

SYLLABUS FOR  
POST GRADUATE DIPLOMA ON  
**CHILD LABOUR**

SUBMITTED TO  
UNIVERSITY OF PUNE  
GANESHKHIND ROAD, PUNE - 411007  
(FOR APPROVAL)



By :



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**Yashwantrao Chavan Academy Of Development Administration**

Rajbhavan Complex, Baner Road, Pune - 411007

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# Post Graduate Diploma in Child Labour (PGDCL)

## **Background**

Child labour is a phenomenon of widespread concern for international agencies, Governments and Non-Governmental Organizations. The inhuman conditions under which child laborers work, the exploitation they face, the neglect they experience and the work that deprives them from developmental opportunities are matters of serious concern for any sensitive human being. Millions of children all over the world are engaged in labor, out of which maximum are in Asia-Pacific region. In 2004, an estimated 122.3 million children (5-14 age group) were at work in Asia and Pacific region as compared to 49.3 million in Sub-Saharan Africa and 5.7 million in Latin America (*Global Report on child labor, ILO, 2006*). In South Asia alone 21.6 million children, aged between 5-14 years are working (*Child Labor in South Asia, ILO*). Major forms of child labor found in this region are child domestic workers; children working in hazardous sector and export industries, bonded child labor and child trafficking.

The fight against child labour is an on-going issue in South Asia. The International Labor Organization (ILO) has developed several projects at the regional levels through the International Program for Elimination of Child Labor (IPEC). Concerted efforts have been undertaken at the regional level to promote child welfare specifically by the SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia and the SAARC Convention on Preventing and Combating the Trafficking in Women and Children in Prostitution. These apart, UNICEF, UNDP, UNESCO and the World Bank, as well as local and international NGOs like Save the Children, Global March against Child Labor and other civil society organizations are striving for the rehabilitation of child labourers.

All these projects are being run by project directors / officials who are trained formally in social work or education. However, a formal education in concepts and theories relating to child labour is essential, as they may not have a clear understanding of the concept and the problem. This creates a need for an academic programme in child labour to be put in place so that a trained manpower in South Asia can work effectively for elimination of child labour.

## **Introduction to the Programme**

The Post Graduate Diploma Programme on Child Labour (PGDCL) is meant for professionals who wish to obtain basic information about the issue of child labour and develop the skills that are needed for its elimination. The programme is a blend of theoretical understanding and practical aspects. It draws on a body of knowledge and skills developed by the International Labor Organization and the International Program on Elimination of Child Labor for more than ten years.

The programme offers flexibility of multiple entry and exit points. A candidate can apply for the Diploma or the Certificate Programme by choosing the required number of courses. The Programme will be conducted in Yashwantrao Chavan Academy of Development Administration (YASHADA). The Programme is targeted at functionaries working in the area of child labour and therefore offers flexibility of attending contact sessions at YASHADA and conducting practical work and assignments at their work places.

### **Target group**

- Government functionaries and people in Non Government Organizations in South Asia who are working against child labour
- People working in child labour elimination projects in South Asia
- Students of Social Science
- People who wish to gain a deeper understanding of child labour

**Medium of Instruction**

English

**Faculty for the Course**

Regular staff members as well as guest faculty will conduct the course. The guest faculty will be experts and eminent persons from India and abroad.

**Eligibility Criteria**

A candidate applying for PGDCL must be a graduate or equivalent degree holder in any discipline. People who are working in the areas such as child labor elimination, child protection and child development will be given priority.

A candidate applying for the Certificate Course should have passed High Secondary or equivalent examination and he / she must have minimum three years of work experience in the area of child protection, child development, child education, child rights or any other community development programme targeted at children.

A candidate interested in any one or more courses must be a minimum graduate and working in a relevant area.

**Admission Procedure**

Candidates for PGDCL / Certificate Course or any one course will be admitted on merit basis. Facility of online application will be provided.

**Number of Seats**

The total number of seats for both the courses is 25.

## **Course Cost**

The tentative cost of the course will be around 1, 50,000/- INR (US\$ 3, 750/-) inclusive of course fee, other academic expenses, hostel and food. The cost may increase or decrease depending on the type of accommodation that the candidates choose.

## **Aims of the Programme**

This Programme will enable candidates to:

- Develop their understanding of the conceptual and theoretical basis of child labour problem
- Expand their analytical, evaluative and critical thinking in child labour issues
- Reflect on issues related to child labour
- Apply theoretical knowledge about child labour to practice
- Develop the skills for working with child labourers, community and other stakeholders
- Equip themselves continuous learning about child labour
- Develop a positive as well as constructive attitude towards elimination of child labour.

## **Programme Structure**

The programme consists of following thirteen courses:

1. Child Labour: Theory, Concept and Scope
2. Child, Labour and Society
3. Child Labour Legislation
4. Combating Child Labour: Strategies, Policies and Program
5. Child Labour: Research, Evaluation and Training
6. Social Work Methods
7. Child Development and Child Labour
8. Child Labour and Education
9. Child Rights

10. Girl Child Labour
11. Economics of Child Labour
12. Field Work
13. Research / Training on Child Labour

The details of programme structure are shown in following table:

### **Programme Structure**

<i>Course Code</i>	<i>Title</i>	<i>Credits</i>
C 01	Child Labour: Theory, Concept and Scope	2
C 02	Child, Labour and Society	3
C 03	Child Labour Legislation	3
C 04	Combating Child Labour: Strategies, Policies and Program	4
C 05	Child Labour: Research, Evaluation and Training	4
C 06	Social Work Methods	3
C 07	Child Development and Child Labour	3
C 08	Child Labour and Education	3
C 09	Child Rights	3
C 10	Girl Child Labour	3
C 11	Economics of Child Labour	3
C 12	Field Work	5
C 13	Research/Training on Child Labour	5

## **Duration of the Programme and Course Schedule**

Candidates applying for the **Post Graduate Diploma Programme in Child Labor (PGDCL)** will have to complete:

- Eight compulsory courses, C 01, C 02, C 03, C 04, C 05, C 06, C 12, C 13 and  
Two optional courses out of C 07, C 08, C 09, C 10 and C 011
- Credits for PGDCL will be 35
- The duration of the Diploma Programme is 12 months i.e. 2 semesters. The following courses are offered in each semester.

