

ISSN-0971-9400



**A  
DEVELOPMENT  
MONTHLY**

# Yojana

November 2006

Rs 7



# CHILD DEVELOPMENT

# Don't Hire But Educate Children : PM

**W**ITH CHILDREN under 14 years banned from working in eateries and homes from 10<sup>th</sup> October, 2006, the government is gearing up for a rehabilitation programme even as the Prime Minister Dr Manmohan Singh called for the abolition of child labour.

In a statement, he said arrangements have been made to educate children released from work under Sarva Shiksha Abhiyan. The Prime Minister even warned of firm action against those found violating the ban.

## Last Working Day ?

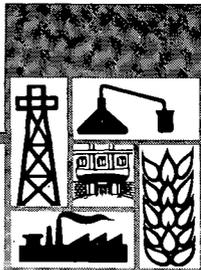


*These children working in a New Delhi eatery will not be able to work now as a law banning their work came into force from 10<sup>th</sup> October, 2006. The Union Labour Ministry has added the following occupations to the banned list: domestic servants, workers in dhabas, restaurants, hotels, motels, teashops, resorts, spas and other recreational centres*

Chief Editor : Anurag Misra

Editor : Dr Sapna N. Singh

Sub Editor : Manogyan R. Pal



Joint Director (Prod) : N.C. Mazumder

Cover Design : C.B. Patel

e-mail : yojana@techpilgrim.com

dpd@sb.nic.in ; dpd@hub.nic.in

Website : www.publicationsdivision.nic.in

*Let noble thoughts come to us from every side*  
Rig Veda

## CONTENTS

ICDS : INDIA'S RESPONSE TO EARLY CHILD DEVELOPMENT ..... 5 Renuka Chowdhury	GANDHIGIRI—A PHILOSOPHY FOR OUR TIMES ..... 47 Mihir Shah
THE INDIAN CHILD ..... 11	CHILD LABOUR ..... 49 Ritu Saraswat
BATTLE FOR SCHOOLS ..... 18 Shanta Sinha	J&K WINDOW ..... 53
GIVE THEM SCHOOLS OR THEY WILL BE CHILD LABOUR ..... 23 L C Jain	TOWARDS SPEEDY DISPOSAL OF WORK ..... 55 Sanjay Kothari
CHILD DEVELOPMENT IN INDIA ..... 25 Manjulika Gautam	QUALITY EDUCATION ..... 57 Gursharn Singh Kainth
THE ENTITLEMENT OF EVERY INDIAN CHILD ..... 31 Nirmala Lakshman	GLOBAL WARMING ..... 59 Amit Chamaria
AN EMERGENCY FOR RURAL CHILDHOOD ..... 35 Krishna Kumar	BOOK REVIEW ..... 61
SMART VILLAGE : HANSDEHAR ..... 39 Archana Bindusar	BARRIERS IN MAINSTREAMING ..... 63 A Kachhap
CONSUMER EDUCATION IN SCHOOLS ..... 42 Ramesh Chandra	APPLE : CHALLENGES ..... 67 S S Singh
HOW ARE PLANS FORMULATED ? ..... 46	IN THE NEWS ..... 71
	FROM THE PAGES OF YOJANA ..... 72

**Our Representatives :** Ahmedabad: Dhiraj Kakadia, Bangalore: A.G. Joshi, Chennai: I. Vijayan, Guwahati: K.K. Deka, Hyderabad: G.K. Rao, Kolkata: Anindya Sen Gupta, Mumbai: D.L. Narayana Rao, Thiruvananthapuram: Lemi G. Nair.

**YOJANA** seeks to carry the message of the Plan to all sections of the people and promote a more earnest discussion on problems of social and economic development. Although published by the **Ministry of Information and Broadcasting**, Yojana is not restricted to expressing the official point of view. Yojana is published in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu.

**EDITORIAL OFFICE :** Yojana Bhavan, Sansad Marg, New Delhi Tel.: 23096738, 23717910, (23096666, 23096690, 23096696—Extn. 2509, 2510, 2565, 2566, 2511). Tlgn.: Yojana. **Business Manager (Hqs.) :** Ph : 24367260, 24365609, 24365610

**For new subscriptions, renewals, enquiries please contact : Business Manager (Circulation & Advt.), Publications Division, Min. of I&B, East Block-IV, Level-VII, R.K. Puram, New Delhi-110066, Tel.: 26105590, Telegram : Sookhprakashan and Sales Emporia : Publications Division : \*Soochna Bhavan, CGO Complex, Lodhi Road, New Delhi-110003 (Ph. 24365610) \*Hall No. 196, Old Secretariat, Delhi-110054 (Ph. 23890205) \*Commerce House, Currimbhoy Road, Ballard Pier, Mumbai-400038 (Ph. 22610081) \*8, Esplanade East, Kolkata-700069 (Ph. 22488030) \*'A' Wing, Rajaji Bhawan, Basant Nagar, Chennai-600090 (Ph. 24917673) \*Press Road, Near Govt. Press, Thiruvananthapuram-695001 (Ph. 2330650) \*Block No. 4, 1st Floor, Gruhakalpa Complex, M.J. Road, Nampally, Hyderabad-500001 (Ph. 24605383) \*1st Floor, 'F' Wing, Kendriya Sadan, Koramangala, Bangalore-560034 (Ph. 25537244) \*Bihar State Co-operative Bank Building, Ashoka Rajpath, Patna-800004 (Ph. 2301823) \*Hall No.1, 2nd Floor, Kendriya Bhawan, Sector 8, Aliganj, Lucknow-226024 (Ph. 2325455) \*Ambica Complex, 1st Floor, Paldi, Ahmedabad-380007 (Ph. 26588669) \*Naujan Road, Ujan Bazar, Guwahati-781001 (Ph. 2516792) \*C/o PIB, C.G.O. Complex, 'A' Wing, A.B. Road, Indore (M.P.) (Ph. 2494193) \*C/o PIB, 80, Malviya Nagar, Bhopal-462003 (M.P.) (Ph. 2556350) \*C/o PIB, B-7/B, Bhawani Singh Road, Jaipur-302001 (Rajasthan) (Ph. 2384483)**

**SUBSCRIPTION :** 1 year Rs. 70, 2-Rs. 135, 3-Rs. 190. For neighbouring countries by Air Mail Rs. 500 yearly; for European and other countries Rs. 700 yearly.

**No. of Pages :** 76

**Disclaimer :**

- The views expressed in various articles are those of the authors' and not necessarily of the government.
- The readers are requested to verify the claims made in the advertisements regarding career guidance books/institutions. Yojana does not own responsibility regarding the contents of the advertisements.



## Special Issue on North East

- **North East is a paradise ..... unexplored.**
- **Any investment made in the region would be an investment for peace and development.**
- **This special issue of Yojana carries indepth articles on all the important issues and aspects of the North East with Mizoram as the theme state.**
- **The contributors comprise Academicians, Administrators and Specialists with wide experience. They include—Governor, Mizoram; Chief Minister, Mizoram; L.K. Barthakur, Member, North East Council; Jayanta Madhab, Adviser to Chief Minister of Assam; H.N. Das, former Chief Secretary and currently Chairman, State Finance Commission, among others.**
- **The special issue is priced Rs 10.**

*Readers may place their order with local agents*

*Or*

*With the Circulation and Advertisement Manager, Publications Division, Ministry of Information and Broadcasting, East Block-IV, Level-VII, R.K. Puram, New Delhi-110066 (Tel : 26100207)*

**For subscriptions, enquiries please contact:**

\* Publications Division, Sochna Bhavan, CGO Complex Lodhi Raod, New Delhi-110003 (Ph. 24365610, 24367260. Fax No. 24365609) \* Hall No. 196, Old Sectt. Delhi-110054 (Ph. 23890205) \* Commerce House, Currimbhoy Road, Ballard Pier, Mumbai-400038 (Ph. 22610081) \* 8, Esplanade East, Kolkata-700069 (Ph. 22488030) \* Rajaji Bhavan Besant Nagar, Chennai-600090 (Ph. 24917673) \* Press Road Near Government Press, Thiruvananthapuram-695001 (Ph. 2330650) \* Block No. 4 Ist Floor Gruhakalpa Complex M J Raod, Nampally, Hyderabad-500001 (Ph. 24605383) \* Bihar State Co-op Bank Building, Ashoka Rajpath, Patna-800004 (Ph. 2301823) \* IInd floor. Hall No. 1 Kendriya Bhavan, Sector 8, Aliganj, Lucknow-226024 (Ph. 2325455) \* Ist Floor, 'F' Wing, Kendriya Sadan, Koramangala-Bangalore-560034 (Ph. 25537244) \* Ambica Complex Ist Floor, Paldi, Ahmedabad-380007 (Ph. 26588669) \* KKB Road, New Colony House No. 7, Chenikuthi Guwahati-781003 (Ph. 2665090).



## About the Issue

**I**N A democracy, every child must be regarded as indispensable and the government must be accountable for the development of children. Unfortunately, the issues concerning children in India (health, education and literacy nutrition etc) seldom find space in the agenda of political parties and even in media even though children form about 34% of the total population. This section not only constitutes the precious human resources of the country but their socio-economic development sets the pace for the growth of the rest of the economy.

The parameters of child development in India do not present a bright picture. Education and nutrition is low. Child mortality rate as well as incidence of malnutrition among children remains high.

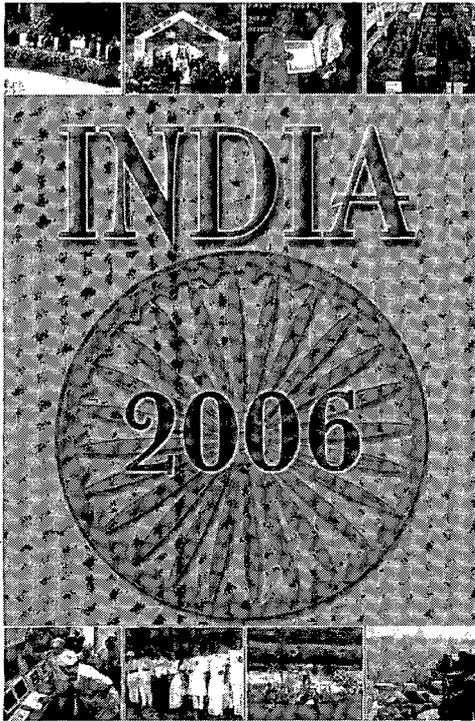
The universalisation of ICDS is long over due. The data on the functioning of ICDS emphasises that the scheme needs to reorient its strategy. There are four basic rights for the child namely the right of children to pre-school education, the right of working mothers to crèche facilities, the right of children to food security and the right of children to health. ICDS at present is not addressing all these goals.

Employing children below the age of 14 is not allowed. The government has now also prohibited the employment of children in eateries, dhaba and home. But, why are minors forced to take-up jobs? This is the question that has not been addressed in its totality. Poverty is a fact that has to be accepted. People are poor because those who should be earning have no jobs. Yet, the poor also must eat and so their children work. Therefore, along with legislative efforts, it would be equally appropriate if the government seeks to ensure that working conditions improve for the family, statutory wages are paid even in the unorganized sector, children go to school, etc.

There are certain general points that emerge from the experience of those engaged in child development activities. Strong community ownership and participation make a major difference to the functioning and out reach of ICDS programme. This requires community mobilization and a planned grassroots level programme where women are organized. Decentralised child care programme including ICDS, preferably run by people's organization are a must, if families are to emerge from poverty and equip their children for better future. There is a strong argument for including child care in the government's anti-poverty package or programmes. □

# INDIA 2006

## Reference Annual



A Bonanza for those who seek  
Authentic information  
about India



PUBLICATIONS DIVISION  
Ministry of Information & Broadcasting  
Government of India

Website: <http://publicationsdivision.nic.in>  
e-mail: [dpd@sb.nic.in](mailto:dpd@sb.nic.in)

PAGES 1197

PRICE: Rs. 200/-

### Our Sales Emporia:-

\* Publications Division, Soochna Bhavan, CGO, Complex, Lodhi Road, New Delhi-110003 (Ph. 24365610, 24367260, Fax No. 24365609) \* Hall No. 196, Old Sectt., Delhi-110054 (Ph. 23890205) \* Commerce House, Currimbhoy Road, Ballard Pier, Mumbai- 400038 (Ph. 22610081) \* 8, Esplanade East, Kolkata-700069 (Ph. 22488030) \* Rajaji Bhavan, Besant Nagar, Chennai-600090 (Ph. 24917673) \* Press Road, Near Govt. Press, Thiruvananthapuram-695001 (Ph. 2330650) \* Block No. 4, 1st floor, Gruhakalpa Complex, M.J.Road, Nampally, Hyderabad-500001 (Ph. 24605383) \* Bihar State Co-op Bank Building, Ashoka Rajpath, Patna-800004 (Ph. 2301823) \* 11nd floor, Hall No. 1, Kendriya Bhavan, Sector 8, Aliganj, Lucknow-226024 (Ph. 2325455) \* 1st floor, 'F' Wing, Kendriya Sadan, Koramangala- Bangalore-560034 (Ph. 25537244) \* Ambica Complex, 1st floor, Paldi, Ahmedabad-380007 (Ph. 26588669) \* KKB Road, New Colony, House No. 7, Chenikuthi, Guwahati-781003 (Ph. 2665090)

# ICDS: India's Response to Early Child Development

*Renuka Chowdhury*

**C**HILDREN ARE the first call on agenda of development – not only because young children are the most vulnerable, but because the foundation for life long learning and human development is laid in the crucial early years. It is now globally acknowledged that investment in human resources development is a pre-requisite for economic development of any nation. Early childhood (the first six years) constitutes the most crucial period in life, when the foundations are laid for cognitive, social, emotional, physical/motor development and cumulative life long learning.

Survival, development and growth of a child has to be looked at in a holistic manner and there have to be balanced linkages between education, health and nutrition for proper development of a child.

India is the home of the largest child population in the world. *“The development of children is the first priority on the country's development agenda, not because they are the most vulnerable, but because they are our supreme assets and also the future*

*human resources of the country”*. In these words, our Tenth Five Year Plan (2002-07) underlines the fact that the future of India lies in the future of Indian children – across income groups, geographical locations, gender and communities. In this perspective, one would like to ask this question: *“What is the best investment we can make for India's future?”* The answer lies with the above fact that the best possible investment – the investment that promises the highest returns – is to ensure that every Indian child grows up in an environment conducive to his or her development.

Protein Energy Malnutrition (PEM) or undernutrition among preschool children assessed through weight deficit for age is the most sensitive indicator of nutritional status of the community. There has been a significant decline in undernutrition among children during the last three decades. The prevalence of underweight in pre-school children (children below -2SD) as per Z-score classification was 77 per cent in 1975-79 as revealed by the National Nutrition Monitoring Bureau (NNMB) surveys covering 8-10 States in the country. The National Family Health Survey (NFHS)

***The best possible investment is to ensure that every Indian child grows up in an environment conducive to his or her development***

The author is Minister of State (Independent charge), Ministry of Women & Child Development, Govt. of India.

2 (1998-99) revealed that 47 per cent of children under three years of age were underweight. The findings of NFHS I (1992-93) revealed that undernutrition among children under three years was 52 per cent, indicating that the reduction in under-weight has been about 1 per cent per year during the period 1992-93 and 1998-99. This needs to be scaled up.

The situation of malnutrition at present is that a large number of children do not succumb to severe malnutrition but they are vulnerable to subsequent infectious diseases as they suffer from mild and moderate malnutrition. They are also unable to achieve optimal physical and cognitive growth and cannot derive complete benefit from subsequent schooling. The wide prevalence of mild and moderate undernutrition among children makes malnutrition an 'invisible' public health issue. Severe malnutrition is somewhat more visible but growth and development deficits are already set in by that time. Chronic malnutrition among pre-school children is also responsible for their stunted growth. NFHS 2 brought out that 45.5 per cent of children under three years were stunted (height for age) while 15.5 per cent children were wasted (weight for height).

The infant mortality rate (IMR) has shown a significant decline from 146 per 1,000 live births in 1951 to 58 per 1,000 in 2004 (SRS 2006). However, the decline has not been as significant over the last decade. Wide regional disparities exist within states, districts and even community groups – for example, Kerala has an IMR of 12, while Madhya Pradesh has an IMR of 79 in 2004 (SRS 2004). The under-5 mortality rate has also shown some improvement, but still remains high at 77 per thousand live births.

	2001	2002	2003	2004
IMR	66	63	60	58
Under-five Mortality Rate	85	81	77	NA

Source: SRS Bulletins, Sample Registration System, Registrar General of India.

The slow rate of decline in infant mortality rate during the last decade can be improved only if the problem of malnutrition is addressed through a multi-pronged strategy as malnutrition is an underlying cause of such deaths in about 50 per cent to 55 per cent of the cases. According to a report of WHO, 55 per cent of infant mortality is reported to be contributed by malnutrition directly or indirectly.

### Malnutrition and Feeding Practices

The link between malnutrition and infant feeding has been well established. Recent scientific evidence reveals that malnutrition directly and indirectly contributes to about 50 per cent to 55 per cent of all deaths among children under-5 years annually, and 2/3<sup>rd</sup> of these deaths are often associated with inappropriate feeding practices occurring during the first year of life. The promotion of early initiation of breastfeeding, exclusive breastfeeding for the first six months and appropriate complementary feeding at 6 months of age continue to be major challenges in the Indian context. Only 16 per cent of children begin breastfeeding within one hour of birth. Accordingly to NFHS 2, only 55 per cent of children under three months of age are exclusively breastfed and this percentage drops significantly when assessed for the 0-6 months age group. Only 35.9 per cent of children in the 6-9 months age group are receiving any solid or mushy foods, in addition to breast milk. Inadequate complementary feeding – late introduction of complementary food, inadequate frequency, quality (including micronutrient content), energy density and quantity – also contribute to young child malnutrition. Undernutrition increases nearly five folds between 0-6 months and 12-23 months of age mainly because of poor Infant and Young Child Feeding (IYCF) practices.

The Tenth Five Year Plan recognizing the importance of optimal

IYCF practices had laid specific goals for enhancing early initiation, exclusive breastfeeding for the first 6 months and complementary feeding at 6 months of age as a means to reduce malnutrition among children. In order to achieve these goals relating to infant feeding practices, the MWCD formulated the *National Guidelines on Infant and Young Child Feeding* and disseminated widely in July 2004.

However, the real challenge ahead us is to translate enhanced outlays into better survival, growth, development and learning outcomes for the young children.

The ICDS programme is India's response to the challenge of breaking the vicious cycle of malnutrition, impaired development, morbidity and mortality in young children.

### Objectives

The Integrated Child Development Services (ICDS) Scheme was launched in 1975 with the following objectives:

- to improve the nutritional and health status of children in the age-group 0-6 years;
- to lay the foundation for proper psychological, physical and social development of the child;
- to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
- to achieve effective co-ordination of policy and implementation amongst the various departments to promote child development; and
- to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

It provides integrated services comprising: supplementary nutrition, immunization, health check-up, referral services, pre-school non-formal

education and nutrition & health education.

ICDS is an on-going Centrally-sponsored Scheme implemented through the State Governments/UT Administrations with 100 per cent financial assistance from the Central Government for all inputs other than supplementary nutrition which the States had to provide out of their own resources. However, realizing the difficulties faced by states in allocating adequate resources for the purpose, and also in view of the importance attached to the issue by the UPA Government, the GOI has decided from the year 2005-06, to provide Central Assistance to States for Supplementary Nutrition also, to the extent of 50 per cent of the actual expenditure incurred by States or 50 per cent of the cost norms, whichever is less.

The programme has made significant contributions in the sphere of social engineering particularly with reference to health, nutrition, family welfare and education which is evident from various evaluation studies including National Evaluation of ICDS conducted by NIPCCD in 1992 and in 2005, NCAER in 2001 and a recent study titled "Three Decades of ICDS: An Appraisal" conducted by NIPCCD in 2005-06.

### **National Common Minimum Programme**

Recognizing the criticality of improving young child survival, growth and development outcomes, the National Common Minimum Programme of the UPA Government clearly emphasizes the need to accord priority to children. It stipulates a commitment to 'Universalize the Integrated Child Development Services (ICDS) scheme to provide a functional Anganwadi in every settlement and ensure full coverage for all children'. The thrust of the UPA government is on holistic child

development and reaching out to hitherto uncovered areas.

### **Growth of ICDS**

The ICDS Scheme was launched in 33 community / rural development blocks, on a pilot basis, in 1975. The Scheme was gradually expanded and 4200 ICDS Projects were operationalized by the end of VIII Plan. Though, 1452 more Projects were sanctioned in the VIII Plan, these were permitted to be operationalized in a phased manner, during the IX Five Year Plan. As a result, only 408 additional projects, out of 1452, could actually become operational by the end of IX Plan. In the X Five Year Plan also, the ICDS Scheme was approved for implementation within the sanctioned 5652 Projects only, with no expansion due to resource constraints. The remaining 1044 ICDS Projects, which were non-operational at the beginning of X Plan, became operational by 31.3.2006.

As a result of operationalization of these Projects over the last 2-3 years, the number of beneficiaries has recorded a significant rise during the X Plan. The total number of beneficiaries as on 31.3.2006 was about 562.19 lakh (467.18 lakh children and 95.01 lakh pregnant and lactating mothers) whereas the same stood at 375.09 lakh (315.03 lakh children and 60.06 lakh women) as on 31.03.2002.

**Expansion:** In keeping with its commitment in the NCMP, the Government has, in the first phase sanctioned 466 more ICDS Projects & 1.88 lac more Anganwadi Centres in the year 2005-06.

Alongside expansion of the Scheme, the budget allocation of the Scheme has also increased significantly. The current FY outlay is Rs 4543 crore which was Rs 2167.44 crore in 2004-05. Thus the allocation for the Scheme has gone up by 100

per cent in the last two years. Moreover, the Financial norm of Re 1/- per beneficiary per day for supplementary nutrition under the ICDS Scheme, fixed way back in 1991, has also been doubled in October 2004. The earlier criteria for selection of beneficiaries of supplementary nutrition has also been modified and supplementary nutrition is no longer confined to the beneficiaries of BPL families only.

### **Revised Population Norms**

To further comply with the commitment of the Government as contained in the NCMP to universalize ICDS, an Inter-Ministerial Task Force was set up in 2004 to review the existing population norms for sanction of an ICDS Project/AWC and suggest revised norms. The Task Force submitted its reports/recommendations in May 2005.

These revised population norms recommended by the Task Force were circulated to States in July 2005 with a request to carry out micro level survey/planning and furnish their requirement of additional AWCs/Mini AWCs, to reach out to such villages/habitations which were not covered by the Scheme at present. Requisite details have been received from the States / UTs and second Phase II expansion of the Scheme is in advance stage of approval of the Government.

### **Gaps**

During the last five years (2002-2006), although the total number of child beneficiaries has increased significantly; there still exists a wide gap in reaching out to all children under six years in the country. As per Census 2001, there are 15.79 crore children in the age group 0-6 years. Of those, 4.67 crore children (6 months to 72 months) only are covered under the supplementary nutrition component of the ICDS Scheme (as on 31.3.2006),

which is about 30 per cent of all children in the country.

### **Special provision for North East**

The ICDS Scheme does not provide for construction of Anganwadi buildings, except in erstwhile World Bank assisted Projects. However, keeping in view the special needs of North Eastern States, the Central Government sanctioned construction of 4800 Anganwadi Centres (AWCs) in 2001-2002, 7600 AWCs in 2002-2003 and 7600 AWCs in 2004-2005 by providing grant-in-aid @ Rs 1.25 lakh per centre. From the year 2005-2006, construction of AWCs in NE States has been approved as a regular activity out of funds earmarked for NE States in the annual budget of the Ministry. The unit cost of construction has also been enhanced to Rs 1.75 lakh per centre.

### **Training in ICDS**

Training is the most crucial element in ICDS as the achievement of the programme goals depends upon the effectiveness of frontline workers in improved delivery of packages under ICDS. From the inception of the ICDS scheme, the Government of India has formulated a comprehensive training strategy for ICDS functionaries such as the Anganwadi Workers (AWWs), Helpers, Supervisors, Assistant Child Development Project Officers (ACDPOs) and Child Development Project Officers (CDPOs).

The recently concluded Project Udisha – The World Bank assisted ICDS Training Programme (1999-2006) achieved its main objective of clearing the backlogs of job training. A total of about 928,000 ICDS functionaries, out of which 366,000 AWWs and another 759,000 persons have been imparted on-the-job and refresher training respectively under the Project through a countrywide network of about 600 Anganwadi Training Centres, 40 Middle level training centres and the National

Institute of Public Cooperation & Child Development (NIPCCD) and its Regional Centres. The ICDS Training Programme is being continued through domestic resources, after the closure of Udisha Project on March 31, 2006.

### **Challenges Ahead**

The Ministry faces enormous challenges, as it deals with 72 percent of India's population. Nutrition of women and children is one of the most significant challenges. A Vision document as well as road-map for tackling multiple problems including declining sex ratio, gender discrimination, high rates of disease, lack of food and water security, as well as perceptions and attitudes towards girls and women is being prepared by the Ministry. Mega-areas that need to be addressed include – precise understanding of what is basic malnutrition, links with disease control, hygiene and sanitation, deworming and other preventive measures, IEC, strengthening of service delivery systems, and women's rights. Sound and cost-effective traditional food security practices should be preserved and reinforced, since knowledge of nutritional and healing properties of food has been widespread in India — in fact the kitchen has been a veritable pharmacy. All this needs to be integrated into ICDS functioning. India has a high economic growth performance and it needs to tackle malnutrition as a challenge. We need to achieve the Millennium Development Goal (MDG) targets of halving the percent of underweight children below 3 years by 2015. There is an urgent need for a sustained information campaign throughout the country by involving all key stakeholders, which the Ministry of WCD is committed to.

It has been well recognized that

the ICDS has great potential to tackle child malnutrition. However, one has to remember that malnutrition is not the result of a single cause but of multi-faceted problems acting singly or in combination with other complex factors like poverty, purchasing power, health care, and ignorance on nutrition and health education. Female illiteracy has been identified as the foremost cause of child malnutrition by various studies.

As development has several inter-related dimensions – physical, cognitive, social, emotional and psychological, therefore, a synergistic approach to the implementation of the scheme becomes inevitable. Needless to say, learning occurs in all these areas and influences others, all of which develops simultaneously. The ICDS Scheme therefore envisages inter-sectoral convergence of various services, viz., nutrition, health and education through Anganwadi Centres. The services are delivered through various departments converging at the Anganwadi Centre. The Departments include health, rural development, drinking water supply, Panchayati Raj institutions etc. Effective and result oriented convergence and coordination at national, state and project level is still a challenge.

ICDS has reached a stage where it has become essential to harmonize the expansion of the programme and its content enrichment, in order to accelerate the implementation in achieving the core objectives of the programme especially to reduce the child malnutrition and help reduction in mortality rates. The trend in reduction in malnutrition as observed between NFHS-I & NFHS-II is not significantly positive towards achieving the MDGs by the end of 2015. In order to accelerate the pace of reduction in prevalence of child malnutrition, a concerted effort is required during the 11<sup>th</sup> Plan in some of key areas.

Addressing issues like prevention and management of malnutrition (especially severe cases), poor maternal and adolescent nutrition, lack of nutrition and health education, and inadequate community participation in the programme, continues to be a major challenge during the Eleventh Plan.

During the 11<sup>th</sup> Five Year Plan, the overall objective for ICDS could be 'Strengthening ICDS for Reduction of Child Malnutrition'. In order to have a faster and sustained achievement of child and women nutritional goals, a paradigm shift is required to reform the ICDS in respect of overall programme management. During the Eleventh Plan, while we rededicate ourselves to promoting early childhood care for survival and development of the children, an attempt would be made to re-structure the ICDS programme implementation framework to suit the current nutritional needs of the women & children and to strengthen the existing service delivery mechanism. This would not only help accelerate ICDS universalisation with quality to reach out to all under three children, but also help accelerating reductions in IMR, malnutrition and promoting early development.

We need to address the following concerns during the coming years in the 11<sup>th</sup> Five Year Plan:

- Universalisation of ICDS to cover the uncovered. Flexibility in coverage keeping wide variety of population densities in different regions, keeping in view of the difficult geographical locations in view i.e. hilly terrains, forest areas, riverine islands, desert areas etc. Flexibility in terms of coverage, appropriate staffing norms keeping the geographical distances and number of projects in view will help in strengthening the programme / supervision.

- Since its inception, the ICDS Scheme has been implemented all over the country with uniform norms and without any programme flexibility to accommodate the area-specific/community-specific needs to combat child malnutrition. During the 11<sup>th</sup> Plan, there would be a mechanism to address the needs of those areas (states/districts/blocks) where prevalence of malnutrition amongst children is more pronounced. This would enable to have a level-playing field for these nutritionally backward areas with the others, within a State or between the States. These States/Districts/Blocks would be provided additional interventions to combat child malnutrition and thus to correct the intra and inter-State imbalances. Special funding mechanism is needed for special interventions in nutritionally backward districts/ areas.

