing children from different parts of India.
- There is no mechanism or system to educate the public about child rights in any district. Most of the people are unaware of the child protection services and structures that exist in various districts.
- Child protection policies are often not founded on the interest of the children. They are often not even child centered.
- Though there is a provision for extending financial help from the state government to the NGO's or voluntary organisations, so far, no private child care institutions are financially helped by the government, under ICPS. Shortage of fund is affecting the efficient functioning of the child care institutions.
- ICPS has not succeeded in extending its service to the department of education. The

private school managements of various panchayats and towns have not even heard of ICP scheme. In every school there are children coming from difficult circumstances. There is no mechanism to identify these children in different schools. Thus, the protection of such children is totally neglected as there is no data base available for such a group. The profile of students kept in the records of the school managements only marks the caste of the students. It does not show whether the child is coming from a difficult circumstance. It also does not show whether a child is in need of care and protection. This scheme only presumes that all the children coming to the schools are within the social safety net.

- Individual care plan is not prepared and followed in any of the child care centers or schools. Thus, the future development of the child is not taken care.
- This scheme is established to provide preventive child protection services to children of vulnerable families, children of migrants, children who are beggars, children who are in the street and affected by HIV/AIDS. But in reality, many such children are studying in various schools. But there are no measures to identify such children or their families according to this scheme. Private unaided schools are not providing any benefits to such children. Thus, it is a must to make legislation to identify such children and provide child protection and care services to all schools and care centers where they are admitted for study and where their accommodation is taken care of.
- The section 17(1) and Section 17(2) of RTE Act clearly show that it is punishable offence if anyone is harassing a child with mental or physical punishment. Disciplinary actions could be taken against such individuals under service rules of the educational institutions. But mental and physical harassment is noticed in most of the institutions. This shows that there is gap in the strict implementation of RTE Act in every school.
- The article 28(2) of UNCRC demands that the governments should ensure school discipline where the human dignity of students are safe guarded. And the article 19(1) made it very explicit that the government should make proper legislative and administrative decisions to safe guard the children from all kinds of violence and abuse when under the care of parents or teachers. However, there is no mechanism

to prevent cruelties against children at home, school, hostel, or child care centers in this state.

- Child care centers come under the purview of JJ Act. There is provision of imprisonment up to six months with fine to a person who is having authority over a child but has caused physical damage to a child. This provision is given in the section 23 of JJ Act. However, many children are physically and mentally tortured by the care takers, teachers and parents. There is no monitoring of the schools or child care centers by the authorities to check whether children are physically and mentally punished. It shows that there is gap in the implementation of section 23 of the JJ Act, which was supposed to have prevented the physical and mental torture of the children.
- Proper sexual education needs to be given to children and their parents through regular awareness programmes.
- There should be clarity in the minds of children, through proper education, regarding what is sexual abuse and harassment. If sexual abuse is detected at any stage by anyone in the school or family, immediate action should be taken against such persons who are perpetrators. Families and schools should be given support in such situations.
- Special educational programmes should be started for children from underprivileged families by enacting proper legislation. Many children below the age of 18 is exploited and abused through child labour. However, there is lack of political initiative to eliminate child labour.
- Child has a right to spell out its opinion and they should be respected while making decisions that may affect the child. The decisions will be in the best interest of the child if only its views are taken into consideration.
- The government authorities have the duty to safeguard children from any situation that threaten the human existence of children. Children should be protected from undergoing any harmful experiences that affect their psychological integrity. There is lack of training to the staff of NGO's regarding child protection issues. There also exist scarcity of counsellors to deal with children at various stages.

- There is no arrangement for intervention for grown up street children. Some rescued children do not want to go back to their families. There is lack of facilities for specific categories of children such as substance abuse or mental retardation. And most of the child care centers are affected by shortage of staff.
- Access to child help line is reduced due to the unavailability of public phone booths. Very often calls are not connected to 1098 when it is done through mobile phones. There is no innovative preventive measures that can be used by voluntary organisations to save the children. There is also the scarcity of staff to attend the calls made to child line.
- The programmes under ICPS are not funded properly. Even the child welfare committees are running short of financial support to carry out the programmes. No state is having specific programmes to conduct survey, rescue and rehabilitate street children and Rag-pickers. The sponsorship amount allotted for the rehabilitation of rescued children are insufficient.
- Some of the allied child protection institutions under JJ Act like district advisory board, city inspection committee, sponsorship and foster care advisory committee, state juvenile police unit are found to be either not been constituted or inactive or non-functional. The effective functioning of all these units are to be ensured by the authorities.
- The residential and non-residential services are not taken care of under the provisions of JJ Act. The infrastructure, management and functioning of child welfare committees have to be improved. There is no proper convergence or networking among various departments like labour and police that would help in child protection. Child Labour Tracking System should be introduced with the help of district units. Public awareness and advocacy initiatives need to be strengthened with regard to child protection. Village level child protection committees should be formed to increase awareness about the role of police and child line services in addressing the issues of children. There is lack of capacity building, training and sensitisation effort by the public cooperation institute, as demanded by ICPS. There is lack of monitoring, supervision and inspection of child care centers by the district child protection officers. There is inadequate provision of fund with regard to foster

care and sponsorship which are taken up by some families. Sometimes only once in three years funds are offered to such families.

- Most of the child care centers do not have a written child protection policy. They are not maintaining management committee and children's committee for redressal of the complaints of children. The ratio of child care givers is much less when compared with the children. Children are not segregated age wise, when they are given room for sleeping or in a dormitory. The facilities provided to children are not satisfactory in the areas of individual bedding, hygiene, nutritious meals and water. No regular health checkups are conducted. Most of the times, children are made to sleep in the same room where they sit and study. There is lack of security measures such as boundary wall, fencing and strong building structures. Some of the child care centers do not have separate bathing areas, bathrooms and toilets for girls and boys. The social investigation report and monthly data about children are often not sent to the district child protection authorities by the child care centers. Children are not produced before the child welfare committees or juvenile justice boards on a regular periodic basis, though the law requires it. There is lack of transparency and audit with regard to the funds received by the child care centers. Some centers are not even registered according to the rules of Juvenile Justice Act, and there is no record of recommendations by the committees for child right protection or child welfare committee, kept in the center after the inspection.

Recommendations of the Study

- Every school and child care center should have a child protection policy, signed by each and every staff, management or any adult dealing with the institution. The district child protection officer and the district educational officer should make sure that every institution has a written child protection policy, which is strictly followed by every member in that institution, including the temporary staff.
- The members of the staff in every school and child care centers need to be provided with awareness training to handle effectively the issues, needs, problems, concerns and safety of children. Appointment of the staff in any institution should be approved by the district authorities to make sure that they have undergone sufficient training in various aspects of protection of child rights and child care. The district

authorities should remove the members of the staff who are being appointed without any training with regard to the protection of child rights.

