

Problems of School Students Under National Child Labour Project Scheme and Government Schools

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Problems of School Students Under National Child Labour Project Scheme and Government Schools

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Abstract

National Child Labour Policy (NCLP) is formulated with the basic objective of rehabilitating the children withdrawn from employment thereby reducing the incidence of child labour in the areas of known concentration of child labour. Though NCLP is successfully mainstreaming their works, there are many schooling problems are being faced by them when compared to normal school children. Hence this study intends to examine the schooling problems such as problem of reading, writing and communication faced by the NCLP students and their counterparts studying in Government schools. For this, 150 sample respondents taken by using random sampling technique. The statistical tool chi- square test was used to analyse. It is found that the reading ability differs from student to student studying in these schools and couldn't found any difference in writing and communication the students.

Keywords: NCLP Scheme, Problems, Reading Ability, Writing and Communication Skills

Introduction

About 215 million children work, as many as part time, through the world. They do not get engaged in proper schooling and have little or no time to play. Many do not receive proper nutrition or care. They are denied the chance to be children. More than half of them is exposed to the worst forms of child labour such as work in hazardous environments, slavery, or other forms of forced labour, illicit activities including drug trafficking and prostitution, as well as involvement in armed conflict. In many countries, child labour is mainly an agricultural issue. Worldwide 60 per cent of all child labourers in

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the age group 5 - 17 years work in agriculture, including farming, fishing, aquaculture, forestry, and livestock. This amounts to over 129 million girls and boys. The popular (67.5 percent) of child labourers are unpaid by family members. In farming, this percentage is higher, and is combined with very early entry into work, at times between 5 and 7 years of age.

Magnitude of Child Labour In India

According to Census of India, 2001, there were 12.26 million working children in the age group of 5-14 years as compared to 11.3 million in 1991 revealing an increasing trend in absolute numbers though the work participation rates of children (5-14) has come down from 5.4 % during 1991 to 5% during 2001. The round of the National Sample Survey (NSSO) estimates suggests that the child labour in the country is around 8.9 million in 2004/2005 with a NSSO, 2000 “Theories and Concepts” workforce participation rate of 3.4 % (NSSO 2004/05). Census data shows that there is a decline in the absolute number as well the percentage of Main workers of children 5-14 to total residents in that age group, from 4.3 % in 1991 to 2.3 % in 2001. But there was a substantial increase in marginal workers in every type of worker irrespective of sex and residence. As a result, despite the number of main workers declining from 9.08 million in 1991 to 5.78 million in 2001, the total number of children in the work force increased. A large part of the increase was accounted for by the increase in marginal workers, which increased from 2.2 million in 1991 to 6.89 million in 2001. Main and Marginal workers put mutually, the work participation rate (WPR) of children in the 5-14 age group has declined from 5.4 % during 1991 to 5 % in 2001. The trends between 1991 and 2001 of moribund main Child workers along with increasing marginal workers may indicate the changing nature of work done by children. In the case of 10-14 years age group children the decline is Substantial - from 52 % during 2004-05 to 26 % during 2009-10. This indicates that a considerable number of children in the 10 to 14 age group are in the labour force despite the decline in the proportion of children in the total population. However, the work involvement rate has come down, among 10 to 14 age group, from 8.7 % in 2001 census to 6.7 in 2011 census. The overall work contribution rate among 5 to 14 age group has declined from 5 % in 2001 to 4.5 % in 2011.