- About 40 per cent (approx) of AWCs are functioning from pucca building. Hence development of infrastructure i.e., construction of AWCs are very important for provision of services with quality.

- A national restructuring of ICDS implementation framework replacing the existing structure of programme management and following the model of SSA/NRHM is the need of the hour. The restructuring of ICDS framework would be based on the premises of a more responsive and flexible structure at the national, State and district levels. Such a model would help faster execution of the activities with greater flexibility in implementation of the programme and thus accelerate in achieving the programme goals/objectives.

- A performance appraisal system for AWWs may be introduced. There shall be a reward and disincentive

mechanism for effective delivery of services. An accreditation system, to grade AWCs, with defined quality standards need to be looked into.

- Giving supplementary food is not the only solution to under-nutrition. Nutrition and health education to mothers including reviving the traditional food habits, usage of local products for nutritional enhancement and appropriate nutritional practices are essential.

- Capacity building of mothers and community to ensure higher participation in ICDS and also to follow better nutritional and hygiene practices needs special emphasis.

- Observation of monthly nutrition and health education days, celebration of mother and children related functions will make AWCs socially more active.

- Regular and cent percent weighing of babies, implementation of standardized mother and child growth charts will facilitate mothers to monitor the health of the child.

- A periodic and concerted campaign through print/electronic media regarding the services of ICDS alongwith the awareness on appropriate infant feeding practices is required to reach out to the masses.

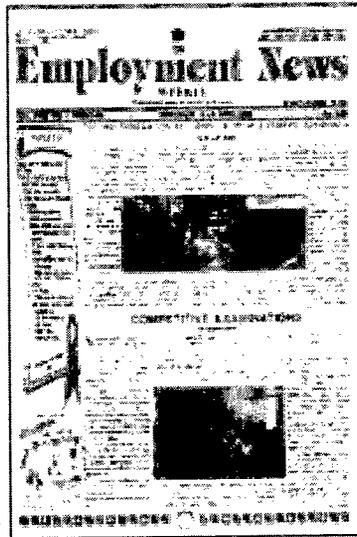
ICDS is a Centrally Sponsored Scheme being implemented through State Governments. Many State Governments have made local initiatives and innovations in implementation of the programme. Panchayati Raj institutions are also actively involved in the scheme. Let all of us rededicate ourselves to the cause of child nutrition, in building good human resources base, for further contribution to social and economic development of India. □

# Employment News

Searching for Govt./PSU/SSC/UPSC/RRB/Armed Forces/Banks Job?

Your search ends here!

Subscribe to **EMPLOYMENT NEWS** and get all the information about latest Job Opportunities/ Admissions/Results



Also visit our website :

[www : employmentnews.gov.in](http://www.employmentnews.gov.in)

for getting a reply to your  
Career Queries and much more ...

*For enquiries, please contact :*

## Employment News

East Block 4, Level 5, R.K. Puram, New Delhi.

Ph. 26182079, 26107405



**PUBLICATIONS DIVISION**

Ministry of Information & Broadcasting  
Government of India

# The Indian Child

**W**ORLD POPULATION was estimated to be 6.137 billion in 2001 and has been growing at the rate of 78 million a year, with India adding almost 18 million a year to the world total in the last decade of the twentieth century. On October 12, 1999 the world population crossed the 6 billion mark, and of these nearly half (3 billion) are under the age of 25 years. About 1 billion of the 6 billion are between the ages of 15 and 24 years. India touched the one billion population mark in 2001 and has the largest child population in the world.

## DEMOGRAPHY

The estimated number of children between 0 to 18 years and 0 to 5 years in 1999 is as given in Figure 1. The Census of India 2001 has revealed that the population of India was 1.027 billion on 1<sup>st</sup> March, 2001.

It can be assumed that children in the age group of 0 to 18 years would number approximately 400 million, constituting about 40 per cent of the population. Children between 0 to 5 years would number about 130 million.

The primary school enrolment ratio in 1999-2000 in India was 104.08 per

cent for males and 85.18 per cent for females. The net primary school attendance percentage in 1998 was 75 per cent for boys and 61 per cent for girls. About 92.5 per cent people in rural areas and 90.2 per cent in urban areas had access to safe drinking water in India in 1998. Access to adequate sanitation was available to 70 per cent persons in urban areas, 8.1 per cent in rural areas, and 49.3 per cent of the total population in India in 1998.

Child population (0-14 years) as a percentage to the total population in major states is given on Table 1.

The highest percentage of child population is in Bihar (40.8 per cent) followed closely by Uttar Pradesh (40.1 per cent), Rajasthan (38.3 per cent), Madhya Pradesh (38.2 per cent), Assam (37.6 per cent) and Haryana (37.2 per cent). There is also a slight preponderance of males over females indicating a gender disparity. This situation is prevalent in Kerala as well, the exceptions being Assam and West Bengal.

The states/UTs with the highest per capita income (quick estimates) in 1998-99 at current prices were Chandigarh, Delhi, Goa, Pondicherry, Maharashtra and Punjab, while India's per-capita income was Rs-14,712. The

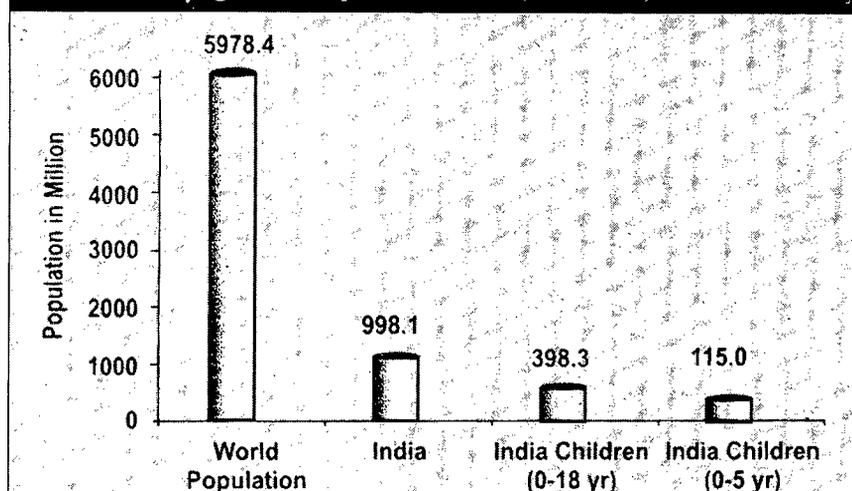
states with the least per capita income at current prices in 1998-99 as per quick estimates were Bihar, Assam, Orissa, Tripura, Uttar Pradesh and Madhya Pradesh. It was observed that there is no uniform co-relation between high per capita state income and low IMR. Certain high per capita income states have high IMRs such as Haryana and Gujarat. Other middle ranking per capita income states such as Kerala, Manipur and Mizoram have the lowest infant mortality rates. However, low per capita income states such as Orissa, Madhya Pradesh, Uttar Pradesh, Rajasthan, Chhatisgarh, Assam and Jharkhand uniformly have high IMR. There was however an inverse correlation of IMR with female literacy.

Fifteen states and 3 Union Territories had achieved the national goal of reducing infant mortality rate to below 60 by the year 2000 A D.

## HEALTH

**I**ndia's population, which was around 238 million in 1901, became 439 million in 1961, 846 million in 1991 and was 1.027 billion in 2001. A burgeoning population strains the resources of the nation and environment. However, the good news

**Figure 1 : Population Status (in millions) 1999**



Source:

1. UNFPA. *The State of World Population 1999 : 6 Billion : A Time for Choices*, New York, 1999.
2. UNICEF. *The State of the World's Children 2001*. New York, 2001.

is that population growth rates that peaked in 1971-81 have now begun to decline. From 1.96 per cent in 1951-61, the average annual exponential growth

rate rose to 2.20 per cent and 2.22 per cent in 1961-71 and 1971-81 respectively, fell to 2.14 per cent in 1981-91, and fell further to 1.93 per

cent in 1991-2001. The Crude Birth Rate (CBR) declined from 40.8 to 26.1 per 1,000 population between 1951 and 1999, and Infant Mortality Rate (IMR) fell from an average of 146 to 70 per 1,000 live births during the same period. The Maternal Mortality Ratio (MMR) also came down from 437 in 1992-93 (NFHS-I) to 408 in 1997 per 100,000 live births (as per SRS). The expectancy of life at birth which was 37.1 years for males and 36.1 years for females in 1951, rose to 64.1 years for males and 65.4 years for females in 2001-2006. Immunisation status coverage for infants for BCG, Measles, DPT and Polio rose from 29 per cent, 44 per cent, 41 per cent and 36 per cent in 1985-86 to 99.1 per cent, 87.0 per cent, 92.8 per cent and 93.4 per cent respectively in 1999-2000.

The infant mortality rate is the single most important indicator illustrating the level of human development of a nation or state. IMR below 10 indicates a high

**TABLE 1**

**Percentage of Children (0-14 years) to Total Population in Major States, 1998**

India & Bigger States	Total			Rural			Urban		
	Total	Males	Females	Total	Males	Females	Total	Males	Females
Andhra Pradesh	33.1	33.6	32.7	33.6	34.2	32.9	31.7	31.9	31.9
Assam	37.6	37.3	38.0	38.6	38.3	38.9	29.2	28.5	29.9
Bihar	40.8	41.3	40.2	41.3	42.0	40.7	35.6	35.2	36.0
Gujarat	32.7	33.4	32.1	33.7	34.4	32.9	30.7	31.2	30.2
Haryana	36.2	36.7	35.6	37.0	37.5	36.6	33.1	34.0	32.0
Himachal Pradesh	31.7	33.9	29.7	32.0	34.4	29.8	27.6	27.8	37.3
Karnataka	31.4	31.8	31.0	32.4	32.8	32.0	29.1	29.5	28.6
Kerala	27.3	29.0	25.7	27.9	29.7	26.3	25.3	26.9	23.8
Madhya Pradesh	38.2	38.6	37.8	39.2	39.6	38.7	33.3	33.3	33.2
Maharashtra	33.3	33.8	32.8	35.2	36.2	34.3	30.2	30.1	30.3
Orissa	34.2	34.7	33.7	34.7	35.3	34.1	30.6	30.3	31.0
Punjab	31.8	32.9	30.6	32.1	33.2	30.8	31.0	31.9	29.9
Rajasthan	38.3	38.8	37.7	39.1	39.5	38.5	34.7	35.3	34.0
Tamil Nadu	28.1	28.7	27.5	28.9	29.5	28.3	26.4	27.0	25.8
Uttar Pradesh	40.1	40.6	39.7	40.8	41.3	40.3	36.5	36.7	36.3
West Bengal	32.8	32.7	33.0	35.4	35.5	35.4	25.5	24.9	26.1
<b>India#</b>	<b>35.6</b>	<b>36.1</b>	<b>35.1</b>	<b>37.0</b>	<b>37.6</b>	<b>36.3</b>	<b>30.9</b>	<b>31.1</b>	<b>30.7</b>

# Excludes Jammu & Kashmir.

Source: India, Registrar General (2000). *Sample Registration System, Statistical Report 1998*, New Delhi.

level of development, and in India, Kerala, with an IMR of 14 is the only state which is approaching that level. The states/UTs which are not too far behind are Mizoram, Goa, Pondicherry, Manipur and Andaman & Nicobar Islands.

The highest IMR is in the rural areas of the states of Madhya Pradesh and Orissa, followed by Uttar Pradesh and Rajasthan. High female illiteracy in these areas, along with the problem of lack of access to health services in remote rural, hilly, tribal areas are the major factors associated with high IMR.

In several states particularly Haryana, Maharashtra, Punjab, Uttar Pradesh, Tamil Nadu, Himachal Pradesh, Jammu & Kashmir, Gujarat and Andhra Pradesh, the IMR among females was higher than that for males indicating a definite gender bias.

The Under Five Mortality Rate (U5MR), IMR, Neo-Natal Mortality Rate (N-NMR), Peri-Natal Mortality

Rate (P-NMR) and Still Birth Rate are as indicated in Table 2.

### Causes

The major causes of infant and child deaths are premature birth, acute respiratory infections, diarrhoeal diseases, vaccine preventable diseases where immunisation coverage has not reached optimal levels, and inadequate maternal and newborn care.

The child mortality rate has shown a declining trend, dropping from 26.5 in 1991 to 22.5 in 1998. Child mortality rate in urban areas was comparatively much lower than rural areas. The highest child mortality was in Madhya Pradesh (32.6) followed by Uttar Pradesh (29.6) and Orissa (29.0).

### Immunisation

Vaccine preventable diseases are a major childhood killer. A reduction in IMR is possible only if all the causes of infant mortality are addressed simultaneously, namely reduction in premature births, improved maternal

and child care, immunisation to prevent vaccine preventable diseases, oral rehydration to prevent diarrhoeal deaths, and the knowledge to recognise an emergency and seek medical attention.

The Government had set ambitious targets towards achieving universal immunisation and the achievements have been quite impressive in some states.

As per the National Family Health Survey (NFHS II) conducted in 1998-99, the number of fully vaccinated children in India aged 12-23 months is 42 per cent.

### HIV/AIDS

National AIDS Control Organisation (NACO's) estimate of HIV infected persons in India (as in mid 1999) was 3.86 million. Applying a variable of 20 per cent, the estimate ranges from 2.4 to 3.8 million persons.

The number of AID cases among children in the age group 0-14 years

**TABLE 2**  
**Child and Infant Mortality Indicators, 1998**

India/States	Under Five Mortality Rate	Infant Mortality Rate	Neo-Natal Mortality Rate	Peri-Natal Mortality Rate	Still Birth Rate
Andhra Pradesh	18	66	46	53	17
Assam	28	76	51	49	11
Bihar	23	67	44	37	4
Gujarat	20	64	44	38	4
Haryana	22	70	41	39	12
Himachal Pradesh	17	63	50	50	12
Karnataka	17	58	42	54	21
Kerala	4	16	11	15	6
Madhya Pradesh	33	98	61	51	7
Maharashtra	13	49	29	35	11
Orissa	29	98	60	61	17
Punjab	17	54	33	42	17
Rajasthan	28	83	50	45	6
Tamil Nadu	13	53	35	41	13
Uttar Pradesh	30	85	52	44	6
West Bengal	15	53	30	30	8
<b>India*</b>	<b>22</b>	<b>72</b>	<b>45</b>	<b>42</b>	<b>9</b>

Source: India, Registrar General, Vital Statistics Division (2000). Sample Registration System: Statistical Report 1998, New Delhi.

was 957 as on 31 August, 2001 as per statistics available from the Ministry of Health and Family Welfare.

To contain the AIDS epidemic, India has formulated the National Policy for Prevention and Control of HIV/AIDS in 2002 to provide an enabling social environment for the prevention, care, support and protection of victims, provide information and health education, enlist community participation and international cooperation for addressing this challenge. It is estimated that there are annually between 100,000 to 200,000 infected pregnancies and about 30,000 infected babies are born.

Of particular relevance to children is the intervention on Prevention of Mother-to-Child Transmission of HIV (PMTCT) based on feasibility studies conducted in high prevalence states. Efforts are on to reduce mother-to-child transmission of HIV/AIDS by encouraging expectant mothers to undergo screening, offering short duration AZT 300 mg twice daily after 36 weeks of gestation seropositive women, and encouraging them to have their delivery in the same institution so that oral administration of AZT 300 mg every three hours could be done, choice of infant feedings is offered, counselling regarding medical termination of pregnancy (MTP) is given, and follow up of mother and child for 18 months is undertaken.

### **Leprosy**

India has around 0.52 million patients in the country and the prevalence rate of leprosy is 5.20 per 10,000 persons. About 14-20 per cent of the patients are children.

The number of child leprosy cases was 103,518 in 2000-2001, which constituted 18.49 per cent of the total number of cases. Efforts are being made with World Bank assistance to reduce

the case load to 1 or less per 10,000 population.

HIV/AIDS, leprosy, malaria and tuberculosis are major threats to children's health and mortality.

## **EDUCATION**

The development of a nation is closely related to the development of its human resources. In a fast changing world, the educational system of a country is the main edifice on which the future of the nation rests. The 53<sup>rd</sup> Round of the NSSO revealed that 38 per cent of India's adult population was illiterate in 1997, while the 1991 Census had found that 48 per cent were illiterate. The Census of India 2001 has revealed that the situation has further improved and the illiteracy rate is 35 per cent. India spends 3.4 per cent of its GNP on education. The Supreme Court of India, in its Order in the Unnikrishnan case (1993), has declared education of children upto 14 years to be a fundamental right. The Government of India has taken several initiatives to eradicate illiteracy, improve the quality of education, and get, out of school children back into the mainstream.

Some of these initiatives are National Technology Mission, District Primary Education Programme, Nutrition Support for Primary Education, Lok Jumbish and Shiksha Karmi in Rajasthan, Bihar Education Project (BEP), National Open School, Sarva Shiksha Abhiyan and other state specific initiatives. The Sarva Shiksha Abhiyan is a historic stride towards improving the performance of the school system through community participation, leading to quality elementary education. The primary objective of the programme is to provide free and quality education to all children by 2010. It lays special

thrust on making education at elementary level useful and relevant for children by improving the curriculum and using effective teaching methods. In November, 2001, the 93<sup>rd</sup> Amendment to the Constitution Bill was passed which conferred on all children in the age group 6-14 years the right to free compulsory education.

The Census of India 2001 indicates that the literacy rate of the population aged seven years and above has shown an upswing, with the total literacy figure crossing 65 per cent. While the male literacy rate has gone upto 76 per cent, the female literacy rate reached 54 per cent in 2001.

According to the 1991 Census, all districts in Arunachal Pradesh, Rajasthan and Dadra & Nagar Haveli had female literacy lower than the national average.

The school and pre-school enrolment in classes I-V and pre-primary section in the various states/UTs has been increasing over the years. At the primary stage, 94 per cent of the rural population has a school within one kilometre, while at the upper primary stage, 84 per cent of the rural population has a school within 3 km. The states where the enrolment ratio was lower than the national average were Uttar Pradesh, Bihar, Punjab, Rajasthan (for girls), Haryana, Jammu & Kashmir at the primary stage, and Andhra Pradesh and Orissa in addition, at the upper primary state. Girls enrolment was only 44 per cent at the primary state and 40.5 per cent at upper primary stage. The enrolment of Scheduled Castes and Scheduled Tribes has also increased because of the affirmative policies of the Government, and is now in proportion to their population.

Retention in school is related to the

perceived importance of education by parents, and the quality of education imparted. When classes are large, the quality of education suffers.

### School Dropouts

Although the enrolment ratio in classes I-V was 94.90 per cent total, (boys 104.08 per cent, girls 85.18 per cent), the dropout rates were quite high (total 40.25 per cent, boys 38.67 per cent, girls 42.28 per cent). Enrolment ratio in classes VI-VIII was only 58.79 per cent total (boys 67.15 per cent, girls 49.66 per cent). The dropout rate from classes I-VIII was 54.53 per cent total (boys 51.96 per cent, girls 58.00 per cent).

The dropout rate from classes I-X was 68.28 per cent total, and while the dropout rate for boys was 66.58 per cent, for girls it was 70.60 per cent.

The dropout rate for girls is higher than that for boys at all stages of schooling.

### Expenditure

The percentage of public expenditure on education to the total public expenditure increased from 2.7 in 1980-81 to 3.9 in 1998-99. The ratio of public spending on education to gross State Domestic Product at state level was between 2.5 per cent to a little over 3 per cent in the period 1990-91 to 1998-99 with some North Eastern States touching even 8 to 10 per cent.



*Immunisation Session at an Anganwadi Centre*

The share of private expenditure on educational to the total private consumption expenditure increased from around 2.5 per cent in the early eighties to over 3.5 per cent in the late nineties.

Programme and Schemes are aimed at a holistic full-fledged development of children in terms of tackling declining sex ratio, infant mortality, health, nutrition, education, protection of their rights etc.

### PROGRAMMES

As per the 2001 Census, India has around 347.54 million children (0-14 years) constituting 33.8 per cent of the total population. These future human resources of the country deserve concerted commitments for their survival and development. The Ministry of Women and Child Development's

The Integrated Child Development Services (ICDS) scheme was launched in 1975 with the following objective :

- to improve the nutritional and health status of children below the age of six years and pregnant and lactating mothers;
- to lay the foundation for the proper psychological, physical and social development of the child;

### Tackling Malnutrition — Bal Sanjivini Way

**B**al Sanjivini Abhiyan launched in Madhya Pradesh to tackle high levels of IMR and MMR, malnutrition and extremely low reach of immunisation. Features include:

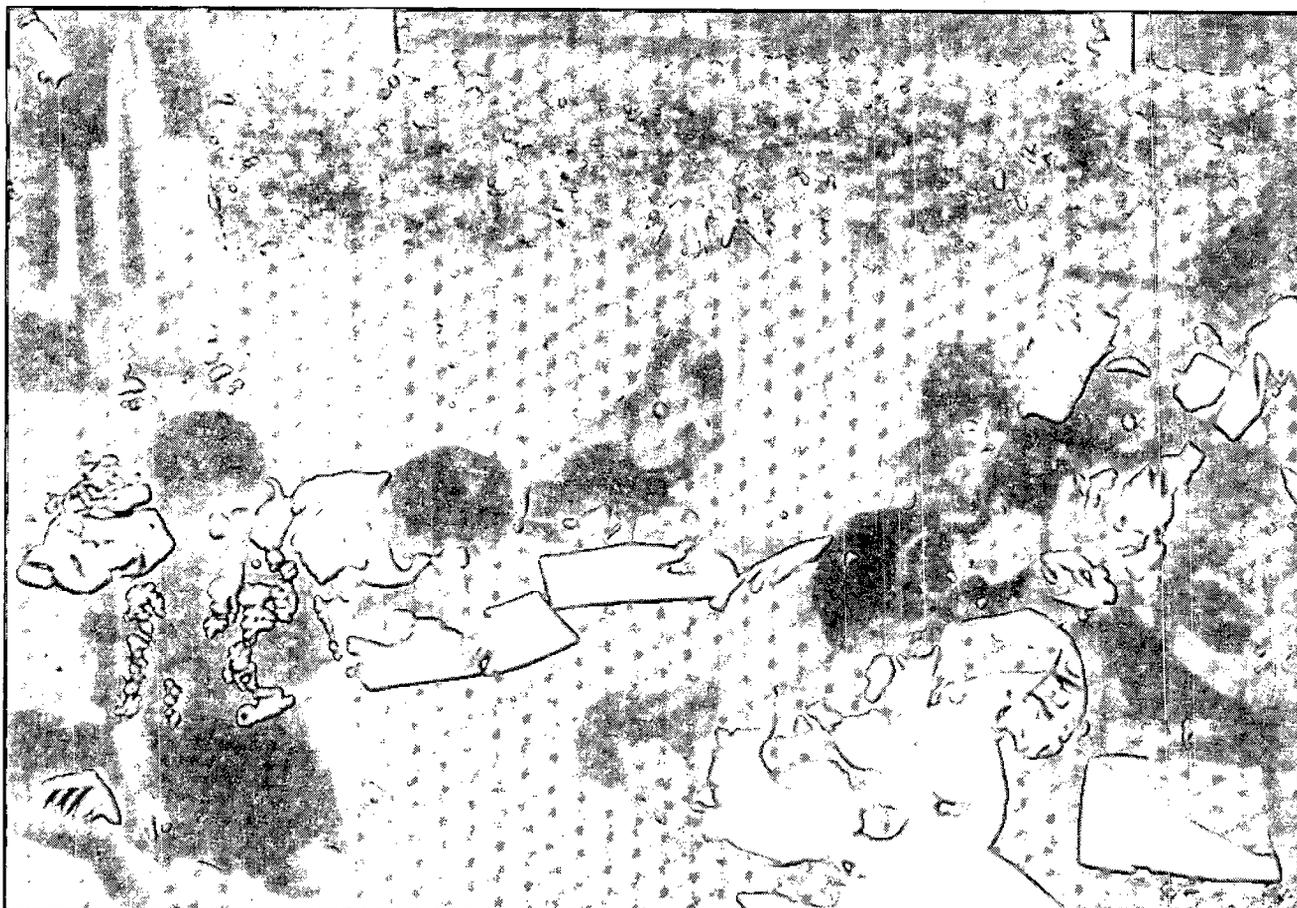
- health mapping and identifying malnourished children.
- provide children with Vit-A supplements, immunization and health services.

#### Achievements

- level of severe malnutrition in all age groups declined from 78 per cent in 2001 to 6.5 per cent in 2005.
- moderate malnutrition came down from 57.6 per cent in 2001 to 50 per cent in 2005.
- total beneficiaries gone up to over 7.3 million.

**Care of the severely malnourished — Bal Shakti.**

- identification, grading and examination and physical examination of severely malnourished children.
- provision of ID cards and extra SNP to malnourished children.
- hospitalization of severely malnourished.
- hospital facilities upgraded and financial support of mother.



*Children in a Painting Competition, on the eve of Children's Day Celebrations*

- to reduce the incidence of mortality, morbidity, malnutrition and school dropouts;
- to achieve effective coordination of policy and implementation among various Ministries to promote child development;
- to enhance the capability of the mother to look after the normal health and nutritional needs of the

child through proper health and nutrition education.

**Special Focus on North East:**

Keeping in view the special needs of North Eastern States, the Central Government sanctioned construction of 4,800 Anganwadi Centres at the cost of Rs 60 crore in 2001-02 and 7,600 Anganwadi Centres at a cost of Rs 95 crore have been sanctioned in 2002-03.

Another 7,600 more AWCs at a cost of Rs 95 crore have been sanctioned in 2004-05. With this, the ICDS Projects in North Eastern States have been brought at par with the World Bank assisted projects where civil works are the main additionality.

**Holistic Development**

Governments emphasis has been on integrated and holistic development of children, as far as the two basic elements of human resource development, i.e. health and education, are concerned.

**Tackling Malnourishment - Positive Deviance Approach (Aame Bi Paribu - We also can do it!)**

**I**nnovative solutions to tackle severe malnourishment of tribal children in Kalhandi and Mayurbanj districts of Orissa include:

- using mothers of healthy children as peer groups to sensitize the malnourished child's family.
- indigenously available nutritious food supplements with high iron and vitamin content.

Article 45 of the Constitution has been recently amended to state "The State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years".

In this light, in addition to emphasis on supplementary nutrition and convergence with health services, special focus is also being given to the pre-school education component of the ICDS Scheme, so that the children are fully prepared for entering Class I at the age of 6 years under the Sarva Shiksha Abhiyaan and District Primary Education Programme. For this, the states have been requested to ensure necessary convergence between ICDS Scheme and Sarva Shiksha Abhiyaan and District Primary Education Programme.

### Kishori Shakti Yojana (KSY)

Ministry of Women and Child Development is implementing Kishori Shakti Yojana using the infrastructure of ICDS. The scheme targets adolescent girls in the age group of 11-18 years, for addressing their needs of self-development, nutrition and health, literacy and numerical skills, vocational skills etc. This scheme was being implemented in 2,000 ICDS blocks. Now, the scheme has been extended to all the 6,108 ICDS Blocks in the country.

### Child Rights

The Government has notified the Commissions for Protection of Child Rights Act, 2005 on 20<sup>th</sup> January, 2006 as Act No. 4 of 2006.

The Act provides for setting up of a National Commission at the National level and the State Commissions at the State level. The National Commission will be a statutory body, set up under an Act of the Parliament. The proposed Commission will have a Chairperson and six other Members, a Member Secretary and other supporting staff. The Chairperson would be a person of eminence in the field of child development. The members would be the experts in the field of child health, education, childcare and

development, juvenile justice, children with disabilities, elimination of child labour, child psychology or sociology and laws relating to children. The officers and the staff of the Commission will be provided by the Central Government. The proposed Commission would be set up for proper enforcement of children's rights and effective implementation of laws and programmes relating to children.

### Plan of Action

The Ministry of Women & Child Development in the Ministry of Human Resource Development has prepared a National Plan of Action for Children 2005 to improve the overall status of the Indian child. It has been prepared after harmonizing the goals for children set in the UN General Assembly Special Session on Children held in 2002 and the monitorable targets set in the Tenth Five Year Plan, and goals for children in related Ministries/Departments. The Action Plan has been prepared in

reducing drop out rates, universalization of primary education, increasing coverage for immunisation etc. The National Plan of Action 2005 has been released on 20<sup>th</sup> August, 2005. Concerned Ministries and Departments and state governments have been asked for the implementation of the provisions of the Plan in order to achieve the targets in time.

