CHAPTER-2
LITERATURE REVIEW
CHAPTER – II

LITERATURE REVIEW

An attempt on studying the “CHILDLINE, Vijayawada - A tool for Forum for Child Rights to make Vijayawada a Child Friendly City” is made by several investigators. Numerous studies on CHILDLINE have illustrated the role of CHILDLINE in rescue, protection, repatriation and rehabilitation of children in distress. Authors/reporters have paid their attention to the experiences and learning of initiating CHILDLINE across India, the nature of the work of CHILDLINE in reaching out to children. A review of some of the studies is presented below:

I. REVIEW OF LITERATURE ABOUT CHILDLINE:

REFERENCE BOOKS:

1. Listening to children - an overview of CHILDLINE traces the evolution of India’s first help line for children. It examines the model created for CHILDLINE in a developing nation like India and illustrates the need for children’s voices to be heard and be acted upon. Each section of this book attempts to highlight the importance of listening to children.

2. Laying the foundation: getting started and taking off provides a blueprint to starting CHILDLINE. It outlines the steps required to ensure that the service is based on the local needs of children. It suggests strategies to build partnerships from the very start. It lists the roles of various partners for the effective

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1 Listening to Children: An overview to Childline – year 2001 by Dennis, Zarro, Pallavi and Prakash
2 Laying the foundation: getting started and taking off – year 2001 by Zarro, Plallavi and Prakash
functioning of the service. It also looks at indicators to evaluate the functions of CHILDLINE.

3 **CHILDLINE at my fingertips: a resource book** is a ready reckoner for all at CHILDLINE. It is a sample work format, it attempts to inform the reader about CHILDLINE, its beliefs, aims and objectives. It suggests intervention strategies for different types of calls that may be received by CHILDLINE and specifies the role of the team member.

4 **Spreading the word: CHILDLINE awareness strategies** focus on awareness strategies to work towards ensuring that very child is aware of the service. It suggests guidelines to elicit children’s participation in evaluating the service and in spreading the message to other children. It also discussed various media through which CHILDLINE can be effectively communicated.

5 **Recoding children’s concerns: documenting CHILDLINE** stressed the importance of documenting processes related to CHILDLINE. It presents a framework for documenting calls and contains formats for preparing reports on CHILDLINE activities. It encourages each local CHILDLINE to use the data collected to advocate for children’s issues.

6 **The CHILDLINE experience in Kutch: a Report** documents the experience of the formation and functioning of CHILDLINE in Kutch after the earthquake. The purpose of this documentation is to share and learn from this experience and spread knowledge of such a model for future use during emergencies. An attempt has been made to identify the unique situation

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3 CHILDLINE at my Fingertips: A resource book – year 2000, by CIF and TISS team
4 Spreading the word: CHILDLINE awareness strategies year 2002 by Jezoo and Nikole
5 Recording Children’s concerns: documenting CHILDLINE – year 2001, by Denniss , Zaroo, Pallavi
6 The CHILDLINE experiences in Kutch: A rept – year 2001, by CHILDLINE India Foundation
created by the disaster situation, which calls for a more flexible and strategic approach to programme design.

7 **Voices from the streets** attempts to bring our readers face to face with the trauma and pain which some of the children calling CHILDLINE experience. This publication also highlights the problems faced by CHILDLINE team undertaking intervention.

8 The book, ‘**Getting started**’ also gives the inputs on starting of CHILDLINE in different cities. It clearly explains about the definition of CHILDLINE, brief history its operational strategy, objectives, credos, structure and different preparatory works. It has also different formats like need assessment survey format, complaining resource directory, preparing plan of action, net working with allied systems etc. These formats would help the cities to set up CHILDLINE properly.

9 **Child trafficking: issues and concerns**, documents problems associated with trafficking, which is complex and multi-dimensional. It also highlights path – breaking strategies and practical and successful examples of field based interventions starting from prevention of trafficking to rehabilitation of victims.