- Proper documentation and record keeping should be carried out in every institution and they should be inspected by the relevant authorities on a regular basis. The district authorities of child care centers and schools need to visit the institutions every month and implementation report of the recommendations should be checked on a regular basis. Action should be initiated against such institutions that are not keeping any records of recommendations for the betterment of the institutions. The authorities should demand the action taken report from every institution to make sure the safety and welfare of the students. Inspection of all schools and child care centers should be done by the authorities on a regular basis and the urgent points brought up for further action by the authorities should be carried out by all the schools and child care centers, to ensure the protection of children.
- Committees of children should be functional and their report should be shared with the mandal level or district level authorities. The management and the district authorities should examine the day-to-day functions of various committees like food committee, discipline committee and cultural committee. The written suggestions of such committees should be periodically checked by the district authorities.
- There should be a full time, regular psychological counsellor in every school and child care center to listen to the emotional issues of the children. No institution should be given license or recognition unless there is a professional counsellor or psychologist appointed to guide the students. The district authorities should make sure about the presence of a full-time counsellor or psychologist in every school or center, so that the children get a chance to express their opinions and feelings freely to such experts who are capable of providing proper guidance to the children.
- Every child care center under the management of the non-governmental organisations should be financially supported by the ICPS to meet the day to day needs of the children. Every child development department of the districts should extend financial aid to the non-governmental organisations which have established child care institutions. The concerned department should also do the regular audit

of the fund provided to such private institutions to make sure that the centers are being operated as per the specific rules of the department.

- All the schools should be brought under the jurisdiction of JJ Act, to deal with the issues related to the protection and safety of children. The section 23 of the JJ Act prevents any physical damage to children living in child care centers. This Act should be made applicable to every educational institution in this country, under the supervision of district authorities. If anyone causes physical damage to the children, such persons should be strictly punished as per the provisions of the JJ Act.
- Children should be safe guarded from threat to their lives. ICP Scheme should be strictly implemented to protect children from various threats that they are facing at home, in child care centers or schools.
- Parent Teacher Association should meet the school authorities or the management of the child care centers, at least once in a month to make sure that children are not harassed mentally, physically and psychologically.
- Parents, teachers and the management of the institution should make sure that every child is assured on their right to protection. Children will not be enjoying the right to education if their right to protection is not taken care of properly.
- The supervising authorities of the schools and centers should meet the representatives of the students on a regular basis to make sure that children are not punished physically and psychologically. They should assess every institution to make sure that the children are living in safety net of the institution.
- The governmental authorities should appoint enough number of trained family counsellors in every panchayat or local bodies to make regular visits to every family and help the families to increase their capabilities to protect the children, especially those who are living in difficult circumstances, as per the objectives of ICPS.
- The child protection officers of the district and the district educational officers need to collect the data regarding the street children with the help of social workers and police and labour departments. Proper information about the street children would help in providing them with proper accommodation and education on time.

- The state government should provide information about child right programmes with the help of T. V. channels and other media to the public. The public should be made aware of the importance of child protection services that are already available in every district.
- A central level expert committee should be formed to look into the best interest of the children when formulating the child protection policies at national and state level. This committee should advise the policy makers to make sure that all the child protection policies are child centered and executed as per the recommendations.
- Every school and child care centers should keep a detailed report and data regarding the children who are coming from difficult circumstances, which should be made available to the district authorities. Some children who are studying in regular schools also need special care and protection. Provisions should be made in the profile of the students to include the special difficult circumstances from where a student is attending the school or center. The school management committee should make sure that such children are provided with special care and protection to help them pursue their studies.
- As every child is unique, the authorities in the school or the center should make a detailed individual care and protection plan for every child. Parent Teacher Association should make sure that the individual plan is strictly followed in the case of every child to help the development of its personality. The implementation of this individual plan should be reflected in the progress report of every student both in the school as well as in the center.
- The school authorities and the management of the child care centers should identify the children who need preventive child protection services offered from the district authorities. The preventive child protection services should be extended to children who are coming from vulnerable families, children of migrant workers, children of beggars, and the children brought from the streets and those affected by HIV/AIDS and other illnesses. The district authorities should make sure that this provision is available to the needy children in the private unaided institutions also.
- The district educational authorities should make sure that the section 17 (1) and

section 17 (2) of the RTE Act are strictly followed in every educational institution, so that no child is physically punished or harassed at any point of time. The authorities should take strict action against those who are punishing the children physically. The school management also should take strict action against any employee who punishes the students physically or psychologically.

- State level legislation should be made to prevent cruelties against children whether they are at home, school, hostel or in child care centers, as demanded by article 28 (2) and article 19 (1) of UNCRC, which is ratified by the government of India. The public should be made aware of such legislation and rules with the help of the media.
- Age-appropriate sexual education should be made part of the school curriculum and syllabus in every state. Every school and educational institution should conduct sexual education awareness programmes both for students and the parents of the students at different intervals with the help of experts.
- The district authorities should make sure that every institution is providing proper educational instruction to every student to recognise what is sexual abuse and harassment. Every school management should be made responsible for conducting regular awareness programmes regarding sexual abuse and harassment with the help of the counselors and psychologists.
- The district authorities should help the families and educational institutions to take immediate action against any of the perpetrators of sexual abuse, if it is detected at any stage. It should be the duty of the parents and the school authorities to report such incidents of abuse to the local police for immediate action, as per the law.
- NGOs and civil society should bring to the notice of the district authorities regarding the child labour that goes on in many places. Awareness programmes should be conducted at panchayat and local level to stop child labour in various areas. The employers as well as the parents of the children should be taken to task by the authorities, if any child below the age of 18 is forced in to child labour.
- The child protection officers should conduct regular training for the staff of NGOs regarding various aspects of child protection issues and problems. The district

authorities should appoint and provide the services of trained counsellors to deal with the child protection issues whenever such issues are brought to the notice of the authorities by the social workers and NGO's.

- The district authorities should provide a public telephone booth with helpline 1098, in every educational institution and child care centers that should be accessible to all the children to report any incident of child abuse or violation of child rights. The district authorities should make sure about the coordination of various department like education, labour, police and child welfare.
- The panchayat authorities should make sure that there is a full-fledged child protection committee in every local place to monitor various issues related to the safety and welfare of children. This committee should work in coordination with the local police and the district child protection officer.
- The management of the school or center should make sure that there is a child rights protection club in every institution, which takes up the child rights issues that may arise in the institution.
- The district authorities should not provide recognition or license to any institution unless they have provided clean drinking water, usable toilets for boys and girls, proper study rooms and dining rooms. The authorities should also make sure that there is proper fire safety measures and compound wall for the protection of children.

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Questionnaire for Management

Section – A: Personal and Demographic Details

Name of the Institution:

Address:

Name of the Respondent (Optional):

1. Age: Years.
2. Gender: Male ☐ Female ☐
3. Your occupation/post in the centre/school
4. Your qualification
5. Annual Income (Approximately): Rs.
6. Social Background: ST ☐ SC ☐ BC ☐ OC ☐
7. Religion: Hindu ☐ Muslim ☐ Christian ☐ Other ☐

Section – B: Awareness on Child Rights

8. How many students study/study and stay in your centre/institution/school?

.....

9. Do the children in your centre/institution/school decide about the recreational activities and games every day?

a. Yes

b. No

9.1. If no, who decides about it?

.....

9.2. How many hours of games/recreation do they have per day?

.....

