

**Glimpses
Of
'Exploring
Childhood'
In
Tihar**



“Without our support, many children of incarcerated mothers may have gone missing. As a police officer, I did see this happen and (was) determined to save the next victim”

Kiran Bedi

Acknowledgements

We from CECED (Centre for Early Childhood and Education) would like to acknowledge and extend our heartfelt gratitude to the IVF facilitators, especially Ms Monika Dhawan, Ms Ruchika Nigam, Ms Tulika, and the inmate teachers for their unflinching encouragement and support.

CECED

Abstract

The present research study is exploratory and focuses primarily on incarcerated women and their children in the age range of 3-6 years within the confined prison walls. The study primarily aims to explore and expand understanding of factors that may influence the development of these children. The main objectives of the Study were to gain insight into the experiences of young children (3-6 years) living in the prison with their incarcerated mothers and to document the routines and experiences of 11 children attending a crèche located in a large, high-security prison.

The results indicated a lot of appreciable work being done by the foundation run crèche, where the facilities, activities and environment appeared developmentally appropriate and conducive to the healthy growth of children. SRI scores indicated that most of the children on average were moderately ready for the school environment and had appropriate adaptive behaviours to interact with people around them and develop relationships.

Table of Contents

S.No	Topic	Page No.
1	Introduction/Background Information	
	Prison In India	
	Supreme court Directives	
	Tihar Prison	
	The crèche	
	Challenges in prison situation	
2	Study Objectives	
3	Research Objectives	
4	Methodology	
4a	Procedure	
4b	Conduction	
4c	Tools	
5	Design of the Study	
6	Discussion on the first phase of the study	
7	Discussion on the second phase of the study	
8	Some Reflections	
9	Limitations of the study	
10	Future recommendations	
11	Expected Outcomes	
12	Recommendations	
13	References	
14	Appendices	

Introduction

Instances and accounts of hundreds of men and women behind the rusted gates and high walls, some of them even with their young ones initiated a research interest. Reel life metamorphosises into real life as one crosses the threshold to gain entry through the colossal iron doors. A whole new enigmatic world exists, exiled behind the high mortar walls crowned with barbed wires.

Research on the children living within these four walls of prison is still in its infancy and needs to develop further to ascertain the needs of these children and to support their growth. A general assumption is that these children are deprived of normal surroundings and stay in the jailed community, which restricts their access to many essential opportunities.

The recent research on the importance of early years due to rapid brain development further supported the research initiative in Tihar. An urgent need was felt to explore the world of these children, who as per the Indian laws stay for a long duration with their incarcerated mothers. In India, children are permitted to remain in the prison premises along with their mothers until the age of five. Thus, these children were equally imprisoned as mothers.

Background Information

Imprisonment or incarceration is a legal penalty that may be imposed by the state for the commission of a crime. Jails and detention facilities, under city or county jurisdiction, typically hold offenders awaiting trial or serving short sentences. They (Jails) are also used to hold people who have not paid their bail or who have been brought in on suspicion of committing a crime. Penitentiaries, correctional facilities, and prisons are more often run by the state or federal governments and house offenders serving long-term sentences.

The levels of security within a prison system are categorized differently around the world, but tend to follow a distinct pattern. Most developed countries divide prisons into separate security classes depending on the inmate population and the security needed to keep them under control. Accordingly, most developed countries have classes ranging from the most secure, which typically hold violent prisoners and those judged most likely to escape, to the least, which are most often used to house non-violent offenders or those for whom more stringent security is deemed unnecessary.

According to the Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (United Nations 1988), The rules state that “no prisoner shall be punished unless he or she has been informed of the offences alleged against him/her and given a proper opportunity of presenting his/her defence”. It recommends that corporal

punishment, by placing in a dark cell and all cruel, inhumane or degrading punishments shall be completely prohibited as a mode of punishment and disciplinary action in the jails.

Prison in India

According to the UN Global Report on Crime and Justice 1999, the rate of imprisonment in our country is very low, i.e. 25 prisoners per one lakh of population, in comparison to Australia (981 prisoners), England (125 prisoners), USA (616 prisoners) and Russia (690 prisoners) per one lakh population. A large chunk of prison population is dominated by first offenders (around 90%). The rate of offenders and recidivists in prison population of Indian jails is 9: 1 while in the UK it is 12:1, which is quite revealing and alarming. Despite the relatively lower populations in prison, the problems are numerous. As of 2010, the prison population was 10, 856 as against an official capacity of 6, 250. The prison population has been steadily increasing during the last decade. A majority of the prison population is male (nearly 95.35%) and approximately two-thirds are pre-trial detainees (under trials).

It is the Prisons Act, 1894, based on which, the present jail management and administration operates in India. This Act has hardly undergone any substantial change. However, the process of review of the prison problems in India continued even after this. In the report of the Indian Jail Committee 1919-20, for the first time in the history of prisons, 'reformation and rehabilitation' of offenders were identified as the objectives of the prison administrator. Several committees and commissions appointed by both central and state governments after Independence have emphasized the humanization of the conditions in the prisons. The need for completely overhauling and consolidating the laws related to prison has been constantly highlighted.

The Government of India Act 1935 resulted in the transfer of the subject of jails from the centre list to the control of provincial governments and hence further reduced the possibility of uniform implementation of a prison policy at the national level. State governments thus have their own rules for the day-to-day administration of prisons, upkeep and maintenance of prisoners, and prescribing procedures.

In 1951, the Government of India invited the United Nations expert on correctional work, Dr. W.C. Reckless, to undertake a study on prison administration and to suggest policy reform. His report titled 'Jail Administration in India' made a plea for transforming jails into reformation centres. He recommended the revision of outdated jail manuals. In 1952, the Eighth Conference of the Inspector Generals of Prisons supported the recommendations of Dr. Reckless regarding prison reform. Accordingly, the Government of India appointed the All India Jail Manual Committee in 1957 to prepare a model prison manual. The committee

submitted its report in 1960. The report made forceful pleas for formulating a uniform policy and latest methods relating to jail administration, probation, after-care, juvenile and remand homes, certified and reformatory school, borstals and protective homes, suppression of immoral traffic etc. The report also suggested amendments in the Prison Act 1894 to provide a legal base for correctional work.

Supreme Court Directives

The Supreme Court directives are that, the best interest of the child has been regarded as a primary consideration in the constitution. Thus specific provisions have been made for the care, welfare and development of the children. Supreme Court has given some directives for

- a) The provisions for the children who stay in jail with their mothers
- b) The provisions for the pregnant prisoners
- c) The provisions for the education and recreation of the children of the female prisoners

Provisions for the children of female prisoners include:

- 1) A child shall not be treated as an under-trial/convict while in jail with his/her mother. Such a child is entitled to food, shelter, medical care, clothing, education, and recreational facilities as a matter of right.
- 2) Women prisoners with children should not be kept in sub-jails, which are not equipped to keep small children.
- 3) The stay of children in crowded barracks amidst women convicts, under-trials, and offenders relating to all types of crimes including violent crimes is certainly harmful to the development of their personalities. Therefore, children deserve to be separated from such an environment on a priority basis.
- 4) The state legal services authorities shall take necessary measures to periodically inspect jails to monitor that the directions regarding mother and children are complied with letter and spirit.
- 5) The courts dealing with the cases of women prisoners whose children are in prison with their mother are directed to give priority to such cases and decide their cases expeditiously.

Directives for a pregnant prisoner are:

- 1) Before sending a pregnant woman to jail, the concerned authorities must ensure that the jail in question has the basic minimum facilities for child delivery, as well as for providing adequate pre-natal and post-natal care for both, the mother and the child.
- 2) When a women prisoner is found or suspected to be pregnant at the time of admission or at any time thereafter, the lady medical officer shall report the fact to the superintendent.
- 3) As soon as possible, arrangement shall be made to get such prisoner medically examined at the female wing of the district government.

Some points have been suggested for the Education and Recreation for children of female prisoners such as,

- 1) Children of female prisoners living in the jails shall be given proper education and recreational opportunities.
- 2) There shall be crèche and nursery attached to the prison for women where the children of women prisoners will be looked after. This facility will also be extended to children of warders and other female prisoners' staff.
- 3) Children below 3 years of age shall be allowed in the crèche and those between 3 and 6 years shall be looked after in the nursery.

Tihar Prison

The history of Tihar dates back to 1958, a small Jail located at the Delhi Gate area of Delhi. In 1958, the prison was transferred from Delhi Gate to a site on the land of Tihar Village in the western part of New Delhi. In the beginning, only one Central Jail was commissioned with a lodging capacity of 1273 prisoners. Till 1966, the administrative control of Delhi Jails was with the Government of the state of Punjab. The same was transferred to the Delhi Administration, Delhi in 1966. Punjab Jail Manual applied to Delhi Jails up to April 1988 when the Delhi Jail Manual was drafted and came into force. Tihar Jail and Tihar Ashram is the largest complex of prisons in South Asia. It is located in Tihar village, approximately 7 km from Chanakya Puri to the west of New Delhi, India.

Its main objective is to convert its inmates into normal members of society by providing them with useful skills, education and rules. It is meant to improve the inmates' self-esteem and strengthen their desire to improve. To engage, rehabilitate and reform its inmates, Tihar uses music therapy, which involves music-training sessions and concerts. Items manufactured by the inmates bear the brand Tihar.

