

PERSPECTIVES OF CHILD LABOUR IN KORAPUT DISTRICT AND RELATED ISSUES IN EDUCATION AT PRIMARY STAGE: A CASE STUDY

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LIST OF ABBREVIATIONS

BPL	Below Poverty Line
CCEA	The Cabinet Committee on Economic Affairs
FGDs	Focus Group Discussions
IPECL	International Programme on Elimination of Child Labour
ILO	International Labour Organization
NHRC	National Human Rights Commission
NGOs	Non Governmental Organisations
NPACL	National Programme Against Child Labour
NCLP	National Child Labour Project
NAECL	The National Authority for the Elimination of Child Labour
PTA	Parent Teacher Association
SC	Scheduled Caste
ST	Scheduled Tribe
SHG	Self Help Group
SRC for AE	State Resource Centre for Adult Education



EXECUTIVE SUMMARY

Child labour is a global phenomenon. Its magnitude and dimensions, however, vary widely from country to country. India possesses the largest child labourforce in the world despite various measures undertaken by the government and non-governmental agencies to tackle this issue. According to estimate there are over 60 million child labour is India constituting nearly twenty five per cent of the working children of the world (Reported in Mishra, 2004, pp.1-3). Child labour is not a new phenomenon to our age. What is new, however, is its perception as a social problem the world over. In the pre-industrial agricultural society of India, children worked as helpers and learners in hereditarily determined family occupations under the benign supervision of adult family members. The work place was an extension of the home and work was characterized by personal informal relationships. The tasks and technology that work involved were simple and non-hazardous which the child could learn smoothly and unconsciously, over the years through association.

The social scenario, however, changed radically with the advent of industrialization and urbanization under the impact of the newly generated centrifugal and centripetal forces. There was an unbroken stream of the rural poor migrating to urban centers in search of livelihood. The child had to work as an individual person either under an employer or independently. His work environment endangered his physical health and mental growth and led to his exploitation. The protection and welfare of these children, therefore, become an issue of paramount social significance.

India has all along followed a pro active policy in the matter of handling problem of child labour. the framers of the Indian Constitution incorporated relevant provisions under various articles in Part-III and IV so as to protect childhood and youth against exploitation and ensure that no child below the age of 14 years shall be employed to work in any factory, mine or any hazardous employment. Besides, a plethora of national laws, some dating back to the 1930s, offer protection from



exploitation to India's working children. The Bonded Labourer System (Abolition) Act, 1976 and Child Labour (Prohibition and Regulation) Act, 1986 are the most

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significant and far reaching of these laws. Despite all these provisions, the incidence of child labour continues to remain high in our country, particularly in rural and tribal areas.

Consequent upon the announcement of the National Child Labour Policy, 1987, National Child Labour Projects (NCLPs) were set up in selected areas with the basic aim to reduce the incidence of child labour, and there by encouraging the elimination of child labour progressively. For the purpose, a number of welfare programmes, including non-formal education, have been envisaged under the NCLPs. The effectiveness of these programmes, has reported to been studied by the researchers as well as national level independent bodies, e.g. V.V. Giri National Labour Institute, Noida. These studies have reported conflicting results, and have mostly raised questions/ doubts on the quality and outcomes of various programmes under NCLP.

In the backdrop of the above situations, particularly with reference to the state of our children; conflicting reviews about the effectiveness of various programmes under NCLP; and the quality of resources in the area, the present project was undertaken so as to explore the grassroots realities pertaining to education of the child labour in holistic perspective.

The specific objectives of the study are as follows:

- i. To study the incidence of child labour in the study area;
- ii. To study the factors responsible for child labour amongst vulnerable groups such as girls, and children belonging to SC and ST categories;
- iii. To make an indepth study of each factor responsible for child labour through case study, and to suggest measure to motivate children and their parents against child labour;
- iv. To study the provisions, particularly educational provisions under National Child Labour Project (NCLP) for the elimination of Child labour; and



- v. To study the issues associated with implementation of NCLP in the study area.

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Case study research design (Merriam, 1988) was employed in carrying out the study. The sample for the study consisted of: (i) Child workers representing the major variables such as sex (boys and girls), caste/tribes (SC and ST), (ii) Parents of child workers; (iii) Teachers of Special Schools for Child Labour; and (iv) NCLP functionaries. These units of sample were selected employing purposive (Chein, 1981) or criterion based sampling technique (Goetz and Le Compte, 1984; Reported in Merriam, 1988) so as to represent ideal cases, typical cases and extreme cases. The tools of qualitative research such as, semi-structured interviews, observation, documentary analysis and focus group discussions (FGDs) were employed to collect data from multiple sources.

The results of the study are based on the analysis of different dimensions of special school programme being implemented in the study area, e.g. curriculum, management of school, monitoring and supervision; and stories of selected students who have experienced the programme.

- i. Poverty is the main factor which forces a child to be labourer and deprives him from most of the basic human rights, including right to basic education.
- ii. The vocational education being imparted in Special Schools for Child Labour seems to be weak. There are vocational teachers, but without any infrastructure. The need of the beneficiary learners have not been taken into account in implementing courses in different schools.
- iii. The Special Schools for Child Labour are not provided with adequate teaching-learning materials and furniture.



- iv. The special school programme lack sustainability. It is seen that most of the children, after completion of their education in special schools, do not continue their formal education and thereby revert back to work situations. It is disheartening to note that all the four daughters of *Balak Khora*, including *Chandrama Khora* (see case study of *Chandrama Khora* under caption 5.6.2), who have had their primary education under the

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programme, have subsequently discontinued to pursue further education in formal system; and are now engaged in hazardous works.

- v. The Syllabus prescribed for Special Schools for Child Labour includes almost all the learning competencies prescribed for formal primary school under Government of Orissa in the Department of Schools and Mass Education. But the duration of course in respect of special schools is three years, whereas it is five years in case of formal primary schools.
- vi. NCLP, Koraput follows an integrated approach to education and rehabilitation of child labour in the district. The project envisages convergences of services, mainly from the departments like Panchyati Raj, the Department of School and Mass Education, the Department of Health, and the Department of Sports and Culture etc.
- vii. The programme of education for child labour under National Child Labour Project (NCLP), Koraput is managed in a mission mode, i.e. under a registered society. There is a decentralized structure of management with District Project Society headed by the district collector at the top and the village school monitoring committee at the bottom.
- viii. The mechanism devised for monitoring and supervision of Special Schools for Child Labour under NCLP, Koraput, is decentralized and well-structured. The officers working at different levels, viz. district, block, panchayat, and village; and belonging to different departments/ sectors e.g. Education, Panchayati Raj, Health, NGOs, Labour, are involved in the



process of monitoring and supervision of special schools for the child labour.

