CHAPTER-III

CHILD LABOUR AND LEGISLATION FOR COMPULSORY EDUCATION
Whereas several innovative programmes have been instituted in order to universalize education in India, considerably less attention has been paid to making primary education as compulsory through the enactment of appropriate action. According to Dr. Shantha Sinha "the issues of illiteracy and child labour cannot be resolved on a mutually exclusive basis and that primary education is potentially a critical means of eradicating the economic exploitation of children." The poverty as the explanatory root cause of child labour has been emphasized more than necessary. This exist a considerable unrecognized demand for education for children even among the economically weakest sections of the rural population. Where there is a demand for education, legislation will ensures that there is adequate pressure on the state to protect children's right to education. The significance of any legislation for compulsory education, lies not so much the fact that parents can be compelled to send their children to school by an enforcement agency, as in that the state can be obliged to provide the necessary infrastructure and investment to give all children access to education.

Many studies identified schooling as the single most important ones of preventing child labour. To this extent the researcher also viewed the promotion of education and elimination of child labour as being mutually supportive processes. Consequently the relevance of
primary education lies in its potential to eliminate child labour. It is in the context of eliminating child labour in what extent the scope of appropriate legislation governing compulsory primary education.

The economic exploitation of children in India has always been an area of concern. While official source estimate in India the number of child workers to be 17.36 million. Other have placed the figure at the much higher level of 44 millions. High as they are even these figures do not reflect the real tragedy of the working children in India. Most children work in highly exploitative conditions and all are deprived of even the most minimal educational facilities.

In rural areas it is a fact that the child who does not attend a formal school in a working child. Collection of water, firewood, household chores and taking care of younger siblings all constitute important elements of a child’s life.

In the tropical environment in which Indian children grow up the concept of non-working, non-school going child simply does not exist. Any effort to deal with the issue of child labour therefore has to address the question of education.
The Education Policy of the Government of India

Elementary education in India is characterized by fictitious enrolment, high drop-out rates and a constantly mounting number of illiterate children. Although the number and percentage of children attending school is increasing the number of schools has grown. India's share in the world has also rise. In absolute terms, the number of illiterates in the country is increasing as a result of the high drop-out rate among children in the first five years of schools. As the same time, corresponding trends are reflected in the statistics of child labour, where despite various laws regulating and even prohibiting it. Child labour flourishes with more and more children entering the force each year.

It is against this background that the Government of India through its plans and strategies has been grappling with the problem of bring children to school.

From the beginning the question to which academicians and policy-makers have addressed themselves as "how does a poor country like India design on education policy and strategy which will include the children of poor as well as the better off?" In the process of answering this question policy-makers and educationists have uniformly justified the existence of child labour and accepted the inevitability of children's contribution to family income through work. The basic argument which
is accepted is that the family needs the wage of the child to supplement its income it is fact this income which keeps the family. It would therefore not be justified to deprive the family of its source of income by forcing a child to go to school.

Two major policies which arose out of this conviction were the child labour (prohibition and Regulation) Act, 1986 and the National Policy on Education (1986).

Policy of the states and nation pay special attention to strengthen the primary education. Special package on programmes are also being launched to promote it.

**Education inequality and Human Rights**

In the traditional Indian society or under the varna system, the shudras or untouchables, were prohibited from getting education. Though, they had all the qualities and potentials yet they were deprived from it because no higher varner considered them for the education purpose. Shudras were mainly engaged in filthy occupation and provided their service to the Dwija. In the ancient times education was orally transmitted in the gurukul ashram. Besides the educational inequality, there were inequality on the basis of sex, religion, caste, etc., against which our social reformers like Keshav Chandra Sen, Ishwar Chandra Vidyasagar, Dayanand Saraswati, Mahadev Govind Ranade,
Mahatma Gandhi, B.R.Ambedkar, etc., fought and as a result of it the provision of equality for opportunities was included in the Indian Constitution.

The educational inequality refers to the unequal facilities of educational opportunity, rewards and achievement. The scheduled castes, scheduled tribes, some other backward classes, poor and downtrodden section of the society are still lagging behind the higher castes and classes in term of education and other socio-economic and political opportunities. Thus under the Directive Principles of State policy (Part-IV) in the Indian Constitution article 45, it was enumerated that all the children upto the age of 14 irrespective of caste and class should be necessarily provided the basic education.

