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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

EDUCATION IS NEITHER A PRIVILEGE NOR FAVOUR BUT A BASIC HUMAN RIGHT TO WHICH ALL GIRLS AND WOMEN ARE ENTITLED

*Give Girls
Their Chance !*



EDITORIAL

The October issue focuses on one of the major challenges facing our country that of providing quality education to the girl child in general and vulnerable groups in particular. Other articles highlight the importance of reading story books as a means of not only improving language but enjoying the experience itself.

The first section, Impressions, starts with 'Date with Ruskin Bond,' an iconic and respected Indian writer. This is an interesting interview in which he speaks about the kind of books young children must read and the important habit of cultivating reading at an early age. He has written many books for children as he feels that it is the best way to know about their interests and wants. Many of his books have been included in the school curriculum as they impart strong messages without being moralistic.

'*Barkhaa* – A Shower of Happiness in a Child's Life' further highlights on the importance of books and stories. The author discusses how *Barkhaa*—a graded reading series recently published by the NCERT creates a world of joy and wonder for the young child. It focuses on how the magic of stories based on children's daily lives helps in inculcating the habit of reading at an early age.

The recurrent column on Eminent Indian Educationists— Their Life and Thoughts presents a profile on Giju Bhai Badheka: On Being a Primary Teacher. The main message for primary teachers is that experimentation is the key to change. Examining alternatives and options in all aspects of teaching-learning is highlighted in the work of this great educationist. This column has been coordinated by Dr Anupam Ahuja, Convenor of the Series. She may be contacted at the Department of Teacher Education and Extension, NCERT for more information.

This is followed by the Article section comprising five articles out of which the first three focuses on gender inequality in the Maldives and India. The first article examines the concern against the Millennium Development Goals in the island nation of the Maldives. It reveals the present status and ensuing challenges for achieving the elusive goal of quality education.

The Indian scenario of girls' education and ideas for promoting gender equality is the focus of the next article. One of the key issues namely, low participation and factors contributing to this phenomenon are discussed in detail. Suggestions for improving the status of the girl child through major schemes and programmes are also elucidated.

The third article explores how gender inequality poses a serious barrier to access a healthy life, within a Marxist perspective.

Whether a boy or girl, problematic behaviour is exhibited by most children at some time or the other. This is a serious issue that all of us confront and which calls for timely help. The fourth article elaborates upon the causes and kinds of childhood disturbances along with remedial measures, for corrective action.

The final article is a Book Review on the English Language Teacher's Handbook: How to Teach Large Classes with Few Resources. The reviewer aptly calls it *A Teacher's Companion* and recommends it as must read for all teachers of English as it focuses on a number of ideas for overcoming the challenges of a large ELT class with few resources. She also highlights that this book emphasises how teaching of English can be made more effective and joyful.

In the next column EENET Asia Newsletter, the author details out how the child friendly school concept can be inculcated into teacher training. We hope you will enjoy this as it refers to the work going on in the Kingdom of Bhutan, a small country in the Himalayas.

Finally, in the recurrent column Did You Know, the Child Labour Act 1986 is presented. This it was felt would provide the necessary information about this important Act in view of the recent Act on Child's Right to Free and Compulsory Education 2009 which was published in the July 2009 issue.

The efforts of Kanwaljeet Kaur, DTP Operator and Shashi Devi, Proof Reader are acknowledged.

Editorial Group (Academic)

A Date with Ruskin Bond

Usha Dutta*

Abstract

Ruskin Bond born in 1934 is an icon among Indian writers. He received the Sahitya Akademi Award in 1992. He was awarded the Padmashri in 1999 for contributions to children's literature.

Most of his writings show a strong influence from the social life in the hill stations at the foothills of the Himalayas, where he spent his childhood. His first novel was "The Room on the Roof", written when he was 17. He is the author of over 300 short stories and more than 30 books for children. This article presents excerpts from a visit of the Children's Literature team to Ivy Cottage, that has been Bond's home since 1964.

The Ivy Cottage at Landour is a stiff climb from the Seven Sister's Bazaar in Mussorie. Set on top of a hill side, it



gives the writer a bird's eye view of the maddening crowd below. The tiny cottage stacked with books coupled with the beautiful view inspires Ruskin Bond to write of the Himalayan Ranges.

Ruskin Bond, a simple man with child like innocence that was reflected in his large eyes, welcomed the team with warmth. His chubby cheeks, ruddy complexion, complete with oval shaped glasses made him seem like one of the genial characters straight out of his books. Eager to talk to this prolific writer we began at once.

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On being questioned about how he wrote his stories. He joked, "I write with my hands." He added, "I gave a famous publishing house something for publishing three years back, but it still has to be published".

On a more serious note he added that writing for children was the best way to know about the children's interest. A little girl once told Mr. Bond, "I like your ghost stories, but can't you make them more scary" Humour is a good theme he thought for children's literature. Children like funny stories. Sport is another theme which many children he feels enjoy. He felt children like games, hence stories involving a game like 'Treasure Hunt' or 'Helping someone in distress' are more popular with them.

Question: Which are the books you think children and authors should read?

Answer: R.L. Stevenson, John Buchanan, Dr. Jekyll and Mr. Hyde, though it is a bit scary, Alice in Wonderland and a simplified version of Dickens he felt made for good reading. However, he said, "I'm not too sure that we should grade fiction as suitable for specific age groups."

Mr. Bond travelled down memory lane. His nostalgia was evident as he talked of his granny who lived in Ranchi. He also recalled that his mother studied in the famous Oak Grove School.

He mentioned that a python was the most fascinating pet that he ever had. It did not give him any trouble, because it swallowed cats and dogs and

did not need a lot of feeding. So it was very economical.

He also talked of his kindergarten days in Hampton Court, pointing out that the nuns were very strict in those days. He said, once a friend who was a teacher in Hampton Court asked Mr Bond to take his class as he was going somewhere. Mr Bond happily acquiesced till he underwent the harrowing experience of darts flying all over the room. Very soon a riot prevailed in the class and the principal came in and said, "Mr. Bond, you may go now."

He regretted the fact that reading has always been a minority pastime. Recollecting his own school days, he said that even then, in a class of 30-45 children, there were only 2-3 who were really fond of reading in the true sense.

Some years back, he visited Hampton Court where the Mother Superior showed him around the beautiful new library. When he asked her whether children had access to it, the Mother replied, "We don't allow the children. They will ruin the books." He regretted that many schools discourage children from reading books as they are more result oriented. He was concerned that in smaller towns and places, even if a child is interested in reading, there are not enough books. There is a paucity of literature. The school environment counts a lot in developing the habit of reading.

Talking of Mussoorie, he said, it is a place of high and low distances, Landour, where he lives is 7000 feet above sea level. When he first came to

Mussoorie, there were only 2-3 cars. Ponies and rickshaws were the only modes of conveyance then. Being a very quiet place, it was a heaven for this writer.

Many of Ruskin Bond's writings feature in the school textbooks, because they have a strong message for the children without being didactic. In the English textbook of NCERT, *Marigold Book IV*, Bond's poem 'Don't be afraid' dispels fear of night and darkness around children. He writes,

"Be friends with the Night, there is nothing to fear,

Just let your thoughts travel to your friend far and near."

Bond is of the view that most of his writings are for general reading. He says "I write mostly for pleasure and the reading should ideally be for pleasure too. I do feel bad sometimes that children have to write questions and answers based on my stories."

Mr Bond was very cooperative and charming. He readily accepted to write a few stories for us. Though he said that he had never written for children of Classes I and II, it would be exciting to give it a try. He also accepted that it was most difficult to teach Classes I and II and write stories for them.

Barkhaa - A Shower of Happiness in a Child's Life

Lata Pandey*

The most wonderful and fascinating experiences of childhood are listening to stories and later on reading stories. Stories if used as a meaningful resource of learning can motivate children to learning to read. The stories not only provide enjoyment to the children, but also teach them many other things. Stories can also help in developing reading skills among children.

Guessing something plays a very prominent role in the process of reading. Beginning from the first day of school, children must get ample opportunities to predict the text, when they learn to read. But in reality it does not happen frequently. In the initial classes at the primary level children are only taught to match letters with sounds. It is assumed that the children will gradually learn to read by establishing a link between letters and sounds. Even if children manage to

pick up reading by joining letters, they still do not become successful readers. One reason for this failure is that we never pay sufficient attention to train children in the skill of prediction. If a child tries to read using her/his innate capacity to predict, she/he is discouraged. In this context an effort has been made in *Barkhaa*** - Graded Reading Series for children of Classes I and II to get plentiful opportunities of prediction while reading the stories. *Barkhaa* is a pedagogical tool which will help the children of Classes I and II in learning reading and to arouse in them the urge to read more and more.

Stories of *Barkhaa* Recreate a Child's Own World

The day-to-day incidents in life appears as good as stories to the children. Therefore, the stories of *Barkhaa* are based on the daily life experiences of

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***Barkhaa* - Graded Reading Series for children of Classes I and II has been published by NCERT, New Delhi. The cost of *Barkhaa* series set is Rs 400.00

children. These stories have been knit around children's contexts and their everyday experiences.

Barkhaa is a collection of forty stories graded into four levels and woven around five themes — (i) Relationships, (ii) Birds, Animals, (iii) Musical Instruments, Games and Toys, (iv) Around us, and (v) Food. It is this way that the story structure has been built around child's environment and her/his daily life experiences. By seeing their own experiences contained in stories children will learn reading by guessing. Their likes and dislikes have been taken into consideration while developing stories. In the *Barkhaa* Series the characters are portrayed as doing things that children do in their day-to-day lives. The stories relate to

the life of children, sometimes it makes them laugh and sometimes develop sensitivity towards different things.

Special Features of *Barkhaa* Series

The number of sentences and the complexity of plots at each level increases as one moves upwards. This gradation across levels has been achieved by variation in syntax, number of words and number, and complexity of sub-plots.

The Characters of *Barkhaa* stories

Barkhaa has forty stories that cover five themes. Each theme has two central characters and the stories have been presented from their perspective. All the

Stories of Graded Reading Series — *Barkhaa*

Theme	Level 1	Level 2	Level 3	Level 4	Characters
Relationships	<i>Ranee Bhee Murmum aur Munnu</i>	<i>Oon Ka Gola Hich Hich Hichki</i>	<i>Mausee ke Moje Mere Jaisee</i>	<i>Peelu ke Gulli Nani ka Chashma</i>	Rama and Rani
Birds and Animals	<i>Tota Mithae</i>	<i>Moni titi</i>	<i>Koodtee Zuraabein Talab ke Maze</i>	<i>Chunni aur Munni Mimi ke Liye Kya Loon?</i>	Kajal and Madhav
Musical Instruments, Games and Toys	<i>Gilli - Danda Chhupan- Chhupae</i>	<i>Jeet Ki Peepnee Out</i>	<i>Babli ka Baja Jhoola</i>	<i>Chalo Peepnee Banayen Tabla</i>	Jeet and Babli
Around Us	<i>Mazaa aa Gaya Mili ka Gubbara</i>	<i>Hamaree Patang Sarbat</i>	<i>Mili ke Baal Tosia ka Sapna</i>	<i>Mili ki Cycle Pakaa Aam</i>	Tosia and Milli
Food	<i>Meethe Meethe Gulgule Phoolee Roti</i>	<i>Pattal Chaawal</i>	<i>Chai Golgappe</i>	<i>Geboon Bhutta</i>	Jamaal and Madan

characters of *Barkhaa* are small children, as is the age range of our little readers. The aspect that received a lot of attention and consideration, while developing the stories is that every story revolves around a small event or an incident which the children of this age group find interesting and exciting.

Simplicity of Language

The language used in *Barkha* is that used by the children. Easy and short sentences in the stories express the children's feelings in a simple manner. Written in such a way as children speak to one another in real life. This will enable children to establish a link between spoken and written language. The words and phrases are repeated in the stories so that children may understand and get familiar with them easily and may also guess the future course of events. The illustrations in the stories help children presume about what is written beneath. Making such hunches and presumptions help children make sense of the written language and thus help them read.

An example of a first level story *Mithai* is given below—

One day a donkey wanted to eat some sweets. He demanded some sweets from friends. The Bear said, 'Take honey.' The donkey refused. Rabbit said, 'Eat a carrot.' The donkey refused. The Ant told, 'Eat jaggery.' The donkey refused. Elephant told, 'Eat sugarcane.' The donkey refused. Squirrel said, 'Eat mango.' The donkey refused. Cat said, 'Let's go to sweets

shop.' The donkey agreed. All of them went to eat sweets.

Another story of first level *Mithe-Mithe Gulgule*—

One day Jamal's mother was kneading the wheat flour into dough. Jamal was sitting near her. Madan, a neighbour came to ask for help with his homework. While mother tried to explain the answer, Jamal started kneading the flour. The flour got stuck to his hands. Jamal added some water. The flour got stickier. Jamal added some more water in the wheat flour. The dough became very loose. When mother saw it, she became angry, then she mixed jaggery and aniseed in the dough. She made sweet gulgulas. Jamal and Madan ate many gulgulas.

The stories of *Barkhaa* are contextual to the environment familiar to children so that they may enjoy the glimpses of their own world in the stories. Thus the simplicity and innocence of a child's world are shaped into these stories.

Values in the stories of Barkhaa

Values have also been woven in subtly so as to sensitise children to the basic human behaviour while they read. In the story, *Nani ka Chashma*, Rama searches for her grandmother's pair of reading glasses with so much concern and anxiety, conveying the sensitivity of a small child towards an old person. It is hoped that by reading these stories children will become more sensitive



towards the needs of the elderly and also learn to respect them.

The Illustrations in *Barkhaa*

The illustrations given in the stories of *Barkhaa* not only attract them but also help them to understand the text. In the initial phase of schooling when children cannot read the written text they understand stories with the help of illustrations. It is with this expectation that a special effort has been made in developing these colourful and detailed illustrations. They have not been limited to the events of the stories but have been made more lively and close to reality. This will help children in deriving joy and understanding of the events in their daily life.

The best way of learning how to read is that children should read whatever is meaningful for them. If children initially start reading with understanding and enjoyment, then they will pick up the habit of reading much faster.

Stories of *Barkhaa* create a world that motivate the children to read not mechanically but with comprehension.

Each one of them contains a bit of a child's world since they are based on the day-to-day course of events and activities of a child's life. This method of reading not only helps children to read and understand but also helps them to enjoy with comprehension which leads to the development of reading skill.

Giju Bhai Badheka: On Being a Primary Teacher

Harpreet Jass*

Abstract



Experiments of great thinkers and educationists can act as beacon light to guide our thoughts. One such thinker, teacher and educationist we had in India is Giju Bhai Badheka. He lived and worked in Gujarat. The purpose of this article is to look into his thoughts and ideas as an answer to present challenges of primary education in India. The strength of his thoughts lies in his simple description of situation or the problems he faces and then with equal honesty he tries to find the answer to it. He uses common sense to see what works with children to teach them concepts. He also tries to understand the underlying concept of the topic

to be taught. His fight is against the system and those notions of learning that fail children or do not allow children to become good learners. Teaching is very challenging and a serious job according to him and requires sincerity on part of the teacher to see what works out the best.

