This chapter makes a comparative study of child welfare in Iran and in India. The question may arise, why a comparison is made at the last chapter. There are many reasons for this. The title of the thesis itself is, 'children's welfare in Iran', and therefore, the focus of attention is on children's welfare in Iran. A comparison is made here to examine the policies and programmes initiated by the government of India and other voluntary institutions. India is chosen for comparison because of the following reasons: 1. Persia (Iran) and India have had commercial, cultural and diplomatic relationship from the ancient period onwards. 2. These are two modern welfare states, specially in the field of child welfare, 3. Iran is an Islamic Republic since 1979 and independent India is a secular state, where all the religions of the world exist. It is very interesting to study social welfare, especially child welfare in these two countries. Enough attention is paid to mainly discuss the child welfare in both the countries under comparison. Comparison is always useful for a closer look. Aristotle was the first social scientist who made a comparative study of institutions.
In Iran, child welfare is a major focus of attention of the government of Iran, specially after 1979, though some voluntary agencies are also involved in this process. In India, government of India plays a predominant role in child welfare followed by various voluntary agencies, involved in this job. As a matter of fact, it varies from state to state. The concept of child welfare is really the product of a value system that exists in a particular society. Attempts are made here to minutely describe each and every aspects in this particular sphere. For this purpose, the data are placed under the appropriate sub-headings and analysed properly.

National policy for children

The constitution of Islamic Republic of Iran gives a lot of importance to children, because the Islamic Republic believes that the children, the foundation of the nation and therefore, their welfare if identified with the welfare of society and country. Chapter 3 of the constitution deals with the rights of the people and Article 21 which comes under this chapter, talks of the protection of mothers, especially during pregnancy and child-rearing, and the protection of children without guardians. It also talks of establishing course to protect and preserve the family. Article 21 of the constitution also deals with the awarding
of guardianship of children to worthy mothers for protecting the interests of children in the absence of the legal guardian. Article 30 say, "The government must provide all citizens with free education up to secondary school, and must expand free higher education to the extent required by the Country, for attaining self-sufficiency".\(^1\) The country has paid maximum attention to problems connected with children by assuming responsibility. The president of the Republic has signed declaration of the world summit for children and the plan of action for achievement of the goals for children by the end of 2,000 A.D. From a legal standpoint, the child enjoys all rights except political rights and in this respect, the child starts with the birth itself enjoying the rights. From this point, he is an adult. In property rights of the children, the country takes a lot of care.

It has been the policy of the state to carry out the vaccination of children against six preventable diseases before they reach their first birth day. Studies are carried out before 1984 revealed that the coverage of vaccines in the under one age group, except for B.C.G., was under 20\%. The

\(^1\) The constitution of Islamic Republic of Iran, op. cit. p.28.
vaccination coverage of pregnant woman with tetanus toxoid and of children in the under one age group with B.C.G. were both lower than 5%. The study carried out with the help of W.H.O. and UNICEF in 1987, by the end of the 3 year programme\(^2\) revealed remarkable progress.

After one year the government made further attempts to penetrate the vaccination coverage in the rural areas on the children before the age of twelve months. However, the country's goals have not yet been achieved.

The government of Islamic Republic of Iran has been giving priority for the development of children. Providing educational opportunities for all school age children and giving priority to rural and deprived areas, is the primary concern of the government. Enough attention has also been paid to the needs of girls and their education. Educational system wants proper boy and girls for their different roles in the family and the society.

The government of India evolved the national policy for the welfare of children. India considers the nations children an important asset and their development, therefore, is the responsibility of the country. Children should grow to become robust citizens, physically fit,

2. Dr. Malak Afzali, Hossein, The health situation of mothers and children in the Islamic Republic of Iran, op. cit. p.33.
mentally alert, and morally healthy, endure with scale necessary for the society. The needs of the children and the country's responsibilities towards them are clearly expressed in the constitution. The resolution on a national policy an education adopted by parliament gives direction to stay policy on the educational needs of the children. India is also a party to the declaration of the rights of the child. It is also a policy of the state to provide sufficient services to the children both before and after birth and to secure their full-physical, mental and social development and the state will increase scope of such services within a limited period of time. The following steps will be taken towards the attainment of these objectives:

(i) All children shall be covered by a comprehensive health programme.

(ii) Programmes shall be implemented to provide nutrition services with the object of removing deficiencies in the diet of children.

(iii) Programmes shall be undertaken for the general improvement of the health and for the care, nutrition, education of expectant and nourishing mothers.

(iv) the state shall take steps to provide free and compulsory education for all children up to the age of 14 for
which a time-bound programme will be drawn up consistent
with the availability of the resources. Special efforts
will be made to reduce the prevailing wastage and stagnation
in school, particularly in the case of girls and children of
the weaker sections of society. The programme for informal
education for pre-school children from such section will
also be taken up.
(v) Children who are not able to take full advantage of
formal school education shall be provided other forms of
education suited to their requirements.
(vi) Physical education, games, sports and other types of
recreational as well as cultural and scientific activities
shall be promoted in schools, community centres, and such
other institutions.
(vii) To ensure equality of opportunity, special assistance
shall be provided to all children belonging to the weaker
sections of the society, such as children belonging to the
scheduled castes and scheduled tribes and those belonging to
the economically weaker sections, both in urban and rural
areas.
(viii) Children who are socially handicapped, who have become
delinquent or have been forced to take to begging or are
otherwise in distress, shall be provided facilities for
education, training and rehabilitation and will be helped to become useful citizens.

(ix) Children shall be protected against neglect, cruelty and exploitation.

(x) No child under 14 years shall be permitted to be engaged in any hazardous occupation or be made to undertake heavy work.

(xi) Facilities shall be provided for special treatment, education, rehabilitation and care of children who are physically handicapped, emotionally disturbed or mentally retarded.

(xii) Children shall be given priority for protection and relief in times of distress or natural calamity.

(xiii) Special programmes shall be formulated to support, encourage and assist gifted children, particularly those belonging to the weaker section of society.