The largest prison complex in Asia, Tihar was built in 1958 as a maximum-security prison run by the Punjab government. In 1966, the Delhi government took over the prison and in 1984, it was renamed Tihar Prisons. It has nine jails and staff quarters. But it was not until 10 years later that Tihar started to experiment with prison reforms ushered in by Dr. Bedi who took over as Inspector General of Prisons in 1993. Dr Bedi saw the children, who lived with their mothers till they turned six, hurling abuses and using legal jargon like custody and bail, and playing gang war games with paper knives and paper guns, she was shocked. So, she started a string of prison reforms in Tihar. A crèche was started for the children where they could spend the day away from the barracks and learn to read and write.

The prison is maintained as a Correctional Institution. The main objective of Tihar jail is to convert its inmates into normal members of society by providing them with useful skills, education, and rules. Tihar aims to make the city crime-free by ensuring they are shown the right path during their incarceration. Ms. Kiran Bedi wrote in her book *'It's Always Possible'* (2002) "Tihar jail is a living history. It is a human monument, which is integral to the maintenance of peace and harmony. Being the largest prison in India, it tends to play a trendsetting role for the rest of the country."

India Vision Foundation

The history and vision of IVF indicated that India Vision Foundation was born because of the RAMON MAGSAYSAY AWARD (equivalent to the ASIAN NOBLE PRIZE) conferred to Dr. Kiran Bedi in the year 1994. The foundation, being a voluntary non-profit, non-government organisation registered as a trust in India vide no. 4595 dated August 1, 1994. The Mission statement is SAVE THE NEXT VICTIM and the focus is on the empowerment of the prison inmates emphasizing the education of their children who if not secured and nurtured would probably lose their way or go missing from their homes, while their mothers remain imprisoned. Hence, the aim remains 'to save the children'.

The Crèche

Crèche is an organization of adults who take care of children in place of their parents. According to the Rajiv Gandhi crèche scheme, crèche centre must have a minimum space of 6-8 sq. ft. per child to ensure that they can play, rest, and learn without any hindrance. The Centre should be clean, well-lighted with adequate ventilation. A fan should also be installed in the Centre where electricity supply is available. The centre must have clean toilets and sanitation facilities that cater to the needs of small children. There should be adequate safe play area outside the Centre also. Within the Centre, there should be sleeping facilities for children, i.e. mattresses, cradles, cots, pillows and basic infrastructure to meet the requirements of the children.

Essential play material and teaching and learning material must be available to meet the needs of pre-school children. The cooking area must be located at the place, which is away from the activity area of the children to avoid accidents. Basic cooking equipment like stove, gas cylinder or the traditional chulhas must be available and safely placed. Attendance Register must be maintained in every Centre duly filled up. It should be available for inspection at any time during the working hours of the crèche centres. Implementing Agencies and the Crèche Workers must ensure linkages with the local Primary Health Centre or sub-Primary Health Centre in the area. They should also have a tie-up with the nearby Anganwadi centres and its workers for health care inputs like immunization, polio drops and basic health monitoring.

Such facility for young children in the age group of birth to 6 years is located in jail number 6, a big, airy room with a high ceiling. On the walls are bright posters, and on the floor are placed numerous red chairs and floor mats. There are cupboards with toys and cribs where younger babies sleep, soothed by women caretakers. It is equipped with a small library and all sorts of soft toys and play equipment. The teachers are none other than inmates, who enthusiastically carry out the tasks of everyday crèche life. The meal charts at the IVF centre have been prepared after expert consultation with a dietician. Everything including the work/ play areas, food and the water facilities are kept clean and hygienic.



The weekly activities followed in the crèche are as follows:

Time	Activity
9:30-10:00 am	Breakfast
10:00 – 10:30 am	Changing clothes
10:30 – 11:00 am	Prayers and PT
11:30 – 12:00 am	Language development
12:00 – 12:30 am	Activity
12:30 – 2:30 pm	Lunch and Naptime
2:30 – 2:45 pm	Moral education
2:45 – 3:30 pm	Free play
3:30 - 4:00 pm	Activity
4:00 – 4:30 pm	Milk, fruits, changing clothes
Days / Time	Activity
Monday(12-12:30; 3:30-4:00)	Writing /Games and PT
Tuesday	Worksheets/ Story telling
Wednesday	Creative activity/Games and PT
Thursday	Writing/Story telling
Friday	Worksheets /Games and PT

The crèche follows a uniform dress code for each day. The children are taken out for a field trip to the zoo or a picnic twice in a year or so. The birthdays and the festivals are celebrated in the crèche organized by the foundation. Children play games on the premises of the crèche and the work samples such as drawings, and children's artwork prepared by them are displayed on the walls to be viewed by their mothers. Every day, a new work sample by children finds a place on the crèche walls, to be proudly displayed.

Challenges in the Prison Situation

Physical and psychological torture resulting from overcrowding, lack of space for segregation of sick, stinking toilets for want of a proper supply of water, lack of proper bedding, restrictions on movement resulting from shortage of staff, non-production of under-trial prisoners in courts, inadequate medical facilities, neglect in the grant of parole, rejection of pre-mature release on flimsy grounds, and several such afflictions result not from any malfeasance of the prison staff but from the collective neglect of the whole system (Human Rights Watch 2001). In many places, non-governmental organizations provide rehabilitation programs and a few provide aftercare. Some notable examples include the Prison Fellowship International. Most prisoners are ill-prepared for release. No steps are taken to minimize their chance of committing re-offences. Programs to develop a set of values, the ethos of honest labour and to build pro-social ties with the community are essential.

As for children inside the confined walls, there is a sense of childhood getting affected by the lack of awareness among the mothers on basic care-taking abilities, lack of early stimulation, availability of limited resources etc. The childhood lacks the enjoyment of joy rides (joule) and is frequently subjected to exchange of fights and bad language being exchanged between the inmates as they share the same barracks with several other inmates.

Study Objectives

- ❖ To gain insight into the experiences of young children (3-6 years) living in the prison with their incarcerated mothers
- ❖ To document the routines and experiences of 11 children attending a crèche located in a large, high-security prison.

Research Questions

- ❖ What is the profile of children (no. of children between 3-6 years, Socioeconomic background, parental background, born in prison, duration of stay)?
- ❖ What is the daily routine and opportunities for learning for the young children in Prison?
- ❖ What are the different services offered by the Prison/ IVF to support children's growth and facilitate the mother-child relationship in Prison?

- ❖ What is the 'School Readiness' level and 'Adaptive Behaviour' of 3 -6 year olds in Prison crèche and pre-school programme?

Methodology

Tihar study was a rapid, exploratory study and the locale was Ward number 6. To achieve the objectives of the exercise, a week-wise division of data collection was planned.

PHASE - I

- ❖ **I week:** Literature Review –Prisons in India
- ❖ **II week:** Review of Policies for women and children in Prisons and the role of IVF in supporting childcare services.

PHASE- II

- ❖ **III week:** Documenting Profile of 3-6yrs old children from IVF's record
- ❖ **IV week:** Interviews with mothers, teachers & co-ordinators.
- ❖ Observation of ECEQAS and Conduction of School Readiness Instrument (SRI) and Adaptive Behaviour Schedule (ABS) with 3-6yrs old children

Sample for the study:

- 11, 3-6 years old children
- Mothers of the target children
- Teachers at the crèche, who were inmates.
- IVF Staff

Data Collection Procedure

The selection of this community has been done keeping in mind, the atypical population in an atypical setting. Three teams were involved in this exercise. Each team comprised one researcher from CECED, AUD (Ambedkar University) and one Intern from the School of Development Studies, AUD.

First, the CECED team went to the IVF centre with the research proposal to discuss the contours of the research study and the feasibility options. After they showed interest in the determinants of the study, the process of obtaining permission from the jail authorities towards prison visits commenced.

In the first and second weeks, a visit to the IVF (India Vision Foundation) centre was arranged and information was gathered by the interns with the help of a semi-structured questionnaire aimed at understanding prisons in India and reviewing policies for women and children in prisons including understanding the role of IVF in supporting childcare

services. The selection of this community was done keeping in mind the atypical population. (The details attached as annexure)

In the third week and the fourth week, three teams went to the Tihar community to collect the relevant information in a phased manner. The ground situation was assessed as the research team visited the community. As the available children in the crèche facility generally vary from time to time depending on the release, court hearings and various judicial procedures, the total number of children available at that time of the month was 11 out of 44.

Method of data collection

Semi-structured interviews and profile information sheets were constructed for the parents of the children. The investigators established rapport with the mothers, and teachers and obtained information from them through semi-structured interviews. On the other hand, the observation of children added to the richness of data. At the time that our research team got permission to carry out the research, there were 11 children in the age group of 3 to 6 years. (Semi-structured questions are attached in the appendix). Therefore, the total sample size was 11 in the age range of 3 to 6 years. The information on various aspects of the target population was collected with the help of key informants, in continuation with the conduction of SRI and ABS. A non-random, purposive sampling technique was used, keeping in mind the unique population.

