



Child Labour and Education in India : An Anthropological Discourse

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From ancient times, children were required to do sonic work either at home or in the field along with their parents. The problem of child labour was identified as a major problem in the 19th century when the first factory was started in mid 19th century and legislative measures were first adopted as early as 1881. It is an unfortunate manifestation of economic compulsions as well as socio-cultural perceptions. Children have the right to a joyful childhood. Every child has the right to grow up in a safe and nurturing environment with protection and guidance from their guardians. Whether in the cities or in villages, at home or in schools, a child is always a child and deserves a childhood free from exploitation and abuse.

In addition, nearly 85 per cent of child labourers in India are hard to reach, invisible and excluded, as they work largely in the unorganised sector, both rural and urban, within the family or in household-based units, which are generally out of the purview of labour laws. Over the years, the Government of India (GoI) has multiplied its efforts to address the needs and rights of exploited children.

Child labour is the practice of having children engaged in economic activity, on part or full-time basis. The practice deprives children of their childhood, and is harmful to their physical and mental development. A good education system is fundamental to a nation and for a nation like India which is growing, it is of paramount importance to reflect on our present education system and incorporate sustainable changes in it, to make it compatible with the global dynamism. Why India is still a developing country and what is stopping it from being a developed country? This particular question strike every time when we read something about India's education system. I see India's education system as a stumbling block towards its objectives of achieving inclusive growth.

The word education comes from the word 'educere' which means to bring about what is already in. Different philosophers and educationists have defined education differently. Froebel defined education as '*the unfoldment of what is already enfolded in the germ. It is the process by which the child makes internal external*'. For Swami Vivekananda, '*education is the manifestation of the divine perfection already existing in man*'. According to Mahatma Gandhi, '*Education is an all round drawing out of the best in the child and man - body, mind and spirit*'. However, for the purpose of educational statistics, education, according to UNESCO, '*is understood to involve, organized and sustained communication designed to bring about learning*'.

Visual Look

Lets have a glance over some plates -



Hypotheses

1. Child labour in India is prevalent in almost all sectors of unorganized sector of economy including agriculture, households, brick kiln and carpet weaving because of their availability at low wages.
2. Many legislative measures and strategies were adopted to provide protection to children and impart education. The efforts to eliminate child labour and achieve universalisation of primary education have utterly failed in the country.
3. In India, in the early stages of the development process, the incidence of child labour is noticed as a symptom of poverty and structural changes in the economy. The government directed its policies towards accelerating the transition process by development efforts to check the growing child labour. But problem could not be tackled due to wide-spread illiteracy and poverty.
4. The legislative measures have failed to eliminate child labour even from hazardous occupations.

Research Methodology

The data for the present study was collected through primary as well as secondary sources. The primary sources include Annual Reports of Ministry of Labour, parliamentary debates on enactment of child Labour Legislations like Juvenile Justice (Care and Protection of Children) Act, 2000, the Commissions for Protection of Children Act, 2005 and Right to Education Act, 2009 etc. Basic focus was on the anthropological

field work methods like participant observation and interview. The secondary sources include books, articles published in journals and newspapers. As the child labour is available in different professions as household servants, brick kiln, carpet weaving, dhabhas, shops, agriculture etc. so, a list of professions was prepared, where the children are working in maximum numbers.

Defining Child Labour

According to the International Labour Organization (ILO), "child labour is where children are deprived of their childhood because they are forced to work long hours for little or no money, deprived of education and in conditions harmful to their mental and physical development." It refers to work that is mentally, physically, socially or morally dangerous and harmful to children, or work whose schedule interferes with their ability to attend regular school, or work that affects in any manner their ability to focus during school or experience healthy childhood. '*National Institute of Public Cooperation and Child Development*' opines the same.

