

**EDUCATION OF WORKERS'  
CHILDREN**

**REPORT**

**ON**

**AN ENQUIRY INTO THE PROBLEMS EXPERIENCED BY TEXTILE  
WORKERS IN BOMBAY**

EDUCATION OF WORKERS' CHILDREN

REPORT

on

An Enquiry into the Problems Experienced by Textile Workers  
in Bombay

A CONTRIBUTION

to

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by

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## MAIN FINDINGS OF THE ENQUIRY

### Characteristics of Workers:

- 1) Nearly two thirds of the present generation of workers had received education before they took to work. The urge for educating children became even stronger in workers since the dawn of independence. (Para II - 5)
- 2) The obvious reason for this stronger urge has been, almost unanimously, the fact that education would improve their children's prospects for the future ( Para II-6)
- 3) A very large majority of workers would like to avoid sending their children to municipal schools if they can afford to send them to private schools. This preference for private school was shown even by workers who had themselves no experience of schooling either in private or municipal school. ( Para II-7)
- 4) The interest shown by present generation of workers in their children's education is exhibited mainly through provision of educational necessities, ensuring children's attendance at school and supervising home work or getting it supervised. ( para II-8)
- 5) Indifference of teachers towards students is only a minor difficulty as experienced by the present generation of workers in educating children, major causes have been high cost of education (fees, books etc.) lack of proper guidance, inadequate space for study (Para II-9)
- 6) Workers' aspiration about educating children does not vary according to age, caste/community or their own level of education. The desire to educate children is not necessarily strong among persons in higher income groups than among those with smaller incomes. (Para II-10)

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- 7) The main extra sources tapped for educating children are: relatives and friends, community organisations, additional part time work and in some cases special savings for this purpose in banks and even economy in household expenditure to accomodate educational expenses. This is true of both manual and non-manual workers. ( Para II-12)

Characteristics of Learners:

- 8) Children below 15 and receiving education form roughly the same proportion in both manual and non-manual group. There seems to be no discrimination between boys and girls upto the age of 15 years. After that age boys have a better chance of being educated further than girls. ( Para III-2)
- 9) About 8% of children eligible for schooling do not get even initial admission in schools because of shortage of educational facilities ( Para III-3)
- 10) The number of children changing their school, though sizeable, is actually small if account is taken of changes necessitated by the level of education. A worker may change his residence, difficult as it is in a place like Bombay, but his children will find it even more difficult to change their school/s ( Para III - 7)
- 11) Though on an average the fees do not account for much as an expense item, workers perceive the burden of fees as heavy. In their calculation fees also include payment for extra tuitions when availed of. Boys are reported to spend more than girls on this latter item. (Para III - 9 and III - 10)
- 12) Evidence exists regarding discrimination against girls when it comes expenses on higher education. Such discrimination is relatively less evident in the non-manual group ( Para III --12)



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- 13) By and large parents do not have career plans for their children. Manual workers are less conscious about career planning than non-manual workers. Career planning for girls is almost non-existent in both groups though girls in the non-manual group fare better than those in the manual group. (Para III - 13)
- 14) Level of earnings is an important factor in the formation of aspirations for higher education of children. At higher level of education, if reached by boys and girls, discrimination starts operating against girls after graduation. (Para III - 15)
- 15) There is a distinct demonstration effect in the building up of parental aspiration; it is affected positively if he sees his own or his neighbours' children earning and helping the family. Unemployed dependents are a damper on aspirations for educating children/wards. (Para III - 14 & 16)

Characteristics of adults:

- 16) In about a third of the families covered there was one extra earner, on an average, apart from such extra income that a worker and his spouse could earn. Extra earners were mostly males and unmarried girls. In most cases their earnings did help in financing other children's education. (Para IV - 3 & 6)
- 17) Employment Exchanges did little to secure employment for those earners; in most cases where employment was secured, it was the help of parents/relatives/friends that counted. (Para IV-4)
- 18) One in every seven families had to bear the burden of an unemployed dependent. There was in addition an extra burden of 'drop out's from education of about the same order though some of these latter were not actively in search of employment. (Para IV - 6)
- 19) A very large number of unemployed sought employment assistance through the Employment Exchanges in spite of knowing the

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ineffectiveness of Exchanges in this regard. Their registration at the Exchanges was merely to complete the formality for entry into certain types of employment for which such registration was deemed necessary. ( Para IV - 10)

- 20) Nearly 70% of 'drop out's are reported to have discontinued their education because of failures or lack of interest in scholastic pursuits. The non-manual group is less tolerant of 'drop out's than the manual group. ( Para IV - 16)

Workers Suggestions:

- 21) Workers show readiness to have loans for their children's<sup>education</sup> but only at a low rate of interest. Institutions which already exist for this purpose should intensify their activities. ( Para V - 2)
- 22) There should be adequate arrangements for vocational training and vocational guidance. Workers should be informed through their own organisations possible employment opportunities of the future so that they can choose the right educational career for their children. ( Para V - 3)
- 23) In a place like Bombay where housing facilities are inadequate there should be public study rooms/halls in different localities where students can study quietly. This facility will have adequate demand from almost all localities. ( Para - V - 4)
- 24) Education should be free upto the school leaving stage. The burden of school books at present on the parents/guardians is heavy and so it is on the students too. Government should examine how this burden could be brought under control. Some arrangements should be worked out for exchange of books too. ( Para V - 6)
- 25) Practice in private schools of collecting donations at the time of admitting a child to the school should be abolished. It is discriminatory since only the more affluent sections of the community can buy school or college seats in this manner. ( Para V-6)

- 26) The municipal authorities should provide health care to students in municipal schools, provide nutritious snacks; improve the image of municipal schools by controlling congestion in schools and by providing a better quality of education. ( Para V - 7)
- 27) The corporation should collaborate with the relevant authorities in providing the facility at (23). It may be necessary to have a survey of unused facilities in different localities on the basis of which what needs to be done could be determined.  
(Para V - 4 & 7)
- 28) While recognising the help which some employers give to workers for children's education, it was urged that the formalities which are associated with such help should be minimised. Discrimination which exists between workers and clerical staff in this matter should be abolished. ( Para V - 8)
- 29) The Millowners' Association should bring to the notice of its members some of the good work which individual mills are doing in this regard in order that others can follow the good example. This can be their contribution to the International Year of the Child. ( Para V - 8)
- 30) Trade unions in the industry should make arrangements to help workers/members to get their children school admissions. They should also intensify the work done by them in the nature of providing assistance through book banks, supply of exercise books, giving workers' children the necessary encouragement by public recognition of merit etc. Union should also see that there is no discrimination in such matters. ( Para V - 9)