(xiv) Existing laws should be amended so that in all legal disputes, whether between parents or institutions the interests of children are given paramount consideration.

(xv) In organizing services for children, effect would be directed to strengthen the family ties so that full potentials of growth of children are realised within the normal family, neighbourhood and community environment.

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In drafting programmes in various sections, importance is given to schemes relating to child health, nutrition of infants and children in the pre-school age along with nutrition for pregnant women, education and training of orphan and destitute children, starting creches and other facilities for children of working mothers, care, education, training and rehabilitation of handicapped children etc. For the last few decades India has made enough nutrition, education and welfare services. The government of India has decided to constitute a national children's board to plan, review and co-ordinate all the important services for the children. It was also decided to constitute similar boards at the state level.

Voluntary organizations engaged in the field of child welfare are given enough opportunity by the government to develop children in the sphere of education, health, and recreation. Social-policy of the government has been to encourage and strengthen voluntary activities in the field of child welfare. The resources of voluntary organization, trust, charities, religious and other endowments are to be made use of for promoting child welfare programme. For the achievements of these aims and objectives, the Indian state, as a matter of policy, provides necessary legislative and administrative backing. Efforts are also made to encourage those who can
do research and carry out training to meet the needs of these programmes to be utilised for the welfare of children. The government of India believes that the people will support and co-operate in this effort. The government of India has appealed to the citizens and state governments, local bodies, education institutions, and voluntary organizations to do the needful in the attainment of these national objectives. In August 22, 1974, government of India adopted the Resolution number 1-14/74-CDD on the national policy for children. According to the Resolution, the programmes for the development of children are to be given importance in the national plans and all Indian children should get equal opportunities for their growth and development. Paragraph of this Resolution arranges the necessity for a focus and a forum planning review and the co-ordination of the children's programmes.

The president of India has constituted a national children's Board with the following members:

(1) Prime Minister: President of the board.

(2) Minister of education and social welfare: working chairman.

(3) Ministry of health and family planning: member.

(4) To (10) seven social workers with experience of child welfare services: members.
(11) to (26) two members of Lok Sabha and one member of Rajya Sabha to be nominated by the speaker and the chairman: members.

(27) Chairman's central social welfare Board-member.

(28) Director, central institute of research and training in public co-operation: member.

(29) Secretary of government of India, Department of Social Welfare: Member Secretary.

The functions of the Board are to create public awareness about the needs of children, to co-ordinate and integrate the efforts made by various governmental and private agencies, including the enforcements of child welfare programmes and review the progress made in the different programmes. Besides this, the board has to see the gaps in the prevailing services and recommend steps for removing them, and to suggest, time to time, any changes necessary for the extension of these different programmes. All these functions of the Board are advisory and co-ordinational in nature.

The board has a standing committee with the following members:

1. Minister of Education and Social Welfare - Chairman.
2. Chairman, Central and Social Welfare Board.
3. A representative of Ministry of Health.
4. to (8) Five other elected by the board for a period of one year.

(5) Secretary to the government of India in the Department of Social Welfare - Member Secretary.

(6) A unit in the Department of Social Welfare will form the Secretariat of the Board.

(7) The term of office of the non-official members in the Board will be two years.

(8) The Board shall, ordinarily, meet once a year and the standing committee twice a year.

(9) The non-official members of the Board and the Committee will be eligible to T.A. and D.A. as provided under rules.

Government of India has constituted the national children's fund to administer and apply the funds to pay grants, aid to voluntary organization of national, state, and district level to execute the children's welfare programmes. The schemes also include funding those organizations which are engaged in the rehabilitation of destitute children, specially pre-school age children belonging to scheduled caste, scheduled tribes and other backward classes in order to get more attention. National Children's Fund covers to the whole of India except the state of Jammu and Kashmir.
For managing the fund, a Board of management is constituted with the following members.

Chairman (Ex-officio)

a) Union Minister of Education and Social Welfare
   Working Chairman

b) Union Minister of State for Education and Social Welfare.
   Members

c) Joint Secretary, Ministry of Finance, Government of India.

d) Secretary, Department of Social Welfare, Government of India.

e) Director, National Institute of Public Co-operation and Child Development.

f) Chairman, Central Social Welfare Board, New Delhi.

g) Six non-official members to be nominated by the Chairman.

Secretary-Treasurer

h) Joint Secretary (Nutrition and Child Development), Department of Social Welfare, Government of India.

The Constitution of both the countries give importance to the children's welfare. Indian constitution gives safeguards for children in Article 15, 24, 39 and 55. Adoption of Policy Resolution for children by parliament and constitution of national children's Board were other landmarks toward safeguarding the interests of the children in India. India and Iran support children without any
international aids but UNICEF is also active in both the countries.

National Nutrition Policy

Both India and Iran have a policy of child nutrition. In the year 1988, a study was carried out in Iran\(^4\) which showed that approximately 70% and 60% of children were breast-fed for at least one year in both rural and urban areas. The same studies revealed that 31% of the children were fed with supplementary food of the age of 4-6 months with rice water at soft foods (23%) and (33% in rural and urban areas).\(^5\)

Taking into consideration of the condition of poverty in India the creche has organized some kind of nutritional food to the children. As such, the most common food given was dalia\(\text{\textbackslash}kitchey\) (340F%), Roteh, Puries, Pakoras (26%). The following table gives a comparative data in the field of nutrition in both the countries.

\(^{4}\) Dr. Malak Afzali Hossein, *The health situation of mothers in Islamic Republic of Iran*, op. cit., p.77.

### Table 1: Creche and the food for children

<table>
<thead>
<tr>
<th></th>
<th>Iran</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast fed %</td>
<td>70-60</td>
<td>31</td>
</tr>
<tr>
<td>Supplementary food %</td>
<td>23-33</td>
<td>86.8</td>
</tr>
<tr>
<td>Soft food %</td>
<td>31</td>
<td>58.6</td>
</tr>
<tr>
<td>Dalia</td>
<td>6</td>
<td>34.7</td>
</tr>
<tr>
<td>Phirni and Chara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kheer/Roti/Puries</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Roti/Puris/Pakoras</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Children born with low weight are the result of lack of nutrition being given to pregnant women. The following table shows children who are exclusively breast fed, and children suffering from under weight are given below in the form of Table No. 2.

