CHAPTER II

Review of Literature

This chapter consists of two sections: (1) Review of literature and (2) Theory building. The second section is connected with the first section by making theory building on the basis of discussion followed in the review of literature. At the same time, as a part of the research process, it is also important for a researcher to spend some time reading and analysing other researches of similar kind. We refer to this as conducting background research or a literature review, which should be carried-out to make sure that your research is not exactly duplicated with someone else's. First section of this chapter will also discuss reasons for background research and explain how to conduct review of literature.

All sound research involves reviewing what has been written about a research topic. The main reasons for such a review are (1) To develop general explanation for observing variations in behavior or phenomenon. (2) To identify potential relationship with concepts and to identify researchable hypothesis. (3) To learn how others have defined and measured key concepts. (4) To develop alternative
research design (5) To discover how a research project is related to the work of others \(^1\)

We will review some important books on child welfare and development starting from some of the countries and then focus on Iran by differentiating the present research on child welfare development from other studies. D. Paul Chowdhry's \(^2\), *Child Welfare and Development*, consists of ten chapters and the book deals with such aspects as development of child welfare services, health and nutrition services, pre-school services, recreation services, services for children in need, services for handicapped children, services for children with behavioural problems, working child, and youth welfare services etc. The author evaluates historically the development of child services in India; he also discusses approach to child-welfare development, and principles and processes of child health services, along with a discussion on day-care and development of pre-school child. The author also discusses emotional and social aspects behind recreational and leisure time activity. It is a good book dealing with various aspects of child care development.

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He suggests that if this programme is implemented, the child of twenty-first century will have maximum chance of survival because of better and more comprehensive maternal and child health. All children between six to fourteen years will have opportunity for play and recreation in the school and outside, specially in urban areas. He is of the view that destitute children will be taken care of through community based programmes instead of institutional services. Accordingly, efforts will be made to ensure family environment in residential institutions. The number of working children would be substantially reduced and no child will be working till the attainment of a particular age. He feels that the children who have to still earn the livelihood would have opportunity to continue their education. Sumitra Gupta in, *Social Welfare in India*, talks about social welfare in India. The book consists of eight chapters including conclusion. The author looks at the term, 'social welfare', as a programme which brings a better service for the people in the rural and urban areas.

The first chapter is introduction, where the historical background, the concept and the problem of interpretation of social welfare are discussed. The first chapter of the book

deals with the welfare activity of the government of India and the second chapter discusses the community welfare programmes of the government of India including the cooperative movement. The third chapter examines the planned approach made by government of India for the welfare of the children. Social upliftment of women, the welfare schemes of the government and voluntary organisation constitute the subject of the fourth chapter. The fifth chapter gives assessment of the position of labouring in the context of various Acts and Reforms. The sixth chapter discusses educational development schemes and the seventh chapter examines the social welfare schemes sanctioned to the scheduled castes, scheduled tribes and other backward classes.

This book evaluates the welfare policies and their enforcement by the government of India. Social welfare in India means the development of human and other resources to promote better standard of living in order to establish social order based on security and equality. Sumitra Gupta says in this book that main social welfare problems are around women, children, youth and the underprivileged groups. There are a number of underprivileged communities such as scheduled castes, scheduled tribes and backward classes. The author is not confined to child welfare alone.
but talks of social welfare in India in terms of underprivileged sections in the country.

S.I. Goel and R.K. Jain\textsuperscript{4} in their, \textit{Social Welfare Administration}, talk of social development, social welfare administration, organization, planning, decision-making, personnel administration, financial administration, programmes and project Administration, co-ordination, communication, and community participation in the first volume. The field of social welfare administration comprises, all aspects of development administration. Social welfare development is a dynamic activity which transforms the economic, political, social, and religious environment of the country. The social welfare administration is undertaken by a number of agencies - formal and informal, governmental and non-governmental agencies at central, state and local levels.