### Observations of the World Bank Supervision Mission

#### Salient Points

- Overall implementation continues to be very good. Most of the benchmarks during the previous mission have been met and implementation is in accordance with the planned schedule.
- The Monitoring & Evaluation framework for the ICDS-III Project is a best practice among all projects supported by the World Bank in India and elsewhere. Timely implementation of the endline survey is also appreciated.

### Why Can't we do it? (Kano Parbo Na)

**T**he positive deviance (PD) approach in early childhood care has reaped rich dividends in 5,241 AWCS in selected districts, of West Bengal. Through peer examples from similar socio economic milieu, the community at large are acquainted with best practices in hygiene, nutrition and child care.

There has been a steady reduction in malnutrition especially among the girl children. For example in 8 blocks of Dakshin Dinajpur district, the number of malnourished girls (Grades II to IV) were 1,070 in 0-3 age group before the advent of PD approach and with constant sessions the figure has come down to 207 girls.

consultation with the concerned Ministries and Departments, states/ Union Territories Governments, Non Governmental Organizations and experts. The National Plan of Action includes goals, objectives, strategies and activities for improving nutritional status of children, reducing IMR and MMR, increasing enrolment ratio and

- Much progress has been observed with respect to financial management of the Project. Due to intensive supervision and monitoring by the Ministry, there has been a sharp increase in the disbursement in the past nine months. ■

*(Compiled by Editorial Team, Yojana with inputs from the regional units)*

# Battle for Schools

*Shanta Sinha*

**I**NDIA IS in a mood of celebration as it makes strides in economic development and growth, winning accolade, world over for showing up a great performance in the global economy. The market in India is bouncing. Does it mean that children will no longer have to work? Is it the defining moment for the system to listen to the voices of the poor and make education a reality for every child. Can we seize this opportunity to give children freedom through education?

Millions of children in our country do not go to schools. Instead, they become subject to untold misery and hardship, working at farms and in factories, in sweetshops and at homes. They live lives of drudgery, surviving against all odds-uncared for, unprotected and unnoticed.

It is necessary to appreciate that much of the lives of ordinary citizens in our country are so integral to the lives of poor children and their sweat and toil. It is their long hours of work, under conditions of total submission and servility, without any support, fear of abuse, insults and humiliation, risks to

health they work for our upkeep. In fact the 'roti, kapda and makaan' (food, clothing and shelter) in our lives must have child labour at some stage or the other in the production chain which are local and global at times.

Young girls work under scorching heat, with blistering sore feet dug into the marshy land. These children do the sowing, weeding, harvesting of vegetables, lentils, cooking oils and all the food we relish. When they are not working in the fields they are burdened with the monotony of work at home cooking, fetching water, carrying siblings and doing all the domestic chores. Children are also engaged in tending to cattle, sheep, goats, in fishing and work in the poultry, contributing to producing milk and milk products, and all other food items. Children's labour is mixed in most of the food we eat in our country.

The clothes we wear too breathe child labour. Hundreds and thousands of children work in production of hybrid cotton seeds, wrapped in violence, embedded in worn out bodies, nausea of daily lives, knocking headaches, giddiness and mental

***The right place  
for children to  
be in is the  
school. And  
therefore the  
battle for  
schools must  
be won!***

The author is a recipient of Magsaysay Award and Secretary Trustee, M.V. Foundation.

depression, wasted childhood toiling relentlessly and getting burnt under heat and dust. The cotton ginning mills, handloom weaving looms as well as the spinning machines and power looms too employ children. The silk one wears, and the process of sericulture has an abundance of children working in damp, dark, poorly ventilated, and have loud, deafening music playing in the background.

Our homes, offices, business centres, entertainment places, in fact every building owes its creation to children and at the cost of their childhood. With growing demand in the building and construction industry, children leave their villages to work on sites without water, sanitation and shelter, around brick kilns lifting head loads, brick by brick on the head and piling clay moulds to bake under the blazing sun.

The homes of most middle and upper classes too depend on young girls and boys working as domestic servants. They are either full time workers trafficked from their homes or part time workers living with their parents in the same town. There is an undercurrent of suspicion about their honesty and they are rebuked more often than not for being lax and untidy in their chores.

Lacking a societal norm in favour of their right to education multitudes of children are in the work force as child labour.

There is a lack of societal shock or outrage that children are out of school and are at work. Tolerance of child labour is explicit in all arguments, beginning with the position that poor families depend on children for their livelihood. *"How can families manage without the income earned by the children?"* This question is repeatedly asked by almost every section in the society and also by policy making bodies — dealing with protection of children and child rights — operating at

the local, national and global levels. It is even suggested that arrangements must be where children can work and learn at the same time. (A kind of win-win situation where both children and their families benefit.) Elaborations of such a view can be seen in the kind of questions that often get raised: *"Aren't poor children better off acquiring skills on the job? Schools are bad and the quality of education poor, is it not a waste of time to go to schools?"* In fact, it is also stated that being in schools would only alienate children from their surroundings and render them useless to the community that they belong to. *"Would they not be better off if they had a learning process that reintegrates them into their society and culture?"* In a way, such arguments imply that children can continue to work till solutions are found to resolve all the issues.

A poor parent's decision to send the child to school is predicted, and pre-decided, by an atmosphere that repeatedly states that they are too ambitious and impractical in intending to do so. These values and attitudes seep through all layers of society with such ease that they are internalised by the parents themselves. Parents cannot take education of their children for granted and have to, in fact, even offer explanations for sending their children to school, something that is otherwise considered normal.

### **Parental Demand for Schools**

Poor parents are sending their children to schools and we are witnessing an explosive demand for education in the country today with 75% of all school-going children in India attending government schools. In fact in nine states of India over 90% of all school-going children attend government schools. Almost all these states are regions that are considered backward in all respect. They are the 'Hindi belt', the tribal pockets, the dry

land monsoon fed agricultural zones and so on. With unwavering faith in education, they persistently send children to school, making enormous sacrifices in the process.

There are innumerable examples of poor children who have persisted in schools even though schools were inadequate both in terms of infrastructure and sensitivity. This yearning among the poor parents to send their children to schools even if there are not enough classrooms or schoolteachers, even when there is no drinking water or toilets, and even if the children are not treated well is never adequately explained.

In fact, several millions of them are literally paying through their nose to get what they consider a proper education in the English medium private schools. Those who cannot make this are content with sending their children to the government schools.

What is important therefore is to pose the question why even today many children belonging to poor families go to schools, the same schools that are castigated as being ill equipped and providing irrelevant education? They do so because they value education. They realize that they can beat the cycle of deprivation, marginalisation and poverty only if their child is in school.

It is in understanding the answers to this question that the true insight into the thought processes that govern the parents in poor families emerges and a measure of the latent demand for education can be made. The view that the poor cannot send their children to schools results in distracting attention from the often heroic attempts made by parents to send their children to schools and in retaining them there.

For those of us who have taken education for granted and send our

children to school as a matter of habit a new academic session means new books, school uniforms shoes, school bags, lunch boxes, and arrangements for transport. It means new resolves to do well this year and give children all support to see them through as good students. For the poor children, who have never been to school before but studied through the residential bridge course camps, or those who have long absented from school and want to get back, and those withdrawn from labour force, a new academic year is a nightmare. It is full of anxiety and fear, having to cross hurdles, convincing the school authorities that they too deserve to be in schools. It is a wait for the defining moment to be in a school as a student.

It is far less complicated for the ten to twelve year olds to defy local authorities and power structures and be released as bonded labour than to be accepted as students in the present education system. It seems that even for the girls rebelling at home using all the weapons of resistance they have, like sulking, crying, not eating and not talking virtually offering individual *Satyagraha* was relatively uncomplicated than having the school accommodate them. Schools are unmindful of the difficulties the girls had to endure to escape getting married, even seek divorce through community, combat gender discrimination and assert their rights to education. Instead of supporting older children to embark on a journey of self-discovery, the schools often think of them as a burden and work out ways of pushing them out of the system. They are just not ready for the backlog of children aspiring to join schools.

Thus, once they enter the portals of the schools there are innumerable pressures on them for payment of all kinds of charges to the school, for school fees, maintenance, sports, library

and so on. Many of them being poor can ill afford such expenditures. In spite of the fact that most state governments have issued orders that no child be denied admission for want of birth certificates, caste certificates, transfer certificates, income certificates and so on, the schools have not taken such government orders and circulars seriously. Schools continue to throw them out because of inadequate documentation. This is more so in the upper primary and high school levels. In many instances, older children have been asked to take entrance and eligibility tests to qualify for re-admission into schools. If they did not qualify the rigors of such tests, the schools have unceremoniously rejected them to fend for themselves, instead of taking the children and preparing them for the class they ought to be in. Added to this, the language the children speak, their cultural background and family circumstances are all considered as being unsophisticated and therefore these children are made to feel unwanted.

There are many ways in which schools make it difficult for a child to survive in the system. All the rules governing the procedures at the school level including admission, transfer and so on have been developed for a situation where all children come to school as a matter of habit. Since the poor are culturally not equipped to handle schools, the formal and informal systems of school management, which have evolved over a period of time, seem intricate to them. For example, the poor lack the skill to get birth certificates, medical certificates, income and caste certificates, which need dealing with more than one government department. They are much less familiar with the rules of examination, attendance, promotion, procurement of transfer certificates and so on. Thus poor parents are easily intimidated and

often even the most benign rules and regulations appear deviously intractable and seem to have been formulated for the sole purpose of preventing the child from joining or continuing in school.

It must be the responsibility of the education system as a whole to give support to the child to enjoy her right to education and remove all barriers in the process of children's journey for completion of school. Barriers are to be removed to enable a smooth transition from one class to the next until children complete class ten. No child must be allowed to get pushed out of school.

### Winning the Battle

A programme for universalisation of education must include preparation of the entire education department at all levels to accept the backlog of millions of children in full time formal school with their complex backgrounds. The education department must define the role and responsibility of all its functionaries at the national, state, district, block/mandal level for reaching out to all out of school children and to ensure that all children enjoy their right to education. All planning must be for the universe of children in the age of 6-14 years in an area for children both in school and out of school. It must strengthen the capacities of all classes from 1 to 10 and not focus on primary school alone, in the name of being 'practical'. Simultaneously there has to be clear message sent across the nation that children have a right to education and so must not be engaged on work.

The entire program of bringing out of school children into schools must be taken up in a campaign mode at the national level. Messages must be sent that the system means to reach out to all children out of schools setting a tone for a normative as well as a policy framework resonating with the aspirations of the poor at the lower level. There is a need to involve a large

band of youth in the campaign to identify children, draw up their lists, negotiate with employers, convince parents, involve gram panchayats to resolve conflicts in favour of children's right to education and so on. Out of school children would thus become visible through a process of campaign and public debate and discussions on children's rights.

**T**he data on the numbers of children actually enrolled and retained in school is often exaggerated. All planning must base itself on an honest assessment and record of the actual retention of children in schools. Underestimation of out of school children results in denial of children their right to education. For example many girls who are in the ages of 12 to 14 years, children as migrant labour and in trafficking, children working as full time domestic workers in houses and apartment complexes are just not accounted for. They are neither in the list of school going children or out of school children. Physical verification of attendance registers by the local bodies and the School Education Committees and their authentication of this data before it is passed on to the next level of authority is absolutely necessary. They have also to be given training for this.

There is unevenness in the educational attainments of *out of school* children. Some may have dropped out of school in the early stages of primary education and seek to comeback after a long gap of four to five years while some others may not even have been enrolled in schools. Arrangements for residential bridge course camps, motivation centres and any other local initiative that emerges in the process of campaign and mobilization needs to be taken up. None of these are to act as substitutes to schools or even as transitional institutions. They are to be

regarded as 'arrangements' to encourage older children join full time formal day schools. Simultaneously a message is sent that no child is so old that he/she cannot get back to school.

Provision has to be made to save older children the embarrassment of joining in class one by introducing special coaching classes and bridge courses enabling their smooth transition as students and into classes according to their age

There must be a policy to accommodate late starters, older illiterate children or school dropouts who desire to join schools. Rules such as fixing the last date of admission, insistence on standards and quality even before the child has been admitted act as a deterrent. An instruction that no child is denied a seat at any given point of time is a must.

Special efforts such as providing residential facilities must be made for children of migrant labour, children belonging to disadvantaged groups, street children, orphans, child labour and adolescent girls.

Modification of school governance systems to address the backlog of children joining schools, to respond to the needs of the first-generation learners and also to ensure retention of all children in schools

Poor parents are easily intimidated if they have to deal with schools, with which they are unfamiliar. They lack the skill to get birth certificates, medical certificates, income and caste certificates, which need dealing with more than one department. They are much less familiar with the rules of examination, attendance, promotion and procurement of transfer certificates and so on. Schools should take up the responsibility of transferring the students from one school to another and not the children or the parents. An institutional arrangement of this nature

would go a long way in seeing that there is no disruption in children's studies.

Local bodies are to be involved in all the exercises of Annual Work Plans and given training for the same. The local bodies must review the status of out of school children though periodic meetings in consultation with education department, and take up critical bottlenecks regarding children's rights and school related issues to higher level authorities. Lists of children who have been absent for more than a month are to be handed over to the gram panchayats and read out in the gram *Sabhas*. An enquiry into the cause of absence and resolution of the problems has to be made immediately allowing for the reintegration of the child into school. The department of education at all levels must respond immediately to all such petitions by issuing appropriate circulars and government orders, as well as providing supplies and infrastructure.

Officials at all levels should take up the responsibility for ensuring that children are retained in schools

Currently the department is prepared to meet the demands of families that are fully aware of the principles that govern schools. In order to access out of school children, the entire school system and the education department at all levels must be trained to modify procedures just so that they accept older children in schools and help in making a smooth transition from one class to the next.

Mobilising children back to schools is a complex task and there needs to be an active coordination between the labour, revenue, police, welfare and education departments facilitated by the education department.

### **Full Time**

The function of schools in the context of developing societies where a large number of children remain out of

school too needs to be redefined. When children are out of school they can never be reached out to. Their lives of tension and tribulations, their exploitative conditions of living, the violence and suffering they endure in the family and at work place, if the child is a girl, then their gender discrimination and the issue of early child marriages all go unnoticed. Once they are in schools they are in the reckoning and thus can gain access to all the rights they are entitled to as children.

Schools like any other educational institution is also instrumental in democratising distribution of all those resources [technical and social skills, certificates, general capacities] which help improve the life chances of those who survive in the system. Since it is only by going to schools that the

children's capabilities are enhanced and eventually as adults there is a possibility of new choices and opportunities for them. Stated differently, schools become institutions that break the intergenerational cycle of poverty and deprivation. Children no longer grow up to become what their parents did as marginalized and vulnerable workers. In fact even during the process of their children gaining access to schools the families of the poor witness a change in their lifestyle and mode of thinking and living their daily lives and these families cease to reproduce the same values and culture, which keep them marginalized. They begin to assert and question with greater confidence and take informed decisions. This gives them an access to cultural capital. Schools thus become the first step towards equity. Consequently the

process of democratisation of schools results in the process of democratisation of the society.

It is only when children attend schools and are exposed to a world of ideas and knowledge they gain the power to negotiate with authorities, the confidence to bargain effectively for their share in the national resources and all the accoutrements that are necessary to live a life with dignity and self-esteem. School is a site for contestation of power.

In a more immediate sense schools are the only institutions, which can keep children out of work and abolish child labour. Thus schools perform a radical function as they become protector of child rights. In fact the right place for children to be in is the school. And therefore the battle for schools must be won! □

## In a First, Indian Woman Serves on Warship

The armed forces are still extremely reluctant to allow women officers to become fighter pilots or join the infantry or even serve aboard naval ships due to what they call "operational, practical and cultural problems".

But now a Navy officer, Surgeon Commander Divya Gautam, has gone ahead and made history of sorts by becoming the first Indian woman officer ever to be deployed on board a foreign Navy ship. And by all counts, she is doing a splendid job both as a doctor and a sailor. Gautam is part of a 10-member Indian Navy medical team serving aboard US Navy hospital ship *Mercy*, which is on a five-month humanitarian deployment in South Asia, South-East Asia and the Pacific Islands.

Reports emanating from the US ship, even as she traverses from port to port to provide medical relief, show that the American officers were quite

### BREAKING GROUND

“With my past and present experience, I am sure when I go back home and explain how things were, they might start deploying women aboard Navy ships.”

—Divya Gautam  
Navy Officer

surprised to find that India does not allow women aboard its warships.

The reaction was all the more incredulous since Gautam is described as a 'hero', who has 'touched the lives of *Mercy's* patients and crew-members' over the last two months on the high seas.

Gautam, whose husband is also a Navy officer posted in Mumbai, is quoted as explaining, "Women are very much a part of our military in our country. We are just not deployed on ships." She then goes ahead to add, "With my past and present experience,

I am sure when I go back home and explain how things were, they might start deploying women aboard Navy ships".

The Indian Navy had, in fact, tried the 'experiment' to allow women officers on seafaring warships some years ago but it was discontinued soon after. Gautam, a general medical officer in Navy for the last 11 years, incidentally, was also part of that experiment.

As reported earlier, defence minister Pranab Mukherjee has asked the three Service chiefs—Admiral Arun Prakash, General JJ Singh and Air Chief Marshal SP Tyagi—to study the feasibility of granting women officers permanent commissions as well as inducting them in 'combat' arms like infantry, armoured corps and artillery.

Women officers, of course, are keen on being inducted as regular officers. □

(Source: *Times of India*)

# Give Them Schools or They will be Child Labour

*L C Jain*

**I**T IS good that different methods of learning are being innovated with commendable results. But what about more than a crore children who are in the age group of 6-14 years who are not able to even enter a school? A child out of school is child labour. He or she is not out of school because, as is generally believed, the parents want the child to work and fetch some pennies.

The brutal reality is that there is no accessible functioning school.

A National Meet on Abolition of Child Labour and Right to Education, held in New Delhi, August 25-26, 2006, heard voices outraged at the apathy of the government from representatives from 17 states who have been working for children's Right to Education and abolition of child labour.

They were unanimous that "there is an explosive demand for education".

The poor parents are indeed making enormous sacrifices as they regard education as the only way in which they can seek dignity. Pity is that those in the establishment continue to argue that the poor cannot send their children to school because they depend on their children's income. This is an uninformed if not biased view.

The government's Sarva Siksha Abhiyan is for children only up to class five. Where on earth are they supposed to go after that? One whole decade of investment in primary education generated enormous demand but the system never cared to anticipate that these children would want to continue in school after class five. So they get dropped out to join the labour force. The government thinks fifth class is good enough for the poor and the 'model bill' aims to reach them merely up to class eight.

Prof. Krishna Kumar, Director, NCERT was anguished that even after 100 years of what Gokhale had

***The brutal reality is that there is no accessible functioning school***

The author is former Member, Planning Commission.

started, "we are still discussing the issue of education and we are nowhere near that goal of achieving education for all." The Constitution states that any child till 14 years is to be given free and compulsory education but it is being restricted only to children in the age group of 6-14 years. If you want a child to be in school from 5-8 years it is not possible. The Right to Education bill must be re-written and the age category from 6-14 years should be changed to 0-14 years because "by the time the child reaches 6 years he/she either dies or gets into child labour to keep alive."

"Are we a civilised society?" asked

Prof. Yash Pal, former chairperson UGC. "No country in the world denies its children education. The middle class is the main problem in our society today and that is the reason why problems like child labour and illiteracy continue to breed and perpetuate." Swami Agnivesh reiterated that any child who is not in school is a child labour. He stressed that The Bonded Labour Act of 1976 should be enforced.

There was unanimity on abolition of all forms of child labour and children's right to education up to class ten. The 250 million children in the 6-14 years age group and 160 million children in 0-6 years age group are the responsibility of the

nation which the Union government chooses to ignore.

In fact some sordid attempts are being made by the Centre to pass on the responsibility to the states. Children's Right to Education must conform to the over 40-year old Kothari Commission recommendations of the Common School.

Says Shanta Singh, "I know that children hidden, invisible, unnoticed and uncared for are listening and waiting to see if at least now adults would help them in their liberation through education."

Adults are you listening?

(Yojana, in special arrangement with 'The Asian Age').

## Dengue Fact Sheet

### What is Dengue fever?

Dengue is a flu-like viral disease spread by the bite of an infected mosquito. Occasionally the patient suffering from dengue fever may develop bleeding. Common sites for bleeding are nose, gums or skin. Sometimes, the patient may have coffee ground vomiting or black stools. This indicates bleeding in gastro intestinal tracts and it is serious.

### When to suspect Dengue?

Sudden onset of fever as high as 103-105 degrees F. It can be accompanied with severe headache, pain behind the eyes, body aches and pains, rash on the skin and nausea or vomiting.

### What is the treatment?

Like most viral diseases there is no specific cure for dengue fever. Antibiotics do not help. Paracetamol is the drug of choice

to bring down fever and joint pain. Other medicines such as *Aspirin* and *Brufen* should be avoided since they can increase the risk of bleeding. Physician should be consulted the moment symptoms appear.

### Can people die from Dengue fever?

Some cases can develop Dengue Haemorrhagic Fever (DHF) or Dengue Shock Syndrome (DSS). In some of these cases death can occur. With proper treatment, the patients with DHF and DSS can recover fully. Good treatment provided in time can save most lives.

### How does Dengue spread?

Dengue fever occurs following the bite of an infected Aedes mosquito. This type of mosquito has a peculiar white spotted body and legs and is easy to recognize even by laymen. It breeds in clean water

and gets the dengue virus after biting a human being infected with dengue. Dengue does not spread directly from person to person.

### How can Dengue be prevented?

- Dengue mosquitoes breed in stored, exposed water collections. To prevent the mosquitoes from multiplying, drain out the water from desert coolers/window air coolers (or use insecticides), tanks, barrels, drums, buckets etc. Remove all objects containing water (e.g. plant saucers etc.) from the house.
- Avoid mosquito bites by using repellents, coils and electric vapour mats etc.
- Wear full sleeves clothes and long dresses to cover as much of your body as possible.

Source: World Health Organization

# Child Development in India

*Manjulika Gautam*

**C**HILDREN ARE the human resource and assets of a country. A nation's health is gauged through the health of its children. It is therefore essential that children are allowed to grow in an environment which is suitable to meet their social, emotional and educational needs. Development of children has to be priority item in the country's development agenda.

India has a sizeable child population. Children below 6 years comprise 157.8 million i.e. 15.42 per cent of the country's total population (2001 Census). Similarly India has 347.54 million children in the age group of 0-14 years which account for 33.8 per cent of the total population of the country. If one considers the size of 440 children in the age group of 0-18 years, India will be home to 19 per cent of the world's child population.

Children are the most vulnerable sections in any society. With such a vast size of the child population and evidently from different socio-economic backgrounds, in a developing economy like India, the vulnerability of children is bound to increase. This obviously

leads to higher demand on the state to make specific efforts to create facilities which are essential for the healthy growth of the children as future citizens and human resource of the country.

India has had a long experience since independence in attending to the well-being and development of children. The Constitution of India itself recognizes the rights of the children and safeguards their right to survival, protection and development. Article 14 of the Constitution bestows right to equality, Article 15(3) empowers state to make special provisions in favour of children, Article 23 prohibits traffic in human beings, Article 24 prohibits employment of children below 14 years in any factory or mine or hazardous occupations, Article 39 prohibits abuse and exploitation, Article 45 provides for compulsory education up to 14 years and Article 47 stipulates that state shall endeavour to raise the level of nutrition and standard of living and improvement in public health.

Various policies and legislations have also been introduced from time to time in the country to ensure protection of children and improvement

***Children constitute one-third of the country's population. The country cannot afford to fail them***

The author is Adviser, Women and Child Development, Planning Commission, Govt. of India.

in their status. The major legislation includes:

- Factories Act of 1958.
- Hindu Adoption and Maintenance Act of 1956.
- Probation of Offenders Act 1958.
- Orphanages and other Charitable Homes (Supervision and Control) Act of 1960.
- Bonded Labour System (Abolitions) Act 1976.
- Child Marriage and Restraint Act of 1979.
- Immoral Traffic Prevention Act of 1986.
- Child Labour (Prohibition and Regulation) Act of 1986.
- Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act of 1994.
- Persons with Disabilities (Equal Protection of Rights and Full Participation) Act 1995.
- Juvenile Justice (Care and Protection of Children) Act of 2000.

The National Policy for Children 1974, National Policy on Education of 1986, National Policy on Child Labour of 1987, National Nutrition Policy of 1993, National Health Policy 2002, National Charter for Children 2004 and National Plan of Action for Children 2005 etc. are the major policy statements.

The NPAC harmonizes the goals for children set in the UN General Assembly special session on children in 2002 and the monitorable targets of the Tenth Five Year Plan. The Plan of Action includes goals, objectives, strategies, activities for improving nutritional status, reducing IMR and MMR, increasing enrolment ratio and reducing dropout rates, universalization

of primary education, increasing coverage for immunization etc. Following the NPAC, the National Commission for Child Rights Act has been recently enacted by the Parliament. The Commission is in the process of being set up. The Commission would work for proper enforcement of child rights and effective implementation of laws and programmes relating to children.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 is a significant step in the direction of equal opportunities for children with disabilities. The Act among others provides for both preventive and promotional aspects rehabilitation like education, vocational training, employment etc., besides creation of barrier free environment, unemployment allowance for the disabled, establishment of homes for persons with severe disabilities etc.

The Child Labour (Prohibition and Regulation) Act of 1986 meanwhile has been amended in 2006 to prohibit employment of children as domestic workers or servants and their employment in dhabhas, restaurants, hotels, motels, teashops, resorts, spas or other recreational centres.

A comprehensive Bill on Offences against children is also under consideration. The need for this Bill arises mainly on account of the fact that existing laws and mechanism, including the Indian Penal Code (IPC) to identify and punish offenders of crimes against children is very inadequate. Existing legislations do not recognize many offences against children such as sex tourism, grooming of a child for sexual purpose, male child sex abuse, violence against children, domestic violence, emotional abuse, intentional

starving of a child, intentional transmitting of life threatening disease, child bullying and others. Enactment of a separate legislation and comprehensive coding of all the rights of children is, therefore, imperative not only to clearly define the rights of children and remedies for those who have been abused and exploited and provide punishments for the offenders but also to comply with international obligations and national priorities for the cause of children.

The proposals for a new legislation on Prevention of Child Marriages and to repeal the Child Marriage Restraint Act, 1929 keeping in view the shortcomings in the existing Act to prevent recurring instances of child marriage is also under consideration.

### Indicators

Trends for children in India have been heartening in some respects, and deeply disheartening in others. The country has made significant progress in some areas. For instance literacy rate has increased from 52.1 per cent in 1991 to 65.38 per cent in 2001; female literacy has increased from 39.29 per cent in 1991 to 54.16 per cent in 2001; access to safe drinking water has increased from 68.2 per cent in 1992-93 to above 90 per cent in 2003; IMR for 1,000 life births has declined from 80 in 1990 to 64 in 2000 etc.

Yet malnutrition rates remain high in India. Forty seven per cent of our children are nutritionally deprived. A high proportion of children are nutritionally challenged even prior to birth, with as many as 25 per cent of all babies born with low weight. The high proportion of undernourished children in India can not be matter of pride in a food-surplus economy.

However, it is still a long way to go

in terms of providing security and opportunity to all our children. The Tenth Plan Strategy of Rights-based approach for 'Survival, Protection and Development of Children' is far from being realized at this stage. Persistent areas of concern are:

- Declining Juvenile Sex Ratio (1991-945, 2001-927);
- Continuing high Infant Mortality Rate (IMR) (72 per 1,000 live birth in 1998 and 58 in 2004).
- Continuing Child Mortality Rate (CMR) of girl child (24.5 per 1,000 female children against 21.8 males in 1997 and 20.6 female against 18.6 males in 2000).
- Malnutrition and under-nutrition of children, especially girl children.
- Low-enrolment ratio (Classes I-VIII- Boys : 66.76, Girls : 57.62, Total: 62.40);
- High dropout rates (Classes I-VIII- Boys : 51.85, Girls : 52.92, Total: 52.32);
- Inadequate welfare services like creches in unorganized sector; Total so far 14,841 and target to start 14,719 creches in last year of 10<sup>th</sup> Plan, but not possible;
- Discrimination against girl child and negative portrayal of girl child;
- Inadequate welfare services for children with disability;
- Problem of child labour (Census of India 1991 : 11.28 million, ILO estimate-23.2 million, Unofficial estimate-100 million);
- Female foeticides and female infanticides-Deficiencies in implementation of 'the Medical Termination of Pregnancy Act, 1971' and 'the Pre-Natal Diagnostic Technique (Regulation and Prevention of Misuse) Act, 1994;

- Children under Child Protection categories i.e. understanding the problem children in need of care; children under abusive and exploitative situations; children in conflict with law; children as victims of crimes and children in difficult circumstances like those affected by HIV, AIDs, etc, besides children who have been affected by natural and other disaster — who have become parentless and have nowhere to go; and those who are affected by family disruption, bereavement or even intra-family abuse.