Reasons for Educational Equality – Protection of Human Rights

1. The educational equality helps in bringing social equality and protection of human rights.

2. One of the important objectives of the democratic political system is to provide education to all.

3. The development and growth of the nation may be further boosted up with the help of educational opportunity. It is useful investment from which whole society is benefited.
4. The opportunity for educational equality is chiefly aimed at the special quality of persons so that society would have the large number of specialists and professionals, and

5. The equality of educational opportunity will strengthen the human rights and potential and manpower.

An Overview of Educational Opportunity

The problems related to equality of educational opportunity

1. The rich and higher classes established their monopoly over the education and educational institutions and the policy of separatism adopted on the basis of religion, caste, sex, community etc., which may be still observed in public schools.

2. The nature of educational institutions and education are not property correlated with the local needs or requirement. The urban and rural areas, and the tribal community require different system of education.

3. Poverty is one of the major obstacles in the path of equality of educational opportunity. The rich and higher classes properly provide higher and quality education to their children while the poor man are unable to provide even the basic education to their children.
4. In the rural and tribal areas there are lack of adequate facilities such as school buildings, library, playground, chairs, blackboard etc., but in the urban areas or public school all the facilities of education are available. This is the reason of imbalanced educational achievement and personality development of the rural and urban students.

5. The family, economic and social status some times, create obstacle in the way of educational opportunity. The lower level family is not able to provide proper educational atmosphere for the children.

6. There are some sex discriminations and differences. For example, the male child in the family and society are promoted and parents make huge expenditure on their higher education while the females are not availing conducive atmosphere and parental care.

7. The children of the tribal community living in far flung areas and the nomadic tribes are deprived of education, and

8. Education itself is not commercial which is a problem in itself. There are so many youth searching for job, but they get no opportunity because their knowledge and education is not commercial or applied.
The education for the tribal people and the scheduled castes are very important. The Kothari Education Commission (1964-66) proposed some of the measures to eliminate the educational problems of scheduled tribes. These are

(i) The residential schools should be opened in the tribal areas so that the children of tribes may get free education, food, cloth, books and stationery, etc.

(ii) The teachers teaching in the tribal areas must be made aware of the tribal culture and practices.

(iii) The medium of education should be the regional language.

(iv) The activities and overall environment of the educational institution should be made according to the tribal life and culture.

(v) For the secondary and higher education, the scholarship facilities should be increased.

(vi) The people who are interested in doing service for tribal areas must be recognized and promoted to do so, and

(vii) The talented students should be traced must be provided adequate training.

The educational equality and social change are mutually correlated phenomena. If the educational institutions and the system of society are adequately designed and function efficiently. It will bring
positive social change in the society. The important trends of social change in India such as modernization, westernization, urbanization, industrialization etc., have been chiefly brought by the highly educated class of people. The new inventions, discoveries, novel and creative ideas are always created by the sound mind who have good educational background. The social change implies valuational, cultural and structural change in the society. The values and ideals of the society are generally judged and evaluated by the educational elite thus, basically, it is the education which intimate and accelerate social change in society with an introduction of educational equality, the uniform and directed social change may be possible in society.

The Role of Community and State Intervention in Education

According to latest Census 2001, India claims that 65.37 per cent of her population are literate. The criteria of literacy is that those who can read and write any how are included in the list of literate population. Commenting on the quality of education, Swamy Vivekananda said that, "we want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand by one’s feet. The real literacy implies to have a sound personality perception, thinking and leading a descent standard of life. In these terms, India’s vast population are not literate. The state of literacy is
very poor in our country in comparison to most of the developed and
developing nations.

After independence, the right to education was included in the
Constitution. The Preamble and Directive Principles of State Policy
consisted the provisions regarding the facilitation of education and its
quality. The central government formed the Ministry of Human
Resources and Development under which entire educational systems are
guided and charged. The Constitution made an elaborate legislative,
administrative and financial distribution of powers between the State
governments and the Union government. Decisions regarding the
organization and structure of education are largely the concern of the
state within the overall framework each state determines independently
the educational structures to be adopted. Thus, it was put into the State
List. Later on it was included in the Concurrent List by Constitutional
Amendment. However, the Union government has a clear responsibility
regarding the quality and character of education.

The Central Advisory Board of Education (CABE) set up during
the pre-independence period of 1935 continued to play a leading role in
the evolution and monitoring of educational polices and programmes.
The most notables of which are National Policy on Education (NPE),

**Educational Management and Planning**

In addition to policy, the department of education shares with the state responsibility for educational planning. Till the Sixth Plan (1974-1979) education was taken to be a social service rather than an input in the developmental process. But now education is considered pivotal to social and economic development through development of human resources. This is reflected in the National Policy on Education, 1986, and in budgetary allocation of resources.