The author in the first volume, examines the modalities of social welfare administration and the reasons effecting its status and loophole in the process of the management. They also suggest the alternative proposals for solving the problems. The first volume studies the implementation of social welfare programmes. Indepth case studies have been

carried out to bridge the gap in aid system by suggesting remedial steps. The case studies show the seriousness of the problem affecting the enforcement of welfare programme. The purpose has been not to criticise the system but to find out variables for efficiency to enable us to achieve the objective of India's planned development. The book is based on the extensive study of the existing literature, both published and unpublished. Personal discussion and survey research, charts, graphs and the table are given for analysis of the interpretation of data. The first volume is divided into twelve chapters with particular emphasis on issues and situation in regard to social welfare administration. The book also talks of governmental and voluntary efforts in the field and deals with personal administration.

S.L Goel and R.K. Jain's Social Welfare Administration, volume II, talks about social welfare administration: evaluation and perspective of welfare state and social welfare administration at the central and state level. They also discuss social welfare administration at the International level with a special reference to UNICEF. A theoretical perspective of social welfare administration and voluntary organization are also given in this volume. Chapter nine deals with the training for social welfare administration: Role of National Institute of Public Co-operative
Child Development. They discuss the role of national institute of Social Defence in chapter ten. Co-ordination is very important in social welfare administration. There is a need to promote and develop a partnership of state and voluntary efforts. The success of social welfare organization depends on the people who are closely associated with this organization. Social welfare organization should expand its operation for providing total coverage of social welfare services. This needs mobilization of financial resources in a large scale and review of administrative capacity continuously. The authors have examined the whole organizational framework, setup for social welfare in India, in order to understand the strength and weakness of this organization.

They also discussed child development research, training, seminars and workshops, planning and demonstration services connected with child development. The authors have given, in this volume, a few charts and tables for accurate analysis of the problems. There is a critical examination of the child development activities in India.

Apart from discussion on the governmental effects on child-development, there are voluntary agencies in India involved in these activities. They suggest that voluntary action is a measure of the health and strength of democratic
society. According to them, the welfare role of government and that of voluntary organization should be viewed only as a historical imperative. D. Paul Chowdhry in his, Handbook of Social Welfare,⁵ talks about child welfare development, youth development, women welfare, welfare of the aged, scheduled castes and scheduled tribes, physically and mentally handicapped, social security measures and social work in hospital. Besides these, the author talks about rural and urban community development and social administration with emphasis on government and voluntary agencies. The book consists of eighteen chapters. In the introduction, the author gives an account of historical background of the social welfare in India and voluntary agencies and state administration involved in social welfare. In chapter second, Mr. Chowdhry examines the child welfare in India, its scope, child welfare through Five Year Plans etc. In Chapter 3, the author discusses youth welfare programs in India, youth policy and plans, youth participation in development and research evaluation.

One of the most important chapters in his book is chapter ten which deals with social security measures. The author in this chapter examines historically the need for

⁵ D. Paul Chowdhry, Social Welfare, op. cit.
social security, characteristics of security matters, with
emphasis on the system of social security in Great Britain,
the USA, Canada, Malesia, China, and Australia. A compari-
son is made between social welfare in India and other coun-
tries. Mr. Chowdhry gives a number of suggestions to im-
prove the social welfare in India within the financial
limits of the country.

Neelam Mahajan in her, Organization Effectiveness of
Development Organization⁶, gives on assessment of the organ-
izational effectiveness of the child development services.
The ISDS is a National scheme dedicated to child develop-
ment. Development of children is basic to nation building.
They must grow as balanced individuals. The book consists
of six chapters and the first chapter is introduction, the
second chapter deals with the I.C.D.S. organization and the
third and fourth chapters deal with the methodology and
chapter 5 makes project level analysis. Summary and conclu-
sions are discussed in chapter six.

The book outlines the recently developed approaches to
organizational assessment and describes the methodology for
measuring effectiveness of ICDS organisation. It describes

⁶. Neelam Mahajan, Organizational Effectiveness of Devel-
opment Organization, (New Delhi: Classical Publishing
Company, 1993).
and defines the measuring instrument for socialization and community interaction processes. The book is based on a research study of central sector, ICDS project organisation launched before the end of 1979 through mailed questionnaire survey carried out in 1983. She gives her own recommendation in improving the performance of the organization.

