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ROLE OF WOMEN EDUCATION IN ERADICATION OF CHILD LABOUR

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Abstract

"Education is the most powerful weapon you can use to change the World." Nelson Mandela.

Education is a basic human right and significant factor in development of children. Education is a necessary factor in providing incentive to escape poverty social oppression. Education is important for every one, but it is especially significant for girls, for poor women and for women. Educated women can recognized the importance of health care and know how to seek it for themselves and their children. Children are the greatest gift to humanity. Childhood is an important and impressionable stage of human development as it holds the potential to the future development of the society. One of the most wonder why child labour is so rampant claims for proper protection of child rights. It is because of the inferior quality of education that the poverty and community does not feel attracted to send their children to school? One of the disconcerting aspects of child labor is that children are sent to work at the expense of education. Child labor restricts the right of children to access and benefit from education and denies the fundamental opportunity to attend school. Under extreme economic distress, children are forced to forego educational opportunities and take up jobs which are mostly exploitative as they are usually underpaid and engaged in hazardous conditions... Child labor, thus, prejudices children's education and adversely affects their health and safety.

Introduction

In simple education means the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is important about being and becoming educated (DonBerg). The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally or preparing oneself or others intellectually for mature life. Education is a basic human right and significant factor in development of children. Education is a necessary factor in providing incentive to escape poverty social oppression. Education is important for every one, but it is especially significant for girls, for poor women and for women. Educated women can recognized the importance of health care and know how to seek it for themselves and their children.

Children are the greatest gift to humanity. Childhood is an important and impressionable stage of human development as it holds the potential to the future development of the society. Child labor restricts the right of children to access and benefit from education and denies the fundamental opportunity to attend school. The phenomenon 'child rights, it seems in itself is presently in a stage of theoretical discourse in India. Because of parents and communities ignorance that the children are allowed for labour either in agriculture land or in hotels or in industries.

The general objectives of the study are:

- a. To provide basic education for women.
- b. Compulsory education up to 35 years.
- c. Prevalage parental attitudes, perception and motivation for quality of education for children of 6-14 years of age;
- d. Child protection structures in place addressing child rights and quality education as well as the child labour in the study area;
- e. Aspects of access to service providers and quality education for vulnerable families;
- f. Determining the magnitude of problems relating to the dropouts and children out-of-schools and;
- g. Status and profile of functioning of schools, their governing and promotional structures, work strategies and ethics;
- h. To examine the child labor development programs and acts to improve the Child labour.
- i. Introduce higher education facilities especially in rural areas.
- j. Self-employment programmes for women.

Women education is one of the major and central problems of India as well as the society at large because in the past women area denied opportunity and had to suffer the hegemonic masculine ideology. This

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unjustifiable and unwarrantable operation had resulted into a movement that fought to achieve the equal status of women in all over the world. Never the less education of female literacy is considered as major concern today.

The part also seeks to highlight the key dimensions relating to the prevailing knowledge and attitudes of the families and communities with respect to the protective measures, against violence, exploitation and use of children. The last part has critically analyzed the status of the child rights in the area under study in the light of the data described in the various sections of the paper.

Methodology of the study

For the study, we have selected a total of seven blocks in three different districts with the help of a purposive sample method. A priority in selection was given to those that were predominantly inhabited by SCs, STs and other Backward Classes (OBCs). A sample of 20 villages was identified within these blocks by selecting 5 percent of the total number of villages from each of the selected development block with purposive sampling method. In this selection too, the focus remained on the village populated by marginalized section. Finally, 20 households were selected for intensive study area in each of the selected villages through systematic circular random sampling.

Socio-Economic Profile of Respondents

The analysis of socio-economic profile of respondents point out a some what gloomy picture, which may not be very encouraging from the perspective of promotion and protection of child rights. The data on respondent's occupational status, income, land holding and type of house, literacy, etc., are the trendsetters on this issue. For example, out of the study sample of 140 respondents, spreading into three project districts, a large number of them have to fall back only on the wage income with 37.41 percent of Krishna, 45.48 percent of West Godavari and 50 percent of East Godavari respondents coming from labour background of occupational status. Further, the traditional occupation low-level factor is also intrinsically involved in the case of aisan groups among the study sample.

Status of Quality Education

The paper presents the status of different committees and associations promoting quality education in the three

districts under study. It examines the awareness level of people on these committees and associations. Besides, it also gives the status of transition rates of boys and girls from primary to upper primary level and to secondary level education.

Village Education Committee

Universalisation of elementary education has been identified as one the most important determinants of development in India. The fact that Indian population shows disparity on socio-economic front makes it imperative to chalk out measures that ensure equal access to education for all children. It is well identified that 100 percent coverage of children by any educational scheme is not possible without the zeal and active involvement of parents and communities.