### **Semester-I**

C 01 : Child Labour : Theory, Concept and Scope

C 02 : Child, Labour and Society

C 03 : Child Labour Legislation

C 04 : Combating Child Labour : Strategies, Policies and Programmes

C 06: Social Work Methods

### **Semester-II**

C 05: Child Labour: Research, Evaluation and Training

C 12: Field Work

C 13: Research/Training on Child Labour

### **Any two of the following:**

C 07 : Child Development and Child Labour

C 08 : Child Labour and Education

C 09 : Child Rights

C 10 : Girl Child Labour

C 11 : Economics of Child Labour

### PGDCL – Course Plan (2007-08)

<b>Duration</b>	<b>Task</b>	<b>Place</b>
1 <sup>st</sup> August to 31 <sup>st</sup> August	Reviewing Course Material and preparing for the course	Work place/ place of residence
3 <sup>rd</sup> September to 9 <sup>th</sup> November	Contact Sessions for Transaction of Semester I courses	YASHADA
12 <sup>th</sup> November to 18 <sup>th</sup> November	Preparatory Week for Semester I Exam	YASHADA
19 <sup>th</sup> November to 23 <sup>rd</sup> November	Semester I Exam	YASHADA
26 <sup>th</sup> November to 31 <sup>st</sup> January	Contact Sessions for Transaction of Semester II courses	YASHADA
31 <sup>st</sup> January to 15 <sup>th</sup> June	Field Work and Research	Work place/ place of residence
15 <sup>th</sup> June to 7 <sup>th</sup> July	Submission of assignments, Viva, Semester II Exam	YASHADA

Candidates opting for the **Certificate Programme in Child Labour (CCCL)** will have to -

Complete five compulsory courses C 01, C 02, C 03, C 04, C 06 and C 12

The Credits for CCCL will be 20

Total duration of the Certificate Programme is 6 months.

There will be twelve contact weeks (3 months) at YASHADA, and fieldwork of twelve weeks. Candidates can complete the fieldwork at their work places.

- ❖ **Candidates completing the Diploma and Certificate Programme will be awarded a certificate by the University of Pune and YASHADA. Candidates can opt for any one or more courses out of the twelve courses listed above. They will be awarded a certificate from YASHADA.**

### **Assessment**

Internal and external examinations will be conducted for each course carrying 100 marks. 40% of course work will be marked internally and the remaining 60 % will be marked by external examiners.

Internal assessment will be as per the plan given in the programme content. External examination of the PGDCL will be conducted at the end of one year, and external examination of the Certificate Course will be conducted at the end of six months. Candidates taking one or more courses will be assessed on the basis of internal assignments.

The assessment will be done by credit points. The standard system of marks and equivalent grades will be followed. Marks will be converted to grade.

### **Standards of Passing and Grade**

- ◆ For passing in each course, a candidate must obtain 40 per cent in the aggregate and must obtain 40 per cent in both internal and external examinations individually.
- ◆ 40 per cent but less than 50 per cent of aggregate marks would be 'C' Grade.
- ◆ 50 per cent but less than 60 per cent of the aggregate marks would be 'B' Grade
- ◆ 60 per cent but less than 70 per cent of the aggregate marks would be 'A' Grade.
- ◆ 70 per cent and more of the aggregate marks would be 'O' Grade

**Attendance**

All the subjects of PGDCL and the Certificate Course require full time attendance of students during contact sessions. The classes will begin at 09.30 a.m. and end at 04.30 p.m. A student with less than 75 per cent attendance will not be allowed to take the final examination.

**N. B.**

- Indian applicants who have not completed their graduation from universities in Maharashtra will be treated as ‘other state’ applicants.
- Foreign candidates will have a different fee structure.

**Fellowships**

A fellowship based on merit will be offered to a maximum of 10 candidates who are already working in the area of child labour.

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## C 01

### **Child Labour: Theory, Concept and Scope**

#### **2 Credits**

Various interpretations of the term ‘child labour’, age of the children at which they should start working, and a multitude of factors underlying the issue make the phenomenon of child labour more intricate. A good understanding of the issues surrounding child labour within the socio-cultural and economic context of child labor are a prerequisite for working towards the elimination of child labor. The course provides the opportunity to acquire a conceptual understanding of child labour, to explore the causes and consequences of child labor, and to study special issues related to girl child labor in general perspective. Thus, the course can help develop an insight into the child labor problem and its various dimensions.

#### **1.1 Learning Objectives:**

##### **During this course the student will**

1. Understand various definitions of child labour, types of work that children do and the minimum age of work as viewed in conventions and legislation.
2. Obtain an overview of factors underlying child labour.
3. Understand the impact of child labor on the child, his/her family, society and the nation as a whole
4. Examine the specific dimensions to girl child labor.

#### **1.2 Learning Outcomes**

##### **After the completion of this course the students will be able to-**

1. Examine critically various ideas about minimum age for work as reflected in international conventions and national legislations
2. Identify forms of child labour and other types of work that children are engaged in.
3. Understand that child labor is the result of a multitude of factors
4. Discuss the consequences of child labour on children and society at large.
5. Reflect on issues related to girl child labor

### **1.3 Content**

#### **Module 1: Roots of Child Labour**

- Ø Factory system and emergence of child labour
- Ø Socio-cultural and economic factors underlying child labor
- Ø Immediate, underlying and root causes of child labour

#### **Module 2: Child Labour: Concept and Magnitude**

- Ø Child labor as conceptualized by i) International Labour Organization, ii) International Conventions iii) South Asian Countries
- Ø Distinction between ‘child training’, ‘child work’ and ‘child labour’
- Ø Various forms of child labour and their interlinkages: Child labour in hazardous and non-hazardous sectors, street children, worst forms of child labour, child labour in unorganized sector, bonded child labour, disguised child labour, etc.
- Ø Magnitude of child labour in the world and in South Asia
- Ø Magnitude and form of child labour in South Asia: A comparative analysis

#### **Module 3: Worst forms of Child Labour**

- Ø Defining worst forms of child labor.
- Ø Basic issues in following worst forms: forced and slave labour, trafficking, children in armed conflict, commercial sexual exploitation, manufacturing work, agriculture and domestic work.