M.L. Chainani in his, *Rehabilitation of Physically Handicapped* talks about rehabilitation of physically handicapped which is treated by him as an area of social welfare. The book consists of four chapters besides three important appendices. In the first chapter, he deals with cerebral palsy which is a neuromuscular disability caused by non-progressive tension in the motor centres of the brain. The brain damage manifested is very serious which can lead to mental retardation, behaviour deviations, and visual disabilities etc. The author makes basic classification for cerebral palsy made by the American Academy for cerebral palsy. He talks about the manifestation of cerebral palsy symptoms. In this chapter the author illustrates his arguments with the help of photos. As a part of the conclusion of this chapter M.L. Chainani said that a cerebral palsy child needs love, understanding and encouragement. Accord-

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ing to him, parents have the responsibility to realize the
disability of children. Then he makes his own suggestions.
In the second chapter titled 'cerebral vascular accident' (Hemiplegia), the author talks about cerebral vascular
disorders. He talks about the method by which such persons
should be treated. In this chapter also, some important
photos are given to illustrate his arguments. All pa-
tients, he argues, are not rehabilitated to the same extent;
some become only independent enough to look after themselves
and some others become supporting members in the family.
The author deals with paraplegia in the third chapter and in
the fourth, he examines the Amputation cases and its causes.
The author suggests certain steps to be followed by those
people who undergo these accidents. This is an excellent
book indeed.

Alfered De Souza in his *Children in Creches*, 8 examines
day-care for the urban poor in India. The book consists of
four chapters and in the first chapter, he presents a pro-
file of the users of the creches with the focus on the
socio-economic characteristics. In this chapter, he gives
an account of education and marital status, women's occupa-

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8. Alfred De Souza, *Children in Creches (Day-Care For The
Urban Poor)* (New Delhi: Intellectual Publishing House,
1979).
tional patterns, husband's occupation, his income and family income etc. He gives a number of tables to substantiate his arguments. In the second chapter, the author examines the structure and performance of the creches. Here, Desouza talks about fees in the creches, working hours, creche utilization equipment, nutrition, charts, meal timing and the health of the children etc. In the third chapter, the author examines personnel and in the fourth chapter, he gives a theoretical significance and policies and implications. He gives a number of recommendations for the improvement in the quality of the services, provided by the creches and nutritional state of the children. The standardization of creche equipment is also suggested by him.

The study is confined to forty four creches which were located all over Delhi. He used the combination of quantitative survey data as well as quantitative information based on interview, observation, field visits and interviews. The survey data were obtained by two types of census data sheet which were administered personally in 22 creches run by the voluntary organizations.

Daisy Marion and Hamesh Das examine medico-legal aspects in nursing. This book consists of 18 chapters which

are very small and they talk about legislation in Nursing. Status of a nurse, medication areas, patient's rights, responsibility after death and selection of nurses etc. The first chapter consists of only 1.5 pages and deals with the definition of a prudence and nursing profession. One wonders how these aspects can be dealt with in 1.5 pages. The second chapter titled, 'legislation in nursing', comprises only four pages and in the second chapter, he talks such matters as nursing legislation, nursing education and the nurse and law and in fact, they are all described in brief. All chapters are small and don't bring to light anything in detail. In chapter 18, a model of questionnaire is given and it seems the researchers have not made any detailed study of how to formulate hypothesis and make proper questionnaire. Throughout the book only a superficial analysis is given.

Shankar Pathak¹⁰ in his book titled, Social Welfare, talks about the evaluation of social welfare in a developing society, with social welfare development perspective. The book is classified in two parts - the first part dealing with the evaluation of social welfare in developing society

and the part two, social welfare in developmental perspective. Part I comprises 8 chapters and the first chapter is introduction where he discusses limitation of functional approach, social structure and concept of societies.