The National Policy on Education (NPE), 1986 a landmark in the educational development was reviewed by a committee under chairmanship of Acharya Ramamurthy in 1990. The five thrust areas viz., adult literacy, primary education, vocational education and technical education, and child labour education have been identified to achieve universalisation of primary education relevant to the needs of community and also to meet new challenge of liberalization and globalization of economy.

**Elementary Education**

The revised programme of action 1992 of the National Policy on Education (NPE), 1986, resolve to ensure free and compulsory
education of satisfactory quality to all children up to the age of 14 years. Various Central government sponsored schemes in the elementary education sector have been initiated to supplement the efforts of states for achieving this target. The District Primary Education Programme (DPEP) was also launched to operationalise the strategy for Universalisation of Elementary Education (UEE).

**Vocational Education**

Under this scheme, substantial financial assistance is provided to States/Union Territories for introduction of courses in XI and XII of the school system. Its component includes separate management structure, strengthening of the technical support system for research, development of curriculum, training of teachers, etc.

Some of the institutional and facilitation initiatives by the state in the field of education consists of National Open School (1989), National Council of Educational Research and Training (NCERT) 1961, boarding and hostel facility for girl students, computer education, science education, international mathematical Olympiad, environmental orientation to school education, navodaya vidyalayas, establishment of special research organization, University Grants Commission (1956), Indira Gandhi National Open University (1985), Adult Education Programme, Education for Women’s Equality, Education for Scheduled
As far as community’s participation in the education is concerned, it has contributed a lot in it. But still it has to do many responsible assignment in it. In the informal and adult education, community is taking interest, but in the rural areas it requires more consciousness. Now under the Panchayat Raj system, the formal and informal education are being coordinated with joint efforts on the other hand the state sponsored programmes are finally assisted and organized by the community. Now with privatization of education, the role of community in the field of education are gradually increasing.

According to the International Dictionary of Education, Universal education is that system in which education is being made available to all irrespective of race, colour, religion, sex, etc. The word universal in the field of education implies that a certain age group of children must be provided with compulsory and free education. No children in the country may remain illiterate. For this state and community should adopt appropriate measures. After independence our government had paid special attention to it and made available free and compulsory education to each and every children.
Three important dimensions of primary education:

1. *Universal provision:* It implies the provision of primary school within the one kilometer radius of the village so that children may have easy access to it.

2. *Universal Enrolment:* It refers to the process of enrolment of all children of a particular age group. No children would remain unenrolled.

3. *Universal Retention:* The children who have taken admission in the school may not leave school until they complete the desired level of education.

The above mentioned three dimension may ensure quality primary education to the children.

S.Chakravarthy, a former member of the Planning Commission said that “there can be little doubt that the problem of universal primary education is a matter of critical significance from the point of view of bringing about the social transformation to which the country has committed itself”. Jayaprakash Narayan has argued that “education needs to be transformed into a powerful instrument of social change and closely linked to national development. It must be primarily oriented to the masses of Indian people who still live below the poverty line, create a new self awareness among them and by realizing their production
capacities, enable them to participate effectively in national building.”

Jaya Prakash Narayan assumed that the universal education is compulsory if a country is guided by the public welfare sentiments and believed that the universal education would boost up knowledge approaches of thinking, economic production, socio-cultural upliftment, political consciousness, self development and self-esteem among the people.

**Primary Education in Ancient and Medieval India**

In the ancient time or Vedic period there was Gurukula system of education in which the children used to go to the Ashram or house of the Guru which was generally situated outside the village in a peaceful environment. The education was orally transmitted. The Brahmacharya had to maintain discipline and respect the teacher or Guru. The Guru was assisted financially by the king and what is called Dakshina by the disciple. The college education started in the Buddhist period.

In the medieval period, due to foreign invasion, the entire system of education was disturbed. The temple and mosque became the main centres of education and pandit and mullah used to take fees from the disciples. The shudra or the lower caste along with women were denied entry educational system. The popularity of purdah system prohibited Muslim women from getting education. Thus, the primary education of
the ancient time became disorganized and chaotic in the medieval period.