The results of the study as derived from documentary analysis, interviews with the stakeholders, and in-depth case studies seems to have immense implications for varieties of functionaries devoted to education and elimination of child labour. Keeping in view the impressionistic present status of implementers, an action plan has been developed by the investigators for the ready reference of govt. and non-governmental agencies working in this field.

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Based on the results of the study and their implications for different sections of implementers, the following specific recommendation was made:

That the special school for child labour be made residential with a strong component of vocational education. Vocational Education should form an integral part of special school programme.

An analysis of existing special school programme vis-à-vis the suggested residential model, from a socio-economic point of view, implies that conversion to residential model would be bear no extra cost, as the govt. both at Central and State levels have been providing residential education for children belonging to SC and ST categories, who mostly constitute the potential learners in Special Schools for Child Labour.



1.0 CONTEXT AND CONCERNS

Child Labour is a global phenomenon. Its magnitude and dimension, however, vary widely from country to country. The obnoxious practice of child labour is widely prevalent in many of the third world countries such as India, China, Pakistan, Bangladesh, Nepal, Brazil etc. Despite various measures undertaken by the Government and the non-government agencies to tackle the exploitation of children, India has come to acquire the dubious distinction of possessing the largest child labour force in the world. According to estimates, there are over 60 million child labourers in India constituting nearly twenty five per cent of the working children of the world (Reported in Mishra, 2004, pp.1-3). Child labour is not a new phenomenon to our age. What is new, however, is its perception as a social problem the world over. There has been a distinct change in recent past in the values and attitudes of the legitimizing groups of society *vis-à-vis* child labour because of some new developments. In the pre-industrial agricultural society of India, children worked as helpers and learners in hereditarily determined family occupations under the benign supervision of adult family members. The work place was an extension of the home and work was characterized by personal informal relationships. The tasks and technology that work involved were simple and non-hazardous which the child could learn smoothly and unconsciously, over the years through association.

The social scenario, however, changed radically with the advent of industrialization and urbanization under the impact of the newly generated centrifugal and centripetal forces. There was an unbroken stream of the rural poor migrating to urban centers in search of livelihood. The child had to work as an individual person either under an employer or independently. His work environment endangered his physical health and mental growth and led to his exploitation. The protection and welfare of these children, therefore, become an issue of paramount social significance.



1.1 What is Child Labour

The word 'Child Labour' has been differently defined in various studies. According to the committee on child labour, 'Child labour', however, can broadly be defined as that segment of child population in work, either paid or on unpaid. The term "child labour is commonly interpreted in two different ways: first, as an economic practice, and second, as a social evil. In the first context it signifies employment of children in gainful occupations with a view to adding to the total income of the family. It is in the second sense that the term child labour is now more generally used. In assessing the nature and extent of social evil, it is necessary to take into account the character of the jobs on which children are engaged, the danger to which they are exposed and the opportunities of development of which they have been denied. The term includes wage-labour as well as self-employed children working independently as well as in family enterprises. Child labour therefore, can be defined here as any work undertaken by children below 14 years in such works which are injurious to their health, and harmful to their proper development.

1.2 Constitutional and Legal Provisions

India has all along followed a pro-active policy in the matter of handling problem of child labour. The Constitution of India, both in the Directive Principles of State Policy and as a part of Fundamental Rights, has laid down that the State shall direct its policy towards securing the health and strength of workers, men and; women and; the tender age of children not abused and that citizens are not forced by economic necessity to enter vocations unsuited to their age or strength, and that children, are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity. Childhood and youth are to be protect against exploitation, and no child below the age of 14 years shall be employed to work in any factory, mine or in any hazardous employment. The framers of the Indian



Constitution incorporated relevant provisions under various articles in part III and IV to ensure justice to children.

Selected articles of Indian Constitution in this regard are presented as follows:

- **Article-23** : Prohibition of traffic in human beings and forced labour.
- **Article-24**: Prohibition of employment of children below the age of 14 years in factories, mines, or in any other hazardous employment.
- **Article-45**: Provision of early childhood care and education for children until the age of six years (86th Constitutional Amendment Act-2002).
- **Article-21(A)** : Provision of free and compulsory education of children of the age of six to fourteen years (86th Constitutional Amendment Act, 2002).
- **Article-51-A(k)** : Fundamental duties of parent or guardian to provide opportunities for education of children between the age of six and fourteen years.

(Human Rights Watch, 1996; Govt. of India, 2002)

A number of legal provisions, including laws, acts, declarations, conventions, prohibiting child labour have been made at the international and national levels.

The following international human rights conventions prohibit the practice of child labour. India is a party to all of them, and as such is legally bound to comply with their terms:

- Convention on the prevention and suppression of slave trade and all forms of slavery, 1926 (Signed at Geneva on 25th September, 1926).
- Supplementary Convention on the abolition of slavery, the slave trade, and institutions and practices similar to slavery, 1956. (Done at Geneva, 7th Sept. 1956).
- International Convention on Civil and Political Rights (ICCPR), 1966 prohibits slavery and the slave trade in all their forms, (UN Doc. A/6316, 1966).



- Convention on the Rights of the child, 1989.

A plethora of national laws, some dating back to the 1930s, offer protection from exploitation to India's working children. The Bonded Labour System (Abolition) Act of 1976 is, for the purposes of this report, the most significant and far-reaching of these laws. The Bonded Labour System (Abolition) Act, the Child Labour (Prohibition and Regulation) Act, and the other pieces of protective legislation that apply in varying circumstances to the situation of the child labourer, are betrayed by an extremely low rate of enforcement. (Human Rights Watch, 1996, p.27). The major domestic national laws include:

- Bonded Labour System (Abolition) Act, 1976.
- Children (Pledging of Labour) Act, 1933.
- Factories Act, 1948.
- Bidi and Cigar Workers (Conditions of Employment) Act, 1966.
- Child Labour (Prohibition and Regulation) Act, 1986.
- Inter-state Migrant Workmen (Regulation of Employment and Conditions of Service) Act-1979.
- Contract Labour (Regulation and Abolition) Act, 1970.
- Minimum Wages Act, 1948.
- Plantation Labour Act, 1950.
- Apprentices Act, 1961.
- Shops and Establishment Act, 1961.
- Shops and Commercial Establishment Act.
- The Motor Transport Workers Act, 1952.
- The Mines Act, 1952.
- The Merchant Shipping Act, 1958.