### Major Initiatives

In conformity with the constitutional provisions and legislative initiatives, specific measures have also been taken for wellbeing and development of the children since independence. Programmes and schemes have been evolved over the years. However, initially during 1950s and 1960s, children were attended to based on a welfare oriented approach. Child care services were then the primary responsibility of the voluntary sector. There was a gradual shift from 'welfare' to 'development' in the 1970s and involvement of the line departments/sectors like health, education, nutrition etc., for child welfare services.

Some important measures taken during this period included Maternal and Child Health (MCH) services, focus on primary education, supplementary feeding for pre-school and school going children. The period also coincided with adoption of the National Policy for Children in 1974 as well as launching of the Integrated Child Development Services (ICDS) scheme in 1975. The 1980s were the period for consolidation and expansion of the programmes started earlier. The 1990s were the period for inter-

sectoral efforts for holistic development of children. The National Nutrition Policy was adopted in 1993 and a National Plan of Action on Nutrition in 1995. The National Policy on Education of 1986 was revised in 1992 with adoption of a programme of action in the same year with special thrust on universal primary education.

The Tenth Plan is committed to the development of children with special focus on the early childhood development and also the right of every child to achieve his/her full development potential. The Tenth plan has adopted a right-based approach for 'survival, protection and development of children'. A life cycle approach under the Reproductive and Child Health (RCH)' intervention strategy is being implemented during the plan with special focus on the criticality of addressing younger children under three, girl child, adolescent girls, expectant and nursing mothers. The RCH's intervention specifically aims at antenatal care and immunization services, safe deliveries, awareness about contraceptives and family planning etc.

### Programmes

The ICDS, which was launched in 1975 as a pilot scheme in 33 selected blocks/projects has become over time a country-wide flagship scheme for socio-psychological development of the child. The focus of the scheme is to improve the nutritional and health status of pre-school children in the age group of 0-6 years and pregnant and lactating mothers. The scheme aims at providing integrated services comprising-i) supplementary nutrition, ii) immunization, iii) health check-up, iv) referral services, v) non-formal pre-school education (3-6 year children only), and vi) nutrition and health. There are 6,118 sanctioned ICDS

projects in the country at present out of which 5,635 are operational. Currently ICDS Projects are providing services to 5.46 crore beneficiaries comprising of 4.53 crore children below six years and about 0.93 crore expectant and nursing mothers through a network of about 7.45 lakh Anganwadi centers. Before 2005-06, the Central Government was responsible for funding only programme planning and operating cost of the scheme and the State Governments for programme implementation and supplementary nutrition. From 2005-06 the Central Government is sharing 50 per cent of the cost of supplementary nutrition under ICDS with the states/UTs. ICDS is also currently under consideration for further expansion following Supreme Courts's directives and commitment under the National Common Minimum Programme (NCMP) for universalization of the scheme.

**Sarva Shiksha Abhiyan (SSA)** is a major ongoing initiative to universalize elementary education by community ownership of the school system. It is a response to demand for quality basic education all over the country. It is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

**The Rajiv Gandhi National Creche Scheme** is another scheme under implementation for children. The scheme provides a comprehensive day care services including facilities like food, shelter, medical, recreational facilities etc., to the children. The *Shishu Greh Scheme* is for care and protection of orphans/abandoned/desitute orphans upto 6 years. The scheme also aims at promoting in country adoption and rehabilitation of such children. Another ongoing scheme is the *Scheme for Working Children in Need of Care and Protection*. The target

group of this scheme is children working as the domestic help and those working in road side dhabas, mechanic workshops etc. The schemes provide for education and vocational training, medicine, food, recreation/sports equipment etc., for these children.

There is an ongoing Integrated Programme for street children as well. The programme is to benefit children without homes and family ties by providing them shelter, food, clothing, non-formal education, recreation, counselling, guidance, referral services etc. The other components of this scheme include enrolment in schools, vocational training, occupational placement, preventive health services, reducing incidence of drug abuse and HIV/AIDS etc. A Programme for Juvenile Justice is also under implementation for children in need of care and protection and children in conflict with law. The scheme is implemented through the state governments/UTs for establishment and maintenance of various homes for such children. The scheme of Child Line Service for Children in the states especially those in need of care and protection and to provide them medical services, shelter, rescue from abuse, counselling and repatriation etc. There is also a National Child Labour Project for rehabilitation of child labour. The Central Adoption Resource Agency (CARA) works for facilitating adoption of in-country adoption of children. The Balika Samridhi Yojana (BSY) is a scheme to raise the social status of the girl child and to bring a positive change in society's attitude towards her. The scheme aims at providing the post delivery grant of Rs 500/- per girl child (up to two girls born in a family living below the poverty line) to be deposited in an interest-bearing account in a bank or post office in the name of the girl child and subsequently annual scholarship ranging from Rs 300/- for

Class-I to Rs 1,000/- for Class-X when the girls child starts going to school will be deposited in the same account, the matured value of the deposits being payable to the girl child on her attaining the age of 18 years and having remained unmarried. Some women-related schemes like Swadhar and Short Stay Homes also address the issue concerning protection of girl child in terms of their rehabilitation, counselling, shelter, food etc.

Under the Persons with Disabilities Act, all children with disabilities have to be provided free and compulsory education up to the minimum age of 18 years are also provided free education under Integrated Education for Disabled Children (IEDC) scheme. Under SSA Continuum of educational options, learning aids and tools, mobility assistance, support services etc., are being made available to students with disabilities. This includes education through and open learning system and open schools, alternative schooling, distance education, special schools, wherever necessary home based education, itinerant teaching model, remedial teaching, part time classes, Community Based Rehabilitation (CBR) and vocational education. Disabled children are also provided scholarships to pursue studies at post school level.

### **Schemes under Consideration**

Meanwhile some new schemes are also under consideration to cater to children of different situations. There is a new Scheme for children affected by HIV/AIDS so as to provide them protection, care and support to meet both psychological and material needs of children infected/affected by and vulnerable to HIV/AIDS. The scheme would basically provide care and support to the child infected/affected by HIV/AIDS with food, shelter, education, and medical care in the least

restrictive safe environment either in an institution or in family based foster care and work towards reducing stigma and discrimination against children and families through community mobilization. Two more schemes are also under consideration which have direct bearing on the children viz., Scheme for Rescue, Rehabilitation of Victims of Rape.

A proposal is also under consideration for an Integrated Child Protection Scheme by converging all the existing schemes for child protection. The target groups envisaged under this scheme would comprise of children in need of care and protection, children in conflict with law, children in contact with law any other vulnerable children including children of families at risk, migrant families, families living in extreme poverty, lower caste families, families subjected to or affected by discrimination, minorities, children infected or affected by HIV/AIDS, orphans, child drug abusers, children of substance abusers, child beggars, trafficked or sexually exploited

children, children of prisoners, and street and working children.

The country is on the threshold of the 11<sup>th</sup> Plan. It has to prepare accordingly for a more realistic and result oriented 11<sup>th</sup> Plan with specific targets and objectives for children. Essential areas where specific targets and objectives needed to be adopted in the 11<sup>th</sup> Plan are-universal coverage of elementary education universal retention at elementary level, reduction in gender discriminations, reduction in IMR and MMR, universal access to safe drinking water and sanitation, universal coverage of immunization and above all elimination of malnutrition. In addition to the particular sectoral goals and targets, there is also need for strengthening the macro-environment, particularly in relation to service delivery and governance. Improving the resource position is also essential to deliver the goals. Service providers have to be responsible and accountable. People should not be denied the benefits and services for which they are entitled. Prioritizing the most

disadvantaged (region, caste, sex, class, etc.) and ensuring their mainstreaming in all programmes by devising specific strategies after taking stock of the limitations of current ones have to be a major area of focus in the 11<sup>th</sup> Plan. There has to be a shift in the plan process which at present necessarily places attention on the role of State towards involving communities and civil society organization in the design, implementation and monitoring of all child related programmes.

Advocacy has to play a significant role to generate awareness about the problems and issues concerning children and the ongoing policies and programmes for the community participation and participation of civil society organizations and PRIs in planning, implementation and monitoring of the programmes relating to children will have to be an essential feature of 11<sup>th</sup> Plan. Children constitute one third of the country's population. The country cannot afford to fail them. □

## The Two Indias

India, home to 19 per cent of world's children, is a story of stark contrasts and striking disparities as illustrated in a recent study of 43 focal districts of the UNICEF

Districts ▶	Mysore (Ktk) :	87.4	Percentage of children receiving immunization (12-35 months)	Gaya (Bhr) :	0.5
	Tumkur (Ktk) :	93.4		Lalitpur (UP) :	0.5
	Dibrugarh (As) :	13.4	Women married before the age of 18 (%)	Tonk (Raj) :	81.8
	Kamrup (As) :	19.7		Lalitpur (UP) :	78.6
	E Godavari (AP) :	67	Mothers who received institutional deliveries (%)	Dangs (Guj) :	8
	Tiruvellore (TN) :	84		W Singhbhum (Jh) :	7
	Vellore (TN) :	94	Percentage of children attending school (Boys: 5-14 years)	Koraput (Or) :	53
	Chittoor (AP) :	90.1		Raichur (Ktk) :	59
	E Godavari (AP) :	8.8	Children (5-14 years) engaged in child labour (unpaid)	Vellore (TN) :	0.1
	Jhalawar (Raj) :	4.5		Sitapur (UP) :	0.1

Ktk = Karnataka As = Assam AP = Andhra Pradesh TN = Tamil Nadu Raj = Rajasthan  
Bhr = Bihar UP = Uttar Pradesh Guj = Gujarat Jh = Jharkhand Or = Orissa

# NANO SCIENCE AND TECHNOLOGY CONSORTIUM

Consulting . Research . Outsourcing . Technology



A Nanotechnology platform

6<sup>th</sup> Batch

**JOIN** Enhanced

## NanoTechnology Sensitization Program

Duration: 6 Months

Distance Learning + Nano Kit + CD + Internet Based Support + Assessment + Certification

A Six months Distance Learning program for all those who are interested in this progressive & rapidly expanding field of Nanoscience & Nanotechnology. This program focuses on providing an up-to-date overview, basic knowledge, potentials and present / future perspective applications in the area of Nanotechnology. This program also provides a comprehensive insight to candidates and professionals for making an exciting & rapidly expanding career in this emerging domain of Nano Science and Nanotechnology.

### Who Should Apply:

There is no restriction of qualification and age for joining this program. Highly interested undergraduates/graduates/post-graduates in all disciplines, experienced professionals, academicians and researchers are highly advised to join.

According to the **National Science Foundation (USA)** "Nano-related business could be a \$1 trillion market by 2015, making it not only one of the fastest growing industries in history but also larger than the combined Telecommunications and Information Technology industries at the beginning of the technology boom in 1998."

### About NSTC:

NSTC is a non-governmental, privately managed and promoted organization, with a role of facilitator for creating awareness from the grass root level- school / undergraduate / postgraduate level to the consultancy in R&D, technology transfer and application areas, in multi disciplinary domain of Nanotechnology. NSTC's mission is to create a collective voice for the emerging nanotech industry and develop a range of initiatives to support and strengthen the nanotechnology business community.

Download free Application form: [www.nstc.in/forms](http://www.nstc.in/forms)

**Duration for acceptance of application: 1<sup>st</sup> Jan 07 - 28 Feb 07**

### Nano Science and Technology Consortium

C-56A/28(2<sup>nd</sup> Floor), Sector-62, Noida - 201 301 (U.P.), INDIA.

Tel.: (+91) 0120 - 4330376, 2404690, +91 9818206463

Website: [www.nstc.in](http://www.nstc.in)

E-mail: [info@nstc.in](mailto:info@nstc.in)

Advt/07/6"/1

For **FREE**  
Prospectus cut and  
sent this coupon at  
above mentioned  
address of NSTC

Yojana Coupon

Program Applied for: **NanoTechnology Sensitization Program**

Name: .....

Address: .....

City: ..... State: ..... Pin: ..... Tel: .....

E-mail: .....

# The Entitlement of Every Indian Child

*Nirmala Lakshman*

***The role of ICDS to secure children's right to food cannot be overstated. In states like Tamil Nadu, its functioning has yielded positive results***

**A** RECENT broad spectrum poll by Reuters that places India as being the sixth most dangerous place in the world for children is in some ways uncomfortably close to the truth. Danger to children's lives need not necessarily come from gunfire or from buried landmines. Nearly half the children who die in early childhood in India do so from malnutrition. India has a staggeringly high rate of children suffering from malnutrition. One in three malnourished children of the world lives in India, and malnutrition is more common here than in Sub-Saharan Africa. Figures of under-five mortality, underweight children, primary school enrolment, and basic health indicators have not shown any substantial improvement over the last decade. In fact, many of these indices record a downslide that underlines ironically the precariousness of childhood in one of the fastest growing economies of the world.

The consequences of early childhood

malnutrition are well known and include physical and mental impairment that severely affect a child's growth and development. Civil society's response to crises like hunger, malnutrition, corruption, the lack of accountability and poor governance has grown over the last few years. Instance through successful application of the Right to Information and the Rural Employment Guarantee Act. However, the lack of attention from policy makers and elected representatives to the grave and burgeoning crisis of malnutrition continues. This is clearly reflected in the status of the Integrated Child Development Services (ICDS), whose functioning is uneven in States across the country. ICDS includes immunisation, supplementary nutrition, health and nutrition education, growth monitoring, pre-school education and referral services.

In a state like Tamil Nadu, its functioning has yielded positive results. It is the only programme that extends from pregnant women and nursing

mothers to cover infants and children up to the age of six. Its role as an instrument to secure children's right to food cannot be overstated.

The right to food is included in the right to life, an inviolable right as guaranteed by Article 21 of the Constitution. The Supreme Court in a historic judgment in November 2001 recognised that the right to food is justiciable, and that governments have a duty to prevent hunger, malnutrition and starvation. The judgment came in the wake of severe droughts and starvation deaths while buffer stocks were rotting in the Food Corporation of India (FCI) warehouses. Among other orders, the Court ordered that the ICDS must be made universal to cover every Indian child under the age of six years. Universalization of the ICDS means that every habitation should have a functional *anganwadi* centre (AWC) and apart from children below six, the services should cover all adolescent girls as well as pregnant women and nursing mothers. In 2004, the Supreme Court gave further directions on strengthening the ICDS.

**L**ate last month, two Commissioners appointed by the Supreme Court, N.C. Saxena and Harsh Mander, submitted their update report on the progress towards universalization of the ICDS. They expressed grave concern that the orders of the Court have not been implemented and, worse, the Government has "challenged the basic principles of universalization outlined in the orders." This contradicts the United Progressive Alliance (UPA) Government's commitment in the Common Minimum Programme (CMP) which states that "the UPA will universalize the ICDS scheme to provide a functional *anganwadi* in every settlement and ensure full

coverage of all children." Currently there are only about 7 lakh *anganwadis* across the country. The Commissioners state that even a conservative estimate of the requirement of 14 lakh AWCs submitted to the Court was not accepted by the Government of India, and in early 2006 the Government rejected the figure stating that it was based on a survey of drinking water facilities in which every population cluster of 250 persons is considered a separate habitation. The Commissioners point out that with such a ratio (population to SWCs), the number of AWCs will actually stand at a higher number, that is about 40 lakh. The figure of 14 lakh based on an old official norm of one AWC for every 1000 persons is in itself grossly inadequate.

The National Advisory Council (NAC) had also submitted a report to the Government of India which found that 14 lakh AWCs would be required in rural areas and another 3 lakh in urban areas. The Commissioner's report says that although the official norm of one AWC per 1,000 persons has been "accepted", it is in reality not at all adequate. They explain that based on the 2001 Census figures, a habitation of 1,000 persons would have around 150-160 children below six, 35-40 pregnant women or nursing mothers and 75-80 adolescent girls. How then, they ask, will it be possible for a single *anganwadi* worker to provide services to such a large number? Even if a second *anganwadi* worker is posted in each AWC, as numerous evaluations have recommended, the norm of one AWC per 1,000 would be quite conservative.

Another serious lacuna according to the Commissioners is that the Government of India failed to specify the time frame within which the ICDS

would be extended to all children below six as directed by the Supreme Court. Given the mammoth nature of the task, the Commissioners suggest a one-year time frame for covering all Scheduled Castes/Scheduled Tribes (SC/ST) hamlets and three years for universal coverage. The percentage of undernourished children among these populations stands at 53.5 per cent and 55.9 per cent respectively. They also stress the need to extend ICDS services to children of migrant workers who may not have proper addresses or identity documents. Exemplifying this view, recent data from ICDS shows that in Mumbai over 50 per cent of the under-six are malnourished, with a large proportion suffering from severe malnutrition. Food insecurity is therefore a growing phenomenon, with islands of deprivation in the midst of an ocean of plenty.

### **Considerable Difference**

However, as a field survey called Focus On Children Under Six (FOCUS) conducted in 2004 in six states revealed, an effective ICDS programme can make a considerable difference in the lives of nutritionally compromised children. For instance, the ICDS functioning in Tamil Nadu, when compared to five other States, (Chhattisgarh, Uttar Pradesh, Maharashtra, Rajasthan and Himachal Pradesh) was far better in terms of indicators such as longer opening hours, the number of infants in the under three age group who attend regularly, basic infrastructure facilities and salaries paid regularly to the AWC workers. The quality of services including pre-school education, supplementary nutrition, health and immunization services was found to be satisfactory by nearly 90 per cent of the mothers who used these services. According to economist Jean

Dreze, who was associated with the FOCUS survey, one reason for the success of ICDS in Tamil Nadu is that "women have helped to make health and nutrition political issues, and also hold the system accountable." Anuradha Rajivan, currently senior economist with the United Nations Development Programme (UNDP) says that "Tamil Nadu politics has retained the combating of hunger and malnutrition as one of its priorities, well before judicial intervention triggered responses at the Centre" adding that the State "is on the verge of establishing child rights to nutrition security", and emphasising that malnutrition "is a problem wider than poverty."

The emergence of a rights perspective with regard to the well-being of children has a direct effect on policy implementation as the example of Tamil Nadu so aptly demonstrates. Ms. Rajivan calls this a 'sandwich' situation where pressure from above in the form of political

will and pressure from below, through wide public acceptance and expectation, with a wide network of services in between sustains these programmes. The FOCUS survey reveals that other states like Maharashtra are also catching up with Tamil Nadu. Other studies suggest that in states like Jharkhand and Bihar, already plagued by issues of poor governance, the ICDS has not fared well and has even faced severe disruptions. The Food Insecurity Atlas of Rural India, an initiative of the M.S. Swaminathan Research Foundation (MSSRF), suggests that in some states like Rajasthan the poorest are actually not even covered by the programme. Dispersed marginal households and tribal hamlets tend to get left out. The patchiness of the current state of ICDS notwithstanding, "the FOCUS survey draws attention to the enormous potential of ICDS," as Jean Dreze puts it. "The sensible way to go," he says, "is to make better use of this potential, given that the foundations of ICDS are

already in place throughout the country."

The universalization of the ICDS as the Court-appointed Commissioners pointed out has to be a time and action bound programme with improved norms consistent with the idea that all children and eligible women will have access to its services. It is also imperative that the ICDS remain a government programme without any invasion of private interests. The UPA Government must adhere to the commitment made in the CMP on the universalization of the ICDS. The UPA chairperson, Sonia Gandhi, in a recent speech said, "It is now time for aggressive, political activism on behalf of children," and this must happen. The legal enforcement of state accountability, policy initiatives by State Governments and public activism are all required to push this agenda firmly forward to establish the entitlements of the nation's children. □

(Courtesy 'The Hindu')

## Plan to Reduce Malnutrition Among Children

**T**he Integrated Child Development Service (ICDS) scheme will aim at reducing the number of underweight children (under 3 years) from 47 to 40 per cent by the end of 2007 and prevalence of severe under-nutrition in the 0-6 years age group by half.

Efforts will also be made to reduce the incidence of anaemia by 25 per cent and to eliminate Vitamin A deficiency as a public health problem.

### Package of Services

The scheme is aimed at improving the health status of children, below the age of six years and pregnant and lactating mothers. It provides a package of services comprising

supplementary nutrition, immunisation, referral services, health checkup, pre school non-formal and nutrition and health education. Anganwadi is the focal point of delivery of services under the scheme. The scheme has been expanded to 466 additional projects and 1.88 lakh Anganwadis (AWCs) in 2005-06.

To ensure coverage of all uncovered habitations/settlements, the Government has also started to give states up to 50 per cent of actual expenditure incurred by them on supplementary nutrition. In turn, the states have been instructed to ensure an uninterrupted supply of supplementary nutrition as per norms of the scheme.

States have been asked to send

regular monthly reports for monitoring. They are expected to strictly monitor the nutritional status of the children using the weight-for-age method and convey the data regarding undernourished children regularly for corrective measures. This includes supply of more nutritional supplements and regular health check-up and other referral services.

States have also been asked to make efforts for providing nutritional supplements of about 300 calories and 8-10 gm of protein in the case of severely malnourished children. In the case of pregnant and lactating mothers the supplements should contain about 500 calories and 20-25 gm of protein. □

# SAROJ KUMAR'S IAS ERA

## IAS/PCS-2007-08 GEOGRAPHY & G.S.

### SAROJ KUMAR

IN HINDI / ENGLISH MEDIUM

### Our Toppers

IAS-2006

IAS-2005



YOGENDRA MITTAL



ANOOP JAISWAL



SUMIT YADAV



RASHMI BAGHEL



RAJESH KUMAR



KRISHAN KUMAR NIRALA



PREM VIR SINGH



MANOJ KUMAR SHARMA



DEEPAK RAWAT



VINOD KUMAR

IAS-2004



LOVE KUMAR



AJAY KUMAR



RAM BABU



RINKU KUMARI



ARVIND KUMAR



ABHEY KUMAR



Sanjay Aggarwal  
1st Rank 2002

PCS TOPPER - U.P., M.P., Raj., Uttranchal, Haryana 2005-06



SHRADDHA JOSHI



MANOJ SAINI



RAJENDRA PRASAD SHARMA



MITHLESH KUMAR



DEVENDRA PINCHA



RAJENDRA S. PURAHIT



RAKESH SAINI



SHAKTI SINGH



DILIP SINGH TOMAR



CHANDRA KANTA



RANJAN SINGH

### HIGHEST MARKS

G.S. Marks 2005		Geog. Marks	Interview Marks
Krishan Kumar Nirala 360	Manoj Kumar Sharma 358	R. Kumari (Eng. Med.) 426	Abhey Kumar, IAS 2004 240
Premvir Singh 338	Deepak Rawat 323	Harkesh Meena (Hindi Med.) 362	Sanjay Aggarwal, IAS 2002 226

## Programme Structure - 2007-08

Foundation Course for Geography & G.S. (P.T. & Mains) - 2007-08

(हिन्दी & English Medium)

Geog. (P.T.) & G.S. (P.T.) Special Classes (हिन्दी एवं Eng. Medium)	30 days
Geog. (P.T. & Mains) + G.S. (P.T. & Mains) TEST SERIES	4 weeks
Postal Course for Geog. & G.S. (P.T. & Mains) Sociology (Mains) - हिन्दी एवं English Medium	हिन्दी एवं English Medium
Seperate Classes for U.P., M.P., Bihar, Raj, Chhatis, Uttranchal & Jhar. etc.	
Essay guidance Programme	30 days

**BATCH STARTS**



5th, 10th, 20th Nov. & 5th Dec. 2006

Contact:-

DR. VEENA SHARMA

**SAROJ KUMAR'S IAS ERA**

1/9, Roop Nagar, G.T. Karnal Road, Near Shakti Nagar Red Light, Above P.N.B., Delhi-110007 Ph.: 011-23847516 Mob.: 9910415305, 9910360051

YE - 11/6/04

# An Emergency for Rural Childhood

*Krishna Kumar*

**F**ED UP with dirt and pollution, eight children decide to clean up Mumbai in Sai Paranjpe's *Chakachak*. It is a bold fantasy, full of grim details of the degraded environment we live in, and also about the phenomenal potential children represent for change and initiative. Sai's characters are thoughtful and secretive, imaginative and optimistic as children have always been in human history. For educationists of any ilk, it must be a sad experience to watch, for it shows how marginal the school has become to children's real lives. It also reminds us how drastic a reform our idea of schooling must go through over a long, staggered calendar if the system is to be made fit for children.

More than anything else, the film drives home the point that we must learn to worry about children as our collective future, not as our individual progeny. This last message is not easy to learn in a society, where

unborn girls are killed with medical help and where crores of children work or beg to augment family income. We are not a nation where children are taken seriously.

It was not easy for thinkers like Mill and practitioners like Montessori to establish over the course of two centuries of industrialisation in Europe that children needed protection and professional care. To bring up the young mentally undamaged and motivated to live in an adult world faced with the stress of a gruelling work routine and afflicted with mass displacement and strife posed an impossible challenge to several generations of parents.

Teaching evolved into a modern profession and the state acquired a central role in education over a long period of struggle, in which the poor demanded welfare in return for their labour. Writers of children's literature fought the lonely battle of reminding the prudent public that imagination

***Rural children are especially vulnerable at a time when India is witnessing an unprecedented economic growth***

The author is Director, National Council of Educational Research and Training.

mattered. For quite a while in the history of education, teacher training stayed hostile to the children's natural urge to imagine. Many thought that it was a bourgeois child's privilege. Things changed in the inter-war years when a consensus arose among educators that imagination and other aesthetic instincts were basic to peace. In India, Devi Prasad is a living icon of that movement and his newly published book, *Education for a Peaceful World*, reminds us that child raising and teaching are deeply political activities on which the future of the world gravely depends.

Tagore was one of the few Indian educators who boldly spoke of the child's despair in colonial India. His trenchant critique of a system of education, which pays no attention to the child's nature and kills imagination early, continues to testify that he knew how terrible the crisis of unreformed education was. Our system has yet to appreciate, let alone absorb, Tagore's anguish. His idea, that art can serve as the basis of education, rather than as an embellishment, finds few supporters in our age when utilitarian aims of education dominate our attention and minimalist programmes are considered fit for children of rural masses.

**T**hough Tagore is included in the syllabus of teacher training as a naturalist philosopher, the implications of his perspective for the curriculum and for assessment are altogether neglected. Training institutes do not even try to point out the glaring contradiction between Tagore and his behaviourist contemporaries.

Last month, at a workshop in NCERT, a participant quoted

Watson's famous boast to prove that her DIET takes child psychology seriously. Along with Thorndike and Skinner, Watson continues to occupy a solid space in our backward teacher training syllabi to this day. Cognitive psychology dispelled the behaviourist confusion between conditioning and education but its attraction persisted. In India, teacher training remained committed to it absorbing the message of cognitive theories only for lip service and marks in examination. Our teacher training courses perpetuate the conventional suspicion in the child's nature.

In the context of rural children, even the best of training institutions fail to overcome urban indifference and stereotypes. The insight and wisdom that can be acquired by observing children-remain alien to trainees. Children's natural characteristics such as the urge to be physically active are ignored or barely tolerated. When children draw or paint, teachers criticise any departure from the stereotype scenery consisting of birds, a pair of hills and the sun. When children commit an error while reading aloud or solving a mathematical problem, teachers jump to correct the mistake. Little do they realise that errors provide a window to the child's mind, and only when we understand the child's thought process can we create a sustainable capacity for self-correction.

A few programmes have attempted to transcend the conventional training model. One is the B.El.Ed. programme offered in a handful of colleges in Delhi University. Successful in grooming young students into knowledgeable and sensitive teacher, this programme

could also get ossified if its imaginative character is not nurtured and its products are not given the salary and status they deserve. About 800 products of this programme are now available, and they constitute a national resource for pedagogic renewal.

The conventional one-year B.Ed. programme can be reformed, incorporating features of B.El.Ed., but the kind of investment, expertise and effort required for this is difficult to expect in a rapidly commercialising sector such as teacher training. The new entrepreneurs who are setting up B.Ed. colleges share the popular perception that teaching the young does not call for specialised, rigorous training. They are also responding to the trend whereby the teachers' identity is being assailed and their role casualised. Mass recruitment of rural para-teachers as a substitute for career teachers in many states is part of the same trend. Supporters of this shift in policy argue that a workforce will be more productive if it remains insecure and replaceable. The reduction of teachers into the ubiquitous category of knowledge-workers is round the corner unless public awareness and policy address the crisis faced by teaching as a profession.

### Silent Victims

That this trend is part of globalisation seems a plausible argument when we consider the larger context of education. On the one hand, we hear about India shining with its eight per cent growth rate. On the other, thousands of farmers are committing suicide, revealing the depression and alienation of rural India. The scale and speed at which

the small peasantry and the landless are fleeing to cities in search of succour are symbolic of a vast and quiet war that urban India has waged on the rural. Children are silent victims of this war, and their economic misery is being exacerbated by minimalist educational programmes that ignore their intellectual and emotional needs.

