

# childhood matters

— AIF's Digital Magazine —

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A Bilingual, quarterly, digital magazine by AIF's *Anthropos Books* catering to children, parents, teachers, and to all those who work for children.



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**CHILDHOOD MATTERS**

A Digital Magazine by Anthropos India Foundation,  
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## About Us

Anthropos India Foundation (AIF) is a trust registered in Delhi since October 2011. Anthropology is one of the most vibrant and fascinating subjects. Anthropology deals with communities both big and small and people from all walks of life. It engages with people and communities for solving various social issues of communities by furthering understanding from an 'emic' perspective and respecting the local cultures and ecology. The philosophy, theories, concepts and methods of anthropology have made notable contributions in every field, be it law, human rights, public health, education and child rights. The aim of AIF is to promote the discipline of anthropology, its philosophy and methods. It also aims to conduct anthropological research; applied, visual and action research.

Childhood matters and the experiences of childhood play an important role in the making of an adult. The impact of childhood experiences will decide the personalities, attitudes, and actions of future adults. The current situation is grim because crimes against children are on the rise. Child rights are violated every second in this vast country. To have a safe, healthy and happy childhood

is every child's right. This digital magazine aims to promote creative articulation of children and with its humble efforts seeks to disseminate the knowledge and information related to child rights and protection. We are publishing the digital magazine "CHILDHOOD MATTERS" for the well-being of children to bring a positive impact on society. The methodology and approach of the digital magazine is participatory, where all the stakeholders will be involved: children, parents, teachers, child welfare activists, child protection professionals and all those who are concerned about children. Each one of us can contribute to this digital magazine, in the form of poems, stories, illustrations, paintings, podcasts, short films, images and many other forms of expression. We attempt to take into consideration the existence of multiple childhoods along with specific circumstances of children shaped by the intersection of caste, class, gender, ethnicity, religion and other specific context. We shall keep the diversity of children in mind and come up with meaningful, useful, and impactful content. This is a small effort to bring a small change by the AIF team to make childhood a better experience.

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## The Team

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**Editorial****Dr. Sunita Reddy,***Chairperson, AIF, Associate Professor, JNU*

When the idea for this digital magazine, “*Childhood Matters*” first emerged, one of the most common questions we were asking among ourselves was: Who is this magazine intended for? Who is going to read it? I have always believed that our publication ought to have value for both adults and children. As I’ve been studying and watching kids, I’ve come to the conclusion that adults can also learn a lot—sometimes even from kids. There should be a mix of seriousness, information, amusement, learning, guidance, and counseling in this magazine—something that will interest everyone. I hope we are getting nearer to our objective as time goes by.

This magazine contains some very important content about children’s rights, including an essay about children and war, and a review of a film based on actual events that revealed child maltreatment in facilities for orphans owned by powerful, politically connected people. We salute ‘Red Chilies’ production, for making such a bold film based on true events. As sensitive human beings, we cannot possibly ignore what is going on in other regions of the planet, when sheer survival of life itself is at stake. It is intolerable to witness the impoverished youngsters who have hardly experienced the goodness of life, losing it in battles for conflicting agendas of polity. Any such war on children is strongly condemned by our Foundation.

This issue also includes interesting articles written from the perspectives of psychologists and parents regarding exam stress and tests. Since most of the children have passed their annual school exams for this year, we should all be able to learn from this and help children prepare better for future examinations. This issue also has some exquisite poetry and essays as well as some inspirational quotes by Swami Vivekananda.



We just completed a study with children from Delhi’s *bastis*. They represent the even more marginalized of the lot, and starting from this issue, we will be continuously sharing anonymized personal accounts from them to get a slice of the world they occupy. We are really happy that we had the opportunity to speak with Mr. Sylvester Peter, the Guest Editor for this issue, who uplifts and enlivens the lives of many young people, or ‘Angels’, as he calls them, living in the slums in his vicinity. This world would be a beautiful place for children to live in if all of us recognized our own blessings and started to feel genuine empathy, compassion, and assumed at least some responsibility for their welfare, whatever is possible in our limited capacities.



## Guest Editorial

### Sylvester Peter: *Founder, My Angels Academy* .

I began my journey of helping poor children in primary school because I noticed the stark difference between their childhood and mine. While I had the privilege of a carefree and nurturing childhood, I saw these children deprived of the same joys and opportunities. This realization fueled my desire to give back and make a meaningful impact on their lives.

My approach was multifaceted, aiming to address various aspects of their well-being. I started by sharing love, care, and basic necessities like food, clothes, and toys and providing education through teaching and counseling. I emphasized the importance of good behavior, hygiene, and daily bathing, instilling values that would benefit them in the long run.

As I matured into my teenage years, my focus shifted towards empowering these children with dignity. I rejected the idea

of offering handouts or alms; instead, I encouraged them to earn rewards through acts of kindness and good deeds. I channeled their energy into constructive activities such as sports like football, holistic practices like Yoga and Vipassana, creative pursuits like painting and dancing, academic enrichment, moral education, and fostering a sense of responsibility through *Karam Yoga*.

I affectionately refer to these children as 'Angels' because they embody the spirit of sharing, caring, and inclusivity. They are proactive leaders who transcend caste, creed, or religious barriers, guided only by the universal language of love. By nurturing these Angels, I aim to create a community of compassionate individuals who are not just recipients of help but also agents of positive change in our society.



## Quotes by Swami Vivekananda for Students

**"Take up one idea. Make that one idea your life; dream of it; think of it; live on that idea. Let the brain, the body, muscles, nerves, every part of your body be full of that idea, and just leave every other idea alone. This is the way to success, and this is the way great spiritual giants are produced."**

**"Arise, awake and stop not until the goal is reached. Continuous effort-not strength or intelligence- is the key to unlocking our potential and achieving our goals."**

***"All power is within you; you can do anything and everything. Believe in that, do not believe that you are weak; do not believe that you are half-crazy lunatics, as most of us do nowadays. You can do anything and everything, without even the guidance of anyone. Stand up and express the divinity within you."***

**"Be not afraid of anything. You will do marvellous work. It is fearlessness that brings heaven even in a moment. Be bold and face the truth."**

**"Stand up, be bold and take the whole responsibility on your shoulders, and know that you are the creator of your own destiny. All the strength and succor you want is within yourselves."**

**"The greatest sin is to think yourself weak. You are the creator of your own destiny. Infinite strength and power resides within you. Realize this and your potential is boundless."**

**"You have to grow from the inside out. None can teach you, none can make you spiritual. There is no other teacher but your own soul. Trust yourself and your inner wisdom."**

*"This is the first lesson to learn: be determined not to curse anything outside, not to lay the blame upon anyone outside, but stand up, lay the blame on yourself. You will find that is always true."*

*"Take risks in your life. If you win, you can lead! If you lose, you can guide! Every failure is a stepping stone to success, an opportunity to learn and grow."*

**"WE ARE WHAT OUR THOUGHTS HAVE MADE US; SO TAKE CARE ABOUT WHAT YOU THINK. WORDS ARE SECONDARY. THOUGHTS LIVE; THEY TRAVEL FAR."**





## A Truly Inspiring Story

This issue's inspirational story is of Amrita Thakur, a senior 'Angel' from My Angels Academy (MAA), Vikaspuri, Delhi. Even though she once lived in the slums, her grit, commitment and willingness to learn wholeheartedly at the Academy has made her a role model for everyone, especially for the girls. She continues to be eternally grateful to Sylvester Bhaiya of MAA - everyone calls him Sylvster Bhaiya around these parts - for making it possible for her, and many others like her.