UNICEF defines child labour differently. A child, suggests UNICEF, is involved in child labour activities if between 5 to 11 years of age, he or she did at least one hour of economic activity or at least 28 hours of domestic work in a week, and in case of children between 12 to 14 years of age, he or she did at least 14 hours of economic activity or at least 42 hours of economic activity and domestic work per week. UNICEF in another report suggests, "Children's work needs to be seen as happening along a continuum, with destructive or exploitative work at one end and beneficial work - promoting or enhancing children's development without interfering with their schooling, recreation and rest - at the other. And between these two poles are vast areas of work that need not negatively affect a child's development."

India's Census 2001 office defines child labour as participation of a child less than 17 years of age in any economically productive activity with or without compensation, wages or profit. Such participation could be physical or mental or both. This work includes part-time help or unpaid work on the farm, family enterprise or in any other economic activity such as cultivation and milk production for sale or domestic consumption. Indian government classifies child laborers into two groups: Main workers are those who work 6 months or more per year. And marginal child workers are those who work at any time during the year but less than 6 months in a year.

Some child rights activists argue that child labour must include every child who is not in school because he or she is a hidden child worker. UNICEF, however, points out that India faces major shortages of schools, classrooms and teachers particularly in rural areas where 90 percent of child labour problem is observed. About 1 in 5 primary schools have just one teacher to teach students across all grades.

The Current Scenario/Statistics

Child labour is present everywhere i.e. in developed, developing and underdeveloped world though ratios differ. Asia leads by 61% followed by Africa 32%. According to UNICEF, there are 250 million children aged between 5-14 years employed as child labour in developing countries out of which 120 millions work full time. Among the developing countries, India has the highest number of child labours under the age of 14 years which is approximately 12.6 millions. In India, as per census report, the current figure of child labour in India is as following -

- 1971 - 1.07 crores (5-14 yrs child)
- 1981 - 1.36 crores (5-14 yrs child)
- 1991 - 1.70 crores (5-14 yrs child)
- 2001 - 2.05 crores (5-14 Yrs child)

As per other sources the total child labour in different industries and service sector is about 5 crores in our country. In Construction Industry in India about 4-7 lakh child labour engaged in work. They are in unskilled manual job. These child labours used to move from one place to another along with their parents. In 2001, out of a 12.6 million child workers, about 120,000 children in India were in a hazardous job. UNICEF estimates that India with its larger population has the highest number of labourers in the world less than 14 years of age, while sub-saharan African countries have the highest percentage of children who are deployed as child labour. International Labour Organisation estimates that agriculture at 60 percent is the largest employer of child labour in India, while United Nation's 'Food and Agriculture Organisation (FAO)' estimates 70% of child labour is deployed in agriculture and related activities. Outside of agriculture, child labour is observed in almost all informal sectors of the Indian economy. As per Global Report on Child Labour (by ILO), in 2004 there were 218 million child labourers globally fell by 11% in the last four years, while that of children in hazardous work decreased by 26%.

Less than half of India's children between ages six and fourteen, 82.2 million are not in school. They stay at home to care for cattle, tend younger children, collect firewood, and work in the fields. They find employment in cottage industries, tea-stalls, restaurants, or as household workers in middle class homes. They become prostitutes or live as street children, begging or picking rags and bottles from trash for resale. Many are bonded laborers tending cattle and working as agricultural labourers for local landowners. Most children who start school drop out. Of those who enter first grade, only four out of ten complete four years of school. Depending upon how one defines "work", (employment for wages, or full-time work whether or not for wages), child labourers in India number from 13.6 million to 44 million, or more.

Causes of Child Labour in India

There are various causes for it. Some are as following -

- Poverty and unemployment.
- No land reform in most of the states.
- Unequal distribution of Assets;
- Non implementation of Government declared minimum wage;
- Non extension of existing social security benefits as per laws of the land;
- The low literacy levels of adults;
- The legacy of the Zamindari system and prevalence of bonded labour;
- General acceptance of the society in engagement of child labour.