Those who wish to ignore the bigger picture put the blame on rural teachers, treating absenteeism as a cause rather than as a symptom, and suggest remedies such as installation of cameras to compensate for measly salary and poor training. Others recommend shifting attention from provision of full-time staff to technical solutions such as e-learning. That rural children have a constitutional right to share the nation's economic boom finds no

resonance in debates over state *versus* private responsibility towards education.

The recent events involving Digantar, a Jaipur-based institution reputed for its work in teacher education, reveals how far things have already gone. Digantar attempts to encourage teachers to reflect on their own practice and thereby improve performance. The programme carries the imprint of the late David Horsburgh, who ran a unique school at Neelbagh near Bangalore, and was a member of the National Teacher Commission appointed by Indira Gandhi. Through his unique approach and methods, Horsburgh showed how education could help children of the poorest sections of rural society develop their potential and bring their schooling on a par with others. Digantar was founded by Rohit Dhankar, a student

of Horsburgh, and now it stands as one of India's best centres for in-service education of teachers. This stature has not helped Digantar save one of its schools located in a village near Jaipur, where a private university is being given the land the school currently occupies.

In a recent incident, villagers were brutally lathicharged for protesting the transfer of another adjoining piece of land, Rohit Dhankar also received a blow merely for asking what was going on. This story tells us how complex the challenge of educational reform is in the age of globalisation and how unprotected rural children are at a time when India is witnessing an unprecedented economic growth. The state has a crucial role to play as an instrument of social justice, especially in the context of children who represent the nation's human capital. □

## Indian Netizens Growing Fastest

**P**eople in India are taking onto the world wide web in a big way outpacing anyone else across the globe—including big brothers like US, China, Japan and Germany in terms of the online population.

The total online population in India, measured in terms of people aged over 15 years accessing Internet, rose 7.8 per cent to 18.02 million in June, from 16.71 million three months ago in March, a latest survey from US-based technology research firm Comscore Networks reveals. The growth in the country's online population outcores the rise of 2.7 per cent in the world's overall online audience size, which rose to 713 million in June, from 694 million in March this year.

India has also become the ninth biggest country in terms of the total online population from its 10th position three months ago, while the US has retained its top slot with 153 million of web users.

The figures exclude the traffic from public computers such as cyber cafes and access from mobile phones or PDAs. The total number of people accessing Internet could be much higher if those aged below 15 years and the public computer data and new-age mediums such as mobiles and PDAs are also taken into consideration.

The number of Internet visitors rose less than 1 per cent in the US, Germany, Italy, Spain and the Netherlands, while UK, France and Australia have registered a decline from the March 2006 levels.

According to the Comscore June World Metric Report, China witnessed second-biggest jump of 5.22 per cent, Russia witnessed 5.14 growth, while online population of Japan, Korea, Canada and Brazil rose between 2-4 per cent. US continued to have highest online population across the world of 153 million, which accounted for 21 per cent of the all worldwide unique visitors, while India accounted for 2.5 per cent of the worldwide total.

China maintained its second position with 78.31 million online population followed by Japan and Germany with 53.10 million and 31.97 million. UK maintains its position as fifth biggest country with a population at 29.83 million. □

—Agencies

# DISHA - The IAS Academy

(Grooming all for the Civil Services)

हमारे शैक्षिक निदेशकों **प्रणव कुमार** (हिन्दी प्रकोष्ठ) एवं **Dr. M.N.Singh** (English Medium) के दिग्दर्शन में 2005 के भारतीय प्रशासनिक परीक्षा में **28** अभ्यर्थी चयनित हुए।

## SUBJECTS OFFERED

ENGLISH/ हिन्दी माध्यम

POL. SCIENCE & IR	भूगोल
GEOGRAPHY	इतिहास
HISTORY	समाजशास्त्र
SOCIOLOGY	राजनीति शास्त्र
PUB-AD	दर्शनशास्त्र
ECONOMICS	लोकप्रशासन
	अर्थशास्त्र
	हिन्दी साहित्य

**जयपुर विस्तार-** राजस्थान के अभ्यर्थियों के लिए मुख्य शाखा में उपलब्ध उत्कृष्ट प्रशिक्षण प्रदान करने हेतु सार्थक पहल

दिशा में अभ्यर्थियों के त्रुटियों का परिहार करके सम्पूर्णता प्रदान की जाती है एवं सफलता हेतु प्रोत्साहित किया जाता है। इसका श्रेय J.N.U, D.U., एवं IITs से लिये गए योग्य, सक्षम एवं अनुभवी शिक्षकों को जाता है।

## मुख्य शाखा

फाउंडेशन कोर्स : 2007, 08 & 09

बैच प्रारंभ : 18<sup>th</sup> Oct, 13<sup>th</sup> Nov. & 27<sup>th</sup> Nov.

POSTAL GUIDANCE ENGLISH MEDIUM: G.S, Pol. Science, Geography, History, Economics,

पोस्टल गाइडेंस (हिन्दी माध्यम): इतिहास, भूगोल, समाजशास्त्र, राजनीति शास्त्र, लोक प्रशासन, हिन्दी साहित्य, सामान्य अध्ययन,

## GENERAL STUDIES

ENGLISH/हिन्दी माध्यम

समग्र सामान्य अध्ययन कार्यक्रम एवं फ्लेक्सि मॉड्यूल (प्रारंभिक-सह-मुख्य : 2007-2008)

भारत में उपलब्ध विशेषज्ञों के सर्वश्रेष्ठ टीम द्वारा अवधारित एवं सम्पादित समग्र सामान्य अध्ययन कार्यक्रम द्वारा अनेकों अभ्यर्थी लाभान्वित हुए हैं। समन्वित कार्यक्रम को कई मॉड्यूलों में विभाजित किया गया है एवं प्रत्येक मॉड्यूल उक्त विषय से सम्बन्धित विशेषज्ञों द्वारा आच्छादित किया जाता है।

भूगोल एवं पर्यावरणीय मुद्दे - **प्रणव कुमार**  
(शैक्षिक निदेशक)

इतिहास एवं संस्कृति - **एस. एस. यादव**

अंतर्राष्ट्रीय संबंध एवं समसामयिकी - **यू. पाण्डेय**

भारतीय अर्थव्यवस्था - **वी. प्रकाश मिश्रा**

भारतीय राजव्यवस्था - **पी. के. चौबे**

सांख्यिकी एवं मानसिक योग्यता - **एस. पी. सिंह**

सामान्य विज्ञान एवं प्रौद्योगिकी - **प्रणव कुमार**

फ्लेक्सि मॉड्यूल की व्यवस्था अभ्यर्थी के व्यक्तिनिष्ठ विषयगत समस्याओं के निराहार किया गया है।

2003-(11), 2004-(16); & 2005 PERFECT GROOMING AT DISHA, SOME OF OUR LUMINARIES



AKSHAY GUPTA IAS, SHEETAL IAS, JANESH IFS, ESHU SHARMA IAS, KUNAL KUMAR IAS, PANKAJ SINGH IAS

RANK 109 - SHUDHANSU D. MISHRA

RANK 156 - ABHISHEK KUMAR

RANK 186 - G.S.P. DAS

RANK 244 - ANUP KUMAR SAHOO

&  
**MANY MORE**



CHIRAMEETI IAS, V. BIDARI IPS, Jitendra Rana IPS, SANKALP IAS, V. Tripathi IAS, Rajesh Kumar IAS, Eshwar Prasad IAS

- \* हिन्दी माध्यम की सर्वश्रेष्ठ एवं अनुभवी टीम
- \* 500 घंटे से अधिक की गहन परिचर्चा सत्र
- \* बुनियादी एवं आदर्श टेस्ट सीरीज
- \* तकनीकी रूप से दक्ष, संरचनात्मक सुविधाओं के साथ पूर्णतः वैज्ञानिक पद्धति पर आधारित प्रशिक्षण केन्द्र

अनुसूचित जाति/अनुसूचित जनजाति के अभ्यर्थियों को शुल्क में छूट (छात्रावास उपलब्ध)। प्रोस्पेक्टस प्राप्ति हेतु DISHA -The IAS Academy के पक्ष में 50/- का बैंक ड्राफ्ट के साथ मिलें अथवा पत्राचार करें।

**Head Office** : 585, 1<sup>st</sup> Floor, Jay Pee Complex, Bank Street, Munirka, N.D. -110 067,

Ph.: 011- 65640506/07 Mob. 09818327090, E-mail : disha\_the\_ias\_academy@yahoo.co.in

**Jaipur Branch Office** : 502, 5<sup>th</sup> Floor, Pink Tower, behind Sahara Chamber, Tonk Road Jaipur.

Ph. 0141-3298887, Mob. : 09351447086

## Smart Village: Hansdehar

*Archana Bindusar*

**S**TUART AND Helen from South America want to start water harvesting in the village. David Graham from New Zealand wants to extend his English literacy project to the village. Frank Hopkinson from Brazil has offered to solve energy problems through wind generators. This heart-warming enthusiasm and interest shown by the global community towards the development of Hansdehar became a reality with the village finding a home on the net bearing web address "www.smartvillages.org".

Hansdehar is one of the many small and nondescript villages that has made a global presence. With a population base of around 2,000 people and situated on the Haryana-Punjab border, which even does not have the basic infrastructure has starting dreaming big.

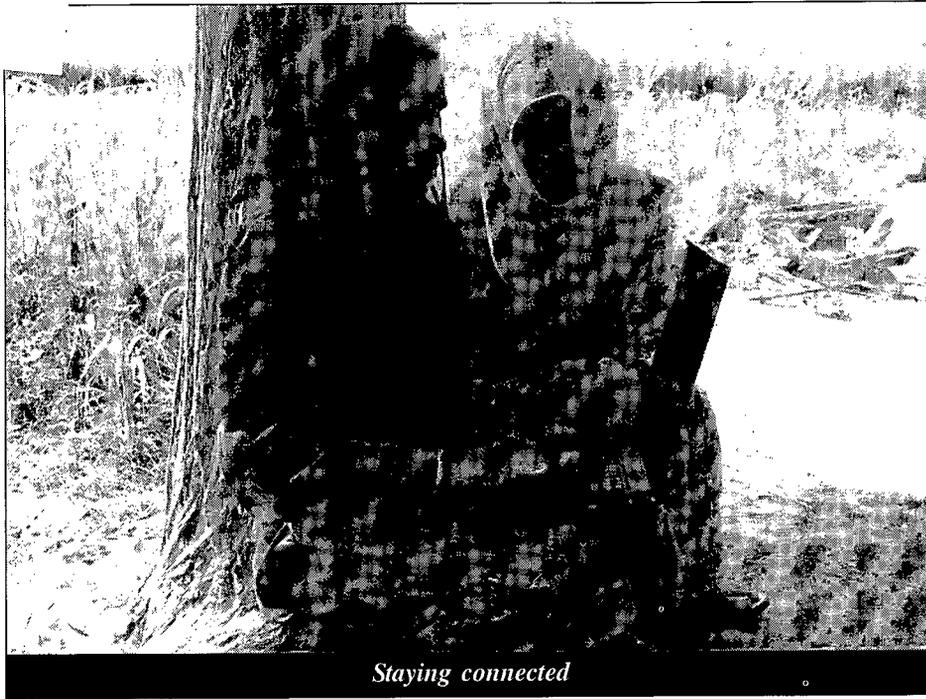
The whole idea started about a year back, when a local villager Kanwal Singh dreamt of putting his village on the net and utilizing the

mammoth web power to find potential solutions to the worries of the villagers. To realize this vision, Samanvay. Com was formed. The idea was shared with the village Panchayat and subsequently, community sessions of the entire village were arranged to apprise about the entire project. Using this instrument, the support of the entire village was garnered resulting in a collective effort evolving a number of volunteers for the project.

Since, knowledge of IT was a prerequisite to this noble idea; Kanwal Singh started motivating the local educated youth to adopt IT. Now, Nafe Singh is happy that his graduate son Nachhattar Singh has become an IT professional and is working in Chandigarh. Karamijt Singh, a local handicapped guy is also getting a job in Chandigarh after acquiring basic computer skills. He is now pursuing his Masters Degree in Computer Science. Vishaw Nath, a resident of the nearby Dhanauri Village has got a job in Chandigarh adding to the army of the local IT professionals.

*The initiative attempts to bridge the digital divide and unite rural India into a ubiquitous online network*

The author is President, Samanvay.com, Welfare Society.



*Staying connected*

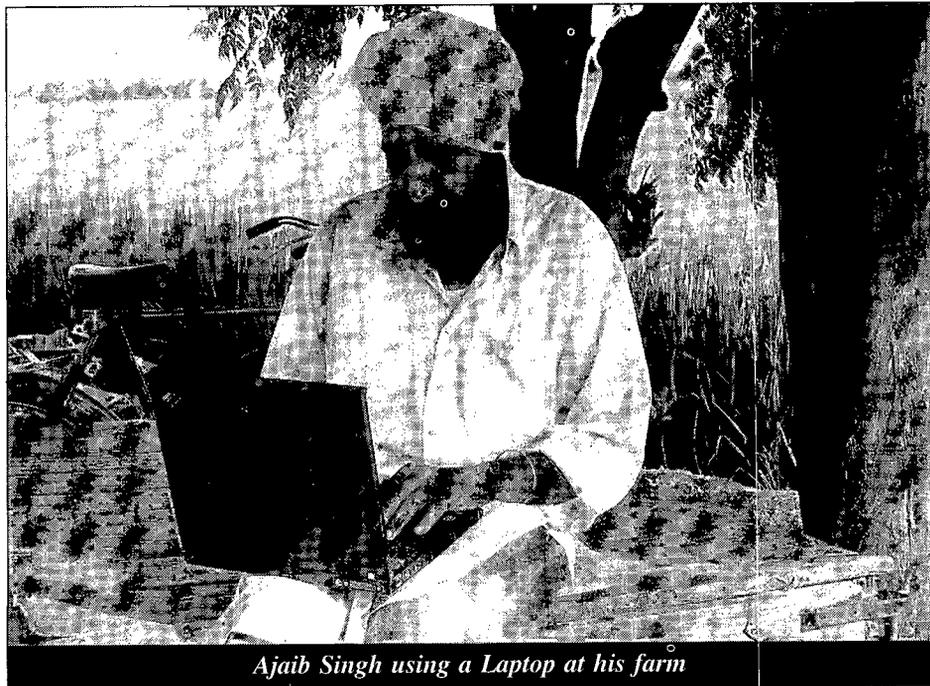
With the team of the volunteers and the local IT professionals, brainstorming sessions were held to evolve a strategy to understand and address the general plight and the drudgeries of individual residents of the village. To be more objective, a comprehensive village household survey was conducted by a team of 12 volunteers.

Having learnt from the fact that Web and Internet technologies can help transform the rural economy, the details of infrastructure, religious places, shops in the village, general village statistics, transport facilities, ongoing developmental works etc., were all collected and published on the website [www.smartvillages.org](http://www.smartvillages.org) along with the result of the analysis of the household data. The basic intent behind the website was to invite global community to help share the solutions and take on the developmental

projects. As a result, the initiative has been flooded with email messages and feedback from all across the globe. In addition, thousands of internet blogs have been published which would keep on helping in further crystallization of the overall plan.

Samanvay.Com has taken onus onto itself to download the emails and the blogs and share them in community forums in the village on fortnightly basis. These sessions are building interest and desire among large number of people to come forward and start thinking of reaping the likely benefits. Ajaib Singh, a farmer has started giving more thrust to horticulture and wants to explore the export potential for his guava and oranges (kinnu). Ajaib Singh along with other progressive farmers have been apprised about the schemes of Agriculture Department, Haryana, National Horticulture Mission, schemes of NABARD, EXIM Bank and NCDEX/MCDEX. In due course, they would become mentors for other villages to share the agro based knowledge.

The unique selling propositions of the village have been analyzed and



*Ajaib Singh using a Laptop at his farm*

the basic strengths have been evolved to market the village in the global space. For instance, the village has links to the age old mythological stories. The village hinterland has 'Bindusar' Tirath as one of the unique possessions to its credit, where Saint Kardam, son of Lord Brahma, had practiced penance for several years. Also Kapilamuni (an avatar of Lord Vishnu) took birth to Saint Kardam and composed Sankhya Shastra here. The sacred Saraswati is said to have traversed by the place and Pandavas came here and offered *pinds* to their forefathers. With such a historical bakground, the Tirath has excellent infrastructure which the villages are now augmenting further to convert it into a potential tourist destination.

As a number of visitors to the website have shown interest in visiting the village, it is definitely going to give a fillip to the rural tourism and commerce. Jonathan Allen of Reuters showed keen interest in rural customs and folk during his visit to the village. He was quite fascinated by the village dish 'Churi', which was offered to him by the villagers. He even got it packed while returning back to Delhi after his two days visit to Hansdehar. An Australian visitor to the website also demanded local recipes.

With this exciting experience in such a short span, Samanvay.Com, to start with, has planned to target specific vertical segments of education, employment, agriculture and tourism. Hazoor Singh, a Mathematics teacher, Mithu, an English teacher, Sushil Kumar, a post graduate in Physics, Kanwal Singh, with Masters in Business Administration and Computer Science are some of the domain specialists of expanding pool of think-tanks trying to make a difference in education in cluster of villages through quarterly 'Deeksha' Camps. During the camps, special emphasis is given on intellectual, moral and character development by sharing life history of motivational characters like Gandhiji, Abraham Lincoln, Lal Bahadur Shastri, Newton, Einstein etc.

Hansdehar Smart Village has been honoured with the prestigious ICT for Development Award for the year 2006 of Indian Telecentre Forum.

The initiative is attempting to bridge the digital divide and unite rural India into a ubiquitous online network to advance the cause of prosperity for those who reside in villages. □

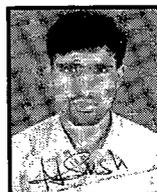
IAS / PCS - 2007-08

Specialised Institute of Sociology

# SOCIOLOGY

by Dharmendra

Md. Mushfakken  
Subject : Sociology  
Roll No. : 112239



1st Paper : 208  
2nd Paper : 170  
Total Marks : 378



Arti Singh Parihar  
235th Rank

## -: Other Successful candidates of 2005 :-

Ajay Singh (Utt. PCS), Rakesh Kumar (UPPCS), Kamia Devi Kol (MPPCS), Alka Meena (RAS), Manish Singh (Utt. PCS), Sangeeta Bhatt (Utt. PCS), Praakash Ranjan (Utt. PCS) Virendra Kumar (Utt. PCS) & many others

39 Students giving IAS Mains 2006 this time.

This is the only  
Bilingual Institute of Sociology.  
Which is committed and  
focused to keep Sociology  
at it's peak,  
& Our Results are the proof.

ADMISSION  
OPEN

JOIN WITH CONFIDENCE

**WORKSHOP** 12th Nov. '06  
Time : 11:00 A.M.

Correspondence also available

Send demand Draft by the name of Dharmendra Kumar

HOSTEL FACILITIES SEPARATELY FOR BOYS & GIRLS



**Dharmendra's SOCIOLOGY**  
ACADEMY FOR CIVIL SERVICES

302, Top Flr., A-12-13, Ansal Building, Mukherjee Nagar, Delhi-9.  
Ph.: 65152590 Cell.: 9868355720

# Consumer Education in Schools

*Ramesh Chandra*

***Consumer Movement has made it imperative to educate people, especially the children. They must know how to make the right choices***

**P**EOPLE HAVE great faith in the formal system of education. The learner (student) by participating in various educational activities develops his personality from several angles viz. social, economic, political, religious and so on the nation needs it for social, political and economic development. Consumer Education will have to be evolved for satisfying needs of learner and society.

Children become consumers right from the very early age. The newborn baby consumes hospital services, clothing, crib and many other items which he/she needs. With the advance in age(s) he consumes milk, water, medicines and uses a variety of goods like toys, bicycles etc. In one sense even the unborn babies become consumers as they get affected through the consumption of goods and services by their mothers. It is therefore, necessary that children are protected from harmful 'products and services'. It becomes still more important for them as children are

not mature enough to make the right type of choices in consuming the products and services. They also do not possess adequate information required for making the right choices and they are not grown up enough to fight against their exploitation. Consumer education helps the children become aware of their rights to survival, development and protection.

The National Convention on Consumer Protection held on 9 December, 1993 in New Delhi emphasized the need for consumer education. On the question of educating consumers, "the main recommendation of the convention was that consumer education should be made part of school and college syllabi..."

In the first place, consumer education provides the child with the basic knowledge to handle consumer problems. She becomes a discriminating buyer by taking rational decisions and thus does not fall prey to advertisements or persuasions.

---

The author is former Reader and was closely associated with the Consumer Education Project in the NCERT.

Secondly, technological developments have flooded the market with a variety of products, goods and services. It is therefore, important that child possesses basic knowledge and skills to judge the products. Consumer Education helps in providing this knowledge to the children.

Thirdly, school children are mostly dependent on their parents. There are few who earn themselves and study. There are some who belong to very poor families. It is, therefore, important that they make the best use of their money. Consumer Education helps the children in this and develop them into responsible citizens.

Fourthly, Consumer Education can alert the pupils to be the 'Corporate dumping' of dangerous pharmaceuticals and similar products. Aware and alert student consumers can become the eyes and ears to the nation, helping to foster a sense of national pride. It is said that Consumer Education helps to open the 'Consumer eye' of a person. The 'Consumer eye' concept means that a well informed consumer buys the products after critical and analytical evaluation - from the point of view of his individual interest and in the interests of the society and nation in general.

Consumer Education means different things to different people, hence there cannot be one definition acceptable to all. If we study the various definitions of Consumer Education, a few things become obvious. First, Consumer Education provides knowledge and skills to make a person a better consumer, secondly, it orients the students to consume products and services with an ethical and environmental conscience. Thirdly, it also helps the students to know their rights and duties while consuming the products and services. Fourthly, consumption is not limited to goods

alone but services are also a part of consumption. In other words, Consumer Education develops critical awareness and living skills which are oriented towards building a better future for our society.

The Consumer Protection Act defines "Consumer Education should continue to help the consumer to become a better manager of his resources, a wiser buyer and user of goods and services, but more important to become a better common citizen so that he acts not only to improve his individual economic status but also to contribute through democratic means to the welfare of the general public".

If we look to the current status of teaching Consumer Education, we find very little is being taught in the name of Consumer Education in schools. Even whatever is being taught has only remote linkages.

This innovation in schools has received comparatively little attention vis-a-vis some other innovations like Population Education, Environmental Education, Women's Education and so on. Although the National Curriculum Document published by the NCERT in 1975, stated:

"For successful living in developing society where socio-economic changes are occurring rapidly, it will be helpful if some rudimentary understanding of economic forces that influence in daily life is given....From this point of view, it appears desirable to introduce some elementary knowledge of consumer economics...in a very simplified form."

This document was revised in 1988 but did not mention anything on Consumer Education directly. A further revision of the document was done in 2000 which emphasized the need of imparting consumer education in

schools. However the latest revision held in 2005 titled as "National Curriculum Framework 2005" again forgotten to mention about Consumer Education. It is nothing very unusual for the educational system in general to respond in this manner. However, it is the responsibility of consumer activities and educationists to do more hard work instead of complaining that the educational system is behaving in a very funny way.

## General Objectives

Some of the general objectives of teaching consumer education are as follows:

- (1) To make students knowledgeable so that they could act as informed consumers;
- (2) To give students understand about the functioning of society and their specific role as consumers;
- (3) To develop healthy attitudes among the students to act as responsible consumers particularly in the days of scarcity.
- (4) To develop the skill to fight against exploitation and, if necessary, file cases or help in filing cases in various consumers courts.

From general objectives one can formulate specific objectives. On the basis of specific objectives, content-outlines are drawn which may form the core of consumer education instructions.

While introducing consumer education in schools a few basic assumptions may have to be kept in mind:

## General

- Consumer Education is not meant only for the students of rich urban class who spread consumerism through foreign made products. It is equally (in one way more) to the poor and those who come from low socio-economic background.

- The assumption that good levels of living (or good standard of living) depends only when one buys costly things is not correct. Such truncated personalities have to be changed through consumer education.
- Consumer Education will help the learner to make difference in good and bad products and services which may include even packed vs. non-packed items, adulterated items etc.
- Consumer education will provide the learner general information about the costing. They will be able to judge the intrinsic value of products and services.

### Academic

- Consumer Education, by its very nature, should not be treated as an appendix to the existing curriculum but as a very important innovation in education.
- Consumer Education not only provides knowledge but also develops right attitudes and skills.
- Ideas derived from Consumer Education help in improving the quality of life.
- Consumer Education helps the learners to act confidently and to make sure that their voice is heard.
- Consumer Education helps in opening the "Consumer eye" meaning thereby that an informed consumer looks at a product critically and analytically, first from his own point of view as an individual consumer, and then with the interest of the community at large in mind.

Since Consumer Education means different things to different people, its contents, approaches and teaching methodology would also be different as per the perception of each individual. The absorbing capacity of the school

curriculum is also taken into consideration while developing major content areas. However, some suggested content areas are:

### Consumer Choice

Consumers often buy goods and services without looking into the aspect of price and quality. Sometimes it also happens because of the attractive price the quality is ignored. Consumer choice implies that skill which helps in gathering information about a product in terms of its quality, quantity and price. In practical life, negotiating skill is also necessary to arrive at fair price.

The market is a place where producers sell their products and consumers buy them. In other words, marketing is a link between producers and consumers. Consumer Education help in understanding the market behaviour.

Money is a scarce resource. It is therefore necessary that it is used wisely. A consumer should very well know as to how to make payments by other modes instead of depending exclusively on cash transactions. He may also have adequate knowledge of preparing budgets.

Even many educated consumers are not aware of their rights and responsibilities. They do not know where to go and what to do if the products and services are not upto their satisfaction level or they have been cheated by the shopkeepers.

Consumer's health depends on many factors. While the health aspects are covered in other subjects also, it is pertinent to include them here mainly for the following reasons:

- Food and other items of consumption have positive and negative impact on health.
- There are a large number of consumer products which are

adulterated and their consumption may be harmful. The consumer should know the places where (s) he may get them tested and report back to concerned authorities.

Both producers and consumers are, in their own ways, responsible for some global problems like those of pollution and waste. Processes of production on the one hand, the manner and extent of consumption on the other generate or aggravate environmental problems.

The list of the broad areas given above is only suggestive. Some more areas could also be added and possibly a few could be deleted. Once the broad areas are finalized, the content units and sub-units could be worked out. This would require a meeting of consumer educators, curriculum workers, and others working in the fields of consumer protection and education.

### Approaches

After the content is ready, its incorporation is possible through following approaches:

- The Separate subject approach
- The Integrated approach
- The Chunk approach.

These approaches are self explanatory, hence need not be explained. It will depend on the educational authority which approach s(he) prefers for implementation. While most of the content may go with different school subjects, it will be appropriate to adopt the following techniques also for Consumer Education instructions:

- Survey.
- Project.
- Role play.
- Visit to Consumer Protection Court.
- Visit to the organizations dealing with consumer affairs.

These techniques are well known and therefore need no further elaboration.

### Teacher's Role

The teacher's role is very important in consumer education. He/She can spread the message in the class-room in different ways. He/She can arrange debates, plays, songs, etc, and help the students to observe the Consumer Day/Consumer Week. On several occasions, (s) he can make deliberate attempts to infuse the ideal of Consumer Education. For all this conviction is necessary. This could be developed through the teacher's involvement and regular in-service orientation programmes.

### Problems and Prospects

Introducing Consumer Education in schools poses a number of problems and challenges. At the

initial stage, some opposition may also be seen. But with the cooperation of everybody, the programme can be made successful. We know that "Education" is an important state subject, for this reason, the state authorities will have to be taken into confidence.

Production of materials for the teachers and the students and training of the teachers are also important aspects of the programme which require "funds" and "manpower". The Consumer organizations themselves are short of funds and possibly cannot undertake such a gigantic task. Looking at the ground realities, it will be in the fitness of things if the programme is to be implemented through State Department of Education, State Council of Educational Research and Training (SCERT) and with the cooperation of State Department of Food, Civil

Supplies, Consumer Affairs and Public Distribution. These institutions may settle all issues related with the implementation of consumer education in schools. Poor education cannot pay rich dividends. This dictum applies to consumer education too. Let consumer education be treated as a strong input in the 'human-capital' for better returns in life.