- Ø Comparative study of worst forms of child labour in developed and developing countries.

#### **Module 4: Consequences of child labour**

- Ø Effects of child labour on physical, cognitive, emotional and social development of children.
- Ø Effects of child labour on the family and vicious cycle of poverty-child labour
- Ø Child labour and its effects on the economic progress of the country.

#### **Module 5: Overview of Girl child labor**

- Ø Causes of girl child labour
- Ø The dynamics of girl child labour
- Ø Unique issues faced by girl child labourers

#### **1.4 Method of Instruction and Faculty**

The curriculum emphasizes on **action** learning and self-learning. Students have to conduct observations in the field, prepare slides and presentations, and carry out library research. Methods such as focus group discussions and other interactive methods like triad, brainstorming, panel discussions etc will be followed wherever necessary. The instructors will be experts not only in their subjects but also in androgogy.

#### **1.5 Internal Assessment**

The internal assessment method will be decided by the faculty.

## References

1. George IVY, (1990), *Child Labour and Child Work*, New Delhi: Ashish Publishing
2. Chander Suresh, (2004), *Child Labour Informal Sector*, New Delhi: Sunrise Publication
3. *Exploring Child Labour Issues An Abstract Series*, Noida: V.V. Giri National Institute, (1998)
4. *Child Labour-A Textbook For University Student*, Geneva : International Labour Officer, (2004)
5. R.N. Mishra, (2003), *Child Labour In Hazardous Sectors*, New Delhi: Discovery Publishing House
6. Dr. Jignesh Chandra Kulshreshtha, (1994), *Indian Child Labour*, New Delhi: Uppal Publication
6. Cathryne L. Schmitz, Elizabeth KimJin Traver and Desi Larson (ed.), (2004), *Child Labour- A Global View*, Westport: Greeneood Press

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# C 02 - Child, Labour and Society

**(3 Credits)**

Child labour is a multi dimensional issue that varies according to the region and its culture, societal norms, location(urban or rural), developed or developing countries. There is an impact of societal norms on child labour. The working conditions of child labourers in rural and urban areas differ. Context of child labour differs in developing and developed countries. There are various gender issues related to child labour, which are due to the cultural traditions of the society. Understanding of such issues would help to develop insight into working towards elimination of child labour.

## **2.1 Learning Objectives:**

**During this course the students will-**

1. Understand the social, cultural and economic context of child labour
2. Understand the emergence and eradication of child labour in developed and developing countries
3. Learn about issues related to child labour in rural and urban areas
4. Realize various societal issues related to child labour
5. Obtain an overview of child labour in South Asia

## **2.2 Learning Outcomes:**

**After the completion of this course the students will be able to-**

1. Analyse the practice of child labour as a societal issue
2. Discuss the emergence and eradication of child labour in developed and developing countries
3. Reflect upon issues related to child labour in urban areas

4. Explain the relationship between child labour and other societal issues
5. Comment upon situation of child labour in South Asia

## **2.3 Content**

### **Module 1: Child and Labour in Socio-cultural-economic context**

- Ø Labour as an essential social process
- Ø Forms of labour under varying socio-cultural and economic conditions
- Ø Physiological, Psychological and Sociological Perspectives on ‘child’
- Ø Emergence of child labour as a result of economic and social forces

### **Module 2: Child Labour and other societal issues**

- Ø Gender biases and child labour
- Ø Child labour and violations of child rights
- Ø Child labour and adult unemployment
- Ø Child labour and inequality of developmental opportunities
- Ø Child labour and poverty

### **Module 3: Issues related to child labour in rural and urban areas**

- Ø Employment and working conditions in rural and urban areas
- Ø Wages and income
- Ø Causes of child labour
- Ø Migration
- Ø Forced labour and trafficking

### **Module 4: Child Labour in developed and developing society**

- Ø Emergence of child labour in developed and developing countries

- Ø Eradication of child labour: A comparison of efforts in developed and developing countries

### **Module 5: Child Labour and related problems in South Asia**

- Ø Child Labour: A multi-dimensional problem
- Ø Social problems in eliminating child labor
- Ø Child labour in South Asia in the context of globalization

#### **2.4 Methods of instruction**

Learning will be through group work, library work, projects, seminars, debates and interactive lectures. The faculty will comprise of eminent personalities having in-depth knowledge and insight into child labour and related social dimensions.

#### **2.5 Internal Assessment**

The students need to write an article on the social aspects of child labour and publish it in a popular newspaper or periodical.

### **References**

1. Manfred Liebel ,(2004), *A Will Of Their Own: Cross Perspective On Working Children* , New York : Zed Books Ltd
2. *Child Labor: Targeting The Intolerable*, Geneva : International Labour Office, (1996)
3. Rodgers, G, (1981), *Child Work, Poverty and Underdevelopment*, Geneva: International Labour Office
4. Chakraborty Sudip, (2005), *Child Labour in Rural Context*, New Delhi: Mittal Publication
5. Gomango, S.P, (2001), *Child Labour: Issues, Challenges and Laws*, Delhi: Authors Press
6. Dr. J.K.Chopra, (2005), *Problems of Child Labour* , Jaipur : ABD Publishers
7. Prachi Jaiswal, (2000), *Child Labour: A Sociological Study*, Delhi: Shipra Publication
8. Nira Ramchandran, Lionel Massun, (2002), *Coming to Grips with Rural Child Work*, New Delhi: Manohar Publishers and Distributors
9. Mahavir Jain, (2006), *Insights on Child Labour* , New Delhi: Manak Publications

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# **C 03 - Child Labour Legislation**

**(3 Credits)**

Enforcement of laws related to child labour is an effective strategy to combat child labour. International labour standards and Conventions provide the framework for legislations and policies. The knowledge about conventions, constitutional safeguards and legislative aspects of child labour is a prime requirement for a person working for elimination for child labour. This course provides the opportunity for preparing the legislative knowledge base and critical analysis of various laws.