UNICEF suggests that poverty is the big cause of child labour. Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. Macroeconomic causes encouraged widespread child labour across the world, over most of human history. They suggest that the causes for child labour include both the demand and the supply side. While poverty and unavailability of good schools explain the child labour supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy - called organised economy in India - is amongst the causes of the demand side. India has rigid labour laws and numerous regulations that prevent growth of organised sector where work protections are easier to monitor, and work more productive and higher paying. The unintended effect of Indian complex labour laws is the work has shifted to the unorganised, informal sector. As a result, after the unorganised agriculture sector which employs 60% of child labour, it is the unorganised trade, unorganised assembly and unorganised retail work that is the largest employer of child labour. If macroeconomic factors and laws prevent growth of formal sector, the family owned informal sector grows, deploying low cost, easy to hire, easy to dismiss labour in form of child labour. Even in situations where children are going to school, claim Biggeri and Mehrotra, children engage in routine after-school home-based manufacturing and economic activity. Other scholars too suggest that inflexibility and structure of India's labour market, size of informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labour.

Cigno *et al.* suggest the government planned and implemented land redistribution programs in India, where poor families were given small plots of land with the idea of enabling economic independence, have had the unintended effect of increased child labour. They find that smallholder plots of land are labour-intensively farmed since small plots cannot productively afford expensive farming equipment. In these cases, a means to increase output from the small plot has been to apply more labour, including child labour.

Child labour – Nature of Job

Presently there are various fields which engage child labour. Some are as -

- Earth cutting,
- Bucket carrying,
- Brick stacking,
- Brick loading and unloading,
- Helper to Mason, Carpenter, Painter, Plumber,
- Helper to cook for preparing food at the work site,
- Prepare tea and supply,
- Operation of water pump,
- Bonded Labour,
- Diamond industry,
- Fireworks manufacture,

- Silk manufacture,
- Domestic labour,
- Coal mining,
- Non-governmental organisations, etc.

Legal and Constitutional Provisions against Child labour laws in India

India has passed a number of constitutional protections and laws on child labour. The major national legislative developments include the following -

- 1881 - Factory Act – below 7 years of age not allowed to work.
- 1933 - Factory Act – amended minimum age for work raised to 15 yrs.
- The Constitution of India in the Fundamental Rights and the Directive Principles of State Policy prohibits child labour below the age of 14 years in any factory or mine or castle or engaged in any other hazardous employment (Article 24). The constitution also envisioned that India shall, by 1960, provide infrastructure and resources for free and compulsory education to all children of the age six to 14 years. (Article 21-A and Article 45).
- The Factories Act of 1948: The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on who, when and how long can pre-adults aged 15–18 years be employed in any factory.
- 1950 - Central Minimum Wage Rule recommended for 4 hours duty in a day for child labour.
- The Mines Act of 1952: The Act prohibits the employment of children below 18 years of age in a mine.
- The Child Labour (Prohibition and Regulation) Act of 1986 : The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.

Law breakers punishment (Section-14) (1) Rs. 10,000/- to Rs. 20,000/- fine and

(2) One month to 12 month jail.

- Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act 1996 : There is total bann on Child Labour engagement in Building & Construction Industry.
- The Juvenile Justice (Care and Protection) of Children Act of 2000: This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.
- The Right of Children to Free and Compulsory Education Act of 2009: The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

There are some other labour laws which deal about child labour besides the Acts mentioned above –

- Beedi and Cigar Workers (Conditions of Employment) Act, 1966.
- Bonded Labour System (Abolition) Act, 1976.
- Plantations Labour Act, 1991 5) Mines Act, 1952

India formulated a National Policy on Child Labour in 1987. This Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations. It envisioned strict enforcement of Indian laws on child labour combined with development programs to address the root causes of child labour such as poverty.

Consequences

The presence of a large number of child labourers is regarded as a serious issue in terms of all welfare peripheries. Children who work fail to get necessary education. They do not get the opportunity to develop physically, intellectually, emotionally and psychologically. Children in hazardous working conditions are in worse condition. Children who work, instead of going to school, remain illiterate which limits their ability to contribute to their own well being as well as to community they live in. Child labour has long term adverse effects for India.