Child Labour

Child labour refers to the exploitation of the labour of children who are either too young to work, or are of working age but work under conditions that subject them to risk. It is an unfortunate reality that children worldwide are often forced to undertake work that is physically, psychologically and morally destructive to them. In fact, some light work that does not interfere with the child’s development, their education, or health, such as helping parents around the home, or earning pocket money outside of school hours or on holidays, can be a positive experience for children. The term child labour therefore does not generally apply to children between the ages of 12-14 that engage in light work or to children between the ages of 15-17 who work in harmless conditions. The National Child Labour Policy (NCLP) was approved by the Cabinet on 14th August 1987 during the Seventh Five Year Plan Period. The policy was formulated with the basic objective of suitably rehabilitating the children withdrawn from employment thereby reducing the incidence of child labour in areas of known concentration of child labour. Therefore, the Project Societies/Implementing Agencies are permitted some amount of flexibility, in terms of timing and duration of the special schools with a view to ensure reduction in the number of children going to work. However, running of this special school should be progressively passed on to NGOs, and other implementing agencies. Successful mainstreaming into

regular schools of all children who have been withdrawn from child labour and rehabilitated through the NCLP. So, the Government fully strict order follow the child labour law actions.

Review of Literature

Samir Kumar Nanda., (2019) have made a study on “Let’s Stop Child Labour Project Scheme in India its Impact”. To analyse the magnitude of child labour in India, Odisha and western Odisha and to analyze the beneficiaries under the scheme. This article highlights how NCLP scheme plays an vital role in India especially in Odisha and Western Odisha for the welfare of child labour and parents and to reduce the magnitude of child labour. Ramana Rao.Ch., (2015) has made a study on, “Child Labour and Education in India” Aims of the study was rapidly increasing number of child workers, Universal literacy and adverting child labour are the movements that should be taken on the war footing not only to make democracy a real success but also to ensure all round of social progress and sustainable economic development in the country. The study evaluated that such a policy recognizes the fact that even today there are poor parents sending their children to school instead of work motivation and availabilities of infrastructure rather than poverty are the key features. It is at best a temporary solution which has no relevance unless at the same time backed by sufficient strengthening of the formal education structure. Ishmail Mwase., (2014) has done a study on “Challenges facing effective achievement of Free Primary Education in Public Primary Schools; A Case Study of Githunguri District Kiyambu Country”. The aim of the study is determining the challenges facing execution of gratis primary education in Kenya today using Githunguri District in Kiambu country as a case study. The study suggested that, the school more than 1.5 million who were before out-of school joining primary schools, since the millennium increase goals were lounged, many developing countries, such as China, Chile, Cuba, Singapore and Sri Lanka, have successfully completed a campaign towards universal primary education (UNESCO 2005).

Research Gap

It is very clear that many studies in this part investigated the National Child Labour Project Scheme and its operations. It is limited to access the studies related to the problems faced by students of NCLP and Government School. Hence, the present study aims to plug-up the gap and explore some what extent to existing literature

Importance of the Study

The Recently published partial data on Child labour by census of India suggests that there are 11.72 Mn Child labours in India as per Census 2011 down from 12.26Mn Child Labour in 2001. As per Census 2011, marginal workers contribute to 63 %of the total child labour whiles rest 37% is being contributed by main workers. In countries like India, the Government initiate some educational schemes like National Child Labour Project Scheme to this kind of downtrodden children. Hence, some children get access to opt for basic education. However, they meet some schooling related problems of the children who are studying under NCLP and also compare with their counterparts studying in Government school.

Objectives of the Study

The following are the objectives of the present study.

- ✓ To study the socio-economic conditions of the students studying under NCLP School and Government schools.
- ✓ To examine the schooling problems faced by the NCLP and Government School students.

Hypothesis

NCLP School students do not significantly differ from the Government school students in terms of their schooling problems.

Methodology

Sampling Design

There are 150 sample respondents taken for the study. It was divided into 38 NCLP school students and 112 Government school students. As per the data given by the educational authorities, every one in 10 Government school students are studying under NCLP scheme in Sivakasi Block. Hence, the sample size is restricted to 1:10 ratio. The number of Government school students is 3 times more than the NCLP school students. The student was selected as per the guidance of their class teachers. The teacher's help was sought to pick three different set of students namely well performing mediocre performing and poor performing students. The Government school students were also picked out in the same manner as NCLP school students selected.