In Amrita's own words:

*"I am 23-years-old and I lived in the Vikaspuri slums till one year back along with my family of five siblings and parents. My mother had to take care of all of us after my father expired. Today, I am an educated person pursuing graduation from the Delhi University's School of Open Learning after completing formal schooling from the local government school. I am employed by the academy to train junior Angels so I am earning as well. I am also a trained Bharatnatyam dancer, footballer, and a practitioner of yoga and meditation. I have learnt all these skills and more after I came in touch with the Academy. It was not an easy journey but everyone was highly committed so I guess eventually it all worked out!"*

When Amrita can do it, so can other children coming from very humble beginnings.

Check out this space for more inspiring stories in every issue.



*Be it a Bharatnatyam dance, playing football, or cooking yummy dishes, Amrita does everything with ease*

## Children's Corner

**Fireflies in the Night Sky**

I peek through the window  
And see beautiful fireflies  
In the darkness of night'  
And wandering fireflies in the night sky  
They brought lovely light  
In the darkness of night  
They remove my fright  
Of haunting ghosts and dark  
I tried catching them  
With my hands  
But they are as fast as planes  
Or train in a rail  
And roaming fireflies in the night sky  
As shiny as diamonds  
So Lavishing looking fireflies  
And shiny little lighters  
Because they are night natural street lights  
And wonderful fireflies in the night sky  
Full of Joy  
And happiness  
Makes me feel sleep  
Good night

## Children's Corner

### The Butterflies

The early summer is here ...  
Sun is smiling brightly  
Green strands of hair were all around ...  
Colorful flowers looking true beauty  
And wandering butterflies look !

The butterflies  
Looking so elegant ...  
Are the loving creatures of heaven  
Their beauty is the precious of all  
And the love in my eyes ...

The butterflies  
Dancing in the spring ....  
In the mist of the air  
The green leaves of the trees  
And .... The petals of colorful flowers  
They are the dancers of the spring .....

The butterflies  
Little wings flying all around ....  
On the ground  
Flying above so high  
Touching the skies  
Those little wings shall never stop



## Parent's Perspective

### *Examination Stress and the Psychological Well-being of Children*

In Conversation with Parent, R. Vidya

According to a survey conducted by the National Council for Educational Research and Training (NCERT), over 80% of the students in Classes 9-12 suffer from anxiety due to exams and results. This recurrent phenomenon of young students experiencing high stress levels during examination periods for long periods of time often materializes in the form of drastic changes in diet and sleep patterns, social isolation, inability to focus, hyperventilation, panic disorders and even develops into physically debilitating ailments including pain disorder, nausea and body ache.

The need to constantly excel in academic performance fuelled by societal norms and familial expectations means that children internalize a constant need to be competitive, even at the cost of their own physical, psychological and social well-being. Constant comparison by authority figures also means that children associate their self-worth with external validation and competitive reward. These behaviors are currently encouraged even from extremely young ages, with children spending their formative years under coaching institutions and academic centers. A 2015 research study revealed that 66% of the students feel pressured from their parents for better academic performance, as reported by the Times of India. The fear of failure and its accompanying social consequences often means that children and even young adults take to harmful coping mechanisms, often succumbing to the toxic cycle.

However in recent years, more parents are becoming aware of toxic cycles of competition and achievement as well as how stress affects children. Understanding how stress impacts children requires parents to comprehend the



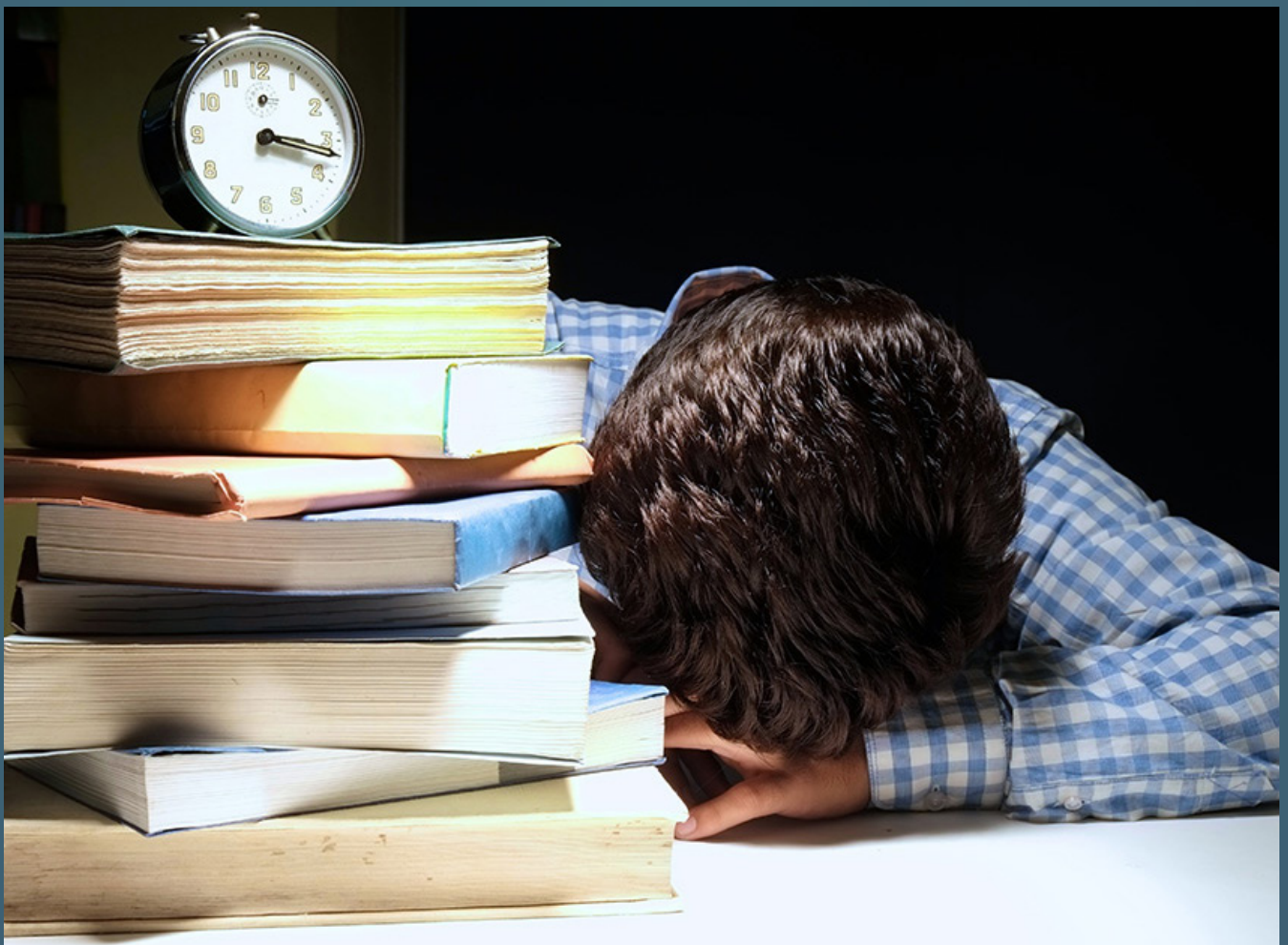
negative impacts of excessive expectations during these vulnerable years as well as instills a need to assimilate academic schedules and requirements within routines in such a manner that the child grows up to positively regard the process of learning and teaching. More often than not, children begin to detest educational environments due to constant associations of the process with metrics of success and achievement; further highlighted within homes. This can create a toxic cycle of stress and pressure, wherein children feel compelled to meet unrealistic expectations in order to gain approval and validation from their parents. Undoing this cycle includes integrating healthier attitudes towards academic goals, positivist conversations between parent and child where the child is allowed to express their fears and concerns as well as schedules that allow the child to rest, enjoy and explore their passions. By promoting a well-rounded lifestyle that encompasses various interests and pursuits,

parents can help alleviate the pressure associated with academic performance and cultivate a positive attitude towards learning.