Efforts of the Universalization of Primary Education in Pre-Independent India

During 19th Century, the efforts to formulate universal education in India was made because at that time the universal education was also introduced in England. Some of the Indian reformers such as Dada Bhai Naoroji proposed the necessity of universal education before the Hunter Commission in 1882. The King Shivaji Rao Gayakwad of Baroda introduced compulsory education in Amreli province in 1893. In 1906, Gopala Krishna Gokhale proposed his memorandum of primary education before the Imperial Legislative Council and in 1910 it was placed before the Government. Later on, on 11th March, 1911, a bill related to universalisation of primary education was introduced in the Imperial Legislature Council. This bill and efforts of Gokhale was acclaimed in all over India. Inspired by Gokhale, Vallaba Bhai Patel made it possible to pass universal primary education bill in the Municipalities of Bombay, Bengal, Bihar and Orissa in 1919, in middle Province and Madras 1920. Gandhiji had also made contribution to ensure basic education which might make non-violent and self-independent man. In 1932 the Congress Cabinet Committee implemented the basic formula of Gandhiji. The Sergeant Education
Plan made education compulsory for the age group 6 to 14 years by the period 1984. But the B.G.Khare Committee decreased the time period to 1960.

Development of Universal Primary Education in India

According to the report of the Government of India titled “Challenge of Education: A Policy Perspective” 1985 some of the features of the development of education are as follows:

1. To provide primary education to all the children below the age of 14 years, which was targeted to be achieved by 1960 was not achieved.

2. According to 1981 census there was 15 crores children below the age of 14 years, but only 9.3 crores were brought under the primary education. In the beginning of 21st Century it was 19.25 crores.

3. The trends of recruitment in the primary school vary from state to state and districts. For example, in Assam, the rate of admission in primary school has been 62.9 per cent in Jolore district of Rajasthan only 17 per cent girls took admission, in case of scheduled castes it was 93.4 per cent and in case of scheduled tribes it was 81.99 per cent.

104
4. In 1985 one-fifth or 1.91 lakhs villages, towns and cities, out of 9.68 lakhs had no primary schools, the 40 per cent of schools had no building, there were no blackboards in 39.72 per cent schools. There were no library in 72 per cent schools. There was only one teacher in 36 per cent schools who used to teach 3 and 4 classes together.

5. Only 23 students out of 100 who took admission in the first class finish school, and

6. The admission trends among Scheduled Castes and Scheduled Tribes have increased but the ratio of girls is very low in comparison to the other class. The rate of enrolment of scheduled castes and scheduled tribes is also very low.

**The obstacles in the way of Universal Education in India**

1. Incessant growth of population.

2. Lack of economic resources.

3. The laws related to universal primary education are not existing in all the states.

4. The educational priority is not is conducive.

5. Lack of community consciousness and participation.

6. Poverty and unemployment, and

7. Lack of infrastructure.
In the field of universal primary education the state and the community have to do a lot of things. It requires community consciousness attitudinal change and eradication of other correlated social problems.

**Directive Principles of State Policy and Primary Education**

The Directive Principles of State Policy has been included in part iv of the Indian Constitution which consists of articles from 36 to 51. These are those moral principles which are fundamental in the governance of the country. They are the instrument of instruction of the guidance of the rulers, both at the centre and the state level for the establishment of a just and egalitarian society. Article 41 explains that “the state shall, within the limit of its economic capacity and development make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old-age sickness and disablement and in other case of unreserved want.”\(^5\) Article 45 provides that, “the state shall endeavour to provide within a period of ten years from the commencement of the Indian Constitution, for free and compulsory education for all children until they complete the age of 14 years.” Article 46 narrates that “the state shall promote with special care the educational and economic interest of the weaker sections of the
people and in particular the scheduled castes and scheduled tribes and shall protect from social injustice and all forms of exploitation.6

Recently the 93rd Constitutional Amendment Act has made it compulsory to ensure free and compulsory education to this age group like basic needs of the man like food, shelter and clothing, primary education has been made compulsory.

Primary education is very important in life. In the socialization process, it shapes the basic personality traits of the individual. It transmits cultural and social values to the individual and group. The patriotism, honesty character building, learning of moral values, etc., are basically shaped during the primary education. Therefore, Constitution provides guidelines to ensure quality basic education to all the people.

Condition of Primary School in India

According to a data there are 6.9 lakh educational institutions in the country. Over 70 per cent of these are primary schools. These are funded by the government, municipal corporations and the private bodies. The largest number of these institutions are funded and run by the government, however, those who gain access to the prestigious institutions for higher education such as the Indian Institute of Technologies (IITs), Medical Colleges and professional institutions, a majority come from a small percentage of private schools. Clearly,
government support to school does not guarantee student’s access to higher education, much of which is also funded by the government. Paying relatively low fees the son of the top civil servants or the daughter of a flourishing doctor train to be architect or engineer in institutions where public funds heavily subsidise education.