9.3. Which are the games they play every day?

.....

10. Do you have meetings with the parents of the children on a regular basis?

a. Yes

b. No

10.1. If yes, how often do you meet the parents of the students?

.....

10.2. If no, what are the reasons?

.....

11. Do you encourage the children to go and stay with the parents/relatives during the annual holidays?

a. Yes

b. No

11.1. What are the reasons?

.....

12. Have you provided with Child Help Line service phone number, 1098 in your centre/school to children?

a. Yes

b. No

12.1. If no, what is the reason?

.....

Section – C: Awareness on Child Protection

13. Do you provide hostel/residential facilities to the staff?

a. Yes

b. No

13.1. If yes, how many of them stay at the centre/hostel?

.....

13.2. What are the reasons?

.....

13.3. How many trained members of the staff are there in your centre/institution/school?

.....

14. Which are the agencies or organisation that fund the activities of the centre/institution?

.....

15. Do you receive medical help for the students from the public health centre or government hospital?

a. Yes

b. No

15.1. If yes, how often do the doctors/nurses visit the centre to check the health of the students?

.....

16. Have you instituted various committees for the smooth functioning of the centre/institution?

a. Yes

b. No

16.1. If yes, which are the various committees?

.....

17. Do you provide opportunities to the students to participate in the management of the institution?

a. Yes

b. No

17.1. If yes, what are the areas where students participate in the management of the institution?

.....

17.2. What are the reasons?

.....

18. Have you got regular meeting with the child protection authorities of the district to discuss various issues of the students?

a. Yes

b. No

18.1. If yes, how often do you have the meeting?

.....

19. What are the issues discussed on the welfare of the children with the child protection authorities?

.....

20. Have you organised the audit of the institution by governmental authorities?

a. Yes

b. No

20.1. If yes, how often do you have the audit?

.....

21. Do you conduct staff meeting at regular intervals?

a. Yes

b. No

21.1. If yes, what are the major suggestions received during the staff meetings?

.....

22. Do you provide training to the teachers/staff with regard to child rights and child protection with the help of the experts in the field?

a. Yes

b. No

22.1. If yes, how many times in an academic year, the training is conducted?

.....

23. Which are the agencies involved in imparting the training to the staff in this institute?

.....

24. Do you provide the service of psychologists and counsellors to the children in this institute?

a. Yes

b. No

24.1. If yes, how many psychologists or counsellors are helping the children in this centre/institute?

.....

25. Do you run a recognised school/college for the students along with the centre?

a. Yes

b. No

25.1. If not, where are they enrolled for their schooling?

.....

26. Do you provide mid-day meal to the school-going children?

a. Yes

b. No

26.1. If no, which agency provides it?

.....

Questionnaire for Teachers

Section – A: Personal and Demographic Details

Note: All demographical information will be kept 100 per cent confidential

Name of the Institution:

Address:

Name of the Respondent/care giver/teacher (Optional):

.....

1. Age: Years.
2. Gender: Male ☐ Female ☐
3. Mother Tongue:
4. Your qualification:
5. Number of years of service as a teacher/care giver:
6. Occupation of Father
7. Occupation of Mother
8. Educational qualification of Father
9. Educational qualification of Mother
10. Your Annual Income (Approximately): Rs.
11. Social Background: ST ☐ SC ☐ BC ☐ OC ☐
12. Religion: Hindu ☐ Muslim ☐ Christian ☐ Other ☐

Section – B: Awareness on Protection of Rights of Children

13. Do you follow any specific policy to protect the children in your institution/school?

a. Yes

b. No

13.1. If yes, which are the areas/situations in which this policy is being implemented?

.....

14. Do you think that children have their rights?

a. Yes

b. No

14.1. If yes, what are the important rights that are pertaining to children?

.....

15. Do you help the students to deal with their emotional problems?

a. Yes

b. No

15.1. If yes, what are the ways that you help them?

.....

16. Do you allow the children to choose their own games and recreational activities?

a. Yes

b. No

16.1. If yes, what are the games/recreational activity that they engage in?

.....

17. Do you encourage the students to actively participate in the daily activities of the centre/ school/class?

a. Yes

b. No

17.1. If yes, which are the areas of participation by the students?

.....

18. Have you taken any measures to prevent violence/harassment against students in your school/centre/class?

a. Yes

b. No

18.1. If yes, which are the best measures that help in preventing violence/harassment against the students?

.....

19. Do you help in the personality development of the students?

a. Yes

b. No

19.1. If yes, which are the ways to help in personality development?

.....

20. Do you take remedial classes for students?

a. Yes

b. No

20.1. If yes, how do you monitor their progress in studies?

.....

21. Do you conduct evaluation about the subject taught?

a. Yes

b. No

21.1. If yes, how often do you conduct the evaluation for every subject?

.....

22. Do the children ask for varied types of food from the centre/school?

a. Yes

b. No

22.1. If yes, what are the kind of food they ask for?

.....

23. Is the medical needs of the children met in the school/centre?

a. Yes

b. No

23.1. If yes, what are the medical facilities available to the students?

.....

24. Have you under gone any training regarding the protection of children?

a. Yes

b. No

24.1. If yes, where did you attend the training?

.....

25. Do you promote the best interest of children during the extra-curricular and curricular activities of the class/ school/centre?

a. Yes

b. No

25.1. If yes, mention some of the activities that promote their best interest?

.....

26. Do you meet the needs of the children coming from difficult circumstances?

a. Yes

b. No

26.1. If yes, what are their most important needs?

.....

27. Do the students participate in various cultural activities in your school/centre?

a. Yes

b. No

27.1. If yes, which are the cultural activities that the students participate?

.....

28. Do you receive any complaints from children with regard to abuses/harassment?

a. Yes

b. No

28.1. If yes, from whom do they face abuse/harassment?

.....

28.2. What kind of abuse/harassment do they face?

.....

29. Do you promote child rights in your school/centre or institution?

a. Yes

b. No

29.1. If yes, mention some of the activities that are promoting child rights in your school/centre or institution?

.....

Questionnaire for Students

Section – A: Personal and Demographic Details

Name of the Institution/school/Centre:.....

Address:.....

Name of the Respondent/student (Optional):

Class in which the student studies:..... Medium:.....

1. Age: Years.
2. Gender: Male Female
3. Occupation of Father
4. Occupation of Mother
5. Educational qualification of Father
6. Educational qualification of Mother
7. Annual Income of Father/Mother (Approximately) Rs.....
8. Social Background: ST ☐ SC ☐ BC ☐ OC ☐
9. Religion: Hindu ☐ Muslim ☐ Christian ☐ Other ☐

Section – B: Child Protection and Violation of Rights

10. Do you feel happy and safe to stay in this home or centre/hostel/school?

a. Yes

b. No

10.1. If no, what are the reasons?

.....

11. Are you provided with counselling service at your place of stay/school?

a. Yes

b. No

11.1. If yes, how does counselling service help you?

.....

12. Do you feel secure to go to the care givers or counsellors/teachers?

a. Yes

b. No

12.1. If no, what are the reasons?

.....