1.3 Elimination of Child Labour : Policy Perspective

A number of programmes have been envisaging both at the international and national levels for the elimination of child labour.



1.3.1 International Programme

The International Programme on the Elimination of Child Labour (IPECL) was launched as a global programme by the International Labour Organization (ILO) in December 1991 with the aim to work towards the progressive elimination of child labour by strengthening national capacities. IPECL's priority target are bonded child labourers, children in hazardous working condition and occupations, and children who are particularly vulnerable, i.e. very young children (below 12 years of age) and working girls. Since 1999 and the adoption of Convention 182, children in prostitution has been added to the list of priority groups. IPECL has also targeted indirect elements to help facilitate and support the withdrawal of children from the work force, and assist their integration into educational programmes. Focus is also placed on research and training institutions in government and non-government sectors, workers' and employers' organizations, factory and labour inspectors and the communities and families of the children.

1.3.2 Indian Initiatives

India was the first country to sign a Memorandum of Understanding (MOU) with the ILO in 1992 to implement IPECL as a supplement to its national efforts aimed at prevention and elimination of child labour. India follows a pro-active child labour policy through its Constitutional provisions, legislation and policy measures. Various articles in the Fundamental Rights and the Directive Principles of State policy declare that "no child below the age of 14 years" shall be employed to work in any factory or mine or engaged in any other hazardous employment (Article 24) and that "free and compulsory education should be given to children below the age of 14 years" (Article 51-A). Provisions are made against human trafficking and forced labour (Article 23), both of which have bearing on the issue of child labour. The major existing legal provisions against children's employment include: Child Labour Prohibition and Regulation Act 1986, Indian Factories Act 1948, Declaration of National Policy on Child Labour 1987, and a large body of general and sector-



specific legislations which prescribe a minimum age of admission to employment and regulate children's working conditions.

1.3.3 National Child Labour Projects

A growing focus on the elimination of child labour in the country has led the Ministry of Labour, Government of India to execute several plans and programmes; and the National Child Labour Project (NCLP) is one of the major programmes implemented throughout the country.

The main thrust of a National Child Labour Project is to reduce the incidence of child labour in the project areas, thereby encouraging the elimination of child labour progressively. Seven child labour projects were set up in the year 1988 after the announcement of the National Child Labour Policy, 1987. The number of projects increased to twelve by the middle of 1994. In the wake of the announcement of the new programme of elimination of child labour in hazardous occupations, on 15th August, 1994 the ambit of the NCLP was enlarged. New area-specific projects (as against industry-specific projects) were started in the child labour endemic districts. As against 12 NCLPs, opened earlier, 64 additional NCLPs were sanctioned bringing the number of child labour projects to 76. The Cabinet Committee on Economic Affairs (CCEA) had approved on 23rd January, 1999 the continuance of the scheme during the Ninth Plan and also approved the increase of the number of projects from the existing 76 to 100. As of date, there are 100 National Child Labour Projects in 13 child labour endemic States for rehabilitation of approximately 2.11 lakhs working children withdrawn from hazardous occupations.

1.3.4 Supreme Court Directives

The Supreme Court of India, in its judgment dated 10th December, 1996 in Writ Petition (Civil) Number 485/1986, has given certain direction regarding the manner in which children working in the hazardous occupations are to be withdrawn from work and rehabilitated, and the manner in which the working conditions of



children working in non-hazardous occupations are to be regulated and improved. The judgement of the Supreme Court envisages:

- Simultaneous action in all districts of the country;
- Survey for identification of working children (to be completed by June 10, 1997);
- Withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions;
- Contribution of Rs. 20,000 per child to be paid by the offending employers of children to a welfare fund to be established for the purpose;
- Employment to one adult member of the family of the child so withdrawn from work, and if that is not possible a contribution of Rs.5000 to the welfare fund to be made by the State Government;
- Financial assistance to the families of the children so withdrawn to be paid out of the interest earnings on the corpus of Rs.20,000/25,000. deposited in the welfare fund as long as the child is actually sent to the school;
- Regulating hours of work for children working in non-hazardous occupations so that their working hours do not exceed six hours per day and education for at least two hours is ensured. The entire expenditure on education is to borne by the concerned employer; and
- Planning and preparedness on the part of Central and State Governments in terms of strengthening of the existing administrative/ regulatory/ enforcement frame-work (covering cost of additional manpower, training, mobility, computerization etc.) implying additional requirement of funds (Reported in Embassy of India, 2004, p.8).

1.3.5 Government of India's Policies



In India, increasing attention is now being paid to strengthening the enforcement machinery related to child labour. Soon after the enactment of the comprehensive Child Labour (Prohibition and Regulation) Act, 1986, the Government of India adopted a National Child Labour policy in 1987, in accordance with the constitutional provisions and various legislation on child labour. The idea of adopting a separate policy on child labour was not only to place the issue on the nation's agenda, but also to formulate a specific program of action to initiate the process of progressive elimination of child labour. The policy consists of three complementary measures: (i) Local action plan; (ii) Focus on general development programmes benefiting children wherever possible; and (iii) Area specific projects.

1.3.6 Rehabilitation

A major program was launched on 15th August 1994 for withdrawing child labour working in hazardous occupations and for rehabilitating them through special schools. Under the program a total of two million children are sought to be brought out of work and put in special schools where they will be provided with education, vocational training, monthly stipends, nutrition and health-checks. As a follow-up, a high powered body, the National Authority for the Elimination of Child Labour (NAECL) was constituted on 26th September, 1994 under the Chairmanship of the Minister for Labour, Government of India. The functions of NAECL are:

- to lay down policies and programs for the elimination of child labour, particularly in hazardous employment.
- to monitor the progress of the implementation of programs, projects and schemes for the elimination of child labour,



- to coordination the implementation of child labour related projects of the various sister Ministries of the Government of India to ensure convergence of services for the benefit of the families of child labour, (Reported in Embassy of India, 2004, p.5).