**Facilities and Infrastructure**

With regard to facilities in schools, it has improved significantly, but a lot more need to be done. For instance, as per the 6th All India Educational Survey, only 5 per cent of the schools have separate lavatories for girls, and only 8.7 per cent has separate toilets for girls. Only 65 per cent of the primary schools have pucca buildings as against 69 per cent of upper primary schools.

The situation of school infrastructure and facilities has not improved substantially since the 6th All India Educational Survey (AIES). As per the 7th All India Educational Survey (AIES) (2002), out of the total primary and upper primary schools, only around 80 per cent schools have permanent building and surprisingly, around 20,000 schools have no building at all. The situation seems to be alarming in Assam with less than 40 per cent of the schools with permanent buildings.
Universal Enrolment

Overall, there is evidence to suggest that the country is steadily moving towards universalization of elementary education. Of the estimated 201 million child population (Sarva Siksha Abiyan (SSA) household survey data) in the age group of 6 to 14 years, approximately 94 per cent are reported to be enrolled in schools including alternative systems. Of this, over 64.4 lakh children are enrolled in Employment Guarantee Scheme / alternative schools.

Gross Enrolment Ratio (GER)

Gross Enrolment Ratio at the primary and upper primary levels improved significantly since 1950-51. The boys/girls differential in Gross Enrolment Ratio at the primary and upper primary levels declined significantly from 28.5 and 29.6 per cent points in 1990-1991 to 9 and 181 per cent points in 2002-2003.

Net Enrolment Ratio (NER)

The Net Enrolment Ratio (NER), which is obtained by disaggregating underage and overage children enrolled in grades I to V and VI to VIII is considered to be the ideal indicator to assess the participation of children. But this data is not available in most states. The Net Enrolment Ratio for boys and girls was 84 per cent and 72 per cent respectively at primary level in 1999-2000. The overall Net
Enrolment Ratio at the primary level was 78 per cent, which suggests that at least 22 per cent of children of the specific age group 6-10 were out of school in 1999-2000 (India Country paper, Education For All) (EFA) 2000 Assessment. Large disparities exist between the states in terms of Gross Enrolment Ratio and Net Enrolment Ratio and educationally backward states have lower Net Enrolment Ratio than the all India average of 78 per cent.7

Out of School Children

The official estimates on the number of children attending school are impressive. According to the National Sample Survey Organization (NSSO, 1998), 69 per cent of the total children in the 6 to 10 age group of 11 to 13 years attend school. The National Family Health Survey-II (NFHS-II, 1999) presented a better picture. About 79 per cent of the children in 6 to 14 age groups (74 per cent girls and 83 per cent girls and 83 per cent boys) were attending school in 1999-2000, as per the statistics of Ministry of Human Resource and Development in 2002.8

Based on the household survey conducted in various states, Ministry of Human Resource and Development had earlier estimated that 35 million children were not attending school in 2003. As per the latest estimate of the Ministry of Human Resource and Development, the number of out of school children has reduced from 25 million in
2003 to about 13.5 million as on March 2005. Out of 201 million children of 16 to 14 years, 187.5 million children are attending school or alternative school. This includes about 160 million children in government, local bodies / private recognized schools, 6.4 million in and around 21 million in recognized schools.

Over 70 per cent of the out of school children are concentrated in some States/UTs, and over 50 per cent are in Uttar Pradesh, Bihar, and West Bengal within these states, the situation in further aggravated on 20 to 30 per cent districts which account for more than half of the total out of school children. Across the Country, about 78 districts have less than 1,000 out of school children each. About 160 districts have in between 10,000 to 50,000 and 244 districts have 1000 to 10,000 out of school children. The problem however, more acute in some 29 districts, each having over 50,000 and more out of school children.

Nationally, out-of-school children account for 6 to 7 per cent in the 6 to 14 age groups. In the 6 to 10 and 11 to 14 age groups, the percentages of out of school children are 5 and 9.6 per cent respectively. However, in many districts, the percentage of out of school children in the 11 to 14 age group 9 to much higher that the national average.