13. Do you attend regular classes in the school?

a. Yes

b. No

13.1. If no, what makes you to do so?

.....

14. Are you given leisure time during the school hours?

a. Yes

b. No

14.1. If yes, what are the best ways that you can make use of the leisure time?

.....

15. Who decides about the indoor/outdoor games you play?

.....

16. What is your role in selecting the indoor/outdoor games?

.....

17. Does anyone supervise your games?

a. Yes

b. No

17.1. If yes, who?

.....

18. Do you go for other activities during the games' time?

a. Yes

b. No

18.1. If yes, what are the other activities that you are engaged in?

.....

19. Do you meet your parents whenever they come to the centre/school?

a. Yes

b. No

19.1. If no, what are the reasons?

.....

20. If you are staying in a hostel/centre, do you go to your home to stay with your parents during the festive-holidays?

a. Yes

b. No

20.1. If yes, how do you spend your festive-holiday time?

.....

20.2. If no, what are the reasons?

.....

21. Do you stay at the centre/hostel during the annual holidays/summer holidays?

a. Yes

b. No

21.1. If yes, what is the reason?

.....

21.2. If no, with whom do you stay?

.....

22. Do you go for work after the school hours to earn wages?

a. Yes

b. No

22.1. If yes, what kind of work do you do?

.....

23. Do your care givers/teachers in the centre/school ask you to do any work in the centre/school?

a. Yes

b. No

23.1. If yes, what kind of work do you do?

.....

24. Are you provided with regular study hours in your centre/hostel/school?

a. Yes

b. No

24.1. If yes, how many hours do you study after the school?

.....

25. Are you happy with the food from the centre/hostel/school?

a. Yes

b. No

25.1. If no, what is the reason?

.....

26. Do you have food-committee to suggest the food menu in your centre/school/hostel?

a. Yes

b. No

26.1. If yes, how many students are there in the food-committee?

.....

27. Are you aware of the food menu in your centre/school/hostel?

a. Yes

b. No

27.1. If yes, what is the menu you have for breakfast today?

.....

28. Do you express your opinion about the type of food you are given?

a. Yes

b. No

28.1. If yes, are you provided with the type of food you suggest/want?

.....

29. Are you provided with health care needs by the centre/school/hostel/home?

a. Yes

b. No

29.1. If yes, what are the health care needs that you receive?

.....

30. Do you undergo medical check-up in your centre/school/hostel?

a. Yes

b. No

30.1. If yes, how many times during an academic year do you go medical check-up?

.....

31. Do you get any health care services from Primary Health Centre in the vicinity of your centre/school/hostel?

a. Yes

b. No

31.1. If yes, what are the services you get?

.....

32. Are you provided with any sort of supplementary nutritious food by your centre/school/hostel/home?

a. Yes

b. No

32.1. If yes, what are the items you get?

.....

33. Are you provided with mid-day meal from your school?

a. Yes

b. No

33.1. If no, what is the reason?

.....

34. Do you like to eat the mid-day meal provided from the school?

a. Yes

b. No

34.1. If no, what is the reason?

.....

35. Do you have sufficient dresses and uniforms for your needs?

a. Yes

b. No

35.1. If yes, who provide them?

.....

36. Are you given instruction in your own mother tongue in the centre/school?

a. Yes

b. No

36.1. If no, why?

.....

37. Are there disciplinary measures in your /centre/school?

a. Yes

b. No

37.1. If yes, how it helps you?

.....

38. Have you undergone any punishment from your centre/school/class?

a. Yes

b. No

38.1. If yes, what was the punishment you received?

.....

38.2. Who punishes you in the centre/school/class?

.....

38.3. Are you aware of the reason for the punishment?

a. Yes

b. No

38.4. If yes, what are the reasons?

.....

Section - C: Social, Religious and Cultural Rights

39. Are you taught about various cultural festivals of your area by the centre/school?

a. Yes

b. No

39.1. If yes, which are the cultural festivals?

.....

40. Do they celebrate various cultural festivals in the centre/school?

a. Yes

b. No

40.1. If yes, which cultural festivals are celebrated?

.....

41. Do you participate in various cultural activities in the centre/school?

a. Yes

b. No

41.1. If yes, which are the cultural activities that you have participated?

.....

42. Were you practising any religion before you were admitted to the centre/school?

a. Yes

b. No

42.1. If yes, are you provided with facilities to practise your own religion in the centre/school?

.....

43. Are they celebrating religious festivals in your centre/school?

a. Yes

b. No

43.1. If yes, which religious festivals are celebrated?

.....

44. Are you taken for study tour to various culturally important places in the State?

a. Yes

b. No

44.1. If yes, which are the places that you have visited during the study tour?

.....

Section D: Safety and Protection

45. Are you afraid of any person in this institution?

a. Yes

b. No

45.1. If yes, what is the reason?

.....

46. Are you provided with internet facilities at the/centre/school?

a. Yes

b. No

46.1. If yes, how do you make use of it?

.....

47. Are you restricted to make use of internet with mobiles/computers at home/centre/school?

a. Yes

b. No

47.1. If no, how many minutes/hours do you spent for browsing the net?

.....

48. Do you travel to school in a crowded auto/bus/Van?

a. Yes

b. No

48.1. If yes, do you face any challenges from others while travelling?

.....

Questionnaire for Parents

Section – A: Personal and Demographic Details

Note: All demographical information will be kept 100 per cent confidential

Name and address of the Institution where your child stay/study:

.....

Name of the Respondent (Optional):

1. Age: Year of birth:

2. Gender: Male: Female:

3. Mother Tongue:

4. Occupation:

5. Educational Qualification:

6. Annual Income (Approximately): Rs.

7. Social Background: ST ☐ SC ☐ BC ☐ OC ☐

8. Religion: Hindu ☐ Muslim ☐ Christian ☐ Other ☐

Section – B: Child Rights and Protection

9. Why do you prefer to admit your child in this care centre/hostel/school?

.....

10. How often do you meet your child at the care centre/hostel/school?

.....

11. Have you signed the progress report of your child after every assessment/exam?

a. Yes

b. No

11.1. If no, what are the reasons?

.....

12. Have you encouraged your child whenever he/she made progress in his/her studies?

a. Yes

b. No

12.1. If yes, what are ways of encouragement?

.....

13. Do you motivate your child to participate in extra-curricular activities?

a. Yes

b. No

13.1. If yes, what are the extra-curricular activities that your child participates?

.....

14. Do you enquire with your child about her/his friends in the institution?

a. Yes

b. No

14.1. If yes, what motivates you to do so?

.....

15. Did your child tell you any time that he/she wants to discontinue from this institution?

a. Yes

b. No

15.1. If yes, what is the reason?

.....

16. Did your child complain about the physical harassment from any other student?

a. Yes

b. No

16.1. If yes, what instruction is given to the child to deal with such situations of harassment?

.....

17. Is your child afraid of any care taker/employee in the institution?

a. Yes

b. No

17.1. If yes, why makes him/her to think so?

.....

18. Does your child mention about 'bad-touch' by any other student or employee of the institution?

a. Yes

b. No

18.1. If yes, what is the instruction given to him/her to deal with such incidents?

.....