As more parents become familiar with the origin of academic stress and its detrimental effects, *Anthropos India Foundation* conducted an interview with a parent to gauge how they deal with academic stress as a mother of a 16 year old who would be attempting his board examinations next year, with both parent and child wishing to remain anonymous. *Mrs V (47)* believes that while examinations and academic knowledge are an integral part of a student's life, they should never hold power to detrimentally affect children and parents psychologically. *Mrs V* ensures that while regular academic schedules are integrated within her son's routines, he also gets a significant portion of time to himself. This includes free time to follow through with his hobbies, regular conversations on the effects of stress, gradual and holistic ways of bettering at subjects that

the child finds difficulty with as well as family bonding time. All of these measures ensure that the child does not associate the process of learning with fear, but rather with growth and development.

Similarly, a conversation with the child *H (16)* revealed that he does not view academics as something extremely stressful. With his parents giving him freedom over what subjects he wishes to pursue according to his passion, *H* views learning and education as something that he enjoys. He does admit that while at times he feels pressured due to curriculum and external expectations, he has found healthy ways of coping with his stress and patterns that allow him to holistically get better where he wants to. It is important to cultivate such positive patterns and remind children that their self-worth extends much beyond external markers of success and that their guardians can provide safe spaces for them.



## *The Teacher-Student Bond*

In Conversation with Teacher Aarti

Ms Aarti has a total experience of 11 years in teaching various subjects to children till up to class 8. Her focus has been on designing and implementing creative solutions to bring up the educational level and learning capacities of children, especially from the marginalized sections of the society.

### ***Q1. How do you engage with parents who complain about their child's lack of concentration in studies?***

A1. Parents should make an effort to provide their children with a suitable learning atmosphere so that they can concentrate on what they have to learn. Education is a two-way process where parents should also (ideally) try to learn about their children's problems and preferences instead of expecting children to keep rote learning before examinations. Parents should attempt to identify the issue as soon as they realize that their child has any learning impairments that affect his/her ability to concentrate. More importantly, they should take appropriate action in time. Further, the parents should ensure that their children take breaks from continuously studying because prolonged reading or memorizing can mentally exhaust a child. After taking a resting pause, a child gets time to re-fuel, re-energize and re-focus on studies again.

### ***Q2. How do you engage with students who are stressed about the exams?***

I make sure to remind children that they need to get the recommended eight hours of sleep each night, irrespective of exams. A



healthy diet and nutrition are additionally helpful in their ability to focus so that is another non-negotiable for them. Thirdly, in order for a child to feel comfortable asking questions or clarifying doubts about the course being taught, as teachers we should nurture a strong bond with the child to enable that kind of a constructive conversation flow. That is most essential if the child were to learn to his/her best potential. When all these things are taken care of, there is little reason left for any negative kind of stress.

### ***Q3. Are co-curricular activities also important for children along with studies? What are the ways to hasten learning among slow learners?***

Co-curricular activities are crucial for a child's overall growth and personality development. For encouraging

participation in those activities, and there can be a range of them right from arts and crafts to sports and other skills, a teacher should use a comprehensive and creative approach. Teachers can help children develop self-confidence by giving them little tasks around their areas of interest, and wholeheartedly praise them for their hard work and effort. This way a child is inspired to self-discover, and gradually starts working with ease in his/her area of interest.

Peer learning is also very useful in this regard. For instance, teachers also have the option of putting students in groups that include both slow and fast learners. This way, the children get a healthy push toward academics and co-curriculars both with help from peers. In a mixed group, children end up inspiring each other in unobvious ways. The fast ones tend to learn teamwork as that requires slowing down a bit and matching pace with everyone. While the slow ones learn to pick up pace as they look at others, learn what is needed with practice, and become more productive, eventually. Another technique to help children pick up learning speed is by giving them real-world examples. From my own experience, sometimes my students struggle to understand fractions. In order to help them, I make interesting stories and give them realistic examples which aid in their grasp of the subject matter. Giving children examples from everyday life really helps in quick and effective learning.

***Q 4. What do you think about the prescribed curriculum?***

The thing is we are prescribed what we have to teach, and then it is up to us to make it suitable, relevant and interesting for the students as well. Having said that, I do wish to say that an age-appropriate

curriculum is vital even though we don't get it in that format all the time. We get different kinds of students who are at different levels of cognitive, mental and emotional growth, and we have to adapt the curriculum content to the capacity and potential of each student. Each child has a different ability to think critically and analyze situations and no child can be hurried on the path to true learning.

Further, co-curricular activities should also be given equal importance within the curriculum to promote children's observational, analytical, even social skills etc. through pleasant, and happy, uplifting activities. Fundamentally, an ideal curriculum needs to emphasize a child's overall development and growth when they set goals for children to achieve at the end of the academic year.



## *Children and Stress – A Psychiatrist’s Opinion*

-In Conversation with Dr. Priyanka Yadav

**D**r Priyanka Yadav is a consultant psychiatrist and therapist. She was earlier working at Delhi’s AIIMS but now she has her own practice in Noida. She also gives consultations at Fortis Hospital. She is a trained psychiatrist and has 19 years of medical experience and expertise in CBT, MBT, ACT, and trauma therapy. She believes in treating her clients holistically through medication and/or therapy.

***Q1. How often do children experience exam stress? What is the approximate number of complaints regarding this kind of stress, and are the parents willing to seek counseling for the same?***

Stress is a regular occurrence during exams and I often conduct awareness workshops prior to the exams to inform parents about the typical range of stress levels etc. Parents frequently assume their child has grown lazy and does not want to study when they are ill informed. They may not know that children who experience excessive stress prior to exams may actually be suffering from anxiety or depression which can hinder their ability to perform to their best capacity. Thankfully, things have become better over time, and awareness has increased regarding these issues and they are no longer a taboo. Exam stress is a typical occurrence and fortunately many good schools are working in tandem with doctors to help students control their stress levels by hosting in-house workshops for them. This is something that was not so common at the time we were growing up.

***Q2. What steps should parents take to ensure that their children are supported during preparation time to prevent exam related stress and trauma? Is stress such a bad thing after all?***

When it comes to supporting kids during



examinations I advise that the first and most important thing to do is to learn to balance things out. Parents must assist their children in realizing that stress will always be a part of life and that they must establish a routine that is almost stress-proof in order to enjoy a healthy and balanced existence from the start of the academic year itself. Additionally, working with the child will help a parent comprehend their interest and passion. I suggest parents work on it before the exams and not after they begin.

