

Little hands in the trap of economic necessities: A sociological study of Anantnag District.

Talib Hussain Shapoo

Research scholar Barkatullah University Bhopal(India)

ABSTRACT

Child labour retains a significant presence in the developing countries of the world. And is major concern in today's fast growing world. Children by possibility or by will are engaged in economic activities. They help their families' in-terms of, agricultural work, in shops, in their domestic activities especially the girls who look after their younger ones. If the work done by children is not always bad for them, like to continue their skilled work of their parents and , prepares them for their future tasks and helps to pass traditional skills from one generation to another. Child work comes under the permissible work and child labour comes under the exploitative. When the occupation in which he is engaged endangers his health and safety and is for from his education then it is depth of concern for whole society. Children working to support their families don't just miss out on education. They also miss out the rest, play and recreation. They lose opportunities to participate in their community, religion, cultural activities and sports. The loss of these rights means that, in effect, many working children miss out on their childhood. Educating children gives the next generation the tools to fight poverty and prevent disease. It builds confidence, literacy and dignity. The present study reveals that education is a main concern to stop the child labour and it could be achieved when the wage rate of parents is high when they get good jobs and are not compelled by circumstances to send their children to menace of child labour.

Keywords: child labour, education, occupation, social background, impact

I.INTRODUCTION

Children working to support their families don't just miss out on education. They also miss out the rest, play and recreation. They lose opportunities to participate in their community, religion, cultural activities and sports. The loss of these rights means that, in effect, many working children miss out on their childhood. Educating children gives the next generation the tools to fight poverty and prevent disease. It builds confidence, literacy and dignity. It builds a stronger foundation for the future we all share. And it's every child's right.

In 2000, there were 375 million children and youth out of school. Today that number has been reduced to 263 million. Many children who are out of school come from excluded groups. They are children from disadvantaged backgrounds, often girls, who live in conflict-afflicted countries, in slums and in remote communities, who are from ethnic minority or lower caste families, or who are disabled. Some out-of-school children have attended school in the past but dropped out, some will attend school in the future, and some will never go to school. Many who are in school are not learning the basics of reading and math. To fully address the

global education crisis – and reap vast social and economic rewards – equal, quality education must be made available to all.

Girls are more likely than boys to be excluded from education. About 15 million girls will never have the opportunity to learn to read and write in primary school, compared to about 10 million boys. Across sub-Saharan Africa, 9 million girls will never attend school, compared to 6 million boys. The gender gap is even wider in South Asia, where 4 out of 5 out-of-school girls will never enter the formal education system, compared to 2 out of 5 out-of-school boys. Children with disabilities, especially girls with disabilities, are less likely to start and stay in school than their peers without disabilities. This pattern is more pronounced in poorer countries.

Refugee children are 5 times more likely to be out of school than non-refugee children. UNHCR estimates that half of refugee children and over three-quarters of refugee adolescents are not in school, compared to 9 percent and 16 percent of children and adolescents globally. In Lebanon, which hosts over 1 million Syrian refugees, over 60 percent of Syrian children more than 225,000 were not enrolled in school during the 2015/16 school year.

Objectives of the Study:

- i. To know the educational status of children.
- ii. To know the cause of child labour.
- iii. To know the reason of child labour.

II.METHODOLOGY

Field of Study: The two blocks of district Anantnag are taken as field of study because the child labour situation is not well defined in district Anantnag so to locate them was not easy. Sampling: To study the nature, extent and factors of child labour, the researcher has selected the district Anantnag for the present study. For the present study convenience sampling method was used. 150 respondents were analyzed in the present study. The study was carried out in Anantnag district of Jammu and Kashmir.

III.METHOD OF DATA COLLECTION

The primary and secondary data was used in the present study. Primary data was collected by Interview schedule. A well constructed Scheduled was prepared for the collection of data. In the present study main attention was given to study the educational level of child labour. Secondary data was collected from Statistical Abstracts; Articles and international Reports.

IV.RESULT AND DISCUSSION

Lack of education or poor quality education is another factor that contributes to high incidence of child labour. Education is considered one of the main alternatives to abolish child labour. Practically family income affects

children's education and poor parents cannot afford to pay for children however, children are compelled to work and are less enrolled.

The table 1.1 shows working distribution of child labour in the selected study area. It is pertinent from the table that majority of our respondents having their parents alive. Regarding main occupation of the family, majority of our respondents were engaged in laborer work

Table 1.1 Educational statuses of children

Educational level	Sex wise distribution		Total	Percentage
	Boys	Girls		
Illiterate	3	4	7	47.33
Middle	2	9	11	42.67
Still studying	8	7	15	10
Total	7	12	19	100

Educational status of child workers shows that 47.33% of child workers are illiterate. 42.67% had reached to middle level education. And only 10% are those who still manage to continue their study in this group of children they do the seasonal work like nut picking, and work during seasonal tourism season, they work for few months and also they continue their study.