19. Does your child complain about physical punishment by any teacher/HM/employee of the institution?

a. Yes

b. No

19.1. If yes, what is your suggestion to deal with the physical punishment of children?

.....

20. Does your child accept any sort of gift/other articles/edibles given by strangers at any time?

a. Yes

b. No

20.1. If yes, what is your instruction to your child about receiving gifts/other articles/edibles from strangers?

.....

21. Does your child travel to school/centre on any stranger's vehicle at any time?

a. Yes

b. No

21.1. If yes, what is the advice given to the child on travelling in a stranger's vehicle?

.....

22. Do you provide internet facilities to your child at home?

a. Yes

b. No

22.1. If yes, what are the ways to regulate the use of internet for children at home?

.....

23. Do you provide pocket money to your child?

a. Yes

b. No

23.1. If yes, what guideline is given to the child for the best use of pocket money?

.....

24. Are you aware of the Child Help Line service phone number, 1098 in your area?

a. Yes

b. No

24.1. If yes, what way do you think, that a call to this number can protect a child?

.....

Annexure- I



Challenges of Tribal Development

Contemporary Social Concerns



Edited by
V. Srinivasa Rao

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V. Srinivasa Rao	

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Challenges of Secondary Education

A Study on Educational Status of Scheduled Tribes

Thomas K.J. and V. Srinivasa Rao

In the educational sector, scheduled tribes are facing a number of challenges even after seventy-two years of Indian independence. Some of these challenges are brought in by the effects of globalisation in the field of education. Globalisation refers to a multidimensional set of social processes that create, multiply, stretch, and intensify worldwide social interdependencies and exchanges while at the same time fostering in people a growing awareness of deepening connections between the local and the distant (Steger 2003). The process of education also is influenced or affected by the multidimensional and international aspects of this dynamic phenomenon. It is being used to describe the process, condition, and systems in the area of education (ibid.). Emergence of various types and systems of education at secondary and higher secondary level is a clear indicator of this phenomenon. But at times, it can also create new forms of inequality and exclusion in the area of education, as it is an ongoing social process in this postmodern era. Inequality and exclusion in the field of education is experienced by the marginalised social groups in India, especially by the Scheduled Tribes, as they are not able to withstand the competition that is being experienced in the educational sector.

Nations have become interdependent in sharing the advancement in technology and education. However, education ceases to be a service sector in the modern era due to the effect of international competition in the field of education. It has turned out to be a commodity that has to be purchased and sold in the international competitive markets. Though, education has been considered the vital propeller for balanced and healthy human development at all times in the history of human beings, in recent times, education at all levels are impacted by market forces.

The introduction of information and communication technology has paved the way for e-learning and the basic structure of educational system is undergoing immense changes. Access to education is greatly increased

due to this kind of new methods of teaching and learning, especially in developing countries like India. The useful aspect is that it helps the society to incorporate itself in to the technologically dominated economy and knowledge – society at large. But education sector from nursery to higher secondary level is largely being managed by private organisations in many states in India. Private sector has introduced various types of curriculum from nursery to secondary level. Only the rich can afford to send their children to such private educational institutions. Educational institutions, run by the public sector is not able to absorb the advantages of modernisation and technological advancements in the field of education due to improper planning and execution of various educational programmes.

Education with moral values, equity and justice enables one to achieve sustainable development for oneself and also for the society in a globalised economy. The low-income group and the marginalised are excluded from access to quality education in the costly private sector. Education plays the most important role in the realisation of the 2030 Agenda for sustainable development, as proposed by the UN Conferences. Attainment of inclusive and equitable quality education is one of the major goals of sustainable development. The United Nations Conference on Sustainable Development was held in 2012 in Rio de Janeiro, Brazil. The U.N. Conference on Environment and Development held in Rio de Janeiro in 1992 had set the objectives of sustainable development. It was to achieve economic, environmental and social development to meet the needs of the present without compromising the ability of the future generations to meet their own needs (Leggett and Carter 2012).

Globalisation in education is seen as westernisation in education by some scholars (Singh, Bansal and Garg 2013). But the agents of globalisation are not exclusively western. The present phenomenon of globalisation in education is increasing inequality and instability within the country as well as between the countries in the field of education at different levels. India is not an exception to this phenomenon. Sustainable Development in education is development that meets the educational needs of the present without compromising the ability of future generations to meet their own needs in education (Brundtland 1987).

India has its national development plans and agenda monitored by the National Institution for Transforming India (NITI Aayog). The NITI Aayog, with the Prime Minister as its chairperson, coordinates the development plans in a very systematic way. India's development mantra is 'Sabka Saath Sabka Vikas' (Collective Effort, Inclusive Development). As a developing economy, India has developmental plans to eradicate poverty by increasing the accessibility and quality of education. High level of economic growth, infrastructure development and industrialisation are given priority by the National Institute for Transforming India. The strategy to alleviate poverty includes social inclusion and empowerment of the poor, especially through quality education. The national development goals of India give importance to implement educational goals with equity and inclusiveness.

Development in the area of education is given importance after the economic reforms in India. India began to achieve very fast growth rate for its economy following the economic reforms initiated in 1991. The intensity of poverty also began to decline after the economic reforms and it has helped India to achieve growth in education sector. But the recent economic measures introduced by the central government has adversely affected the growth of the economy. It has adversely affected marginalised groups in the society. It has not helped in the social and educational advancement of the poor and the marginalised.

Right to Education Act and Globalisation

Globalisation does not always help in inclusiveness and equity in educational sector. In spite of the influence of globalisation in educational sector, there is a national commitment towards equitable and inclusive education in India. The Right of Children to Free and Compulsory Education Act 2009 made elementary education a fundamental right for every child in India between six and 14 years of age. However, universal primary education by 2015 was not realised in India. In spite of that, India has committed itself to the Sustainable Development Goals, whereby it has to universalise education up to the secondary level. In order to achieve this, the RTE Act has to be revised to include free and compulsory education up to the secondary level.

When we analyse the implementation of RTE, we find that there is a wide range of gap at various levels. It is reported that only 9.54 per cent of schools in India have complied by this Act. Almost a million teachers are still untrained in our schools. The vacant posts for school teachers are more than half a million in India. The contractual teachers, who are untrained are employed in many schools across the country, whose number may be more than 45 million. According to the Census of 2011, more than 84 million children are out of school, though the same is counted as six million by the Ministry of Human Resource Development. In spite of all the commitment to improve the infrastructural facilities in the schools, more than one lakh schools are closed down during 2015–2016 period. More than one million schools are having only a single teacher in this country. It is frightening to observe that more than 49 per cent of children dropped from schools before they completed their elementary education, in India (GoI 2016). All these situations reveal the fact that the RTE Act is not implemented in an efficient way to achieve the goals of universalising education at school level.