In my experience, most of the time I end up working with the parents rather than the children because parents extend a lot of their mindset and thinking to their children. Further, parents should encourage children to form healthy social circles. It may be peers, uncles, aunts, teachers and so on. Having a good circle is extremely important in today’s society. I believe good stress helps one perform, but in a majority of the cases, children stop attending dance classes or art



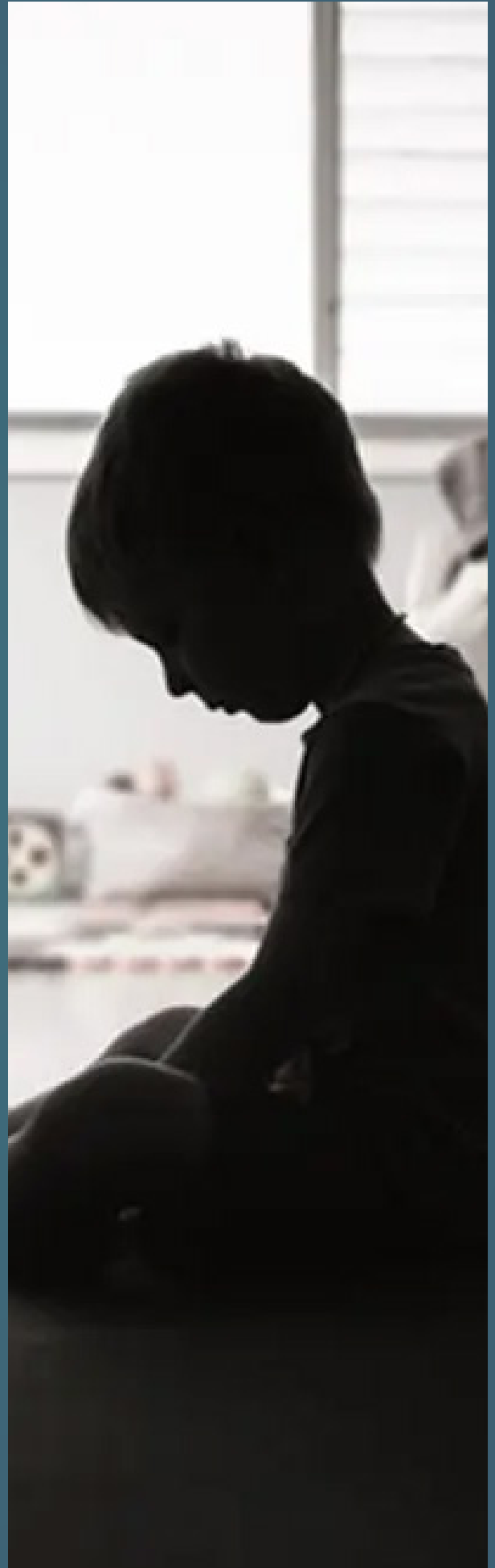
classes or they tend to stop playing outdoors. A parent's mindset of what an exam should be like, how should a child behave etc. affects the daily activity of the child causing bad stress leading to anxiety and depression.

For the other part of the question, stress is anything that places demands on one's body and mind. Let's take an example of a marriage, which is a joyful occasion but may also be stressful. There are two types of stress actually - good and bad. In essence, stress is a demand for personal development, so one might not grow if there is no stress. Thus, a small bit of stress is beneficial for both adults and children.

As far as bad stress goes, I will say that stress is only harmful when it lasts for an extended length of time and exceeds our ability to handle it. Taking children as an example, let's say they lack the emotional maturity to handle it and hence it can lead to depression and anxiety. It is vital to address the children's mental and emotional health from the beginning itself and not get conscious about it just preceding school examinations.

**Q3. How should children approach the educational system given that they are enrolled in it? How should they prepare for exams? What should they do in the event of stress?**

I suggest children should eat well and carry out their daily activities as usual like playing, attending co-curricular activity classes and meeting their friends which might lead to good stress, helping them perform accordingly. Additionally, I also advise them to have a thorough stress-proof routine which they should follow during the exams. They can discuss it more with the elders around them, including supportive teachers, if possible, as speaking about it always helps.



## ***'Bhakshak' – Film Review***

— By Dr. Shaweta Anand, AIF

Credit is due to Red Chillies Entertainment for having the courage to give voice to the harrowing story of abused minor girls through their new film *'Bhakshak'* ('predator' in English) on Netflix. Released in February 2024, the film has been inspired by real life events at a state-funded shelter home in Muzaffarpur. These events came to light after Tata Institute of Social Sciences (TISS) submitted a startling report to Bihar's Social Welfare Department in 2018 as part of their 'Koshish' project.

The machinery sprang into action, thanks to the relentless pursuit of justice by the real-life feisty journalist Nivedita Jha – portrayed as Vaishali Singh by celebrated actress Bhumi Pednekar in the film – and SSP Harpreet Kaur – portrayed as Jasmeet Gaur by actress Sai Tamhankar. Their struggle eventually led to the conviction of 19 people including former Bihar MLA Brajesh Thakur. He was charged for rape, gangrape (section 376(d), IPC) aggravated sexual assault under section 6 of POCSO Act, criminal conspiracy and offences under the Juvenile Justice Act (JJA). The accused women involved in the case were charged with abetment to crime, criminal conspiracy, Section 12 of POCSO Act (sexual harassment) and under provisions of the JJA. In a submission by the Bihar police in this case, at least 34 minor girls were drugged and raped at the Muzaffarpur shelter home. The Patna High Court, Supreme Court, the CBI, local police and other activists also got involved in the high-profile case. The film that is directed by Pulkit and produced by Gauri Khan and Gaurav Verma also highlights that even heinous crimes can go unnoticed if the powers that be get complicit in



crimes against children, but sooner than later, they get appropriately exposed and punished.

*Bhakshak* was shot in all of 39 days, tells the story of the trials and tribulations faced by the gritty journalist Vaishali Singh whose unwavering commitment to the cause of justice for the abused girls is the main highlight of this film. On the one hand, the film shows the underbelly of crime against girl children in Indian cities going through the churning of rapid development and globalization, on the other hand, it uplifts the spirit by showing the coming together of a few conscientious people, led by Singh and the SSP, to uphold justice. The perverseness of the Indian male mind-set that tends to be misogynistic, patriarchal and abusive at the very base is also well brought out in the film when the male characters objectify girls and women and

perceive them as limited to their bodies and sexual organs. However, as the main narrative of the story builds up, some of the women characters, including SSP Jasmeet, are able to exhibit courage, moral strength, and a dogged belief in the justice system even though their struggle was often uphill, exhausting, and complicated to finally get the accused behind bars. The film ably exhibits the bureaucratic hurdles and political patronage that high-profile criminals enjoy.

Although the story-telling was disturbingly dark or graphic at some points, where the makers seemingly over-stretched their creative license in a bid to stand out, the ultimate message of the film is loud and clear. Even in a very crime-prone state such as Bihar, not all hope is lost until the time a few conscientious people from various walks of life join hands in the common pursuit of justice.



## *The Incubator, Infancy and Neonatology*

— R.Harini, Intern -AIF

Within early medical records, the word “premature” was often used to refer to all infants that were weaker, smaller and had low birth weights as compared to their “healthier” counterparts. Medical experts have varied opinions on whether their weakened state represented poor development or was a reflection of any congenital hereditary condition.

One of the primary contributions to the development of the incubator is associated with French obstetrician Stephane Étienne Tarnier who observed that infants at the Paris maternity hospital often succumbed to hypothermia. Drawing inspiration from a poultry incubator, Tarnier constructed a similar device in 1881 with a double walled wooden box that was heated with a reservoir of water in the lower compartment. The model was later condensed into a single infant structure heated by water bottles that were replaced manually. It must be noted that Tarnier’s construction of the incubator wasn’t revolutionary, for Johann Georg von Ruehl had developed an infant warming device in 1835 which he labeled the warming tube. In 1864, Carl Siegmund Franz Credé, while working in Berlin, Germany, invented a double-wall crib that maintained warmth by circulating hot water between the two walls. However, Tarnier was the first to actually provide a statistical analysis of comparative infant mortality rates before and after integrating the incubator within postnatal care, observing a 28% decrease in infant mortality across 3 years. This analysis provided a basis for medical introspection in infant health; something that was often dependent on maternal and familial care at home as well as the introduction of specialized intensive care procedures in the subsequent years, especially for those infants that were considered “pre-term”.