Techniques for data collection

- a) Observation
- b) Semi- Structured Interviews
- c) Document Analysis
- d) Field survey/notes

Tools of Data Collection

- a) SRI (School Readiness Instrument)
- b) ABS (Adaptive Behaviour Scale)
- c) ECEQAS (Early Childhood Quality Assessment Scales)
- d) Semi- Structured Interviews with NGO representatives and the Primary caregivers

Design of the study

The study was carried out in 2 phases. Phase 1 included secondary data collection from the key informants (IVF Staff) with the help of semi-structured questionnaires and subsequent interviews.

The second phase consisted of prison visits (The crèche), rapport formation with the 11 children, interviews with the mothers, and teachers; observation of ECEQAS; the conduction of School Readiness Instrument and Adaptive behaviour schedule.

Findings from the first phase of the study

The reflection from the first phase of the study revealed that there were some policies and initiatives which were formulated based on certain Supreme Court directives and some of them were based on the initiatives of Tihar or the IVF.

- a) **Bread-Making Unit:** The Foundation began its work inside the prison, by setting up a bread-making unit within the Prison, for the welfare of the inmates. This was set up inside the prison premises with the help of the award money received by Dr Kiran Bedi through the Ramon Magsaysay award. Today, this bakery provides fresh bread to over 10,000 inmates daily. It also has become the single largest revenue generator for the prisoner's welfare fund inside the prison. The Tihar jail bakery unit produces several items both for internal, as well as external consumption, under the brand name of TJ's Special. The bakery project with an initial start-up investment of \$4000, now churns out an annual turnover of over \$60, 7400. Further, the profits earned go to the Prisoner's Welfare Fund.
- b) **Plant Nursery:** The Foundation also set up a Plant Nursery where rare saplings are grown and marketed outside. The proceeds again go to the welfare fund.
- c) **Video Documentation:** The Foundation prepared a video documentary on the life and reforms in Tihar Jail, to promote the efforts of reformation and the generation of community support.
- d) **Weaving behind bars:** The weaving project is a vocational training programme, which aims to involve female prisoners to utilize their time more creatively and productively. Each inmate earns a monthly stipend. The project aims to give the female inmates a mode of self-expression. They put their hearts into weaving and the product is breathtakingly appreciable. Their work is displayed and sold in various exhibitions. Each inmate is paid a daily wage, and their money is deposited into their internal bank account in Tihar Jail and is permitted to access their money whenever they desire. The Annual beneficiaries towards weaving, knitting and crochet consist of 40 inmates.

- e) **Life skills for LIFE:** This project primarily addresses the surging AIDS epidemic in India. In 2005, IVF developed the Social Education and Health Advocacy Training Project (SEHAT) in the prisons of Delhi and Amritsar. SEHAT was mainly a peer-led wellness program meant to educate prison inmates, encouraging them towards positive living, both mentally and physically, with an emphasis on HIV prevention. More recently, 'The Life Skills Project' has been further initiated and followed-up by UNODC (United Nations Office of Drugs and Crime) from September 2008. This has become a vital extension to the very successful SEHAT Project, aimed at the adolescent male population inside Tihar Central Jail. The primary objective of this project is to impart Vocational training and moral education on a mass scale.
- f) **Haryana Project, Bhondsi Prison Project, Haryana:** India Vision Foundation has been allowed to expand its work to Bhondsi Prisons in Haryana from 2012 onwards. The Foundation hopes to bring to the Bhondsi prison, some of the good practices currently observed in Tihar Prisons. The inmates at the Bhondsi prisons mostly belong to rural backgrounds and the illiteracy rate is extremely high. This prison setup promises hope and an immense scope of good work that can be introduced and sustained with the female inmates and their children. At the outset IVF aims at bringing to this prison, vocational training programs and other learning sessions ensuring that the vacant hours of the inmates are filled with activities - that are of interest to them, as well as areas they envisage scope for themselves to find employment or financial independence upon their release. Once these inmates are completely trained, IVF aims at enabling them to make a wage through gained skills possibly to achieve partial financial independence.
- g) **Rural Development Project (in the rural village of Nayagaon, on the outskirts of Delhi):** The foundation started running a Rural Development Project aimed at empowering the village community.

Role of IVF in Supporting Child Care Services

IVF crèche and daycare centre inside Tihar jail: IVF has taken a voluntary responsibility for providing children (permitted in jails until the age of 6 years within prison premises) with quality care and nurturing, whilst enrolling them in IVF crèche facility.



- b. **Children of vulnerable families' project:** The CVF project is an effort to provide residential/ day schooling to the children of prison inmates by placing them in various educational institutes/schools. The project incorporates school visits, home visits (to meet their parents), counselling, parent-child meets (at the school premises), exposure trips, competitions, creative workshops/seminars, hobby classes, festival celebrations etc.
- c. **The Gali School Project of the foundation in collaboration with Navjyoti India Foundation:** This project is all about bringing education to the deserving and underprivileged. This was initiated for children who no longer could remain in prison with their mothers.

At the outset, the foundation aims at bringing to this prison, vocational training programs and other learning sessions that would ensure that the vacant hours of the inmates are filled with interesting and value-creating activities, as well as areas they envisage scope for them to find employment or financial independence upon their release. Once these inmates are completely trained, the aim stated is to enable them to earn wages through their gained skills possibly to achieve partial financial independence. The earnings are then to be deposited in their internal accounts at the prison and withdrawal is possible at any time. The objective is to ultimately teach inmates to gain higher self-esteem while encouraging their creativity.

IVF has addressed the following goals in the following years

- I. 938 children of the female inmates (under the age of 6 years) were looked after and nurtured in the crèche project at Tihar prison.
- II. 248 children from the Tihar crèche project have been schooled in 21 supportive educational institutions as a part of the Children of Vulnerable Families project.
- III. 764 women inmates have been vocationally trained inside Tihar prison. This included 589 women under the weaving behind bars project and 175 women under the crèche training program.
- IV. 1050 adolescent male inmates (belong to a moving population, with a varied degree of impact) under the Life Skills for LIFE project.
- V. 30,650 complaints were received across India, which related to several law enforcement agencies under the Safer India project.
- VI. 12,200 children of cops and serving cops were trained and certified in computer education. Of these, 7930 were children and 4270 were serving cops under the India police project.
- VII. 7555 beneficiaries were reached through the rural development project.
- VIII. The priority of IVF in combination with jail authority remains to be able to create a soothing, happy and a relaxed environment.

India Vision Foundation has been expanding its wings in a truly commendable manner with the tasks ranging from giving secure life to children to providing working and earning opportunities to prisoners and helping them out to fight with their depression and emerging out as a better person through their counselling programs. With every passing day, the inmates are given an opportunity to make their lives more meaningful.

Discussion on the second phase of the study

As the Inspector General Prisons of Tihar, Dr. Kiran Bedi experienced the pain and angst of the inmates. The more she interacted with the prisoners, the more she sensed their vulnerabilities. She concluded that the prisoners were in jail, 'as punishment' and not 'for punishment'. She witnessed innocence captivated behind bars.

As mentioned in the above section, Tihar has a crèche located in jail no. 6, assigned only to women. As per the law, children below 6 years of age stay with their inmate mothers. Tihar crèche has a big hall, which is divided into four corners. In one corner, the class has a board for the teacher. Another is a prayer corner, with space for every religion. Other corners are for activities and free play. The teachers in the crèche are inmates from the jail and an effort has been made towards training the inmates by the foundation.

The profile analysis of the second phase of the study indicated that the children on average were from India with one or two exceptions. They were within the age range of 3-6 years and their (children) average stay in Tihar as nearly 3 years. Eight out of eleven children were boys. Only one child was born within the prison setting. Moreover, no specially-abled children were observed during the visits. The primary language spoken was Hindi.

An analysis of the children's profiles revealed that only 4 out of 11 children were breastfed by their mothers. It was further noted that most of the mothers had no history of formal education, and the only education qualification (if any) was primary, till class 5. Only 1 of the respondents had pursued higher education. Most of the mothers were housewives before being accused of crime while some did knitting work or worked as maids for well-off families. The cases for which they were imprisoned were primarily, NDPS, kidnapping and murder. The analysis further revealed that only one child had been born prematurely and had undergone surgery. The developmental milestones of most of the crèche children appeared to be normal (as reported and observed).

The second part of the next phase consisted of experiences from the school readiness instrument, adaptive behaviour scale and the Early Childhood Education and Quality Assessment Scale.