When a school in the neighbourhood is closed down, as that has happened in Telangana, parents hesitate to send the girl children to a school which is situated far from their villages. The girl children have to face unsafe environment as they have to walk a long distance to reach the school. Thus, the RTE has not achieved its goals as it is facing multiple challenges due to inadequate resources, improper funding, lack of infrastructure, and unavailability of trained teachers in many states, like that in Telangana. Sometimes, textbooks are not distributed on time to the students and the quality of the books are also deplorable in many cases. The pre-school education in the

age group of 3–6 years also was neglected, though the responsibility was entrusted through Integrated Child Development Services (ICDS) Scheme. The pre-school education should have been included under the RTE to give it enforceability. It also helps to prepare children for the further levels of education. Implementation of pre-school education is necessary to fulfil the target 4.2 of the Sustainable Development Goal-4, which reiterates that by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Proper financing of school education has not happened in the history of modern India. There were strong recommendations by Kothari Commission to increase the spending in education sector to 6 per cent of the GDP. It is sad to note that so far, no government has allotted 6 per cent of GDP towards the development of the education sector in India, after the Independence. The flagship programme, Sarva Shiksha Abhiyan was entrusted with the duty of implementation of the provisions of RTE in various states. But the devolution of fund to various states through this scheme did not increase the expenditure on school education. Very low per cent of the total Union budget is provided for the expenditure on school education. It was only 2.43 per cent in 2014–15, 2.44 in 2015–16, and 2.9 in 2016–17. Even in 2017–18, the budget allocation has not changed much for the education sector (Rauf et al. 2017). Educationists feel that a law must be enacted to provide a certain per cent of the budgetary expenditure on education both at the centre as well as at the state level, in India.

There is insufficient allotment of fund for ICDS, Mid-Day Meal Scheme, and Integrated Child Protection Scheme during the 2017–18 Union Budget. Only 0.05 per cent of total allocation in the Union Budget is for Integrated Child Protection Scheme. On the other hand, the National Commission for Protection of Child Rights focuses on the protection of all children in the 0 to 18 years of age group and has received only an amount of ₹ 190 million during the same period. This is an indication that the schemes that help in implementing the RTE and other redressal forums are not able to function due to lack of allocation of fund by the Union government. It is reported that more than 6.3 million children are undergoing child labour in India. All these data directly manifest that all children in India are not able to have access to basic education during their life.

There is the scarcity of more than half a million trained teachers in the government schools, according to the report of the committee for evolution of new education policy 2016. Thus, many schools are appointing more than 20 per cent of untrained teachers into their schools. Many teachers are burdened with non-academic duties and other administrative work, due to lack of supportive staff. The salaries of the teachers are not paid on time in many schools. More than 10 per cent of schools are single-teacher schools in some states in this country. The closure of government schools in tribal areas and economically backward areas have triggered the mushrooming of private schools. Children from marginalised background are forced out of the educational sectors when commercialisation of education takes upper

hand. Girl children belonging to the tribal communities like that in Orissa and Telangana are also denied of basic education whenever a school is closed by the respective state government. Many girl children hesitate to go to school as there is no usable toilets and clean drinking water available for them in some schools.

Elementary education is going into the hands of private agencies in India due to the influence of globalisation and competition. This is a denial of free education for the children from economically backward areas, as they cannot afford to go to private schools where they have to pay heavy amount towards tuition fees. The principle of equity and justice is compromised when privatisation of schools is unhindered. It is reported that some state like Andhra Pradesh is partnering with profit-making international companies to start fee-paying schools for the children. It is going to affect the children of marginalised communities of the state. In many of the schools, the School Management Committees are not functioning, though some names are written in the records. A properly constituted and active management committee can positively assert their right to recommend changes in the functioning and monitoring of the school to bring about equity and quality in education. But very often, it does not take place in many schools.

In most of the states, Aadhaar Card is mandatory to obtain an admission as well as to receive any kind of scholarship at the school level. The No Detention Policy recommended by the RTE is being made optional and left to the discretion of the states, probably from the next academic year. Unaided minority schools are exempted from reserving the seats for children from economically backward classes. Though the deadline for in-service teacher training for the untrained teachers ended by 31 March 2019, there are many teachers who are still not gone for in-service training. Political commitment is needed for the proper implementation of the RTE Act to attain educational equity in this country. Allotment of additional resources is an urgent need in every aspect of school education, especially for child protection. Free and compulsory education should be extended up to higher secondary stage and it should be brought under the purview of the RTE for implementation. This condition is an unavoidable step to implement Target 4.1 of the Sustainable Development Goal-4, where it states that by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective outcomes. There is a need for evolving effective evaluation system in schools. The present evaluation system like Continuous Comprehensive Evaluation, is not producing the desired effective learning outcome. The innovative evaluation methods suggested through the draft national policy on education 2019, are not yet approved or implemented in India.

Literacy in India

Globalisation has not helped in reducing the number of illiterates in India. The number of illiterates aged seven and above in India as per the provisional

population totals of Census 2011 is 27,29,50,015, which constitutes 26 per cent of the total population. Thus, the effective literacy rate for India in Census 2011, turns out to be 74.04 per cent. For the males, the literacy rate is 82.14 and for the females, the effective literacy rate is 65.46. Thus, it is very evident that there is a gap of 16.68 per cent between male literacy and female literacy rate in India in 2011. Equal opportunity for education is guaranteed in the Indian Constitution. But there are lots of negative factors like globalisation that affect the education of woman in this country.

A section on education for equity has been incorporated in the National Policy on Education 1986. It was meant for removing the disparities against women in the field of educational opportunities. The Programme of Action formulated by the Government of India as a follow up of national policy on education 1986 also was aimed at eradicating illiteracy among women by 1995. Education of women in India plays a very important role in the overall development of the country. Though the overall literacy rate in India is 74.04 per cent, for the Scheduled Tribes it is 59 per cent only. Gender disparity in literacy and education need to be eliminated at all levels. Thus, the Census data reveals that 41 per cent of tribal population is still illiterate in India even after 72 years of Independence (GoI 2011). It shows that a substantial number of men and women have not achieved literacy in India.

Access to Education by Scheduled Tribe Children

Though globalisation has brought with it the advantages of information-communication technology, the marginalised groups in India are not able to attain the goals of education. They have not attained equal literacy rates like the other people in India. Many of their children dropout of school at various stages. Economic poverty forces their children to engage in child labour. There are large variety of indigenous people in India. They constitute 8.6 per cent of the total population of the country (ibid.). Amartya Sen advocates that education is an important parameter for any inclusive growth in an economy. It helps in upgrading the economic and social conditions of the Scheduled Tribe. It builds up the inner strength of the tribal communities to meet the new challenges of life that they face due to modernisation. Level of educational attainment and literacy are powerful indicators of social and economic development among the Scheduled Tribes in India. However, tribal women have the lowest literacy rate in India, compared to all the other segments of the population. Due to the backwardness in education, the tribal population is not able to participate in the process of development, as they are not even aware of various programmes and policies created for their upliftment (Sahu 2014).

Tribals are the most exploited, marginalised, excluded and deprived section of the population in the Indian society. Though many tribal welfare programmes and policies are formulated in India, tribals still remain excluded from many of the indicators of development. When tribal land and forest are taken away from them, in the name of development programmes, their source of life support itself is taken away. Many of the tribes have

experienced geographical, social and cultural isolation for many years. They were alienated from the land and are exploited by the non-tribes in many situations.