In 1922, Julius Hess expanded single incubators into organized incubator stations within Michael Reese Hospital along with head nurse Eveleen Lundeen under whose orders



trained nurses were appointed. One of the leading proponents of neonatal care in 1920’s America and titled the “Father of American Neonatology”, Hess integrated various proposed components of other contemporary failed incubators such as oxygen administration and developed transport systems for out-born infants. Most importantly, the three objectives of preterm care including ensuring constant body temperature, prevention of infection and nutrition optimization introduced by Hess and Lundeen reshaped the framework of preterm care as an institution. Eveleen Lundeen traveled extensively to train nurses on postnatal care and has been credited by historians in shaping the prominent role of nurses in neonatology. Hess’s research into the physical and cognitive developments of children who were born preterm dispelled medical stereotypes and definitional complications; with his advocacy resulting in his collaboration with Martin Couney at the Chicago Century of Progress Exposition in 1933. Simultaneously in 1931, Dr. A. Robert Bauer at Henry Ford Hospital in Detroit,

Michigan, successfully integrated oxygen, heat, humidity, accessibility, and nursing care within infant care procedures.

After the Second World War, Special Baby Care Units (SBCU's) were established, with the first of their kind opened at Bristol and Birmingham. The 1960's oversaw advances in respiratory support with Herbert Barrie developing an underwater safety valve in the oxygen circuit to prevent high oxygen pressures; an endotracheal tube known as the "St Thomas's Tube" and pioneered research into the resuscitation of the newborn. Neonatal care technologies are now dispersed globally with each country having its own specification into the degree of care accorded to neonates. India has a three tier system for neonatal care designated on gestational age and birth weight with infants weighing less than 1200 grams and having a gestational age lower than 30 weeks categorized under level III as the most vulnerable. Neonatal intensive care units have also started integrating parents within prenatal care across the years as Kangaroo care gains more prominence and pain management interventions are also discussed.



## *Unveiling the Significance of Childhood: Understanding the Hidden Epidemic*

The early years of a child's life hold immense significance, shaping their physical, social, and emotional well-being for years to come. Encouraging and nurturing environments during this time can pave the way for a fulfilling and resilient adulthood. Conversely, experiences of trauma or hardship during these formative years can leave lasting scars, impacting the child's ability to thrive and find joy in life.

In the course of our conversation, my newly married friend expressed ongoing dissatisfaction with her husband. She voiced feelings of inadequacy, questioning her own worthiness and appearance, even wondering if she resembled derogatory stereotypes. Witnessing her tears, particularly in response to that last question, deeply moved me. It became evident that her distress stemmed not merely from isolated incidents or disagreements with her spouse.

As she delved into her past, she revealed a pattern of enduring hardship since childhood. Recalling instances where she felt unloved and marginalized due to societal standards of beauty, she recounted summers spent with family, where she observed her siblings receiving affection while she remained overlooked. These experiences of neglect, compounded over time, have left an indelible mark on her sense of self-worth.

Entering into marriage, she held hopes of finding solace and affirmation in her partner's love. However, any seemingly innocuous remark, particularly about her physical appearance, triggers painful memories of past rejection. The wounds of

her past continue to haunt her, influencing her present interactions and emotional responses.

In bearing witness to her vulnerability, I endeavored to offer solace and support. Yet, I also recognized the profound complexity of her experiences and the deep-seated wounds she carries. It is clear that her journey towards healing and self-acceptance will require patience, understanding, and perhaps professional guidance.

Similar to her, in our society numerous individuals bear the scars of childhood memories, their lives marked by the lingering effects of trauma. Surprisingly, the psychiatric field has long overlooked the profound impacts of these early experiences. As highlighted by Van der Kolk (2015), this phenomenon has been dubbed a "hidden epidemic," underscoring the pervasive yet often unrecognized nature of childhood trauma's influence. Van der Kolk has been a prominent voice in advocating for greater recognition of this issue within the mental health community. Hence, it's crucial to acknowledge and confront the silent struggles we carry within, born from the shadows of childhood trauma. Recognizing how these experiences shape our lives is the first step towards healing. Reaching out to a compassionate specialist can offer invaluable support as we navigate through our past and journey towards healing and wholeness.

## *A Glimpse into the Life of Slum Children*

— Ms Manya Singh, Intern- AIF

Walking through a slum of Delhi was like stepping into a whole new world. It felt nothing like the life I knew. Everywhere I looked, there were signs of struggle and hardship, especially among the children living there.

Meeting those kids, who didn't have any support from NGOs, really opened my eyes. They seemed lost, unlike kids from better-off areas. Some even talked about wanting to join the *mafia* just to feel brave. Even though they had talents like cycling and playing cricket, they lacked guidance and role models, which made them less ambitious. What shocked me the most was how easily they could get harmful stuff like alcohol from nearby shops for just a few rupees. They didn't enjoy school either; it didn't feel right for them. Instead, they preferred getting into fights and acting tough, like they were part of some gang, to feel a sense of belonging. Many of these kids had parents who were both working, so there was no one to look after them. This left them vulnerable to older kids who would pressure them into buying bad things or doing favors for them. These experiences made the kids bitter, and instead of wanting to learn and be good, they found comfort in violence.

But amidst all this toughness, I had a surprising encounter with a 14-year-old boy who called himself the leader of a gang of younger kids aka '*bhai*.' Surprisingly, he agreed to an interview with me, albeit on a simple exchange: chocolate biscuits for his time and attention. This interaction left a profound impression on me, highlighting a stark contrast between the tough exterior these children portray and the underlying innocence and purity that still resides

within them. Despite his bravado and assumed leadership role, the allure of something as simple as chocolate biscuits momentarily softened his demeanor, allowing him to engage with me in a polite and respectful manner. Reflecting on this encounter, I couldn't help but recognize the untapped potential present in these children. Like raw clay waiting to be shaped, they possess the capacity for growth and transformation.

We all have a responsibility to help these kids, to guide them and show them the right path. Every interaction we have with them, no matter how small, is a chance to teach them values like empathy, kindness, and resilience. By giving them support and opportunities, we can help them overcome their tough circumstances and become confident and responsible members of society. In the end, it's all about showing them compassion and understanding. That's how we can build a brighter future for them and for all of us. Let's not forget the importance of nurturing the next generation, for they hold the key to shaping tomorrow's world.

*\*Manya was part of the research team in the ICSSR-JNU project on child abuse in slums. This article is based on her fieldwork experiences.*



## Are Child Rights Human Rights?

— Nirupama Sai, Intern- AIF

What can be more fundamental than Human rights? As human beings living on this planet, one may assume that such a crucial understanding that as humans, we are entitled to certain fundamental rights and freedoms regardless of our nationality, ethnicity, religion, gender, or any other status would be ingrained in us. Yet, we keep reading about wars, ethnic conflicts, famine, disasters, and murder -all blatant human rights violations- amongst an endless list of more gruesome things. Is it so difficult to accept that we as humans have dignity and the right to life that must be accepted by all regardless of the circumstances? The fact that Human rights are so critical to the very existence of us as humans has made it so that it gets reflected in every culture, constitution, and other legal documents. Different religions preach that one must not do harm to others and respect life. Human rights are typically protected by law and are enshrined in various international documents, such as the Universal Declaration of Human Rights (UDHR) adopted by the United Nations General Assembly in 1948.

And so children, just like any adult, also have certain fundamental rights by being humans and children. The Convention on the Rights of the Child ensures that children are provided with the necessary conditions for their physical, emotional, and intellectual development, as well as protection from harm and exploitation. But why do children's rights even matter? First of all, children are individuals, and according to the convention, a "child" is a person below the age of 18, unless the relevant laws recognize an earlier age of majority. They are dependent on an adult, be it their parents, immediate family, or even the State to nurture them so that they can reach their full potential. Since they are easy to influence and easily impressionable, and are highly vulnerable, it becomes important that we can allow them to grow in a safe and healthy ecosystem that seeks to bring out their true selves. Hence their views, feelings, and experiences must be taken into account before drafting any policy framework. And



since children are the future of society, their development, be it mental or physical, becomes important.