Statistical Tools

The researcher has applied statistical tools using SPSS 20.0. There are:

1. Percentage Analysis
2. Descriptive Statistics
3. Chi- Square Test

Results and Discussion

Socio-Economic Status of the Sample Respondents

The socio-economic status of the respondents plays a dominant role for influencing problems. Table 1 revealed that the socio-economic profile of the respondents.

Table 1: Socio Economic Profile: Percentage Analysis

| S.No | Demographic Variables | No. of Respondents | Percentage |
|-----------------------|-----------------------|--------------------|---------------|
| Gender | | | |
| 1. | Male | 87 | 58.00 |
| | Female | 63 | 42.00 |
| | Total | 150 | 100.00 |
| Type of School | | | |
| 2. | NCLP | 112 | 74.67 |
| | Government | 38 | 25.33 |
| | Total | 150 | 100.00 |

Source: Primary Data

It is evident from the Table 1 that out of 150 both of both school respondents, 58% are male and 42% are female students. About three fourth of the total respondents are studying at Government schools. It is explained from this table that about three fourth of the total respondents are studying at Government schools. And the remaining 25.33% of sample respondents are studying at NCLP schools. It resembles the proportion of number of NCLP and Government school students in the study area.

Table 2: Descriptive Statistics

| | Minimum | Maximum | Average | Standard Error |
|-----------------------------------|-----------|-----------|----------|----------------|
| Variables | Statistic | Statistic | | |
| Family Size | 3 | 11 | 4.89 | .112 |
| Number of Earning Members | 1 | 8 | 2.23 | .082 |
| Monthly income of the family | 2000 | 60000 | 13266.33 | 632.528 |
| Monthly Expenditure of the family | 2000 | 14500 | 6421.67 | 212.578 |

Source: Primary data

Table 2 explains the descriptive statistics of the socio-economic conditions of the sample respondents. It can be known from the table that the statistics of family size, number of earning members, monthly income and expenditure of the family. It is inferred that the average size of the family is approximately 5 and earning members 2, average monthly income is Rs. 13,266 and average monthly expenditure is Rs. 6,422. It is interpreted from the standard error values that; it is very less to their respective mean values. Hence, it can be said that the data collected is normally distributed and reliable. It is also known from the table that the minimum and maximum and sum of the respective variable.

Problems Faced by NCLP and Government School Students

In the present study, one of the main objectives is to examine the schooling problems of the NCLP and Government school students. To accomplish this objective, it was enquired a list of common

problems faced by the vulnerable sections of students. The predicted common challenges faced by these downtrodden students are problems of writing, reading, communication.

Table 3: Problems Faced by NCLP and Government School Students: Percentage Analysis

| Types of Problems | Particulars | Number of Respondents | Percentage |
|------------------------|--------------|-----------------------|---------------|
| Writing Problems | No | 93 | 62.00 |
| | Yes | 57 | 38.00 |
| | Total | 150 | 100.00 |
| Reading Problems | No | 95 | 63.33 |
| | Yes | 55 | 36.67 |
| | Total | 150 | 100.00 |
| Communication Problems | No | 61 | 40.67 |
| | Yes | 89 | 59.33 |
| | Total | 150 | 100.00 |

Source: Primary data

It is learnt from the Table 3 that, out of 150 respondents, 1/3rd of the sample respondents' students is having poor level of writing and remaining part of students are having good hand writing. So, the majority of the students are facing writing problem. Out of 150 respondents about 1/3rd of the students has accepted that they had reading problem. It is due to the reason that no perfect practice. Out of 150 sample respondents, 89 (59.33%) sample respondents have communication problem and the rest 61(40.67%) are easily communicated with others.

Problem of Writing

The researcher wanted to analyze the problem of writing faced by the NCLP and Government school students through their own perception and the same is shown in Table 4.