INTRODUCTION

Among many thinkers and theorists, one comes across in the field of education, a very simple yet convincing, and impressive contribution is of Giju Bhai Badheka. He pens his

educational ideas and thoughts against the backdrop of colonised India and an equally 'colonised' system of education. A system which is highly bureaucratic where for every little detail the hands are bound by rules and teachers find

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no system to try out new ideas or bring change to make children learn in an efficient manner. The problems he raised are unfortunately still the problems that most of the primary teachers are facing in India or could be, in many other parts of the world. Especially, those parts of the world where education is imparted to learners, majority of whom belong to different social and economic backgrounds than that of their teachers. This difference in the backgrounds of learner and teacher is likely one factor among several others that are held responsible for poor level of teaching and learning by teachers. Or if we word it differently where the world of school is very different from the everyday life of learners and hence the divide between educated and non-educated is too overt and imply connotations to the status of both. *Giju Bhai's* arguments and experience try to answer such deep questions. However, his trysts and struggles which are beautiful, simple and honest have equally plausible answers for educationists and teachers to look at. Hence, an immense scope to benefit from his practical accounts and other thoughtful ideas.

Against the above backdrop, this article is an effort to explore contributions of *Giju Bhai* with relevance to present state of education in India, highlighting what is real learning or good education. The conviction is that even in present times how meaningful his works and writings

are. The article also discusses underpinning of his educational thoughts and 'experimentation' as key to achieve the change of real learning in the system.

Birth and Life

Giju Bhai's own life has been an exemplary to try out 'new' and bring change. He was born on 15 November 1885. He was a high court lawyer by profession. Birth of his son made him wonder about the education of child and his developmental needs. He found his answers in the works of Maria Montessori, another noted educationist, teacher and thinker from Italy. He became a primary teacher and cofounded his experimentation and trysts with the system to bring about real learning for the children. In 1920, he founded the first pre-primary school— *Balmandir* – under the aegis of Shri Dakshinamurti Vidyarthi Bhavan. Henceforth, his ideas not only on education of children in school, but also about parenting and child development started ossifying.

In the words of Pandya (2008) who has been translating works of *Giju Bhai* from Gujarati, the language he penned his ideas in—

'In the 19 years, till his untimely death in 1939, Gijubhai worked incessantly, contributing a lifetime of work in the area of children's literature and education. He left behind a legacy of prolific writing (nearly 200 publications for children, youth, parents and educators). His

best known work is *Divaswapna* (meaning day dreams). First published in 1939 in Gujarati it is an original contribution to ideas on pedagogy.'

Now many of his works are translated into English, Hindi and also in Punjabi. With the translation of his ideas in many languages the hope of disseminating his ideas and hence making change possible could be realised in near future.

Uncomplicated Eloquence

The power of his thoughts lies in the simple description of the situation and the action he takes to address the problem faced in that situation. He stands as an example of a reflective teacher with a very spontaneous common sense to react and act in the situations of primary classes in the Indian context. His style of writing is as if he is talking to someone and one feels that as these are their own words and thoughts only that someone has dared to put in the correct form and bring in the solution too. Many of us would have done the same or would love to do what Giju Bhai found as solution to the problem. His simplicity is in the conviction with which he writes and also practicability of what he is doing.

Another very important point that one finds is that the jargon of theoretical and philosophical standpoints or terms has been missing in his reflective and analytical accounts of his works, making him easy to relate to everyday challenges of a primary teacher. Most of us as teachers find it relatively

difficult to remember any theory and almost impossible to find its implication. Works like that of his are complete practical accounts and ready reckoner to try out in classroom.

But the weaving of all the implications of theory and philosophy is also there. His thoughts have genesis in a 'child centred' education and he cites several examples of the same in his classroom experience with children.

Real Education

His works *Divaswapna*, *Mata-Pita se*, and others solidify his thoughts on education. His works remind us of not only goodness of the child, nature of real learning, but also critical role and responsibility of adults as parents and teachers to educate the child. His experiment of teaching children in meaningful manner begins with the conflict between theory and practice. He wishes to have the 'first hand experience' of the classroom.

The real purpose of education that teacher should understand is that children should love their school and teachers. If the children are treated with respect and find enough meaningful learning opportunities, he feels, no child would avoid coming to the school. Giju Bhai cites several of useful learning activities like story telling, drama, games and paper folding that could serve many objectives of teaching-learning at the primary level and make it relevant for children. However, teacher's intuition to link all these methods to curriculum is the real

challenge. Real learning is also a form of learning where children learn by doing and hence are independent. They do not depend merely on textbooks or teachers as a source of information alone. Giju Bhai explains—

“Games are real education. Great powers are born on the playground. Games means character building.”

Divasvapna, p.20

His ideas on imparting value education to children as against religious indoctrination could be observed—

“...we should try to live religion. Parents must try and teachers must try. We could tell children stories from the Puranas, and the Upanishadas, whenever there is a reference to these in their textbooks. Let us tell them stories of saints just as we tell them stories of historical personages. ...let us not make our children memorise and recite holy verses! Let us not teach religious dogmas and scriptures and the like in the name of moral instruction.” Divasvapna, p.44

This way he tries to argue for meaningful education for children in different areas — History, Language or preparing for exams or school function. He argues that underlying assumptions of methods we follow have flaws hence a need to relook. This will make alternative methods or use of the same method in more effective and correct manner. He believes that for any learning topic, the teacher should figure out the underlying concept and then help children identify that through interesting activities.

Experimentation—Key to Change

He put a firm faith in alternatives he wishes to try with children and make change possible. We as teachers have stopped to argue for changes and alternatives on arguments saying these are not possible or too idealistic or on several other similar arguments. Giju Bhai makes it possible by saying that ‘experimentation’ is the key to bring the change. A teacher with an untiring spirit to learn, to question the existing system, methods and even failure of individual teacher or student, can try several things that will make ‘real learning’ take place and which is not only for exams and some outward reward alone. However, outward rewards of praise, applause and good marks are also dealt by him in his experiment of education.

It is an honest experiment since his trusts are met with failures, doubts and also criticism of fellow teachers, complaints of their responsibilities of family, securing job and oppression of bureaucracy. All this is the reality of a common human as well. The system seems reluctant to change and our individual needs. Also all of us find it challenging to meet the demands of the system, job and our own personal needs. But Giju Bhai answered this by saying the key lies within. Once we start questioning the system and recognise that it is even our personal need to do our job of teaching in an efficient manner. Good teaching is the real satisfaction and key of change.

The first step of experimentation is 'failure' and that is what Giju Bhai's tryst or experiment begins with. His first day of teaching made him realise that his plans may not work the way he thought, as he describes in the first chapter of *Divasvapna*. Students in his class did not respond to his plans of silence, concentration and discussion as he had planned. Our experiments not working, is something that all the primary teachers will agree to. But he, with his experimentation could figure out methods of stories and games to make students interested in real concepts and not mere rote memorisation. One can say that he could figure out at least so much success rate of his new experiments that he kept on going while most of us are likely to be discouraged by failures. He could also not bring many changes due to social or bureaucratic demands, but yet many of the changes he cites are positive signs. Say, children might need to prepare for exams, but let them continue to read and play and not only focus on paper-pencil tasks alone.

His writing of *Divasvapna* is especially the weaving of such new ideas, failures, disgrace and solutions. It makes the reader feel very normal and humane, that job of primary teachers might be all this, but a bit of real success is also possible.

A very novel experiment by him was to divide the day into activities, games,

and stories and not go by strict authority of the pre-set time table. He happens to use his own instinct to organise his days with the children. Several other features of good and useful teaching practices one can find in his works.

CONCLUSION

Reading Giju Bhai is opening up a world of possibilities to make primary education beneficial for students and teachers. The purpose of this article is to motivate a reader, anyone who loves children to look further into the works and words of Giju Bhai, and look out for the answers and problems of education he has articulated for us. One may not find Giju Bhai struggling with his filial responsibilities, but he argues in his works addressing parents that we even need to question what is good for our children and not only those whom we teach in schools. This is where his ideas draw the tangent of looking at life and our own existence in an alternative manner. Hence once we try to make our life meaningful, school will also become meaningful. All of us as primary teachers may feel the need to look at life in an alternative manner, real meaning and purpose of it, which means not only to fulfil demands as put forth by the society or system on us but go beyond it. The idea is to live a real and meaningful life and also make it the same through the educational experience for children.

This column has been coordinated by Dr Anupam Ahuja, Convenor of the Series. She may be contacted at the Department of Teacher Education and Extension, NCERT for more information.

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Millennium Development Goals and the Republic of Maldives

Gouri Srivastava*

Abstract

The present millennium is marked by several countries world over including Maldives, drawing road map to achieve the Millennium Development Goals (MDG). In the realm of education, primary and secondary data portray that the Republic is close to achieving the MDG. Educational indicators such as high literacy rate and enrolment of all children in schools at the primary level are indicative of this. However, in-depth field works undertaken in different schools in Male and few islands in 2007, reveal that in terms of quality in education the Republic faces certain challenges that need to be addressed for achieving quality education. A detailed account of issues concerning quality education in the Republic is highlighted in the present paper.

INTRODUCTION

The new millennium has witnessed a major declaration signed by 147 countries of the world popularly known as the 'Millennium Development Goals' (MDG). Some of the parameters of the goals are – eradication of extreme poverty and hunger, achievement of universal primary education, promotion of equality and empowerment of women, reduction of

child mortality, improvement of maternal health, combating HIV/AIDs, malaria and other diseases, ensuring environmental sustainability and developing global partnership for development. These goals have been given top priority by all member countries to ensure a human face of development.

World over, member countries have adopted a variety of strategies for

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Millennium Development Goals

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal health
- Combat HIV/AIDS, malaria and other diseases
- Ensure environment sustainability
- Develop a global partnership for development

Source: Seventh National Development Plan 2006-2010, Maldives – Leaping Ahead, Vol 1, Policies and Strategies, Government of Maldives, Ministry of Planning and National Development.

achieving these goals by 2015. The Republic of Maldives, a small island nation consisting of 1 192 coral islands, is also on the move like many other nations of the world. It has meticulously designed strategies to meet the set targets in the stipulated time span. This paper presents a study conducted in the Maldives in 2007.

The Study

The study was undertaken with the following objectives to—

- assess whether two of the MDG goals namely achievement of Universal Primary Education (UPE) and promotion of Gender Equality (GE) can be met by 2015;

- identify the major challenges facing the Republic in attaining the two MDG goals vis-à-vis quality education.

Design of Study

The study uses both primary and secondary sources of data. Primary data has largely been collected from intensive field work that was carried out in all government, ward and one private school in Male and in seven island schools, in four Atolls namely Noonu, Baa, Lhaviyani and Gaafu Alifu.

A total number of 24 schools formed the sample for the study. These schools were visited, in which 87 classes were observed, in the teaching of History, Geography, Social Studies, English and Environmental Studies. A questionnaire was also administered to 96 randomly selected teachers from the 24 schools. It was canvassed to four teachers per school. In all there were 41 male and 55 female respondents. Group discussions were held with six to eight teachers and the same number of boys and girls studying in each of the schools that were visited.

Major Findings

Based on secondary sources of data, the educational scenario in terms of quantitative indicators seem to be favourable. In 2000, the literacy rate for 15–24 year age group was 99% for both sexes. In 2005, the net enrolment ratio for the first seven years of basic education was 100%. These indicators are supported by positive social and

cultural milieu that encourages education of children of both sexes. Besides this, the Maldives has succeeded in forming a unified national system of education with a common curriculum. Textbooks prepared by the Educational Development Centre (EDC) are uniformly used in all schools in the Republic.

While it is very heartening to see that all children go to school in the Republic, a major area of concern during field visits was related to the quality of education being imparted in schools.

The findings of the study reveal that the Maldives face certain challenges in the realm of quality education which highlights the paradoxical situation in the Republic. This phenomenon relates to access and quality related parameters such as children's retention and their achievement. Given below are the five major challenges that emerged during the fieldwork in 2007.

The challenges that are discussed in the next section clearly show the systemic crisis that the Republic is currently engaged in. Even though road

maps have been drawn for addressing these hurdles a more focused and concerted effort is needed for achieving the MDG goals by 2015.

Challenges

I. Teacher Availability and Capacity Building

In the Republic of Maldives the educational sector has made considerable progress. As mentioned earlier, this is visible in terms of quantitative expansion of schools and provision of required infrastructural facilities available in government schools. This is also perceptible in connection with availability of teachers in different disciplines such as Science, Social Science, Maths, English, Dhivehi, and Physical Education at the Elementary stage. The existing scenario of students and teachers in Educational Institutions by Locality in 2005 is highlighted in Table – 1.

The table reveals that the total number of trained teachers in Male and Atoll are more than the untrained teachers. The visits revealed that in

Table – 1

Students and Teachers in Educational Institutions by Locality, 2005

Locality	No. of Schools	Students Enrolment	Teachers			Students/ teachers/ Parents
			Trained	Untrained	Total	
Male	22	30,036	1,015	286	1,301	29.59
Atoll	312	72,037	2,317	1,998	4,315	31.09
Republic	334	102,073	3,332	2,284	5,616	30.63

most of the cases local teachers possessed, G.C.E O' Level and, A' Level certification with few teachers having primary, middle and secondary certification in teaching.

Lack of trained local teachers necessitated the Republic to employ a large number of expatriate teachers in the lower secondary schools. In 2005, about 1% of the teachers employed in the pre-primary, 16% of the teachers employed in the primary, 72% of the teachers in the lower secondary and 77% in the higher secondary were expatriates. The recruited teachers were mainly from India, Sri Lanka, Pakistan and Bangladesh. Very few were from European countries. During discussions with teachers some of them reported that they had teaching experience in their respective countries, but did not have a certification from a teacher training institute. This was mainly true of teachers from Pakistan and Bangladesh.

During classroom observations especially in Environmental Studies, Social Science and English it was found that all the teachers had prepared

lesson plans. These plans were meticulously carried by them to schools and were placed in the classroom at a convenient place.

Teaching in Male and Island schools was teacher centred. Nearly ten minutes of classroom teaching was focused on lecture method followed by the adoption of different participatory techniques. They were quiz, riddles and the adoption of different types of innovative games. However, during participatory sessions, in all classroom observations, very few children could communicate and express themselves. Some of the students who participated were not very confident in speaking English. In some schools such as Madhrasathul Aliya, Maafaannu Madharusa and Madhrasathul Ahmadhiya children were very confident in expressing themselves in their mother tongue i.e., *Dhivehi*. In 50% cases the lessons that were taught were repeated. Before the beginning of any lesson, it was observed that the teachers would normally state "you should know this, it was explained to you earlier, I have done it with you earlier, please try and recall."