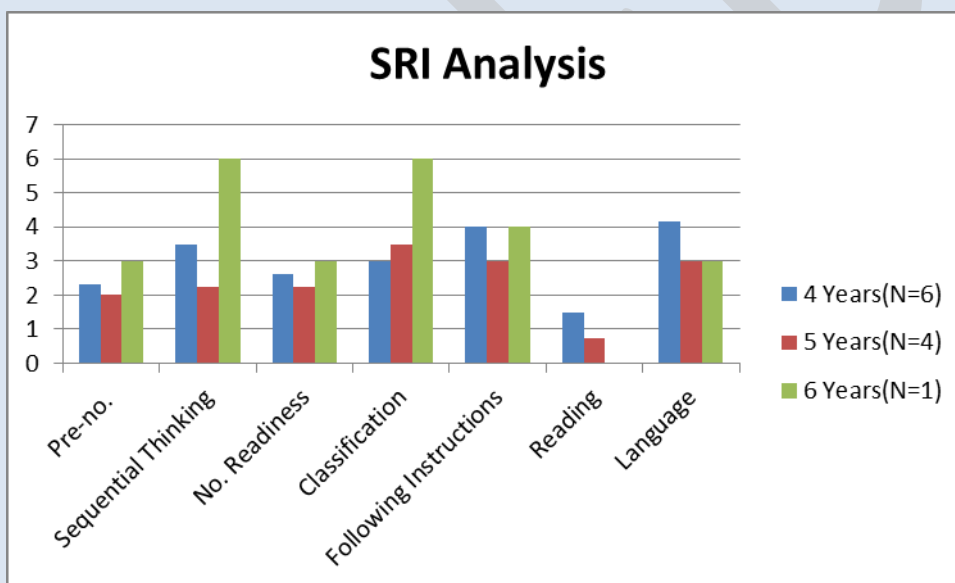
1. Experiences from SRI (School Readiness Instrument)

This instrument has been tested under the impact study (one of the CECED Research projects) and the required adaptations have been made to suit the needs of the diverse communities of the study. School Readiness refers to certain specific skills which help the children adjust better in school and learn the skills of literacy and innumeracy effectively and in a more sustained manner. If developed well in children in the early pre-school years these children are ready for schooling. School readiness helps them achieve social, cognitive and language competence which is required for doing well in a school setting. To assess these skills among children in the age group 4-5 years (before entering Class I) in an Indian setting, CECED adopted the School Readiness Instrument, designed and standardized by the World Bank. The tool has

been pre-tested over 500 children in three states (Andhra Pradesh, Assam and Rajasthan) where their Impact study is been carried out and item-wise analysis done. The Instrument consists of ten items which measure school readiness in six domains:

- Pre-number concept
- Sequential Thinking
- Classification concept
- Number readiness concept
- Language skills
- Reading readiness skill

Necessary adaptation was made in the tool, keeping in mind the needs of impact study. The instruments were made culturally specific for the target group of this study. The prison study used the adapted tools of Impact study.



a) **Rapport Formation:** All eleven children seemed responsive, and the rapport could be easily formed. Most of the children showed interest in activities conducted by the researchers. The rapport building exercises consisted of building conversations by showing Pratham cards, doing clay activities, colouring bird drawings or tracing birds. This exercise was done individually with each child. Children were seen to feel at ease and also overcome shyness.

b) **Pre-number Concept-** The data revealed that 4-year-olds were performing better than 5-year-olds. They were able to differentiate

between 'less' and 'more' completely and displayed a good understanding of spatial concept. i.e. development of ability to recognise positions like in-out, over-under. Moreover, 6 year old child was doing better than the 5 year old ones. This is an intriguing finding that we intend to explore in the future studies.

- c) **Sequential Thinking-** It is an higher order thinking which requires the child to identify and describe a pattern in a sequence. In this, a child has to organise the pictures in order for filling water in a bucket through the help of handpump. The second activity was bifurcated into two parts. The first part was copying pattern and the second part was a complex part which entails of completing a sequence/ pattern requiring child to think. Most of the children found the activity to be difficult. Three children could correctly identify the sequence with description in words. The data shows that 4-year olds performed better than 5-year olds and 6 year olds were comparatively better than other two groups.
- d) **Number Readiness-** The task required children to count numbers in objects and match with the assigned number. The second task was to able to do relative comparisons i.e. identify greater/lesser numbers. The data once again shows 4 year olds performed better than 5 year olds and 6 year olds were better than other two groups, as expected.
- e) **Classification-**The task required children to recognise objects followed by classification. Most of the children were able to identify birds and categorize them to a certain extent. However, it seemed that the 4 year olds had difficulty with the tasks due to their limited knowledge and experience. The performance of 5 and 6 year olds was better than the 4 year olds.
- f) **Following Instructions-** This task entails children to follow simple instructions followed by understanding, remembering and following 3-sentence instructions at the same time. Most of the children could follow complex instructions. The 4 year old children performed better than the 5year old ones.
- g) **Language-** Four children seemed to have mastered language skills since they were able to describe the pictures presented to them in complete sentences. The other five children used incomplete sentences such as "*Baccha*" or "*Bhag rehen hai*" to describe the pictures. Two children were able to describe only one picture

completely. A surprising finding was a six year old child, who was unable to describe any of the pictures in complete sentences.

- h) **Reading Readiness**-It could be seen that majority of children (8/11) were not ready for 'reading readiness' since they were unable to identify sounds of words. However, one child (4 ½ years old) was seen as being ready for reading as he was able to identify beginning sound of words and matched pictures with similar beginning sounds. In addition, two children were able to identify beginning sounds of all objects but unable to indicate pictures with similar beginning sounds.
- i) **Draw a Man**- The figures made by children were circles and straight lines to represent figures. Older children (5-6 years old) were able to represent figures in stick format. However, one child who was a 6 year old made wings of children (himself and his sister) and not of adults (parents) perhaps to represent the freedom to do what they want to.

The above results suggest that most of the children were able to master lower-order thinking tasks such as pre-number concepts, and simple pattern making but had difficulty with the tasks that required higher-order skills such as sequential thinking, classification of objects, reading readiness, and relative comparison of numbers. However, most of the children were able to follow 3 set instructions which required both cognition and language. Thus, one may conclude that overall children seemed to have the potential for better performance. It can be hypothesized that, with the right and appropriate individualized intervention, the children may perform even better.

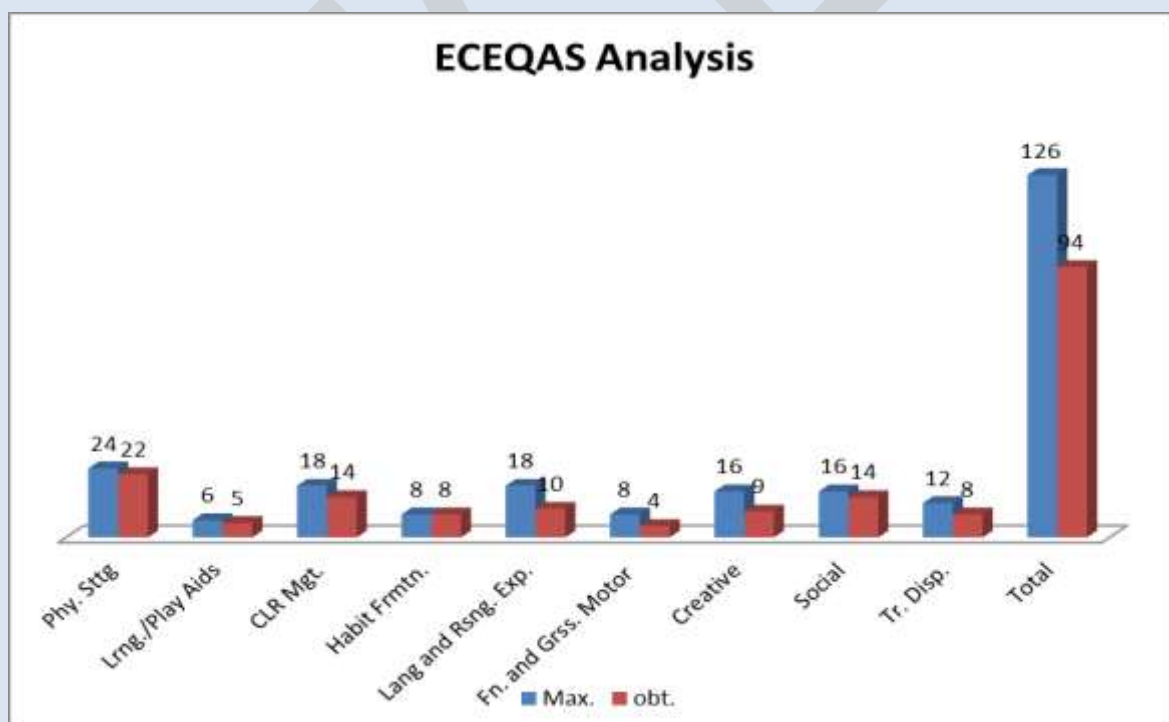
2. Experiences from ECEQAS (Early Childhood Education and Quality Assessment Scale)

This quality assessment rating scale tool has been developed and trialed in India keeping in view diverse Indian contexts. It has been developed by CECED using the internationally known Early Childhood Education Rating Scale and its Indian adaptation as a reference. The rating scale is an observation guide, where the researcher spends the whole day in the ECE Centre and does observation of the programme (description of the activities carried out, infrastructure, interactions, and focuses on the different domains of development). It consists of two parts.

Part I is an observation recording sheet in which actual activities being conducted in the classroom are to be described at an interval of 10 minutes. This full-day description provides a reference point for the detailed, interpretive scoring in Part II of the tool.

Part II & III focuses on the physical conditions in and around the Centre. It includes necessities for drinking, toileting and washing; seating arrangement, usage of space, storage facility, nature of displays within the classroom; and definition of teacher, class composition and teacher-child ratio. It focuses more on the quality of the teacher-child interaction with specific reference to the developmental priorities. It includes basic hygiene training, personal grooming; language and reasoning experience; fine and gross motor activities; creative activities; and social development. It consists of 63 items organized into 9 subscales. The focal points for observation also include social inclusion, particularly of children from marginalized communities and children with special needs and issues related to the transition from the home language to the school language.

