



Importance of Life Skill Education in Child Laborer in Jaipur District

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ABSTRACT

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. For health promotion life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information and may also be combined with other approaches such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people. The present study was investigated on total of 109 respondents rescued Child laborer were selected for the study with random sampling method. 3 different questionnaires schedule 3 sections life skills, health and hygiene, difference between the life skills of rescued child laborer residing in family and in the hostel. The collected data were classified, tabulated and statistically analyzed.

Keyword: Importance, Life Skills, Child Laborer, Jaipur

INTRODUCTION:

Child labor is a global phenomenon. Its magnitude and dimensions, however, vary widely from country to country. India the largest child labor for 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 laborerdoes India constitute nearly 25% of the working children of the world (Report in Mishra, 2004). Child labor 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 there for become an issue of paramount social significance.

India has all along followed a proactive policy in the matter of handling problem of child labor. 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 1930 offer protection from exploitation to India's working children. The Bonded Laborer System (Abolition) Act, 1976 and Child Labor (Prohibition and Regulation) Act, 1986 are the most significant and far reaching of these laws. Despite all these provisions the incidence of child labor continues to remain high in our country particularly in rural and tribal areas. Child labor is its perception as a social problem in all over the world. And our country India is badly affected by this problem. It is very difficult for a child do hard and hazardous work in very little age. They are not properly able to develop their life in today's scenario. This makes it necessary to work on rescued child laborer, and assess the life skill education among rescued child labor.

According to Committee on Child Labor "Child labor" broadly defined as that segment of child population in work either paid or unpaid. The term child labor is defined as the work which deprives children of their childhood their potential and their dignity and that which is harmful to their physical and mental development. Homer Folks the Chairman of the United Nations Child Labor Committee defined child labor as "any work by children that interfere with full physical development and their opportunities for a desirable minimum level of education of their needed recreation".

REVIEW LITERATURE

The Child Hope Asia in Indonesia (2006) observed that a little more than half of street children in Indonesia are still in school, 42.5 per cent are out of school, including 17.2 per cent who had never been to school. The parents' income was also very low (below 25), and thus demonstrated the apparent need to let children earn money. Street children are growing phenomena in Indonesia, especially in the bigger cities.

The Child Hope Asia in Asia and Pacific Region (2006) observed that CSC and its members are actively involved in working with street children in the Asia and Pacific region. The CSC organized a Regional Civil Society Forum for East and South East Asia in close collaboration with UNESCO on Promoting and Protecting the Rights of Street Children, in Bangkok, Thailand in March 2003. This Forum was attended by some seventy delegates from ten countries in the region. The right to basic education of street children was a major theme of the Forum. The delegates felt that the countries within the region must ensure equal and non-discriminatory access for poor marginalized children, to free, appropriate and quality basic education. Furthermore, it was highlighted that street children often have limited or no access to the formal education system due to discrimination, lack of identity papers, inflexible timetables that conflict with their need to work and the inability of street children to pay school fees and associated costs with formal education.

The Child Hope Asia in Philippines (2006) estimates that 1 to 3 per cent of the children and youth population living in the major cities of Philippines is street children. Metro Manila and the National Capital Region have an estimated 50,000 children on the streets. Although 75 per cent of these children return home to their families, and many, after working or begging, are still able to go to school and the remaining 25 per cent live on the streets and do not go to school, having dropped out or never enrolled. The Philippines, as a signatory of the World Conference on EFA implemented a ten-year EFA Plan of Action covering 1991 to 2000. Its assessment report, however, showed a lack of progress within the EFA decade. The EFA plan for 2004 to 2015 is now on. The National Project on Street Children provides educational assistance to street children through a network of government, non-government, and community organizations. Regardless of this progress, two major challenges remain, formal and non-formal schools need to adjust their

educational system to cater to children with irregular schedules and learning capacities, and facilities need to be closer to where disadvantaged children reside and work.

Child Rights Forum (2007) said that Forum for Child Rights and CHILDLINE is a common platform of NGOs working for the cause of street children in Vijayawada for collective action towards children at risk. Its vision is to promote the Rights of the Child as enshrined in the UN Charter: Survival, Protection, Development and Participation. Its mission is to make Vijayawada a child-friendly city. The Chairman of Care and Share is the Secretary of the Forum (The Governing Body includes the Mayor, Commissioner of Police, Commissioner of Municipal Corporation and Assistant Labor Commissioner). Its office is at the Tana Bhavan, which also functions as a rescue shelter. The Forum runs CHILDLINE 1098 - a 24 hour Helpline for children in distress. The staff is located at 3 places in the city Tana Bhavan, Police Control Room and the Railway Station. CHILDLINE has been functioning since 20th November 2000, So far Child line has reached out to 7,479 children through a programme supported by Government of India and NGOs.