2.0 RATIONALE AND OBJECTIVES

It is disheartening to note that India has the largest number of working children in the world. Most of these children belong to disadvantaged sections, e.g. scheduled castes, scheduled tribes, slum dwellers, rural inhabitants. These children use to work under some form of compulsion, whether due to economic necessity or expectations attached to their caste, despite the Constitution's Articles 24, 39, which prohibit labour by children under fourteen years of age; and a host of legal provisions, including Child Labour Prohibition and Regulation Act, 1986, Indian Factories Act, 1948, National Policy on Child Labour, 1987.

Consequent upon the announcement of the National Child Labour Policy, 1987, National Child Labour Projects (NCLPs) were setup in selected areas with the basic aim to reduce the incidence of child labour, and there by encouraging the elimination of child labour progressively. For the purpose, a number of welfare programmes, including non-formal education, have been envisaged under the NCLPs. The effectiveness of these programmes, has reported to been studied by the researchers as well as national level independent bodies, e.g. V.V. Giri National Labour Institute, Noida. These studies have reported conflicting results, and have mostly raised questions/ doubts on the quality and outcomes of various programmes under NCLP.

Further, the quality of most of these studies seems to be poor, particularly with reference to aims of research; designs employed, including sampling, designs, statistical designs; and analysis. Most of these studies have described the state of child labour in different sectors on the variables such as sex, age, caste,



occupational choice, wage, and speak little of the micro-level realities pertaining to various issues of child labours.

In the backdrop of the above situations, particularly with reference to the state of our children; conflicting reviews about the effectiveness of various programmes under NCLP; and the quality of resources in the area, the present project was undertaken so as to explore the grassroots realities pertaining to education of the child labour in holistic perspective. The outcomes of the study seem to have immense implications for variety of implementers of NCLPs, e.g. teachers, teacher-educators, curriculum designers, text-book writers, NGOs.

The specific objectives of the study are as follows:

- i. To study the incidence of child labour in the study area;
- ii. To study the factors responsible for child labour amongst vulnerable groups such as girls, and children belonging to SC and ST categories;
- iii. To make an indepth study of each factor responsible for child labour through case study, and to suggest measure to motivate children and their parents against child labour;
- iv. To study the provisions, particularly educational provisions under National Child Labour Project (NCLP) for the elimination of Child labour; and
- v. To study the issues associated with implementation of NCLP in the study area.

3.0 DESIGN OF THE STUDY

Case study research design (Merriam, 1988) was employed in carrying out the study. The sample for the study consisted of: (i) Child workers representing the major variables such as sex (boys and girls), caste/tribes (SC and ST), (ii) Parents of child workers; (iii) Teachers of Special Schools for Child Labour; and (iv) NCLP functionaries.



These units of sample were selected employing purposive (Chein, 1981) or criterion based sampling technique (Goetz and Le Compte, 1984; Reported in Merriam, 1988) so as to represent ideal cases, typical cases and extreme cases. The tools of qualitative research such as, semi-structured interviews, observation, documentary analysis and focus group discussions (FGDs) were employed to collect data from multiple sources. The investigator used multiple methods of collecting data, i.e. combining dissimilar methods to collect the data from the same unit, which contributed to building up a chain of evidence related to sensitive questions. The rationale for this strategy is that the flaws of one method are often the strengths of another (Denzin, 1970; Reported in Merriam, 1988, p.69). Table- 3.1 represents an outline of the research design:

Table-3.1
An Outline of the Research Design

RESEARCH ACTIVITY	KEY INFORMANTS	PURPOSE
1. Semi-Structured Interviews.	<ul style="list-style-type: none"> • Child Workers • Parents • Teachers of Special Schools • NCLP functionaries. 	<ul style="list-style-type: none"> • To understand the factors contributing towards child labour. • To elicit shared principles, values and practices from the key informants. • To seek information from the respondents about aspects of education in special schools for child labour, viz. curriculum, text books, teaching-learning materials, school environments, school community relationship, management.
2. Observation	<ul style="list-style-type: none"> • Physical and Psychological conditions of the child • Environmental Condition of Workplace. 	<ul style="list-style-type: none"> • To ascertain holistic picture of school environments not been articulated in interviews and survey as well as to cross-check the data thus collected.
3. Focus Group Discussions (FGDs)	<ul style="list-style-type: none"> • Parents of children studying in special 	<ul style="list-style-type: none"> • To explore and probe into issues pertaining



	<p>schools for child labour.</p> <ul style="list-style-type: none"> • Members of Self Help Groups (SHGs). 	<p>to education of child labour such as learning achievement of students, quality of instruction, mid-day meal, vocational training, school community relationship, enrolment and retention of children, disbursement of stipend, maintenance of school building, meetings of PTA, SHG.</p> <ul style="list-style-type: none"> • To elicit shared principles, values and practices from parents/SHGs. • To analyse the gap between the individual opinion as obtained through interviews and group opinion.
<p>4. Documentary Analysis</p>	<ul style="list-style-type: none"> • Research articles • Research Report. • Internet. 	<ul style="list-style-type: none"> • Documentation of the work situations of child labourers in the study area. • Documentation of the state and issues pertaining to education of child labourers in special schools. • To supplement or substantiate the findings of research.

4.0 CHILD LABOUR SCENARIO OF THE STUDY AREA

A Comprehensive survey of child labour in the district of Koraput was made in the year 1997 following the direction of Hon'ble Supreme Court of India. The survey revealed that the district bears 13,558 child labourers both in hazardous (234) and non-hazardous (13,324) occupations, out of which 6,440 are girls (NCLP, Koraput, 1997, p.5). Another survey of child labourers in the district was made towards the end of the years 2002, i.e. after five years of implementation of NCLP, which



recorded as less as 2,693 child labourers in the district in hazardous (540) and non-hazardous (2,143) occupations, out of which 1,079 are girls.

5.0 NCLP AND SPECIAL SCHOOL PROGRAMME

The National Child Labour Project (NCLP), Koraput was established in the year 1995 under the Chairmanship of the Collector, Koraput with the major objectives: (i) to bring the child labourers of the district into the mainstream of education through the special schools; and (ii) to generate awareness against the phenomenon of child labour. Under this project, 20 numbers of special schools were opened in the year 1996, mostly in the child labour concentrated areas of the district with 50 students in each school.