Table - 2
Professional Status of Teachers in the Republic

	Male			Female		
	Trained	Untrained	Total	Trained	Untrained	Total
Expatriate	17	11	28	20	13	33
Local	5	8	13	15	7	22
Total	22	18	41	35	20	55

Source: Information from questionnaire administered to teachers

This indicated that rote memorisation was encouraged by teachers.

Teaching-Learning Processes

Content delivery of the above mentioned subjects, it was observed that even though the teacher of expatriate and local origins were knowledgeable and were aware of the latest development in their subject areas the approach adopted in teaching and evaluation was traditional. In most of the cases, it was textbook oriented and teacher centred. In a discussion held with the teachers they stated that they were compelled to adopt this pedagogical technique as students were not able to understand concepts related to the above mentioned subjects. They also reported that schools in Male and in the Islands lacked crucial facilities such as reference materials in Social Science, Science, Maths, and English. This had an impact on the teaching and learning processes and hindered them from adopting participatory approaches. It was strongly suggested by them that the schools in the Republic needed well equipped libraries with textbooks published by different publishers, related to the disciplines of Social Studies, Sciences, Maths and English language for better understanding and concept clarification. In this regard, the suggestions given by teachers and principals were procurement of textual materials prepared by publishers from India and other countries of the world.

Science teachers were of the view that absence of science labs in few Male and Island schools affected the development of experimental methods in science teaching. Thus, application of textual knowledge in sciences and environmental studies to understand natural phenomena could not be practically carried out by teachers.

What emerged as the actual issue in connection with content updating was the lack of in-service training. Teachers reported that the training they had received was mainly provided by the Educational Development Centre (EDC). However, the training given was not sufficient. There was a consensus among teachers that in-service training should be given more frequently (at least 2 to 3 times a year) both before the beginning and at the end of the academic session.

Issues and Problems Faced by Teachers

The expatriate teachers mentioned certain common concerns that needed short-term and long-term redressal. They relate to the following aspects—

- Salaries of the teachers need to be revised in accordance with the cost of living index.
- Setting up of a committee to address problems of expatriate teachers.
- Ensuring safety and security of expatriate women teachers.
- Organisation of training programmes for expatriate teachers in *Dhivehi* language and Maldivian culture.

II. English as a Medium of Instruction

The other factor impacting the quality of education in the Republic relates to the use of English as a medium of education at all levels of education. During field work and classroom observations, it was found that all subjects in general and Environment Studies, Social Studies, Sciences and Maths in particular, were taught in this medium. English was taught as a core subject at all levels. All prescribed textual material were available to children in this medium. At the primary level, textual materials used were published by the EDC.

During classroom observations and discussions held with teachers in Male and Island schools they mentioned that children could not communicate in this medium very easily, as they were not confident in English. In primary grades, girls were not communicating in English. In lower secondary grades, 40 per cent students were not very fluent in English language. Very often local teachers and very few expatriate teachers used the Dhivehi language for clearing the concept of pupils. Translation of terms in Science and Social Science were frequently done in Dhivehi by the teachers. In one of the Island schools located at Noonu Atoll the Social Studies teacher was teaching the subject in Dhivehi. During the discussion with him he stated that children understood the subject better in their mother tongue. In Male', the Almadharasathul Arabiyathul Islamiyya School taught

Social Studies, Environmental Studies to students in English, Dhivehi and in the Arabic mediums. The principal mentioned that the performance of children was good in all the three mediums. Further, he elaborated that children were free to choose any of the mediums of instruction.

In most of the activities outside the classrooms, students spoke in Dhivehi language. This was especially witnessed during games, physical education, and music and in dance classes.

In connection with difficulties encountered with the English language some of the teachers were of the view that it related to the home environment. The skills of speaking, listening and communicating in English could not be practised at home as parents and peers hardly used this language in their daily lives. In fact, the use of English remained confined to the teaching-learning processes in the classrooms.

It is interesting to note that while the children found English difficult yet they were keen to learn it. Some of the reasons that were cited by them are mentioned below—

- Knowing English language was the need of the hour as it helped them understand concepts in Sciences and Maths;
- It was a global language and would help them to connect with children from different countries. It would also help them to have a better understanding about places, cultures, traditions, lives and conditions of other people;

- The audio-video media generally used this language, so they would be able to understand this;
- It would help them pursue their interest in English music, serials and cartoon shows;
- The language had immense economic value as it would enable them to get employment in tourist resorts and other service sectors.

For improving their skills in the English language, students adopted multiple strategies. Few of them got their doubts cleared from their peers and teachers and some attended tuition classes. In discussions held with students some of them were of the view that schools should arrange extra classes for all children in English. Two students in one of the Island schools—Kudafaree Madrasa were of the view that the holy *Koran* should be translated into English.

III. *Expansion of Vocational Education*

A crucial area of learning that emerged as a future need was that of introducing vocational education in the secondary levels. The high cost of living, coupled with poverty of households compelled parents to force their sons and daughters to earn while they were studying. This affected their academic performance. In Maafannu *Madharus*, the principal and teachers mentioned that children who were not performing well in academics were those who were involved in domestic work or other income generating activities.

Steps to address these issues have already been taken by the government. There is a move to diversify secondary education, by including vocational subjects. Training was gradually being introduced in the secondary schools and trained technical trainees were being provided. Further, the Ministry of Education had launched vocational subjects in Male, and then gradually expanded to selected secondary schools in the Atolls. The Government had also established Vocational Educational Centres in three Focus Islands as part of the Tsunami recovery and reconstruction effort.

Despite these efforts, discussions with teachers and students revealed that the measures taken were not substantial as most of the students were not sure nor aware about the courses they should opt for in the context of the professions they desired to take up in future.

IV. *Societal Problems Impacting Children's Education*

1. *Child Abuse*

One of the significant phenomena that overtly and covertly impacts gender equality in a substantial manner is the existence of child abuse. This social malaise also adversely affects quality education. During fieldwork undertaken in Male schools and in the island and discussions held with all stakeholders it was reported that child abuse was more Male centric than an island issue. Among several reasons that were reported the most important

one was related to the growing urbanisation of Male. Compared to other inhabited Islands, Male offers educational and employment opportunity in a big way for its people. Many government offices, business establishments are located in Male. Thus, greater job opportunities are available which leads to migration of people from Islands to this capital city. Migration to Male has also increased many folds after Tsunami. Continuation of migration of people has led to over-crowding of living spaces in Male. Most of the houses (mainly flats) have two to three families residing together. Large families living in limited spaces have thrown up major social issues such as child abuse. Parents reported that very often the perpetrator of this crime was a close family member. Teachers and the Principal were of the opinion that most of the conflicting situations and tensions in the schools were due to children who were victims of this ghastly practice. A victimised child often becomes problematic case because of behavioural problems and use of abusive language which often affects healthy peer group interactions. Mechanism for tackling children with behavioural problems has been very meticulously devised by the school as well as the Gender Ministry. However, this problem continues to plague the Republic.

2. Increasing Divorces

A major social problem confronting the Maldives is related to the increasing

rate of divorces. It is interesting to note that Maldives has the highest rate of divorce in the world. The extent of divorces according to different age groups is given in Table 3.

Table 3

Number of Persons Married and Divorced in Male by Age Group of Bride and Groom-2005 (in %)

<i>Age Group</i>	<i>Married</i>	<i>Divorced</i>
15-19	7.4	1.8
20-24	40.7	18.7
25-29	27.2	24.8
30-34	11.3	20.4
35-39	6.0	13.4
40-44	3.4	8.0
45-49	1.8	6.1
50 & Over	6.1	6.7

Source: Statistical Yearbook of Maldives, 2006, p. 50

From the above table, it appears that the maximum number of marriages take place in the age group of 20-24 and a large number of divorces are reported in the age group of 25-29. Further, in the age group of 25-29, the percentage of persons marrying and divorcing is nearly equal.

Even though divorce is not considered a stigma for woman, its existence affects the children emotionally. During discussions with children in some of the schools in Male, they mentioned poignantly that they were either living with their step father or mother. Few mentioned that they stayed with their grandparents while

the children were not very vocal about how the separation of their parents affected them but the manner in which they reported about the family, showed the pathos and emotional trauma that they were undergoing. When asked about their educational and occupational aspirations they appeared not to be interested nor enthusiastic.

3. Drug Abuse

Drug abuse was another social problem affecting the Republic. Children prone to taking drugs adversely affected the atmosphere of the family and school. All the stakeholders reported that children prone to drugs indulged in criminal activities. Even though steps for addressing drug trafficking and usage were taken by the government, schools and few NGOs. This problem continues to exist and has recently emerged as a major societal concern.

Conclusion

The study clearly highlights that the quantitative indicators seem to be very

favourable and indicate that the Republic is poised for achieving the MDG. What will however require the urgent attention of policy makers and practitioners is the realisation of quality in education which is an agenda that has yet to be fulfilled. Some of the issues that have to be addressed on a priority basis relate to capacity building of teachers in terms of their training, content updating and exposure to different child centred, need based pedagogical approaches. In addition, there is a need for improving the children's skills in reading, writing and speaking in English. Linked to these quality dimensions are the social issues that are emerging as a major challenge impacting education and the society in a big way. They are the existing phenomenon of child and drug abuse and divorces. As stated earlier, even though conscious efforts are being made, a more focused and concerted effort is needed to bridge the gap between quantity and quality issues in education in the Maldives.

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Education of the Girl Child Present Status and Steps for Promotion

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Education is a basic human right. It is essential for developing human resources. It is a means of fighting poverty at all stages and in different contexts. Professor Amartya Sen, the Nobel laureate says "the economies that have been most successful in the recent development of world trade, namely Japan, Taiwan, Singapore and now China, have all been very oriented towards basic education. Unfortunately in India, education is still a neglected and underappreciated value." Therefore, at all the levels of education, primary education or basic education is a must. This is because it develops among individuals necessary knowledge and skills to earn their livelihood and meet their basic needs. It is an indispensable passport to life. Since independence in 1947, India has been making incessant efforts to achieve Education For All (EFA). Endeavours to attain EFA gained

impetus after the international community gathered for first time in Jomtein in 1990 and adopted a resolution to achieve Education For All by 2000. The World Education Forum, Dakar Senegal which met in April 2000 committed that the international community must ensure universal access to quality basic education. It is to be achieved and sustained by 2015. India is a party to the Dakar Convention. India has launched programmes such as District Primary Education Project (DPEP) and *Sarva Shiksha Abhiyan* (SSA) to achieve the goal. Enormous human and material resources are being invested to achieve education for all. All these endeavours have not taken us to achieve our EFA goal. Table 1 manifests the net enrolment ratio at the primary level.

Table 1 reveals that net enrolment ratio has increased from 84.53 per cent in 2005-2006 to 95.92 per cent in

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Table 1
Net Enrolment Ratio at Primary Level

Sl. No.	Year	Net Enrolment Ratio
1.	2005-2006	84.53
2.	2006-2007	92.75
3.	2007-2008	95.92

2007-2008. This is an appreciable improvement over the years. But it still reflects that about 4 per cent children at the age of +6 are not able to enrol themselves in Class 1. They are therefore, out of school. To achieve universal primary education by 2015, all children at the age +6 should be enrolled in school by 2009.

In the light of the present scenario, it is being realised that the country may not achieve Education For All (EFA) by 2015. There are many roadblocks on the way to achieve EFA. One of these is education of the girl child which is lagging behind and impedes endeavours to achieve EFA.

Participation of Girls

(a) Girls' Enrolment

Table 2 presents data regarding participation of girls in school both at the primary and upper primary level of education from 2003-2004 to 2006-2007.

Table 2 reveals that girls' share in enrolment has improved over the years both at the primary and upper primary level. At the primary level, it has improved from 47.47 per cent in 2003-2004 to 48.09 per cent in 2006-2007.

Table 2
Percentage of Girls' Enrolment at Primary and Upper Primary level

Year	Classes I to V	Classes VI to VIII
2003-2004	47.47	45.02
2004-2005	47.52	45.32
2005-2006	47.79	45.80
2006-2007	48.09	46.51

Similarly at the upper primary level, it has improved from 45.02 per cent to 46.51 per cent during the same period. The table further reveals that girls' share in enrolment is lower than boys both at primary and upper primary level.

"It is further observed that except in Bihar, Chandigarh and Punjab, in all other states the share of girls' enrolment at the primary level has been above 46 per cent. In Bihar, it is 45.89 per cent, Chandigarh 44.58 per cent and Punjab 45.94 per cent. The highest level of girls' enrolment at primary level is noticed in case of Meghalaya (50.44 per cent) followed by Manipur (49.84 per cent), Kerala (49.46 per cent) and West Bengal (49.3 per cent). A few other states also reported above 49 per cent girls' enrolment in primary classes (Mehta 2008). Table 2 portrays the picture that without bringing all the girls under the education system, the goal of UPE cannot be achieved.

(b) Gender Parity Index (GPI)

Gender parity index (GPI) also reflects girls' participation Table 3 presents GPI at primary and upper primary level.

Table 3 reveals that there is consistent improvement in GPI both at the primary and upper primary level. At the primary level, it improved from

Table 3

Gender Parity Index (GPI) at Primary and Upper Primary Level

Year	Classes I to V	Classes VI to VIII
2003-2004	0.90	0.82
2004-2005	0.91	0.83
2005-2006	0.92	0.84
2006-2007	0.93	0.87

0.90 in 2003-2004 to 0.93 in 2006-2007. At the upper primary level, it improved from 0.82 in 2003-2004 to 0.87 in 2006-2007. This reflects that the GPI is higher at the primary level than at the upper primary level. The comprehensive survey conducted by Social Research Institute of Indian Market Research Bureau in 2009 reveals that transition rate from primary to upper primary is 81.1 per cent. This situation has serious implication for attaining Universal Elementary Education (UEE).

"Further the analysis of state specific GPI in primary enrolment indicates that the index remained above 0.95 in 14 states. Meghalaya has the highest GPI of above 1. In rest of the states, GPI is low. For instance, it is 0.85 in Bihar, 0.80 in Chandigarh, 0.85 in Punjab, 0.88 in Gujarat, 0.86 in Jammu and Kashmir and 0.88 in Rajasthan. The goal of

UPE in these states is not likely to be realised unless all remaining girls are brought under the education system." (Mehta, 2008)

In India gender disparities are declining over the years. But they remain to be pervasive. This is not only in India, but it is in other countries too. 'Worldwide only 118 (63 per cent) countries out of 188 had achieved gender parity at the primary level by 2005.' (UNESCO 2007)

Apparent Survival Rate

Apparent survival rate reflects the efficiency of the education system. It provides useful information about retaining capacity of the system. Table 4 manifests survival rate at the All India level.