The tool has been tested on inter-rater reliability and the correlation between the scores of two days of observation by different researchers is 0.93. The validation of the tool is in process where around 50 centres in different locations have been rated using the tool. To suit the Programmes studied in this study more items specific to the intervention will be added to the existing instrument. For this study, ECEQAS was administered once during the field visit in Tihar.



- a) Physical Setting:** The crèche was equipped with excellent facilities for children. Availability of toilet, clean drinking water, safe and clean surroundings around the center, well maintained building free from noise pollution, enough space for children to roam around, proper storage facility for children were available. The

room was divided in corners for reading stories, sleep, food, teaching-learning area. The classrooms and sitting arrangement with appropriate facility was available. Separate room facility for 0-3 year old children was available.

The only component which required attention was proper quality of infrastructure for children with special needs as a need was felt to also have an inclusive set-up. Availability of ramps and a toilet area has been recommended for them. This reason for not having a separate facility for the children with special needs may be primarily due to the fact that in Supreme Court directives, special provisions for the same group are missing.

- b) Learning/Play Aids:** Crèche again scores high on availability of learning/ play materials for indoor and outdoor. However, it scores marginally for utilising space for outdoor play. Outside crèche, there is a big compound for children to play. At the time of visits, no activity for children was being conducted outside as the study was conducted during the summers and it was hot. However, the researchers felt that some of the outdoor activities could be perhaps conducted in the late afternoon. For a complete early childhood center, it is vital for children to engage in gross motor development activities for complete physical development. Thus, it is suggested to utilize the space by having protective shades from sun and demarked area for children so that women prisoners' do not enter inside. Moreover, a sand pit and water area may be considered to promote children's sensory motor development.
- c) Classroom Management-**The crèche seems to be doing 'fairly' on the classroom Management component. The current schedule lacks sufficient variety to engage young children throughout the day. It is observed either too much or too little time was spent on activities and no prior planning was done. The researcher observed that the crèche teachers were taking help from the coordinators to conduct the activities, maybe because the teachers were themselves not trained on the ECE component.

The child-friendly environment needs to have pictures at the eye level of the child; font sizes need to be determined , so that they can read from the distance of 4-5 feet; Pictures need to be selected keeping in mind the experiences from children's everyday life. As observed in the crèche, the displays of the materials were not at the eye-level of children, pictures were ambiguous and font sizes were too small, this did not seem to aid a suitable learning environment. Also, Children's work needs to be displayed in the classroom as this reminds the children of the activities that they participated and fosters a sense of pride which motivates them to engage in further learning. Moreover, the children's artworks

were produced displays was more than month's old and the placement of an idle cooler blocked children's view to help them connect to their work.

- d) Language and Reasoning Experiences-**In crèche, rhymes and stories were widely shared but limited opportunities were provided for the children to think and express their views. Teacher conversation appeared to be more instruction-oriented, and provided less scope of feeding into child's curiosity, creative thinking and asking questions.

The reading, writing and numbers seem to be based on rote memorization or formal methods like repeating from the textbooks. As young children learn through direct interaction with objects and the people around them, they need to have an easy access to various learning corners where they can pursue their interest and select activities of their choice. Also, teachers need to engage in small group discussions to facilitate their language development. For instance, while narrating stories, a teacher may narrate a part of the story and ask children what would happen next and share his/her group's response with the class. It helps children to hypothesize and learn sequential thinking.

- e) Personal Care and Hygiene-** The crèche had an excellent way of inculcating personal care, hygiene, and habit formation in children. Children were encouraged to do their routine activities independently, say good morning-evening, hand washing etc. Every morning, crèche personnel changed dresses of children to maintain the hygiene and cleanliness regimen.
- f) Fine and Gross Motor activities-** There was limited participation of children in outdoor activities. The only activity, where children were primarily involved in, were arranging Lego blocks and the physical exercises done during the morning assembly time. A need was felt to have more outdoor activities such as running, jumping, skipping etc., which are essential for children's gross motor skill development.
- g) Creative activities-** Every day, children need opportunities for free play, as it is here that they make choices which help to promote their problem-solving skills. When children select their own activities, they are more likely to engage in them for longer periods without adult supervision, this also extends their attention span. Also, The preferred practice in a pre-school setting is that children are required to indulge in creative activities for a creative expression. Crèche scored marginally on this component as there appeared to be limited opportunities for children to indulge in music and movement as part of creative expression.
- h) Social Development-**Children seemed to have adequate opportunities for social development. At the same time, there is a need to engage children in activities

that require them to play cooperatively and foster sharing. A little more attention is required apart from the daily routine to give more time to development-oriented activities to ensure the learning of skills such as cooperation and sharing.

i) Teacher Disposition- The three teachers were from the prison itself. However, they worked closely with the coordinators on a day-to-day basis; for instance, they helped plan the curriculum, daily schedule, contents of the ward Sabha etc. Also, teachers were encouraged to stimulate social interaction during the free play session and self-expression in arts and crafts activities.

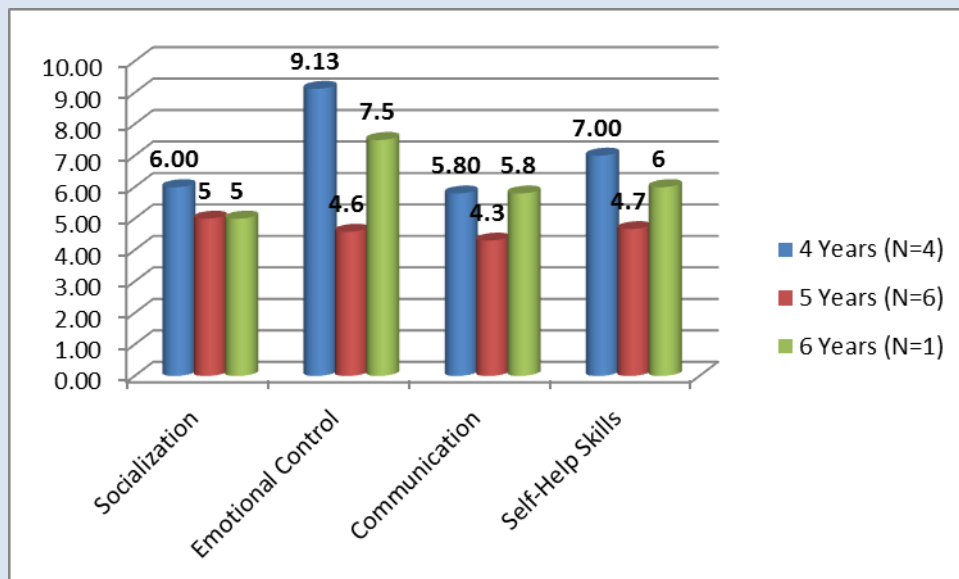
3) Experiences from ABS

The experiences from the adaptive behaviour scale reflected that the 4-year-old children appeared more adaptive to their immediate environment as compared to 5 and 6-year-olds. It is important to note that as the sample size was very small and not equally distributed, these findings cannot be generalized, however, we need to explore this further.

It is important to note that these findings from the ABS are the reports from the mothers and in many of the situations; the observations contradicted some of the reports.

- a) Socialization:** The findings on the socialization component reflected that the socialization of the 4 year olds was better than the older age-group. The younger ones were playing in groups, sharing things with others, and even addressing elders with respect etc. One of the reasons could be that the younger ones still had little understanding on the atypicality of the environment and were more or less insulated from the harshness. As for the older ones, the developmental changes were apparent in terms of their understanding of the barred and restrictive environment. They seemed to be more aware of the lack of certain privileges.
- b) Emotional control:** In terms of emotional control 4 year old children scored higher in comparison to 5 year olds (scores less than average) and 6 year olds (scores more than average). The 4 and 6 year olds reflected better perseverance and emotional adjustment.
- c) Communication:** On the component of communication, the 4 and 6 year olds scored more than average as compared to 5 year olds. The high scores reflect a good ability to listen to a conversation, communicate with others and have a coherent narration etc.

d) Self-help skills: On the component of self-help skills, the 4 and 6 year old children scored more than an average as compared to 5 year olds.



Early childhood is the most rapid period of development in a human life. Although individual children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive, and emotional growth and change. The Early Child Development (ECD) approach is based on the proven fact that young children respond best when caregivers use specific techniques designed to encourage and stimulate progress to the next level of development. During early childhood (from the prenatal period to eight years of age), children undergo rapid growth that is highly influenced by their environment.

As Magdalena Janus (2008) states, “Children are born ready to learn, and their neurological system has a vast opportunity during the first stages of life, beginning in-utero, to form connections—or lose connections—that children need to develop and grow”. Early Child Development is the first and essential step towards achieving primary school completion. Learning begins at birth, if not before. It does not wait for kindergarten or primary school. It develops in relation to broad environmental forces. Both the content of learning and learning behaviors are influenced by the immediate surroundings of a child’s family, home, and community. Education begins here – neither in the confines of a school building, nor when a child reaches primary school age.