He looks at social welfare as a component social-structure. He gives, in this chapter, definition and various approaches to the study. The second chapter gives an account of a theoretical framework for the study of social welfare. The third chapter discusses social changes and social welfare, in ancient India and the fourth chapter examines social policy and social welfare in medieval India. Chapter five gives an account of Christian missionaries and social reforms in India. The author explains about the social reforms during the colonial era, social policy and social welfare during the colonial period and a comparative historical perspective of social welfare in the remaining chapters.

Part two consists of two chapters which deal with the concept, goals of development, changing conception and roles of social welfare. The book gives a historical approach towards the problem, it is a historical account or social welfare with special emphasis on Mahatma Gandhi, medieval and ancient India.
The author gives an account of social welfare in this book with a revolutionary and developmental perspective. Amita Verma and Chandra Agnihotri\textsuperscript{11} talk about historical development of children's services in India and family welfare. The book comprises 9 chapters which are comparatively small. The book is based on case study conducted in Baroda, one of the cities in India. In the first chapter, the author gives an account of historical review of welfare and children, education of backward classes and urban community development project. Chapter 3 discusses family welfare and chapter four examines pre-primary and primary school education. Chapter five examines recreation facilities for the school aged child. The authors give a good account of the family and parents and community house services in chapter six. The case studies are given in chapter 8, and chapter 9 gives an account of a perspective plan of action.

P. Gupta\textsuperscript{12} talks of social science and population education. This book is divided into two parts: A and part B. Part A consists of 5 chapters dealing with five year plans,

\textsuperscript{11} Amita Verma and Chandra Agnihotri, \textit{In Favour of Children}, (Good Companions, 1981).

the constitution of India, working conditions and working education, trade union and training schemes. Part B com-
prises 3 chapters, dealing with the population problems, family welfare and matters of contraception. Besides this, there is a well prepared bibliography and model question. The author in part 1 examines the basic objectives of five year plan in India with special emphasis on prime minister Mrs. Gandhi's 20 point programme. Mr. P. Gulati, in chapter second, presents the constitution of India and he also gives an account of trade union in India. There is nothing new in this chapter. But, there is one chapter titled 'Family Welfare', which is related to many subjects, here he gives an historical background of the family welfare, strategy and nutrition apart from giving a table which describes nutrient, source and function in the human body. It seems the author has not done a detailed research on the topic she has chosen for study.

In a combined work headed by James T. Fawcett13, 'the value of children in Asia and the United States': gives an account of the population issues on the role of children and a social-psychological view, the value of children's project, and the value of children and population policies.

They have given a lot of tables for analysing the data. Their analysis consists of only twenty-two pages. The tables given in this book comprise comparative data on the value of children in six countries. Each table shows cross-cultural and the comparison of 3 social-economic groups - urban middle class, urban lower class, and rural. East Asian countries are listed first (Korea, Taiwan, Japan), the ethnic groups in Hawaii are listed - first Japanese, then Caucasian and Filipinos and finally, the South Eastern countries are listed - Philippines, Thailand. The three socio-economic groups are shown separately.

A number of tables contain results arrived at from continuous analysis of responses. The first six tables, are based on two open-ended questions. They make critical suggestions which represent only a few observations about the policy implication of research on the value of children. According to them, infant and child mortality can be solved in two ways: 1 - by published programme 2 - by educational programme. The book follows statistical analysis for arriving at conclusions.
Jemes Midgley\textsuperscript{14}, examines social work in the third world. The book consists of 8 chapters dealing with the theory and practice of social work, social work as western origin, colonialism, modernization and social work practice and the problem of cultural diversity. The author says that the different approaches to the social problems are interrelated. He emphasises the method of social work, problem: case work, group work, and community work principle of social work and then goes to examine social work's western-origin. (According to him, the emergence of social work is European and not in America, and it is associated with poor relief). The author also investigates the beginnings of social work education in Britain and the United States. The book also gives an account of social work in European and other industrialised countries. He interrelates colonialism and modernization with social work and social welfare services in the newly independent countries, where European approaches are followed. After giving an account of social work education in the third world, the author relates social work practice with the problem of cultural diversity. The book consists of a lot of references which are very useful for further study in the area.