Moreover, protecting child rights contributes to building a more just and equitable society. When children's rights are violated or neglected, it can have long-term consequences for their well-being and society as a whole. War and conflict, childhood trauma, unhealthy lifestyle, etc... have a bearing on their life as an adult. Its impact on their productivity and overall life as independent adults can be debilitating at times. And so protecting child rights can help build a more just and equal society.

Given the above, there have been several international agreements such as the Convention on the Rights of the Child, which obligate parties to protect and promote the rights of children. Thus Child rights remain important for upholding humanitarian principles, ensuring a just society that ensures that everyone can reach their full potential. We must take care of the children of the present and learn from the mistakes we have committed against the children of the past so that the children of tomorrow have a safe and secure future.



## War and Children - A Disturbing Association

— Dristi Gupta, Intern- AIF

*“War is organized murder, and nothing else”*

*--Harry Patch, the last surviving soldier of World War I*

Conflict and war have a deep and wide-ranging effect on all, especially children, affecting several aspects of their development, safety, and well-being. Children can suffer long-term impacts from the aftermath of armed conflicts and violence associated with war, which might impact their current situation and future opportunities.

Children rely on the consideration, understanding, and care of people who love them. In times of war, their ties are often broken by the death of a parent or the emotional absence of sad or preoccupied parents. In certain cases they also lose the guardianship of their parents which makes them refugees. This results in their being placed in refugee camps, where kids must endure years of abject poverty and lose all chance at an education, cognitive ability, and other social and cultural features. Lives do not stay the same post wars.

The use of explosive weapons, landmines, and other explosives in combat zones puts children at a risk of direct physical damage to their bodies, including injuries, even fatalities. Many times, children lose limbs, leaving them permanently crippled, and that becomes a deterrent to their future endeavors. Also food related issues like malnutrition and other deficiency diseases might simultaneously occur.

A crucial component of children's overall health is the psychological effect of war, which frequently includes a variety of mental, emotional, and behavioral reactions to the experiences they had both during and after the war. The mental health of children can be negatively impacted by conflict for a long time. Trauma symptoms in children might include nightmares, flashbacks, and enduring emotions of terror. These symptoms can lead to the development of post-traumatic



stress disorder (PTSD) and other diseases associated with stress. Children raised in post-war contexts may have increased anxiety, sadness, and persistent emotional discomfort, which may affect their capacity to control their emotions and participate in everyday activities.

Children's capacity to build trustworthy relationships and their sense of security can be negatively impacted by the disruption of attachment ties caused by the disintegration of family and community structures during times of conflict. Along with emotional problems associated with loss, sadness, and helplessness, children may display behavioral issues including anger, withdrawal, or regressive tendencies. They may also face stigmatization issues.

Another important aspect experienced by children is of homelessness as a result of family relocation and the loss of secure homes, safety, and security. Children who experience homelessness as a result of conflict encounter a wide range of difficulties that have an influence on their development and well-being. They lose community and social support.

Taking the Israel-Palestine conflict as an example. According to a research study done in collaboration with Imperial College London, 54–97% of Palestinian children had seen firing, fighting, or explosions, and 56–95% had been subjected to tear gas. Furthermore, 37% have witnessed family members arrested, underscoring the widespread exposure to

violence and instability associated with conflicts. Also, the total blockade of Gaza has resulted in children having no access to food or water, leading to undernourishment, dehydration, and heightened risks of diarrhoeal diseases.

It requires comprehensive and multifaceted strategies to address children's protection in war zones, incorporating legal, humanitarian, and developmental solutions. The following are important fixes and initiatives to safeguard children in conflict-affected areas:

**Adherence to International Law:** Ensuring respect for international humanitarian law and human rights law, including the Convention on the Rights of the Child and its Optional Protocol on the Involvement of Children in Armed Conflict, to protect children from the impact of armed conflict.

**Disarmament, Demobilization, and Reintegration (DDR):** Supporting DDR programs to facilitate the release and reintegration of children associated with armed forces or armed groups, providing psycho-social support, education, and vocational training.

**Education and Access to Learning:** Prioritizing the protection and continuation of education in conflict-affected areas, safeguarding schools from attacks, supporting alternative learning opportunities, and providing psycho-social support for students and teachers.

**Access to Healthcare and Nutrition:** Ensuring access to essential healthcare services, including mental health support and nutrition programs, to address the physical and psychological impacts of conflict on children.

**Community Engagement and Empowerment:** Empowering local communities and civil society organizations to play an active role in protecting and supporting children, fostering community-based child protection mechanisms and resilience.

By putting these ideas into practice, parties involved can try to lessen the effects of armed conflict, protect children's rights and well-being as specified by international legal frameworks, and provide safer conditions for

kids in conflict-affected regions.

Some organizations are actively involved in providing programs for child welfare in conflict zones, they are:

**UNICEF:** UNICEF is committed to providing evidence-based interventions and response services to safeguard children in conflict areas in more than 140 countries. They offer children affected by war immediate aid, healthcare, clean water, sanitation, hygiene kits, and more. In addition, UNICEF seeks to prevent child conscription into the military, establish Child-Friendly Spaces, and reconnect separated children with their families. Additionally, they help children impacted by landmines and explosive weapons and combat hunger.

**WAR CHILD AND WAR CHILD CANADA:** These groups work to address the three major pillars of opportunity, justice, and education in order to create lasting peace. Their locally-driven strategy, which focuses on allowing local communities to lead the process of conflict healing, provides annual help to over 600,000 individuals. In areas that are afflicted by war, they provide livelihood programming, educational initiatives, and legal help to victims of violence.

**UNITED NATIONS (UN) SPECIAL REPRESENTATIVE FOR CHILDREN AND ARMED CONFLICT:**

The office of the UN Special Representative collaborates with international partners and governments to stop and address child abuse. In addition to campaigning for social change that fosters safer environments for children, their activities are focused on tackling harmful behaviors and societal norms, involving young people, bolstering laws and regulations, and supporting parents and caregivers. Defining international coalitions and defining technical guidelines are other priorities for the Special Representative's office in order to fully combat violence against children.

These groups, in conjunction with government organizations, are vital to the implementation of child welfare programs in conflict areas because they offer vital support and safety to children and families impacted by violence and war.

**बोलता बचपन (Hindi Section)**

## अच्छी लड़की- संजीव जैन

एक साँचे में, मत ढलना तुम।  
अच्छी लड़की, मत बनना तुम।  
आँखें खोल के, एक पल देखो,  
यह क्या, हाल बनाया तुमने।  
अच्छी लड़की, बन कर भी,  
क्या पाया तुमने।

दुनिया में आने पहले,  
जब तेरी आहट आयी थी,  
शर्माती माँ ने सबको जब,  
आने की खबर सुनाई थी।  
एक बिजली सी चमकी थी,  
चिंता की लकीरें माथे पर।  
दादा ने पसीना पोंछा था,  
दादी मन में घबरायी थी।  
फिर बातों ही बातों में,  
अम्माँ को तेरी मनाया था।  
बेटी के आने का मतलब,  
सीधे- सीधे समझाया था।  
माँ तो कुछ बोल नहीं पायी,  
बस नयनों नीर बहाया था।  
तब साम, दाम, दंड, भेद सहित,  
हर तीर वहाँ आजमाया।

