

## **ROLE OF EDUCATIONAL PLANNING TOWARDS CHILD LABOUR: PROSPECTS AND FUTURE IN ASSAM**

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### **ABSTRACT**

Educational planning is important as it can tackle those areas where immediate reform is needed. It can provide future educational infrastructure to those who are not yet in the coverage area of education. One such area before the educational planning is the child labourer education. Child labour is a threat for the nation and for the state. They are out of the scenario of universalization of primary education and fall under heavy dropout rates. There are national policies for child labour where special school for them was organized with monthly stipend of 100 rps. In Assam there are four districts under these schemes, but other districts are not yet followed. Overall education towards this child labour is not an easy task to deal with as their parents are from poverty striven family and so accept this child as assets. As a result they send these children to work instead of school. They believe that education will give them nothing but it will create a loss in time where the child can earn money outside. Therefore they are forbidden from the basic right to education. That is why educational planning should also be conscious to deal with the problem by catching its basic problems, and try to change the mind set of this people. This should be located soon otherwise we will lose our future citizen indulge in illiteracy. This paper attempts to find out whether there is any such planning is available for this child or not and also tries to show some future prospects which can be taken under consideration.

**KEYWORDS:** Child Labour, Educational Planning, Universalization

### **INTRODUCTION**

Education is an important aspect of human resource development. It is necessary for an individual to live a life of totality with knowledge and empowerment. There is abundance of policies and planning to capture the education need of the masses. Our country is facing the crisis of a nation that is poverty and illiteracy, and both are dependable on each other. Although the scenario is improved a little bit but some lacuna can be observed in providing education to the masses. This lacuna can be fulfilled only by planning. Planning involves dealing with aims and objectives, and selecting current strategies and Programme to achieve such aims.

It also determines and allocates resources to the required. Future of education can be modified and best utilized only through educational planning. The policies so far utilized is facing challenges in providing education to child labour. It is observed that 80% child labourer drop out. Drop out rates are very high in some parts of our country that it is becoming a challenge. In such a scenario Educational planning is important as it can tackle those areas where immediate reform is needed. It can provide future educational infrastructure to those who are not yet in the coverage area of education. Planning helps in determining our goals and it also enables us to understand how to achieve that goal. It gives a clear understanding towards our goal. In this paper an attempt has been made to see the educational planning and existing policies to tackle child labour. Educational planning in its broadest term can be understood as application of systematic, rational analysis of the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. Education planning can deal with the future and

analyze the lacuna of the past. Through the educational planning the problems of present scenario of education system and inclusive education to each and everyone will be a possible future.

## **CHILD LABOUR**

The term “child labour” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. Child labour is a threat for the nation and for the state. According to National Sample Survey nearly 16.4 million Indian children in the age group 5 to 15 are engaged in various organizations. According to 2001 census Assam has got 351416 thousand child labour and in India the total of which is 12666377. They are out of the scenario of universalization of primary education and fall under heavy dropout rates. Illiteracy and lack of education is the main cause of growing number of child labour. However child labour is positively related with education. Less the education higher the chances of being child labour, higher the education zero chances of being child labour. Without education it will be confine to poverty and poverty is negatively related to education.

Higher the poverty lower the education, lower the poverty higher the education. When we analyze this it is observed that, a poverty striven family will reluctant to send their children schools as it will give them nothing sort of cash benefit and when a child completes his basic education then also they have nothing to be applauded of as the child will not be eligible for any kind of job or opportunities other than unorganized sector. There are abundant of restaurants, dhabas, domestic work who serves the occupational zone anyways whether a child has basic education or not to feed child’s stomach and its family. The V.V. Giri National Labour Institute has studied various variables that may have a co-relation with child labour. One such variable is the inverse relationship between rural male and female literacy and child labour and the other is between the general development index and the incidence of child labour. This can be seen with an living example that the literacy rate of Kerala is high and the child labour is less there, whereas child labour intensity is high in UP, Bihar and at the same time they have lower literacy rate. Therefore the education planning can go depth of the scenario and find out the solution which can provide education to these child labourer so that they can secure their future without compromising with basic subsistence. For this education planning should give importance to educating the adult citizen and pave the way for child labour education.