Table 4 reveals that apparent survival rate has improved over the years. It is true both for boys and girls. At the All India level, it has improved from 63 per cent in 2003-2004 to 73 per cent in 2006-2007. During the same period, it has improved from 65 per cent to 73 per cent in respect of boys and from 62 per cent to 72 per cent in respect of girls.

"States in the Southern region such as Andhra Pradesh and Karnataka have a high apparent survival rate. In Karnataka it is 96 per cent compared to only 54 per cent in Madhya Pradesh and Bihar, 36 per cent in Arunachal Pradesh and 38 per cent in Jharkhand. Unless, all the states attain a high survival rate, the goal of UPE cannot be achieved". (Mehta, 2008).

Table 4
Apparent Survival Rate

Year	Grade-I		Grade-II		Grade-III		Grade-IV		Grade-V		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2003-04	100	100	84	84	76	76	69	75	65	62	63
2004-05	100	100	83	84	80	81	73	80	68	66	67
2005-06	100	100	84	84	79	79	74	81	71	68	70
2006-07	100	100	86	87	81	81	76	81	73	72	73

Factors Contributing to Low Girls Participation at Primary and Upper Primary Level of Education

Mentioned below are a few main factors which contribute to low girls' participation in schools.

- Gender disparities in primary education stem first and foremost from disparities in enrolment in the first grade.
- Under-nutrition and malnutrition affect one in four children in developing countries including India. This situation has a direct impact on education, making children vulnerable to illness, less likely to enrol in school and more likely to dropout. Girls are more sufferers than boys in his regard.
- There are about 8 lakh primary schools in the country. Of these, 4.5 lakh schools are without common toilets {Mukul, 2009}. Inadequate sanitation in schools disproportionately affects girls. Young girls particularly after puberty are less likely to attend classes, if the school lacks suitable hygienic facilities. One study reveals that half of the girls in sub-Saharan

Africa drop out of primary school due to poor water and sanitation facilities.

- Early Childhood Care and Education (ECCE) programmes improve children's health, nutrition, well being and cognitive development. Cognitive neuroscience shows that early childhood is a critical period for the acquisition of cognitive skills. ECCE programmes offset disadvantage and inequality and lead to better achievement in primary school. Facilities for pre-primary education are very limited in India. In certain areas, they are even non-existent. Educational expansion does not mean reduced inequality. Children particularly girls from ethnic and religious minorities are typically the last to benefit from school creation and expansion.
- Inadequate facilities in schools such as rooms for instruction, drinking water, etc. are responsible for low enrollment and high dropout rate. There are about 1.5 lakh schools without building and 1.6 lakh without facilities of drinking water.

Schools without building have insecure environment for students particularly girls. Inadequate facilities referred to above deter parents particularly of girls to enrol their wards into schools.

- There are about 1.1 lakh single teacher schools. Paucity of teachers deter parents to enrol their wards in schools. This is because they believe that learning hardly takes place in a school where there is only one teacher against five classes. If this teacher happens to be male teacher, this further deters parents of girls to enroll them in that schools.
- "So far as primary schools are concerned, more than one out of three teachers is a female {40.89 per cent}. However, in the states of Arunachal Pradesh {34.72 per cent}, Bihar {28.41 per cent}, Chhattisgarh {29.72 per cent}, Jharkhand {26.80 per cent}, Madhya Pradesh {30.00 per cent}, Rajasthan {28.93 per cent}, Uttar Pradesh {38.80 per cent}, and West Bengal {27.87 per cent}, female teachers are in minority. On the other hand, in states like Kerala, {75.98 per cent}, and Tamil Nadu {76.72 per cent}, majority of primary school teachers are female. Despite significant improvement in the availability of female teachers in schools over the years that impart elementary education, still 28.26 per cent schools that impart elementary education did not have any female teachers in 2006-2007" (Mehta,

2008). This affects adversely girls' enrolment and retention in schools.

- Many poor and illiterate parents do not have positive attitude towards the education of their daughters. As such, they do not enrol them in schools.
- Poverty propels many parents to send their children including girls for child labour to supplement the income of their family.

Promotion of Girls' Participation

The following are a few suggestions to promote gender equality in education particularly at the primary and upper primary level.

1. Need for Safe and Supportive School Environment for Girls

Over the years, physical and psychological violence by teachers in schools has declined substantially. However, there may be some schools where children both boys and girls are still exposed to physical and psychological violence, and sexual violence and harassment. Corporal punishment is used to discipline students and to penalise them for unsatisfactory performance. Boys often experience physical violence, girls are more subjected to sexual violence and sexual harassment particularly at the upper primary stage;

Violence in schools seriously affects pupils' physical and mental health and the development of social and cognitive skills often resulting in poor academic achievement. Sexual harassment of girls often results in their low self-

esteem, poor levels of participation in learning activities and dropout. Therefore, teachers need to create safe and gender supportive environment in their schools/classrooms. They should not say anything to girls which may damage their self-esteem.

The physical environment of schools is as important as school safety for girls' participation especially after the onset of puberty. The lack of sanitation facilities adversely affects students' attendance in schools and it may even lead to their drop out from school. Improving the school environment by specifically addressing girls' needs helps to increase the demand for education among girls.

2. Need for Higher Percentage of Female Teachers and their Unbiased Teacher-Pupil Dynamics

Countries with higher percentage of female teachers have higher gender parity level in primary school participation. The availability of female teachers plays a significant role in ensuring that all girls have an access to and participate in school as well as in achieving gender parity in primary education. So there is a need to have higher percentage of female teachers in primary education;

Teacher attitudes and perceptions reveal harmful biases. Many teachers claim that they treat boys and girls equally, but in practice their behaviour in the classroom reflects subtle biases. Boys generally have more challenging interactions with teachers, dominate

classroom activities and receive more attention than girls. However, in some classes, teachers may favour girls;

Teacher expectations are different from boys and girls. Some teachers particularly in the rural areas have low expectations from female students and often give more attention to boys even ignoring girls in the classroom. The low frequency and quality of teacher interactions with girls affects quality of opportunity, which is likely to diminish a girl's sense of self-esteem and self-reliance; and

Teachers need to be provided experiences and training to avoid gender biased discrimination in their interaction with students and their expectation from students. Such training is relatively rare.

3. Need for Learning Content that Promote Real Gender Equality

Content analysis of textbooks points to gender bias against girls and women regardless of the level of education, subject matter, country or region. Girls and women are systematically under-represented in textbooks and still shown in highly stereotyped roles. This is even in those countries which have achieved gender parity in primary education. For instance, Social Studies textbooks in China portray 100 per cent scientists as male and 100 per cent teachers as female. Further 75 per cent service personnel are female. In India, more than half the illustrations in the average primary school English, Hindi, Mathematics, Science and Social Studies textbooks depict only males,

and only 6% show just females (F.B. Ahmed, 2006). Most textbooks largely or wholly ignore the changes in women's position in society in recent decades (Blumberg, 2007). There is a need to depict in textbooks women in roles they have taken over the years. These women would serve as role models for girls. This would check drop out rate among them.

- The state governments should launch specific schemes like 'Ladli Scheme' launched by the Delhi Government. Under this scheme, girls who complete senior secondary education are given a sum of Rupees one lakh by Delhi Government.
- More Kasturba Gandhi Balika Vidyalayas need to be opened. This is because they are contributing immensely to the education of girl child;
- The number of out of school children (OOS) in the age group 6-

11 has come down dramatically from 1.34 crore in 2005 to 80.4 lakhs in 2009 as a result of endeavours being made under SSA. Many of these out of school children including girls are child labourers. Flexible schooling, non-formal equivalency courses and transition and bridge courses need to be launched to meet the learning needs of OOS children particularly girls;

- Pre-service and in-service teachers need to be provided intensive training to render classroom climate an enjoyable learning experience. This would improve pupils' learning outcomes and reduce their drop out rate; and
- Mass media need to be used to sensitise parents/guardians and community members about the significance of education of the girl child.

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'Historical Defeat of the Female Sex'

Astha Kant*

Abstract

Gender inequality poses a serious barrier to access a healthy life. This inequality stems out of patriarchy. Patriarchy not only defines the socially constructed roles of men and women in a society but also internalises them in its members. These internalised norms and roles have a huge bearing on the health of both men and women. It has been realised that it is women who are subjected to be victimised of the inequality while men are entitled to be superior.

This article taking Marx's perspective, explores the status of most of the married women in a patriarchal society, how she is perceived as an instrument of reproduction which makes her alienated from the 'product as well as the process of reproduction'. The paper further questions the taken for granted social phenomenon of superiority of men, which is 'bracketed' in a society which hinders good reproductive health to women.

In a society like ours, it is essential for a woman to prove her fertility in order to get accepted in the conjugal family; which would further integrate the family into the larger society. Societal pressure as well as stigma related to infertility makes the condition for a woman beyond her control. Her willingness and want to reproduce are not taken into account and are overshadowed by societal and familial

pressure to reproduce. Her role in the family is taken as that of 'labour' which only reproduces heirs of the patriarchal household. Thus, she gets transformed into a 'reproduction machine'. This transformation leads to her objectification wherein she loses her identity and her body becomes mechanical, which has to satisfy the societal needs. Throughout, she is not conscious of the fact that she is being

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alienated from the process of 'reproduction' as society supersedes the individual. This is also understood from the practice of sex determination tests, when a girl fetus is killed at the time of detection or with the practice of female infanticide by either drowning her in milk or abandoning her. Throughout the process, the mother has no say; she has absolutely no control over her baby, which is her product. Thus, in the domain of reproductive health, reproduction becomes means to its end than end in itself. This process of reproduction causes no internal satisfaction to the woman and she reproduces by giving into the 'social construction of fertility'.

This activity of self estrangement can be overcome with the involvement of men in the reproductive health of women. This is an issue which has been discussed since 1994, International Conference on Population Development, Cairo. It has been realised that women's reproductive health can only improve if men—husbands, fathers and partners are involved. Men are seen as the sole decision makers of the household and hence it is imperative to involve them in order to bring any changes within the four walls. Focusing only on women alone will not solve the issue, as they are governed by the head of the household, men. She is herself not confident to take a step without his consent.

Engels in his writing, *The Origin of the Family, Private Property and the*

State, raises the issue of male superiority and subordination of women by uncovering its material causes. For him, position of a woman is a result of a complex process which is defined in the social significance of reproductive potential and economic role. He traces it back to the primitive society where the division of labour was 'natural'—men going out for hunting and gathering while women staying within the four walls and taking care of the household chores like rearing children and cooking. This was the type of society where social organisations were based on the principle of 'mother right'. Men changed this principle by bringing in the concept of patriarchy through domestication of animals which became his private property. This private property was henceforth transmitted to his children, as opposed to his sister's children. Engels called this the 'historical defeat of the female sex.' This led to man taking command within the boundaries of home as well. Thus, the status of women declined to mere 'reproducers'.

Abide by what Engels has to offer regarding the origin of subjugation and establishment of the supremacy of men over women and locating this argument in the field of reproductive health, it could be seen that through male participation, men are 'interfering' the domain of reproductive health which is 'controlled' by women. This could also be seen through the perspective of intrusion in the space of women as the domain of reproductive health is

synonymous to women. But ironically, it is also seen that women have no 'control' in the field of reproductive health as the decision making power as well as the authority lies in the hands of men while women only abide by the decisions taken. There is a need to include men, as decision makers in order to improve the overall reproductive health.

Hence, it is important to understand the patriarchal nature of our society in order to address the issue of poor reproductive health of women. Thus, there is a need to involve men, since they are the decision makers which would help in enhancing women's status in the household which would help her take decisions for herself by herself and thereby overcome the

alienated state of being. It is also of a significant importance to understand that in order to bring about change in the society, it is important to change the mindset, attitude and behaviour of not only men but also women who are rooted in patriarchal values. This would help women to be more conscious of her wants and desires by relating to the product, the process, 'man' and species being (society). This change can improve the situation of poor reproductive health which is a component of Life Expectancy Index, which constitutes one of the three dimensions of Human Development Index. Hence, it is important to unalienate women in the reproductive health arena in order to improve the standing at Human Development.

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Childhood Disturbances

Anjum Ahmed*

Abstract

Most children exhibit behaviour that may be seen as problematic at sometime or the other. This does not mean that they all have psychological problems and would always need serious professional help. It is necessary for us to understand as to when the problem can be handled by oneself or decide that the child is mentally or emotionally disturbed and requires help. In addition, one also needs to know what are the causes of these problems and the way in which a parent, a teacher or a doctor can help. The article, first elaborates the causes and kinds of childhood disturbances briefly describing its types with special consideration to psychological disturbances. Lastly, it highlights the remedial measure that can be taken to reduce, minimise or to eliminate to a large extent these disturbances.

INTRODUCTION

Most children exhibit behaviour seen as problematic at sometime or the other. It is necessary for us to understand as to when one decides that the child is mentally or emotionally disturbed and requires help. In addition one also needs to know what are the causes of these problems and the way in which one can help.

The symptoms are manifested in different ways by different children. Some children faced with stress become anxious, withdrawn, fearful, cry easily and develop physical problems like stomachache and headache. When they manifest such problems and internalise the symptoms, these are known as *Emotional Disorders*. The children may act out their problems by being

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aggressive, fighting, stealing and telling lies. These are known as *Conduct Disorders*. The core of all problems, whether it is conduct problems, physical constraints or emotional disturbances, lies in the fact that the child is disturbed and cannot cope with the problems that bother him or her.

CAUSES OF CHILDHOOD DISTURBANCES

Socio-cultural Factors

(a) Encouragement of Dependency

The tendency of parents to be overprotective, imposing authority curbs the independent nature and the tendency to explore the environment. This makes the children dependent and they fail to take responsibility, when they are old enough for it. Prolonged study or monotonous indoor play fail to gratify the growing need of the child for vigorous physical activity and interaction with the physical world.

(b) Parents as Models

Identification is a process in which a child feels one with another person and internalises the thoughts, beliefs and actions of the other person. If identification is with a parent, who is an inappropriate model, the child may develop undesirable behaviour. For example, if a boy identifies with an abusive father, his behaviour would have undesirable elements.

(c) Integrity in Adults

Children are sensitive to the thoughts and actions of others. If they come across a discrepancy in what adults at home and school do and what they

preach, children become confused. The uncertainties that then arise may lead to different kinds of behaviour problems.

(d) Communication of Adult's Anxieties

When parents, teachers and other significant adult experience tensions at various levels, they communicate these to children in different forms as in words and actions. Change of school or teachers and other unexpected life events are likely to affect mental health of children.

(e) Social Class

The social class structure of the society also influences children's behaviour. Normally, teachers are from middle class and their expectations of child behaviour are more appropriate to children from the middle class. Even being regular or neatly dressed may not be in the child's hands. Children from low income families are at a disadvantage and many of their problems are of deprivation.

Behavioural problems are common during childhood. Most of the children show difficulties in coping with their problems at some stage of development or the other. Some of these difficulties disappear naturally as children grow older. They learn to adapt to the situation and get over the hurdle in due course. Children with emotional difficulty go back to earlier mode of reaction. They may sulk, express anger or show defiance.