Due to certain unavoidable circumstances, many a times, children are forced to live in an environment incapable to provide essential ingredients for their proper socialization. They become liable to be contaminated by criminogenic influences prevalent in jails. Prisoners’ children have been variously referred as the ‘orphans of justice’

(Shaw 1992), the 'forgotten victims' of crime (Matthews 1983) and the 'Cinderella of penology' (Shaw 1987). Children can suffer a range of problems during their parent's imprisonment such as: depression, hyperactivity, aggressive behaviour, withdrawal, regression, clinging behaviour, sleep problems, eating problems, running away truancy and poor grades (Boswell and Wedge 2002; Centre for Social and Educational Research 2002; Johnston 1995; Kampfner 1995; Sacket al1976; Sharp and Marcus-Mendoza 2001; Shaw 1987; Skinner and Swartz 1989; Stanton 1980)

The sample size of the study may not be adequate to make an official statement but work with individual cases provided an indicator towards an urgent need to provide specific and developmentally appropriate inputs for the adequate growth and development.

Some other reflections

The crèche appeared to be serving as a source of hope not only for the incarcerated children but also the teachers/ the staff who are also the inmates. One of the inmate teacher emotionally expressed that the work that she does is not merely for the salary but out of her sheer will to stay sane.

During the process of conduction of SRI, it was seen that apparently, children did not display any disturbing behavior or any other effect of confinement. Neither one of them mentioned any sort of low or sad feelings about being in an environment such as the prison. On the hind sight, some of the children appeared to be working on the activity file sheets as children from typical backgrounds. In contrast, the reports from the teachers and the coordinators reflected a different story that most of these children were a very quiet group and most of them would cry easily, which reflects the vulnerability of the children. They were hardly curious or inquisitive or asked any questions. One of the apparent reasons could be limited amount of environmental stimulation because of the confined surroundings.

As for the teachers, they categorically mentioned that there is a world difference in the behavior of children in the crèche and in the barracks. They seemingly have a completely different behavior, which is overtly disturbing. They use foul and abusive language and get into constant fights/ conflicts with the other children. Their games primarily comprise lock and key, prison and police, murder and theft etc. The children are constant witness to the regular fights between other women in the barracks and the use of abusive language is a way of life. Also, the fights have a tendency to go out of hand, so much so that they even try to harm each other. The crèche can pay as a safe haven for the children where they have an opportunity to process some of their negative experiences which they are likely to encounter in a more meaningful way.

The IVF facilitator mentioned that there were some disturbing facts on the relationship between mothers and children as roughly 70% of the mothers seem to be neglecting their children, some 10% encourage clinging behavior as they do not let child out of their sight and keep child with them throughout. Around 10% were seen as caring and wanting to understand about childhood and proper child rearing. Most of the mothers had various reasons not to send young ones to the crèche. Some of the reasons stated were, a non-trusting environment as the mothers did not trust other women as they come in the confined setting; child was seen as an emotional buffer for the mother to be able to relate to. Mothers who sent children to the crèche primarily were either for want of good food/ meals or to protect them from the unhealthy atmosphere in the barracks.

The presence of INDIAN VISION FOUNDATION CRECHE is making a huge difference in the lives of these children as at least for some crucial hours children are in safe and trained hands. The teachers and the staff make efforts for the betterment of the children. Every month crèche staff and IVF staff celebrate birthdays of children. Every festival is being celebrated in the crèche. These efforts bring a normal environment in the life of these children and make them ready to face the outside world in some form. The most important merit of the IVF crèche and day care centre is the food quality supplied to the children. Food given to the children is nutritious as planned specifically by the nutrient specialist. The crèche staffs take an extra care of the weak child. After spending a few days with the children and the staff in the crèche it can be concluded with certain amount of certainty that the crèche is trying every possible and crucial effort to ***save the next victim.***

Limitations of the Study:

1. The sample size was very small, as it was dependent on the availability of child at the particular time of the year. The number of children in the crèche facility greatly varies, depending on the court dates, release dates or even the moods of the mother.
2. Tihar is a high security jail and hence the procedure of availing permission takes a very long time as it follows a strict protocol on allowing people to come inside the prison premises. This procedural drawback proved to be challenging as we had very few days to do data collection

Future Recommendations:

1. Crèche should also have counselling sessions on relationship building between mothers and children.
2. The child and parent meet should be increased from once in holiday to once in a week, this way a child and the mother will get to see each other more frequently.

Psychologically, mothers may also feel relieved and the relationship may also grow stronger.

3. It is difficult for a mother to adapt to a new atmosphere; many a times they feel proud of the fact that they are high-end criminals and assert more control over the environment and feel the need to control and not to be controlled. So a greater attention is required to build rapport with the mothers so they can send their children to the crèche.
4. It was found that 2 children apparently appeared developmentally delayed which was apparent in the performance on various tasks in comparison to the others. It is further recommended that one may also consider a visiting special educator for specialized help.
5. As the curriculum component appeared weak, it is recommended that the teachers be trained primarily on the ECCE constituent to formulate child friendly modules, keeping in mind the specific atypical setting.
6. Tihar is a prison setting and the teachers in the crèche are inmates. They do have an emotional baggage and fewer mechanisms as a support buffer acting as catharsis. Also, the need to attend court dates and other judicial hearings, which takes them away from the school setting. This makes the rate of absenteeism high and the children are left with different caretakers at different times and this process also disrupts the qualitative pre-school setting. Hence a more regular teacher from outside the prison setting is highly recommended.
7. The curriculum component appeared weak since there was dearth of meaningful activities/ developmentally appropriate activities to be carried out with the children; it is also observed that either too much/ too little time was allocated for the activities and unsystematic organisation of content. It is recommended that the teachers along with the project coordinators to be rigorously trained primarily on the ECCE constituent to formulate child friendly modules, keeping in mind the specific atypical setting.
8. The crèche is divided into taking care of two categories, children in the age group of birth to 3 years and the older age group ranging from 3 years to 5 years. It was observed that there is a physical demarcation between the two settings and mingling of the two groups is discouraged. The younger ones did seem very interested and keen in the activities done with the older group but had no way to be the young participants. Also, there seemed to be less stimulation for the younger age

group. It is thus recommended that certain time slots could be provided where both the group can also relate and learn from each other.

9. Most certainly, the mother/ caregiver awareness programs will go a long way in not only strengthening the mother-child bond but also securing a secure future for the child whose most precious years are being spent in a barred setting.
10. The physical setting of the crèche was very beautifully laid out, but some training to organize the material as per the appropriate developmentally ages and stages would help in effective utilization of the resources for maximum benefit. Along with this, display on the walls needs to be made and organised well since the figures on the charts were too small and confusing for the pre-school child to identify.
11. The Tihar crèche team feels that an immediate work needs to be done with the mothers of pre-school/ crèche children, as they appeared less sensitive and unaware towards their own children needs. Most certainly, the mother/ caregiver awareness programs will go a long way in not only strengthening the mother-child bond but also securing a secure future for the child whose most precious years are being spent in a barred setting.

Expected Outcomes

This scoping study may be useful in formulating an action plan for supportive programmes for the children within the confinement. Dedicated and detailed attention to intricate determinants in improving the existing services may become an optimistic possibility. The current study may allow NGO's to develop evidence-based practices in childcare programmes. This data may allow better understanding of the context and provide guidance for further studies. Furthermore, the research may serve as a catalyst and model for replicating such programmes in other parts of the nation.

The above-mentioned issues and recommendations may be carried out in a phased manner as follows:

Phase	S.No.	Period	Activity	Remarks
1	1		Counselling of Individual Mothers convicts and Under trails	

	2	3 Months	Organisation of Resources within the center according to different Domains of Development and Curriculum Development	
	3		Recruitment of Crèche Teachers	
2	1	3 Months	Development of Early Identification Formats/ Case History of Individual Children	
	2		Training of Trainers & Crèche Teachers	A Week's Training
	3		Counselling of Mothers Continued	
	4		Implementation of Curriculum	
3	1	6 Months	Series of Workshops for Mothers/ Mothers' Awareness Programmes	On Understanding ECCE, Importance and acceptable practices for holistic child development.
	2		Follow up on Curriculum Development	
	3		Follow up on Utilisation of Resources	
			Counselling of Mothers Continued	

REFERENCES

- http://en.wikipedia.org/wiki/Tihar_Prisons
- <http://www.expressindia.com/latest-news/little-steps-in-prison/622469/>
- <http://www.indiavisionfoundation.org/organization.asp>
- <http://www.who.int/mediacentre/factsheets/fs332/en/index.html>
- <http://www.economist.com/node/21554233>
- <http://en.wikipedia.org/wiki/Prison>
- http://www.humanrightsinitiative.org/index.php?option=com_content&view=article&id=109&Itemid=122
- http://en.wikipedia.org/wiki/Tihar_Prisons
- <http://www.expressindia.com/latest-news/little-steps-in-prison/622469/>
- <http://www.indiavisionfoundation.org/organization.asp>
- <http://www.who.int/mediacentre/factsheets/fs332/en/index.html>
- Bedi, K. (2002). *It's always possible*. Sterling publishers
- <http://www.wcd.nic.in/RajivGandhiCrecheScheme.pdf>
- http://planningcommission.nic.in/reports/sereport/ser/stdy_jailwm.pdf
- http://cambridge.academia.edu/JosephMurray/Papers/663835/The_effects_of_imprisonment_on_families_and_children_of_prisoners
- <http://www.fcnetwork.org/AECFOverview%20of%20the%20Research%20Literature.pdf>