To keep an economy prospering, a vital criterion is to have an educated workforce equipped with relevant skills for the needs of the industries. The young labourers today, will be part of India's human capital tomorrow. Child labour undoubtedly results in a trade-off with human capital accumulation. According to the International Labour Organisation (ILO), there are tremendous economic benefits for developing nations by sending children to school instead of work. Without education, children do not gain the necessary skills such as English literacy and technical aptitude that will increase their productivity to enable them to secure higher-skilled jobs in future with higher wages that will lift them out of poverty.

Case Studies

Case Study 1 : Rescue from Child Labour

On 26th January 2013, on the freedom day, I decided to have some field work and participant observation. The basic enlighten was to do some 'action' in this regard. I firstly visited the Charbagh area of Lucknow. Charbagh is the main centre of child labour in this city. I focused the railway station periphery. While, I was searching, I saw a hotel where some children, aged between 10-14, were seen to be working. I went there and sat at the chair, looked at the waiter (who himself was a child). The waiter said "*Sahaba Kya chahiye*" ? (what do you need ?) Immediately, he started telling us the menu of the hotel. In the meanwhile, we saw two children washing the utensils. They were aged between 8-12. One was a girl among the two. She looked like very sick; hardly could she conduct her job. During this, the waiter again said, "*Sahaba Kya chahiye*" ? I ignored again. The hotel biller came to me, and he then asked "*Are Bhai Kya chahiye*" ? In reply, I directly questioned to him, "How many children are working with you" ? He was not in the position to get such an answer, and hardly could he feel easy, I questioned the same again. He then replied, "*Are apko isase kya matalab*" (it is none of your business).

But, during this conversation, the waiter replied, "*Sahab ham log 12 hai*" (we are 12). The hotel biller ran to call his owner. Within some seconds, the hotel owner came. He looked like a giant person. He questioned us "*Tum media se hai ya police se*" (do you belong to media or police". I replied, "*Mai study kar rahe hai*" (I am just conducting study). He became very angry and ordered his guard to throw me out from the hotel.

I myself departed from there and ran to Naka Kotwali. There, I told the whole story to SO. The SO told me that, it is the routine matter and almost every hotel, every commercial shop I can find the same scenario. He advised me not to indulge myself in this matter and should leave the matter. But, till now, I was adamant to take some action. I thought, I should do at least something ? I came back to my house. On very next day, I brought this matter to higher police officers, and commission for children. The officers took immediate intervention and the Naka SO was ordered to make a raid in this regard. I came back to Naka Kotwali. Now, the inspector was ready to take some action.

In the same night, at around 10 PM, and the team sprang into action he made a raid in the same hotel. The police nabbed four traffickers and ten children between the ages of 8 to 12 years. Two children could not be found. Six children belonged to Bilaspur, 02 from Patna and surprisely, 02 from Lucknow itself. Also, to be noted that, 02 children left their houses willingly, while others were misguided by their known or relatives, and due to some incidents they were here. Four of them were working here for the last four years. A FIR was lodged and the traffickers were booked under the Indian Penal Code, Child Labour Act, Juvenile Justice Act and the Bonded Labour Act. The matter was also brought to the notice of the CWC. A large scale networking exercise between the labour departments, senior superintendent of police of Lucknow, station superintendent of Lucknow railway station, the DM of Lucknow and the police stations of Naka resulted in the children being restored to their homes with minimum delay. Within one week, nine of the ten were handed over to their homes safely, while, one child (of Patna) was handed over to his parents after a month long time as their parents could not be contacted easily.