Thus, the special schools established under NCLP, Koraput caters to the educational need of 1,000 child labourers aged 6-14. The major programmes/activities of NCLP special schools are as follows:

- Non-formal education
- Vocational education
- Sports and cultural programmes
- Free school uniform
- Nutritious mid-day-meal
- Rupees 100/- stipend per month
- Free health check-up
- Assistance to the parents of child labourers under various poverty alleviation programme.

5.1 Profile of Special Schools

Two , out of 20 Special Schools for Child Labour in the study area, viz. (i) Special School for Child Labour, Jayanagar, and (ii) Special School for Child Labour, Dongaguda, were selected for case study by employing purposive sampling technique so as to represent ideal cases, typical cases and extreme cases. A brief



sketch of each of these schools is presented with reference to the basic variables such as location, status of school building, student enrollment, teachers, curricular activities, and teaching-learning materials etc. The profiles have been developed on the basis of data collected from multiple sources using varieties of tools such as observation, interviews and school information schedule etc.

5.1.1 Special School for Child Labour, Jayanagar

The school is situated at one end of Jeypore town area, close to AIR Jeypore station. This school was functioning at Souraguda village, a year before. It is now functioning in a rented house to cater to the educational need of 4-5 habitations around *Jayanagar*. Most of the inhabitants of these habitations are daily wage labourers and work mostly in Jeypore town. Women and girls work as maid servants in well to do families. Some women and young girls work as daily wage labourers in road and building construction sector.

The special school for child labour functions at one end of the habitation *Jayanagar*. The school building is *pucca* with three inter connected rooms and one small room. Two inter-connected rooms are used as classrooms, one as store room, and the small but independent room is used as office room. The teaching learning materials, furniture, utensils and rice bags etc. have been adjusted in these rooms.

The school has a student enrolment of 50 as sanctioned by NCLP, Koraput. The sex and caste/tribe-wise student enrolment can be seen from table-5.1 as follows:



Table-5.1

Student Enrolment in Special School for Child Labour, Jayanagar (Jeypore NAC) by Caste/Tribe

<u>Caste</u> <u>Sex</u>	SC	ST	OBC	Total
Boys	--	26	03	29
Girls	01	18	02	21
Total:	01	44	05	50

There are three teachers, including one vocational teacher, in the school. All the three teachers possess 6 years of teaching experience in the system. None of them reported to have undergone training in pedagogy. The vocational teacher, however, is reported to be trained in tailoring at YMCA, Jeypore. She seems to be committed but is unable to deliver goods due to lack of a sewing machine in the school. The head teacher is a male and belongs to tribal community. The other teacher is a lady. She belongs to Jeypore town. Both the teachers seems to be sincere, honest and hard working.

The school does not possess the essential teaching-learning materials. There are only four maps and a globe. The school possesses adequate furniture like chairs and tables for the teachers, trunk and rack.

It was learnt that the students are provided with quality mid-day meals. The students often cook food by themselves or assist the cook in rotation. Most of the students were found without school uniform as the supplies do not fit them. All the students, however, have been supplied with adequate reading-writing materials and text-books. The major strength of the school seems to be the commitment of the teachers to their profession.

5.1.2 Special School for Child Labour, Dongaguda

Dongaguda is a small habitation under Jeypore NAC, mostly inhabited by daily wage labourers. The special school for child labour, *Dongaguda* is



functioning in another habitation, namely *Hatapada*, situated at a distance of about one Kilometer. This school, established in 1996, has been functioning at *Hatapada*. The NCLP authorities shifted the school to *Dongaguda* in the year 2004 officially, but the school is still functioning at *Hatapada* physically. This is due to non-availability of school building at *Dongaguda*. However, most of the benefits of the school goes to the inhabitants of *Hatapada*. *Hatapada* is located at one end of Jeypore town, by the side of National Highway No.43. The school functions in a nice *pucca* building with five rooms of different size. A big and well ventilated room is used as classroom. There are separate rooms for vocational training, dining and kitchen, office, and stock and store. The school is very close to a slum. There is a vast field with few mango trees in front of the school, which is used as play ground. The field is mainly used for weekly market every tues day. There are two tube-wells very close to the school. The student enrollment in the school is presented in table-5.2.

Table-5.2

Student Enrolment in Special School for Child Labour, Dongaguda (Jeypore Municipality) by Caste/Tribe and Sex.

<u>Caste Sex</u>	SC	ST	OBC	Total
Boys	20	07	--	27
Girls	20	03	--	23
Total:	40	10	--	50

The enrolment figures of table-5.2 show that the students mainly belong to SC community with equal proportion of boys and girls. As reported by the head teacher of the school, most of the students have been brought from brick factories, cashew-nut de-scaling and processing factories, and rice/oil mills.

There are three teachers in the school, including the headmaster, an assistant teacher, and a vocational teacher. The headmaster is a graduate with eight years of teaching experience in the same school. He is at his late thirties. He has received 10 days condensed training at DIET, *Jeypore*. The assistant teacher, who is also a graduate with eight years of teaching experience in the same school, is untrained.



The vocational teacher is trained in tailoring at District Industry Centre (DIC), *Jeypore*.

The school does not have the essential teaching-learning materials other than one globe, three maps and one wooden black board. The school, however, possess adequate number of chairs (four) for the teachers, tables (three) for the teachers, steel rack (one), trunk (one), and sewing machine (one). The sewing machine belongs to the vocational teacher.

The school maintains the records / registers such as students' attendance register, teachers' attendance register, visitors' book, mid-day meal register, stock register, cash book, SHG register, and health check-up register, neatly and regularly.

The school provides uniform, mid-day meal, breakfast, textbooks, reading-writing materials, medicines, free of cost to the students. There is a lady cook with consolidate salary of Rs.800.00 per month. It was learnt that the cook being an educated is very affectionate to the students. Her motherly behaviour, as learnt from the teachers, is instrumental in reducing dropouts. She often participates in teaching-learning process.

The school seems to be a better one as compared to its counterparts, in terms of teaching-learning and vocational activities, organization of co-curricular activities, infrastructure, and quality of teachers etc.