10 **Bonded Child Labour** draws on the multidimensional role of CHILDLINE in the rescue and rehabilitation of bonded child labourers. Through examples from across India, this manual covers various aspects of the release of the children by CHILDLINE teams, the problems faced in the release, intra –

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7 Voices from the Streets, year 2003 – by Zarro and Seema
8 Getting started – A guide to starting to CHILDLINE – 1098, year 2000 – by Zarro and Jerry Pinto
9 Child Trafficking: Issues and concerns – year 2003, by Ms. Priti Patkar and Mr. Praveen Patkar
10 Bonded Child Labour: Issues & CHILDLINE Interventions – year 2004, by Zarro and Pinto
CHILDLINE involvements in dealing with cases, and in specific cases, action plans and intervention steps drawn up and followed by the terms.

11 *Counseling* manual gives useful insights for the telecounsellor - the first person that the distressed child comes in contact with over the phone. It serves as a guideline for the volunteers and professionals doing counseling as a part of the helpline service.

12 *Domestic Child labour* answers most of questions relating to the causes and extent of this phenomenon. It also provides information on the legal tools available for tacking the menace and the measures for rehabilitation for the children.

13 *Resource Directory of CHILDLINE Vijayawada*, contains the addresses of various NGOs related to the work of street children, orphan children, mentally challenged children, physically challenged children, residential services for children etc. It also has the addresses of old age homes, women related organisations, hospitals, police stations, ambulance services and important phone numbers. It is quite helpful for the daily work of CHILDLINE, Vijayawada.

14 *A book on celebrating five years of CHILDLINE Mumbai*, shares the experiences of CHILDLINE Mumbai of its experiences in CHILDLINE. This book clearly depicts the response of the children from the streets, the different types of calls received by CHILDLINE. CHILDLINE Mumbai, in this book

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11 A Hand Book on Counseling skills- year 2004, by Freny Italia and Neelofferr
12 Domestic Child Labour: A CHILDLINE Over view – year 2004 by Sr. Jeanne Devos and Anjli Shakla
14 Celebrating five years of CHILDLINE Mumbai- year 2001, by CHILDLINE Mumbai team & CIF
shares its five years of experience as experimentation, consolidation, sharing, restructuring and strengthening partnerships.

15 **CHILDLINE – 1098 is a user-friendly guide** for setting up a phone outreach service for children, based on the experiences of CHILDLINE, Mumbai. It emphasises on the awareness challenge, intervention strategy, documenting systems, and monitoring systems. It also gives information on CHILDLINE’s training workshops and systems for creating database of organizations for children.

16 **Development of Child in India, Vol. –1**, discusses about the ‘The Child India’ in its chapter 17. It clearly discusses about the demographic profile of children, birth rate and mortality, heath conditions, nutrition, education, handicapped children, deprived child, working children, juvenile delinquency, children in need of day care and various legislations. In the 29th chapter of this book, the problem of child beggary, legislations, statistics and reasons for the same are discussed.

17 The book ‘**Child Rights in India**’, is an attempt to integrate the law in theory and field practice. It provides the important legislation and judgments on the subject, along with the initiatives for legal reform, interventions by some non-governmental organizations and international legal trends. The approach is multidisciplinary and each chapter contains the constitutional provisions and statutory and decisional law; highlights various relevant regional and international mechanisms and international standards of behavior towards children; examines and recognizes the inadequacies in laws and procedures; and looks at some examples and approaches of current NGO interventions and...
strategies in the field to enhance and protect the rights of the child. It shares the knowledge of experimental efforts that have worked. Finally, it focuses on some legal strategies and law reform recommendations to be carried out at all levels – from local and national, to regional and international.

18 The book, ‘Social Problems in India’, describes, explains, evaluates and even theorizes, on the important social problems in our country. In its chapter 8, the book discusses about child abuse and child labour, its magnitude, reasons and evaluation of this entire problem.