Case Study 2 : Case study on Sivakasi fireworks industry

Sivakasi is a small municipal town in Ramanathapuram district. In the immediate vicinity of the town are two other municipal areas, Thiruthangal and Sattur. It is famous for three types of industries - fireworks, match sticks and printing. 90% of India's fireworks are produced here. There are nearly 450 fireworks factories in Sivakasi employing almost 40,000 workers directly and about 1 lakh indirectly such as paper tube making, wire cutting, box making in the country side. Due to lack of modern machines child labour is extensively used. Employers take advantage of their economic condition and force them to work at low wages. According to official Harban Singh's report, which was conducted in 1976, in spite of working 12 hours a day younger children aged 4-10 earn an average of Rs. 2 per day. The older ones get maximum of Rs. 6-7 per day. According to a magazine published by 'The Hindu' in April 29-May 12, 2012, children earn around Rs. 20-30 per day.

Talking about the working conditions, according to sources children are taken to industries like animals in buses filling almost 150-200 children in a bus. And they have to leave their house as early as 3AM in the morning and come back at 9PM at night. There are agents to make sure that they get up and go for work. Some children stay at home

and work. Even they have to work for long hours. According to a magazine Sumathi age 11 of Ammapatti village rolls 2300 paper pipes a day for just Rs. 20 though she had been working for a year in a fireworks unit. Also Chellaiyan age 12 working in a factory in anaikuttam village earns Rs. 30 though working 12 hours a day. Expecting them to think about their health, education and personal growth at this situation is impossible.

Education is nowhere in their life. They are unable to think beyond their food. It's a fact that children are the future of any nation or community. If this condition of children prevails what can be expected for a country. According to International Labour Organization (ILO), if child labour will be banned and all children get proper education, world's total income would be raised by nearly 22% over 20 years, which accounts for more than \$4 trillion. Banning child labour will help in boosting the economy of a country. But the situation here is worse. Most working children in Sivakasi have not been to school. According to a sample survey conducted in 16 factories covering 4,181 children, 3,323 (79.48%) are illiterate ; 474 children (11.34%) were educated upto primary school level. Dropouts were 384 (9.2%).

Health is very important. And children working in these factories suffer a lot due to the hazardous working conditions. Also they don't have enough time and money to spend on health issues. Filling their stomach is their prime goal. Hence by the time they grow up they lose their health and are no longer like other normal people of their age. Asthma and TB are prevalent among 90 per cent of them who are involved in gun powder filling and are directly in contact with the chemical ingredients of crackers and matches. These workers usually do not wear any protective clothes and their whole skin can be seen covered with the chemicals such as sulphur, aluminium powder and gun powder. 'Snake Tablet' - one type of firework, which uses nitric acid, causes skin diseases. Working on this type of firework is considered to be highly dangerous for workers.

Actual Problem of its Abolition

Legislation is weak, because of the impediments that lie within society; chronic poverty forces poor parents to put their children into the labour force; parents do not believe that they or their children would benefit economically if their children were in school; and children acquire skills through employment not through formal education. They also point to opposition by employers to the enforcement of child labour legislation; employers prefer children to adults because they are more pliable, work for lower wages, are not unionized, have supple fingers that enable them to work in many crafts more effectively than adults, and the low wages paid to children enable some industries to survive that might otherwise not be able to compete either in domestic or international markets.

There is historical comparative evidence to suggest that the major obstacles to the achievement of universal primary education and the abolition of child labour are not the level of industrialization, per capita income and the socio-economic conditions of families, the level of overall government expenditures in education, nor the demographic consequences of a rapid expansion in the number of school age children, for widely-suggested explanations.

The Indian law prohibits the employment of children in factories, but not in cottage industries, family households, restaurants, or in agriculture. Indeed, government officials do not regard the employment of children in cottage industries as child labour,

though working conditions in these shops are often inferior to those of the large factories. India is a significant exception to the global trend toward the removal of children from the labour force and the establishment of compulsory, universal primary school education. Poverty has not prevented governments of other developing countries from expanding mass education or making primary education compulsory.