Some children with physical handicaps such as blindness, deafness or deformed limbs due to polio or such disabilities may be very sensitive and ashamed of their physical handicaps. Epilepsy is a mental illness caused by abnormal electrical activities of the brain. Each time the child gets fits, the brain gets affected in its ability to learn and memorise. Such children are highly prone to behavioural problems and emotional problems.

The different kinds of childhood disturbances observed are–

(1) A Quiet and Withdrawn Child

The child is very quiet and withdrawn in the class. Does not answer questions or play with other children. The child shows reluctance in interaction with children.

(2) School Refusal

Some children who are emotionally dependent on their mothers often have difficulty in adjusting to the school set up. They are fearful, anxious and they cry a lot in the first few days in school.

(3) Conversion Syndromes

At times when children are extremely frightened of something in the school or of the teacher or about a threat of any kind, they may develop severe symptoms such as fits or paralysis of limbs out of fear.

(4) Bed Wetting or Wetting during the Days

Most children stop wetting at night at the age 3-4 years, some continue much longer than this. If the child has pain

when he/she empties the bladder or dribbles urine between proper emptying, he/she has a physical problem. In such case the child should be referred to a doctor. If there is no physical cause, the child has to be trained bladder control. Wetting in school can be due to poor bladder control, nervousness, scared to take permission from teachers, etc.

(5) Depression

Sometimes a child can become very depressed. He/She may cry a lot, easily at the smallest pretext or not talk to anyone, not take interest in usual activities or many times appear to be day dreaming.

(6) Neglected and Abused Child

Children who are neglected and abused may not have learnt how to form a trusting relationship with other people. This will also affect how they interact with other children. They may find it difficult to learn. They will probably not be able to attend school regularly.

(7) Nail Biting

This is fairly common in young children. But these do not indicate serious disturbances. Children who suck thumb or bite nails often do it when they are bored and have nothing to do or when they are slightly anxious.

(8) Masturbation

Young children sometimes play with their genitals innocently. This could happen, if the child has an infection or the child's genital organs have not been cleaned properly.

(9) Restlessness

Many children often are physically more active and restless than others. They do a lot of running and show interest in all new things.

(10) Anxiety and Fear

Perception of specific danger arouses fear. This produces withdrawal or flight reactions. The danger perceived and the degree of fear elicited would vary from individual to individual in different environmental context. Anxiety is a normal accompaniment of growth, of change, of experiencing sometimes new and untried, of finding one's own identities and meaning in life. Anxiety is closely related to fear. Stress situations often give rise to both fear and anxiety. This is usually experienced by the child during examinations, before any competition, when the teacher is too strict, overload of homework, etc.

(11) Phobias

The individual realises that his/her fears are irrational and unrealistic but are unable to dispel it. He/She takes elaborate steps to avoid the situation that arouses fear in him/her. A phobic reaction is a persistent fear of some object or situation which presents no actual dangers to the child. Some common types of phobias are:

Acrophobia – fear of height,
Agrophobia – fear of open places,
Claustrophobia – fear of closed places,
Zoophobia – fear of animals,
Pyrophobia – fear of fire,
Schoolphobia – fear of school.

Phobias are extremely disabling. They manifest physiological reactions like excessive perspiration, rapid breathing, tremor, diarrhoea, vomiting, dizzy spells, etc.

(12) Aggression

Aggression is considered as a typical adjustment mechanism used as an attempt to hurt or destroy the source of frustration. Children exhibit aggression by beating, bullying others, hitting, kicking, screaming and throwing things or being verbally aggressive through shooting, or yelling or ridiculing.

(13) Assertion

Assertive behaviour is a positive adaptive effort on the part of the child to achieve the goals. It is aimed at achieving desired outcomes which are not socially unacceptable.

(14) Defiance

Defiance is another form of aggression. Children may exhibit this behaviour through their overt gesture and actions. It is normally shown verbally or otherwise disobeying elders, doing the opposite of what has been asked and answering back. They become verbally rather than physically aggressive.

(15) Truancy

Truancy is another adjustment problem observed among some of the school going children. It means running away. Truant children exhibit such behaviour as not attending school, instead they spend their time roaming around or sometimes

indulging in socially undesirable activities such as stealing, lying. The reason of the truant behaviour lies with home, school and peer group.

(16) Speech Disturbances

Due to change in environment or accident, trauma, emotional disturbance, etc. a child may develop speech and language disturbances in the form of mutism, stammering, stuttering, aphasia, etc.

Other types of disturbances observed during childhood are insufficient appetite, food *finickness*, lying, over sensitiveness, physical timidity, somberness, temper tantrums irritability, jealousy, excessive emotional dependence, excessive demanding of attention, destructiveness, etc.

PSYCHOLOGICAL DISTURBANCE

Various other patterns of specific problems or disorders emerge during childhood. The primary behaviour disorder includes neurotic traits, habits disturbance and conduct disturbance. Psychotic reactions, the second major category to be used, are generally conceived to be of a more severe and inclusive nature than the primary behaviour disorders.

(1) Habit Disturbances

Habit disturbances are behaviour problems in which there has been a disturbance in the performance of major biological functions. Some manifestations of habit disturbances are already familiar from earlier consideration of disorders of infancy.

Thus, infantile disturbance of feeding, elimination and sleep have been considered. In growing into childhood either there is a continuous prolongation of infantile pleasure habits (fixation) or a reactivation (regression) of these habits after a period in which they are not practised.

(2) Conduct Disturbances

This term commonly means mild aggressive, destructive and delinquent behaviour. Developmentally conduct disturbances become manifest at a later age than habit disturbances. In common with habit disturbances the conduct disturbances indicate that the child is experiencing a conflict with the environment both within the home and outside of it.

(3) Neurotic Traits

In contrast to habit and conduct disturbance, with their focus on conflict of the child with his environment, neurotic traits are at least partially internalised and show a conflict with the self. Jealousy, inhibition of aggression and phobia are the three characteristics of neurotic traits. Jealousy of sibling is especially prominent. Inhibition of aggression makes the child appear self-effacing and timid not ready to stand up for his rights. Phobia takes manifold forms: fear of animal, of the dark, of strangers or certain places, etc.

Psychosomatic Disturbances

Kubie uses the word 'somatisation', i.e. "for any process by which tensions are

generated at the level of psychological experiences and are given some form bodily representation and a parting discharge through anatomical and physiological disturbance.” Rising psychological tensions overflow into anatomical and physiological channels. Thus, is a psychosomatic disorder showing both anatomical, physiological and psychological components. A variety of psychosomatic reactions appear in childhood. For example, gastro intestinal pain, headache, allergic condition, ulcerative colitis are prominent childhood psychosomatic disorders. Maternal rejection appears to be a prominent causative factor in allergic children with emotional trauma being a precipitating factor.

PSYCHOSES

The psychoses may or may not occur in children, but at least psychotic like reactions do occur. A typical development and disturbances in the earliest and most basic interpersonal relationships are present in the children. Psychosis is a more severe disturbance. The personality disorganisation is extensive. The characteristic of psychoses was when the development during infancy was a typical and disturbance in the earliest and most basic interpersonal relationship was present.

Schizophrenia

Schizophrenia is the major psychosis of childhood. Whooping cough, encephalitis or any acute infectious

disease may in some instances leave in its wake a behavioural disturbance of psychosomatic nature.

PHYSICAL HANDICAP

Reactions to physical handicap are found to bring forth a variety of psychological reactions. Hostility and guilt appear prominently in physically handicapped children. The attitudes of the parents towards the child’s handicap are important in deciding the child’s reaction to her/his handicap.

REMEDIAL MEASURES

When a child with disturbances is to be treated, it is most vital to ensure that the child and the family are taken into complete confidence before the therapy begins. The child must not be made to feel like a patient or as someone who is guilty of having an unusual condition.

The different remedial measures are elaborated as follows:

- (1) Behavioural therapy/modification
- (2) Counselling
- (3) Play therapy
- (4) Environmental manipulation
- (5) Dealing with aggressive and truant child
- (6) Music and dance therapy
- (7) Art therapy
- (8) Role play
- (9) Dealing with psychologically disturbed child

Behavioural Therapy and Modification

Relaxation Procedure

These procedures are adopted to reduce tension and stress from the body

and mind. Play method is often used for relaxation with children. Children are made to run, dance, act in caricature and joke. For older children yoga can be used as a relaxation procedure.

Desensitisation Procedure

Some children are sensitive to place, person, object or situation and show anxiety tension and fear. A child is gradually exposed to anxiety reducing situation in this manner. This technique will prove beneficial for dealing with children having problem of jealousy, irritability, anxiety and fear.

Modelling

The adult demonstrates by encountering the objects or situations to the child that the fear is baseless. Modelling is a best *remedial* for the child with phobia, for example, phobia of darkness. The adult plays the role of a model by demonstrating how darkness is harmless when he walks into a dark room and comes out and tells the child that nothing has happened to him.

Counselling

Unknowingly parents and others may be contributing to the fear and anxieties of the child. In counselling, the parents are made aware of how indirectly they have been contributing to the development of fear or anxieties in the child. And the child is also given a chance to speak on his/her fears and concrete suggestions are given to overcome them.

Play Therapy

A therapeutic intervention which is a combination of bio-psycho-social factors, is taken into consideration by therapists. All plays serve a therapeutic function in a general sense. However, when it is employed as a tool for therapy, therapist gives it a structure and a direction, depending on the nature of the child's age and problem. As young children find it difficult to express their needs and problems verbally, through their play pattern's conversation, the therapists can assess the cause and nature of problems. Materials like toys, dolls, paints and clay are provided while the therapist makes minimum suggestions to the child, so that the child leads the play. At appropriate moments, the therapist asks questions without interrupting the child's involvement in the activity.

Doll play allows the child to give vent to his/her inner emotions and expression. Situations like anxiety, rivalry between siblings, interpersonal stress, punishment, rejection experience at home and school and among peer group that lead to aggression in the child's life can find an outlet in such play activities. Play can be used for treatment of quiet, withdrawal child, day dreaming, lying and loss of appetite.

Environmental Manipulation

Due to some factors in the environment anxiety and fear might continue in the child. Hence the place, people and on going activities in an environment

should be examined and modified, so that the anxiety triggering factors are minimised. This can be done in the classroom in other situations.

Dealing with Aggressive and Truant Child

Never provide a model of aggressive behaviour to the child. If the child is old enough, talk to the child and explain why this behaviour is not acceptable. Reason out with them that every demand of their's cannot be fulfilled. Learn to ignore them when they are at the height of their temper. Introspection by parents and other adults would help identify the need for modifying adult behaviour. There is a need to develop an insight into children's needs, feelings and of thinking. As parents, we should become conscious of our own behaviour towards children, our comments to them. Diversion of aggression by engaging the child in some other activity is used to reduce aggression in the child or help it to be channelised.

Similarly teachers also play an important role in influencing children's behaviour. Sometimes comparison between two children in the classroom causes hostility between them. Teacher and parents should emphasise on all-round development of the child and not stress on only cognitive development.

Music and Dance Therapy

Music and dance are particularly appealing to children. These media have been used widely to help the disturbed children. Music can calm or

disturb people. Musical resonance evokes pleasures. Rhythmic sounds provoke motor activities. Shrill sounds create tension. Music can arouse a number of emotional feelings such as happiness, excitement and sadness. Music has been employed to promote self confidence, cultivates socialisation and even assists in speech impairment. By dance we mean not only the classical dance, but also unstructured movement. Like music, dance also can be used to release emotions, tension, attitudes, conflicts, etc. Dance helps in externalising the feelings and promotes socialisation, when it is used as a group activity.

Music and dance have helped the handicapped children to ease their stress, not be conscious of their incompetencies. It has been seen that group interaction also helped the other children not to be critical of his/her handicap.

Art Therapy

Art is a symbolic communication like play therapy; art therapy provides children a medium that is attractive and fun. It can serve as a vehicle for revealing inner problems, wishes and fear. Dreams, fantasies and childhood memories can be expressed through art. It is an effective technique to help aggressive inhibited and withdrawn children.

Role Play

Like play, music, dance and art, role play is also used as a medium of self expression. Through role play a teacher

can make children verbalise and act out thoughts, feelings, stable patterns of behaviour, styles of interactive inhibitions and impulsive outbursts. Role play could be used to teach better coping methods to handle anger and other negative emotions, to teach social skills, to promote socialisation and also as a medium for ventilation.

Dealing with Psychological Disturbed Child

Psychotherapy is the direct method of treatment for the child. In psychotherapy, there is one to one interpersonal relationship between specific child and specific therapist. The therapist uses play technique as a medium of psychotherapy. Indirect treatment is in the form of environmental manipulation (total removal of the child from the present situation) and environmental modification (change of some aspects of the present environment). Parental

counselling is necessary as it is found that there is a great parental responsibility for the appearance of psychological disturbances in childhood.

CONCLUSION

Children who have problems at home or school require help. The first task of the teacher is to understand why the child has problems. The teacher has to look for causes at school, home or within the child. To understand the child, the teacher needs to be friendly with the child, so that he can talk freely about his problems. The teacher needs to talk to the family too, in order to gather clues for solving these disturbances. If these methods do not work, the child can be referred to a place where a child is provided with mental health services. It is challenging yet possible for the teacher to convince the parents to take up medical and professional help.

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A Teacher's Companion

Kirti Kapur*

The English Language Teacher's Handbook: How to Teach Large Classes with Few Resources, Continuum

AUTHORS: Baker Joanna and Westrup Heather, London, 2008.

Pages 170

The English Language Teacher's Handbook is based on the authors' projects and experience of teaching English in Asia, Africa and Eastern Europe. This book offers a practical guide to teachers of English who teach large classes and have limited resources. There are a plenty of activities along with examples and ideas in the book which can be practised in classroom processes, in order to address this issue.

The book has twenty chapters which can be broadly classified into four heads – Overview of ELT approaches; Techniques to improve new language skills; Detailed language activities and ideas; and Large

classroom management and use of resources. The first three chapters of the book give a brief overview of the various approaches to language teaching because there is no 'single' way to learn English. Some students get to listen to and speak in English in their environments, so they understand and begin to use English easily, however, there are many students who come across English only in books at school; they do not get exposed to an English language environment at home or even in the school. As a result, it is more difficult for them to learn English. Therefore, the effectiveness of any teaching method depends on the needs of the learners. Using eclectic approaches, activities and materials make learning meaningful and joyful, thus giving all the students an equal opportunity to make progress.

Chapters four and five focus on organising lessons and activities to develop language skills among the learners. The authors talk about the

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PPP framework wherein a lesson is divided into three phases: Presentation, Practice and Production. In the presentation phase, the teacher presents a language item by demonstrating it to the students. Language is modelled by giving examples in context. Thereafter, students can be given a lot of practice to use the language item themselves, through contextual examples. By the end of the lesson, during production phase, the new language becomes part of the students' own language because they construct it on their own. This applies to all the language skills – listening, speaking, reading and writing.

