

- sorely (*adv*) : in a painful manner
drooping (*adj*) : hanging downward
pale (*adj*) : not bright/ light in colour



Comprehension

Answer the following questions.

1. What kind of places are the children working in?
2. 'The reddest flower would look as pale as snow.' What does the phrase 'reddest flower' refer to? Why does it become pale?
3. How does the work affect the children?
4. Do children enjoy themselves when engaged in work?
5. If the poem is written from the point of view of a factory owner, what kind of things would he say about children?
6. What is the poet's attitude towards child labour? Pick out the words / expressions that reveal her attitude.

C Reading

Reaching the Unreached

Romesh was fourteen years old. He left his widowed mother and three younger sisters back in Bihar. He took up a long travel of hundreds of miles to find a new future. He reached Hyderabad, one of the main cities in India.

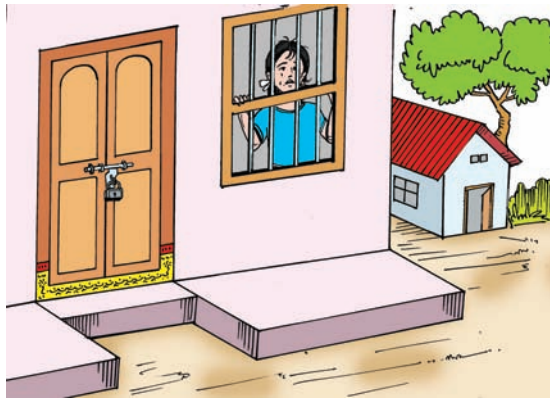
On reaching the city, he found that the streets were not paved with gold. Finding a job was not an easy task. Cursed by hunger, he joined a group of rag pickers. He started working early in the morning and toiled until late evening, only to earn a mere Rs. 10 a day. Life was not a dream for him.

Luckily, he got a helping hand from "The Childline" when some rescuer called 1098 helpline. Romesh is now one of the beneficiaries of Andhra Pradesh State based project for the elimination of Child Labour.

Many such children fall to similar fate due to domestic violence and abject poverty. One such example was Shanti, a nine year old kid. She was taken out of the school by her

parents and sent to Hyderabad to work in a middle – class home. She suffered all day long spending her energy on cooking, mopping, cleaning and washing clothes.

Worse was to come, the owners locked her up in a tiny room when they went out. She stayed alone waiting for the day to pass. She recalled her memories with friends at school, and she wept.



As a direct result of awareness campaigns, the neighbours informed the “Child Labour Enforcement Team.” She was rescued and is now placed in a girls’ transit home.

Who knows, how many such unreached are waiting to be rescued!

Child Rights and You (CRY) is an organization that believes that children are citizens and they have their own rights. At CRY, they do not believe in charity. Nor do they run schools or orphanages. Instead, they partner some basic level organisations working for children, their parents and communities. CRY’s role is that of a bridge between child developmental organisations and people working for marginalised children. They gather the support, money and time of the Indians around the world and thousands of field workers across India who struggle to enrich the lives of children.

CRY has freed more than 1 lakh children from hunger, exploitation and illiteracy in more than 13000 villages and slums. The organization has successfully prevented child labour in 648 villages across the nation and liberated 1152 villages from child marriages. It also has 21, 676 out of school children in its account who have now joined schools. These children are into their childhood with all due opportunities of life.

Save our Soul (SOS)

SOS Children’s Villages is an independent, non-governmental, social development organisation that provides family-based care for children in India. It advocates the concerns, rights and needs of children. More than 6000 children and young people live in 33 SOS Children’s Villages and 27 SOS Youth Facilities in India.

At SOS Children’s Villages, the organisers believe that every child should grow up in a strong family environment, and so their work helps families to create a loving, caring home. Their work focuses on strengthening families, helping them to stay together during difficult times and provide the best care possible to their children. The needs of a family can be varied. SOS Children’s Village experts work with families to help them develop a wide range of skills, from house-hold budget planning, how to get a job and earn a living, to bonding with a child or young person and learning to create a stable family life at home.

Sometimes, however, it is not possible for a child to stay in the family. In these cases, the organisation works to find tailor-made solutions that respond to each situation, keeping the best interest of each child or young person in mind. SOS Children's Villages is the only organisation of global impact that provides direct care to children who can no longer stay with their families.

Finally, through advocacy, SOS Children's Villages aim to improve the overall framework conditions for children whose parents cannot take care of them, or who are at the risk of losing the care of their families. Successful advocacy, based on their experience as a practitioner, brings about changes in policies and practices that weaken children's rights lead to sustainable changes to improve the situation for children and families everywhere.



Comprehension

Answer the following questions.

1. Complete the following table based on the above article.

Sl. No.	Name of the child	Age	Nature of work for which engaged

- Who rescued the two children? Where did they take them to?
- Many households in your neighbourhood employ children to do the menial jobs. What will you do to save those children?
- What is the role of CRY?
- Whom can children report about their abuse?
- How does SOS work?



Study Skills

Read the following passage extracted from the story 'Oliver Asks for More' and the notes made on it.

The members of this board were very wise and philosophical. As they turned their attention to the workhouse, they discovered that it was a regular place of public entertainment for the poorer classes. It was the place where they had breakfast, dinner, tea, and supper all the year round and free; where it was all play and no work. This was really a shocking state of affairs, they were of the opinion that the poor should be given only two alternatives, to starve either quickly outside the workhouse, or gradually inside the house. With this view,

they decided that the inmates of the workhouse would be issued three meals of thin gruel a day, with an onion twice a week.

For the first six months after Oliver Twist was moved in, the system was in full operation. As a result, during this period, the number of workhouse inmates got smaller, and the inmates themselves shrank in size and became thinner.

Observe the notes made from the above passage.

Title: Orphanage

1. The board
 - a. very wise and philosophical men
 - b. their attention to the workhouse
 - c. was a regular place of public entertainment
 - i. had breakfast, dinner, tea and supper
 - ii. all play and no work
2. The decision
 - a. to starve quickly outside the workhouse
 - b. gradually inside the house
 - i. issued three meals of thin gruel
 - ii. an onion twice a week
3. Result of the decision
 - a. the inmates of the work house got smaller in number
 - b. shrank in size
 - c. became thinner

Now, read the passage Child Rights and You (CRY) once again and make notes from it.



Listening

Listen to the song your teacher sings and answer the following questions.

1. What is the song about?
2. Where does the child live?
3. How old is the child in the poem?



Project Work

In your village/city you might have come across children who work in some households, factories, shops, hotels and construction sites for daily wages. Collect the following information about one child. Make a brief profile of the child you have met and present it in the class.

Profile:

Age :
Gender (M/F) :
Nature of work he/she is engaged in :
Wages :
No. of working hours :
Why did he/she take up the work? :
Has he/she ever gone to school? :
At what level did he/she drop out? :
Is he/she willing to join school? :

Work in groups and analyze the data by using the following questions and present it before your class.

1. Why do children take up jobs?
2. How poorly are they paid?
3. How many are willing to leave the work and join school?

Self Assessment

How well have I understood this unit?



Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read and understood the text:			
A. Oliver Asks for More			
B. The Cry of Children			
C. Reaching the Unreached			
I was able to do the exercises given under 'Vocabulary'.			
I was able to understand framing Yes/No type questions and frame Question Tags.			
I was able to understand and write a diary entry given under 'Writing'.			
I was able to prepare notes given under 'Study Skills'.			
I listened to and understood "Homeless Children" and answered the questions given under 'Listening'.			
I was able to prepare the profile of a child given under 'Project Work'.			