Jeen Packman's book, *Child Care Needs and Numbers*, is classified into four parts. The part 1 discusses the problem and the form of study and part 2 and part 3 deal with voluntary services for children, protected children, maladjusted children, children removed from home by juvenile courts. Part 4 examines children's departments, the staff and facilities and policy.

The problem that he presents in this book is excellent and he makes a comparison of the proportional children in care in England and Wales. Jean Packman explores 3 main areas in which variation in the proportion of children in care are sought. The second area of investigation concerns the services, other than children's department which are involved with the families in difficulties; the first part of investigation covers the structure. The policies and the work of the children's departments themselves. The study has been carried out with the help of the stratified sample which took account of geographical location, country borough states and members incare.

A number of tables are given to analyse the data. The author discusses voluntary services for children. He says

that the admission on discharging policies of voluntary bodies depend in terms of the foundation, their facilities and their own choice. A voluntary home organisation, generally, functions in limited sphere than any children's department. Many concentrate on helping the children belonging to their country. The catholic society looks after their own, and the church of England looks after their own children. He makes multivariate analysis. He concludes that there are also the differences which exist between the policies of different children's departments. This difference means that children in some areas stand a great deal of chance of being received into Day care and may stay longer in care than children in other areas.

Herman D. Stein (ed.)16 in his Planning for the Needs of Children in Developing Countries, codifies conference papers on organization of planning for children and youth, aspects of planning related to children's needs, planning approaches, planning and relation to selected children's needs, technical planning and administrative approaches. A number of participants who have presented papers on these topics are mentioned above.

16. Herman D. Stein (ed.), Planning For The Needs Of The Children In Developing Countries, (United Nation Children's Fund 1964.)
They emphasize on the cross sectoral problem concerning the consequences for children and youth as a result of the rapid growth of people in urban sector in the developing countries. Professor Rao, one of the scholars who presented the paper, observes that the proportion of the rural population is decreasing all over the developing world. Tunisia wanted to control the migration of youth to the city.

This book, which is based on a round table conference of national planners and specialists in the needs of children insists on the necessity of ensuring sufficient consideration for children and youth in the national planning of the developing countries. They also emphasize that each country should develop a national policy for its children and youth. They also presented country case studies which bring to light many interesting aspects. These are good papers covering almost all aspects of children's development.

Marga institute\textsuperscript{17} conducted a case study of the needs of children and adolescents of Sri Lanka. The book consists of six chapters including conclusion. The first chapter deals with demographic frame; chapter second discusses

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formal education. Chapter 3 examines non-formal education. Chapter 4 looks into health and nutrition and chapter five examines sports and recreation. This is a book which gives a lot of importance to table analysis. Table in chapter one contains eleven tables, chapter second 22 tables, and chapter three 21 tables.

The present study describes the situation in regard to the needs of children and adolescents and their needs are examined in relation to four major areas - formal education, non-formal education, health and recreation, including sports and cultural activities. The analysis brings to light the importance of regional variation, in regard to the availability of services and their performance. The case study shows that the young age groups have not received sufficient attention. This has been non-consciously planned and coordinated attempts to provide the services to the young population. The studies identify method of correcting this deficiency.

The first chapter gives attention to the different demographic features in the different districts which call for suitable methods of investment and development. He identified three topical age structure. In the other chapters, the study defines typical variance on the needs of children and the young people in the different sectors such
as health, education, non-formal education and recreation. For this purpose, the study team has selected five groups of districts, each of which presents a different combination of problems.

The study is based on the collection of relevant data which was available in published documents as well as in unpublished documents. Many sections show that data are put together from different sources. However, the study presents a consistent and coherent picture. The study shows large gaps in information and all the tables are presented at the end of the book.