5.2 Curriculum

The special schools for child labour follow the curriculum developed by the State Institute of Labour, Orissa in collaboration with the State Resources Centre for Adult Education, Orissa Bhubaneswar (State Institute of Labour, 1998). The curriculum, which mainly includes basic school subjects, viz. mother tongue (Oriya), mathematics, environmental studies, and English; and vocational courses, viz. diary,



poultry, radio and T.V. repairing, and horticulture, has been developed on the basis of the curriculum framework for non-formal education.

The syllabus published by the state Institute of Labour (1998) recommends two types of course structures: three-years course structure; and two-year course structure. Both of these structures has been considered equivalent to primary stage of education (classes I to V) in the formal sector under the Department of School and Mass Education Government of Orissa. In other words, a student, after completion of education in a special school for child labour is eligible to take admission in class-VI of a formal school. The NCLP, Koraput has adopted three-year course structure which envisages six semesters.

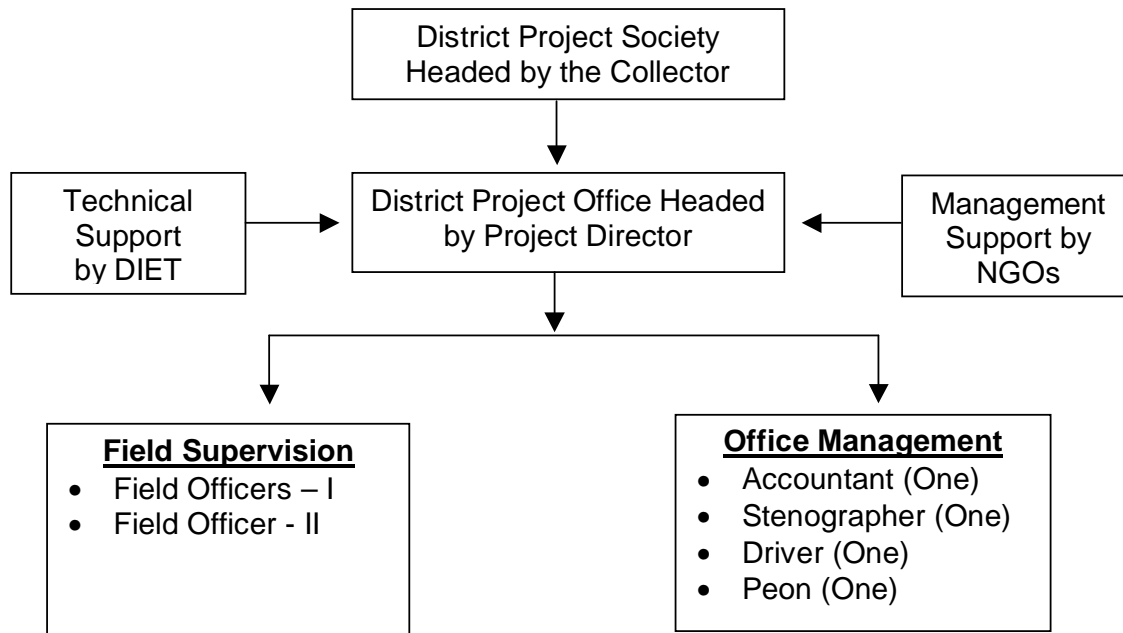
5.3 Management of Education

One of the major objectives of NCLP, Koraput is to bring the child labourers of the district into the mainstreams of education through the special schools. Therefore, special school programme is the major component of NCLP, Koraput, which is managed under a registered society, viz. Child Labour Welfare and Rehabilitation Society, Koraput (Regn. No. KPT-2330/103-1995-96). The district collector, Koraput is the ex-officio chairperson of the society who takes major administrative as well as financial decisions relating to NCLP including special school programme. There is an Executive Body of the District Project Society consisting of nine members. It approves all types of administrative decisions relating to education in special schools. A paradigm of management structure is shown in figure-5.1.



Figure – 5.1

District Level Management Structure of Special Schools for Child Labour



5.4 Monitoring and Supervision

There is provision for regular monitoring and supervision of special schools by the Project Director, NCLP, Koraput and the Field Officers appointed for the purpose. Besides, the schools are supervised by the members of the respective monitoring committee in regular intervals. Each schools has a monitoring committee consisting of the following members:

- Sub-Inspector of Schools
- Sarapanch
- A Senior citizen of the village.
- Representative of local NGO.
- Parents of the children (four)
- Field Officer (Chairperson)

The monitoring committee is required to meet once every month to review the progress and suggest measures if required for the improvement of the system. It was found from the review of Visitors books of the schools included in the sample that the



district level officers like Collector and District Magistrate, Additional District Magistrate, District Inspectors of Schools, District Welfare Officer, District Labour Officer, often visit schools.

5.5 Learner Evaluation

The process of evaluation of learners' achievement, as indicated in the syllabus for NCLP Special Schools (State Institute of Labour, 1998, p.37), emphasizes formative or process evaluation as well as summative evaluation. The structure of evaluation as prescribed in the syllabus is as follows:

- There should be an oral examination at the end of first year .There should not be any written examination in the first year.
- There should be written examinations in respect of the scholastic areas at the end of each semester in the second and third year.

It was learnt that the schools, in practice, conduct written examinations on the scholastic areas at the end of each semester. Thus each school conducts six written examinations during the period of three years. It was further learnt that the system of examination is controlled by the District NCLP authority. The decisions pertaining to question papers, supervision, time table etc. are taken at the district level. There is no provision of formative evaluation.

5.6 Selected Case Studies

In this section, results pertaining to case study of child labourers, who have studied in special schools, are presented with reference to their family background, achievements in scholastic as well as co-scholastic areas, achievement motivation, aspirations etc.

5.6.1 Case study of Mukta Gadaba

Twelve year old *Mukta* is an ST girl. Her father aged about 47 is a class-IV employee (*Choukidar*) in Upper Kolab project office at *Jeypore*; and mother aged about 40 is a housewife. *Mukta* has one elder brother, who is studying in class-IX of a government high school; and one younger sister, who studies in class-VI of the same government high school.

Mukta completed her primary education in Special School for Child Labour Souraguda which now has been shifted to *Jayanagar*, about two kilometers away from Souraguda. The school was situated few meters away from *Mukta*'s home. After completion her primary education she, alongwith few other girls of the village, took admission in a Government Upper Primary School at *Jayanagar*. But after six months only, she alongwith the other girls of her village left the school. She is now working as daily wage labourer in nearby *Jeypore* town. Sometimes she goes to cashew nut processing factory situated at *Umuri*, about three kilometers away from her village. It was learnt that many young girls of the village are engaged in different cashew nut processing factories around *Jeypore* town.