Table 4: Problem of Writing

| Type of Student | Problem of Writing | Frequency | Percentage | Chi-square Value |
|---------------------------|--------------------|------------|---------------|------------------|
| NCLP Student | Yes | 19 | 50.00 | 0.924 |
| | No | 19 | 50.00 | |
| | Total | 38 | 100.00 | |
| Government School Student | Yes | 55 | 49.11 | |
| | No | 57 | 50.89 | |
| | Total | 112 | 100.00 | |
| Total | Yes | 74 | 49.33 | |
| | No | 76 | 50.67 | |
| | Total | 150 | 100.00 | |

Source: Primary Data

As far as the problems of the students are concerned, majority of the students are lack in writing skill. It is observed from the research field that, even the students are not capable of writing a sentence without spelling mistakes and the skill of neat handwriting is also disappearing among the students. Hence the researcher attempts to study the perception of the students regarding the problem of writing. As for NCLP school student, exactly a half of the total respondents agreed that they are struggling in writing without errors. The same case is also seen in the Government school student as well. In total, the proportionate of the good and weak in writing is equal in case of the problems in writing among the NCLP and Government school students. The chi-square result shows that there is no significant difference between the NCLP school students and Government school students in case of problems in writing. It reflects that as far as the writing problems of the students are concerned, both the school students are equally weak.

Problem of Reading

The researcher wants to analyse the sample respondents' reading problems. In this regard, the researcher collected the information regarding the reading problems of both NCLP and Government school students and the same are shown in Table 5.

Table 5: Problem of Reading

| Type of Student | Problem of Reading | Frequency | Percentage | Chi-square Value |
|---------------------------|--------------------|------------|---------------|------------------|
| NCLP Student | Yes | 20 | 52.63 | 0.018 |
| | No | 18 | 47.37 | |
| | Total | 38 | 100.00 | |
| Government School Student | Yes | 35 | 31.25 | |
| | No | 77 | 68.75 | |
| | Total | 112 | 100.00 | |
| Total | Yes | 55 | 36.67 | |
| | No | 95 | 63.33 | |
| | Total | 150 | 100.00 | |

Source: Primary Data

It can be understood from this Table 5 that the most of the students are good in reading as per their own perception. Moreover, around two-third of the students are good in reading skill in total. In case of Government school students, majority of them are good in reading both Tamil and English. When the NCLP students are taken into account, out of 38 students, nearly 53% of the students are good reading skill and the rest 47% of the students are not good in reading. The chi-square result explains that there is a significant difference between the NCLP school students and Government school students in case of problems in reading. It can be said that the Government school students are somewhat better than NCLP school students in this reading skill.

Problem of Communication

Table 6 exhibits the problem of communication of the NCLP and Government school students.

Table 6: Problem of Communication

| Type of Student | Problem of Communication | Frequency | Percentage | Chi-square Value |
|----------------------------------|--------------------------|------------|---------------|------------------|
| NCLP School Student | Yes | 23 | 60.00 | 0.862 |
| | No | 15 | 40.00 | |
| | Total | 38 | 100.00 | |
| Government School Student | Yes | 66 | 58.92 | |
| | No | 46 | 41.01 | |
| | Total | 112 | 100.00 | |
| Total | Yes | 89 | 59.33 | |
| | No | 61 | 40.67 | |
| | Total | 150 | 100.00 | |

Source: Primary Data

The researcher gathered data pertaining to the problem of communication from both NCLP and Government school students. In that, 60% of NCLP students face communication problem and the remaining respondents have good communication skill. Nearly one fourth of the Government school students feel that they have communication problem. In total, nearly 6 in 10 students accepted that they are lagging behind in communication. The chi-square result clearly shows that there is no significant difference between the NCLP school students and Government school students in case of problems in communication. It reflects that both the school students are weak in case of communication skill.

Conclusion

It can be concluded from the study that there are so much of challenges are being faced by the NCLP school students when it is compared to their counterparts in Government school. The socio-economic characteristics are also pathetic. In fact, even Government school students are considered as weak performers in general while comparing with private school students the status of NCLP students are still under the status of Government school students. As their socio-economic background is poor the residential school system for the NCLP school students could be a solution for improving their student reading writing and communication. Hence, the Government has to spend more to rehabilitate these vulnerable sections of students.

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