To conclude, the 'Consumer Movement' in India has made it imperative today to educate people, especially children, through both the formal and non-formal systems of education in their duties and rights as consumers of products as well as services. They must know how to make the right choices and not be exploited. This necessitates the inclusion of 'Consumer Education' in appropriate form in school curriculum. □



# ADMISSION NOTICE

We offer the most time-tested and performance-oriented classroom courses in India (Eng. & हिन्दी)

<b>GEOGRAPHY</b> by Prof. Majid Husain	<b>WORKSHOP: 3/4 NOV.</b> Register & Reserve Your Seat Improvement Programme Starts 6th/7th Nov.	Main/Main-Cum-PT Starts 6th/7th Nov.
<b>GENERAL STUDIES</b> by Dr. Ramesh Singh	<b>WORKSHOP: 11th NOV.</b> Listen the Magic Also at Brilliance IAS, Lucknow	Starts 11th Nov. with <b>INDIAN ECONOMY</b>
<b>PALI/पालि</b> by P. Kumar & Rituraj	<b>WORKSHOP: 18th NOV.</b> Know what is Pali 30 days course	Starts 18th Nov. Full Material Available

**GEOGRAPHY (Improvement Programme):** Without any Advertisement this course has become very popular via mouth-communication done by the beneficiaries. Presently **55 Students** are in the course who have already taken classroom coaching from important Geography centres in India but fetching **BAD** marks (admission criteria) - *this testifies our quality!*

**Our students need not go anywhere for improvement!**

Essay \* Interview \* Postal Guidance \* Test Series \* Hostel Facilities

202A/12-13, ANSAL BUILDING, MUKHERJEE NAGAR, DELHI-110009  
PH.: 27652921, 9818244224, 9810553368.

**T**he Planning Commission has come out with a draft Approach Paper for the Eleventh Five-Year Plan that will come into effect from April 1, 2007. The draft paper has suggested four economic growth alternatives for the next Plan. The government will have to adopt one of the alternatives and dovetail its policies to meet the growth target. Here are some frequently asked questions about Plans.

**What is the Approach Paper?**

The Planning Commission, as part of the Plan formulation exercise, comes out with an Approach Paper. It sets the tone for the next Plan by assessing the available resources, fixing the growth target and suggesting a broad strategy for achieving targeted growth. The Paper also takes into account the performance of the existing Plan before exploring the possibility of scaling up growth in the next Plan.

Usually, the Approach Paper is prepared internally by the Planning Commission. It suggests the possible economic growth target which is invariably accepted by National Development Council (NDC). This time, however, the Planning Commission has come out with alternative growth models and circulated the Paper among various stakeholders, including the Central ministries, state governments and think-tanks for public debate. Finally, one of the alternatives will be picked up for the Eleventh Plan.

**What are the different growth alternatives?**

The Paper has suggested four growth alternatives—7 per cent, 8 per cent, 8.5 per cent and 9 per cent. Each alternative is further divided into sub-

alternatives on the basis of assumptions. For instance, if the government wants to pursue a 9 per cent growth target, it would have to raise the requisite resources for funding growth.

If the government decides to shift the FRBM targets to 2010-11, the resources required by way of revenue, savings and foreign investment would be less. Similarly, the Approach Paper has presented a different set of sub-alternatives for the other alternatives too.

In practical terms, it means that if the government wants to achieve 9 per cent growth in the Eleventh Plan and also meet the various FRBM targets, it would be required to take tough decisions. Alternatively, the government can adopt a soft approach by adopting a 7 per cent growth target without making any effort to achieve the FRBM targets.

**How will the growth target be fixed?**

After debate and discussion, the Planning Commission will finalise the draft Paper. The growth target will be fixed by the full Planning Commission which comprises the Prime Minister, finance minister, other important Central ministers and all full-time members of the panel. Thereafter, the draft Approach Paper will be placed before the Union cabinet for approval. Lastly, it will be placed before the National Development Council for final approval.

**How is the Plan finalised?**

As part of the Plan formulation exercise, the Commission sets up working groups on various subjects manned by experts. Each group looks into existing problems, makes an assessment of the fund requirements and suggests measures for accelerating

growth. The working group reports are assimilated by the steering committees that take a sectoral view of the problem. For instance, there could be different working groups for thermal, hydel and nuclear power. All these reports will then be considered by the steering committee on energy which will then suggest a broad strategy for the sector.

The steering committees also take into account the Approach Paper, as approved by the NDC, while drawing the draft Plan document. The Plan document is primarily an extension of the Approach Paper and lays down the strategy for achieving targeted growth.

The draft document, which is prepared by the Planning Commission internally, is placed before the full Plan panel for approval. Thereafter, it goes to the Union cabinet and finally to the NDC. The draft becomes final once approved by the NDC.

**Why is NDC's approval necessary?**

The NDC is headed by the PM. Other members include some Union ministers, chief ministers of all states and Union Territories. It is a body which represents the entire nation. Since the Planning Commission formulates a Plan for the entire country, its approval by a representative body like the NDC becomes necessary.

**How much time does it take for the government to finalise a Five-Year Plan?**

Drawing a Plan is an exhaustive academic and administrative exercise. The whole process, beginning from the setting up of working groups to final approval of the draft document by the NDC takes about a year-and-a-half to two years. □

# Gandhigiri—A Philosophy For Our Times

*Mihir Shah*

**N** EWS REPORTS indicate that some of the descendants of Mohandas Karamchand Gandhi have objected to the term Gandhigiri coined by the makers of the latest Bollywood film *Lage Raho Munnabhai*. Gandhiji belongs to all those who live and work in his spirit. The greatness of the Mahatma's legacy is that it privileges karma above kinship. So we need not give special attention to what his own kin think. But they have as much right as any of us to express their views and we should provide them a proper response if we disagree with them as I do.

As I see it, Gandhism is a much broader ideology, some aspects of which I would not rush to espouse. But Gandhigiri, as expounded by Munnabhai, touches the core of Gandhism. It sends my blood racing. Let me try and explain why. The term Gandhigiri derives from its opposite number "dadagiri." Dadagiri means the use of brutal, physical force to assert one's point of view or to get what one wants done. In one sense Gandhigiri does the same. It is also about the use

of force to assert a point of view. But it is the opposite of dadagiri in the sense that the force it uses is a moral force. I seek to prevail upon the other through the use of moral force, so that the other is convinced about my point of view and agrees to change his course of action. It also emphasises that Gandhiji stood for action in the face of oppression and not passive contemplation or individual salvation. That is why Gandhigiri appeals to Munnabhai in the first place.

But Gandhigiri's use of force speaks of a completely new kind of politics for our time. It poses a radical challenge to the language and idiom of the many movements for social change, whether Marxist or Feminist or those fighting race, caste, ethnic, religious or imperialist oppression. Gandhigiri insists that in our fight we must not remain imprisoned in the "victim" mode. Those suffering injustice are not completely constituted by their affliction. Their identity is beyond that constructed for them by their oppressor. But the dehumanising experience of pain and the utter obduracy of their persecutor appear to push them, with an

*Gandhiji stood  
for action in the  
face of  
oppression and  
not passive  
contemplation  
or individual  
salvation*

The author is a social activist who lives and works among the *Adivasis* of the Narmada valley in Madhya Pradesh.

apparent historical inevitability, into the language of the tormentor. This creates the danger of an infinite regress of violence and counter-violence. As evidenced in so many parts of the world today, such as the Middle East. Gandhigiri affirms that those suffering have an existence that transcends their victimisation. If they are to genuinely work for liberation, they need to espouse a truly transformational language. This is very difficult as Gandhiji repeatedly says in the film. It requires incredible internal strength that is not easy to muster or demand. But Gandhigiri consists in speaking to the other not in the language of contemptuous anger and hate but of forgiveness, compassion, and humility.

Most ideologies of the oppressed contain the danger that they will only end up reinforcing the divisions they sought to fight against. History is replete with such examples.

So much work in the name of the oppressed has only ended up reinforcing divisiveness. Gandhigiri says we must oppose the oppressors. But it adds that if we want real change that unites rather than divides, we need to find a new way to oppose those we must. We need to spell out a common basis for those who are on opposite sides today to ultimately agree to work upon. That way outlined again and again by the many prophets and messengers (who were all social revolutionaries of their own era) has to be founded on an understanding of the possibility that we may even be wrong, that we need to keep learning, that we must keep trying to reach out to the other with openness and love. The path is, therefore, one of ceaseless creativity and imagination, continuous self-critical re-examination.

Always admitting the possibility that one may not be the final and exclusive repository of "the Truth" means that Gandhigiri is also about the capacity to

laugh at oneself, a corrective to what Jean Paul Sartre once called the "spirit of seriousness" that afflicts most of us social activists. It makes for an altogether lighter footprint on this earth. That is the abiding image Munnabhai leaves us with — of the *fakiri* of Kabir.

In this way Gandhigiri sets completely new standards of accountability. The gaze has to be first turned inwards. The highest standards have to be set for our own selves. The one who seeks to change the world must begin the process with herself. The fight has to be truly internal, to exterminate the hate within. A lot of prior

**Does Gandhigiri Work? "Lage Raho Munnabhai" reinvented Gandhism and called it Gandhigiri in the film. The film's hugely popular following has several fans practising or encountering Gandhigiri in their own way. We want readers to write about their views/experiences in 400-500 words and send to us at [editorijana@hotmail.com](mailto:editorijana@hotmail.com)**

preparation is required. It takes time, it takes a lot of *sabr* (fortitude), in the face of the most violent, relentless provocation. For those of us who work for change at the grassroots, in the remote hinterlands of this country, the path is an intensely difficult one. Every day we fail. But every day we rededicate ourselves to it. We have no choice really. Anything else would be destructive, suicidal.

A natural question could be — does Gandhigiri work in the context of terrorism? It would be useful here to remember that ultimately all acts of terror (whether state-sponsored or of sundry groups) derive their legitimacy from a moral basis in perceived injustice. The battle is fundamentally an ethical one. Once the moral force is established, once the wounds heal, the

power of the gun will gradually diminish. This should not be seen as appeasement, for it is a path we must be committed to quite irrespective of the terrorist.

Being against division does not mean an obliteration of differences. It means precisely the opposite, in fact. We celebrate difference. As Gandhiji did in his multi-faith prayer meetings. As Swami Vivekananda did when he proclaimed that the book of God is ever being written. Our path must speak of a mutual respect for all beings and paths. But the respect has to be mutual. The way Munnabhai advises Lucky Singh's daughter to see her father in the dramatic climax of the film, is a powerful evocation of the common message of all spiritual traditions — in the words of the veteran Gandhian Satish Kumar — "you are, therefore, I am." An affirmation of the inextricable interconnectedness of all beings that the Buddha so powerfully explains. Recognition of this interconnectedness necessitates a giving up of the vocabulary and grammar of non-negotiable opposition. The Lithuanian Talmudic Emmanuel Levinas (whose centennial is being celebrated this year) would go as far as to say that an ethics of transcendence must affirm the primacy of the other.

Right from childhood, when we begin to grapple with the world's challenges, there is a Gandhi hidden in all of us — that seeks to undertake satyagraha at the very first opportunity. Slowly, the ideologies of self-centred individualism and the harsh realities of a cut-throat world, of go-getting consumerism and competition subdue the child's moral sensibilities. It is to be hoped that *Lage Raho Munnabhai*, set in the idiom of today's youth, will motivate them to deepen and accelerate the search for the Gandhi within — before it is too late, for them and for all of us. □

(Courtesy: 'The Hindu')

# Child Labour

*Ritu Saraswat*

**C**HILD LABOUR is one of the major problems the world is facing. According to International Labour Organisation almost one billion children are working as child labour for their survival. As per the report published by Department of Labour in United States of America, India has the largest number of children working as labourer (paid or unpaid), throwing their precious childhood to toil almost for 12 hours everyday on an average, at a very early age.

In 1985 the issue of child labour in India attracted public attention and debate, it has become the focus of major concern in the aftermath of globalisation in 1991.

'Child' defined by the Constitution of India (Article 24) as anyone below the age of 14 years.

According to the United Nations Convention on the Rights of the Child (Article 1) it is anyone below the age of 18 years.

As per the Indian Constitution, no child below 14 years of age shall be employed to work in any factory or any hazardous employment (Article 24).

"Childhood and growth are to be protected against exploitation and against moral and material abandonment"..... (Article 39 F) and

"The state shall endeavour to provide ..... free and compulsory education for all children until they complete the age of 14 years"..... (Article 45).

The child labour (Prohibition and Regulation) Act was enacted in 1986. As per Child Labour (Prohibition and Regulation) Act, 1986 "Child means a person who has not completed 14 years of age.

- The Act regulates the condition of employment in all occupations and processes not prohibited under the Act (Part III).
- The Act prohibits employment of children in 13 occupations and 57 processes contained in Part-A and B of the Schedule to Act (Section 3).
- Any person who employs any child in contravention of the provisions of Section 3 of the Act is liable for punishment with imprisonment for a term which shall not be less than three months but which may extend

*We need to get down to action creating a new version for the children for whom we are responsible and who look up to us with hope.*

to one year or with fine which shall not be less than Rs. 10,000 but which may extend to Rs. 20,000 or both (Section 14).

A national policy on child labour was framed in August 1987. This policy contains the plan for solving the problem of child labour. NCLP started scheme in 1988 to rehabilitate child labour. Under the scheme after a survey of child labour engaged in hazardous occupation and processes has been conducted, children are to be withdrawn from these occupations and then put into special schools in order to enable them to be mainstreamed into formal schooling system.

Data provided by National Sample Survey depicts child labor as 3.8 percent in year 1999-2000 while according to census data it was 53

percent in year 1991. Interpretation of data from NFHS (National family health survey) on all India basis shows that incidence of Child labour in a rural areas is 4 per cent in comparison to urban area which has 1.7 per cent. Some states has higher rate of incidence of child labour in rural areas these state are Andhra Pradesh, Gujarat, Karnataka, Madhya Pradesh, Rajasthan whereas Karnataka, Orissa, Assam, Andhra Pradesh were found to be leading in child labour, in urban area.

The number of child labour is on rise in India for this most of the social scientist argued and accepted that *prima facie* the phenomenon of working children is associated with poverty and illiteracy these being the biggest reasons but there are other factors also which are helping to propagate child labour

and are the part of vicious circle, they are :

- Large families with only one none working parent or adult.
- Migration, it can be by force or in look out for work and employment.
- Traditional family occupation.
- Ineffective law enforcement.
- Wage structure of adult workers.

It is a shame that almost less than half of India's children between the age of six to fourteen, that comes to 82.2 million are not where they should be that is in schools. Most of them stay back at home either to work, or to attend to cattle, younger siblings, working in fields.

The survey conducted and data collected by N.F.H.S. (National Family Health Survey) Table 2 shows the result

**TABLE 1**  
**Percentage of Child Workers in 5-14 years Age Group in Different States in India**

States	Rural			Urban			Rural Population Sample	Rural Population Sample
	Boys	Girls	Total	Boys	Girls	Total		
Andhra Pradesh	11.84	15.39	13.58	7.14	1.93	4.70	3291.00	1107.00
Assam	3.13	1.59	2.37	4.07	3.39	3.73	3709.00	885.00
Bihar	4.71	2.55	3.67	3.79	0.84	2.30	9982.00	1176.00
Goa	0.73	2.44	1.58	1.65	0.76	1.19	822.00	506.00
Gujarat	11.38	8.47	9.96	2.83	2.63	2.74	2710.00	1716.00
Haryana	1.79	0.71	1.29	1.79	0.00	0.99	3020.00	1107.00
Himachal Pradesh	0.29	0.15	0.22	0.41	1.17	0.77	2740.00	913.00
Jammu & Kashmir	2.79	4.00	3.39	4.99	2.03	3.61	3508.00	1054.00
Karnataka	10.02	7.14	8.56	6.58	2.91	4.79	3713.00	1692.00
Kerala	0.38	0.40	0.39	0.51	0.00	0.26	2040.00	761.00
Madhya Pradesh	7.19	5.39	6.31	1.70	0.12	0.28	7874.00	13272.0
Maharashtra	4.39	4.43	4.41	2.08	0.81	1.47	2993.000	3872.00
Orissa	2.87	2.52	2.70	5.91	2.91	4.52	4410.00	1107.00
Punjab	2.48	0.10	1.42	1.52	0.18	0.90	2316.00	1218.00
Rajasthan	5.34	6.61	5.94	1.91	0.65	1.33	8069.00	2330.00
Tamil Nadu	3.46	4.59	4.02	4.07	1.62	2.88	2462.00	1908.00
West Bengal	4.42	2.13	3.32	2.97	2.84	2.90	3134.00	1861.00
Uttar Pradesh	2.57	0.84	1.77	3.08	0.80	2.00	12199.00	2906.00
New Delhi	0.71	0.00	0.36	1.89	0.87	1.40	276.00	3136.0
NE States	2.97	2.66	2.82	1.37	2.00	1.69	9590.00	2832.00
India	4.44	3.69	4.08	2.83	0.87	1.65	88858.00	45359.00

Source: N.F.H.S. 1998-99

TABLE 2

## Percentage of Child Labour (5-14 years) by Standard of Living Index

State	Low	Medium	High
Andhra Pradesh	62.85	35.34	1.81
Assam	57.26	20.51	22.22
Bihar	77.61	20.61	1.78
Goa	10.53	47.37	42.11
Gujarat	51.74	44.79	3.47
Haryana	30	56	14
Himachal Pradesh	0	38.46	61.54
Jammu & Kashmir	24.2	69.43	6.37
Karnataka	60.8	36.18	3.02
Kerala	60	30	10
Madhya Pradesh	49.25	46.44	4.31
Maharashtra	66.12	29.51	4.37
Orissa	83.43	15.98	0.59
Punjab	20.93	51.16	27.91
Rajasthan	43.2	54.64	2.17
Tamil Nadu	52.63	42.11	5.26
West Bengal	65.81	23.23	10.97
Uttar Pradesh	47.96	46.1	5.95
New Delhi	9.3	69.77	20.93
NE States	43.61	36.72	19.67
India	50.84	42.74	6.43

Source (NFHS, 1998-99)

which can easily be interpreted as that the poverty alone is not responsible for children to be indoctrinated as labourers.

Around 50.84 percent of child labour belongs to low standard of living category while 42.74 percent belongs to the medium standard of living category at all India level.

Child labourer are divided in four major sectors, these are :

Cultivators, Agricultural labourers, Manufacturing in household industries and others which includes construction workers etc.

At the national level most of the child labour involved in an unorganised sectors where these children are losing their childhood. The match & fire works industry of Sivakasi (Tamil Nadu). The carpet industry of Palamau, Varanasi and Mirzapur, Powerloom industry in

Bhiwandi (Maharashtra), lock industry in Aligarh, Gem polishing in Jaipur (Rajasthan), pottery in Khurja and glass factories in Firozabad (Uttar Pradesh), shellac industry in Bihar and Madhya Pradesh and the bidi manufacturers, brick kilns, plantation, tea shops and middle class houses all over the country.

Census data 1991 shows that child labour is concentrated in agricultural sector constituting around 78 percent of boys and 83 percent of girls as cultivators and agricultural labourers.

Child labour employed in intrinsically hazardous occupation handling dangerous chemicals; equipment which may lead to burn or damage of limbs as handling explosive in firework factories, matchmaking factories.

In balloon making factories in Maharashtra children working are exposed to dangerous chemicals which requires in mixing of hot rubber with colour in turn producing dangerous gases. Exposing the respiratory organs to regular toxic fumes may damage their lungs, wind pipes permanently causing respiratory disorder and lung diseases which are life shortening.

TABLE 3

Child Labour in different Sectors		
	Boys	Girls
Cultivators	37.9	30.8
Agricultural labourers	39.6	51.9
Manufacturing in household Industries	20.4	12.7
Others	2.1	4.6

Source : Census 1991

In powerloom industries workers are exposed to the cotton filament which comprises of cotton fibres. These fibres get embedded in the mucous lining of lungs, causing fibrosis, lung disorders, tuberculosis, byssinosis.

In slate and glass making factories workers are exposed to fine silicon dust which when they inhale gets deposited in their lungs causing silicosis which lead to tuberculosis and secondary infections. The temperature in and around the furnaces where the glass is blown is anywhere between 700° and 1800° C. The exposure to such high temperature effects the cornea of eyes, lungs, muscles, mucous membrane, and ultimately reduces the life.

Child domestic workers are victims of various forms of abuse whether sexual, emotional or physical extends equally to both boys and girls.

ILO described children used as domestic worker or servant as a new form of slavery.

ILO defined the work which because of its nature or the surroundings or circumstances in which it is carried out which lead to jeopardise the health, safety or morals of child to be the "worst form of child labour".

As estimated by SAACS that in Capital of India alone there are at least five lakh child labourers of which 50,000 are employed in homes.

Government has decided to prohibit employment of children as domestic servants or servants in dhabas, restaurants, hotels, tea shops, resorts, motels, spas or in other recreational centers. The ban has been imposed under the Child Labour (Prohibition and Regulation) Act 1986 and will be effective from 10<sup>th</sup> October, 2006. The Ministry of Labour has recently issued a notification to this effect giving three month mandatory notice. The decision has been taken on the recommendation of the Technical Advisory Committee on Child Labour headed by the Director General, ICMR. The committee has said that the children employed in road side eateries and highway dhabas were the most vulnerable lot and were easy prey to sex and drug abuse as they come in contact with all kinds of people. The Labour Ministry is also contemplating to strengthen and expand its rehabilitative scheme of National Child Labour Project.

Regular exhaustive studies are to be undertaken. Baseline survey should be conducted so that may help in sustainable research work while in turn form a reliable data bank upon which planner and policy makers can rely and thus can formulate programmes and policies to not only obliterate child labour but can work out plans for the growth and development of children of our country.

Voluntary organisation should also be roped in by forming an apex body comprising of government authority and incorporating voluntary organisation working in these fields. Members of management, trade unions can be involved to seek solutions to the problems of labours.

Above all the government and legal machinery should evaluate and monitor all programmes initiated by government pertaining to children, they ensure that the children should be benefited by these programmes its enforceability and utilization.

The need of the hour is to attract public attention to involve everybody in this fight against child labour use. To make child labour a matter of public concern by giving impetus to the cases highlighting action against child labour.

Mass media, print media and electronic media should play an important to bring back the lost childhood of child labour and to create awareness so that no child falls in this quagmire.

It will be not be justified if we sit back and castigate ourselves. We need to get down to action creating a new version for the children for whom we are responsible and who look up to us with hope. □

## UPA Adopts 20-point *Garibi Hatao* Scheme

**T**he UPA government has gone back to the programme "Garibi Hatao", which was launched by late Prime Minister Indira Gandhi 30 years back to restructure the existing 20-point programme for the poor and the deprived segments.

A decision to change "Garibi Unmolan" (poverty alleviation) to "Garibi Hatao" (eradicate poverty) was taken at a meeting of the Union Cabinet chaired by Prime Minister Dr Manmohan Singh.

Information and broadcasting minister Priya Ranjan Das Munshi, said, "The 20-point programme is a package of social sector schemes and programmes having an important bearing on the poor and under-privileged." The new programme would come into operation from April 2007. To a question, he disagreed that the government decision was populist. "When someone in the rural areas get electricity and roads, they are happy," he said.

On whether the "Garibi Hatao" programme has failed to deliver in the

past three decades, Mr Munshi said, "It has not failed. It has sufficiently scored though not at the desired pace." "However, the need for restructuring was considered inevitable as over the years several new policies and programmes have been introduced and brought within its ambit," he added. The need for restructuring the existing Twenty Point Programme was felt to ensure that it was in harmony with the priorities detailed in the UPA government's national common minimum programme, the minister said. ■

## President's Interaction with School Children

**C**HILDREN HAVE a dream to live in a prosperous, happy and safe India. How do we build a new India of their dream? To realize this dream unique qualities are essential.

### President's message

Dear Children, you are all in the mission of learning. What learning will give?

*"When learning is purposeful, creativity blossoms.*

*When the creativity blossoms, thinking emanates.*

*When thinking emanates, knowledge is fully lit.*

*When knowledge is lit, economy flourishes."*

### Nothing is impossible!

Human flight is nothing but creativity of human mind and it undergoes several struggles to achieve excellence. In 1895, a great well-known scientist Lord Kelvin, who was the President of Royal Society of London said, "any thing heavier than air cannot fly, and cannot be flown." Within a decade, Wright Brothers proved man could fly of course at heavy risk and cost.

On the successful completion of Moon Mission in 1969, Von Braun, a very famous rocket designer, who built Saturn-V, to launch the capsule with astronauts and made moon walk a reality, in 1975 said "If I am authorized, I will remove the word impossible".

The youth should take a lesson from these examples and work to make everything possible.

### Six Point Oath for Children

- I will pursue my education with dedication and I will excel in it.



- I will plant at least 5 saplings and shall ensure their growth through constant care.
- I will constantly endeavour to remove the pain of my suffering brethren.
- I will work for becoming an enlightened citizen and make my family righteous.
- I will always be a friend of the mentally and physically challenged and will work hard to make them feel normal, like the rest of us.
- We the children of India promise that we will work hard with honesty to transform our nation into a developed country.

### Question and Answer Session

**Q. Sir, would you like to be remembered in history as a great Scientist, as the President of India or as a great teacher?**

– Humaira, Tibetan Public School, Srinagar

**A. I want to be remembered as a good human being.**

**Q. Mr. President, as you know today's children are hard pressed for time, perhaps more than ever before. How would you advise us on managing time in the face of curricular overload, peer pressure and parental goads?**

– Mir, Fahim Rasool, SP Higher Secondary School, Srinagar

**A. You must fix a aim. Work constantly towards the aim. If you love your subject you will develop deep interest which will enable you to manage your time better. Do not allow any pressure to influence. Take your own decision. Overcome the problems by becoming master of the problem and succeed.**

**Q. Sir, Science is more read than practiced in our country. What do you suggest to change the trend?**

– Ishtiyaq Ahmad Dar, BHSS Anantnag

**A. Science is being applied in agriculture, industry, Pharma, space and in day-to-day life. Before applying science, we have to understand and hence reading is necessary.**

**Q. Your Excellency, thousands of children are engaged in child labor. Don't you think, with Dr. Kalam as the President of India, they deserve a better deal?**

– Aashish Kumar, BHSS Rajpora, Pulwama

**A. I have assent to a Bill for free and compulsory education for all the children in the age group of 5 to 14. Also, the industries are being asked not to resort to child labour. The Mid-day meal scheme has been introduced by many State Governments to provide nourishment to poor children. Collective societal action is required to wean away the practice of child labour in the country.**

(Adapted from President's Interaction with School children in Srinagar) ■

# Thermal Energy can Relieve Valley of its Fuel Woes

**W**HEN THE government stopped rationing of firewood a few years ago, the people raised a hue and cry. And with installation of electronic meters by the power development department (PDD), the alternatives available to Kashmiris are kerosene and liquefied cooking gas. While the concerned have failed to ensure ample supply of kerosene to the Valley, the prices of cooking gas are unaffordable for the commoners. The problem, however, can be solved if the government rises to the occasion, spends some bucks and undertakes gasification of lignite.

The huge reserves of lignite in the Valley have not been put to proper use till date. The former minister of state for coal, PA Sangma informed the Lok Sabha on August 6, 1991 about lignite reserves in various states. "In Jammu and Kashmir lignite is found in abundance in Nichahom. The reserves are around 90 million tonnes". The minister further said that the, "Lignite deposits have been proved in Nichahom district of Jammu &

Kashmir. The combustion of the lignite has been tested at Bharat Heavy Electricals Ltd., Trichy and the possibility of preparing a feasibility report for the installation of 2x10 MW Thermal Power Station based on the fluidized bed combustion at Nichahom is being considered." However, more than a decade has passed since the minister talked about a thermal power station in the Valley. Nothing has been done in this regard.

Recently ONGC signed a MoU with the ONGC for gasification of its lignite reserves. According to Economic Times (November 5, 2005) the project can be undertaken at a cost of \$ 15.3m (Rs 75 crore). Several states like Gujarat, Maharashtra, West Bengal, Jharkhand, Andhra Pradesh and Tamil Nadu shall benefit from the project.

ONGC has already entered into MoUs with Gujarat Mineral Development Corporation, Gujarat Industries Power and Neyveli Lignite Corporation for converting unminable coal and lignite reserves into gas.

Gujarat, according to Sangma has 383 million tonnes of lignite. And if only 5 per cent (20 million tonnes) of the total reserves

are gasified, it would yield 200 million standard cubic meters per day of gas for 25 years. However, such a gas will contain only 24 per cent methane compared to 98 per cent in natural gas. Also, it will only have 10-30 per cent of the calorific value of natural gas.

Gujarat is a large state with a huge population. If 20 per cent of its lignite reserves can produce gas for 25 years, the success of a similar project in Kashmir can only be imagined.