### Table 2: Breast fed and under weight children

<table>
<thead>
<tr>
<th>Country</th>
<th>% of infants without birth weight 1990</th>
<th>Total goiter rates (6-11 years) (%)</th>
<th>Daily per capital calorie supply as a % of requirements</th>
<th>% Share of total household Consumption (1980-1995)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1980-92</td>
<td>1988-90</td>
<td>all food Cereale</td>
</tr>
<tr>
<td>IRAN</td>
<td>9</td>
<td>30</td>
<td>125</td>
<td>37 10</td>
</tr>
<tr>
<td>INDIA</td>
<td>33</td>
<td>9</td>
<td>101</td>
<td>52 18</td>
</tr>
</tbody>
</table>


In the year 1990, as the above table shows, Percentage of infant without birth weight in Iran 9 and in 33. In India the number is more, may be because a number of people cannot afford to proper food to pregnant women. During 1980-85, percentage share of total household consumption of all food in Iran was 37 and in India 52. This is comparatively better account.

Many aspects are there behind the malnutrition of the children. Some of these reasons are the income, education of the parents, the availability of clean water and the efficacy of health services. We present below a table giving an idea about the number of children who die before the age of five "per 1000 live birth".

### Table 3: Death of Children before age of five
"Per 1000 Live births"

<table>
<thead>
<tr>
<th>Country</th>
<th>IRAN</th>
<th>INDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Children who are die before the age of five</td>
<td>62</td>
<td>126</td>
</tr>
</tbody>
</table>

The above table shows more number of deaths in India than Iran. It is recognized that non-fatal attacks of meals cause subsequent malnutrition, pneumonia and diarrhoea. Frequent illness is a major cause of child-malnutrition.

In Iran, a national lactation management centre was established in 1991 as an immediate outcome of the Joint MOH and ME and UNICEF baby friendly hospital project. At present, few hospitals have started functioning. The purpose is to increase the proportion of women breast-feeding, to produce breast-feeding promotion sports for Iranian Television, Radio, and Print Media, to develop and distribute breast-feeding educational materials for community health workers and rural mid-wives and to establish a number of pilot community based breast-feeding support groups.10

In India almost the same kind of programmes were started. The schemes of integrated child development service wants to give a package of supplementary nutrition, immunization, health check-up and other services to children below six years of age. The main purposes of these schemes are the improvement of the health and nutritional status of children in the age group of (0-6). Secondly, it is also expected to reduce the incidents of mortality and malnutrition, to lay the large foundation for proper psychological, physical and social development of the child and to improve the capability of the mother to look after

the normal health and nutritional needs of the child through
the health and nutritional education.\textsuperscript{11}

Iranian Republic has decided, recently, to provide
training and refresher courses for community health workers
to promote understanding of mal-nutrition and evaluate and
review the impact of growth monitoring on mal-nutrition and
the
to increase public awareness on the importance of proper willing
practices, training mothers and G.M.P.

In India child in need was established in 1974 with a
main purpose of providing integrated health and nutrition
services to the child in need. The project provided
nutrition supplement proper by the mothers at community to
mal-nutrished children below six years of age. SINI
activities are carried out through the panchayat committee
and its functions include Association with government and
non-governmental agencies.

The Institution of Child Welfare and System of Education

Islamic Republic of Iran has fully recognized the
necessity of taking care of the children. With this per-
pective, the country has established foster home and or-
phanages, day-care services, founded centres for technical
and professional education in both rural and urban areas.

cit., p.63.
Besides these, the government has made schemes to financially support those needy families and families without guardianship.

In the year 1987, in the whole of Iran in the urban areas, 45 foster homes and orphanage were there with its clients of 1755 and in 1983 the number has come down to 47 and in the year 1987 it has gone up to 48. In 1985, it has come down to 45 and in 1986 again it has gone up to 52 in 1987. It has further increased upto 60 and in 1988 it became 66 and in 1989 it has further gone upto 68 with 2833 clients in urban areas. In the whole of Iran in the year 1982 there were 247 day-care services with 41249 clients. In 1986 it has come down to 242, in 1984 it has increased upto 292 and 1985 again, it has come down to 260 and in 1986 it has gone up to 321, and 1987 it has further increased to 326, in 1988 further gone up to 329 and in 1989, it has reached upto 345.

Day-care services have 60209 clients. Apart from these, in the rural areas in the whole of Iran there were technical and professional educational centres. In the rural areas in 1982 there were 982 day-care services with 78560 clients, and in 1983, 851 units in 1984 it remained the same. In 1985 it has gone up to 935, in 1986, the number has gone up to 884, in 1987 the number of day-care
services has further come down to 863; in 1988, it has gone upto 924 and in 1989 it has gone up to 925 units with 87545 clients. Besides these, there are technical and professional training centres in the rural areas in the whole of Iran. The following table gives an account of the aspects described above.\textsuperscript{12}

\begin{table}
\centering
\begin{tabular}{|c|c|}
\hline
Year & Units \\
\hline
1987 & 863 \\
1988 & 924 \\
1989 & 925 \\
\hline
\end{tabular}
\end{table}

\textsuperscript{12} Source: Welfare organization of Islamic Republic of Iran, [Tehran: in (Persian), Iran, 1974].
Table 4: Orphanage, Technical and Professional Education 1982-89