Scheduled Tribes constitute one of the major categories of the historically disadvantaged group of society (Gautam 2013). The literacy rate of scheduled caste remained low in spite of all the campaigns to improve it. The female literacy rate of the scheduled caste is still lower compared to the national female literacy rate. Education of the tribal children is very crucial for the overall development of the tribal communities. Scheduled Tribe constitutes 8.6 per cent of the total population of India, which counts to 104.2 million people as per Census of India, 2011. They have very typical cultures; dialects and they live in different ecological settings. They live in geographically isolated areas. This also has contributed towards the economic backwardness compared to the general population. But Indian Constitution has enlisted them as Scheduled Tribes under article 342. As per this article 342, the scheduled tribes are the tribes or tribal communities or part of or groups within these tribes and tribal communities which have been declared as such by the President through a public notification (ibid.). In order to accelerate the economic and educational developments, Government of India has provided various protections to the scheduled tribes through Article 15(4), 16(4), 19(4), 19(5), 23, 29, 46, 164, 275(1), 330, 332, 334, 335, 338, 342 and fifth and sixth schedule of the constitution (Bisht 2006).

The National Policy on Education 1986 has made certain recommendations for the educational development of the Scheduled Tribes. According to this, priority was given for opening more primary schools in tribal areas. It was recommended to use tribal language in the formation of instructional material and develop a curriculum suitable for the education of tribal children. Tribal youths were encouraged to take up teaching profession. ashram schools were to be established in the tribal areas in large numbers. A number of incentive schemes also were to be formulated to encourage the tribal children for advancing in studies. Some of the important programmes and schemes like, post-matric scholarship scheme, scheme for construction of hostels for ST girls and boys, schemes for the establishment of ashram school in tribal sub-plan areas, upgradation of the earlier schemes, book banks, national overseas scholarship scheme for higher studies abroad; Rajiv Gandhi National Fellowship; Scheme of Top Class Education for ST student; vocational training centres, etc. were introduced for the educational development of Scheduled Tribes. In addition to all these, facilities were provided for coaching for scheduled tribe students, programme to strengthen education among scheduled tribe girls in low literacy districts and Tribal Research Institutes in fourteen centres were also established.

Tribal Sub Plan was introduced in India during the Fifth Five Year Plan, together with integrated tribal development projects. Educational development of tribals were taken up as part of social development. Some of the important schemes that helped to improve education of the tribal children

include: residential schools, vocational education, scholarships, book – grants, free uniforms and mid-day meal programme. However, the enrolment of tribal children is far below the other groups. The dropout rate of tribal children is the most serious reason that affects the educational development. Tribal children are not able to cope up with the curriculum and syllabus. Lessons are not taught in their mother tongues. Often, the teachers themselves are not familiar with the tribal languages, to clarify the doubts of tribal children.

Till the colonial rule, there was no tradition of formal reading and writing in a traditional tribal society. Christian missionaries played the pioneering role in introducing modern system of education in tribal societies. Those who became literates from the tribal societies took up various occupations other than agriculture and became the cornerstones of the modern middle class among the tribals. In spite of the safety promised through various Acts in Indian Constitution, tribal population continue to be excluded in development process in India (Xaxa 2011).

Educational planning for the marginalised needs special attention as it is an important component of human resource development. Education should help the marginalised groups to improve their skills which would lead to increased level of productivity. It is an agent of social change in a globalised world. Technical and vocational education helps the people in securing employment and increase their levels of income, consumption and socio-economic status, especially in a globalised society. However, various sources indicate that the literacy rates of scheduled tribes have not achieved the expected growth as shown in Table 1.

Table 1
Literacy Rates of Scheduled Tribes from 1961 to 2011

Year	General			Scheduled Tribes		
	Males	Females	Persons	Males	Females	Persons
1961	34.44	12.95	24.02	13.83	3.16	8.53
1971	39.45	18.70	29.45	17.63	4.85	11.30
1981	46.89	24.82	36.23	24.52	8.04	16.35
1991	52.74	32.17	42.84	32.50	14.50	23.63
2001	63.24	45.15	54.51	48.23	28.36	38.41
2011	80.90	64.60	73.00	68.50	49.40	59.00

Source: Government of India, 2014.

It is seen from Table 1, that the literacy rate of scheduled tribes increased from 8.53 per cent in the year 1961 to 59.0 per cent in 2011. It is to be noted from the above table that the percentage of literacy rates of ST are always lower when compared with the literacy percentage of general population. Although the literacy rate of STs has increased considerably, during 1961 to 2011, still there is significant gap between literacy rate of

other population and that of STs. There is a literacy gap of 14.0 between STs and others.

The school dropout rate is a crucial indicator of lack of educational development. The dropout rates of children are at 31.47 per cent in Class I to V, 52.32 per cent in Class I to VIII, and 62.69 per cent in Class I to X during the year 2004–05, for general population.

The dropout rate of children is 42.3 per cent in Class I to V, 65.9 per cent in Class I to VIII, and 79.0 per cent in Class I to X during the year 2004–05, for the ST population. The dropout rate gap between the ST population and the general category are at significantly higher levels, with a gap of 10.83 for Class I–V and 13.58 for Class I–VIII and 16.31 for Class I–X during the year 2004–05. The dropout rate gap between the ST population and the general category are at higher levels, with a gap of 11.5 for Class I–V and 10.6 for Classes I–VIII and 15.1 for Class I to X, during the year 2012–13, as shown in Table 2.

Table 2
Dropout Rates, 2004–05 and 2012–13, Scheduled Tribe (Provisional)

Category	Class I–V			Class I–VIII			Class I–X		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
2004–05									
General	31.47	33.74	28.57	52.32	52.92	52.92	62.69	60.98	64.94
ST	42.30	42.60	42.00	65.90	65.00	67.10	79.00	77.80	80.70
2012–13									
General	21.20	18.30	19.80	39.20	32.90	36.30	48.10	46.70	47.40
ST	31.90	30.70	31.30	49.80	46.40	48.20	63.20	61.40	62.40

Source: Government of India, 2014.

Challenges of Secondary Education in Telangana State

Telangana Movement for separate statehood is a long and tragic one (Pingle 2009). As the Congress lead coalition party was ruling at the centre, after a long period of confusion, the Congress Working Committee decided on 30 July 2013 to request the Government of India to create the state of Telangana. The bill was placed in the parliament in February 2014 and the Andhra Pradesh Reorganisation Act 2014 was passed by the Parliament of India. The bill received the assent of the president and later on, Telangana State was officially formed on 2 June 2014.

Total scheduled tribes population of Telangana is 32.87 lakhs which constitutes 9.34 per cent of the total population of Telangana. The total Telangana state literacy rate is around 66.46 per cent, while the tribal literacy rate constitutes around 49.51 per cent. In total, 32 different tribal groups are identified in the state of Telangana including four particularly vulnerable tribal groups consisting of Kondareddies, Chenchus, Kolams and

Thoties living in Khammam, Mahabubnagar, Nalgonda, Rangareddy and Adilabad districts of the state. Dominant tribal groups in the state of Telangana are Lambada, Koyas, Gonds and Yerukulas. Realising the point that scheduled tribes are most backward community in the society, government initiated various developmental programmes in educational Sector. These developmental programmes in education is not only to satisfy the constitutional obligation of providing equality, but is also nation's strategy for total development of scheduled tribe communities. Because education is the most important factor for human resource development. It will mould the basic ideas, habits and attitudes of the citizens which helps in building harmony in the society (Rajeshwar and Ramachandram 2019).