Underground Coal Gasification (UCG), according to Neyveli Lignite Corporation Ltd, is a process involving converting coal/lignite into combustible gas product. The process is initiated by drilling two adjacent boreholes into the coal/lignite seam and injecting pressurized oxidants like hot air, oxygen or steam into the seam. The process lignites the seam, which releases combustible gases that can be recovered from the adjacent borehole. The connectivity between the boreholes is made by special linking techniques. ■

(The author is Zahir-ud-din, Courtesy: 'Greater Kashmir')

## Festive Time



*People buying the famous Kashmiri pickles from a local market in Srinagar during the holy month of Ramzan*

# Towards Speedy Disposal of Work

*Sanjay Kothari*

**T**HE GOVERNMENT functions by creating infrastructure, developing and communicating it to concerned quarters for operating in an organized manner, in accordance with the laid down rules and procedures. That is why it is often alleged that the Government takes lot of time in decision making as compared to the private body or a multinational organization. The main reason is that, in all these decisions, the concern of all the sections of the society has to be taken care of by the Government. Moreover, the Government is accountable not only to forums like Vidhan Sabha, Comptroller and Auditor General of India, but also to the public at large, as it collects funds in the form of different taxes from the public.

The Chief Minister is the Head of the State Government and is responsible for the functioning of the state and is assisted by Council of Ministers, Administrative Secretary, the Head of the Department and the field organizations. The Government and its instrumentalities function under the well

defined systems and the day to day working of the departments is specified in the Rules of Business of the Government. The Minister-in-Charge of a department delegates the powers to the Administrative Secretary and the Head of the Department through the 'Standing Order' for smooth functioning of the Government.

As per the existing practice, for creation of post in any department or public enterprise, the approval of the Chief Minister is required so as to curtail/contain the recurring expenditure of the State Government. The file for creation of any post is sent to the Chief Minister for approval by the Administrative Department and as per Rules of Business, the file is sent to the Finance Department for concurrence. In case, the Finance Department does not agree with the Administrative Department, it is again sent by the Finance Department to the Chief Minister leading to delay in decision-making.

After the opening of the economy, a conscious effort has been made by Government of Haryana for quick

*It is often alleged that the Government takes lot of time in decision making. The main reason is that, the concerns of all the sections of the society have to be taken care*

decision in the Government. The present Government has laid much emphasis on administrative reforms and good governance practices. As a step towards cutting down on paper work, the following procedure has been adopted for disposal of cases since January, 2006:-

The routine matter having no financial or legal implications should be put up to the Chief Minister for his orders.

In case the proposal has financial or legal implications, the case after obtaining the advice/concurrence of Finance Department or Legal Department or any other department as the case may be, shall be put up to the Chief Minister for his final orders. The Chief Minister after considering all the aspects of the case will pass appropriate orders. Accordingly, instructions would be issued to all concerned.

If the Chief Minister is not the Minister-in-Charge of the department, the file will be approved by the Minister concerned and then advice/concurrence of Finance Department/Law Department will be obtained, as the case may be, and the final approval of the Chief Minister will be taken before issuing the necessary instructions/orders.

As per the past practice, the case for approval of crossing of efficiency bar for Class-III and IV employees vests with the Head of the Department, whereas for Class-II the authority vests with the Administrative Secretary or the Minister-in-Charge as per the standing orders of the department and the case of Class-I officer is submitted to Chief Minister.

The files pertaining to policy decisions should take adequate time of the policy makers.

As such, on files pertaining to policy, the Administrative Department should take the approval of the Chief Minister 'in principle' and then it should be sent to the Finance Department indicating the financial implication and the provision if any, required to be made in the budget. If the Finance Department accords approval then instructions shall be issued.

In case, the Finance Department does not agree with the policy, the matter is referred again to the Chief Minister for consideration on Finance Department file. The Chief Minister can drop/amend the policy as mentioned or he can call all concerned for a meeting to arrive at a appropriate decision.

Thus it can be seen that several unnecessary levels are eliminated in the process for quick disposal by the Government.

The State Government has constituted Haryana Bureau of Public Enterprises (HBPE) in the late eighties to monitor and review the working of State Public Enterprises. The Bureau is a professional body at the Secretariat level and is empowered to examine and decide the proposals of State Public Enterprises. A Standing Committee on Public Enterprises has been constituted to examine and decide the proposals for creation and upgradation of posts, their pay scales, mode of recruitment, terms and conditions in service and the cases involving exemption from the existing instruction for effecting economy in expenditure. The existing procedure in chronological order for approval of the proposal of the PSUs is as follows:

- The Board of Directors.
- The Administrative Department.
- The Standing Committee on Public Enterprises.
- After approval of the Standing Committee, the proposal is sent to

the Administrative Department for approval of the Chief Minister.

- After approval of the Chief Minister, the decision/necessary sanction is conveyed to the concerned Public Sector Enterprise by the Administrative Department.

It was decided that the procedure for sending proposals for placing before the Standing Committee on Public Enterprises of HBPE be also streamlined to cut down delays. As such, the following procedure is being adopted since August, 2005:-

- The proposal be got approved from the Board of Directors.
- The approval of Administrative Department be obtained. In case, where the Chief Minister is the Minister-in-Charge of the department, then the approval of the Administrative Secretary be taken and then the proposal is sent to the Standing Committee.
- After the approval of the Standing Committee, the Member Secretary, Haryana Bureau of Public Enterprises obtains the approval of the Chief Minister.
- Haryana Bureau of Public Enterprises thereafter, conveys the decisions of the Standing Committee to the concerned Administrative Department and Public Sector Enterprise.

It can thus be seen that with this modification in the procedure, the paper work is considerably reduced, the Chief Minister takes decision only once after considering the advice of all concerned and speedy disposal of policy and other matters is possible. Thus, the policy makers on important issues of the state can spend appropriate time and routine matters can be disposed off in a time bound manner. □

# Quality Education

*Gursharn Singh Kainth*

**Q**UALITY ASSURANCE in education is a multifaceted problem, further augmented by the sheer number of parties involved and degree of concern of respective parties. Present competitive environment require the student to have not only adequate knowledge and understanding of their specific area of study but also interpersonal and communication skills to survive the competitive onslaught. But the way in which we are providing education to the student's fraternity and the way they are assimilating it, is fast becoming something, which should be viewed under an electron microscope! Everyone doing the best is not the answer. They must first know what to do? Aristotle had rightly observed that quality is a habit, an attitude. But the demand of time is to implement, institutionalize and internalize it.

The new age is caught in the webs of GOLIT where globalization, open market economy, liberalization and information technology are directing

the future course of the world. Teachers have to see not only their minds or the books but also the vast repertoire stored in thousands of services the world over. Another striking feature of emerging society shall be shift in emphasis from directed learning to self initiated learning.

Numerous educational institutions promising 5 Star qualities have sprung up and are mushrooming rapidly. Hordes of students taking admission for obtaining degrees. But the question arises? Are our pass-outs getting actually what they should be getting? Students and their families are rightfully, questioning the quality of the curriculum, instructional delivery, the learning environment, accessibility for the lifelong learning and improvement of knowledge. The manner in which education is being imparted needs to be diagnosed keeping in view all the players in the field.

If one was to conduct a survey amongst the parents, then these would

*The only solution is to improvise upon the system and processes that are being adopted to ensure quality education*

naturally pose the following questions:

- Which institution should be selected for bright future of their pass-out wards?
- How to ensure that the institutions are imparting the correct education?
- Are the institutions charging nominal fees?
- Do the institutions have adequate, qualified, trained faculties?
- Where to go for having grievance in case of any institution?
- How to ensure that the institution is genuine and not fraud?
- Does the institution have proper lab facilities and trained assistants for practical classes?

Do we have any proper answer for these questions? This is a great challenge before all of us. Likewise any survey undertaken amongst the students would certainly reveal that:

- Teachers taught as per their choice and do not go for the complete syllabus.
- Institution does not have proper practical lab and trained assistants to manage labs.
- Different institutions are referring different things or from different books for the same subjects. It is difficult to know which is correct.
- The institutions do not have proper basic facilities.

- The institution does not have parking facilities.
- Teachers are frequently changed and that too in the mid session.
- The teachers are untrained and hence they generally do not know what they are teaching.
- The institution does not provide proper security arrangements.

What do these responses imply? Students' community is armed with mindset and so are the parents.

Third party in providing quality education is the teaching fraternity. There is an interesting anecdote regarding significance of teaching in our society. Freedom-fighter, Subash Chander Bose was asked a question while in school: "What is the difference between Station Master and a School Master" His intelligent reply was "A station master minds the trains whereas, a school master trains the mind". The reply implies that the primary and foremost responsibility of a teacher is to train the minds so as to bring about a significant transformation in the behavior of a student, and that is exactly what learning is. Now let us take the views what our teaching fraternity:

- Faculty is not adequate hence forced to work overtime.
- No additional remuneration for overtime.
- They considered themselves like bonded labourer because they do not get leave even in case of emergencies.
- They do not see any future.

- No annual increments, promised at the appointed times.
- No scope for further studies/research due to long working hours.
- Additional administration duties.
- No allowances in addition to basic pay.
- Management calls the teachers even on holidays too.

Thus the students fraternity and the teaching community are thus a harried lot, not forgetting that parents and guardians are too faced with a plethora of doubts. Parents want education institutions to ensure quality of education to have continuous generation of more than able professionals and good citizens. Such a scenario surely points to a common denominator.

Indian education system has the serious problem of infrastructure. Standards are being ruthlessly ignored and compromises being made with quality of education. Presently education sector scenario faces a challenging environment, similar to that of manufacturing sectors. Competition for Excellence is rapidly going down. No doubt, existing formal accreditation/affiliations systems being operated through various boards and councils does provide a basis for implementing quality system but do not address quality system needs. The challenge, therefore, before us is how to provide satisfactory solutions to such issues. The only solution is to improvise upon the system and processes that are being adopted to ensure quality education. Let us: Arise, Awake and Act. □

# Global Warming

*Amit Chamaria*

**T**HE DESTRUCTION of forest may be localized but its effects are global. Recently in a comprehensive analysis of the potential effects of human-made global warming in the proceedings of the National Academy of Sciences have predicted environment to be very close to an alarming stage. Predictions, are that more than half of the world's major forests will be lost if global temperatures rise by an average of three degrees or more by the end of the century. Extreme floods, forest fires and droughts will also become more common over the the next 200 years owing to climate change, according to Marko Scholze of the University of Bristol. Dr. Scholze said that effects of a two degree centigrade were inevitable.

This is the temperature rise that will happen, on average, even if the world immediately stopped emitting greenhouse gases. A rise of 2°C to 3°C will be proved enough to reducing the fresh water availability in parts of West Africa, Central America, Southern Europe, and the Eastern United States and raising the probability of drought in these areas. In contrast, the tropical parts of Africa and South America will be at the greater risk of flooding as trees are lost. Dr Scholze says a global temperature rise of more than 3 degrees will mean even less fresh water. And loss of forest in Amazonia

and Europe, Asia, Canada, and Central America could reach 60 per cent.

The immediate cause of the global warming as predicted by the scientists is the emission of greenhouse gases. And the main greenhouse gas is nothing but carbon dioxide. According to James D. Wolfensohn, former president of World Bank. "our world is not only unbalanced, but also endangered." Deforestation is increasing, with almost 100 million hectares lost in the last decade alone much of it is due to millions of poor farmers in Africa and Latin America being forced to cut down trees because they have no other access to land or energy sources.

At the same time, carbon dioxide emission are rising: the European Union's target is to cut green house gas emission by 8 per cent by 2010, but with the current policies, only 0.5 per cent will be achieved. Of the world's fauna, 12 per cent of birds, 24 per cent of mammals and 30 per cent of the fish are either vulnerable or in immediate danger of extinction according to an estimation conducted by a group of world's scientist in 2004.

The environmental challenge is even starker in the developing countries, where five billion of the earth's six billion people live. In these nations, the environment is linked to human development and to poverty. More than a billion people in developing countries lack access to clean water. More than

two billion have no access to basic sanitation. Millions of children die due to waterborne diseases, such as diarrhoea, and air pollution. But surprisingly richer countries do much of the environmental damage. And victims are developing and under developed countries. Accounting for only 15 per cent of the world's population, they cause 50 per cent of global carbon dioxide emission-with all their implications for climate change. But the poorer countries pay much of the "cost"-losing upto 8 per cent of their GDP per year due to environmental degradation, as well as suffering devastating effects on health and human welfare.

Rich countries' large contribution to environmental damage means that they must shoulder greater responsibility for fixing the problem. That means changing the way they produce and consume energy-reducing subsidies, ensuring appropriate pricing, and adequately taxing environmentally damaging products.

If the war on environmental degradation is to be won, we need a major turnaround. Developed countries must set the example by moving towards environmentally friendly production and consumption patterns, including more control of greenhouse gas emission. We all are actually too late but time is still under control to make the right choices. For the sake of future generations, we must act now. □

The author is a freelance Journalist.

Now Delhi in Patna

Admission open...

# IAS/PCS

## सामान्य अध्ययन + इतिहास

By :

MEDIUM : हिन्दी + ENGLISH

# शैलेन्द्र सिंह

With Proven Capacity

**RENOWNED FOR ANALYTICAL APPROACH**

Features:-

- व्याख्यान पर बल
- सम्पूर्ण पाठ्यक्रम के नोट्स
- Regular Test
- Regular Debate
- Answer Formating
- साक्षात्कार (Interview)

**New Batch : 1st week of every month**

**अन्य विषय : निबंध / साक्षात्कार**

# THE ZENITH

**An Innovative Institute for I.A.S.**

G-4, Chandrakanta Apartment, Opp. Bata, Pandui Kothi Lane, Boring Road, Patna-800001.  
Mob. : 9431052949 / 9931026982 E-mail : thezenithias@rediff.com

YE - 11/6/03

## KALP ACADEMY IAS/PCS - 2007

**PT / PT-CUM-MAINS / FOUNDATION**

*Proudly announces the scintillating performance by its students*

*Our Heart-felt Congratulations to*



**BASANT GARG**  
IAS - 2<sup>nd</sup> Rank



**RACHITA BHANDARI**  
IAS - 6<sup>th</sup> Rank



**RIDHIM AGGARWAL**  
114<sup>th</sup> Rank

**GENERAL STUDIES**  
Hindi & English

**HISTORY**  
Hindi & English

**COMMERCE**

**POL. SCIENCE**  
Hindi & English

**ECONOMICS**

**GEOGRAPHY**  
Hindi & English

**PUB. ADMN.**  
Hindi & English

**MATHS**

**FREE WORKSHOP**  
on 11, 12 &  
13th Nov. 06

**Postal Guidance IAS/PCS/UGC/CSIR-NET**

- ◆ History (Mains & PT)
- ◆ Sanskrit (Mains)
- ◆ General Studies (Mains & PT)
- ◆ Commerce (PT)
- ◆ Pub. Admn. (Mains)
- ◆ राजनीति विज्ञान (मुख्य)
- ◆ Sociology (PT)
- ◆ सामान्य अध्ययन (मुख्य एवं प्रारंभिक)
- ◆ Zoology (PT)
- ◆ समाज शास्त्र (मुख्य)
- ◆ Maths (Mains & PT)
- ◆ हिन्दी साहित्य (मुख्य)
- ◆ Maths (CSIR)
- ◆ संस्कृत (UGC)
- ◆ Life Sciences (CSIR)
- ◆ समाज शास्त्र (UGC)
- ◆ History (UGC)

**Admission Open for Regular Batches 2007**

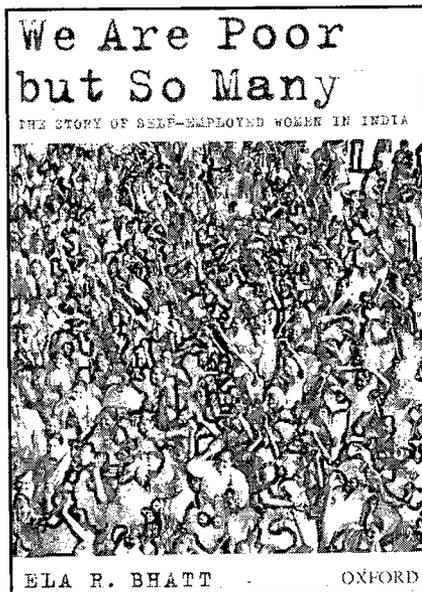
For Details Contact : E-mail - iasatkalp@yahoo.com

**B-18, 1st Floor, Satija House (Opp. Aggarwal Sweets) Commercial Complex, Dr. Mukherjee Nagar, Delhi-9**

**27655825, 27655826, 9891016454**

YE - 11/6/03

## Empowering Women



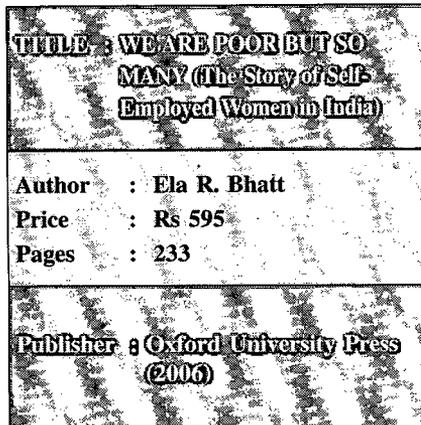
**T**HE BOOK is demonstration of the fact that self employed women should be at the centre of the reform process because they have proved their strength to organize around the relevant issues, find viable solutions, and change the society as well as environment to its sustainable way. The main focus is on the lives of poor self-employed working in the areas like rag pickers, chindi and garment stitchers, vendors etc and struggling against poverty and prejudice. The experiences of the author to satisfy various needs to women such as banking, and healthcare are also explicated.

First chapter focuses on the conditions of women with burden of being poor, being women, and being self employed who is working through out the day but still searching for elusive work, which gives steady income to her family. Insufficient income drags them into vicious circle of poverty and debt trap. Public health care system, safe drinking water, housing, electricity, Education etc which can help them to break this vicious circle but these services are beyond their reach. Benefits of government schemes are not accessible to them because of their weak bargaining power and changing ownership pattern, and degradation of natural resources further add to their problems. The worst affected of the

process are female member of the family. Migration from rural to urban areas in search of solution to their problems further aggravates their conditions. Self employed women in urban areas face problems on account of lack of access to education, training, and capital resources. Enactment of laws has neither benefited nor supported them due to poverty and powerlessness. The solution to these problems lays in revitalization of traditional economic structure and changing the pattern of labour and women movement towards the informal sector.

Second chapter focuses on the issue of developing link between formal and informal sector of workforce and building equitable, democratic and participatory system. Based on SEWA experience of working with oppressed, low income earners, illiterate, and unskilled rag pickers who are major player in recycle industry, author tries to explain how formation of co-operatives and developing them on modern line helps in uplifting their social and economic status.

Third chapter deals with the problems of chindi and garment stitchers and mechanism with which they could fight for their justice of getting minimum wages, How SEWA united chindi and garment stitching women, who have no faith in legal structure, for getting their due share by



creating cooperatives, political intervention, negotiation, and also social adjustment. It focuses on the process whereby self-employed women, if they together, can fight against direct exploitation, system supporting the direct exploiter, and irrelevant impracticable, outdated, and exploitative policies and laws. It also questions the relevance of labour department and labour laws for their limited understanding about the need of unorganized sector.

Fourth chapter deals with the problems faced by vendors and hawkers who are backbone of the community life but untouched by the process of economic expansion. Being too poor to ragtag and too backward, they are exploited at each stage. The cooperative spirit to struggle through the process of demonstration, negotiation, civil disobedience etc for finding their legal identity is very well demonstrated by the author. Marching of SEWA to organize vendor started from local level and continued up to national and international level and finally ended with national policy for hawkers and vendors making them a part of the broader structural policies aimed at improving their standard of living. The power of democratic cooperative organisation formed by the poor vendor is demonstrated as a story of success.

Fifth chapter is an attempt to prove that poverty can be removed not by charity but by raising the earnings of the poor, by productive work and by providing financial services that suits their needs. The financial needs of poor women are different from others because they are poor, illiterate, inexperienced in banking, social problems and also because of attitudinal differences. Present day modern financial systems do not serve the clients who have grown in the traditional, non-formal culture. The experience of SEWA to organize these poor women to solve their financial

problems themselves is an example of the strength of poor if they are too many and organised in a group for common concerns. Training in the areas of financial planning, and management helps them to plan their income, savings and investment for present as well as future requirement. At the same time it also increases their financial independence, standing in community, self esteem, and self confidence.

Sixth chapter is an attempt to highlight the impact of appropriate, affordable, and community based health care solutions where community people themselves find an answer to their health care problems. It is also an attempt to prove the impact on the lives of poor when changes are form within the community. The experience of SEWA in transforming slums with the help of barefoot doctors cum midwives through capacity building and community development is also depicted. At the same time author tries to highlight the importance of preventive medicines like clean water, better nutrition, better housing, fresh air and goods rest as a means to improve the health and socio economic conditions of poor when they are too many.

Seventh chapter focuses on broad integrated approach whereby myriad arts and crafts which are discarded, ignored, and unrecognized can be used to empower rural poor. The example of embroidery workers is cited to show the strength of these traditional skills to empower rural women by increasing their income, mobility, self confidence, by limiting migration. It is also an example to prove the strength of poor women to organize themselves in different groups engaged in different economic activities in search of recognition at national and international level.

Eights chapter focuses on the problems of gum collectors and salt farmers. It is a classic example of

strength of group of such producer in collective bargaining where by they can fulfill their needs for finance, technical support, management, training and also market for their products along with other social needs of child care, health care and education. Their collective strength results in effective market intervention which in turn results in sustainable and profitable collective enterprise. By realizing their own strength, women can run collective enterprise where they themselves play the role of producer, owner, and manager without depending on charity or subsidy.

Ninth chapter is an attempt to highlight the resettlement problems of villages submerged on account of construction of dam on the river and the problems faced by the people who do not have any access to any government schemes and benefits. The experience of SEWA on the Accelerator Rehabilitation of Resettled Household of the Sukhi Reservoir Project with its focus on the income generating occupations and sustainable economic recovery of women is depicted which ultimately changed their diet, culture and identity.

In the final chapter author tries to summarize by way of reforms that are needed for sustained democracy. In the new era of globalization formal sector is shrinking, labour laws losing their relevance, and state role of intervening is declining. In this situation real democratic system can be developed by organizing poor workers at all level. The entrepreneurial and initiative skills of poor self employed, if supported properly, can emerge as powerful force in the process of accelerating economic growth. Fruits of economic growth and globalization process can reach upto last persons in the society only if they are organized. The process ultimately gives us Doosri Azadi second freedom-freedom from poverty. □

– *Kishor Bhanushali*

# Barriers in Mainstreaming

*A Kachhap*

**A**CCORDING TO the Census (2001), the tribal population is 84.3 millions which constitute 8.2 % of the total population. Their decadal growth rate was 24.3 and sex ratio (978) is better than other sections of population. Barring Africa, India has perhaps the largest concentration of tribal population in the world. They occupy about 15% of geographical areas of the country, in different ecological and geo-climatic conditions ranging from plains, forest, hills and inaccessible areas. At present 700 state specific tribals are found in the country. Roughly, the tribal population is mostly the working population—the break-up being 68.8 % main workers, 31.1 % marginal workers, 44.71 % cultivators, 36.85 % agricultural labour and 16.3 % were engaged in different other activities. Only 2.1 % tribal were engaged in household industries as per Census 2001.

As per poverty estimation of 1999-2000, 45.86 % tribals in rural areas and 34.75 % in urban areas were living below the poverty line. In the states of

Orissa (73.93 %), Bihar (50.02%) and Gujarat (59.68%), tribals in rural areas live below the poverty line. The percentage of tribal representation in the Central Government services is also very abysmal. During 1999, only 3.39% services were filled up by the tribal in group A, 2.81% in group B, 6.07% in group C and 7% in group D category of jobs. The overall representation of the tribals is 6.17 % notwithstanding the fact that 7.5% reservation is provided for them.

The tribals are beset with numerous problems and challenges. They have neither been empowered by economic development to tackle the challenge nor they have been converted into a different way of life by plentiful opportunities. This is presumably due to financial crunch and lawlessness in the tribal areas susceptible to the propaganda and the constructive work of left-wing extremism organizations. The anti-naxal campaigns by landlords, police or by the state make little distinction between the tribals and hard core naxalites who expose tribal causes as part of their strategy to

*There is a need to assess the impact of development programmes and schemes undertaken so far*

The author is Deputy Advisor, Planning Commission, Govt. of India. The views expressed are his own and not necessarily that of the Planning Commission.

discredit the existing political system and to justify its overthrow by force.

Education is the most important fundamental right and prerequisite for development of any country. Prior to independence in 1944, Post Matric Scholarship was started for educational development of Scheduled Castes and Scheduled Tribes (SCs & STs) and the same is continuing till date. Despite the sincere efforts by the Government, the tribals are still lagging behind the rest of the population in respect of educational and socio-economic development. During the post-independence era, the Government of India has taken a number of measures to empower the tribal community. The measures so far taken up have produced the desired result and could be regarded as a tip of the iceberg. Though during the last five developmental decades since independence the socio-economic development of tribals has taken place considerably but the gap between rhetoric and reality continues, and thus has failed to fulfill the legitimate aspirations of the tribals.

The gap in education, economic status and technological advancement has increased manifold. The problems and barriers faced by the tribals could be briefly encapsulated as : Alienation of land, Displacement from natural habitat, Denial of forest rights, Imposition of modern Government which is manned by reluctant personnel, Food insecurity, Marginalization of economic activities by non-tribals. The inadequate means for satisfaction of minimum needs and persistent poverty, illiteracy, exploitation and migration etc have further aggravated the problem.



*Longing to go to school*

Over the years, several special institutions have been set up in India with a view to protecting and promoting the interests and concerns of the disadvantaged and weaker sections of the society. In 1950s, a special officer designated as the Commissioner for Scheduled Castes and Scheduled Tribes was appointed under Article 338 of the Constitution to investigate all matters relating to the safeguards provided for the Indigenous (Tribal) peoples. Subsequently, it was felt that instead of a single special officer, a high-level Five - Member Commission would be a more effective arrangement and accordingly, in the year 1990, the National Commission for Scheduled Castes and Scheduled Tribes was constituted for the protection, welfare, socio-economic development of these peoples.

Subsequently, the National Commission for Women was constituted in 1990 and it was followed by setting up National Commission for Minorities in 1992 and National Commission for Backward Classes in 1993. Now the National Commission for SC/ST, bifurcated in 2003 and the Ministry of Social Justice and Empowerment was further bifurcated in

1998 to extend focused attention to the different problems and challenges faced by the tribal community.

There cannot be denying the fact that the tribal communities (as anywhere else in the country) are one of the most vulnerable and marginalized groups. They are faced with social diversity, oppression and economic hardships in various forms. They have to

contend with unequal and insecure access to productive resources and share poor participation in governance. Tribal areas and communities largely remain underserved through public systems - both on account of supply (resources fail to reach the target or programmes fail to bring long term change) and demand (poor ability to demand and elicit resources and services) factors. The poor educational achievements, vulnerable health status and insecure livelihood base have kept these groups to the margins of development in the country.

Lack of social motivation, economic stress, limited perceived relevance of schooling, poor teacher motivation and inadequate resources have combined to jeopardize the tribals' access to education. These act even more aggressively on the girl child. Hence, the gender gap in education remains persistent.

The initiatives have sought to fill the supply gap by offering more and better-equipped facilities and also to improve effectiveness of public education system by focusing upon pedagogy and aspects of teacher motivation. Education Guarantee Scheme (EGS) ensures provision of a school within one km

radius of a settlement from where the demand for the same has come and where there are at least 40 children (25 for tribal areas) who do not have access to a primary school.

A number of innovative government programs like EGS, Alternative Schooling, District Primary Education Project (DPEP) and initiatives by voluntary organizations in the field of education. DPEP is a World Bank sponsored project, which works towards universalizing primary education through multiple interventions at programmatic and institutional levels and which covers all aspects of education. Alternative Schooling was introduced as an intervention under DPEP for education of children who are not able to study in formal schools due to various socio-economic reasons.

Furthermore, the nodal Ministry and State departments are implementing educational development schemes such as Post matric and Pre- Matric Scholarships, Hostel for tribal boys and girls, Ashram schools, Eklavya Model Residential Schools, National Overseas Scholarship, different award for doing research and recently launched Rajiv Gandhi National fellowship for pursuing higher study such as M.Phil and Ph.D. A flagship scheme of Sarva Shiksha Abhiyan and Midday meal programmes are intended to achieve the goal of universalization of elementary education by the year 2010.

Land, both private and public, is the main source of livelihood in rural areas, with agriculture, animal husbandry, forestry and allied activities the main sectors in which tribals earn their living. These are carried on primarily for their own subsistence and often under endemically adverse ecological and economic factors. The status of agriculture and allied activities of the tribals is basically low technology low

input, and subsistence economy based. While there are segments amongst tribals who own large tracts of land and have also taken to more productive and hence more remunerative agricultural practices, they by and large revolve in low technology equilibrium. The major constraint in enhancing agriculture returns among the tribal groups has been marginal land ownership, feudal structures of production and low ability for investment. Access of tribal population to land, remains highly unstable and insecure. Land alienation and insecurity of tenure has been a regular cause of concern related to tribal land ownership and this makes their stakes even more uncertain, amounting to virtual landlessness. Wrongful dispossession, unfair tenancy arrangements and bondage are common in the tribal areas. In these situations, most of the tribal families exist on the margin of an agrarian economy serving it with their cheap labour and skills.