## **3.1 Learning Objectives**

During this course the student will-

1. Study international conventions related to Elimination of Child Labour
2. Understand the importance of legislation in the fight against child labour
3. Learn about constitutional safeguards towards child labour in South Asia
4. Learn national legislations in South Asia against child labour
5. Study various case laws related to child labour
6. Study problems in enforcement of child labour laws

## **3.2 Learning Outcomes**

After the completion of the course the students will-

1. Be able to describe details of international standards on child labour
2. Discuss importance of legislations in elimination of child labour

3. Critically examine legislations against child labour in South Asia in the light of international conventions and social situation
4. Describe constitutional safeguards in South Asian countries towards child labour
5. Analyze various case laws related to child labour
6. Discuss problems in enforcement of child labour laws

### **3.3 Content**

#### **Module 1: International Labour Standards on Child Labour**

- Conventions and recommendations on elimination of child labour
- Conventions and recommendations on conditions of employment of children
- Conventions relating to age of employment

#### **Module 2: Child labour and legal perspective**

- Importance of legislation in the fight against child labour
- Social labelling as an initiative to combat child labour
- Trade based strategies for combating child labour

#### **Module 3: National legislations in South Asia against child labour**

- Relevant Constitutional safeguards
- National Laws against child labour: Nature, Scope, Gaps and Limitations

#### **Module 4: Enforcement of child labour laws in South Asia**

- Enforcement mechanism and problems
- Impact/consequences of law enforcement

## **Module 5: Judicial response and case laws related to child labour issues in South Asia**

### **3.4 Method of Instruction**

The classes will be through interactive lectures, panel discussions, small group assignments, interactions with lawyers and judges and projects. Library work and internet research is an integral part of this course. The faculty will be will be national and international scholars in child labour laws.

### **3.5 Internal Assessment**

The candidate should critically examine child labour legislation in any one of the South Asian countries and prepare a paper on it.

### **References**

- 1) ***Child Labour Law-An Overview***, Noida: V.V. Giri National Labour Institute, (1998)
- 2) Joshi S.C, (2006), ***Child Labor: Issues, Challenges and Laws***, New Delhi: Akansha Publishers
- 3) ***International labour Standard: Rules of the game***, Geneva ILO, International Labour Office, (2002)
- 4) Helen Sekar, (1997), ***Child Labour legislation in India: A Study in Retrospect and Prospect***, Nodia: V.V. Giri National Labour Institute
- 5) Jose Varghese, (1989), ***Employment of Children in India***, Secunderabad: John Bosco and Jayashree

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# **C 04 - Combating Child Labour: Strategies, Policies and Program**

**(4 Credits)**

This course aims to develop an understanding of the steps taken by international agencies, governments and civil society organisations to combat child labour. At the national level, policies and programs that have been initiated for eliminating child labour will be studied. Emphasis is also given on elimination of child labor programs in South Asian countries. The course will give students the opportunity to critically analyze strategies that are adopted for elimination of child labour, and formulate an action plan for elimination of child labour.

## **4.1 Learning Objectives**

### **During this course the student will-**

1. Learn about international programs for elimination of child labour
2. Learn policies and programs framed in South Asian countries for elimination of child labour
3. Acquire information about actions taken by employers' organizations, trade unions and local NGOs for elimination of child labour
4. Learn strategies for elimination of worst forms of child labour
5. Find the strengths and loopholes in the actions taken at various levels in South Asian countries for elimination of child labour
6. Obtain information about communication strategies that can be adopted for awareness generation on child labour
7. Learn skills required for implementation of projects related to child labour.

## 4.2 Learning outcomes

**After the completion of this course students will –**

1. Be able to critically examine policies and programs related to child labor in South Asian countries
2. Be able to clarify role of employers' organizations, trade unions and NGOs in Elimination of Child Labour
3. Explain strategies for elimination of worst forms of child labour
4. Be able to explain communication strategies for awareness raising
5. Analyze strengths and weaknesses in the actions taken for elimination of child labour
6. Prepare an action plan for elimination of child labour
7. Be able to apply skills required for project implementation

## 4.3 Content

### **Module 1: Actions by International Organizations**

- Ø International Program for Elimination of Child Labour (IPEC); Activities of other international organizations like UNICEF, UNESCO and World Bank

### **Module 2: National Programs and Policies (With special reference to South Asian countries)**

- Ø Initiatives by governments in South Asia
- Ø On-going elimination of child labor programs in South Asian countries and their impact.

### **Module 3: Strategies for elimination of child labour (with special emphasis on process of elimination)**

- Ø Strategies in education
- Ø Prevention programs
- Ø Rehabilitation programs

- Ø Education programs and income opportunities for parents
- Ø Workplace and community monitoring
- Ø Integrated strategy and convergence

**Module 4: Employers and Trade unions against child labour**

- Ø Establish a union of employers
- Ø Corporate initiatives for elimination of child labour
- Ø The history of trade union involvement
- Ø What can a trade union do towards elimination of child labour

**Module 5: Actions by community groups and NGOs**

- Role of voluntary sector in combating child labor
- Types of action by NGO and Community Based Organization

**Module 6: Awareness Raising and advocacy**

- Importance of communication
- Aspects of communication
- Means of communication

**Module 7: Strategies to address worst forms of child labor**

- The problem of worst form of child labor
- International action against worst form of child labor
- National legislation and enforcement in South Asian Countries
- Action in South Asian countries

**Module 8: Preparing action plan for elimination of child labor**

- Need of strategic action against child labor

- How to develop policies and programs on child labor (Setting priorities for action; Creating a broad alliance of partners; etc)

### **Module 9: Child labor projects and their implementation**

- significance of project based approach
- Background preparation of the project (objectives, procedures, financial aspects, required resources etc)
- Mobilization of resources
- Skills required for coordination and collaboration
- Leadership skills required for project implementation
- Importance and methods of feedback and review
- Report writing and presenting the project

#### **4.4 Method of Instruction and Faculty**

The course will give opportunity for problem-based learning. Content transaction will be through interactive lectures, small group discussions, field visits, interviews of field experts and seminars. The functionaries who are actually involved in elimination of child labour programs will be the instructors for the course.

#### **4.5 Internal Assessment**

The candidate must give a seminar on a theme related to the course and approved by the course director.