Some of the developmental programmes were initiated by the Government of Telangana for the scheduled tribes in educational sector. They are funding for the maintenance of educational institutions in the state which includes hostels, ashram schools, post-matric hostels, schools, colleges and student coaching programmes for the competitive examinations. Government has taken initiative for the financial assistance for scheduled tribe students for perceiving education like paying tuition fees and providing post-matric scholarships to the education aspirants. The government has upgraded tribal welfare ashram schools into schools of excellence. It has also started residential schools for the tribal students especially for girls, to maintain gender equality, and upgraded the residential schools into junior college of excellence (Lakshmi and Milcah 2019).

According to survey conducted by the Ministry of Health and Family Welfare (2015) of Telangana state, 65 per cent of women aged 15-49 and 83 per cent of men aged 15-49 is literate. In Telangana, 33 per cent of women and 17 per cent of men aged 15-49 have never been to school and only 24 per cent of women and 31 per cent of men aged 15-49 have completed 12 or more years of schooling.

Ashram schools under the Tribal Welfare Department provides education for highest number of students belonging to various tribes. It was started to meet the educational needs of tribal students who live in very interior and backward habitations. Ashram schools are residential schools where free boarding and lodging are provided to the inmates. The united Andhra Pradesh had the highest number of ashram schools, 437 schools, in the country. The ashram schools are modelled after the traditional Indian Gurukuls, prompted by the philosophy of basic education promulgated by the Gandhian ideology. The first ashram school was started in the hills of Panchamahar, a tribal area in Gujarat by Thakkar Bapa in 1922. Later on, in 1961 the Dhebar commission also recommended the establishment of more ashram schools in different states where tribal population was high in number. The educational commission of 1964 (Kothari Commission) propagated the scheme of ashram schools as a centrally sponsored educational programme for the education of the tribal children. The policy recommendations for ashram schools envisaged that such schools should be started as intervillage schools, where normal schools cannot be opened which would

cover most backward tribal groups. The objectives of the ashram schools included the reduction of the dropout rate to improve the retention capacity of the schools, to provide individual attention to the students, to encourage the tribal traditions and culture, to provide craft based vocational education, to provide a conducive atmosphere for the personality development of the students and to impart general formal education in the best possible way (Sujatha 1990).

The Table 3, shows the number of tribal welfare department educational institutions and enrolment of the scheduled tribe students in those institutions by using statistical data of the academic year 2018-19 of Telangana state. The three types of educational institutions that are maintained by the Tribal Welfare Department (TWD) are Gram Panchayat (GP) Schools, Ashram Schools and Best Available schools. It is observed that among the schools maintained by TWD, GP schools are having the highest number of institutions, i.e. 1,432, whereas the highest number of students are enrolled in ashram schools, i.e. 90,548.

Table 3
Secondary Schools of Tribal Welfare Department in Telangana

Category	Name of the Institution	No. of Institutions	No. of Students
TWD	GP Schools	1,432	21,973
	Ashram Schools	319	90,548
	Best Available Schools	86	6,000
Total		1,837	1,18,521

Source: Government of Telangana, 2019.

There are serious concerns regarding the quality of education in Telangana. Some studies reveal that there is a huge difference in the performance of students of class V in mathematics and languages when it is compared between urban and rural private and government school children in Telangana. Majority of students in rural areas of the state do not have the ability to read, write and solve simple numerical problems. The school atmosphere needs to be upgraded with quality infrastructure, proper training for the teachers, effective monitoring by the government authorities and the community where the school is located. Telangana state has also proposed an agenda for universalisation of secondary education. There are some areas very difficult to reach where some communities live. People who live in inter-state borders need to be specially targeted to ensure universal access to quality education. Children with special needs, from tribal communities, on streets and children of migratory communities should be provided with universal access to quality education in Telangana. According to the assessment of the Telangana governmental authorities, 100 per cent net enrolment rates would have been achieved by 2017. However, it is not achieved so far. The National Literacy Mission is once

again re-introduced to improve female literacy. It is also aimed at reducing gender disparities. However, there is a gender gap among socially disadvantaged groups at primary and secondary level of education in Telangana. Enrolment has not improved much in rural areas. In order to improve the quality of education, village education committees need to be formed and monitored. It is noticed that enrolment in secondary and tertiary levels of education is low in tribal areas. There is the need to build many more ashram schools for girls in the tribal areas. Child marriages are hindering the education of young girls in different parts of Telangana. Many girls are keeping away from the schools, due to migration or spending time for the care of the siblings. There are no effective educational programmes to take care of the educational needs of the children from vulnerable backgrounds in Telangana (Gol 2016).

Conclusion

There is no country in the world which is not affected by the effect of globalisation. Education sector of India is impacted in complex and contradicting ways due to globalisation. Educational development in India should consider the educational development of every segment of the society, including the marginalised, especially the Scheduled Tribes. Unifying the curriculum, methodology and knowledge systems of different economies under a common platform will not help the educational development of the Scheduled Tribes. The proponents of new economics of education opine that investment in the field of education is guided by profitability aimed at getting maximum returns from it (Mukhi and Robin 2015). But the profit motive in educational investment will sideline the marginalised groups in India, especially the Scheduled Tribes, who cannot access educational facilities without special legislative protections.

The quality of basic education is the key to a nation's capability to attain development in every sector. It is this capability that helps a nation to improve agricultural productivity, enhances the status of women, reduce population growth rates and enhances environmental protection and raises the standard of living. As no economy is totally self-sufficient, the best educational practices of the other developed nations can be adapted by developing economies like India. But care should be taken to protect the cultural and social customs of scheduled tribes in this country. A combination of higher education and research, and lifelong learning is necessary for a nation to construct a knowledge and information based developing economy through innovative technologies. Only an inclusive and equitable quality education at all levels will help India to attain its educational developmental goals. The educational status of the marginalised groups should be brought in par with the other groups to attain equity in education and societal development. An inclusive educational approach with quality education augments the balanced growth and development of economy, and the society at large, without hindering the educational development of the marginalised groups in India, especially that of scheduled tribes.

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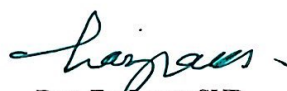
Annexure- II

National Seminar on
Conditions of Marginalized Communities in the Globalized Era
January 31 and February 1, 2020

Certificate

This is to certify that Dr./Ms./Mr. Thomas K. J. has participated/ presented a paper titled
Impact of Globalisation on Education among the Under-
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in the two day National Seminar on “Conditions of Marginalised Communities in the Globalized Era” organized by SANSKRUTI –
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Prof. K. RAJA MOHAN RAO
HEAD, CSSEIP &
Seminar Coordinator

Protection of Child Rights: A Study of ICPS in Sangareddy District of Telangana State

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