Gelia Anita Decker and John R. Decker in the book titled, *Planning and Administering Early Childhood Programmes*, emphasises on early childhood programme, planning, the programme, the stabilising in policies, staffing, supervising, housing and nutrition and health services etc. They want that there has to be a balance between coherent practices in early childhood education and conceptual approaches. They also emphasise the leadership role in administration. They have raised issues and proposed changes to stimulate the early childhood. It is also emphasised to take another look at philosophy, policy, and practice. He

presents examples of many options to help the leader choose alternative.

This book consists of 15 chapters and eight appendices. In the first chapter, they discuss early childhood programmes and the nature of planning and administering early childhood programmes. In the second chapter, the author emphasizes on the selection of a systematic philosophy, nature and scope of policy. The chapter three gives emphasis on planning the programme and in chapter four, they discuss administrative functions, administrative organization patterns, public school, early childhood programme and private early childhood programmes. They also have given a number of tables, references and suggestions, apart from giving model of the questionnaire.

Armand Lauffer19 (ed.) in his, *Health Needs of Children*, examines health needs of children. There are five papers contributed by eminent people in the field. They discuss the worker, the client and the health care system. Health care under public auspices, low-income families and health services, child development and stage of growth and development. In the first chapter, they discuss the origins

of public supported health programmes, and developments since 1966. The fourth chapter is significant because he examines such topics as pregnancy, infancy, and childhood and also discussed a few diseases like diabetes and its solutions are also discussed.

Magda Cordell Mchale and John Mchale\textsuperscript{20}, in their combined work titled, \textit{Children In The World}, examine the situation of the world, children, dimensions of childhood, health and disease and sanitation etc. The book is full of charts and diagrams and explanation of these charts and diagrams is very little. They also deal with causes and effects of childhood, malnutrition and principal nutritional deficiency, diseases in the world affecting children. The authors give an account of the plan for the future.

Alfred Kadushin's\textsuperscript{21} book \textit{Child Welfare Services}, is a comprehensive study of the principle of the child welfare services. He starts the book with defining child welfare and the second chapter gives in detail the historical perspective. There are separate chapters dealing with main supportive supplementary and substitutive child welfare services: family service and child guidance clinics, the

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social insurance, aid to families of dependent children, protective services, day-care, adoption and institutional child care. The chapters on the specific services consist of material on historical development of services, situation for which services are suitable, scope of the service and training in offering the service. The final chapter deals with the sociology of the child welfare worker: characteristic or carrier roles and occupation problems. The author also gives a number of charts to substantiate his arguments; he gives a good explanation of how to help families of dependent children. At the end of every chapter, the author gives a good bibliography which is very useful for further research and reading on the same topic. He states that child welfare has a definite structure, roles and explicit value system, goals, and operational principles. The book gives an objective and analytical account of the sociology of the child welfare worker.

Walter A. Friedlander and Robert Z. Apte talk of the concept of social welfare and the social work, social problems and early charities in England etc. The book consists of twenty chapters and the first chapter defines the concept

of social welfare and social work. The concept of social welfare, as a scientific programme, originated only in industrialised society. According to them, social welfare is a system of laws, programmes, benefits, and services which strengthen or assure provisions for meeting social needs which are recognized as basic for the welfare of the population and for the functioning of the social order.23

The authors give an account of the Elizabathan Poor Law of 1601 and Settlement Act of 1662. They critically examine poor Law Reform of 1834.

The authors give an account of the history of voluntary and public social services in the United States and they look at the social work as profession. At the end of every chapter, they give a good selected bibliography which is very useful for further research. They argue that social work as a profession is subject to changes. In the context of changing society, social work is still in need of a clarification of his purpose and philosophy. They conclude that present day social work is committed to team work with other professions.

23. Ibid.
E.W. Martin's book is a collection of articles from various eminent scholars in the area. The book consists of 8 papers dealing with the history of changing approaches to social welfare, the unreformed work hours, public assistance in the United States, the American historian and social welfare and the history of medical care. The essays in this book all concentrated on the development of public provision for social welfare; it is a historical account of the events and organisation. Their contribution on the history of medical care is very relevant and useful.