Appendices

Annexure 1

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR INDIA VISION FOUNDATION (IVF)

1. What gave birth to a centre like IVF?
2. What is the rationale behind starting an IVF centre?
3. What are the ruling objectives for the IVF centre?
4. Is there any mission statement for you?
5. Who are the core members of IVF? (Background)
6. What kinds of services you offer within the IVF center?
7. What have been some of the highlights/ achievements of the IVF centre?
8. How does jail ensure a good environment (physical/ emotional and psychological health) for the mother and child?
9. How has the relationship developed over a period of time between IVF & TIHAR?
10. What kind of support do they receive from Tihar?
11. What are some of the challenges that you face within the Tihar?
12. Who are the facilitators working with children in crèche? (Professionals / Inmates/ IVF staff)
13. Who all were involved in devising the curriculum for Tihar Crèche? (background of people)
14. Do you have some training facilities for teachers in the crèche? How are these being done?
15. What is the daily routine of a crèche within Tihar? (Programme, activities, Curriculum)
16. What is the average daily routine of the child? (kinds of activities that child is involved, stimulus s/he receives)
17. How does IVF facilitate the mother-child relationship?
18. Are there any differences that you observe in children over a period of time, with the help of intervention from IVF?
19. From the viewpoint of IVF, What is the perception on the differences of children within and outside Tihar?
20. Where do children go from here in terms of physical movement?

21. What are some of the policies that we can review to gain further understanding of IVF's stance in contributing to growth of children from vulnerable families?
22. What have been some of the highlights /achievements of the IVF Centre?
23. How do IVF visualize their growth?
24. What are their future plans and prospects?
25. What are the funding sources for the IVF centre? Is it self- sustainable in any form?
26. How can a centre like CECED contribute?

Annexure 2**INFORMATION SHEET**

1. **Name of the Child:** _____ **Child's ID Code:**
 as on **Sample Identification**
Format

2. **Date of Birth:** _____ **Age (in Years):**
 as on 1st March 2012

3. **Gender:** _____ **Gender Code:**
 Male 1
 Female 2

4. **Interviewee's Name:** _____ **Relationship with the child:**
 Mother 1
 Father 2
 Any other 9
 Specify, _____

5. Educational Qualification

What is the highest level of education you have received?

Primary (till class V)	1
Middle school (till class VIII)	2
Secondary (till class X)	3
Higher Secondary (till class XII)	4
Diploma (please mention)	5
Graduation	6
Post-Graduation	7
No education	8
Any Other	9

6. **Date of interview:** ____/____/____

7. **Interviewer's Name:** _____

8. **Coordinator's Name and Signature:** _____

Annexure 3

School Readiness Instrument

SRI-(Students Readiness Instrument), is a concept that focuses on children's ability to meet the demands of school tasks, such as: being comfortable exploring and asking questions, being able to hold a pencil and run on the playground, listening to a teacher, playing and working with other children, and Remembering and following rules. School readiness reflects the broader concept of developmental health, is a population-level indicator, and is useful for understanding and comparing variables and differences among groups.

School readiness is of vital importance. Science now shows that a child's early nurturing and learning experiences lay the foundation for his or her future success in school and in life. The first five years of life are critical to a child's lifelong development. Young children's earliest experiences and environments set the stage for future development and success in school and life. Early experiences actually influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behaviour and emotional health. Families and communities play critical roles in helping children get ready for school. Children from families that are economically secure and have healthy relationships are more likely to succeed in school.

School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success. Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children enter school eager and excited to learn. The activities used in SRI and the results obtained in a tabular format has been attached as the annexure at the end of the document.

SRI information

- A) Pre a number concept
- B) Pre-spatial concept
- C) Sequential thinking
- D) Classifying birds and the animals
- E) Following instructions
- F) Matching numbers

Annexure 4

ABS SHEET

Adaptive Behaviour Scale

ABS (Adaptive Behavior Scale), Adaptive behaviours consist every day skills such as walking, talking, getting dressed, going to school, going to work, preparing a meal, cleaning the house, etc. They are skills that a person learns in the process of adapting to his/her surroundings. Since adaptive behaviours are for the most part developmental, it is possible to describe a person's adaptive behavior as an age-equivalent score and a schedule is prepared which is designed for the parents so to know all of the above.

According to many studies, when transition from home to early childhood education centres (Anganwadi, play school and so on) and then to formal primary school is smooth, children do better in primary school years.

Adaptive behaviours are learned. They involve the ability to adapt to and manage one's surroundings to effectively function and meet social or community expectations. Infants learn to walk, to talk, and to eat with a spoon. Older children learn to cross the street, to go to the store, and to follow a great variety of rules while interacting with people, such as when to say please and thank you. Some of the necessary requirements for successful transition are cognitive, linguistic abilities and socio-emotional preparedness which would help later for school adjustment.

By adjustments it means, to interact with peer group freely, ability to stay without family for a certain periods of hours, ability to comprehend language used commonly and follow basic instructions, attend to teachers/peers. In this scale the focus is on four major domains to measure adaptive behaviour – socialization, communication, emotional control, and self-help. Good adaptive behaviour promotes independence at home, at school, and in the community. The SRI and ABS therefore play very crucial role in determining the status of child in relation to its further experience with academic scenario.

Tools for ABS

Tools for ABS include:

- 1) Socialization and Group play
- 2) Emotional control-waiting for turn
- 3) Self-help belongings
- 4) Self-help-Toilet
- 5) Self-help- wear cloths
- 6) Self-help- wash hands

- 7) Self-help directions
- 8) Socialization- share things with others
- 9) Communication- shares about school/friends
- 10) Communication- conveys messages
- 11) Socialization ability to stay away from family
- 12) Socialization addresses elders with respect
- 13) Emotional adjustment
- 14) Emotional adjustment
- 15) Emotional adjustment perseverance
- 16) Socialization- helps others
- 17) Communication- communicates to you when somebody is at the door
- 18) Communication- verbalizes emotions
- 19) Communication- coherent narrations
- 20) Communication- ability to listen in a conversation.

Annexure 5

Introduction to the Adaptive Behaviour Scale (ABS)

According to many studies, when transition from home to early childhood education centre (anganwadi, play school and so on) and then to formal primary school is smooth, children do better in primary school years. Some of the necessary requirements for successful transition are cognitive, linguistic abilities and socio-emotional preparedness which would help later for school adjustment. By 'adjustment' it means ability to interact with peer group freely, ability to stay without the family for a certain period of hours, ability to comprehend language used commonly and follow basic instructions, attend to teachers/peers and so on. In this Scale, we have focused on four major domains to measure adaptive behaviour – socialisation, communication, emotional control and self-help.

Who is the respondent?

This questionnaire is to be administered on the mother/primary care giver of the child; if one of them is not available during the visit, an appointment should be fixed for the next day when she could be available.

How do you start the interview?

It is important to build rapport with the mother or primary care giver right in the beginning. Start by talking to the mother generally about the child. One of the ways of starting the conversation is

Children are generally very naughty in this age, is he/she also naughty? (This topic generally evokes lot of discussion and mother comes out with the problems she faces while taking care of the child. Generally talk to the mother about the behaviour of the child. You can ask about, **What does he/she enjoy doing the most?** (Probe a little and let the mother talk about the child and his/her likes).

Once the mother has started talking freely, then start with the questionnaire.

Some important things to remember

1. This instrument can be used as an observation cum checklist. It means that if we observe anything that we have asked in this tool, you must write down the observation made and response given by the mother/caregiver.
2. The instrument requires you to probe and **write down verbatim** the respondent's response as far as possible
 - 'She' used in the questionnaire stands for girls as well as boys

Researchers should ask the mother for daily routine of the child and recorded at the end of the tool along with the other observation on the child, mother and the household.

