



THE RE-ACCOMODATED EDUCATION FOR CHILD LABORERS: A SOCIOLOGICAL ANALYSIS

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Abstract: *Child labour problem has been increasing in India every year. It is easily understandable to the outward view that the system of child labour is the result of illiteracy and for the children is derived by the primary education. Though govt. has been investing crores together on education sector to eradicate this problem, still so many children are labouring away from school. So the very foundation of this illiterate society has been strengthening for last 5 to 6 years. Govt. has been planning so many activities to bring awareness among the people about the role of community and guardians to uproot this child labour system. In complimentary to this toil many self service organizations and re-accommodate schools also working at village panchayat level to the future of such children in connection with the district administration, UNISEF, NARODA and state govt.*

Keywords: *Child labor, Human Rights, Illiteracy, Re-accommodation, Crime.*

INTRRODUCTION

India is facing so many social problems, whether population, unemployment, poverty and illiteracy have been haunting our society severely. On the other side the capitalists for their hunger employing children below 14 in many fields like agriculture, industries etc. Such children are suffering from lack of nutrition and educational facilities and they are physically and mentally week for their heavy labour. This child labour problem has been increasing in India every year. It is easily understandable to the outward view that the system of child labour is the result of illiteracy and for the children is derived by the primary education. Though govt. has been investing crores together on education sector to eradicate this problem. Still so many children are labouring away from school. So the very foundation of this illiterate society has been strengthening for last 5 to 6 years. Govt. has been planning so many activities to bring awareness among the people about the role of community and guardians to uproot this child labour system. In complimentary to this toil many self service organizations and re-accommodate schools also working at village panchayat level to the future of such children in connection with the district administration,



UNISEF, NARODA and state govt. child labours abolishment programs. All these aimed to find out child labour, bring them under the educational structure, and provide them pre – primary education and non-formal education and to facilitate them residential schools. Along with these material facts, the most important concerns for child labours are flowering them with their rights, love, trust, childhood, education, protection, nutrition, entertainment, liberty and let them live out of exploitation. Every child has to get basic education so it is our responsibility to provide them such education. In this way researches have done on children’s educational status, who are learning at re-accommodated schools.

HISTORY OF RE-ACCOMIDATED SCHOOLS

Central Govt. and state Govt. with the help of UNISEF and NORADA programmes liberating children from their working places and providing them education through special re-accommodation. In fact Karnataka has special interest in doing such responsibility. We see so many child labours in Davanagere and Raichur districts in Karnataka. So many self services associations have been re-accommodating such children to schools since 2001 to obliterate child labour system from the society.

There in such re-accommodated schools children are getting education according to their age and mental status. The given education is called Bridge course, this bridge course training is one year duration. After this training children send to Govt. schools remit money for their further education until their secondary education. Davanagere district has been running 16 re-accommodate schools for the welfare of child labours.

MEANING OF RE-ACCOMIDATED EDUCATION

So many philosophers, educationists, social reformers, and political thinkers have given their interpretation for the relationship between education and society for instance.

SAYYUDDIN says, a school is running in accordance with the needs and problems of our society. So the syllabus, teaching, learning methods and other activities should work to the progress and development of the society. Thus we comeliest that a school should be the centre of our society.

Yagnavalkya says, Education is to develop good conduct in human being and to make him a sociable person.

A thinker of sociology, **Emily Durkim**, says , Education gets birth from this society, so it has been running on social responsibilities. Whether a society wants a change if doesn’t get change itself but it needs education.



If we examine the above definitions they remind us a snit able saying of Mahatma Gandhi “**Education is for living, Education is life**”. Education and society are two faces of a single coin. If one gets drawback it affects on other side. So the present study makes us understand the educational condition of children, who are registered to re-accommodate school in sociological background.

HISTORICAL BACKGROUND OF RESEARCH AREA

Davanagere is the center point of Karnataka state. It has water source, productive land, and is named as a commercial, educational and industrial area. This district not only shining in Karnataka but also at national and international level for its cultural, historical and religions prosperity. Though it has 8 centuries of history it was an unknown village once upon a time. It had only 500 families in 1811 and 10 thousand populations in 1900 but now it is a district headquarters. So many hills, ravines, caves, huge pits structured all over the district. Here some of its opulence of inscriptions, documents display the sub time cultural heritage of this district.