Of particular importance, are the attitudes of officialdom itself, especially officials of the state and central education and labour departments and ministries? The desires of low-income parents to send their children to work or to employ them at home, and of employers who seek low wage, pliable, non-unionized labour, is of secondary importance because elsewhere in the world a large proportion of parents and employers have also supported child labour and opposed compulsory education. Intervention from within the state apparatus itself and the absence of a political coalition outside the state apparatus pressing for government and statements by politicians, officials, educators, and social activists notwithstanding, there is very little political support in India for compulsory education or for the enforcement of laws banning the employment of children.

At the core of these beliefs is the Indian view of the social order, notions concerning the respective roles of upper and lower social strata, the role of education as a means of maintaining differentiations among the social classes, and concerns that "excessive" and "inappropriate" education for the poor would disrupt existing social arrangements. Indians reject compulsory education, arguing, that primary schools do not properly train the children of the poor to work, that the children of the poor should work rather than attend schools that prepare them for "service" or white-collar occupations, that the education of the poor would lead to increase unemployment and social and political disorder. That the children of the lower classes should learn to work with their hands rather than with their heads (skills more readily acquired by early entry into the labour force than by attending schools) that schools dropouts and child labour are a consequence, not a cause, of poverty, and that parents, not the state, should be the ultimate guardians of children.

The Indian position rests on deeply-held beliefs that there is a division between people who work with their minds and rule and people who work with their hands and are ruled, and that education should reinforce rather than break down this division. These beliefs are closely tied to religious notions and to the premises that underlie India's hierarchical caste system. It is not merely that India's social organization is inegalitarian and that caste implies a system of social ranking, neither of which is unique to India. What is distinctive is a particular kind of social mobility, the mobility of groups rather than individuals. While there is considerable group mobility in India, powerful forces of both institutions and beliefs resist changes in groups' status. Even those who profess to be secular and who reject the caste system are imbued with values of status that are deeply embedded in Indian culture. One does not readily escape from the core values of one's society.

India has made less of an effort to move children out of the labour force and out of their homes into the school system than many other countries not for economic or demographic reasons but because of the attitudes of government officials, politicians, trade union leaders, workers in voluntary agencies, religious fixtures, intellectuals, and the influential middle-class toward child labour and compulsory primary-school education.

How it may be Demolished Government's Role

Since the adoption of a National Child Labour Policy in 1987, the Government of India has spearheaded a major child labour elimination programme through its flagship National Child Labour Projects (NCLP). Thus far, 150 NCLPs have been launched across the country to provide educational and other rehabilitation services to children withdrawn from hazardous industries. The National Policy on child labour envisages the focusing of different development and welfare programmes under project based plans of action (National child labour project or NCLPS) in areas with high concentration of child labour. NCLP work covered 133 child labour endemic districts covering 13 States. This national programme is complemented by efforts. India has been participating in IPEC since 1992 and, building on the experience, a comprehensive and large-scale project on child labour. A National Authority for the Elimination of child Labour has already been constituted by the Govt. of India to facilitate coordination and convergence of poverty alleviation health and education programme targeting child Labour and family. In December 1996, Supreme Court Judgment directing the Union and State Governments to indentify all child labourers working in hazardous processes and occupation withdraw them from work and provide them with quality education.

Recently the Government of India has moved away from its earlier objective of establishing compulsory elementary education and removing all children from the labour force. The Labour Ministry has indicated that "despite the provisions of restrictive labour laws, the practice (of child labour) continues unabated because exploitation of children is of financial advantage to employers and an economic compulsion to parents." The government, therefore, accepts child labour as a "harsh reality" and proposes that measures be taken to improve the working conditions of children rather than to remove them from the work force.

Under new legislation the government proposes to give attention to eliminating the employment of children in hazardous occupations, improving conditions of work, regulating the hours of work and wages paid, and providing informal supplementary education programmes for working children. These new policies, long-advocated by a number of government officials, represent a significant modification of the policies recommended by the Committee on Child Labour that primary attention be given to the enforcement of child-labour laws. A similar position was taken by India's ministry, which concluded that in lieu of compulsion, alternative voluntary, informal education should be provided to working children. Substantial funding was provided for pan time education in the sixth and seventh Five Year Plans. The National Council of Educational

Research and Training (NCERT), the paramount institution in its field, funded by the Ministry of Education, recommended the creation of more all-girl schools, the greater use of women teachers, and the initiation of campaigns by social workers to persuade parents to keep their daughters in school.