19 National Helplines Directory provides the addresses and details of different helplines related to HIV/AIDS, de-addiction, emotional stress, medical, mental health, senior citizens, sexuality, women, youth and children. As part of helplines related to children it also gave the details of CHILDLINE and states that is an emergency assistance for children in need of care and protection.

20 A resource book of National Initiative for Child Protection ‘… to every child a childhood’, clearly defines the age of the child. It also discusses the rights of the child as given by United Nations Convention on the Rights of the Child, and various child related legislations. It defines the target group, which is children, for whom the CHILDLINE was established and the importance of allied systems. It gives the plan of action about conducting the workshops for allied systems.

18 Social Problems in India, revised II edition
19 National Helplines, Directory – year 2003, by CHILDLINE India Foundation
20 National Initiative for Child Protection – to every child a childhood- year 2000, by Zarro & Pinto
STUDIES:

21 Missing children – a study by CHILDLINE India Foundation is in response to the interventions of CHILDLINE. It is based on a short independent study, coordinated by CIF, of missing children calls at thirty urban CHILDLINE cities. The study examined two aspects; one, the magnitude and the nature of missing children and second, the interventions and issues involved in restoring lost and missing children. Based on the CHILDLINE study, this publication also lists action steps and recommendations for policy makers.

RESEARCH REPORTS AND REPORTS:

22 A Report on the status of the Street Children in Vijayawada city gives the clear picture of street children in the city and also tries to differentiate between children on the streets and children of the streets. This report says that on an average 1136 children of the streets stay in the city of Vijayawada. 23 A counting survey on street children conducted in the year 2004, reveals that per day 22 to 25 new children arrive in at Vijayawada railway station. 24 A report on substance abuse among street children, conducted in the railway stations of Vijayawada, Guntur, and Tenali, reveals that 92.07% of the street children below 18 years are addicted to different kinds of drugs including substances like the solutions (whitener/erazex) as main substance for abuse due to its easy availability.

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23 Street Children Counting Survey – year 2004 by Navajeevan Bala Bhavan, Vijayawada
A Report on the Trend Analysis of calls gives a gist of all the calls received by various CHILDLINE centres across the country. The analysis of the calls became useful to the researcher to analyse the national trend. It examines the national trends, year wise trends, zone wise trends, local, zonal and national level trends. This report reveals that at national level the majority of the calls are emotional support and guidance calls. A report on the experiences of CHILDLINE Delhi shares its valuable experiences with CHILDLINE of Delhi.

A report ‘Together we move forward’ explains the problems and desires of children related to the basic amenities, health and child friendly society. Reports on different partnership and its minutes compiled by CIF are useful to understand the CHILDLINE programme at policy level. The annual reports of CIF, Forum for Child Rights, CHILDLINE Vijayawada and various member organisations of the Forum also give the information on the activities of CHILDLINE.

MAGZINES, JOURNALS AND NEWS LETTERS:


26 Experiences of Delhi CHILDLINE October 1999 – March 2002, Mr. Asadullah, CHILDLINE, Delhi
27 Together we move forward: Children’s charter of Demands, June 12, 2003
28 Amma Telugu monthly magazine, June 2004
29 Eenadu, supplement of Eenadu daily
30 Treasurer of the Forum is Mr. B.S. Koteswara Rao. He is from Business sector. He received award from Tana for his community services.
31 The South Asian Journal of Children’s Rights, Nov 2004
33 Hello CHILDLINE: Quarterly news letter from CHILDLINE India Foundation, Mumbai.
Balalanestham (a fried of children) \(^{34}\) and SKCV Children’s Trust\(^{35}\) and Samacharam\(^{36}\) newsletters give enough information on the CHILDLINE and other children related activities in the city.