**A**nother important area to be addressed is forest and forest produce, which occupy an important place in the tribal economy and employment. Rich forest reserves are found in the tribal homelands and the access to and use of these has been the source of much contention between the tribals, private interests and the state machinery for which the forests also represent an important source of revenue. Forest are the life line of the tribes especially Primitive Tribal Group (PTGs). Ever since 19<sup>th</sup> century PTGs are on the verge of extinction only because they were forced to evict their forest homes. In post independent period, these tribes were bound to live in fringes of forest and they are forced to learn cultivation on un-irrigated wastelands from which they are not able to grow pittance due to lack of means and inputs. These tribes are not allowed

to access forests for extracting eatable plants materials, and thus forced to die of hunger. Not only the PTGs but any one cuts a single tree, he /she is charged with cases, harassed, tortured, beaten or some time caged. On the contrary mining or industry cuts millions of trees, mega projects like hydel projects or townships clear jungles in score of miles nothing happened. Beginning from the village level to New Delhi, every bit of governance structure lays carpet for such mega destruction. Compensatory afforestation is just a tiny work. Since 1950 the Governments have borrowed many million dollar for forestry projects, but the forest are fast depleting. As the forest snatched away from the poor tribal and being given to industries for exploitation, the tribes are sure loose their identity, culture and die with hunger.

The forests of the country are rich in timber and non-timber forest produces. These produces have been traditionally collected, processed and sold by them and thus, form an important source of cash income for them. Yet the dependency on forests, often a resource that sustains and re-enforces tribal life, is becoming unsure and unsustainable due to reducing forests, stringent laws on use of forests, and increasing biotic and public pressure on forests. These days of work are generated quite largely through the forest departments managed and controlled works in forests. Apart from employment, tribal economy and life depends very largely on forests and its produce - these include substantially fuel wood, minor forest produce that is used for personal consumption and for sales, for nutritional purposes, for cultural and lifestyle usage, for medicinal purposes, and other myriad uses, much of which remains as a knowledge resource within tribal communities. The most important

employment generation in forestry takes place through collection and sale of Non Timber Forest Products (NTFPs). This is significant supplementary income to agriculture that accrues to tribal families in the lean agriculture season. But often due to adverse weather conditions the quality and quantity of NTFPs are badly affected. Head loading of firewood around towns is frequent and provides critical income to poor households.

**T**ribal children are mostly malnourished, infant mortality rate is high (84.2%), neo-natal mortality (53.3%), child mortality (46.3%), under five mortality (126.6%), 64.9 percent of tribal women are anaemic and more than 56 percent of tribal children are under nourished. Ever since the independence the villages in tribal areas have not received basic health services. Poor tribal seek treatment facility have to walk barefoot minimum 10-20 km. Countless children, women and old die of severe diseases in absence of any health service. Sanitation is one of the least priority while it provides the people opportunity to escape the sickness.

NGOs work considerably with tribal constituents. However, good NGOs with a proven track record and demonstrated capacity to work with the community are scarce. Efforts are to be made in areas where good NGOs are available and are working and residing permanently in that area, to link them with the project by using their expertise for training and capacity building. The outsider NGOs working with activist organizations in the tribal areas: activist groups including mass tribal organizations focus on awareness generation amongst tribals regarding issues related to their rights and entitlements. These groups are guided by the consideration that awareness and

mobilization of tribals is critical to their struggle for development, dignity and justice. Activist groups are promoted and led by people with very similar social profile to NGO leaders and in sense can be considered offshoots of the mainstream NGO sector. These activist groups display considerable ideological diversity- from Gandhian to Marxist. By and large, they believe that project based development work will not be effective unless the poor are empowered and the power based equations change. They are also generally opposed to foreign aid and big projects in the tribal areas as such project affect the tribal lives and consequently displacement etc. They however do engage in lobbying with the government and demanding responsive action and policy to benefit tribals. In case of issues of co-operation, co-ordination or clarity regarding the project and its implementation, the Gram Sabha has been held responsible for taking decisions and resolving such issues.

The poverty generally spreads its tentacles in societies of low economy. Still the disempowerment, exclusion, disorganization and marginalization are principal reasons for resourcelessness. Power relation in the tribal community considerably influence the people's ability to withstand daily food needs and overcome poverty. Nevertheless, manipulation in the balance and socio-politico economic relations of the population and state weak and mighty need to be reviewed essentially to retain survival of tribals.

Existence of tribals would be void without the natural resources development and conservation, hence serious efforts need to be made in the tribal areas for their renewal which have rich natural resources. Tribal villages do not have employment opportunities as the long-term livelihood option are

absent in tribal areas. Land based and other natural resources have degraded to the extent that work on farm and off farm has seriously declined. Local work is not available, hence tribal migrates outside in search of employment where they face myriad of problems. As a result their vulnerabilities of families increases and tribal people are not able to invest or save for future. After 73<sup>rd</sup> Amendment of the constitution, decentralization of governing system tribal people have more chance to grow up. Local self-governance (Under PESA) has been most defunct system. Neither Government machinery tried to tell tribal about their rights nor tribal dared to ask about it. Local administration does not recognize the entitlement of gram Sabha and Panchayat also they do not recognize elected representative. Local administration ignores the importance of the supreme body under tribal self rule. Panchayats are overpowered by dominant officialdom/bureaucracy and local politicians.

**D**espite various safeguards provided under the Constitution of India and large number of initiatives undertaken for tribal and for their areas, they live with inadequate food, insufficient clothes and temporary shelter, tribal areas are lagging behind rest of the population due to lack of equal opportunity. This scenario is clearly attributed to indebtedness, land alienation, poverty, unemployment, health problems, lack of potable water, lack of housing, weak education, no opportunity for vocational education, communication inability, displacement, depopulation and migration. There is a need to assess the impact of the development programmes and schemes undertaken so far for their welfare and development. Why are the problems still persisting? □

# Apple : Challenges

S S Singh

**H**ORTICULTURE PLAYS a significant role in Indian agriculture. Horticultural crops occupying an area of 14.82 million ha which is 8.50 per cent of the total cropped area, contributing over 18 per cent of the agricultural output and 52 per cent of the total export earnings. Fruit crops are grown in an area of 3.73 million ha with the total production of 46.04 million tonnes, while area under vegetable crops is 6.24 million ha and total production is 93.92 million tonnes, which are 10 and 14 per cent of world fruit and vegetable production, respectively. There has been a remarkable improvement in the last 50 years in area, production and productivity of various horticultural crops including apple. As a result, India is now the second largest producer of fruits and vegetables in the world after China.

At present there are 28 apple producing countries in the world, which produce about 45 million tonnes of apple from 5.68 million ha area. China is the largest producer of apple in the world with a production of 20 million

tonnes. USA is the second largest producer of apple after China with an average production of 4.81 million tonnes per annum. India is the ninth largest producer in the world with a production quantity of about 1.38 million tonnes of fresh apple but produces only 4,500 tonnes per annum of Apple Juice Concentrate (AJC), which is equivalent to about 0.64 per cent of the total world production. China with a production of 2,00,000 tonnes is the largest producer of AJC in the world followed by Poland with 1,90,000 tonnes, USA with 136,000 tonnes and Germany with 75,000 tonnes.

The production of apple in India is estimated at 1.38 millions tonnes of which about 58 per cent comes from Jammu and Kashmir, about 29 per cent from Himachal Pradesh, 12 per cent from Uttaranchal and 1 per cent from Arunachal Pradesh, which varies year to year as the crop is highly sensitive to the weather conditions. The apple is grown in an area of 90,080 ha in Jammu and Kashmir with the total production of 9,09,583 MT and the average productivity is 13 MT per ha. Himachal

*It is highly desirable to increase the apple processing facilities at a cost at which the products are globally competitive*

Pradesh occupying an area of 92,820 ha area under apple cultivation, which total production, is 1,80,528 MT and the average productivity is 7 MT per ha. Uttaranchal account for 55,985 ha area under apple farming while the total production is 89,659 MT and its average productivity is 4 MT per ha. Apple is commercially grown in Baramula, Anantnag and Srinagar areas of Jammu and Kashmir. The Baramula district with a production of 3.80 lakh tonnes contributes almost 51 per cent of the total production of apple in the state and has the maximum productivity at 15.38 MT/ha grown over an area of 24,700 ha. The major apple growing areas in the state of Himachal Pradesh are Shimla, Kullu, Sirmour, Mandi, Chamba, and Kinnaur. In Uttaranchal, Nainital, Almora, Uttarkashi, Pithoragarh, Dehra Dun, Pauri, Tehri and Chamoli are important apple producing districts. Arunachal Pradesh also figures as an apple producing state but contribution to the overall country's production is rather insignificant at less than 1.0 per cent. The production of about 10,000 MT is consumed either locally or in the north east region itself.

The apple besides being the most popular fruit is highly nutritive as it contains minerals and vitamins in abundance. The food value of apple is mainly constituted by its contents of sugar of which fruit sugar constitute 60 per cent, glucose 25 per cent and sucrose only 15 per cent. The general food value of apple is given as under:

The comprehensive field survey conducted by various agencies under the World Bank funded project of Diversified Agriculture Support Project in Uttaranchal, Jammu & Kashmir and Himachal Pradesh revealed that poor infrastructure and inadequate storage space in their area due to which they are not able to increase the land coverage of apple plantation. About 60 per cent of them are suffering because of unstable market conditions, 37 per cent attribute to farm losses due to poor labour availability, the absence of suitable technical expertise, whenever required and the poor availability of quality planting material of commercial varieties.

The study shows that more than 90 per cent area of apple in these states is covered under exotic varieties, which are no doubt high yielding, but most of them are susceptible to various pests and diseases. Besides, apple is grown by small and marginal farmers and for most of the inputs including pesticides, these farmers depend upon the traders who guide them keeping in view their profits that hinder the transfer of proper technology.

There is also a need felt for switching over to high yielding varieties alluring consumer response. To take care of this problem, the import of rootstock of new apple varieties is highly desirable. The other problems though somewhat minor as reported are inconsistent Government policies and the complicated marketing structure,

which involve multiple channels among the farmers and consumers. The most essential facilities that are desired to be made available as soon as possible are modern pack houses and controlled atmosphere cold storage in every apple growing cluster of the state.

The overall post harvest losses of apple are estimated at around 14 per cent and attributed to the following reasons:

- Difficult geographic terrain in most of the apple growing areas particularly in Himachal Pradesh and Uttaranchal.
- Lack of post-harvest handling systems in all the apple growing states.
- Poor infrastructure facilities such as bad country roads and improper modes of transport.
- Inadequate cold storage space specific for apple storage.
- The distant points of consumption.

The solution, however, lies in the total overhaul of the entire chain from apple growing to processing by incorporating the following measures:

- Providing effective pre-harvest care of the plants including the practicing of Hazard Analysis Critical Control Point (HACCP) and Sanitary and Phytosanitary Standard (SPS) systems.
- Providing a systematic and scientific look after of the plants during the

Food Value per 100 g Edible Portion		Minerals and Vitamins per 100 g Edible Portion	
Moisture	84.65	Calcium	10 mg
Protein	0.2 %	Phosphorus	14 mg
Fat	0.5 %	Iron	1 mg
Minerals	0.3 %	Vitamin A	10 IU*
Fibre	1.0 %	Small Amounts of Vitamin E and B	
Carbohydrate	13.4 %	Complex Calorific value - 59	

\*International Unit.

entire period of growing and maturing of fruit on the trees.

- Incorporating mechanical harvesting system to the extent possible and setting up of centralized grading and packing stations in the apple growing clusters.
- Initiating the development of roads in the apple growing areas so as to make plying of the trucks convenient, smoother and faster.
- Making available and leasing the proper reefer-vans for transportation of fresh apple to storage centres.
- Setting up of controlled atmosphere cold storages in the fruit growing clusters, at the market centres and on the ports to facilitate the storage of fruits.

As soon as the above facilities are in place, the apple industry in India would automatically take rapid strides in its development with a sustained rate of growth.

There has been a growth of 2,400 per cent in the import of apples, as from 70 MT in 1998-99 valued at Rs 51,000 it has gone up to 6586 MT valued at Rs 2,108 lacs in the year 2001-2002.

Besides, the country has also imported apple juice from Australia and USA amounting to 268 tonnes valued at Rs 143.34 lac which is rather disappointing trend for a country producing about 1.38 million tonnes apple per annum.

The export of fresh apple in last 5 years has gone down badly from 13,216 tonnes valued at Rs 1,356 lac in 1996-97 to only 2,847 tonnes valued at Rs 417 lac in 2001-2002. The export of apple in 1996-97 represented only 1.01 per cent of the total apple production in the country while it has gone down to 0.24 per cent.

The total installed capacity for

processing of apple in the country at present is estimated at about 60,000 tonnes per annum, which would consume just 4.6 per cent of the total production as against 19.59 per cent of the world average. Hungary processes about 69 per cent of its total production of apple into AJC, followed by Poland 52.3 per cent, USA 32.57 per cent. The low processing capacity in India has mainly been due to the fact that the market for apple juice in the country has remained underdeveloped and secondary, the apple producing areas being far off from the port, the exports turn price-wise incompatible in the world market. The problems faced by the apple processing units reported areas follow:

- The short period of only 90 days of apple availability, which gets further reduced due to inclement weather, results in a heavy financial overhead on the unit because of long idle period.
- The good quality fruit is available in higher altitudes where harvesting, collection and transportation logistics defy the economic aspects.
- The transportation costs of packaging-material imported by the units from outside and that of the finished product exported outside the state are expensive overheads.

A detailed market survey in the meanwhile, has brought out encouraging findings about the available domestic market for fresh apple and processed apple products in India, which implies that the existing production quantity of fresh and processed apple product can be safely absorbed by domestic market itself, for more gainful economic returns than the exports would have generated for the industry.

According to an estimate, the demand of fresh apple in the country is

10,82,300 tonnes per year, while demand of Apple Jam and Apple Juice is 2,07,400 tonnes and 2,84,800 tonnes, respectively. Thus, there is a demand of fresh as well as processed apple is 15.75 lakh tonnes per year, which will be increased to 22 lakh tonnes per year by the 2010. At present, the availability of total apple is 14.38 lakh tonnes per year in which 0.5 per cent imported apples are also included. The availability of total apple would be increased to 20.73 lakh tones per year by the 2010. Hence, there is a gap of 1.37 lakh tones of apples in demand and consumption, which would be expected to be 1.27 lakh tones per year by the 2010. These trends indicate that there is a continuous increase in apples demand and their consumption in the country itself and this increasing production of apples and their processed products is quite enough to consume in India only. Therefore, the existing and future trend for apple growers of India is very encouraging but they must remember that quality and packaging of the fresh as well as processed produce are of utmost importance, besides improving the productivity of apple by adopting integrated pre- and post-harvest management practices in true letter and spirit.

The fresh apple from Australia and New Zealand has been coming to the Indian Metro markets in the last 3 years and is sold in retail at Rs 90 to Rs 100 per kg and leaves the challenge for Indian producers to compete favourably on price, after maintaining the international quality standards both of the fruit as well as its packaging, otherwise their market presence would get jeopardized.

In order to maintain the apple industry in the country in a good health so that it serves the purpose of providing economic betterment to the farmers and for generating direct and indirect employment for the rural youth,

it is highly desirable that the efforts be made to increase the apple processing facilities at a cost at which the products are globally competitive. This would provide value addition to the fruit besides preventing its undesirable losses in large quantity.

### Suggestions

The major hurdles in the development of apple fruits in the hilly areas are inaccessibility due to the difficult roads, uneven terrain and lack of transportation facilities. It is therefore, suggested that the construction of ropeways, cable airways and roads would be encouraged for the efficient and timely supply of growth promoting critical inputs, to bring surplus produce from the difficult areas to the market.

To modernize apple in the Uttaranchal, consolidation of holdings should be done on a priority basis and it should be repeated every thirty years. Also joint or cooperative or contract farming can be tried out to solve this problem. To supplement meagre resources with additional capital, credit cooperative societies should be established and strengthened in each and every village of the Uttaranchal. These societies should provide advance crop loans as well as medium and long term loans to the farmers in a systematic manner as is already in practice in other states like Gujarat.

There is need to multiply and supply the planting material of those varieties to the farmers to improve the productivity of apple fruits in Uttaranchal. The steps have been taken for import of twenty apple varieties and five rootstocks under the National Horticulture Board and Diversified Agriculture Support Project from USA and New Zealand during 2002-2003 and 2003-2004 and their performance studies are going on in various places of Uttaranchal including Chaubatia.

The facilities for rapid multiplication of improved plant material like tissue culture laboratories shall have to be established for ensuring rapid multiplication of elite planting material for future plantations.

The input supply centres must be provided at Gram Panchayat level, so that farmers could get input for their orchards in time and they may not have to travel long distance in such hilly conditions to carry the orchard inputs.

The horticulture in Uttaranchal is mainly practiced under rainfed conditions and serious moisture stress is commonly experienced at the critical periods of plant growth and fruit development. Technology for moisture conservation *in situ* is available in the country and is required to be applied in the field in temperate regions. For providing artificial irrigation during moisture stress periods, the only possibility in many orchards in hill states is to harvest the rainwater and use the same with high efficiency irrigation system like drip and micro-sprinkler system.

At present suitable anti-hail nets are not available in the country and the available material is mainly meant for fishing and has a very short life of three to four years which is not cost effective for growers. The development of some suitable material for anti-hail nets having life of about 10 years is, therefore, an urgent necessity of the apple fruit industry.

There is an urgent need to introduce the mechanized grading and packing facilities/infrastructure upto village level and also to increase the cold storage facilities in the production areas.

The high cost of packing material for fruits has disturbed the economy of the apple fruit industry. The cost of C.F.B.

carton is so high that the fruit growers cannot afford to use them without Govt. subsidy. Effective R&D efforts should be made to develop cheap type of packing material for fruits.

Like other horticultural crops one of the peculiarities of apple fruit industry is that while periodically supply of produce is limited due to seasonal nature, the periodicity of demand is long term. The marketing system for the apple fruit, therefore, be able to cope with the seasonal outflow of fruits from the production areas and relatively stable and continuous consumer demand. This can be possible by skillful handling, rapid mobilization of the transport and creating of storage network for regulation of supplies according to demand.

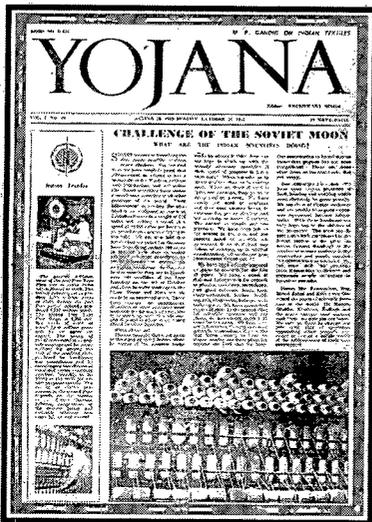
It has been estimated that 20 per cent of the total fruits produced are of cull grade and can be profitably utilized only in the processing industry. Grower's interest in fruit production can thus be protected by developing substantial processing capacity which in normal years must be able to utilize the culls and should have the capacity to absorb the pressures emanating from the bumper crop/or from damaged crop in years of adverse weather conditions. Processing industry, therefore, required expansion and diversification for the utilization of the unmarketable fruits.

The majority of farmers remains totally ignorant about improved and advanced technologies and hence do not use recommended practices to enhance their apple production. To overcome the said problem it is suggested that the extension services should be strengthened and modernized in the state. At the same time sufficient funds should be spared for extension and extension education in the state so as to exploit hidden potentials of apple fruit in the Uttaranchal. □

## In the News

- The Union Cabinet has approved Rs 16,978 crore rehabilitation package for 31 districts of Andhra Pradesh, Karnataka, Kerala and Maharashtra which have become known as "Suicide Prone" due to large scale suicides by farmers recently.
  - The economy registered this decade's highest first quarter growth during the current financial year (April-June 2005-06) at 8.9% on impressive showing by manufacturing and services sector.
  - The Centre has asked all states to ensure that prime agriculture land was not used for setting up special economic zones (SEZs). The Commerce and Industry Minister Mr Kamal Nath said that the Board of Approvals for SEZs has already decided that proposal for setting up SEZs on prime agriculture land would not be cleared. Pointing out that land was a state subject under the Constitution, Mr Nath said that the government has written to states not to acquire land for private developers. He said SEZs should be set up only on wasteland or less fertile farm land.
  - Expressing concerns over northern states' poor growth, the Prime Minister Dr Manmohan Singh has called for the removal of inter-state trade barriers to ensure India's overall development. He also warned states against unviable tax sops. Speaking on the need for e-governance, he remarked that, in the final analysis, what will differentiate one state from another is the quality of governance and make public service more effective and efficient.
  - The Union Cabinet has approved 29% dearness allowance, 5% more than the existing rate with effect from July 1 this year to over 10 million Central Government employees and pensioners.
  - The Punjab government has decided to set up a commission to reform and standardize primary, higher, technical and medical education in the state.
  - Pondicherry will now be officially rechristened as Puducherry. This follows the Presidential assent given to the legislation passed by Parliament during the Monsoon session.
  - The Orissa government has signed ten memoranda of understanding (MoUs) with private companies to set up mega-thermal power plants in the state. The 10 projects, combined together, entail an investment of Rs 45,000 crores and are envisaged to produce 10,920 MW power.
  - India has failed in its bid to prevent China and three other countries from getting more powers in the International Monetary fund. This gives China, South Korea, Mexico and Turkey greater say in the IMF including access to finance and voting powers.
  - Edmund S. Phelps of the US won the 2006 Nobel Memorial Prize in Economic Sciences for explaining the relationship between inflation and unemployment, work that has had a profound impact on macroeconomic policy.
- The 73-year-old Columbia University professor challenged the prevailing views of the 1960s by developing a new economic model that has helped corporate and government leaders balance inflation and unemployment in decision-making. ■

## Hunger-Strike to Celebrate Nehru's Birthday



October 20, 1957

**P**RIME MINISTER Nehru's birthday is Children's Day all over India. Even residents of remote Bhutana knew that and when a school was sanctioned for their village, they decided to complete the building before Nehru's birthday. But family feuds got the better of good resolutions. Members of the Panchayat started quarrelling and accusing each other of misusing funds. The school building stayed as it was—with just the foundation stone sticking out of the ground. And the children had nothing to do except loiter about the fields or fight with each other.

Ten months passed in argument and accusation.

Then Dharam Singh, 40 year old Village Level Worker, took a step. He ignored the leaders and went to the heads of families and asked them for help. When that did not produce results, he went to their homes and asked the

women to think of the future of their children. The women listened to him with sympathy. They heard how the quarrels of their men-folk were responsible for their children loitering in the streets. They offered Dharam Singh food and water. He refused:



*Dharam Singh refused food and water till a dispute was settled*

“Not till the matter of the school is settled,” he said. Then the story went round that Dharam Singh had not eaten or drunk for three days. The entire village met on the third evening. The men, particularly the Panchs, came in for some sharp words from the women. They decided to build the school themselves.

The villagers were stung to shame. They worked day and night. In 1-1½ months they finished the building. The school opened as scheduled on Nehru's next birthday.

Now 46 boys and girls study in the primary school at Saeedpur. They also have a children's park. □

# RAU'S IAS

## A name that Nation trusts

### Amazing Success

**Our 2005 Exam Results** : Nine positions secured by our students in first 20 and 49 in first 100 with overall 203 total selections. As regards the past achievements, Study Circle has contributed nearly one-third of the total selections done for Civil Services by UPSC since 1953.

It is a well known fact that Rau's is the most trusted and recommended name all over the country for IAS & PCS coaching.

### Unbeatable Strategy

**Answers that matter** : The most crucial fact about coaching is that it should improve the quality of your answers in the minimum possible time. It is precisely this training on which we focus on at Rau's to give an extra edge to the answers you give / write in the Civil Services Examination.

### Be Sure

We have no branches or associates any where in India except Jaipur. Our name which has become a legend among students for the highest standards in teaching, and hence has been copied by a lot of people across India, but no one can match our quality.

### Programme Highlights

#### **Civil Services/PCS Exam - 2007 & Judicial Services Exam - 2007**

- ◆ Personal Guidance (English Medium) is available for -  
**General Studies/ Essay, History, Sociology, Public Administration, Geography, Psychology, Law & Commerce.**
- ◆ पर्सनल गाइडेंस (हिन्दी माध्यम) -  
सामान्य अध्ययन / निबंध, इतिहास, भूगोल, समाजशास्त्र एवं लोक प्रशासन में उपलब्ध।
- ◆ Postal Guidance in English Medium available for -  
**General Studies, History, Sociology, Public Administration and Geography.**
- ◆ पोस्टल गाइडेंस (हिन्दी माध्यम) -  
केवल सामान्य अध्ययन, भारतीय इतिहास एवं भूगोल में उपलब्ध।
- ◆ Hostel facility arranged.

कोई भी लक्ष्य बड़ा नहीं ।  
जीता वही जो डरा नहीं ॥

*If you are taught by  
the stars, sky is the limit.*

**New batches for 2007 Exam, start from 27<sup>th</sup> October, 2006**

**Admission Open, Apply Now.**

Contact personally or write for prospectus with a DD/MO for Rs. 50/- favouring



**RAU'S IAS STUDY CIRCLE**

**Head Office** : 309, Kaichanjunga Bldg., 18, Barakhamba Road, Connaught Place, New Delhi-110001

Phone : 23738906-07, 23318135-36, 32448880-81, 65391202, Fax: 23317153

**Jaipur Centre** : 701, Apex Mall, Lal Kothi, Tonk Road, Jaipur - 302015, Ph.: 0141-6450676, 3226167, 9351528027

For full details on fast-track log-on our website: [www.rauias.com](http://www.rauias.com)

**The Original Rau's / Rao's - Since 1953**

# JUST RELEASED

## KENDRIYA VIDYALAYA SANGATHAN

# TEACHERS

## RECRUITMENT EXAMS.

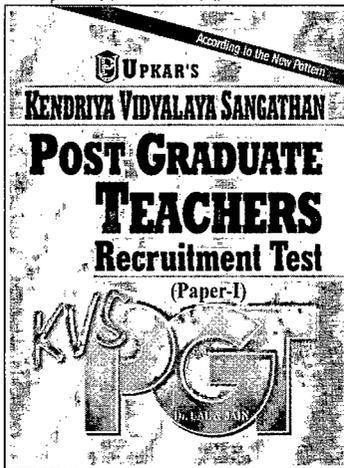
PGT

TGT

PRT

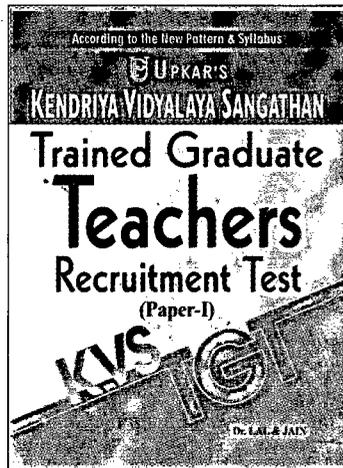
• Paper-I

HINDI EDITIONS ARE ALSO AVAILABLE



Code 494

Rs. 215.00



Code 885

Rs. 199.00



Code 986

Rs. 140.00

• Paper-III

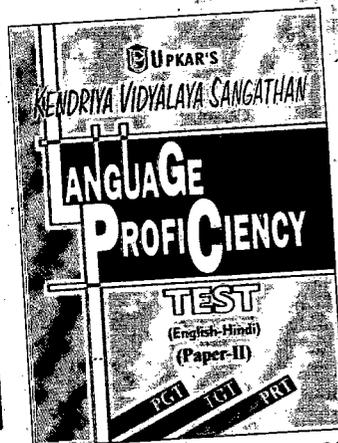
Examination-oriented study material catering to the various needs of the examination encompassing the wide spectrum of syllabi



Code 1561

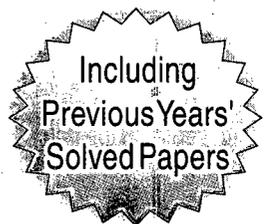
Rs. 300.00

• Paper-II



Code 886

Rs. 135.00



**UPKAR PRAKASHAN**

2/11 A, Swadeshi Bima Nagar, AGRA-282 002 Ph. : 2530966, 2531101, 3208693/4; Fax : (0562) 2531940

• E-mail : info@upkarprakashan.com • Website : www.upkarprakashan.com

Branch Office : 4840/24, Govind Lane, Ansari Road, Daryaganj, New Delhi-110 002 Ph. : 23251844/66