Role of the Employer

Especially, I like to refer here the attitude of thousands of small and medium size contractors are not positive in accordance with GOI policy declaration for eradication of child Labour. The Labour suppliers are used to supply child labour along with other adult workers in earth cutting, site leveling and masonry work. You will find child labour in all the big construction projects at the initial stage. Thus, the role of employer is the actual key. Every employer has to take oath and to fulfill its utmost.

ILO Global Goal and Targets (finalized in 95th Session in 2006)

The action plan proposes that ILO and its member states continue to peruse the goal of effective abolition of Child labour by committing themselves to the elimination of all worst forms of child labour by 2016. To this effect, all member states would, in accordance with Convention No. 182, design and put in place appropriate time-bound measures by the end of 2008. The proposed action plan rests on three pillars-

1. Supporting national responses to child labour, in particular through more effective mainstreaming of child labour concerns in national development and policy frame works,
2. Deepening and strengthening the world-wide movement as a catalyst; and
3. Promoting further integration of child labour concern within overall ILO priorities.

Restoring Childhoods

The Government of India/UNICEF partnership on the issue of child labour is shaped around the following main objectives:

1. Promoting children's basic right to education. Core to UNICEF programme, is the emphasis on children's entitlement, access and retention in education as major strategy to eliminate, but most importantly to prevent child labour. Initiatives include mass enrolment campaigns, support to transitional education programmes (bridge schools), community based sensitisation programmes, education quality package for formal education, as well as initiatives aimed to facilitate and strengthen strategic convergence among key institutional stakeholders.
2. Capacity building of marginalised communities towards the elimination of child labour and towards the protection/promotion of child rights. UNICEF India is supporting the establishment of women self help groups (SHGs) in various project areas of the country. Other initiatives to empower communities towards the protection and promotion of children rights include village planning exercises, the establishing of community level anti-child labour watching committees, as well as the regular sensitisation and support to local systems such as the Panchayati Raj (village council) institutions.
3. Advocacy and social mobilisation against child labour. Building on field level experiences, at central level UNICEF is also developing a National Communication strategy against child labour.

What Role Education Can Play ?

Even 23 years after having banned child labour in India, the country continues to be home to the On the World Day against Child Labour, celebrated every year on June 12, there was a common consensus - moral outrage is the first step to eliminate child labour, and access to quality, equitable education for all children is imperative. The International Labour Organisation (ILO) launched the World Day against Child Labour in 2002 to focus attention on the global extent of child labour and action to eliminate it. Every year, the day links governments, employers' and workers' organisations, and civil society, among others, in the campaign against child labour.

According to a 2008 study by ILO, among the most important factors driving children to harmful labour is the lack of availability and quality of schooling. Many

communities, particularly rural areas do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worthwhile. In government-run primary schools, even when children show up, government-paid teachers do not show up 25% of the time. The 2008 ILO study suggests that illiteracy resulting from a child going to work, rather than a quality primary and secondary school, limits the child's ability to get a basic educational grounding which would in normal situations enable them to acquire skills and to improve their prospects for a decent adult working life. The UNICEF report claimed that while 90% of child labour in India is in its rural areas, the availability and quality of schools is decrepit; in rural areas of India, claims the old UNICEF report, about 50% of government funded primary schools that exist do not have a building, 40% lack a blackboard, few have books, and 97% of funds for these publicly funded school have been budgeted by the government as salaries for the teacher and administrators. A 2012 Wall Street Journal article reports while the enrolment in India's school has dramatically increased in recent years to over 96% of all children in the 6-14 year age group, the infrastructure in schools, aimed in part to reduce child labour, remains poor - over 81,000 schools do not have a blackboard and about 42,000 government schools operate without a building with make shift arrangements during monsoons and inclement weather.