**WEBSITES AND DOCUMENTARY FILMS:**

- www.childlineindiafoundation.org\(^{37}\) gives information about CIF, CHILDLINEs across the country, latest statistics and latest developments.
- www.forum-child-rights@tripod.com\(^{38}\) delivers information on the activities of Forum for Child Rights, functioning of CHILDLINE, Vijayawada and gives updates on the current issues. www.skcv.com\(^{39}\) describes the activities of SKCV Children’s Trust and also mentions its collaboration with Forum for Child Rights and CHILDLINE Vijayawada as part of its networking activity.

A slide show of Forum for Child Rights\(^{40}\) tells about the origin of the Forum for Child Rights and activities of CHILDLINE and invites people to take part in the protection of the children. A \(^{41}\) documentary of Navajeewan Bala Bhavan shows the life of street children and hostilities faced by them on the streets. Another documentary \(^{42}\) shows the rehabilitation facilities for the runaway/street child. A project report on CHILDLINE\(^{43}\) brings out the structure of CHILDLINE and a sample study was conducted with 30 beneficiaries of CHILDLINE. This sample study attempts to delve into the various aspects of their life.

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34 Balala Nestham; Half yearly news letters of Forum for Child Rights, Vijayawada
35 SKCV Children’s Trust, yearly news letter of SKCV Children’s Trust, Vijayawada
36 Samacharam, a quarterly newsletter of Child Rights Advocacy Foundation, Vijayawada.
37 www.childlineindiafoundation.org, website of CHILDLINE India Foundation, Mumbai
38 www.forum-child-rights@tripod.com, website of Forum for Child Rights, Vijayawada
39 www.skcv.com, website of SKCV Children’s Trust, Vijayawada.
40 Slide show of Forum for Child Rights, Vijayawada
41 Documentary of Navajeewan Balabhavan, Vijayawada
42 Documentary on SKCV Children’s Trust, Vijayawada
43 “CHILDLINE – A boon for children in Distress”, project report submitted by Ms.Hasada, year 2004
NEWS PAPER CLIPPINGS:

Articles and news items on CHILDLINE Vijayawada in various Telugu and English news papers during period 2001 to July 2005 enable the researcher to make an in-depth study of the topic.

The review of the related literature helped the researcher in formulating the problem and framing the objectives and methodology for the present study.

II. VIEWS OF Dr. B. R. AMBEDKAR ON CHILDREN:

Dr. B.R.Ambedkar is a great social reformer and father of Indian constitution. His views, about children are explained in the book - “Dr. B.R.Ambedkar: Social Justice and The Indian Constitution”. According to Dr. B.R.Ambedkar children are the future hope of every society, rather of the whole of the humankind. Today’s children are the citizens of tomorrow’s world. The foundation of every nation, may the whole world, is laid in each of its children. The humankind, therefore, owes to the child the best it has to give. The stability and progress of all nations are thus dependent on the qualitative development of their children. Their survival, protection and development are the prerequisites for the future development of humanity.

CONCEPT OF CHILD WELFARE:

The expression ‘child welfare’ is comprehensive expression. It means general well-being of the child. In all ages this has depended principally on the social valuation of the children and the care accorded to them. At present the child is considered an important social unit and is held to be entitled to all that makes for

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44 Various news articles coated in the ‘Bibliography under head- News papers clippings’
healthy living-sufficient recreation, schooling adapted to his natural learning methods, intelligent home care and the right to develop his abilities to their fullest extent. These may be assured to the more privileged child by his own parents but children of less fortunate or less responsible parents and children who are orphaned or have been deprived of their natural guardian may have to depend for them, at least to some degree, on the organized child helping services of the community. The amount of attention given to the various aspects of child’s well-being reflects the ideals social pressures in any given society.

This concept of child welfare was explained as far back as 1930, but it still has relevances. Several international instruments speak on the integral development of the child, not one or two aspects of child’s development. For example, the Universal Declaration of Human Rights (1948) proclaims that childhood is entitled to special care and assistance. Conventions in the Rights of the Child (1989) emphasizes the full and harmonious development of the personality of the child in the family environment and in an atmosphere of happiness, love and understanding, and that the child should be fully prepared to live an individual life in society and brought up in the spirit of the ideas of the United Nations Charters and, in particular in the spirit of peace, dignity, tolerance, freedom, equality, and solidarity. The convention lays down universal legal standards for the protection of the children against neglect, abuse and exploitation, as well as guaranteeing to them their basic human rights, including survival, development and full participation in social, cultural, educational and other endeavours necessary for their individual growth and well-being.