कभी आइने से पूछो,

क्या हाल बनाया तुमने।  
अच्छी लड़की बन कर भी,  
क्या पाया तुमने।

जब गुड़िया की उम्र थी तेरी,  
चूल्हा चौका तुझे सिखाया।  
छीन किताबें हाथ से तेरे,  
झाड़ पोंछा तुझे थमाया।  
भाई गये शहर में पढ़ने,  
घर के भीतर तुझे बिठाया।  
भारी बोझ है जैसे कोई,  
अपनों ने ही सदा जताया।  
किसी और की बता अमानत,  
बार - बार बस किया पराया।  
आँख झुका घर से जब निकली,  
नज़रों ने शिकार बनाया।  
फबती- ताने हर नुक्कड़ पर,  
बस नयनों में दर्द छिपाया।  
काँट छाँट कर तन मन तेरा,  
अच्छी लड़की तुझे बनाया।

आगे पीछे देख बताओ,  
चुप रह कर भी,  
क्या कुछ भी समझाया तुमने।  
अच्छी लड़की बन कर भी,  
क्या पाया तुमने।

तेरी हर कुर्बानी का,  
महिमामंडन किया सभी ने।

बातों में बहला कर बेशक,  
 पूर्ण विखंडन किया सभी ने।  
 हर युग में तुम बिकती आयी,  
 लुटती आयी, मिटती आयी।  
 लेकिन निर्लज्ज कोई सभ्यता,  
 इस शाजिश पर क्या शर्मायी।  
 सपने तेरे, जीवन तेरा,  
 कब का माँगें नया सेवेरा।  
 लेकिन सब कुछ स्वयं गँवा कर,  
 ज़िल्लत को ही भाग्य बता कर।  
 अंधेरो को गले लगाये,  
 सदियों श्रापित धूम रही है।  
 कौन आयेगा तुझे बचाने,  
 तू ही बता, क्या ढूँड रही है।

शब्द , अर्थ और भाषा बदलो,  
 अच्छे की परिभाषा बदलो।  
 आँख उठा, देखो दुनिया को,  
 सपने बदलो, आशा बदलो।  
 तथाकथित अच्छेपन का,  
 तानाबाना अपनाया तुमने।  
 महारथियों के मकडजाल में,  
 हर युग जन्म गँवाया तुमने।

तुम्हीं बताओ,  
 अच्छी लड़की बन कर भी,  
 क्या पाया तुमने।



" दस रूपए " - सच की कसौटी पर...

-पवन कुमार पाण्डेय

बात सिर्फ दस रूपए की ही नहीं थी;  
 बात तो मेरे आन-बान-मान और सम्मान की थी।  
 पूरे गांव में मैं पूरी तरह से बदनाम हो चुका था;  
 'अम्मा-बाबू' का नामी 'लाल' पूर्णतः बिखर चुका था।।1।।

गांव के सारे लोग मुझे 'चोर' मानने लगे थे;  
 लोगों के घर से मुझे बुलावे भी कम आने लगे थे।  
 'दस रूपए में दस गोली' का खिताब मुझे मिल चुका था;  
 बाहर निकलना और जीना भी लगभग दूभर हो गया था।।2।।

इन सबकी परवाह से भी मैं बिल्कुल बेपरवाह था;  
 पर; हताश-निराश मां का दुःख मुझे अंदर तक झकझोर देता था।  
 'मेरी अम्मा' ने भी मुझसे बातचीत करना लगभग बंद सा कर दिया था;  
 और यही मेरे भी दुःख का सबसे बड़ा कारण था।।3।।

एक रात जाकर मैं अपनी 'अम्मा' से चिपक गया-लिपट गया;  
 'अम्मा! क्या तुम भी मुझे चोर मानती हो'; कहते ही बिफर पड़ा।  
 'दिल से तो नहीं "लाल", पर; दस रूपए तो गायब हुए हैं;  
 बात रूपए की भी नहीं है; मेरे विश्वास ठगे गए हैं'।।4।।

बलवान समय चलता रहा अपनी चाल; जो बड़ी ही दर्दनाक थी,  
 मगर; मेरे घर की और मेरे मन की शान्ति बिल्कुल भंग हो गई थी।

अचानक; एक रात 'मेरी अम्मा' ने आकर 'मेरी बड़की बच्ची' को बताया;  
'दस रूपए "मेरे लाल" ने नहीं, दुष्ट चूहे ने था कोने में छिपाया'।।5।।

बहुत ही रोई थीं 'मेरी अम्मा' उस रात मुझसे लिपटकर;  
और मैं भी उनकी अमृतमयी आंसुओं में पूरी तरह भीग चुका था।  
मेरे सारे पाप और सारे पश्चाताप उस पवित्र गंगा ने धुल दिए थे;  
जिसे क्रूर काल ने कभी मेरे दामन में उड़ेल दिए थे।।6।।

अब पूरे गांव का मैं फिर से 'हीरो' था और अपनी 'अम्मा का दुलारा';  
भैया की त्रास ने 'पवन' से जिसकी जबरन सहमति दिलाई थी; उससे हो गया  
था बिल्कुल ही मेरा किनारा।

चार दशक से भी ज्यादा हो गए इस बात को; इस राज को;  
याद आने पर याद आती है; 'अपनी अम्मा' की ये बात-"कभी छोड़ना नहीं  
सच को"...

हे अम्मा!! तुझे शत-शत नमन, सादर नमन।।7।।

**पवन कुमार पाण्डेय**

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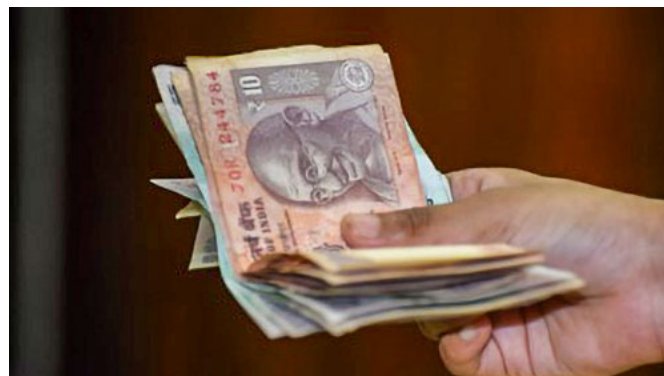
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## राधा की कहानी: हर चुनौती हमें और भी मजबूत बनाती है।

यह कहानी एक लड़की की है, जिसका नाम राधा था। राधा एक छोटे से गाँव में रहती थी। उसकी पारिवारिक स्थिति बहुत अच्छी नहीं थी, और आर्थिक तंगी के कारण उसे बचपन से ही बहुत संघर्ष करना पड़ा।

राधा का सपना था कि वह एक डॉक्टर बने और अपने गाँव के लोगों की सेवा करे। लेकिन उसके परिवार के पास इतने पैसे नहीं थे कि वह उसकी पढ़ाई का खर्च उठा सके। फिर भी, राधा ने हार नहीं मानी और अपने सपने को साकार करने की ठान ली। राधा ने अपने स्कूल की पढ़ाई पूरी करने के लिए दिन-रात मेहनत की। वह स्कूल के बाद खेतों में काम करती और रात को पढ़ाई करती। उसके शिक्षक उसकी लगन और मेहनत से बहुत प्रभावित थे और उन्होंने उसकी मदद करने का फैसला किया।

राधा की मेहनत और शिक्षकों की मदद से उसने बोर्ड परीक्षाओं में उत्कृष्ट अंक प्राप्त किए। उसे एक अच्छे कॉलेज में दाखिला मिला, लेकिन अब समस्या थी कि कॉलेज की फीस कैसे भरी जाए।