Several studies and international organizations such as ILO UNICEF, UNESCO and World Bank have confirmed that education can reduce child labour (Kruger,2007).

According to Budhwani. (2004) and Bhat. (2009) education can be significant for development, for example education can make children develop and learn resulting in intelligent societies in the future, besides education can provide skilled workers. Also, education can improve children's life both for themselves and their families. Besides, well educated children can learn how to be grateful to society and be likely to be charitable in the future when they grow up.

According to Khan (2007) children who lack education or drop out of their school, usually lack knowledge and are more vulnerable to exploitation. As a result they become uneducated or unskilled labour. A number of agencies such as IPEC-ILO, UNICEF, UNESCO and World Bank are fighting against child labour by trying to provide access to education to all children (UNICEF, UNESCO, 2008). They consider that education is a first priority. Thus UNICEF is working with other aid agencies, governments and UN agencies to meet the UN Millennium Development Goals by 2015 to ensure primary education to all children. Today many countries have already achieved the goal of universal primary education. But, the progress is still very slow in low income countries, for example in Sub-Saharan Africa.

Table 1.2 Reason for work

R e a s o n	N o . o f w o r k e r s	P e r c e n t a g e
P o v e r t y	58	57.34
D e a t h o f f a t h e r	45	5.33
B y P a r e n t s w i l l	71	14.67
P o o r p e r f o r m a n c e i n s c h o o l	21	22.66
T o t a l	100	100

Data regarding reason for work from the children's perspective is clearly shows the poverty is the main cause for child labour in study area which comprises the highest number of percentage, 57%. They were initially involved in school education but soon they left school and start working. 5.33% were found those who lost their fathers and they don't have elders one's and they were compelled to work. After that 14.67% were those who were send for work by their parents. And 22.66% were those who were poor in reading and they left school and their parents send them to work.

At the end it was observed that child labour is present in the study area covertly. Many children are involved in doing different types of works for their survival, they help their parents economically. Because their parents do not effort good financial support to their families, as they do not get the good working options throughout year. Most of the families of survived area were living in hilly areas where the geographical location does not allow them to continue work throughout year due to the snowing. Another major problem is that difficulty is inherent fact that children working in rural areas, in urban informal sector and in domestic service are not readily visible. An integrated and effective measure to save children from hazardous or abuse should, therefore, begin by exploring the invisible visible. As long as child labour is part of the harsh reality that makes good economic sense, the conditions for change will not be met.

V.THE IMPACT OF CHILD LABOUR ON EDUCATIONAL ACHIEVEMENT

Both of these organizations, the Convention on the Rights of the Child (CRC) education and two ILO conventions, the Minimum Age Convention (No. 138, 1973) and the Worst Forms of Child Labour Convention (No. 182, 1999) cover child labour and their right to education. ILO stated that education has a large contribution in abolishing child labour and good quality education is a useful tool in prevention of child labour (ILO, 2004).

It is revealed in different reports that with the high rate of education we find the less proportion of engagement of child labour and in the less literacy rate we found high percentage of child labour. This is corroborated by a recent survey (The Public report on Basic Education – PROBE) in the four of the poorest and most child labour endemic states Bihar, Uttar Pradesh, Rajasthan and Madhya Pradesh. But in another comparative study of state of Kerala and Uttar Pradesh disregard the claim that it is predominantly poverty that prevents the poor from

sending their children to school. In both states the proportion of people living below the poverty line is around 45%. Nevertheless Kerala has an average literacy rate of 90% whereas in Uttar Pradesh this figure is around 40%. In the study area the educational level as per census 2011 is 62.69%.

Suggestions

1. There is dreadful need to impart education to the child workers. Though child workers cannot attend normal school during the usual school hours, the only alternative is to provide them some agency of education at the time when they are free. There should be special schemes for development of socially and educationally disadvantaged groups of the society.
2. The dropouts who attain the little high age were seen shy to go school after the big gap so there should be alternative to teach them in their vacant hours. Special schemes should be imparted for them to avail the education.
3. Governmental and non-governmental organizations should organize awareness programmes regarding the consequences of child labour and motivate common people, village heads, teachers and other employers, senior citizens, etc. and seek their cooperation in respective areas to serve the purpose.
4. Media should play its role in generating awareness among the people regarding the up-liftment and betterment of socially, economically and educationally backward communities by providing them information regarding various programmes and schemes launched by the government for their up-liftment.
5. Attractive and free pre and primary school education system is necessary to attract children towards education instead of work and income. Community based school extension programme, i.e. to make people aware of benefits and necessity of education, to encourage and convince children to go to schools is essential, etc.
6. Non-governmental organizations (NGOs) and other related agencies have to play vital role to make aware the down-trodden communities regarding the rights of children and harmful effects of child labour.
7. Government should take up steps and consult scholars, academicians, planners belonging to different streams in order to frame policies about the future and overall development of these unfortunate children.