## References

1. *Eliminating the Worst forms of Child Labour*, Geneva: International Labour Office, (2002)
2. Hirway, Indira, (1991), *Towards Eradication of Child Labour*, New Delhi: Oxford and IBH
3. Burra, Neera, (1997), *Born to Work: Child Labour In India*, New Delhi: Oxford
4. Bequele (1995), *First Things First in Child Labour*, Geneva International labour Office
5. *Showing The Way: Trade Unions Against Child Labour in India*, New Delhi:International Labour Office, (1997)
6. M.S. Bhattacharya, (2007), *A Saga of Agony and Shame*, New Delhi: Decent Books
7. *Alternatives to Child Labour: A review of action programmes with a skills training component in Asia-Thailand*, ILO-IPEC, (1998)
8. *Child Labour Challenge and Response* , Noida: V.V. Giri National Labour Institute, (2001),
9. *Towards Eliminating Child Labour*, Noida: V.V. Giri National Labour Institute, (1996)
10. Nelien Haspels and Michele Jankanish, (2000), *Action against Child Labour*, Geneva: International Labour Office

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# **C 05 - Child Labour: Research, Evaluation and Training**

**(4 Credits)**

Action against child labour must be based on sound knowledge of incidences and causes of the problem in the given context. One needs to know more about many aspects of the work and life of child laborers in order to be able to design strategies of intervention so as to improve the lives of working children or to get them out of work altogether. This course is designed to develop the research abilities among the candidate so that they can acquire a strong knowledge base on child labor. The course will also help improve competencies required for organizing a training program on child labor.

## **5.1 Learning Objectives**

**During this course the student will –**

- 1) Learn basic concepts of research and evaluation
- 2) Understand research and evaluation methods and their application to child labor issues
- 3) Learn various techniques and tools for data collection
- 4) Understand quantitative and qualitative analysis of the data
- 5) Learn the structure of a research report/ evaluation report
- 6) Learn to analyze training needs of a target group and prepare a training design
- 7) Obtain in-depth information about organization of a training program

## **5.2 Learning outcomes**

**After the completion of this course the students will be able to-**

- 1) Explain the difference between research and evaluation

- 2) Elucidate basic research concepts like scientific method, hypotheses assumptions, operational definitions, population, sample etc
- 3) Write hypotheses, assumptions, objectives, questions and operational definitions related to a research topic in child labor
- 4) Describe main features of research methods that can be used in the area of child labor
- 5) Prepare questionnaires and schedules for collecting data related to child labor issues
- 6) Apply statistical techniques for quantitative analysis of the data
- 7) Analyze the data qualitatively
- 8) Formulate a research report
- 9) Conduct Training Needs Analysis (TNA)
- 10) Prepare a training design on the basis of TNA
- 11) Explain methods of evaluation of training

### **5.3 Content**

#### **Module 1: Research and evaluation**

- Research and scientific method
- Concept of evaluation
- Difference between research and evaluation
- Techniques for evaluation
- How to evaluate a program/project?

#### **Module 2: Reviewing related literature**

- Literature Sources
- Analysing literature

- Finding Gaps
- Concluding

### **Module 3: Basic concepts related to research and their application**

- Research problem
- Research objectives and research questions
- Hypotheses
- Assumptions
- Operational definitions

### **Module 4: Research methods for child labour**

- Survey
- Ethnography
- Participatory research
- Case Study

### **Module 5: Sampling for research into child labour**

- Concepts of population and sample
- Various methods of sampling

### **Module 6: Techniques / Tools of research**

Preparation and use of following research tools

- Questionnaire
- Interviews and interview guide/schedule

- Tools for observation

### **Module 7: Quantitative and qualitative analysis of data**

#### A) Statistical techniques for analysis

- Mean, median, mode
- Standard deviation
- 't' test
- ANOVA, ANCOVA
- $\chi^2$  test
- Correlation coefficient
- Qualitative analysis of data

#### B) Interpretation of data, drawing conclusions

### **Module 8: Writing a research report/evaluation report**

### **Module 9: Training on child labour issues**

- Types of training programs
- Training Needs Analysis
- Training methods
- Training Design
- Organizing training
- Communication skills required for a trainer
- Evaluating training

#### **5.4 Method of Instruction and Faculty**

Small group sessions will be used to discuss and analyze research problems, prepare research tools, analyze data, make appropriate statistical inferences, draw appropriate conclusions. Interactive sessions and demonstration methods will be used for training designs. The faculty will be experts in research methodology and training in child labour.

## 5.5 Internal Assessment

The candidate should prepare a proposal/ training design which will be assessed.

### References

1. Bulmer, Maartin, (1992), *Sociological Research Methods: An Introduction*, MACMILLAN
2. BOSE, P. K, (1994), *Research Methodology*, Indian Council Of Social Science Research
3. Mahavir Jain, (2000), *Manual for Factory/Labour Inspectors*, Noida V.V. Giri National Institute
4. *Training Manual on Child Labour Legislation for Lawyers and Public Prosecutors*, Noida V.V. Giri National Institute, (1999)
5. Fyfe, Alec, (2000), *Child Labour: A guide to Project Design*, Geneva: International Labour Organization,

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# **C 06 - Social Work Intervention for Control of Child Labour**

## **Integrated Social Work Methods**

**(3 Credits)**

This course discusses the importance in understanding social work methods to combat child labour. It provides an opportunity to study and develop a qualified, and professional approach to the social, behavioural, human and social problems related to child labour. The course equips students with the skills for working with individuals, child labourers and communities.

### **05.1 Learning Objectives:**

#### **During this course the students will:**

1. To develop professional outlook on identified social and behavioural problems.
2. To develop professional insights into human and social problems.
3. To identify oneself as an agent of change.
- 4 To develop analytical skills in problem clarification and resolution.
5. To develop skills in professional intervention while working with individuals, families, neighbourhoods and communities.
- 6 To design and carry out programmes of intervention

### **05.2 Learning Outcomes:**

#### **After the completion of this course the students will be able to:**

1. Analyze critically social and behavioural problems
2. Explain human and social problems

3. Use analytical skills in problem clarification and resolution
4. Organize and successfully carry out professional interventions with individuals, families, neighbourhoods and communities.