Between boys and girls, UNICEF finds girls are two times more likely to be out of school and working in a domestic role. Parents with limited resources, claims UNICEF, have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including India. Girls are also harassed or bullied at schools, sidelined by prejudice or poor curricula, according to UNICEF. Solely by virtue of their gender, therefore, many girls are kept from school or drop out, then provide child labour. A BBC report, similarly, concludes poverty and inadequate public education infrastructure are some of the causes of child labour in India. *International Labour Organisation (ILO)* and *Spreading Smiles through Education Organisation (OSSE)* opine the same.

Highlighting how education can transform a child's life, especially girls, Shantha Sinha, said: "Going to school opens up new avenues and opportunities with girls learning to think, explore, discover, question and acquire knowledge. Besides, it also delays an early marriage. Only if all working children are in school can it lead to equity and justice, further deepening the foundation of our democracy." She added: "On this day, we must create a social trust and faith in the poor, to stand by them, and celebrate their victories for having taken the right decision to send their children to schools instead of work."

The governments of all developed countries and many developing countries have removed children from the labour force and required that they attend school. They believe that employers should not be permitted to employ child labour and that parents, no matter how poor, should not be allowed keeping their children out of school. Modern spates regard education as a legal duty, nor merely a right; parents are required to send their children to school, children are required to attend school, and the state is obligated to enforce compulsory education.

Compulsory primary education is that policy instrument by which the state effectively removes children from the labour force. The state thus stands as the ultimate guardian of children, protecting them against both parents and would be employers.

Many countries, of Africa with income levels lower than India have expanded mass education with impressive increases in literacy. China which had an illiteracy rate comparable to that of India 40 years ago now has half the illiteracy rate of India. South Korea and Taiwan, both poor countries with high illiteracy rates a generation ago, moved toward universal and compulsory education while their per capita incomes were close to that of India. Adult literacy rates in both countries are now over 90 per cent. In contrast, India's adult literacy rate in 1981 was 40.8 per cent. Between 1961 and 1981 the total number of adult illiterates in India increased by 5 million to 437 million. India is the largest single producer of the world's illiterates. The historical evidence de-linking mass education from the level of national and per capita income is also persuasive.

In many countries the diffusion of mass literacy preceded the Industrial Revolution, and governments often introduces compulsory education when levels of poverty were high; German municipalities in 1524; Massachusetts in 1647; Scotland, Austria, and Sweden in the late 18th and early 19th centuries; Japan in 1872; newly-independent South Korea and Taiwan shortly after the World War II. This study attempts to provide an explanation for why India's policies toward children in education and employment are different from those of so many other countries. Why is the Indian state unable, or unwilling, to deal with the high and increasing illiteracy, low school enrolments, high drop out rates, and rampant child labour?

Conclusion

After a long background, causes, and all other aspects we have seen, we can conclude now that there are various types of child labour in India and in the world. There are also various causes of it. The government of India has been continuously trying to eradicate it with many of the legal and other activities. So far we have achieved the goal at some extent. It should be also kept in mind that child labour cannot be totally eradicated unless it is supplemented by comprehensive socio-economic programmes and educational uplift of the under privileged sections of the society and by a total change in the attitude of the society towards child labour. In short, the general improvement in socio-economic conditions of people will result in gradual elimination of child labour. But, one important factor which can really play the role is the 'actual education'. The abolition of child labour and the establishment of compulsory education must await a significant improvement in the well-being of the poor. Education acts reciprocally. On one side, it demolishes the child labour, and on the other side, if the child labour decreases, it increases. Thus, the benefit is from both sides. That's why, the paper basically emphasizes that if we focus on the actual education of the society, and there will certainly achievement of the goal of child labour abolition. Yea, it is also a truth that this should be employed in concordance with other measures with other measures.

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