Most countries have developed national Education for All (EFA) strategies in order to achieve the objectives set out in the Millennium Development Goals. However, it is clear that these goals will not be achieved unless the specific rights and priorities of poor peoples are addressed in the education sector. In order to combat the problem of child labour new developmental educational polices for common and poverty striven people is necessary.

## **NATIONAL INITIATIVES TOWARDS ELIMINATION OF CHILD LABOUR**

Government has taken various measures to tackle the problem of child labour which is posing a challenge to the nation. In 1979 the Government formed the first committee named Gurupadswamy committee to study the issue of child labour. This committee tried to find the problems. It suggests that as long as poverty is there it is difficult to eliminate child labour totally. Based on the recommendations of this committee, the Child Labour (Prohibition and Regulation) Act was enacted in 1986.

### **Non-Formal Education**

The non-formal education are for those who are unable to attend school. Millions of our children’s have no opportunity for education, most of them are child labourers who worked for their family. Non-formal education is designed in such a way that it lack formal structure and rigidity, and flexible in its methods of teaching which focuses on the

convenience of the students. Experts say non-formal education comprises of four characteristics, they are -relevance of the needs for disadvantage group, concern with specific categories of people, focused on clearly define in purpose, and flexibility in organization and methods. The Programme of non-formal education in India was launched in by the government of India during 1979-80.

The Education policy of 1986 has mentioned about non-formal education which was to be closely coordinated with the Child Labour Policy, it incorporated a major effort to eradicate drop-outs and enrolled children into the education system through non-formal education (NFE). The key objective of NEF is providing education for working children. But it was criticized on the ground of ill-trained teachers, low paid and less known.

### **Education Policy for Child Labour**

This National policy on child labour policy which was formulated in 1987 has some action plan. The first was on Legislative Action plan which advocate strict enforcement of child labour Act and other labour laws to ensure that children are not employed in hazardous employment. The second action plan is on General Development programmes for benefiting child labour which says need to cover these children and their families under various poverty alleviation and employment generation schemes of the government. The another is project based plan of Action envisages starting of projects in areas of high concentration of child labour. Pursuant to this, in 1988, the **National Child Labour Project (NCLP)** Scheme was launched in 9 districts of high child labour endemicity in the country. The Scheme envisages running of special schools for child labour withdrawn from work. In the special schools, these children are provided formal/non-formal education along with vocational training, a stipend of Rs.100 per month, supplementary nutrition and regular health checkups so as to prepare them to join regular mainstream schools. Under the Scheme, funds are given to the District Collectors for running special schools for child labour. Most of these schools are run by the NGOs in the district.

This NCLP scheme is becoming successful only in some part of the country. While coming to Assam in has a long way to go. This scheme is meant for four district of the state they are Kamrup, Nagoan, Kokrajhar and Lakhimpur. The main problem of such scheme is that people are unaware and the role of district administration passive. The teacher and support staff of this kind of Scholl is suffering due to lack of fund in providing education to these child labour. It is very difficult to bring those chidlbourer from their house and convince parents to send their children for schooling. They are initially given stipend to such students but due to lack of fund they are unable to provide such facilities. The scenario is differ form district to district but the condition of the Kamrup district is worst. So this scheme is also not going well in solving the issue.

### **Strategy for the Elimination of Child Labour under the 10<sup>th</sup> Plan**

An evaluation of the Scheme was carried out by independent agencies in coordination with V.V GIRI national institute in 2001. Based on the recommendations of the evaluation and experience of implementing the scheme since 1988, the strategy for implementing the scheme during the 10<sup>th</sup> Plan was devised. It aimed at greater convergence with the other developmental schemes and bringing qualitative changes in the Scheme. It focused on reinforced action to eliminate child labour in the hazardous occupations by the end of the Plan period and Linking the child labour elimination efforts with the Scheme of Sarva Shiksha Abhijan of Ministry of Human Resource Development to ensure that children in the age group of 5-8 years get directly admitted to regular schools and that the older working children are mainstreamed to the formal education system through special schools functioning under the NCLP Scheme. Government has allocated Rs. 602 crores for the Scheme during the 10<sup>th</sup> Plan, as against an expenditure of Rs. 178 cores in the 9<sup>th</sup> Plan. The resources set aside for combating this evil in the Ministry is around 50 per cent of its total annual budget.