### **05.3 Content**

#### **Module 1: Work with Individuals and families**

Essential components of casework with individuals and families.

- Diagnosis of family function and dysfunction.
- Study, analysis and interpretation of the self-image of the working child in the family.
- Use of media, creative literature, role-play.
- Principles of Social casework
- Tools of casework: interview, home visits, casework records: narrative process, diagnostic and treatment summary record.

#### **Module 2: Work with groups:**

- Definition and classification of groups: Primary, secondary, T-groups and family as a group.
- Importance of groups in human life. Group work as a method of social work.
- Principles of social group work.
- Tools of group work: Use of programme media, creative literature and mobilizing significant others and neighbourhood groups for development and change in the situation of child labourers.
- Use of programmes for group and individual empowerment and development.
- Records in group work practice: Interaction process analysis, use of interaction diagrams and charts in social group work.

#### **Module 3: Work with Communities:**

- Definition and classification of communities: Geographic and functional communities, open and closed communities.
- Organizing groups and communities, use of camps and awareness programmes in communities.
- Sensitisation for child rights.
- Principles and tools of community organization.
- Work with communities to enhance community participation.

#### **Module 4: The self and professional development:**

- Understanding oneself as a functionary and agent of change.
- Importance of objectivity while working for change.
- The professional self.
- The social worker as a social diagnostician and mediator in the process of problem resolution and change.
- Methods of diagnosis and intervention, use of recording in professional development.
- Professional values in social work practice.
- The tools of social work intervention and conscious use of self in social work practice.

#### **Module 5: The tools of social work practice:**

- Interview with individuals, in small groups, pairs and families.
- Simulation games, programmes, agency, administrative and managerial skills while working with people.
- Recording as a tool of professional and client development, supervision of programme staff, evaluation of interventions.

#### **Module 6: Skills of Social Work**

- Skill of social work with individuals, pair, family, groups and community.

#### **05.4 Method of Instruction**

The course will be taught with the help of case studies and simulation games.

#### **References:**

1. Hamilton, Gordon: Social Casework
2. Garrett, Annette,: Interviewing in social casework.
3. Perlman, H H Social Casework, a problem solving process.
4. Skidmore and Thackerey: Social Group Work
5. Trecker, Harleigh: Social Group Work

Wilson and Ryland :Social groupk programmes.

Bales, R F : Interaction process analysis

Ross, Murray :Community Organisation.



# **C 07 - Child Development and Child Labour**

## **(3 Credits)**

This work has adverse impact on cognitive, emotional, physical and social development of children. The child laborers may develop behavior problems. Counseling child labourers and applying behavior modification techniques becomes essential for facilitating rehabilitation of child labourers. This course gives an opportunity to learn about development of child labourers and dealing with children with behavioral problems. The course is helpful to those who are working directly with child labourers for their rehabilitation and to those who are interested to know about psychology of deprived children.

### **6.1 Learning Objectives**

**During this course the student will-**

1. Learn about basic dimensions of development in childhood
2. Understand developmental deviations in children due to laborious work
3. Learn about certain psychological constructs in child labourers
3. Study various projective techniques and their use in understanding child labourers.
4. Develop skills required for counseling child labourers
5. Acquire information about various behavior modification techniques

### **6.2 Learning Objectives**

**After completion of this course the student will –**

1. Describe basic dimensions of development in childhood
2. Explain developmental deviations in children due to laborious work

3. Interpret psychological constructs in the context of child labour
4. Describe various projective techniques and their use in understanding child labourers
5. Be able to apply counseling skills child labourers
6. Be able to use various behavior modification techniques for child labourers

### **6.3 Content**

#### **Module 1: Developmental characteristics of childhood and developmental deviations in child labourers in following areas:**

- Cognitive development
- Emotional development
- Social development
- Physical development

#### **Module 2: Psychological constructs and child labourers**

- Emotional intelligence
- Practical intelligence
- Self Concept
- Resilience
- Creativity

#### **Module 3: Personality development theories and child labour**

#### **Module 4: Projective techniques for understanding child labourers**

#### **Module 5: Counseling child labourers**

## **Module 6: Techniques for Behaviour modifications**

### **6.4 Method of Instruction**

The classes will be taught through action learning. The students will get the opportunity to interact with child labourers, and establish a rapport with them. The students will analyse and interpret the behaviour of child labourers by drawing on theories and psychological principles that they have studied. The students will learn through application of conclusions and findings of their study. The faculty will have expertise in psychology as well as experience working with child labourers.

### **.5 Internal Assessment**

Each candidate will need to look at a case study of a child labourer and prepare a report.

### **References**

1. Forastieri V, (1997), *Children at Work*, Geneva: International Labour Office
2. Usha Sharma, (1996), *Development of Child in India*, Jaipur : Rupa Books
3. Levin Joel R. (1976), *Cognitive Learning in Children Theories and Strategies*, London: Academic press
4. Ann Cattanach, (1992), *Play Therapy with Abused Children*, London: Jessica Kingsley Publishers
5. Dadds Mark R., (1995), *Families ,Children and the Development of Dysfunction*, New Delhi: Sage Publications
6. Albee George W., (1992), *Improving Children's Lives : Global Perspectives on Prevention*, New Delhi: Sage Publishers

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# C 08 - Child Labour and Education

(3 Credits)

Schooling helps children develop social skills, and explore their potential in other areas. It introduces them to the society they live in, its culture and its values. Education also contributes to the future economy of the country. As child labourers are excluded from this basic need for education, it is widely believed that universalization of primary education is one way of eliminating child labour. The laws and policies related to education contribute largely to elimination of child labour. This course is designed to draw attention to issues related to education and child labour.