Mukta's father reported that he has received the stipend of his daughter amounting rupees two thousand only, out of the due amount of rupees three thousand three hundred, from the special school authorities. Thus, the rest amount of money, i.e. Rs.1,300/- has not been paid to her family although the school has been shifted to *Jayanagar* since last one year.

5.6.2 Case study of Chandrama Khora

Chandrama Khora is an SC girl aged about 16 years. She lives in *Moharia Sahi* of the village *Umuri*, three kilometers away from *Jeypore* town. Her father *Balak Khora* works in a welding shop at *Jeypore* town and earns about to Rs.600 to Rs.700 per month. *Chandrama* is the eldest of her parent's six daughters. Her second sister, now aged about 15 years, and two other twin sisters aged about 12



years have completed their primary education in Special School for Child Labour situated at *Umuri* by that time. Now all these sisters, including *Chandrama*, are working in cashew nut processing factories nearer to their habitation. Her mother never goes to work as the youngest sister of *Chandrama* is only two years old. *Chandrama* earns around Rs.150.00 per week, whereas her other three sisters earn Rs.200.00 per week. This is due to poor condition of her health. Her left organs, including hand and leg, are weak. The factory owner pays Rs.6.50 for decaling a kilogram of cashew nuts irrespective of age and sex of the workers. *Chandrama* and her sisters use to work in the factory between 9.00 a.m. and 5.00 p.m. every day with a break of one hour for lunch (seven hours).

5.6.3 Case study of Nisha Khora

Nisha Khora aged about 12 years is an SC girl. Her father *Budu Khora* works as a *Coolie* in the nearby railway station. He is at his forties. Her mother *Padma Khora*, is at her late thirties. *Nisha* is the eldest of her parent's four children--one female (*Nisha*) and three males. *Nisha* was a student of Special School for Child Labour, *Umuri* three years back. She left education when the school was shifted to *Jayanagar*. She was reported to be happy in attending NCLP School as the school uniform, reading-writing materials, and textbooks etc. were provided free. She is still interested to attend school. But her parents are not interested. Her mother works in cashew nut processing factory. Therefore, *Nisha* was required, since last three years, to take care of her younger siblings, cook and to do other household chores when her mother was at work. *Nisha* has joined in cashew nut decaling activities with her mother and earns about Rs.150/- per week. She often prepares garlands and sells them. It was learnt that her name is enrolled in Government Upper Primary School, but she does not attend. Infact her parents do not allow her to attend as she has become an economic asset to the family.

6.0 LESSONS LEARNED



The results of the study are based on the analysis of different dimensions of special school programme being implemented in the study area, e.g. curriculum, management of school, monitoring and supervision; and stories of selected students who have experienced the programme. The results of the study, presented as follows, are based on the data collected from multiple sources, e.g. school records, interviews with multiple stakeholders:

- i. Poverty is the main factor which forces a child to be labourer and deprives him from most of the basic human rights, including right to basic education.
- ii. The vocational education being imparted in Special Schools for Child Labour seems to be weak. There are vocational teachers, but without any infrastructure. The need of the beneficiary learners have not been taken into account in implementing courses in different schools.
- iii. The Special Schools for Child Labour are not provided with adequate teaching-learning materials and furniture.
- iv. The special school programme lack sustainability. It is seen that most of the children, after completion of their education in special schools, do not continue their formal education and thereby revert back to work situations. It is disheartening to note that all the four daughters of *Balak Khora*, including *Chandrama Khora* (see case study of *Chandrama Khora* under caption 5.6.2), who have had their primary education under the programme, have subsequently discontinued to pursue further education in formal system; and are now engaged in hazardous works.
- v. The Syllabus prescribed for Special Schools for Child Labour includes almost all the learning competencies prescribed for formal primary school under Government of Orissa in the Department of Schools and Mass Education. But the duration of course in respect of special schools is three years, whereas it is five years in case of formal primary schools.



- vi. NCLP, Koraput follows an integrated approach to education and rehabilitation of child labour in the district. The project envisages convergences of services, mainly from the departments like Panchyati Raj, the Department of School and Mass Education, the Department of Health, and the Department of Sports and Culture etc.
- vii. The programme of education for child labour under National Child Labour Project (NCLP), Koraput is managed in a mission mode, i.e. under a registered society. There is a decentralized structure of management with District Project Society headed by the district collector at the top and the village school monitoring committee at the bottom.
- viii. The mechanism devised for monitoring and supervision of Special Schools for Child Labour under NCLP, Koraput, is decentralized and well-structured. The officers working at different levels, viz. district, block, panchayat, and village; and belonging to different departments/ sectors e.g. Education, Panchayati Raj, Health, NGOs, Labour, are involved in the process of monitoring and supervision of special schools for the child labour.

7.0 IMPLICATIONS AND RECOMMENDATIONS

The results of the study as derived from documentary analysis, interviews with the stakeholders, and in-depth case studies seems to have immense implications for varieties of functionaries devoted to education and elimination of child labour. Keeping in view the impressionistic present status of implementers, an action plan has been developed for the implementation by the government and NGOs working in this field.

7.1 Teachers

A. Present Status

It seems that:

- most of the teachers are not aware of the incidence of child labour in the locality ;



- most of the teachers are not aware of the laws / acts prohibiting child labour ;
- most of the teachers do not show positive attitude towards various policies and programmes for the elimination of child labour ;
- most of the teachers do not regard the interest or views of the child labourers in their school;
- most of the teachers are not interested to enroll child labourers in their school
- most of the teachers are not sympathetic to the problems of child labourers ;
- most of the teacher do not have regards for the dignity of labour and look child labourers studying in their school down; and
- most of the teachers do not take extra care of the child labourers they deserve ;

B. Action Plan

The teachers should:

- be aware of the incidence of child labour in the locality;
- be aware of the laws / acts prohibiting child labour;
- show positive attitude towards various policies and programmes for the elimination of child labour;
- regard the interest or views of the child labourers studying in their schools;
- take extra care of the child labourers; and
- have regards for the dignity of labour ;

7.2 Teacher Educators

A. Present Status

It seems that:

- most the teacher-educators are not aware of the incidence of child labour in the locality;
- most of the teacher-educators are not aware of the laws/acts prohibiting child labour ;
- most of the teacher-educators do not show positive attitude towards various policies and programmes for the elimination of child labour ;



- most of the teacher-educators do not organize drama, debates, essay competitions reflecting various issues of child labourers;
- most of the teacher-educators do not convey the issues of child labour to the pupil-teachers;
- most of the teacher-educators do not read journals / magazines / news letters dealing solely with the issues of child labour;
- most of the teacher-educators do not undertake community-based projects on the issues of child labour; and
- most of the teacher-educators do not participate/present papers in seminars / workshops / conferences on the issues of child labour.