**CONSTITUTIONAL PROVISIONS:**

It is evident from its preamble and provision relating to fundamental rights, directive principles of the state policy and the Constitution is basically a social
document and its primary object is to secure and promote a social order in which social, economic and political justice shall inform all the institutions of national life. General provisions apart, there are child specific provisions which lay down a distinct plan of child welfare. Under Article 15(3) the state has been enabled to make special provisions for children. Article 24 prohibits the employment of children below the age of fourteen years in any hazardous establishment including a factory or mine. These provisions are included in Part III which relates to justiciable fundamental rights. There are some other provisions forming apart of non-justiciable directive principles which are nevertheless fundamental in governance of the country. Article 39(e) directs the state to secure that the tender age of children is not abused and that they are not forced by economic necessity to enter avocations unsuited to their age or strength. Under Article 39(f) the state is further directed to secure that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood is protected against exploitation and moral and material abandonment. Article 45 obligates the state to provide for free and compulsory education for all children until the age of fourteen.

At the international level, the conceptual frame work was formulated in 1959 as the United Nations Declaration of the Rights of the child. This was replaced by the Convention on the Rights of the child approved by United Nations General Assembly in 1989 and opened for signature in 1990. It is now the international law laying down universal standards for the societies, treatment of the young, and making them binding upon the growing number of the states ratifying the convention. It should to be the most enduring promise for children although its implementation may take long.
III. CHILD ABUSE AND ITS IMPACT:

Child abuse is usually classified into three major types: physical, Sexual and emotional. Each has recognizable characteristics. The indicator of physical abuse in the child are burses, burns, fractures, lacerations and abrasions, and abdominal injuries and human bite marks apart from other behavioral changes like staying aloof etc.

Child sexual abuse has been defined as “the involvement of dependent and immature children in sexual activities they not fully comprehend, to which they are unable to give informed consent (Kmpe, 1978:127). The Juvenile Justice Act, 1986, defines child sexual abuse as “interaction between a child (under the age of 18 for girls and 16 for boys) and an adult (who is significantly older than the victim and quaintance or an unknown person) in which the child is being used for the sexual stimulation of the perpetrator or another person”. And emotional abuse is the neglect or maltreatment of children.

Besides above-mentioned three types of child abuse, we can also refer to social abuse of children like kidnapping children and forcing them to beg in streets.

Some studies limit the term ‘child abuse’ to “children who have received serious physical injury caused willfully rather than by accident” (Garden and Gray, 1982:5). This definition has not been accepted by the social scientists because of the ambiguities in the work ‘serious’ and diversities in ‘physical injury’. Kempe and Kempe (1978) have defined child abuse as “a condition having to do with those who have been deliberately injured by physical assault”. This definition is limited in scope as it restricts abuse only to those acts of physical violence, which produce a diagnostic injury. Thus, acts of neglect and maltreatment of children, which do not produce an injury but are equally harmful, cannot be included in this
definition. No definition of child abuse can be considered valid unless it includes non-physical acts like mental injury and neglect and ill treatment of a child. Burgess (1979:143) has given a wider definition of child abuse. According to him, child abuse refers to “any child who receives non-accidental physical and psychological injury as result of acts and omissions on the part of his parents or guardians or employers.”. Verbal abuse, threats of physical violence and excessive physical punishment which do not require medical attention are also included on the definition of child abuse.

Vijayawada is the place, which has high chances for children to undergo the either of the abuses\footnote{Cross reference: Discussed in detailed in the chapter -1 under ‘situation of children in Vijayawada city’}.