Before 15-08-1997 Davanagere was only a taluk of Chitradurga district, but now it is one of the districts in 30 district of Karnataka. With the combination of 6 taluks which belonged to Chitradurga .Bellary and Shimoga before, Such 6 taluks are Harihara, Jagalur, Davanagere, Honnali, Channagiri and Harapanahalli. Geographically Davanagere is a plain area, it has no such natural forests, rivers and mountains but we can see some small hills and crags. Exactly to the center of Karnataka, Davanagere is located in 14-28 latitude and 75-59 longitude and is at the height of average 602.9 meters to the sea level. As this city is a flat and plain, it has healthy climate. An average temperature of this city in a year is 77.3° F. Hear rainy season begins from June and continues up to October. An average rainfall is 578 mm, total expansion of this city is 6018square km, total population is 1789693 and literacy level is 67.4% according to 2001. (Male 76.4 and 58 female)

As we know Davanagere is an industrial and commercial area, here we see many industries such as cotton mills, oil mills, rice mills and their enterprises providing patronage for many labours. Many crop like cotton, maize, sugarcane and sunflower enable to commercial area. Mother is the prime teacher of a child, so a child should grow under her guidance, but here we see uncountable children laboring in lanes and streets of cities without having mother concern. Even country side too children are using for many jobs for instance, as cowboys



and herders. Misery leading their life towards tragic end. According to our constitution, childhood is the fundamental right for every child. Soto secure this childhood many reformers, Govt. employs and some compassionate person trying their best and providing education for child labours abolishment program. Govt. and non-govt. organizations are dreaming to uproot this child labour system from this society. So to bring their dream tram many re-accommodated schools are opened and these schools are toiling to the development of the child labour.

There are lacks together children are deceived from basic needs, and educational facilities, so, for the welfare of such children and to provide them education and basic needs Govt. and self service associations are working with many programs and Govt. has opened many re-accommodated schools. There we see those re-accommodated children's educational implement and interest in jobs considerably different. It is significant to see that there is a subtle difference between the children who are privileged for schooling from the beginning and the children from the background of child labour. So this study has got more importance and significant.

OBJECTIVES OF THE STUDY

The present study is a social problem so it is studied under the view of sociology. And it has many objectives as follows to understand the educational conditions of re-accommodated children.

1. The main objective of this study is to know about family background and condition of those children studying at re-accommodated school.
2. To understand the problems of children who are studying at common govt. school.
3. And to know the facilities, the Govt. is providing for children.

RESEARCH METHODOLOGY & STUDY UNIVERSE

In India total population 12591667 children are laboring as child labours and in Karnataka its rate more then 822615. If we take up Davanagere district we can see more then 10000 child labours. Davanagere has 16 re-accommodated schools and every year 800 children are promoting for further education to common regular schools. More than 12000 children have undergone this bridge course training so for from 2001. Here is information of such 100 children extracted from a simple measuring method. So to understand the educational



status of re-accommodated children primarily interview schedule and browsing methods are adopted and secondarily some books of survey are referred for get information.

THE RESULT OF THE STUDY

As a result of the above research method on re-accommodated children's, learning common school, here are facing some problems.

1. Among those children who are learning at common schools after bridge course training 32.50% are Schedule caste, 17.20% are schedule tribes, 17.20% are Muslims and 15 are back ward class. All these category children are deprived by many basic facilities, Such as health, education, nutrition and protection.
2. Most of the re-accommodated children families owned no land and their annual income is 1000 to 7000. So this is the main reason for why such families' children forced to become child labours.
3. Govt. has been providing adequate facilities but the organizations and school management are not precisely utilizing such facilities for the welfare of children.
4. More than 78% of re-accommodated children have no good relationship with their parents. So the neglect their parents leading such children to keep themselves away from healthy atmosphere, basic education and nutrition.
5. The children re-accommodated now are extracted from different working places. Such as hotels, petty business, bar and restaurants, shops and agriculture and were working as herdsmen and slaves there, so in such places they were experienced suffocation.
6. After re-accommodation 99% of children are ambition to get good education and job in future.

The above information is the result of research study.

RECOMMENDATIONS

Some advises are given below for the improvement of re-accommodated children.

1. It is important to create awareness in the society to provide compulsory education for the children aged between 6 to 14 through Govt. and non-govt. Organizations.
2. Central and state govt. should open job oriented courses for the student learning schools as a product of bridge course training.



3. Most of the re-accommodated children belongs SC.ST and Minority class. So govt. has to plan many reformatations to secure such category peoples life.
4. The rate of child labours is increasing in the country. So it is necessary requirement to open some more re-accommodate schools to provide education for each and every child labour.
5. Govt. should pass on order to the officers, school management and education department to follow education and protection act of child labours.
6. Teachers should treat all the students equally and they must avoid discrimination between students trained in bridge course and students learning common schools from the beginning.

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