## 7.1 Learning Objectives:

**During this course the students will:**

1. Learn about international commitments to education and elimination of child labour
2. Understand the links between education and child labour
3. Understand the strategies in education for elimination of child labour
4. Learn how education can be useful in elimination of child labour
5. Understand the problems faced in educating child labourers

## 7.2 Learning Outcomes

**After the completion of this course the students will be able to-**

1. Have a thorough knowledge of international commitments to education and elimination of child labour
2. Explain aspects of education in relation with child labour

3. Critically analyse national education policies in view of elimination of child labour
4. Apply educational strategies for elimination of child labour
5. Describe the educational initiatives taken to eliminate child labour
6. Explain the problems faced while educating child labourers

### **.3 Content**

#### **Module 1: International and national commitments to education and elimination of child labour**

- ILO Minimum Age Convention 138, 1973
- The Convention on the Rights of the Child, 1989
- UNESCO World Declaration on Education for All, 1990
- National Policies and Programs on Primary Education in South Asia

#### **Module 2: The links between child labour and education**

- Education laws and policies reinforcing elimination of child labour
- Expenditure on education and child labour
- Access to primary education, retention in primary schools and child labour
- Quality of education and child labour
- Child labour and educational achievement

#### **Module 3: Educational strategies for elimination of child labour**

- Investment in early childhood developmental programs
- Increasing access to education
- Improving the quality of formal and non-formal education
- Non-formal education as an entry, re-entry or alternative to formal education
- Approaches to vocational education
- Continuing Education

#### **Module 4: Education initiatives and elimination of child labour**

- Improvement in educational infrastructure and services
- Alternative education for working children
- Flexible schedules
- Incentives such as mid day meals, cash stipend
- Residential schools for child labourers

#### **Module 5: Problems in educational rehabilitation of child labourers**

- Gender and ethnicity issues
- Issues related to curriculum, teachers and monitoring
- Issues related to child psychology
- Issues related to parental attitude towards education

#### **7.4 Method of Instruction**

This course will emphasize on project-based methodology. Students will get the opportunity to interact with experts in education and those working on the field. They will observe educational activities for child labourers, which will enhance their research, and improve their understanding of the principles of policy making.

## 7.5 Internal Assessment

Students will be assessed on the basis of their project work.

## References

1. U.S. Department of Labour, (1998), *By the Sweat and Toil of Children: The use of Child Labour in American Imports* , U.S: U.S. Department of Labour
2. U.S. Department of Labour, (1998), *By the Sweat and Toil of Children Volume V: The use of Child Labour in American Imports*, U.S: Department of Labour
3. Mohit Chakrabarti, (1994), *Child Education and Creativity*, Delhi: Daya Publishing House
4. Malgavkar P.D, (1995), *Universalization of Primary Education*, Delhi: Konark Publishers
5. Shri Prakash and Sumitra Chowdhary, (1994), *Expenditure on Education, Theory, Models and Growth*, New Delhi: National Institute of Educational Planning and Administration

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# **C 09 - Child Rights**

## **(3 Credits)**

Children are exposed to various kinds of abuses. Millions of children have no access to education, they work long hours under hazardous conditions, are forced to become soldiers, or languish in orphanages or detention centers where they endure inhuman conditions and daily assaults on their dignity. Protecting child rights for nurturing this vast resource of the world is the responsibility of governments as well as civil society. This course provides an idea about the sociological and developmental context of child rights, violation of child rights and their protection. It also gives opportunity to examine child labor from a child rights perspective.

### **8.1 Learning Objectives**

**During this course the students will-**

1. Acquire an understanding of the conceptual framework related to child rights
2. Obtain information about international conventions on child rights
3. Get an overview of child rights in child welfare legislations
4. Study child rights and its link with child welfare programs in South Asia
5. Realize that child labour is a violation of child rights

### **8.2 Learning Outcomes**

**After the completion of this course the students will be able to-**

1. Reflect upon various perspectives related to child rights
2. Explicate international conventions on child rights
3. Examine critically child welfare legislations in the light of child rights

4. Evaluate child welfare programs in South Asia with regard to child rights
5. Understand that child labour is a violation of child rights

### **8.3 Content**

#### **Module 1: Perspectives related to child rights**

- Child rights and child development
- Child rights and cultural practices
- Child rights and human rights

#### **Module 2: Child Rights in International Convention**

- Child Rights Convention, 1989

#### **Module 3: Child Rights in child welfare legislation in South Asia**

#### **Module 4: Welfare programs in South Asia for protection of following rights of the children**

- Right to Family Environment
- Right to Life
- Right to Development (Including Right to Education, Health and Entertainment)
- Right to Participation
- Right to be protected against Exploitation

#### **Module 5: Child Labour and child rights**

- Rights based approach towards elimination of child labour
- Limits of rights based approach towards child labour

### **8.4 Methods of instruction**

There will be lectures and a group discussion. Self study will be encouraged. The faculty will include experts in law as well as child development.

### **8.5 Internal Assessment**

Students need to present a paper on issues related to child rights.

### **References**

1. Saksena, Anu, (1999), *Human Rights and Child Labour in Indian Industries*, New Delhi: Shirpra
2. Khanna S.K., (1998), *Children and the Human Rights*, New Delhi: Commonwealth Publishers
3. Rao, M. Koteswara, (2000), *Exploited Children*, New Delhi: Kanishka
4. Bajpai Asha, (2006), *Child Rights in India Law, Policy, and Practice second edition*, New Delhi: Oxford Press
5. Burns H. Weston (ed), (2007), *Child Labour and Human Rights : Making Children Matter*, New Delhi: Viva Books Private Limited
6. M.M. Rehman, Kanta Rehman, S. Mehartaj Begam (ed), (2002), *Child Labour and Child Rights: A Compendium*, New Delhi: Manak Publications

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# **C 10 - Girl Child Labour**

**(3 Credits)**

The vulnerability and marginalization faced by the girl child labourer makes her situation far more acute. Being a child, a labourer and a girl she faces discrimination on all counts. Like other children she also needs care and protection from adults. However, many times she is forced to take on adult responsibilities, face economic exploitation at the cost of her education and development. As a working child she also experiences discrimination regarding wages and faces exploitation of the worst kinds. This course addresses girl child labour and its elimination as one requiring urgent and particular attention.