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Foster home and orphanage</td>
<td>Day-care Services</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1121</td>
<td>45</td>
</tr>
<tr>
<td>82</td>
<td>Clients</td>
<td>360728</td>
<td>1755</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1122</td>
<td>47</td>
</tr>
<tr>
<td>83</td>
<td>Clients</td>
<td>382648</td>
<td>2372</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>956</td>
<td>48</td>
</tr>
<tr>
<td>84</td>
<td>Clients</td>
<td>362364</td>
<td>2237</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1025</td>
<td>45</td>
</tr>
<tr>
<td>85</td>
<td>Clients</td>
<td>375607</td>
<td>1969</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1306</td>
<td>52</td>
</tr>
<tr>
<td>86</td>
<td>Clients</td>
<td>341177</td>
<td>2142</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1063</td>
<td>60</td>
</tr>
<tr>
<td>87</td>
<td>Clients</td>
<td>315158</td>
<td>2197</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1077</td>
<td>66</td>
</tr>
<tr>
<td>88</td>
<td>Clients</td>
<td>321639</td>
<td>2402</td>
</tr>
<tr>
<td></td>
<td>No. of Units</td>
<td>1086</td>
<td>68</td>
</tr>
<tr>
<td>89</td>
<td>Clients</td>
<td>331587</td>
<td>2833</td>
</tr>
</tbody>
</table>

Special Reports of Iranian Central Welfare Organization
The above table shows the non-prevalence of orphanages in the rural areas because the joint family existing there support those who are weak and depressed. The above table describes only the child welfare services managed under supervision of the national government of Iran.

In rural areas in Iran the private agencies don't run any day-care services because rural areas are supported by government. In the urban areas there are day-care services run by private agencies, with the motive of making profit. Infact these day-care centres are quite expensive and only upper middle class people can afford to send their children to these, private day-care services "kinder garten". Besides these almost every governmental institution has its own day-care services where the children of the concerned official can be kept.

Since Ancient times, both government and private agencies had been providing welfare services for children in one way or another. The Joint family system in India has provided services to the deprived children. At the time of India's independence, at least hundred million children under 16 years of age were the liability of the Indian government; it became the responsibility of the Indian state to provide them education, medical care, nutrition food,
shelter, clothing, proper guardianship and to arrange special services for the physically, socially, mentally and emotionally handi-capped among them.\textsuperscript{13} Before the first five year plan, there were about five hundred fifty eight voluntary organizations providing welfare services for children. Out of these, 93 gave nutrition services for normal children, 94 provided welfare services for socially handicapped children, 89 gave recreational and cultural programmes and 76 provided medical facilities.\textsuperscript{14} In India, it was the central social welfare board that started, for the first time the work for the child welfare. But there was no specific programme for children. Among the most important child welfare organization, Balkangabary, established in 1926, Kishoridal "Bihar" founded in 1942, manhi Dunia "U.P." established 1946 are very prominent. Under the Factories Act, 1948 it was made compulsory on the part of employers to provide creches.

Bal Bhawan, an ancient institution, provides a number of recreational and cultural activities for normal children. Bombay was the first state to organize a Bal Bhawan. There


are play games, library facilities and hobby clubs for children. A Bal Bhan is purpose recreational activities centre for children which wants to make use of leisure time activities for children, prepare children to learn and develop child personality. Another recreational institution for the children is a holiday home. The Central Social Welfare Board sponsored a scheme for holiday campus. Under these scheme, children in the age group of 12 to 16 of parents whose income does not go beyond Rs. five thousand per year can have the facilities of the holiday homes. A grant of Rs. 5000 is given for organizing a camp of 15 days duration for a batch of 40 children and 3 teacher leader. The National Institute of Public co-operation and the child development may organize such orientation courses. Another recreational institution for the children in India are children's little theatre which are located in big cities of India. The main purpose of the children's little theatre is to supplement the basic education of children with rhyme and rhythm, music, dance, and drama, and to co-ordinate its activities, with those of the schools, specially in the nursery and junior sections. Children's museum has been established by social workers and educationists. Children's reading room-cum-library is another institution dedicated for the welfare of the children.
In India there are also short stay homes for children. These homes are created for those children whose, either parent is ill, imprisoned or has some adjustment problems between the parents. In case nobody is there in the family, the children can be removed for a short term and placed them in these institutions. Another important institution is known as Bal-Sachyog. It aims at preventing and taking care of the social activities like pick-pocketing, begging and the stealing etc. The central social welfare board, through the Austria Embassy in India, invited Mr. Herman, gemanimer, the founder of SOS children villages movement for guidance to a similar movement in India. After the discussions with him, Indian Council of Child Welfare decided to start SOS children's villages in India. Land was arranged in green fields near Faridabad on Delhi Mathura road for the first SOS home. The construction of SOS children's village began in March, 1967. There are also creches run by private agencies to lookafter the children during the day time when their parents go to work.

System of education in this institution

In Irannian day-care services the programmes usually start at 7.00 A.M. with prayer from the holi Quran followed by breakfast. The child educators narrate various interesting stories to the children. The children are made to
play some life role followed by the games connected with the programmes. After this, they are made to learn alphabet of 'Farsi'. Children are trained to ask questions with each other on daily aspects of life. After that there is lunch followed by sleep for sometime. In the evening also they are given opportunity to play. The whole program in day-care services gets over at 5 P.M. It should be remembered that there are different programmes for different age group.

In India there are different kinds of education and training in different kinds of child-care centres. Alfred Dusouza\(^\text{15}\) says that the creche has an authoritarian environment with the teacher always holding stick at the children to silence them. There are group and individual games for the children and in some creches they have poetry recitation. There is no prescribed syllabus for any of these creches and the creche teachers don't have any education and training. There are nursery schools, Balwadis, Bal Bhawan, aganwadis, kinder gartens, and 3 basic schools which provide non-formal education for the children between 3-6 year old. They prepare these children for formal schooling. Besides these, there are creches and day-care centres which take care of children of working and

\(^{15}\) Alfared Dusouza, *Children in creches blind day-care for the urban poor*, op. cit., p.60.
ailing mothers. At present, in India at least there are more than 5000 creches. A creche takes care of baby below the age of three years who can not go to a nursery school. A creche provides physical care, nutritional diet, medical check up, balanced and informal education through play and recreation.