VI.CONCLUSION

So to conclude the present study on child labour, it was clear from the above illustration that child was present in District and the economic necessities become the hurdles for the children while attaining their basic education. The parents were not able to provide basic necessities for their children, so they send their children to meet the economic problem of their family. So to attain and uplift the educational level of children it is necessary to increase the wage of adults of the study area so they can manage the education of their children in the schools. It is need of concern for the Govt. to look into the grave matter and suggest the major policies for the children to make them available in schools.

REFERENCES

- [1.] Ahmad, Ayaz (2012) Poverty, Education and Child Labour in Aligarh City-India. Stud Home Com Sci. pp. 165-172.
- [2.] Assessment includes primary and secondary school-aged children reached by formal education only. Inter-Agency Coordination Lebanon. Education Jan-May 2016 Dashboard. data.unhcr.org
- [3.] Baker, Judy L. (2008). "Urban Poverty: A Global Overview." World Bank, Washington D.C. January, 2008.
- [4.] Basu, K. and P. H. Van (1998). "The Economics of Child Labor," American Economic Review, 88, 412-427. 33
- [5.] Basumatary R., (2012). School dropout across Indian state and UTs: An econometric study, Int. Res. J. Social Sci., Vol. 1(4), 28-35 .
- [6.] Bhat BA and Rather TA, (2009). Child labour in the handicrafts home industry in Kashmir: A sociological study, Int NGO J, 4 (9). 391-400.
- [7.] Bhat, Bilal Ahmad (2010). Gender, education and child labour: A sociological perspective, Centre of Central Asian Studies, University of Kashmir, J and K, India, 190006 :June, Vol. 5 (6): pages-323-328.
- [8.] Brown, Gordon (2012). Child Labour & Educational Disadvantage – Breaking the Link, Building Opportunity.
- [9.] Bryman, A. (2008). Social Research Methods. 3red. Oxford University Press.
- [10.] Cigno, A and F.C. Rosati. (2000). Why do Indian Children Work and is it Bad for Them? IZA Discussion Paper No. 115, Bonn, Germany.
- [11.] Das ,Saswati (2012) "Incidence of Child Labour and Child Schooling in India: Pattern and Determinants," ISRN Economics, vol. 2012.
- [12.] Fasih, T. (2007). Analyzing the Impact of Legislation on Child Labor in Pakistan. World Bank Policy Research Working Paper No. 4399.
- [13.] Haile, Getinet, and Haile ,Beliyou. (2011). Child labour and child schooling in rural Ethiopia: nature and trade-off. Education Economics 1-21.
- [14.] Hosen, Md. Aoulad (2010). Child Labor and Child Education in Bangladesh: Issues, Consequences and Involvements, International Business Research, Vol-3, No-2, Pp-1-8.
- [15.] Huebler, Friedrich. (2008). Child labour and school attendance: Evidence from MICS and DHS surveys . Division of Policy and Practice, UNICEF.
- [16.] International Labour Organization, (2012). Tackling child labour: From commitment to action International Programme on the Elimination of Child Labour (IPEC) – Geneva: vol. 1.
- [17.] International Labour Organization, (2013). World Report on Child Labour Economic vulnerability, social protection and the fight against child labour. Geneva.
- [18.] Kakoli, Borkotoky & Sayeed ,Unisa (2013). Educational progress in India in the Context of Out-of-School Children International. Research Journal of Social Sciences. Vol. 2(5), pp.6-14,

- [19.] Khanam, Rasheda; Ross, Russell (2005). Impact of Child Labour on School Attendance and School Attainment: Evidence from Bangladesh. International journal of social economics. Vol. 38.2011, 7/8, p. 692-713.
- [20.] UNESCO. Leaving No One Behind: How Far on the Way to Universal Primary and Secondary Education? Policy Paper 27 / Fact Sheet 37. July 2016
- [21.] UNHCR. Missing Out: Refugee Education in Crisis. (Geneva: 2016)
- [22.] UNICEF. Children in war-torn Syria risk their lives to go to school, news note 21 October 2016. https://www.unicef.org/media/media_92943.html
- [23.] WHO and the World Bank. World Report on Disability 2011 (Geneva: 2011)