Hossein Malek Afzali examines in this book, the health situation of mothers and children in the Islamic Republic of Iran. The book consists of 12 chapters, dealing with district health network, prevention and control of that under five-age group, immunization, controlling, accident and child nutrition etc. The author gives a few charts, tables and diagrams to explain his arguments. Rather there are more charts and tables than explanation of these aspects. The analysis of chart and table is very brief.


25. Melak A. Hossein, The Health Situation Of Mothers And Children In The Islamic Republic of Iran, Translated by Narges Soufi, the Ministry of Health and Medical Education, Tehran 1992.
Kamel Shad Pour\textsuperscript{26} explains primary health centre experience in Iran. The book consists of eleven chapters apart from eleven appendices. He gives a general information about Iran, the state of Iran, health services, advances made in the examinations of P.H.C. network in Iran and the present and future of P.H.C. The chapters are very small and for example, chapter 3 consists of only two pages. However, the author has tried to give a good account of health service of Iran with the help of charts and tables. Half of the book deals with appendices and models of questionnaire.

The Present study

The present study is different from other studies presented above. Here we focus only on day-care services in Iran and the study is based on twenty-one cases. Day-care services are viewed here as the welfare programme at grass root level. Children till the age of six are taken care of in this day-care services and this period is very crucial in the development of the children. Whatever they learn, during this period, will become an integral part of the life through out. Through the study of these cases, relationship

\textsuperscript{26} Shad Pour Kemal, \textit{The P.H.C. Experience in Iran}, (Tehran: UNICEF, 1994).
is analysed between the day-care services and family and the day-care services and nation-building. This study is peculiar because of the method followed and linkages established between the character of children and the future of the country. From the review of literature given above, the special character and the feature of the study have emerged. Now we are proceeding to attempt for a theory building which would form an important aspect of this thesis.

**Theory building**

Theory building is an important aspect of any study. An intensive study by the Child Welfare League of America, of leaders in selected communities in the United States reveals that few consider day-care as an area of great community need. In this study, they look at the problem of child care facilities for children of working mothers as a problem which needs community attention. The Child Welfare League study shows that the reluctance to support Day-care services is related to a negative review of the working mother. The same study found that most respondents selected some form of individual care at home by a relative. Child care has been a family responsibility. This attitude is revealed in British study of working mothers and some of them made use of the available day-care facilities. Research report regarding day care center in Paris in offering
service only to children under 3 years of age shows similar normal development of the children. The study shows that the mother often has to go for work before the child has breakfast and is ready for school.

In the present study, we have already tested the objectives on the basis of data collected from the field. This reveals a number of interesting things which have helped us to go for theory building. Our first assumption is that the day-care services and their functions have brought about social changes in modern Iran. When we emphasise social changes, we have our own definition of social change which is going to be presented here. A famous Indian sociologist M.N. Srinivas in his Social Change In Modern India, looks at social change as the process of Sanskritization, Westernization and Modernization.

Professor Yogendra Singh\textsuperscript{27} Modernization of Indian Tradition, examines social change in India with emphasis on sanskritization and westernization. The process of cultural change, the impact of Islam and modernization, the Western Impact and cultural modernization. Besides this, Professor Singh also deals with changes within social structure and modernization by focussing on title and social change.

\textsuperscript{27} Yogendra Singh, Modernization Of India Tradition, (New Delhi: Rawat Publishing, 1988).
Professor Yogendra Singh\textsuperscript{28} in his \textit{Social Change in India}, examines contradictions and challenges of social change, contemporary social crisis and its dimension, ethnicity, unity and Indian civilization. To quote him, "modernization in India as symbolised by green revolution in village, it is also organically linked with the process of urbanization and Industrialization".\textsuperscript{29} In the present study, social change is looked at as character building, change in attitude and change in behaviour of the children who were taught and taken care of in the day-care services. The meaning is that the moulding of children in the day-care services had led to character building. Change in attitude and change in behaviour on those who were taken care of in the day-care services. This is proved by the data collected from the field. First of all, we are examining here character building. In some cases, the head of family is found to be opium-addicted. One boy whose father is addicted to opium is in jail. As a result of this, he expressed that he will try his best to correct his father, to leave opium and lead a moral life in future. In another case, whose father is also opium addicted and is