In nursery schools, which train children in the age group of 3-6 years, the teachers teach them how to live in groups and prepare them for going to school. In every nursery school, there is a planned programme of educational and recreational opportunities for constructive learning with the help of various instruments. The teachers induce the nursery school children to build something and to knock down. They also teach house keeping, cleaning, cooking, eating, washing and play. For these purposes they are given dolls, beds, cupboards, small dishes and other utensils. There is music, dance and drama programme. They also teach drama, painting, colouring and finger painting. Letters and numbers are also taught.

In balwady, which is Hindi name for apre school, the children are taught about the art of social adjustment, apart from teaching language, personal hygiene, health rules, and dance and deal etc. Beside these, the children get chance to learning, gardening, drama, painting and paper
The institution of day-care centres is almost uniform in pattern.

Qualifications of teachers in the Child Welfare Centres

In Iranian day-care services the child educators, as they are called, have minimum educational qualifications. A child educator should have a diploma in any discipline and after her recruitment, she should undergo a course of this scheme and she can join the child care centre. This course is conducted by central welfare board, and Iranian governmental organization. It is compulsory that the child educator should be a woman and at the time of joining, she should attain 18 years of age. There are some child educators who are graduates. In every year, during summer vacation, these child educators should undergo a training programme of one month, conducted by central welfare board of Iran.

AYAHS ("helpers") of creches in India should have training and experience of handling babies and knowledge of child care. They should not be less than 20 years of age and not more than 50 years. They are assisted by attendance in some places. The child educators of the nursery school should not be less than 20 years of age. They should have

some training in social work and the nursery teacher should have at least high school education. She should be a mature person to establish adult child relationship. In Balwadis, the child educator should be a young woman with love and affection for children and understanding of their needs. She should have passed high school examination and undergone special training in the matters of working with the children of parents. Apart from this, she should have some knowledge of child health, nutrition and first aid.

Adoption Service

Iranian Law does not give any specific regulation in regard to adoption. The reason for this can be found in the Islamic jurisprudence which is the basis of the Islamic Republic of Iran, such as verse 3 and 4 of the holy Quran says that, if one cannot identify the parents of the children, then they should be treated as brother in the faith. Islam specifies that a faithful Muslim should assist the orphans and maintain children who do not have their fathers. The civil code of Iran following, Islamic jurisprudence does not recognize adoption because it was feared that recognition of such legal institution might create problems for marriage and the family. Beside these, some people with profit motive, will sell the children; some people will adopt children to avoid taxes and some
others keep them as domestic servant and maids. Some people might even exploit for unlawful and immoral activities. The concept of adoption does not prevail in the Iranian legal system in the same way that exists in the legal systems of most of the western countries. Zoroastarians, Jewish and Christian Iranians have the right to adopt the child according to their religious practices. Muslim Iranians do not have this practice.

In 1974, the Act concerning protection of children without parents, was passed. Accordingly, under certain circumstances the families who had not any children can adopt those children who have no guardian, without incurring inheritance and married prohibition. When the court approves the competence of the parents to look after the child, the court will place the child under the supervision of the family for a probationary period of six months. Once this period is over, the court will examine the benefit the child has got from the family during this period and the judgment regarding the adoption of the child will be issued by the court on the basis of this examination.

The law provides that the child must be taken care of only by a family. "The family which adopt the child moves to another country, they can take the child with them after
the probationary with period and passing with judgment and supervision. Article 3 of the Act state that:

a. Five full years have passed since their marriage and no children are resulted from this conjugal union;
b. The age of one of them must be at least thirty years;
c. Neither must have effective criminal record for the commission of deliberate offenses;
d. Neither is in incapacitated or interdicted;
e. Both must have moral competence;
f. Both of them or one at least must have financial ability;
g. Neither must be afflicted by any refectory or contagious disease;
h. Neither is addicted to alcoholic or narcotic drugs, or other hazardous addictions.17

After the acceptants of the request for the adoption, wife gives birth a child, this will not cause the termination of the adoption decree. The age of the child should be under 12 and the father, grandfather or the mother of the child should be unknown and not living.

Let us examine the adoption service in India, "Adoption is the Act by which the relation of paternity and

affiliation is legally established between persons not so related by nature". Legal adoption was recognized by Roman law and now it exists in many countries of Europe. In U.S.A. Massachusetts was the first state to introduce a law on adoption in 1851 and now in every state in U.S.A. there is such provision generally through judicial proceeding in the courts. In Britain law on adoption was made in 1926.

In India adoption of a child has a religious meaning for the Hindus because a son is essential for the spiritual salvation of the parental soul. He has to carry out death rites of the parents and he has to continue the name of the family in future. The adopted son is treated as of natural son and the Brahmin priest advocated the institution of adoption. The concept of adoptions has existed in India since ancient times. A set of rules is mentioned in Hindu Dharma shastra from the time of Manu. The latest law on the subject can be found in Hindu Adoption and Maintenance Act 1956, which applies to Hindus, Jains and Sikhs. There is no law of adoption for Muslim and Christians in India. The Act of 1819 is applicable to Muslim and Christians.

Before adopting the child, it is essential that child's previous placements in different institutions and his family

background are to be studied. The social worker should study the history of the adopting parents and the reasons why they want to adopt. Once a study on the adoption of the child and adopting parents is complete, it is better to consult the natural parents of the child to know the reactions. This discussion will take place between the natural parents and the social workers. Once the adoption is agreed, the visit of the child to the adopted parents can be arranged. In some cases, the child will stay in the houses of adopted parents for a few days. There has to be a close supervision and observation by a social worker during this period. The social worker will examine the reaction of the child and the adopted parents for evolving a strategy for future adjustment.

Once these steps are over, the concerned people can go for legal steps for adoption. The Hindu adoption and maintains Act 1956 lays down the following conditions for adoption:

(a) The person adopting the child should fulfill the following conditions:

(i) He should be of sound mind;
(ii) He should not be minor, and
(iii) He should have obtained the consent of his wife and if a woman is adopting, she should be either unmarried or
if married, the marriage has been dissolved or the husband is dead etc. (Any) widow has a right to adopt under this Act.

b) A person giving in adoption likewise should fulfill the conditions given below:

(i) He should be one of the parents or a legal guardian of the child.