## **9.1 Learning Objectives**

**During this course the student will-**

1. Understand the gender dimensions of child labour
2. Study the dynamics of girl child labour
3. Get an overview of causes of girl child labour
4. Learn special strategies for elimination of girl child labour
5. Study the problems in elimination of girl child labour

## **9.2 Learning Outcomes**

**After the completion of the course the students will:**

1. Reflect upon gender dimensions of child labour
2. Discuss the dynamics of girl child labour
3. Explain causes of girl child labourer
4. Examine strategies for elimination of girl child labour

5. Analyze the problems in elimination of girl child labour

### **9.3 Content**

#### **Module 1: Gender dimension and labour**

- Occupational segregation and gender
- General preference for girl child labourers
- Preference for girls in specific processes
- Gender typing of work: a part of gender socialization
- Safety and work related issues
- Child abuse

#### **Module 2: The dynamics of girl child labour: Extent, nature of work, working conditions etc**

- Domestic work
- Home based work
- Industry based work
- Agricultural work
- Service sector

#### **Module 3: General causes of girl child labour**

- Family circumstances
- Rural poverty and migration
- Bonded labour
- Caste and ethnicity

- Proximity of industry
- Gender sensitive approach to education

#### **Module 4: Strategies for elimination of girl child labour**

- Incorporating a gender analysis in planning programs
- Access to free and compulsory primary education
- Building self-help groups
- Training the functionaries on gender issues

#### **Module 5: Problems in elimination of girl child labour**

##### **9.4 Method of Instruction**

The course will be conducted through interactive lectures, panel discussions, and small group assignments. Library work and internet research is an integral part of this course. The faculty will include renowned national and international-experts in child labour laws.

##### **9.5 Internal Assessment**

The candidate will study a girl child labourer and prepare a case study with the help of a visual presentation.

#### **References**

1. Shanmugavelayutham K, (2002), *Plight of Child and Mother*, Chennai : TN-Forces
2. Ananhara Rajkumar, (2004), *Female Girl Labour*, New Delhi: APH Publication
3. Reddy, B. Srinivasa, (2002), *Girl Child Labour*, New Delhi : APH Publications
4. Rachita Java, (2000), *Girl Child Labour*, New Delhi: Manak Publications
5. Nieuwenbuys Olga, (1994), *Children's Lifeworlds Gender, Welfare and Labour in the Developing World*, New Delhi: Social Sciences Press

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# **C 11 - Economics of Child Labour**

**(3 Credits)**

Child labour is always perceived from a child rights point of view. The economics of child labour is worth a study as economic forces such as poverty and income generation are seen as the source of child labour. This course provides the opportunity to study the economic dimensions of child labour. An analysis of economic activities undertaken by children, its relation to globalization, market forces, consumerism as well as political economy of child labour will be studied in this course.

## **10.1 Learning Objectives:**

**During this course the students will:**

1. Learn about economic activities of children
2. Study the economic dimensions of child labour
3. Examine the relationship between child labour and different economic variables
4. Comprehend demand and supply side of child labour
5. Undertake a cost benefit analysis of elimination of child labour

## **10.2 Learning Outcomes**

**After the completion of this course the students will be able to-**

1. Describe the economic activities that children are engaged in
2. Have an in-depth understanding of the economic dimensions of child labour
3. Explain the relationship between child labour and economic variables

4. Critically analyse demand and supply sides of child labour
5. Do cost benefit analysis of elimination of child labour

### **10.3 Content**

#### **Module 1: Economic activities and child labour**

- Economic roles that children play
- Classification of child labourers on the basis of economic activity
- Economic effects of child labour to families and the nation

#### **Module 2: Child labour and related variables**

- Income distribution, and poverty
- Fertility
- Infant mortality
- Adult employment
- Child Labour and growth rate
- Child Labour and trade

#### **Module 3: Child labor from economic perspective**

- Credit markets and child labour
- Political economy of child labour
- Consumerism and child labour
- Globalization and child labour
- Access to basic utilities and child labour

#### **Module 4: Demand and supply of child labour**

## **Module 5: Cost benefit analysis of elimination of child labour**

### **10.4 Method of instruction**

The course will focus mainly on group work and self study. Students will be required to study various themes in the group and discuss them in class. Thus, a collaborative learning approach will be adopted.

### **10.5 Internal Assessment**

Students will have to prepare a short research paper on a theme related to economics of child labour.

## **References**

1. *Investing in Every Child*, Geneva: International Labour Organization, (2003)
2. Kannan, K. P. (2001), *Economics of Child Labor*, New Delhi, Deep and Deep Publications
3. Joshi, S.C, (2006), *Child Labour: Issues, Challenges and Laws*, New Delhi: Akansha
4. Anker Richard, Barge Sandhya, Rajgopal S., Joseph (ed), (1998), *Economics of Child Labour in Hazardous Industries of India*, Baroda: Centre for Operations Research and Training.

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## **C 12- Field Work**

**(5 Credits)**

Each candidate will be attached to an organization working against child labour. Students will participate in on-going elimination of child labour programs, work with the community, and interact with child labourers. In addition, students will have to extensively participate in one of the following activities in the field:

- Ø Teach child labourers
- Ø Develop community based monitoring system for elimination of child labour
- Ø Campaign against child labour in the community
- Ø Counsel parents for elimination of child labour
- Ø Provide support to child labourers who are mainstreamed
- Ø Develop awareness among employers
- Ø Enrol children in schools/ non-formal education centers/other educational centers
- Ø Conduct health check-ups and provide remedial health care to child labourers by mobilizing resources
- Ø Building women's self-help groups

Candidates can do fieldwork at their work place, and they will be required to prepare a project report of about 10,000 words on this fieldwork. The project will be evaluated by experts. Candidates will also have to appear for an oral examination based on the fieldwork.

**OR**

### **Conducting Research:**

Candidates will have to select a topic related to child labour and conduct individual research on the same under the guidance of a faculty member and prepare a research paper of up to 5,000 words. Research papers are assigned to assess students' competence in systematically searching,

appraising, implementing and monitoring the research activity on a specific problem or issue. The research can be conducted at the work place. The research paper will be evaluated by experts.

# C 13 - Research / Training on Child Labour

## (5 Credits)

### **Organizing Training Programs:**

Candidates will conduct a training program for a duration of 5 days. Candidates will analyze training needs (TNA) of target groups, prepare training design under the guidance of experts and conduct training programs. He/she will have to submit a report of TNA and the training design prepared. He/she will have to conduct minimum 5 sessions of 1.5 hours duration each in that program. Experts will evaluate the sessions.

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