## **INTERNATIONAL INITIATIVE**

Child labour and its problem is not confined to India only in relation with the child labour and education, number of initiatives have been taken at international level which has inspired our country to follow their foot step in international ties. These efforts are: a) In 1948, universal declaration on human rights to education. b) In 1966, International covenant on Economic, Social and Cultural rights: compulsory and free primary education. c) In 1989, convention on the rights of child: freedom of association, primary education, rest and leisure, no hazardous child labour, protection from sexual exploitation and trafficking. d) In 1990, ILO convention 182: worst form of child labour, banned slavery, use in armed conflict, prostitution, drug trade, work harmful to health safety. The greatest progress is in recognizing the link between eliminating child labour and guaranteeing "Education for all".

In April 2010, "Right to education act", came into force in India. Thus India became one of 135 countries to make education fundamental right of every child. Right of children to free and compulsory act was a positive step for child labourer. Every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his/her neighborhood. Any cost that prevents a child from accessing school will be borne by the State which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling.

## **CHILD LABOUR IN ASSAM**

The condition of child labour is becoming worst in Assam in district like Kamrup and Nagoan due to reasons like urbanization, growing slum and street children and population influx of migrated population. Kamrup District is the center point of attraction or pull factor for these child labour. Although schemes like NCLP special schools and residential bridge school of Sarva Shiksha Abhijan were initiated to tackle child labour through education, the steps need to go beyond and far.

Another initiative taken by the government of Assam is to prepare a child labour literacy Programme for child labourers in the age group 14 to 17 years. This Programme was implemented from January 2011 in 35 centers, preferably local government schools in the urban areas, and is expected to help over 1000 child labourers employed in restaurants, garages and factories. An instructor will be appointed at each centre to teach 30 teenagers at the time convenient to the child labourers without disturbing their work timings.

The program is proposed to be launched in 10 districts: Dibrugarh, Jorhat, Sivasagar, Kamrup (metro), Cachar, Lakhimpur, Golaghat, Nagoan, Karimganj and Nalbari. The Programme was conceived after a state wide survey on the literacy status of child labourers. The state government has already selected one instructor per centre and dispatched the learning materials to the districts. Apart from basic reading and writing, course would also include simple arithmetic and basic functional knowledge needed to carry out day-to-day activities. The learners will be an experience certificate after the completion of the course. A five-member supervisory centre-level committee, comprising of village Panchayat ward member, teacher of a nearby government school, instructor of the centre and known persons of the area, would be formed for the efficient execution of the plan.

## **SARVA SIKSHA ABHIYAN**

Sarva Siksha Abhijan is trying its best to cover child labour by residential bridge school for 10-14 years. 10 RBC centers were started in 2003-04, in a district of Assam with capacity of enrolling 970 children. In 2008-09, SSA, Assam has been continuing the existing 10 RBC centers covering 1200 children in 9 districts and 33 new RBC centers have been

opened in 22 districts, except Dhemaji enrolling 3380 child labours. SSA has successfully conducted child labour release operation in all the districts having RBC centers. A group was formed to visit to work places and release the children under the leadership of executive magistrate in each districts. In 2008-09, 43 RBC centres 4580 working children through this Programme. The District wise coverage of RBC centre are shown in the following table:

Table 1

Sl. No	District	Target Children	Centre (Coverage in 2008-09)	Boys	Girls	Total
1	Barpeta	430	4	430	0	430
2	Bongaigaon	200	2	200	0	200
3	Cachar	100	1	100	0	100
4	Darrang	240	3	120	120	240
5	Dhubri	250	2	250	0	250
6	Dibrugarh	200	2	100	100	200
7	Goalpara	200	2	100	100	200
8	Golaghat	100	1	100	0	100
9	Hailakandi	100	1	0	100	100
10	Jorhat	150	2	50	100	150
11	Kamrup	200	2	100	100	200
12	KarbiAnglong	600	4	400	200	600
13	Karimganj	200	2	100	100	200
14	Kokrajhar	210	2	110	100	210
15	Lakhimpur	250	2	250	0	250
16	Morigaon	100	1	100	0	100
17	N C Hills	200	2	200	0	200
18	Nagaon	200	2	100	100	200
19	Nalbari	200	2	100	100	200
20	Sivsagar	100	1	100	0	100
21	Sonitpur	250	2	150	100	250
22	Tinsukia	100	1	100	0	100
	<b>Total</b>	<b>4580</b>	<b>43</b>	<b>3260</b>		<b>4580</b>

## PROBLEM TOWARDS SUCH POLICIES

Despite this positive showcasing of statistical data for the nation and the state the problem of child labourer is increasing. Along with the rest of the country, the number of child labourers in the Assam has only increased over the years. As per the 2001 census, the total number of child labourers in Assam was 3,51,416 while the same statistic for the nation stood at a whopping 1,26,66,377.

The NCLP scheme which existed in Assam in four district is not maintaining well as it is difficult to gather child labour together. Another problem is that NCLP and other child labour literacy Program like Residential school wanted to mainstream these child labourer to formal schooling which is an impractical dream. Because in many cases it is seen they after finishing the bridge course never attempts to go to a secondary level education for various reason like lack of awareness and willingness on the parts of the parents and lack of employability and growing pressure of livelihood and family burden. To combat such problem one need to give more importance to non-formal education, where abundant number of infrastructural facilities and capable individual and psychologist are included. There should be family counseling centers in every nook and corner of the state for the child labour and their parents to motivate the parents and the child to receive education. This education should be meant to acquire skill education in vocational and professional courses. In Assam an upcoming and successful University is on its way to provide vocational and professional courses a bridge should be maintained in such a way that a child labour when prepares to go to a formal school should be enrolled in

such non-formal centers or open School and then to open universities and built ones future bright. It should be made mandatory by each state and proper monitoring form district administration is needed. In course of his education if he wants to continue his work life which is harmless will do nothing bad to him, instead by this one will be more hardworking and responsible citizen of our country. All this positive steps can be taken by educational planning and its approaches towards the prospects and future of these child labourer, as the are the young and upcoming beholder of our universe. We can not compromise with educating some and neglecting the other (child labour).

### **PROSPECTS AND FUTURE STEPS CAN BE TAKEN**

So far it has been proved that education is the ultimatum in reducing child labour. It is also known that drop out child form school are the potential child labour. Initiative to solve out the drop out problem should be taken cautiously and holistically, it should also cover those parts which is related to child labour.

### **ROLE OF EDUCATIONAL PLANNING**

Educational planning is ideologically neutral and flexible to fit in situation according to the level of development. It is not concerned only with quantitative expansion, but the springboard for future decisions and actions. It is a process which can reply where to go, how to go and by which way to go. Planning is actually not the maker of the policies but the handmaiden to those who carry such responsibilities. It can help decision makers to all levels from classroom teachers to national ministers. It can also help to attain larger and better aggregate results within a limited available resources. There are different approaches of educational planning which can be utilized in to study the depth of child labour educational problem and then can set goals and strategies to rectify it. It guides the policy makers to integrate child labour education and educating their family member along with providing skill education in real sense of the term. To eradicate the child labour which is an bulging social problems of Assam and India we should stand together community, individual, society and the state.

### **SUMMARY**

The Government is committed to eliminate child labour in all its forms and is moving in this direction in a targeted manner. The multipronged strategy being followed by the Government to achieve this objective also found its echo during the recent discussions held in the Parliament. It was unanimously recognized therein that the problem of child labour, being inextricably linked with poverty and illiteracy, cannot be solved by legislation alone, and that a holistic, multipronged and concerted effort to tackle this problem will bring in the desired results.

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