(ii) The consent of both the parents should be obtained and

(iii) There should be any monitory consideration for this adoption;

(c) Person adopted is capable of being taken in adoption provided:

(i) He or she is Hindu,

(ii) He or she has not already been adopted,

(iii) He or she has not been married, and

(iv) He or she has not completed the age of 15.

Other Conditions for Adoption

(i) If the adoption, following the condition, must be complied with: the adoption made must not have a son. Son's son (whether by legitimate, blood relationship or by adoption) living at the time of adoption;

(ii) If the adoption is made must not have a daughter or son's daughter living at the time of adoption;
(iii) If the adoption is by a male and the person to be adopted is a female, the adoptive father is at least twenty-one years older than the person to be adopted;

(iv) If the adoption is by a female and the person to be adopted is a male, the adoptive mother is at least twenty-one year older than the person to be adopted;

(v) The same kid may not be adopted simultaneously by two or more persons;

(vi) The child to be adopted must be actually given and taken in adoption by the parents or guardian concerned or under their authority with the intention to transfer the child from the family of its birth to the family of its adoption.\(^{19}\)

On adoption, child will be the child of adopted parents. Today, adoption is a matter of rehabilitation of destitute people. In India, generally people do not like to adopt girls because of custom of dowry. There is a stigma on the question of adopting illegitimate children.

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19. Ibid., pp. 163-164.
Services for handicapped Children

Iranian government has made programmes for the welfare of handicapped children. It should be remembered here that these welfare programmes for handicapped children are being carried out by the central welfare organization of the Islamic Republic of Iran. In the year 1989, there were 229 institutions of different kinds which were involved in the welfare and rehabilitation activities of the handicapped children. Of these, 90 institutions were doing service in keeping, protecting and rehabilitating these children. There were 38 physiotherapy institutions, 15 dumb, deaf mute clinic and 16 child family and deaf institutions apart from 1 hospital. There were a number of technical and professional education centres for them. Out of these, 24 such institutions were meant for deaf, 39 for blind, 4 for physically retarded and 2 for mentally retarded. The following table explains these aspects:
Number of Units, clients and coverage. The Rehabilitation services of central welfare organization is proportion to different type of activities in 1985 (by person)

Table 5: Rehabilitation services of Central Welfare Organisation

<table>
<thead>
<tr>
<th>Type of Unit (Agencies)</th>
<th>Monthly Average</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Under of</td>
<td>Acceptance</td>
<td>Red easing</td>
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<tr>
<td></td>
<td>Units of coverage</td>
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</tr>
<tr>
<td>Total</td>
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<td>15705</td>
<td>56720</td>
</tr>
<tr>
<td>Keeping, protection &amp; Rehabilitation</td>
<td>90</td>
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<td>3220</td>
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<tr>
<td>Hospital</td>
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<tr>
<td>Psysio Therapy</td>
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<td>4277</td>
<td>29524</td>
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<tr>
<td>&quot;Dumb Clinic&quot; Deaf-mute Clinic</td>
<td>15</td>
<td>2348</td>
<td>20027</td>
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<tr>
<td>Child Family and Deaf</td>
<td>16</td>
<td>416</td>
<td>698</td>
</tr>
<tr>
<td>Technical &amp; Professional Blind</td>
<td>24</td>
<td>589</td>
<td>334</td>
</tr>
<tr>
<td>education</td>
<td>39</td>
<td>466</td>
<td>418</td>
</tr>
<tr>
<td>Physically retarded</td>
<td>4</td>
<td>132</td>
<td>241</td>
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<tr>
<td>Mentally retarded</td>
<td>2</td>
<td>193</td>
<td>61</td>
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</table>

The above table gives a picture of the institutions for handicapped children in Iran as on 1985. This table gives only the number and description of these institutions in connection with the whole country. An analysis of the same institutions in the same year is given below. The whole

country in 1985 had 229 institutions; out of these 27 were in Tehran. Of these 18 institutions were meant for keeping, protecting and the rehabilitating the handicapped. The whole country had only one hospital, dedicated for these children, which is located in Tehran. There was 1 physiotherapy institution and one each for dumb and deaf. Besides these, there was 1 technical and professional centre for the deaf, 1 for the blind, one for the physically retarded and 2 for the mentally retarded. It is already mentioned that out of 2 such 29 total institutions, the maximum such institutions (that is) 27 are located in Tehran alone followed by Khorasan 25 and Isfahan 23, other states have very few such institutions. Ilam is having only one such institution. Isfahan has maximum number of technical and professional education centres for the deaf children six and this state has four more such institutions for the blind. Ilam is the only state where there are only 1 such institution. The following table gives an account of the points described above.
Table 6: Type of agency and rehabilitation

<table>
<thead>
<tr>
<th>Type Agency State</th>
<th>Total</th>
<th>Keeping of protection &amp; Rehabilitation</th>
<th>Hospital</th>
<th>Physio Therapy</th>
<th>Dumb-clinic Deaf-mate Clinic</th>
<th>Child family and Deaf</th>
<th>Deaf</th>
<th>Blind</th>
<th>Physically Retarded</th>
<th>Mentally Retarded</th>
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<td>90</td>
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<td>38</td>
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</table>
ISDS\textsuperscript{22} is a national programme which wants to prevent disabilities among the children through a method comprising pre-school education, supplementary nutrition, health check up immunization and referral services. Under this scheme, a local Anganwady worker works very closely with the community health guide for providing basic services necessary for the development of pre-school children. Efforts are also made to prevent a number of retardations. The Indian state gives the following concessions to the handicapped persons:

(i) Examination of road tax for invalid carriage used by the physically handicapped.

(ii) Supply of Petrol/Diesel at subsidised rates.

(iii) Concessions in respect of educational qualifications for employment e.g. knowledge of typing or clerical examination.

(iv) Concessions relating to medical examinations. Appointment is based on the report of a specially constituted medical board.