Chapters 6 to 15 of the book contain activities and ideas to develop activity-modules as per the needs of the learners for teaching English to them. They cover all aspects of language teaching such as vocabulary, grammar; listening, speaking, reading and writing skills; ideas about projects and presentations; and testing. For example in the chapter Ideas for Improving Reading, before reading, while reading and post reading activities have been dealt with in detail. For improving writing, the 'process of writing' approach has been discussed. This is an important section, because we must remember that the students' first attempt is not the final product, but a beginning and recognition thereof is most important.

The authors also recommend that assessment needs to be built into the

processes of teaching and learning. They emphasise that "continuous assessment is a way of monitoring the progress of students during the year. It helps teachers and students to identify their strengths and weaknesses as they learn to improve those areas before the end of term test or exam". This is accompanied by different techniques of assessment like close test, open ended questions, true and false, dictation, etc.

Joanna and Heather have also given examples of teaching various skills. According to them, pair work and group work are an integral part of learner centred teaching. They recommend that students should use their first language instead of English during pair or group work especially when they are deciding who will do what or are discussing an idea. However, the production phase must be in English only. Further, the teacher should monitor the group activities when they are ongoing and must also give feedback in a general manner rather than picking on individuals.

The book also focuses on the challenges of teaching English to large classes, which is a common scenario in our country. The authors recommend a variety of activities and teaching approaches that can give a chance to all the students to participate and learn English better. And once students are motivated, they learn better. The last few chapters of the book are on class management and planning activities

according to the needs, interests and cognitive level of the learners. In these chapters there are many creative and practical techniques and advice on how to make students participate in large classes with minimal resources and materials. Using blackboards for themselves as well as allowing students to use it to complete the activity started by the teacher is one such way of involving students constructively in the teaching learning process despite a resource crunch. Other resources can be drawn from the learners' environment such as the objects that learners carry, 'sharing books', reusing resources that are available and finally creating an input rich communicational environment in the class.

The book is also reader friendly and its layout makes it a handy resource for teachers. Each chapter contains objectives, steps and clearly spelt out activities. There are blurbs recapitulating the key points and illustrations accompany activities. The book also has Classroom Action Tasks which encourage teachers to think and prepare activities most suited to their learner profile. The authors distinctly avoid jargon and have also provided a list for further reading in the end.

This book is a must read for all the teachers of English as it gives many ideas for overcoming the challenges of a large ELT class with few resources. It suggests different ways of teaching English which make learning more effective and joyful.

Inclusion of the Child Friendly School Concept into Formal Teacher Education in Bhutan

Rinchen Dorji*



Perched in the heart of the Himalayas, the Kingdom of Bhutan has a unique history of development of a formal education system. In the early 1960s, Bhutan opened its doors to the rest of the world and the forces of change and modernisation. Since the start of the First Five Year Plan in 1961 remarkable progress has been made in the field of education. Access to basic education is now the right of all Bhutanese and it is the key to most of the nation's development objectives.

The government aspires to develop an education system which provides access to a free (at least at the primary level) and a wholesome education for all children. Formal education in Bhutan consists of six years of primary education (including one year pre-primary), two years of lower secondary and two years of middle secondary education, two years of higher secondary and three years of college education. The official age for children to attend formal schooling (pre-primary) is 6 years. However, education even at the primary level is not yet completely free, neither is it compulsory.

The concept of Child Friendly School with the five dimensions based on the Convention on the Rights of Children (CRC) has been ratified by Bhutan as one of the first nations in the world. This has created new enthusiasm for improving the education system. Bhutan has known

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and worked with ideas such as caring schools, holistic education, wholesome education, which all include aspects of the Child Friendly School (CFS) concept.

Including the Child Friendly School (CFS) Concept into Teacher Education

Instead of introducing CFS as a new idea the concept is being integrated into the existing pre-service teacher education curriculum in the two National Institutes of Education. The UNESCO toolkit on Inclusive Learning Friendly Environment (ILFE) is being used in teacher training as well as for the development of in-service teacher education workshops and a module on inclusive education/child friendly schools for distance in-service education.

The existing pre-service teacher education curriculum is currently being reviewed and revised. It is understood by all involved that including the CFS concept and ILFE into the teacher training curriculum will help create a better balance between theory and practice in the different modules. Integrating the CFS concept into the teacher education curriculum will not just only make future teachers conscious about this concept, but will also support the nation's developmental philosophy of *Gross National Happiness*.

How to Integrate the CFS Concept into the Existing Teacher Education Curriculum?

The five dimensions of CFS are being infused into the following existing modules:

- (i) **Child Development** – Although student teachers are exposed to different aspects of child growth and development, the Convention on the Rights of the Child (CRC) has not been discussed in the past. The CRC will now be one of the introductory topics under this particular module. Thus, the aim of establishing right based child friendly schools will be addressed through this course in the future. The concept of pro-actively seeking out all children irrespective of status, background and ability (First Dimension of CFS) will help student teachers and practising teachers to realise that all children have equal rights to quality education. The issue of gender sensitivity (fourth dimension of CFS) will also be covered in this course under Individual Differences, which is a topic that is discussed at length within this module.
- (ii) **Learning Process** – In this module the potential role that family and community play in children's overall learning will be emphasised more (Fifth dimension of CFS). This will help student teachers to bridge school learning with other forms of learning taking place in family and in the community. It will also encourage teachers to invite community participation in school activities, which will make children's education more contextual and relevant (Second Dimension of

CFS). The importance of providing a healthy and a protective learning environment in school (Third Dimension of CFS) is also covered in this module. This particular module will also table such critical issues as how to make children's learning more participatory and empowering.

(iii) Education for Development and Bhutanese Education System –

This course includes discussion about the general background of school organisation. Involving parents, families, and community (Fifth Dimension of CFS) in education is also covered under this module. In general, parent-teacher conferences are poorly attended either because they are busy or because parents often feel intimidated by the school

authorities' indifference or teachers' unfriendly and unwelcoming attitude. Building a school-community partnership, where parents feel accepted and involved as a part of the school community – Schools could explore possibilities of tapping community resources not just in terms of cash or kind, but even more in using the available community knowledge and skills in contributing to children's classroom learning.

(iv) Teaching Skills I and II and Teaching Strategies –

These two modules provide student-teachers with the knowledge and skills of lesson planning. Gender sensitivity (Fourth Dimension) and quality teaching and effectiveness (Second Dimension) will be better



integrated into these modules. The school being *healthy and protective* (Third Dimension) is also indirectly touched in these modules as part of effective classroom management skills and questioning skills, in which teachers are expected to ask questions in a non-threatening way to make students feel at ease.

(v) Introduction to School Guidance and Counselling –

There are two introductory modules on youth guidance and school counselling, which comprises basic counselling processes and skills and some major theories of counselling. Creating a school that is healthy and protective (Third Dimension) and gender and diversity responsive (First and Fourth Dimension) is already integrated into this module, but can be improved.

Practising What We Preach

The teacher training institutes in Bhutan plays a crucial role in promoting and strengthening the concept of CFS based on the Convention on the Rights of the Child (CRC). The two teacher training institutes in the country could reflect on its existing practices in the light of the following areas to see, if the institutes are trainee friendly.

How do trainees participate in the development of teacher education curriculum, e.g. in the present process of reviewing and restructuring the curriculum?

How do the institutes involve trainees in taking decisions that would affect their life in the institute?

How healthy and protective is the environment at the institutes for trainees? Are there written policies and regulations that support and protect trainees' rights, needs and welfare?

Do trainees have access to safe drinking water and adequate water supply to maintain a healthy and hygienic lifestyle?

How healthy and hygienic are the toilet facilities at the institutes?

How effective and relevant are the teacher education modules offered in the different phases of the training programme? How do the institutes maintain a good balance between theory and practice– both at institute level and related to school realities?

Are there gender issues at the institutes? How do the institutes address such problems and issues, if any? How are gender related rights protected? What is the gender balance among trainees? Is this different for B.Ed., primary and secondary education, and if so, why? Are support services (guidance and counselling) available at the institutes for trainees, and if so, how effective are these?

How do the institutes contribute to the development of the community? Is there any mutually supportive partnership between the institutes and the community?

Addressing these and other issues at institute level and further improving and strengthening existing practices

would ultimately contribute to better teacher education institutes for teacher trainees, which can pose as a model for Child Friendly School development.

Student teachers who have been trained and groomed in a Trainee/ Student Friendly Institute will probably internalise the concept of Child Friendly Schools more easily and implement such an approach in the schools they are posted in after graduation throughout Bhutan.

Conclusion

The strategy adopted by the Royal Government of Bhutan and the Ministry of Education to include the Child Friendly School and ILFE concept into pre-service and in-service teacher training has been very positive.

Further capacity building on CFS development has been officially taken on as part of the regular in-service teacher training, while the pre-service curriculum is being reviewed and improved towards a more child friendly school development approach.

With the support from the Royal Government of Bhutan with a vision of making education more wholesome and holistic, and transforming our schools into places where children feel accepted and trusted, irrespective of their socio-economic background, abilities, language, ethnicity, or other differences and finally, a place where children can find the opportunities to develop to their fullest extent possible is not far away.



DID YOU KNOW

The Child Labour (Prohibition and Regulation) Act, 1986 and Rules (Act No. 61 of 1986)

[23rd December, 1986]

Be it enacted by Parliament in the Thirty-seventh Year of the Republic of India as follows:

Comments

Social and beneficial legislation – Social legislation is designed to protect the interest of a class of society who, because of their economic conditions, deserves such protection. With a view to pass the test of reasonable classification there must exist intelligible differentia between persons or thing grouped together from those who have been left out and there must be a reasonable nexus with the object to be achieved by the legislation.

The Court must strive to so interpret the statute as to protect and advance the object and purpose of enactment. Any narrow or technical interpretation of the provisions would defeat the legislative policy. The Court must, therefore, keep the legislative policy in mind in applying the provisions of the Act to the facts of the case.

PART I

Preliminary

1. Short title, extent and commencement – (1) This Act may be called the Child Labour (Prohibition and Regulation) Act, 1986.

(2) It extends to the whole of India.

(3) The provisions of this Act, other than Part III, shall come into force at once, and Part III shall come into force on such date as the Central Government may, by notification in the official Gazette, appoint, and different dates may be appointed for different States and for different classes of establishments.

Comment

May and shall – Where the Legislature uses two words “may” and “shall” in two different parts of the same provision, prima facie it would appear that the Legislature manifested its intension to make one part directory and another mandatory. But

Source: MHRD website: <http://education.nic.in/Elementary/elementary.asp>

that by itself is not decisive. The power of the Court still to ascertain the real intension of the Legislature by carefully examining the scope of statute to find out whether the provision is directory or mandatory remains unimpaired even where both the words are used in the same provision.

In interpreting the provisions the exercise undertaken by the Court is to make explicit the intention of the Legislative which enacted the legislation. It is not for the Court to reframe the legislation for the very good reason that the powers to “legislate” have not been conferred on the Court.

In order to sustain the presumption of constitutionality of a legislative measure, the Court can take into consideration matters of common knowledge, matters of common report, the history of the times and also assume every state of facts which can be conceived existing at the time of the legislation.

2. Definitions – In this Act, unless the context otherwise requires,

- (i) “appropriate Government” means, in relation to an establishment under the control of the Central Government or a railway administration or a major port or a mine or oilfield, the Central Government, and in all other cases, the State Government;
- (ii) “child” means a person who has not completed his fourteenth year of age;
- (iii) “day” means a period of twenty-four hours beginning at midnight;
- (iv) “establishment” includes a shop, commercial establishment, work-shop, farm, residential hotel, restaurant, eating-house, theatre or other place of public amusement or entertainment;
- (v) “family” in relation to an occupier, means the individual, the wife or husband, as the case may be, of such individual, and their children, brother or sister of such individual;
- (vi) “occupier”, in relation to an establishment or a workshop, means the person who has the ultimate control over the affairs of the establishment or workshop;
- (vii) “port authority” means any authority administering a port;
- (viii) “prescribed” means prescribed by rules made under Sec. 18;
- (ix) “week” means a period of seven days beginning at midnight on Saturday night or such other night as may be approved in writing for a particular area by the Inspector;
- (x) “workshop” means any premises (including the precincts thereof) wherein any industrial process is carried on, but does not include any premises to which the provisions of Sec. 67 of the Factories Act, 1948 (63 of 1948), for the time being, apply.

Comments

This section defines the various words and expressions occurring in the Act.

Interpretation of section – The Court can merely interpret the section; it cannot re-write, re-cast or re-design the section.

Ambiguous expression – Courts must find out the literal meaning of the expression in the task of construction. In doing so if the expressions are ambiguous then the construction that fulfils the objects of the legislation must provide the key to the meaning. Courts must not make mockery of legislation and should take a constructive approach to fulfil the purpose and for that purpose, if necessary, iron out the creases.

PART II

Prohibition of Employment of Children in certain Occupations and Processes

3. Prohibition of employment of children in certain occupations and processes

– No child shall be employed or permitted to work in any of the occupations set forth in Part A of the Schedule or in any workshop wherein any of the processes set forth in Part B of the Schedule is carried on :

Provided that nothing in this section shall apply to any workshop wherein any process is carried on by the occupier with the aid of his family or to any school established by or receiving assistance or recognition from, Government.

Comment

This section imposes prohibition on employment of children in the occupation and processes specified in the Schedule.

Proviso – A proviso is intended to limit the enacted provision so as to except something which would have otherwise been within it or in some measure to modify the enacting clause. Sometimes proviso may be embedded in the main provision and becomes an integral part of it so as to amount to a substantive provision itself.

4. Power to amend the Schedule – The Central Government, after giving by notification in the official Gazette, not less than three months' notice of its intention so to do, may, by like notification, add any occupation or process to the Schedule and thereupon the Schedule shall be deemed to have been amended accordingly.

Comment

This section empowers the Central Government to amend the Schedule so as to include therein any occupation or process considered necessary.

Construction of a section – it is an elementary rule that construction of a section is to be made of all parts together. It is not permissible to omit any part of it. For, the principle that the statute must be read as a whole is equally applicable to different part of the same section.

5. Child Labour Technical Advisory Committee – (1) The Central Government may, by notification in official Gazette, constitute an advisory committee to be called the Child Labour Technical Advisory Committee (hereinafter in this section referred to as the Committee) to advise the Central Government for the purpose of addition of occupations and processes to the Schedule.

(2) The Committee shall consist of a Chairman and such other members not exceeding ten, as may be appointed by the Central Government.

(3) The Committee shall meet as often as it may consider necessary and shall have power to regulate its own procedure.

(4) The Committee may, if it deems it necessary so to do, constitute one or more sub-committees and may appoint to any such sub-committee, whether generally or for the consideration of any particular matter, any person who is not a member of the Committee.