राधा ने कई जगह छात्रवृत्तियों के लिए आवेदन किया और आखिरकार उसे एक

सरकारी छात्रवृत्ति मिली, जिससे उसकी कॉलेज की फीस पूरी हो गई। कॉलेज में भी राधा ने अपने कठिन परिश्रम को जारी रखा और हमेशा टॉप ग्रेड्स हासिल किए। कॉलेज के बाद, राधा ने मेडिकल प्रवेश परीक्षा की तैयारी शुरू की। उसके पास कोचिंग क्लासेज के पैसे नहीं थे, लेकिन उसने अपनी किताबों और ऑनलाइन संसाधनों का उपयोग करके खुद ही तैयारी की।

कड़ी मेहनत और समर्पण के बाद, राधा ने मेडिकल प्रवेश परीक्षा पास की और उसे एक प्रतिष्ठित मेडिकल कॉलेज में दाखिला मिल गया। वहाँ भी उसने अपनी मेहनत जारी रखी और अंततः वह डॉक्टर बन गई।

आज राधा अपने गाँव के लोगों की सेवा कर रही है। वह अपने संघर्ष और सफलता की कहानी से अन्य लड़कियों को प्रेरित करती है कि चाहे कितनी भी कठिनाइयाँ आएँ, यदि मेहनत और आत्मविश्वास है तो किसी भी सपने को पूरा किया जा सकता है।

राधा की कहानी यह संदेश देती है कि सफलता के रास्ते में आने वाली हर चुनौती हमें और भी मजबूत बनाती है।





## वो प्यारी लड़की

- गुंजन सिंह  
इंटरन - AIF

पिछले वर्ष ही मुझे अपने देश के एक राष्ट्रीय संस्थान में इंटरनशिप करने का मौका मिला था। मुझे इसी इंटरनशिप के दौरान विभिन्न चाइल्ड केयर इंस्टीट्यूट में भ्रमण करना था और एक रिपोर्ट तैयार करनी थी। एक दिन मैं एक केयर होम के भ्रमण के लिए, पूर्व में काफी कम समय दिए, एक बालिका केयर होम में पहुंच गई। वहां 6 से 18 वर्ष तक की बालिकाएं रह रही थी।



मुझे लगभग आधा घंटे इंतजार के बाद लड़कियों से बातचीत करने का मौका मिला। सारी बच्चियाँ आनन्-फानन् में धुलाई किए गए फर्श पर बिना कुछ बिछाए बैठी हुई थीं। मैं बस एक-एक कर सभी लड़कियों के चेहरे देख रही थी, कुछ बेहद कमजोर और बेजान-सी नजर आ रही थी और लड़कियों को वहां की महिला कर्मचारी ने मेरे कुर्सी पर बैठने से पहले ही संबोधित करते हुए कहा, इन मैडम से आप सिर्फ अपनी पढ़ाई लिखाई से संबंधित बात कर सकती हैं। फिर मैंने अपना परिचय दिया और एकतरफा बातों का सिलसिला शुरू हो गया, कुछ बातें मैं बोल ही रही थी, कि एक बच्ची बोली, मैडम जैसे हम लोग रात को ट्रैवल करते हैं, तो बहुत थक जाते हैं। उस बच्ची के बस इतना बोलने के बाद वहां के स्टाफ में अपरा-तफरी मच गई और एक कर्मचारी ने हल्का-सा पीछे जाकर अपनी इशारों की भाषा में बच्ची को आगे कुछ बोलने से पहले ही चुप कर दिया।

मेरे लिए पलक झपकते ही चाय परोसी जा चुकी थी। अचानक चाय पीते हुए मेरी नजर एक बहुत प्यारी सी दिखने वाली, लगभग 12 से 13 वर्ष की बच्ची पर पड़ी बहुत ही मायूस थी और सिर झुकायें लगातार रोयें जा रही थी, रोती हुई बच्ची लगातार मेरी तरफ देखकर कुछ कहना चाहती थी, मेरे कई बार पूछने पर भी मुझ से कुछ नहीं बोली, वहां लगभग 50-60 बच्चियों के बीच किसी एक बच्ची के पास मुझसे पूछने के लिए कोई सवाल नहीं था। जिसने मेरे सामने एक लाइन बोलने की हिम्मत दिखाई थी, उसे वहां की महिला कर्मचारी ने किसी अन्य काम को करने के लिए भेज दिया था। अब तक मेरा मन बहुत भारी हो चुका था। यह सारी बातें मैंने वापस आकर अपने संस्थान में बताई और रिपोर्ट में भी लिखी। परंतु वास्तविकता में मेरे मन में कुछ सवाल आज भी है कि जैसे रात में लड़कियां कहां जाती हैं? लगातार रोने वाली बच्ची को मुझसे अकेले में अपनी बात कहने का मौका क्यों नहीं दिया गया? और आखिरी सवाल, क्या केयर होम्स में रहने वाली बच्चियों को समय-समय पर बताया जाता है कि उनके अधिकार क्या हैं? लड़कियों के साथ उचित-अनुचित व्यवहार कौन-कौन से होते हैं?

देखा जाये तो ऐसे केयर होम्स में रहने वाली लड़कियों की स्थिति कितनी दयनीय है। ऐसे होम्स को प्रशासन की ओर से समय-समय पर मॉनिटरिंग देना अनिवार्य है अन्यथा बच्चियां घुट के रह जाएंगी।



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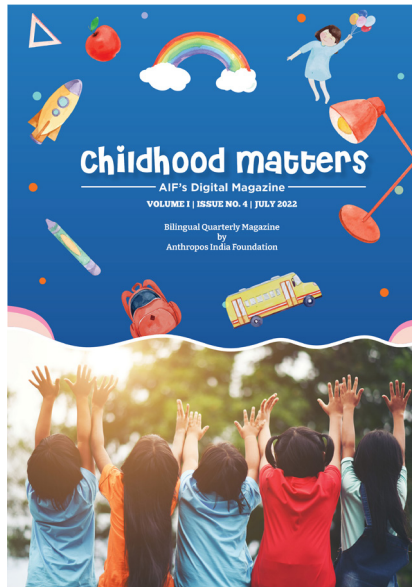
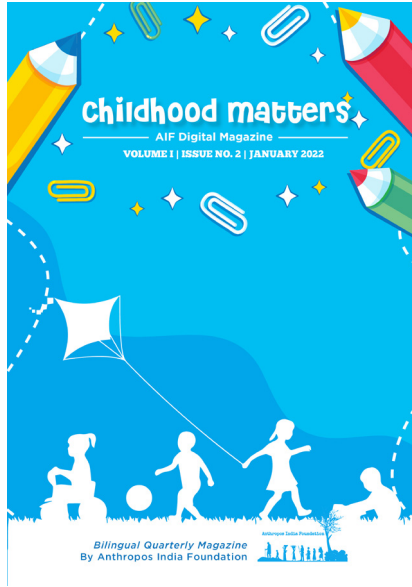
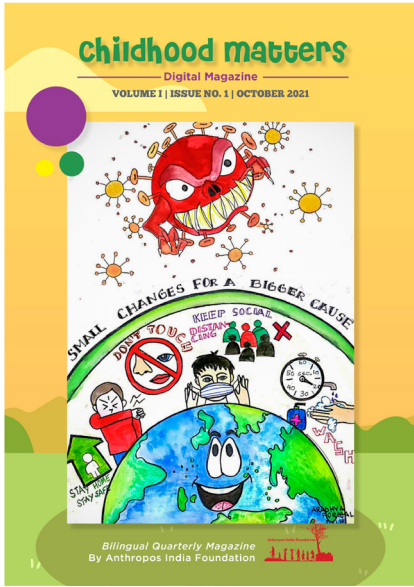
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