(v) Concessions for purpose of employment have been accorded priority and for registration with employment exchanges against central government vacancies.

(vi) Concessions for purposes of training help student be admitted to different crafts in Industrial Training Institutes.

\textsuperscript{22} Ibid., p.
(vii) Accorded to travel concessions by Railways.

(a) Blind of his escort may pay single fare.

(b) Blind alone pays one-fourth of the railway fare.

(c) An orthopaedically handicapped, who suffers from substantial loss of functions of the lower limbs accompanied by an escort, pays single fare.

(ix) For travel concession by shifting each caste to be considered on merits.

(x) Indian Airlines allowed handicapped person to travel by air by paying half the fare.

(xi) Post and Telegraph Departments allows free delivery of braille letters through India. Braille letters sent by Air Mail are carried at reduced rates.

(xii) Certain institutions recognized by Ministry of Social Welfare, state government and union territory administration give assistance for providing free artificial limbs to the handicapped persons whose income does not exceed Rs. 750 p.m., and 50 percent of total cost of appliances for those whose income falls between Rs. 750-1,500 p.m.

(xiii) Among other concessions includes:

(a) Deafness or muteness not to be considered disqualification for artisan class or routine type of work.

(b) Imported appliances to be allowed duty free.
(c) Fees in schools and training institutes be charged actual or up to Rs. 2,000 whichever is less.

(d) While commuting total taxable income a deduction of Rs. 10,000 in favour of blind and other permanently disabled persons to be allowed.

(xiv) Reservation of vacancies is done for:

(a) Three percent posts in all Central Government and Public Undertakings.

(b) Conveyance allowance a 10 percent of the pay or a maximum Rs. 50,000 p.m. to the blind and orthopaedically handicapped.

(c) Loans of differential rates of interest are granted to the extent of Rs. 1,500 for working capital loan and Rs. 5,000 for starting cottage or rural industries.

(xvi) Ten percent of all types of dealership agencies of public sector oil companies for the handicapped.

The Ministry of Social Welfare, Government of India, has scheme to assist voluntary organizations with grant for the purpose of providing services for the prevention of disabilities. Early detection and intervention, training, education and rehabilitation of the handicapped children grants are given to voluntary organizations up to 90% of the

23. Ibid, pp.177-179.
non-recurring or recurring expenditure grant in aid upto
year maximum or Rs. 3,50,000 is available for constructing
buildings. Besides this, the Ministry of Social Welfare,
government of India, has another scheme to assist those
handicapped - children who want to continue training. The
scholarships are given from class 9 onwards. The Ministry
also gives importance to integrated education of the
handicapped children. Under this scheme handicapped
children are admitted in a normal school for promoting
understanding and assess the limitation and advantages of the
handicapped to all Indian states for the execution of this
programme. There are special employment exchanges for
registering the names of handicapped children and to monitor
their employment the organize the sector. There is another
scheme of giving national award to the outstanding
employers, the most efficient employees and self-employed
handicapped persons. Attention is paid to consider the
programmes of physical care, education, vocational training
and rehabilitation of the following categories of persons.
(i) Blind or visually handicapped children,
(ii) The Dumb,
(iii) Orthopaedically handicapped and
(iv) Mentally retarded children.
The first school for the blind girls called, the Sharp Memorial School for the blind, was established in Amritsar in 1887, and later the school was shifted to Dehradun. In many parts of India such schools were set up and at present, there are about 200 such institutions for the Blind which covers almost two percent of the needy blind. The Indian expert braille committee evolved a uniform system known as Bharthia braille and is used in almost all parts of India in many languages. They also do not have enough infrastructure for running essential services for the blind.

(i) A child who is congenitally deaf,
(ii) A child who develops deafness at an early age,
(iii) When a person becomes deaf in later years.

In 1885, the first school for the deaf and mute was established in Bombay. A Survey conducted in 1975 showed that there were at least 148 institutions imparting education and training to the deaf. Majority of these are run by voluntary agencies providing training in crafts along with academic education. The national policy resolution of 1977, and the revised resolution of 1979 recognized the necessity for expanding educational facilities for the handicapped.
Child Welfare and its impact on the Society

It is already discussed in fifth and sixth chapter about the day-care services and its impact in Iranian society. Discipline, character building, morality, socialization and adjustment are some of the aspects which a child has inherited under day-care services in Iran. This character building has laid the foundation for a cohesive family system based on Islamic ethos of life. Thus, there has come into being the interaction between day-care services and the family. Family is the basic unit of the society and it is essential that family should have high qualities which are necessary for the nation building. It is found that there is co-relation between day-care services, the family and the society.

The people who send their children to the day-care services run by the Islamic Republic of Iran, belong to middle and lower middle class families. In fact, there are private day-care centres which are quite expensive and therefore the government managed day-care service is a great help for the low income group. These day-care services have been established by the Iranian government because it has

24. Since the present study's concerned with Day-care services and its impact in Iran, all the aspects relating to child welfare will not be discussed here. However, some important aspects of the child welfare in both the countries have been discussed.
great faith on the children. This policy of government is based on humanism.

The day-care services run by government have more facilities in terms of building, child educators, food, the course of instruction and the equipments like toys, compared to the child care services run by the private agencies. The reason why the rich people are not sending their children to government run day-care services because they are not acceptable to these institutions which are meant for the low-income group. These day-care services become a supporting factor for the families, having low income and in future, this approach of the Republic will bring about an aqualiterian society based on justice and fraternity. This tendency has already brought about a kind of social mobility from the lower strata of society to the higher. Infact, education leads to social upliftment, economic development and political development. The case studies presented in the thesis show that children who had been in this day-care services run by the government have, gradually, developed high ambitions and hopes in life inspite of poor circumstances. This is all due to the kind of ethical and qualitative education and training imparted by these institutions. Plato, the Greek philosopher, said that the mind is an attractive force which can be turned towards the right
direction by a good teacher. In this case, it can be assumed that the good teacher "in the day-care services has been able to direct the tender mind of these small children, though the Republic is Islamic in character, and the welfare theory of the state advocated by Harold Laski and others have been implemented in the country. This is very much explicit in the day-care services run by the government.

