

Social Policy, Pedagogy and Children

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KEYWORDS Social Policy. Pedagogy. Children

ABSTRACT The basis problem in the conceptualization of a social policy for children is the question of their rights of specific patterns of life that would remove naturalistic conception of a deficiency of child as compared to the adults. This not only emphasizes children's right to sharing social services, but also foregrounds the question of their subjectivity, which has by and large remained neglected in research in children's culture. Since the question of subjectivity has immense pedagogical importance, the paper tries to negotiate both social policy and pedagogy.