PLEASE DO NOT MISS ON THE DAILY ROUTINE OF THE CHILD AS IT GIVES INFORMATION ON HOW THE CHILD SPENDS THE WHOLE DAY

Instructions: Use examples for explaining the questions to the mother/caregiver. Probe if required but **do not use codes as probes.**

1. Does she play with other children?

Response

She always plays with other children	2
She sometimes plays with other children	1
She never plays with other children	0
Never given a thought/ Don't know	77
Nobody of her age in the neighbourhood / there is no opportunity to play with other Children	99
Any other, specify _____	88

2. When she is playing with siblings or children from crèche/neighbourhood, does she wait for her turn?

Response

Yes, she always waits for her turn	2
Sometimes, she waits for her turn/ waits only if reminded by others	1
She never waits for her turn	0
Never paid attention/don't know	77
Nobody of her age in the neighbourhood / there is no opportunity for group play	99
Any other, specify _____	88

3. When she goes out to play or to crèche with some of her belongings does she bring them back?

Response

She always takes care of her belongings	2
Sometimes she tends to forget to bring back her belongings	1
Doesn't take care of her belongings at all/ she loses her belongings most of the time	0
Never paid attention to it/don't know	77
She doesn't take anything to play out / she doesn't have anything	99
Any other, specify _____	88

4. Does she go to toilet (in the daytime) on her own?

Response

Yes, she always goes on her own	2
Sometimes she needs help	1
She never goes on her own/doesn't have control/ isn't able to communicate to us	0
Haven't paid attention/ don't know	77
There is no opportunity of going to the toilet on his/ her own	99
Any other, Specify _____	88

5. Is she able to wear clothes on her own?

Response

She always wears clothes by herself completely	2
Sometimes she can wear clothes by herself but sometimes needs help	1
She is never able to wear clothes on her own / she is too young	0
Haven't paid attention/ don't know	77
I don't let her wear her clothes on her own	99
Any other, Specify _____	88

6. Does she wash her hands before and after meals?

Response

She always washes hands without being told to do so	2
Sometimes she washes hands/washes hands only if reminded/washes hands either before or after meals	1
She never washes hands / doesn't wash despite being told	0
Don't know / never told her to wash hands	77
Availability of water is scarce	99
Any other, Specify _____	88

7. Does she come back from crèche /room/surroundings of jail on her own?

Response

Yes, always comes on her own	2
Can find the way back home with some help	1
Doesn't know the way	0
Never paid attention to it/don't know	77
I don't let her go out alone	99
Any other, Specify _____	88

8. Does she share things such as food/clothes/toys/books/any other thing with sister/brother/friends?

Response

She always shares her things on her own	2
Sometimes she shares/ shares only if some elder tells her to	1
She does not share despite being told by elders	0
Never happened/never paid attention to it/ don't know	77
We have scarcity of these items	99
Any other, Specify _____	88

9. Does she share with you or someone else at home about what she has done in crèche or with friends?

Response

She always shares freely	2
She shares sometimes / shares only after being asked	1
She never shares despite being asked	0
Never asked/never thought of it/ don't know	77
I don't get time to talk to her/ she is shy and doesn't have friends	99
Any other, Specify _____	88

10. If you have to send a message to someone in the family at home or in the neighbourhood, do you send her?

Response

Yes she is sent and she always delivers the message completely	2
Yes she is sent and sometimes gives complete messages / gives only short messages	1
Yes she is sent and never gives the message / isn't able to give messages/she is too young	0
Don't know	77
I have never sent her	99
Any other, specify _____	88

11. When she goes to crèche, is she happy being on her own is she happy going there or does she cling onto you?

Response

She is very comfortable without me at crèche / never clings onto me	2
She clings onto me for some time and gets comfortable later	1
She clings onto me the whole time or cries if someone tries to interact with her	0
Never given a thought to it/ don't know	77

- We haven't gone to relative's or friend's house of late 99
 Any other, Specify _____ 88
12. Does she address elders such as teachers, parents, grandparents, neighbours in the same way as with her peer group? Or does she do it differently?
Response
-
- She always addresses elders differently from her peer group 2
 She sometimes addresses elders differently from her peer group 1
 She doesn't know appropriate terms for addressing elders, so she falters/ she never does 0
 Not paid attention to it/ Don't know 77
 In our culture there is no difference in addressing elders from peer group 99
 Any other, Specify _____ 88
13. Does she recognize emotions of anger, sadness and anxiety on your face?
Response
-
- She always recognizes my feelings 2
 She sometimes recognizes my feelings 1
 She never recognizes my emotions / she is too young 0
 Never paid attention to it/ don't know 77
 I do not show my emotions when she is around/no opportunity provided 99
 Any other, Specify _____ 88
14. What does she do when you refuse her unreasonable demand?
Response
-
- She gets a little upset but accepts it 2
 She tries hard in different ways to get her demand accepted 1
 She keeps on nagging/starts crying if not attended to or if demand isn't accepted/hurts herself 0
 Haven't paid attention to it/don't know 77
 Any other, Specify _____ 88
15. Suppose you ask her to draw/write/colour/arranging her clothes or toys (any other work) does she complete the task or leave it half way?
Response
-
- She always completes tasks that she takes up 2
 She sometimes completes tasks /she gets distracted sometimes 1
 She never completes tasks/she remains distracted always/ she is too young 0
 Haven't paid attention to it/don't know 77

- I haven't given her any task 99
 Any other, Specify _____ 88
16. Does she help in the chores at home on her own?
Response
-
- She always tries to help in her own way without being told 2
 She sometimes comes to help / she helps when told to do so 1
 She never helps / she is too young to help 0
 Haven't paid attention / Don't know 77
 We don't let her work at home 99
 Any other, Specify _____ 88
17. When somebody/stranger comes to visit you and asks her for you, is she comfortable talking to him/ her or is she hesitant and shy?
Response
-
- She is always comfortable and calls me 2
 She is shy, uses gestures and calls me / she is sometimes comfortable 1
 She doesn't respond / she gets afraid and starts crying / she runs away 0
 Haven't paid attention / don't know 77
 Nobody comes to our house 99
 Any other, Specify _____ 88
18. What is the reaction when somebody snatches something from her hand? How does she express anger or disappointment?
Response
-
- She always asks for it back 2
 She verbalises her anger by abusing, crying sometimes 1
 She always ends up physically fighting with her sibling or friend 0
 Haven't paid attention / don't know 77
 Such an incidence has never happened 99
 Any other, Specify _____ 88
19. Does she communicate anecdotes or stories in right order?
Response
-
- She always narrates anecdotes or stories in correct order / her stories are enjoyable 2
 She sometimes narrates anecdotes or stories well 1
 She never narrate anecdotes or stories / She doesn't speak much 0

Haven't paid attention / Don't know	77
Never told any story to her/she has never told any story or incidence	99
Any other, Specify _____	88
20. Does she interrupt you when you are engaged in conversation with her?	
Response	

She always listens to me and then says her bit / she waits for her turn	2
She sometimes waits	1
She always wants to be heard first / never wants to listen to others	0
Haven't paid attention / don't know	77
I do no talk to her much	99
Any other, Specify _____	88

Remarks on the Interview

Daily Routine of the child

Any observation on the Child

Any observation on the mother

Any observation on the Environment/Surroundings

Annexure 6

Results Table

Table 1 reflecting scores on the school readiness Instrument

Activity	1	2	3	4	5	6	7	8	9	10	Total score
Child's id											
00A1	2	1	0	4	2	3	3	1	2	0	18
00A2	2	1	0	4	2	0	3	1	2	0	15
00A3	1	1	0	2	4	0	3	1	2	0	14
00A4	2	1	5	4	4	3	3	1	2	2	27
00B1	0	0	0	0	4	0	0	5	6	0	15
00B2	2	1	0	4	4	3	6	5	6	2	33
00B3	2	1	3	6	4	3	0	1	6	0	26
00C1	1	1	0	4	4	3	3	1	3	0	20
00C2	1	1	5	4	4	2	3	1	6	2	25
00C3	2	1	5	6	4	3	0	1	3	0	25
00C4	2	1	0	0	4	0	0	0	2	0	9

Table 2 reflecting the total scores scored by each student as can analysed individually

Child id	SRI score
00A1	18/40
00A2	15/40
00A3	14/40
00A4	27/40
00B1	15/40
00B2	33/40
00B3	26/40
00C1	20/40
00C2	25/40
00C3	25/40
00C4	9/40

The grand total of SRI -227 and the average SRI score is 20.6363

Annexure 7

Table 3. The table indicates scores on the Adaptive Behavior Schedule

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
Child's id																						
00A1	2	0	2	1	2	1	2	2	2	1	2	1	2	2	1	2	1	1	2	2	2	30
00A2	2	2	0	2	2	1	2	2	2	0	2	0	2	2	2	2	2	2	0	2	2	31
00A3	1	2	2	2	1	2	2	0	2	2	2	2	0	2	2	2	1	0	2	0	0	29
00A4	2	0	0	2	2	2	2	2	2	2	2	1	2	2	2	2	2	0	1	0	0	30
00B1	1	0	1	2	2	2	2	0	1	2	2	2	2	2	2	1	1	2	2	2	2	30
00B2	2	0	2	2	2	1	2	2	1	2	2	1	2	1	0	0	2	1	2	0	0	27
00B3	2	2	2	2	2	1	2	1	2	2	2	1	2	2	2	2	2	2	1	2	2	36
00C1	2	1	2	1	2	2	2	2	0	2	0	2	1	2	2	2	1	0	2	2	2	30
00C2	2	2	2	2	1	1	2	1	1	2	2	1	2	0	1	2	1	1	1	1	1	28
00C3	2	1	2	2	2	2	1	1	1	1	2	2	2	2	2	1	1	0	2	2	2	31
00C4	0	0	2	1	2	1	2	2	1	0	0	0	2	0	1	1	1	1	0	1	1	18

Table 4 indicating the scores of each child on the basis of the ABS scale

Child id	ABS score
00A1	30/40
00A2	31/40
00A3	29/40
00A4	30/40
00B1	30/40
00B2	27/40
00B3	36/40
00C1	30/40
00C2	28/40
00C3	31/40
00C4	18/32

The grand total of ABS score is 321 and the average score of ABS is 29.1