(5) The term of office of, the manner of filling casual vacancies in the office of, and the allowances, if any, payable to, the Chairman and other members of the Committee, and the conditions and restrictions subject to which the Committee may appoint any person who is not a member of the Committee as a member of any of its sub-committees shall be such as may be prescribed.

Comment

This section empowers the Central Government to constitute the Child Labour Technical Advisory Committee for giving advice in the matter of inclusion of any occupation and process in the Schedule.

PART III

Regulation of Conditions of Work of Children

6. Application of Part – The provisions of this Part shall apply to an establishment or a class of establishments in which none of the occupations or processes referred to in Sec. 3 is carried on.

Comment

This section lays down that provisions of this Part shall apply to an establishment in which none of the prohibited occupations or processes is carried on.

7. Hours and period of work – (1) No child shall be required or permitted to work in any establishment in excess of such number of hours as may be prescribed for such establishment or class of establishments.

(2) The period of work on each day shall be so fixed that no period shall exceed three hours and that no child shall work for more than three hours before he has had an interval for rest for at least one hour.

(3) The period of work of a child shall be so arranged that inclusive of his interval for rest, under sub-section(2), it shall not be spread over more than six hours, including the time spent in waiting for work on any day.

(4) No child shall be permitted or required to work between 7 p.m. and 8 a.m.

(5) No child shall be permitted or required to work overtime.

(6) No child shall be permitted or required to work in any establishment on any day on which he has already been working in another establishment.

Comment

This section prescribes working hours for a child labour.

Provision if mandatory or directory – The surest test for determination as to whether the provisions is mandatory or directory is to see as to whether the sanction is provided therein.

8. Weekly holidays – Every child employed in an establishment shall be allowed in each week, a holiday or one whole day, which day shall be specified by the occupier in a notice permanently exhibited in a conspicuous place in the establishment and the day so specified shall not be altered by the occupier more than once in three months.

Comment

This section lays down that a weekly holiday should be allowed to every child labour.

9. Notice to Inspector – (1) Every occupier in relation to an establishment in which a child was employed or permitted to work immediately before the date of commencement of this Act in relation to such establishment shall, within a period of thirty days from such commencement, send to the Inspector within whose local limits the establishment is situated, a written notice containing the following particulars, namely :

- (a) the name and situation of the establishment;
- (b) the name of the person in actual management of the establishment;
- (c) the address to which communications relating to the establishment should be sent; and,
- (d) the nature of the occupation or process carried on in the establishment.

(2) Every occupier, in relation to an establishment, who employs, or permits to work, any child after the date of commencement of this Act in relation to such establishment, shall, within a period of thirty days from the date of such employment, send to the Inspector within whose local limits the establishment is situated, a written notice containing the following particulars as are mentioned in sub-section (1).

Explanation – For the purposes of sub-sections (1) and (2), “date of commencement of this Act, in relation to an establishment” means the date of bringing into force of this Act in relation to such establishment.

(3) Nothing in Secs. 7, 8 and 9 shall apply to any establishment wherein any process is carried on by the occupier with the aid of his family or to any schools established by, or receiving assistance or recognition from, Government.

Comment

This section makes provision for furnishing of information regarding employment of a child labour to Inspector.

Explanation – It is now well settled that an explanation added to a statutory provision is not a substantive provision in any sense of the term but as the plain meaning of the word itself shows it is merely meant to explain or clarify certain ambiguities which may have crept in the statutory provision.

10. Disputes as to age – If any question arises between an Inspector and an occupier as to the age of any child who is employed or is permitted to work by him in an establishment, the question shall, in the absence of a certificate as to the age of such child granted by the prescribed authority, be referred by the Inspector for decision to the prescribed medical authority.

Comment

This section makes provision for settlement of disputes as to age of any child labour.

11. Maintenance of register – There shall be maintained by every occupier in respect of children employed or permitted to work in any establishment, a register to be available for inspection by an Inspector at all times during working hours or when work is being carried on in any such establishment showing –

- (a) the name and date of birth of every child so employed or permitted to work;
- (b) hours and periods of work of any such child and the intervals of rest to which he is entitled;
- (c) the nature of work of any such child; and
- (d) such other particulars as may be prescribed

Comment

This section makes provision for maintenance of register in respect of child labour.

12. Display of notice containing abstract of Secs. 3 and 14 – Every railway administration, every port authority and every occupier shall cause to be displayed in a conspicuous and accessible place at every station on its railway or within the limits of a port or at the place of work, as the case may be, a notice in the local language and in the English language containing an abstract of Secs. 3 and 14.

Comment

This section makes provision for display of notice in a conspicuous place at every railway station or port or place of work regarding prohibition of employment of child labour, penalties, etc., in the local languages and in the English language.

13. Health and safety – (1) The appropriate Government may, by notification in the official Gazette, make rules for the health and safety of the children employed or permitted to work in any establishment or class of establishments.

(2) Without prejudice to the generality of the foregoing provisions, the said rules may provide for all or any of the following matters, namely :

- (a) cleanliness in the place of work and its freedom for nuisance;
- (b) disposal of wastes and effluents;
- (c) ventilation and temperature;
- (d) dust and fume;
- (e) artificial humidification;
- (f) lighting;
- (g) drinking water;
- (h) latrine and urinals;
- (i) spittoons;
- (j) fencing of machinery;
- (k) work at or near machinery in motion;
- (l) employment of children on dangerous machines;
- (m) instructions, training and supervision in relation to employment of children on dangerous machines;
- (n) device for cutting off power;
- (o) self-acting machinery;
- (p) easing of new machinery;
- (q) floor, stairs and means of access;
- (r) pits, sumps, openings in floors, etc.;
- (s) excessive weight;
- (t) protection of eyes;
- (u) explosive or inflammable dust, gas, etc.;
- (v) precautions in case of fire;
- (w) maintenance of buildings; and
- (x) safety of buildings and machinery.

Comments

This section lays down that the Government is required to make rules for the health and safety of the child labour.

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PART IV
Miscellaneous

14. Penalties – (1) Whoever employs any child or permits any child to work in contravention of the provisions of Sec. 3 shall be punishable with imprisonment for a term which shall not be less than three months but which may extend to one year or with fine which shall not be less than ten thousand rupees but which may extend to twenty thousand rupees or with both.

(2) Whoever, having been convicted of an offence under Sec. 3, commits a like offence afterwards, he shall be punishable with imprisonment for a term which shall not be less than six months but which may extend to two years.

(3) Whoever –

- (a) fails to give notice as required by Sec. 9, or
- (b) fails to maintain a register as required by Sec. 11 or makes any false entry in any such register; or
- (c) fails to display a notice containing an abstract of Sec. 3 and this section as required by Sec. 12; or
- (d) fails to comply with or contravenes any other provisions of this Act or the rules made thereunder;

shall be punishable with simple imprisonment which may extend to one month or with fine which may extend to ten thousand rupees or with both

Comments

This section makes provision for penalty for contravention of the provisions of the Act.

Penalty – Mens rea – Essential – Penalty proceedings are quasi criminal proceedings. Before penalty can be imposed it has to be ensured that mens rea has been established.

Penal provision – Object of – The law in its wisdom seeks to punish the guilty who commits the sin, and not his son, who is innocent.

15. Modified application of certain laws in relation to penalties – (1) Where any person is found guilty and convicted of contravention of any of the provisions mentioned in sub-section(2), he shall be liable to penalties as provided in sub-sections (1) and (2) of Sec. 14 of this Act and not under the Acts in which those provisions are contained.

(2) The provisions referred to in sub-section (1) are the provisions mentioned below:

- (a) Section 67 of the Factories Act, 1948 (63 of 1948);

- (b) Section 40 of the Mines Act, 1952 (35 of 1952);
- (c) Section 109 of the Merchant Shipping Act, 1958 (44 of 1958); and
- (d) Section 21 of the Motor Transport Workers Act, 1961 (27 of 1961).

Comment

This section makes provision of penalties under the Act even when any person is found guilty and convicted of contravention of any of the provisions of Sec. 67 of the Factories Act, 1948, Sec. 40 of the Mines Act, 1952, Section 109 of the Merchant Shipping Act, 1958 and Sec. 21 of the Motor Transport Workers Act, 1961.

16. Procedure relating to offences – (1) Any person, police officer or Inspector may file a complaint of the commission of an offence under this Act in any Court of competent jurisdiction.

(2) Every certificate as to the age of a child which has been granted by a prescribed medical authority shall, for the purposes of this Act, be conclusive evidence as to the age of the child to whom it relates.

(3) No court inferior to that of a Metropolitan Magistrate or a Magistrate of the first class shall try any offence under this Act.

Comment

This section lays down that any person, police officer or Inspector can make a complaint regarding commission of offences. It also lays down the procedure for disposal of such a complaint.

Court Duty of – The Court should meticulously consider all facts and circumstances of the case. The Court is not bound to grant specific performance merely because it is lawful to do so. The motive behind the litigation should also enter into the judicial verdict. The Court should take care to see that it is used as an instrument of oppression to have an unfair advantage to plaintiff.

17. Appointment of Inspectors – The appropriate Government may appoint inspectors for the purposes of securing compliance with the provisions of this Act and any inspector so appointed shall be deemed to be a public servant within the meaning of the Indian Penal Code (45 Of 1860).

Comment

This section empowers the appropriate Government to appoint inspectors for securing compliance of the provisions of the Act. Such Inspector is deemed to be a public servant with in the meaning f the Indian Penal Code (45 of 1860).

Public servant – Every public officer is a trustee and in respect of the office he holds and the salary and other benefits which he draws, he is obliged to render appropriate service to the State. If an officer does not behave as required of him under the law he is certainly liable to be punished in accordance with law.

18. Power to make rules – (1) The appropriate Government may, by notification in the official Gazette and subject to the condition of previous publication, make rules for carrying into effect the provisions of this Act.

(2) In particular and without prejudice to the generality of the foregoing power, such rules may provide for all or any of the following matters, namely :

- (a) the term of the office of, the manner of filling casual vacancies of, and the allowances payable to, the Chairman and members of the Child Labour Technical Advisory Committee and the conditions and restrictions subject to which a non-member may be appointed to a sub-committee under sub-section (5) of Sec.5;
- (b) number of hours for which a child may be required or permitted to work under sub-section (1) of Sec. 7;
- (c) grant to certificates of age in respect of young persons in employment or seeking employment, the medical authorities which may issue such certificate, the form of such certificate, the charges which may be made thereunder and the manner in which such certificate may be issued;

Provided that no charge shall be made for the issue of any such certificate of the application is accompanied by evidence of age deemed satisfactory by the authority concerned;

- (d) the other particulars which a register maintained under Sec. 11 should contain.

Comment

This section empowers the appropriate Government to make rule for carrying out the provisions of the Act.

Rules for effectuating the purpose of the Act – The general power of framing rules for effectuating the purposes of the Act, would plainly authorize and sanctify the framing of such a rule.

19. Rules and notifications to be laid before Parliament or State legislature-

- (1) Every rules made under this Act by the Central Government and every notification issued under Sec. 4, shall be laid, as soon as may be after it is made or issued, before each House of Parliament, while it is in session for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive session aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made or

issued, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

- (2) Every rule made by a State Government under this Act shall be laid as soon as may be after it is made, before the Legislature of that State.

Comment

Under this section the rules and notifications are to be laid before Parliament of State Legislature for approval.

20. Certain other provisions of law not barred – Subject to the provisions contained in Sec. 15, the provisions of this Act and the rules made thereunder shall be in addition to, and not in derogation of, the provisions of the Factories Act, 1948 (63 of 1948), the Plantations Labour Act, 1951 (69 of 1951) and the Mines Act, 1952 (35 of 1952).

Comment

This section lays down that the provision of this Act shall be in addition to and not in derogation of, the provisions of the Factories Act, 1948, the Plantations Labour Act, 1951 and the Mines Act, 1952.

21. Power to remove difficulties – (1) If any difficulty arises in giving effect of the provisions of this Act, the Central Government may, by order published in the official Gazette, make such provisions not inconsistent with the provisions of this Act as appear to it to be necessary or expedient for removal of the difficulty :

Provided that no such order shall be made after the expiry of a period of three years from the date on which this Act receives the assent of the President.

- (2) Every order made under this section shall, as soon as may be after it is made, before the Houses of Parliament.

Comment

Under the provisions of this section the Central Government is empowered to remove difficulties which arise in giving effect to the provisions of this Act.

22. Repeal and savings – (1) The Employment of Children Act, 1938 (26 of 1938) is hereby repealed.

(2) Notwithstanding such repeal, anything done or any action taken or purported to have been done or taken under the Act so repealed shall, in so far as it is not inconsistent with the provisions of this Act, be deemed to have been done or taken under the corresponding provisions of this Act.

Comment

The Employment of Children Act, 1938 (26 of 1938) has been repealed by this section.

Implied repeal – It is well settled that when a competent authority makes a new law which is totally inconsistent with the earlier law and that the two cannot stand together any longer it must be construed that the earlier law had been repealed by necessary implication by the latter law.

23. Amendment of Act 11 of 1948 – In Sec. 2 of the Minimum Wages Act, 1948 –

- (i) for Cl. (a), the following clauses shall be substituted, namely :
 - “(a) ‘adolescent’ means a persons who has completed his fourteenth year of age but has not completed his eighteenth year;
 - (aa) ‘adult’ means a person who has completed his eighteenth year of age;”:
- (ii) after Cl.(b), the following clause shall be inserted, namely :
 - “(bb) ‘child’ means a person who had not completed his fourteenth year of age;”.

Comment

Under this section Sec. 2 of the Minimum Wages Act, 1948 has been amended so as to define the terms “adolescent”, “adult” and “child”.

24. Amendment of Act 69 of 1951 – In the Plantations Labour Act, 1951 –

- (a) in Sec.2 in Cls.(a) and (c), for the word “fifteenth”, the word “fourteenth” shall be substituted;
- (b) Sec. 24 shall be omitted;
- (c) in Sec. 26, in the opening portion, the words “who has completed his twelfth year” shall be omitted.

Comment

Under this section, sec. 2 of the Plantations Labour Act, 1951, has been amended so far as it relates to the employment of child labour

25. Amendment of Act 44 of 1958 – In the Merchant Shipping Act, 1958, in Sec. 109, for the word “fifteen”, the word “fourteen” shall be substituted.

Comment

Under this section Sec. 109 of the Merchant Shipping Act, 1958, has been amended so far as it relates to the employment of child labour.

26. Amendment of Act 27 of 1961 – In the Motor Transport Workers Act, 1961 in Sec.2, in Cls.(a), and (c), for the word “fifteenth”, the word “fourteenth” shall be substituted.

Comment

Under this section, Sec.2 of the Motor Transport Workers Act, 1961, has been amended so far as it relates to the employment of child labour.