B. Action Plan

The teacher-educators should:

- be made aware of the incidence of child labour in the locality; and keep the record of child labourers working in hazardous and non-hazardous sectors;
- read laws / acts prohibiting child labour;
- show positive attitude towards various policies and programmes for the elimination of child labour;
- organize drama, debates, discussions, songs and painting competitions reflecting the issues of child labour in the locality;
- read journals / magazines / news letters dealing with the issues of child labour;
- undertake projects / surveys on the issues of child labour in the locality; and
- participate / present papers in the seminars / workshops / conferences of on the issues of child labour.



7.3 Curriculum Designers

A. Present Status

It seems that the curriculum designers:

- put more emphasis on 3R's (Reading, Writing, and Arithmetic);
- design mostly dull and mechanical curriculum like that of formal school curriculum;
- expect attainment of competencies from the child labourers at par with formal school children ;
- design heavily loaded curriculum;
- put less emphasis on vocational education;
- do not specify time for vocational activities;
- do not prescribe minimum levels of learning for vocational courses; and
- do not provide scope for continuous and comprehensive evaluation.

B. Action Plan

The curriculum designers should

- prepare activity-based curriculum;
- reflect socio-economic issues of the locality in the curriculum;
- put more emphasis on vocational activities;
- prepare flexible and child-friendly curriculum;
- specify the amount of competencies in consonance with the levels of learning time available;
- specify minimum levels of learning for the vocational courses and curricular activities; and
- provide scope for continuous and comprehensive evaluation.

7.4 Text-book Writers

A. Present Status

It seems that:

- textbooks prescribed for child labourers, which originally were meant for non-formal learners, do not match the calendar time available for the special schools;
- textbooks do not reflect the issues of child labour;
- textbook writers are not trained on the issues of child labour;
- most of the textbook writers put emphasis on 3R's;
- the textbooks mostly emphasize memorization of facts rather than development of human values; and
- textbooks do not provide room for construction of knowledge by the student himself.

B. Action Plan

The text-book writers should:

- reflect the issues of child labourers in the textbooks;
- be trained on the issues of child labour;
- provide room for construction of knowledge by the student himself;
- should prescribe textbooks for child labour, that matches the calendar time available for special schools.

7.5 Administrators / NCLP Authorities

A. Present Status

It seems that administrators / NCLP authorities:

- do not encourage / motivate teachers doing excellent in the field of education of child labour;
- do not supervise special schools for child labour regularly;
- do not provide textbooks and teaching-learning materials timely or according to the requirements of the schools;

- mostly engage teachers in extra-curricular activities, e.g. survey, maintenance of files;
- do not provide materials / equipments for vocational education;
- do not arrange orientation / refresher courses for the teachers of special schools;
- do not organize seminars / conferences / workshops on the issues of child labour;
- do not provide adequate salary / remuneration to the teachers; and
- do not provide freedom to the teachers, particularly for the preparation / procurement of teaching-learning materials.

B. Action Plan

Administrators / NCLP authorities should:

- encourage / motivate teachers doing excellent in the field of education of child labour;
- supervise special schools regularly;
- provide adequate textbooks and teaching learning materials to special schools on time;
- avoid, as far as possible, engaging teachers of special schools in extra curricular activities;
- provide required materials / equipments for the smooth organization of vocational activities;
- organize orientation/refresher courses for the teachers from time to time;
- organize seminars/conferences / workshops on the issues of child labour;
- provide adequate salary / remuneration to the teachers; and
- provide freedom to the teachers in the preparation of teaching-learning materials.



7.6 Non-Governmental Organizations (NGOs)

A. Present Status

It seems that:

- most of the NGOs do not show interest in activities relating to education of children in general, and education of child labourers in particular;
- most of the NGO functionaries do not attend to the problems of child labourers in their area of operation, as they do in cases of the weaker section of the society like women, tribals, scheduled castes and minorities etc;
- most of the NGOs do not keep record of incidence of child labour in the locality;
- most of the NGOs do not organize seminars / workshops / rallies' and other awareness programmes on the issues of child labour as they do in cases of women, tribals children/persons with impairment, minorities;
- most of the NGOs are not aware of the acts / laws / legal provisions relating to child labour; and
- most of the NGOs are not aware of the funding agencies at the national and international levels, providing financial as well as technical support for undertaking child labour related programmes.

B. Action Plan

Non-governmental organizations should:

- show interest in activities relating to education of children in general, and education of child labourers in particular;
- be aware of the acts / laws / legal provisions for child labourers;
- attend to the problems of child labourers in their area of operation, as they do in cases of the weaker sections of the society like women, tribals, scheduled castes, and minorities etc ;
- keep record of incidence of child labour in the locality ;
- organize seminars / workshops on the issues of child labourers as they do in cases of women, tribals, children, persons with impairments , minorities; and



- be aware of the funding agencies at the national and international levels, providing financial as well as technical support for undertaking child labour related programmes.

Based on the results of the study and their implications for different sections of implementers, the following specific recommendation was made:

That the special school for child labour be made residential with a strong component of vocational education. Vocational Education should form an integral part of special school programme.

An analysis of existing special school programme vis-à-vis the suggested residential model, from a socio-economic point of view, implies that conversion to residential model would bear no extra cost. It is seen that most of the children studying in special schools belong to SC or ST communities; and the children belonging to other communities come under Below Poverty Line (BPL) category. As such, government both at the Central and State levels have massive programme of residential education for children belonging to SC and ST categories. Governments have also obligations for free education of children belonging to BPL categories. Further, under the existing model of special school, many things, including, school uniform, reading-writing materials, medicines, mid-day meal, are provided free. Therefore, a residential model of special school may bear little extra finance, but would enhance the social and political commitment of the government.

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