Nivethida K. and Roy G.(2007) conducted a study on “Child Labor Among School Children in Urban and Rural Areas of Pondicherry. This study has the objectives that to determine the prevalence of child labor among school children in the rural and urban areas of Pondicherry and to study the factors related to child, workplace conditions etc. The number of students who worked in the rural and urban area was 131(42.8%) and 103 (24.9%) respectively.

Hanna A. (2007) every child, during the span of development runs several risks to his/her healthy development. It is the duty of significant adults to be mindful of these barriers to development and enable the child to experience and enjoy the process of growing up. After all, childhood is meant for growing, learning and developing into all that one is meant to be. When the developmental process is hindered, a child is in a situation of risk in such situations; and the complexities of the situations must be understood and relevant efforts must be made to rescue these children.

Dube Y. and Godsen M. (2013) conducted a study on child labor in Indian Beady Industry. This study revealed that child labor in beady industry is prohibited under the CLPRA despite this children contrive to work in an unorganized form mostly in home based.

METHODOLOGY:

Jaipur district was selected for the study and 109 rescued child laborer were selected for the study. Random sampling was selected from 4 NGO'S. All students having age of 8 to 14 year were selected. A questionnaire was prepared with the help of suggestions of few judges. The questionnaire contained question regarding rescued child laborer. Primary data were used for the study. Primary data gathered through structured questionnaire was used and field in interview techniques.

RESULT:

To study the life skills of rescued child laborer residing in family and in the hostel. 109 rescued child laborer were selected for the study. Keeping in view the objectives of the questionnaire schedule was prepared and introduced to the rescued child laborer.

Table No- 1 Self-Awareness of the respondents (n=109)

S. N	Items	Always true of me		Very true of me		Some time true of me		Occasionally true of me		Not at all true of me	
		f	%	f	%	f	%	f	%	f	%
1	I wish I was someone else.	0	0	19	17.43	6	5.50	48	44.03	36	33.02
2	I value what others have to say about my competence and behavior.	12	11.00	72	66.05	18	16.51	7	6.42	0	0
3	I feel that there is something good and special in me.	18	16.51	31	28.44	24	22.01	36	33.02	0	0
4	I am aware that I have to play different roles as an individual in the society.	12	11.00	48	44.03	31	28.44	18	16.51	0	0
5	I'm comfortable even if my likes or dislikes are not the same as my group.	24	22.01	31	28.44	48	44.03	6	5.50	0	0
6	I want others to know my special qualities.	55	50.45	42	38.53	6	5.50	6	5.50	0	0
7	I don't require others, to tell me about my good qualities as I know them well.	55	50.45	43	39.44	6	5.50	5	4.58	0	0
8	I look for ideas and suggestions from important people in my life.	36	33.02	49	44.95	24	22.01	0	0	0	0
9	I am aware that, depending on the situations I behave differently.	12	11.00	23	21.10	54	49.54	20	18.34	0	0
10	I am sure about my like and dislikes.	48	44.03	49	44.95	12	11.00	0	0	0	0
11	I am able to accept compliments	42	38.53	12	11.00	7	6.42	48	44.03	0	0

This table shows the distribution of respondents about self- awareness in their lives. Data reveals that half of the respondents (44.03%) occasionally wish to become someone else, but in case of 33.02% of respondents they are happy with their personality. Most of the respondents (66.05%) value others statements about their competence and behavior. 33.03% children occasionally feel that they are special and 16.51% always feel that they are special child. Most of the children (44.03%) aware they have play different roles in society. Almost children (44.03%) sometimes feel comfortable with their likes and dislikes which are not the same as their group and 28.44% children feel comfortable in that situation. Half of the respondents (50.45%) want to show their special qualities to

others, only 5.50% occasionally think about that. Half of the respondents (50.45%) don't require others to tell them about their special qualities, 39.44% mostly think the same. Most of the children (44.95%) look for ideas and suggestions from important people in their life. Most of the respondents (49.54%) of children are sometimes aware that depending on the situations, they behave differently. 44.95% of children are very sure about their likes and dislikes, 44.03% of children always sure about their likes and dislikes. Most of the respondents (44.03%) occasionally able to accept complements and 38.53% of children always able to accept complements in their life.

CONCLUSION:

The study was conclude that life skill education is based on teaching of how deal with the demands and challenge of everyday life. It is a method for a child labor to survive in this world and learn from around them. It improves their skills of decision making, problem solving, creative thinking, critical thinking, self-awareness etc. Child labor is not properly able to develop their life in today's scenario. So it makes necessary to work on child labor and assess the life skill education among rescued child labor. Implementation and teaching of sustainable sanitation and water management and nutrient reuse in all school, college and universities to ensure those approaches well understood and practiced by the new generation. There is an urgent need to educate rural students regarding hygiene practices and provide safe drinking water in rural rescued child labor

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