In India there are mainly six kinds of child welfare centres which provide care for children whose mothers either work or down with sickness. With the increase in the process of industrialization and more employment opportunities for women in India, there is a need to have large number in the industrial establishments, which employed women workers. According to the Factory Act 1948, every industrial establishment employing 50 or more women workers has to provide services of a creche for the babies working mothers. Plantation labour Act of 1951 has also visualized the provision of creches for the children of mothers working as labourers. When the mothers work, the children can be looked after by a properly trained nurse. The necessity for the creches has been accepted by the society with the increase of projects of the central social welfare board. In 1975, the government of India started a programme to assist the voluntary organization for the personnel department of
the central government has also begun providing creches in the residential colonies for the women employees.

A creche looks after the babies below the age of 3 years who cannot go to a nursery school. A creche is expected to provide physical care, nutritive diet, medical check up, balanced and informal education through play and recreation. Its programmes are as follows:

1. Daily and weekly physical check-up.
2. Regular feeding of the babies by the attendants.
3. Feeding by the mothers.
4. Regular rest hours.
5. Regular play hours.

Another such institution is nursery school. Children in the age group of 3-6 group need proper care and services. These institutions stand for enhancement of the physical and mental growth of the children. Besides this, children learn group living, prepare themselves for going to school and participate in secondary groups of similar age. The teacher, in the nursery school should have a warm understanding of the child's needs and the desire to going about environment leading to cognitive, physical and social development of the child. Close co-operation with the parents is being maintained by the nursery schools. In many such schools, there are programmes, equipments and the
physical environment which are essential for developing health, happy and well-adjusted children. Some of these schools have a planned programme of educational and recreational opportunities for constructive learning.

The main purpose of Balwadi is to provide all the basic facilities to a child necessary for the physical growth and mental development. A Balwadi wants to develop an integrated programme for meeting the physical, intellectual and social needs of the child. A Balwadi helps the child in its physical growth by immunization. Against the disease, health check-up at the time of admission to the Balwadi, followed with medical aid from the nearest health centre, provision of the Ballans the meals, health recreation etc. This institution also helps the child in the development of senses, and teach the children the out of social adjustment and help to develop child's capacity.

Approach to Child Welfare in Iran and India

India and Iran has had historical legacy and tradition. Indian political system is different from the Iranian. Economic development in both the countries is different from one another. However, in the basic approach to the child welfare, both these countries have the same approach. Child welfare, as a concept has a historical root in both the countries. The international children's charter
gives emphasize on the need for creating conditions under which children could grow as healthy adults. The whole world accepted this charter.

Traditionally, care and protection of the child was the responsibility of the joint family in both the countries in India and Iran. In the medieval India there had existed a system known as "a thenem (protection)" under which community established centres with free hostel facilities for educating children. In ancient and medieval Iran also there were institutions which took care of the welfare of the children. Before India became independent, child welfare comprised education of the children, and maternity services for the pregnant ladies etc. Mainly, voluntary agencies took up major responsibility for the welfare and development of the children. With the introduction of the constitution, drastic changes have taken place in the approach towards the child welfare. Now the government has taken over the responsibility of the child welfare. The Indian constitution has provided safeguard for children in Article 15, 24, 39 and 55. Adoption of policy resolution for children by parliament and constitution of national children's board were other landmarks towards protecting the interests of children in India.
Prior to Iranian Revolution there were a number of day-care centers where attention was paid towards the development of children. After 1979, the welfare of children was further speeded up for the promotion of a welfare society and the approach towards child welfare has been all around development of the children. More emphasize is given to the ethical life based on Islamic legacy. In both the countries there are programmes of pre-school education and care of the children.

In India there are different categories of child welfare workers: a nursery school teacher, a gram sevika, a school teacher, a house mother, a recreational worker, a midwife, a psychologist etc.: all help in providing services for the care, education, training, recreation and protection of children. Since the five-year plan, a new kind of worker called Bal sevika has also come into being. This created more consciousness among the workers in regard to the total development of the child. A Bal Sevika ("child-welfare-worker") is trained in the inter disciplinary approaches towards the child welfare development. The central social welfare board and the Indian Council for Child Welfare organized training for Bal Sevika. The concept of Bal Sevika is replaced by Barefoot Bal-sevika known as Anganwadi, who is a local voluntary woman worker at the
village level. But in the case of Iran there is only one name for the teachers in the day-care services. They are known as child-educators both in private and government day-care services. In India for the last two decades, various aspects of child-welfare such as health and nutrition, and training, recreation and welfare have received a lot of attention from social planners, administrators, and social workers. Bulk of the social worker and recreational programmes, except statutory services and health and nutrition services, were initiated by the voluntary efforts (agencies). Therefore, they have to play an important role in programmes of child development and the child-welfare. The central social welfare board has given a lot of financial aids to child welfare agencies to improve their prevailing programmes and start new programmes. A variety of national child welfare organizations like the Bal Kangi-Bari, the Indian Council for Child Welfare, and the federation of organization of working children organized various programmes through their branches. In the case of Iran also, day-care services are urn by the government as well as the private but the government doesn't give any financial assistance to the private day-care services. In other words, the Islamic Republic of Iran has private day-care services. In other words, the Islamic Republic of Iran has
shouldered the responsibility of the welfare of such children.

Conclusion:

Both India and Iran understand the reality of child-welfare because both the countries are convinced that if the children are not taken care of, there cannot be any future nation based on equality, justice and fraternity. However, there are differences in the implementation of the policies of the child-welfare development. Government of India wants that voluntary agencies should play a predominant role in child welfare. But the government formulated policies and a good portion of the amount of money has been allocated to the voluntary agencies. An such, there are various programmes in India. In the case of Iran the government formulated policies and enforces them directly through the central social welfare board. In this chapter an evaluation of the child welfare services in Iran and India has been carried out within the available data.