\textsuperscript{29}Ibid. P.33.
irresponsible. As a consequence, the boy has become very responsible and taken the responsibility of the family on his young shoulders. He has rather discontinued his study from the school. In the case of the girl, after coming back from the school, I found helping her mother in the kitchen. No child, in any of these cases, has become a street child inspite of many problems at home. Besides these, the boys have not developed smoking or any other bad habits. This is further proved by the observation and interview methods that have been followed to collect data to carry out research in this area. We come to the conclusion that this kind of character building among these children is definitely the result of the character building initiated and enforced by the child educators of day-care services on these small kids.

In every case, it is observed that there is a change in attitude which is different from those boys and girls who are not kept in day-care services. They have learnt a kind of discipline, manners and norms which are reflected in their attitude towards the family members and in the dressing and eating food. In many families, it is found that there are a lot of people living together in a comparatively small house with minimum facilities. None of them has ever agitated against the head of the family. On the other hand,
boys and girls tried to study well by adjusting in their surroundings. They are mature enough to understand the reality of the situation and prevailing facilities. Thus there is drastic change in their attitude towards the family members, society and school students and teachers. This is definitely the consequence of the impact, the day-care services have created. We could correlate this aspect because of the observation method followed here. The children who never underwent care under day care services don't have this kind of attitude comparatively.

Now we are going to examine changing behaviour among these children. It is found that their behaviour is different. They are sociable, tolerant, adjustable, cooperative, responsible, balanced and mature. Minoo the first case presented in chapter five, is quite balanced inspite of her father's death in war. It is found that the child educator in the day care services has extended to her a kind of affection which she could have got only at home. Of course, her mother also has never given a chance to Minoo to feel that she has lost her father. In the school these children are found co-operative and respectable.

Islamic revolution in Iran has brought tremendous changes; we call it modernization of day-care services. Before revolution the day care services were under different managements.
1. One type of the day-care services under Tehran School of Social Work.

2. The second kind of day-care services under Iranian Women's Association.

3. The third kind under government.

After revolution, they were all centralized and brought under central welfare organization. Apart from this, voluntary organization and other type of welfare organization were also brought under the management of central welfare organization. Before revolution, the daily programme in the day-care services used to start at 7.30 in the morning and finish at 3.30 in the afternoon. After revolution the change in timing, is as follows: from 7.30 a.m. to 4.30 p.m. It has also been made a practice that every family should depend on themselves for solving their problems and not on day-care services.

Before revolution, the day care services had well experienced child educators, but after 1979, there are not enough experienced child-educators. Many of them are fresh and therefore, in some cases, their performance is not said to be satisfactory.

We are also proceeding to establish that there has taken place a shift from Westernization to Islamization. Before 1979, there was the practice of conducting general
prayer before starting the daily programme but after revolution they made it a practice to educate the children how to pray with emphasis on Islamic prayer. Before revolution, the child educator and other staff members did not cover their body according to Islamic tradition. After revolution, it has been made compulsory for them to cover according to Islamic tradition.

Besides this, before 1979, the children were taught dancing and music but after revolution this practice is completely stopped. However, games still continue. This is a tremendous shift from westernization to Islamization process in the day-care services.

Conclusion:

A few important books on child welfare are reviewed in the first part of this chapter followed by a discussion on the unique features of the present study. In the second part we have made a theoretical frame work by creating a link with the studies reviewed. It is made sure that the theoretical frame work of this study is not duplicated with any other theories in the field. Thus we have come to the conclusion that the day-care services have led to social change in modern Iran and the Islamic revolution has brought about modernization and Islamization in the day-care services.