THE CHILD LABOUR (PROHIBITION AND REGULATION) RULES, 1988

G.S.R. 847(E), dated 10th August, 1988 – In exercise of the powers conferred by sub-section (1) of Sec. 18 of the said Act, the Central Government, hereby makes the following rules, namely :

Comment

Rule-making power – The general power of framing rules for effectuating the purposes of the Act, would plainly authorize and sanctify the framing of such a rule.

1. Short title and commencement – (1) These rules may be called the Child Labour (Prohibition and Regulation) Rules, 1988.

(2) They shall come into force on the date of their publication in the official Gazette.

Comment

These rules have been framed by the Central Government in the exercise of the powers conferred by Sec. 18 (1) of the Child Labour (Prohibition and Regulation) Rules, 1986.

Rules – Whether validly framed – The question whether rules are validly framed to carry out the purposes of the Act can be determined on the analysis of the provisions of the Act.

2. Definitions – In these rules, unless the context otherwise requires –

- (a) “Act” means the Child Labour (Prohibition and Regulation) Rules, 1986 (61 Of 1986);
- (b) “Committee” means the Child Labour Technical Advisory Committee constituted under sub-section (1) of Sec. 5 of the Act;
- (c) “Chairman” means the Chairman of the Committee appointed under sub-section (2) of Sec. 5 of the Act;
- (d) “Form” means a Form appended to these rules;
- (e) “register” means the register required to be maintained under Sec. 11 of the Act;
- (f) “Schedule” means the schedule appended to the Act;
- (g) “section” means a section of the Act.

Comments

This rule defines the various expressions occurring in the Rules.

Interpretation by a court – The Court can merely interpret the section; it cannot re-write, re-cast or re-design the section.

Otherwise – What amounts to – The words “otherwise” is not to be construed *ejusdem generis* with the word “circulars, advertisement”.

3. Term of office of the members of the Committee – (1) The term of office of the members of the Committee shall be one year from the date on which their appointment is notified in the official Gazette;

Provided that the Central Government may extend the term of office of the member of the Committee for a maximum period of two years;

Provided further that the member shall, notwithstanding the expiration of his term, continue to hold office until his successor enters upon his office.

(2) The members appointed under sub-rule (1) shall be eligible for re-appointment.

Comment

“shall” cannot be interpreted as “may”

Proviso – In *Abdul Jabar Butt v. State of Jammu and Kashmir*, it was held that a proviso must be considered with relation to the principal matter to which it stands as a proviso.

4. Secretary to the Committee – The Central Government may appoint an officer not below the rank of an Under-Secretary to the Government of India as Secretary of the Committee.

Comment

This rule empowers the Central Government to appoint an officer not below the rank of an Under-Secretary to the Government of India as the Secretary to the Child Labour Technical Advisory Committee.

5. Allowances to non-official members – The non-official members and Chairman of the Committee shall be paid such fees and allowances as may be admissible to the officers of the Central Government drawing a pay of rupees four thousand and five hundred or above.

6. Resignation – (1) A member may resign his office by writing under his hand addressed to the Chairman.

(2) The Chairman may resign his office by writing under his hand addressed to the Central Government.

(3) The resignation referred to in sub-rule (1) and sub-rule (2) shall take effect from the date of its acceptance or on the expiry of thirty days from the date of receipt of such resignation, whichever is earlier, by the Chairman or the Central Government, as the case may be.

7. Removal of Chairman or member of the Committee – The Central Government may remove the Chairman or any member of the Committee at any time before the expiry of the term of office after giving him a reasonable opportunity of showing cause against the proposed removal.

Comment

This rule lays down procedure for removal of Chairman or member of the Committee by the Central Government.

8. Cessation of membership – if a member –

- (a) is absent without leave of the Chairman for three or more consecutive meetings of the Committee; or
- (b) is declared to be of unsound mind by a competent court; or
- (c) is or has been convicted of any offence which, in the opinion of the Central Government, involves moral turpitude; or
- (d) is, or at any time, has been adjudicated insolvent or has suspended his debts or has compounded with his creditors, shall cease to be a member of the Committee.

Comment

This rule deals with the matter relating to cessation of membership.

9. Filling up of casual vacancies – in case a member resigns his office under rule 6 or ceases to be a member under rule 8, the casual vacancy thus caused shall be filled up by the Central Government and the member so appointed shall hold office for the unexpired portion of the term of his predecessor.

Comment

This rule empower the Central Government to fill up casual vacancies and it lays down that the member so appointed shall hold office for the unexpired portion of the term of his predecessor.

10. Time and place of meetings – The Committee shall meet at such times and places as the Chairman may fix in this behalf.

11. Notice of meetings – The Secretary to the Committee shall give at least seven days notice to every member of the Committee of the time and place fixed for each meeting along with the list of business to be transacted at the said meeting.

12. Presiding at meetings – The Chairman shall preside at every meeting of the Committee at which he is present; if, however, the Chairman is unable to attend a meeting, any member elected by the members present among themselves shall preside at the meeting.

Comment

“Shall” – It is well-known principle that in the interpretation of statutes that where the situation and the context warrants it, the word “shall” used in a section or rule of a statute has to be construed as “may”.

13. Quorum – No business shall be transacted at a meeting of the Committee unless atleast three members of the Committee other than the Chairman and the Secretary are present:

Provided that at any meeting in which less than three of the total members are present, the Chairman may adjourn the meeting to a date as he deems fit and inform the members present and notify other members that the business of the scheduled meeting shall be disposed of at the adjourned meeting irrespective of the quorum and it shall be lawful to dispose of the business at such adjourned meeting irrespective of the member of members attending the meeting.

Comment

Scope of proviso – The scope of a proviso is well settled. In *Ram Narain Sons Ltd. V. Asstt. Commissioner of Sales Tax*, it was held :

“It is a cardinal rule of interpretation that a proviso to a particular provision of statute only embraces the field which is covered by the main provision. It carves out an exception to the main provision to which it has been enacted as a proviso and to no other.”

14. Decision by majority – All questions considered at a meeting of the Committee shall be decided by a majority of votes of the members present and voting and in the event of equality of votes, the Chairman, or in the absence of Chairman, the member presiding at the meeting, as the case may be, shall have a second or casting vote.

Comment

This rule lays down that the matters considered by the Committee in its meeting should be decided by a majority votes of the members present. The rule further lays down that the Chairman or in his absence the member presiding at the meeting shall have a casting vote.

15. Sub-Committees – The Committee may constitute one or more Sub-Committees, whether consisting only of members of the Committee or partly of members of the Committee and partly of other persons as it thinks fit, for such purposes, as it may decide and any Sub-Committee so constituted shall discharge such functions as may be delegated to it by the Committee.

16. Register to be maintained under Sec. 11 of the Act. – (1) Every occupier of an establishment shall maintain a register in respect of children employed or permitted to work, in Form A.

(2) The register shall be maintained on a yearly basis but shall be retained by the employer for a period of three years after the date of the last entry made therein.

Comment

Under this rule every occupier of an establishment is required to maintain an yearly register showing the children employed or permitted to work and to retain such registers for a period of three years.

17. Certificate of age. - (1) All young persons in employment in any of the occupations set-forth in Part A of the Schedule or in any workshop wherein any of the processes set forth in Part B of the Schedule is carried on, shall produce a certificate of age from the appropriate medical authority, whenever required to do so by an Inspector.

(2) The certificate of age referred to in sub-rule (1) shall be issued in Form 'B'.

(3) The charges payable to the medical authority for the issue of such certificate shall be the same as prescribed by the State Government or the Central Government, as the case may be for their respective Medical Boards.

(4) The charges payable to the medical authority shall be borne by the employer of the young person whose age is under question.

Explanation - For the purposes of sub-rule (1), the appropriate "Medical authority" shall be Government medical doctor not below the rank of an Assistant Surgeon of a District or a regular doctor or equivalent rank employed in Employees' State Insurance dispensaries of hospitals.

Comment

Explanation - It is not well settled that an explanation added to a statutory provision is not a substantive provision in any sense of the term but as the plain meaning of the word itself shows it is merely meant to explain and clarify certain ambiguities which may have crept in the statutory provision.

FORM A

[See Rule 16(1)]

Year.....

Name and Address of employer.....

..... Place of work.....

Nature of work being done by the establishment.....

Sl. No.	Name of Child	Father's Name	Date of Birth	Permanent Address	Date of joining the establishment
1	2	3	4	5	6

Nature of work on which employed	Daily hours of work	Intervals of rest	Wages paid	Remarks
7	8	9	10	11

FORM B

(Certificate of Age)

[See Rule 17 (2)]

Certificate No.....

I hereby certify that I have personally examined (name.....

Son/daughter of residing at.....

and that he/she has completed his/her fourteenth year and his/her age, as nearly as can be ascertained from my examination is.....

.....years (Completed).

His/Her descriptive marks are.....

Thumb-impression/signature of child.....

Place

Date.....

Medical Authority

Designation

Supplement

The Child Labour (Prohibition and Regulation) Act, 1986

S.O. 333(E), dated 26th may, 1993 – in exercise of the powers conferred by sub-section(3) of Sec.1 of the Child Labour (Prohibition and Regulation)Act, 1986 (61 of 1986), the Central Government hereby appoints the 26th day of May, 1993 as the date of which the provisions of Part III of the said Act shall come into force in respect of all classes of establishments, throughout the territory of India, in which none of the occupations and processes referred to in Sec. 3 of the said Act is carried on.

THE SCHEDULE

(See Sec. 3)

PART A

Occupations

Any occupation concerned with: -


- (1) Transport of passengers, goods or mails by railways;
- (2) Cinder picking, clearing of an ash pit or building operation in the railway premises;
- (3) Work in a catering establishment at a railway station, involving the movement of a vendor or any other employee of the establishment from the one platform to another or in to or out of a moving train;
- (4) Work relating to the construction of a railway station or with any other work where such work is done in close proximity to or between the railway lines;
- (5) A port authority within the limits of any port;
- * (6) Work relating to selling of crackers and fireworks in shops with temporary licenses;
- # (7) Abattoirs/Slaughter House;
- \$ (8) Automobile workshops and garages;
- (9) Foundries;
- (10) Handling of toxic or inflammable substances or explosives;
- (11) Handloom and power loom industry;
- (12) Mines (underground and under water) and collieries;
- (13) Plastic units and fiberglass workshops;

PART B

Processes

- (1) Beedi-making.
- (2) Carpet-weaving.
- (3) Cement manufacture, including bagging of cement.
- (4) Cloth printing, dyeing and weaving.
- (5) Manufacture of matches, explosives and fire-works.
- (6) Mica-cutting and splitting.
- (7) Shellac manufacture.
- (8) Soap manufacture.

- (9) Tanning.
- (10) Wool-cleaning.
- (11) Building and construction industry.
- * (12) Manufacture of slate pencils (including packing).
- * (13) Manufacture of products from agate.
- * (14) Manufacturing processes using toxic metals and substances such as lead, mercury, manganese, chromium, cadmium, benzene, pesticides and asbestos.
- # (15) "Hazardous processes" as defined in Sec. 2 (cb) and 'dangerous operation' as notice in rules made under section 87 of the Factories Act, 1948 (63 of 1948)
- # (16) Printing as defined in Section 2(k) (iv) of the Factories Act, 1948 (63 of 1948)
- # (17) Cashew and cashewnut descaling and processing.
- # (18) Soldering processes in electronic industries.
- \$ (19) 'Aggarbatti' manufacturing.
- (20) Automobile repairs and maintenance including processes incidental thereto namely, welding, lathe work, dent beating and painting.
- (21) Brick kilns and Roof tiles units.
- (22) Cotton ginning and processing and production of hosiery goods.
- (23) Detergent manufacturing.
- (24) Fabrication workshops (ferrous and non ferrous)
- (25) Gem cutting and polishing.
- (26) Handling of chromite and manganese ores.
- (27) Jute textile manufacture and coir making.
- (28) Lime Kilns and Manufacture of Lime.
- (29) Lock Making.
- (30) Manufacturing processes having exposure to lead such as primary and secondary smelting, welding and cutting of lead-painted metal constructions, welding of galvanized or zinc silicate, polyvinyl chloride, mixing (by hand) of crystal glass mass, sanding or scraping of lead paint, burning of lead in enameling workshops, lead mining, plumbing, cable making, wiring patenting, lead casting, type founding in printing shops. Store type setting, assembling of cars, shot making and lead glass blowing.

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- (31) Manufacture of cement pipes, cement products and other related work.
 - (32) Manufacture of glass, glass ware including bangles, florescent tubes, bulbs and other similar glass products.
 - (33) Manufacture of dyes and dye stuff.
 - (34) Manufacturing or handling of pesticides and insecticides.
 - (35) Manufacturing or processing and handling of corrosive and toxic substances, metal cleaning and photo engraving and soldering processes in electronic industry.
 - (36) Manufacturing of burning coal and coal briquettes.
 - (37) Manufacturing of sports goods involving exposure to synthetic materials, chemicals and leather.
 - (38) Moulding and processing of fiberglass and plastic.
 - (39) Oil expelling and refinery.
 - (40) Paper making.
 - (41) Potteries and ceramic industry.
 - (42) Polishing, moulding, cutting, welding and manufacturing of brass goods in all forms.
 - (43) Processes in agriculture where tractors, threshing and harvesting machines are used and chaff cutting.
 - (44) Saw mill – all processes.
 - (45) Sericulture processing.
 - (46) Skinning, dyeing and processes for manufacturing of leather and leather products.
 - (47) Stone breaking and stone crushing.
 - (48) Tobacco processing including manufacturing of tobacco, tobacco paste and handling of tobacco in any form.
 - (49) Tyre making, repairing, re-treading and graphite beneficiation.
 - (50) Utensils making, polishing and metal buffing.
 - (51) 'Zari' making (all processes)'.
@ (52) Electroplating;
 - (53) Graphite powdering and incidental processing;
 - (54) Grinding or glazing of metals;
 - (55) Diamond cutting and polishing;
 - (56) Extraction of slate from mines;

- (57) Rag picking and scavenging.
- a. for item (2), the following item shall be substituted, namely:-
'(2) carpet weaving including preparatory and incidental process thereof';
 - b. for item(4), the following item shall be substituted, namely:-
“(4) cloth printing, dyeing and weaving including processes preparatory and incidental thereto:
 - c. for item (11) the following shall be substituted, namely:-
“(11) Building and Construction Industry including processing and polishing of granite stones”.
 - * Ins. by Notification No. S. O. 404(E) dated the 5th June 1989 published in the Gazette of India, Extraordinary.
 - # Ins. by Notification No. S. O. 263 (E) dated 29th March, 1994 published in the Gazette of India, Extraordinary.
 - \$ Ins. Sr. No. 8-13 in Part A and Sr. No. 19-51 in Part B by Notification No. S. O. 36 (E) dated 27th January 1999 published in the Gazette of India, Extraordinary.
 - @ Ins.Sr. No. 52 – 57 part B by Notification No. S.O. 397 (E) dated the 10th May 2001 published in the Gazette of India, Extraordinary.