Enrolment and Attendance

Education is a basic human right and significant factor in development of children. Education is a necessary factor in providing incentive to escape poverty social oppression. Education is important for every one, but it is especially significant for girls, for poor women and for women. Girl education is one of most effective ways to reduce poverty and child labour. Educated women can recognized the importance of health care and know how to seek it for themselves and their children.

In our study, we came across around 70 percent households collectively from the three districts of Krishna, East and West Godavari that have children falling in the age group of 6-14 years. District wise data reveal that Krishna has 77.72 percent, East Godavari has 66.94 percent and West Godavari has 64.6 percent children in the above mentioned age group. This implies that if Right to Education is properly implemented in letter and spirit, then a substantial population will be benefited by it.

Further, we have found how many of these households have actually enrolled their children in school. The study says that 93.48 per cent households collectively from the three districts have enrolled their children in school; district-wise data break-up show that 95.92 percent in Krishna, 92.12 percent in East Godavari and 91.33 percent in West Godavari have got their 6-14 years old children enrolled in school (**Table - 1**)

Table - 1 : Enrolment of children (age from 6-14 years)

Particulars	Krishna District	East Godavari District	West Godavari District
Respondents having children (6-14years)	417(77.22)	241(66.94)	323(64.60)
Respondents not having children (6-14years)	123(22.88)	119(33.06)	177(35.40)
Total	540(100)	360(100)	500(100)
Respondents enroll their children (6-14years) in schools	400(95.92)	222(92.12)	295(91.33)
Respondents not enroll their children (6-14years) in schools	17(4.08)	19(7.86)	28(8.77)
Total	417(100)	241(100)	323(100)

Right to Quality Education

Within the Right to Education, there is a need to focus on 'quality' education that is currently missing. We have a right to enrollment in India but not a right to education because no one is looking at teacher availability, actual transfer of information, and actual learning. Reduced budget allocations in the service sector, especially ICDS, midday meals, and food security is already an existing area of concern.

It is important to understand how we are defining quality education as it means different things to different people and we must not reduce it to merely 'joyful learning', particularly in the context of marginalized children as they are most vulnerable to child labour. In order for education to be quality education, it is important that we see how education is empowering children, how it is being able to cultivate the voices and experiences of children in school as children's experiences are often neglected and not given any dignity. Children must be given spaces and opportunities to construct knowledge and bring out their creativity so that their potential is demonstrated to their parents and in turn, parents make the choice to support and promote their child's schooling. This is equally important to help teachers to better understand the different perspectives and contexts that the students come from.

We must question if we really believe that quality education can tackle child labour. It will only solve the problem if it leads to a change in income levels, as we can see when we talk about the last quintile. Using such a broad approach, we may end up discussing the same situation a few years down the line. Participants of today's consultation are not looking at education only for the sake of it, it is for the purpose of strengthening the lives of child labourers' and their families and we must ensure that happens. People attitude towards the problem of child labour plays important role in reducing its level by mother's education.

Steps taken by government of India to improve literacy rate in women

1. Free education programs to the poor people living in villages and towns.
2. The communities must use proper utilization of funds allotted to improve literacy.
3. Establishment of new schools and colleges in that village.

The Government introduced the major schemes to Women Education.

- **Mahila Samakhya Programme:** This programme was launched in 1988 as a result of the new education policy (1986). It was created for the empowerment of women from rural areas especially socially and economically marginalized groups.
- **Kashturba Gandhi Balika Vidhalya Scheme (KGBV):** This Scheme was launched in July 2004, to provide education to girls at primary level. The schools that were setup have 100% reservation 75% for backward class and 25% for BPL (Below Poverty Line).
- **National Programme for Education of Girls at Elementary Level:** This programme was launched in July 2003 to set up provide better opportunities to girls.

Awareness programmes to be conducted to awake women to take part in education by

1. Media
2. Attractive Elementary Education
3. Conducting Awareness Programmes

Conclusion

Education provides individuals with the means to increase their income for the family. Minor increases incentives for women to pursue primary education have been beneficial hence which increases the primary enrollment rates of their children, from being to avoid child labour in India. Child rights cover the whole series of activities that ensure a respectful and dignified life to them. Children from well to do families enjoy all determination of standard life where as those from marginalized, vulnerable section of society often fall prey to one or the other form of exploitation and abuse. The society claims that now there is an equality and there is growing awareness about education but this claims is not been true on real grounds, indeed there are special provisions in the government or there are laws, were there has been special space for the women specially their education but even those are not useful.

In this nature of study and the time –bounded field level survey a deeper of exploitation towards a profound understanding of the nexus between the classes and children's right at the micro level. Each child should under go compulsory education up to 14 years and prevent child labour.

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