Even if the statistics of Ministry of Human Resource and Development are correct, the school participation in terms of regular
attendance in school on much lower. Only about 42 per cent of the children in the 6 to 13 age group attend school regularly in rural areas, the proportion being as low as about 28 per cent for the very poor.

Universal Retention

The Indian education system is famous for its inability to retain children in its fold leading to high school inefficiency. Although the drop out rate in very high in India the good news is that it is declining steadily over the years.

There is a decline of 4 percentage points in the national drop out rate for primary stage from 39 per cent in 2001-2002 to 35.1 per cent 2002-2003 and a 2 percentage point decline for elementary as a whole from 54.6 to 52.8 per cent during the same period. The gender gaps with respect to dropouts at primary stage have reversed. The dropout rate at I Standard and XI Standard are the highest contributors to the overall dropout rate. It is suspected that most of these children are probably underage and are getting re-enrolled.

Universal Achievement

The most important component of universal elementary education is learning achievement of children. Even the states that have almost attained universal access, enrolment and retention, the quality of education is an area of concern. It is only in the recent past 1990's that
quality of education has got the attention of policy makers. The percentage of girls enrolment as shown in the Table: 3.1. The percentage of girls’ enrolment was increased since 1990 to 2004-05.

TABLE: 3.1

PERCENTAGE OF GIRLS’ IN TOTAL ENROLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Schools (Grades I-V)</th>
<th>Upper Primary Schools (Grades VI-VIII)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>41.5</td>
<td>36.7</td>
</tr>
<tr>
<td>1993-94</td>
<td>42.7</td>
<td>39.1</td>
</tr>
<tr>
<td>1994-95</td>
<td>42.8</td>
<td>38.9</td>
</tr>
<tr>
<td>1999-00</td>
<td>43.6</td>
<td>40.4</td>
</tr>
<tr>
<td>2002-03</td>
<td>44.0</td>
<td>43.8</td>
</tr>
<tr>
<td>2003-04</td>
<td>47.0</td>
<td>45.0</td>
</tr>
<tr>
<td>2004-05</td>
<td>49.0</td>
<td>47.0</td>
</tr>
</tbody>
</table>

Source: Selected Educational Statistics for various years, Ministry of Human Resource Development, Government of India.

Teachers

Learning achievement of children greatly depends upon the quality and quantity of teachers, although the number of teachers has increased from 6.24 lakhs in 1950-1951 to 35.0 lakhs in 2002-2003, there are large number of teacher vacancies, especially in states like Bihar and West Bengal.
The only one educational indicator that has show negative trend since 1951, probably is the Pupil-Teacher Ratio (PTR). Pupil-Teacher Ratio at primary level which was 24 in 1950-1951 increased to 39 in 1971, and 47 in 1995-1996 and 62 in 2004-05. Obviously the increase in enrolment since 1951 could not be matched by additional deployment of teachers. The Pupil-Teacher Ratio position however, has showed signs of improvement since 1997-1998. It covers around 42, closer to the rational norm of 40. Twenty States/Union Territories have reported Pupil-Teacher Ratio of less than 40, while 3 states have very high Pupil-Teacher Ratio: Bihar (96), Uttar Pradesh (77) and West Bengal (55), Andhra Pradesh (60), Tamil Nadu (55), Karnataka (52).

**Teacher Training**

In 2002, more than 86 per cent of the primary teachers and 87 per cent of the upper primary teachers had pre-service teacher training qualification with the appointment of large number of per teachers, especially in the North Indian states, the number of untrained teachers has increased. For instance, out of about 2,00,000 primary teachers in Bihar, more than half do not have teacher training qualification.

**Equity**

Universalisation of Elementary Education (UEE) can be said to be achieved only when the gender and social gaps in terms of enrolment,
retention and learning achievement is fully eliminated. The share of girls in the total enrolment is steadily improving. Girls’ share in total enrolment at primary stage has improved from 28.1 per cent in 1950-1951 to 44 per cent in 2002-2003 and to 47 per cent in 2003-2004. For the upper primary stage, it was reported to be 45 per cent in 2003-2004.

The Gender Priority Index (GPI) of Gross Enrollment Ratio (GER) at primary level improved to 0.92 in 2002-2003 from 0.82 in 2000-2001. At the upper primary level, the Gender Priority Index of Gross Enrollment Ratio (GER) improved to 0.83 in 2002-2003 from 0.75 in 2000-2001.

The share of scheduled caste students in primary level has increased from around 19 per cent in 2002-2003 to 21.3 per cent in 2003-2004, while that of scheduled tribe students has remained the same. At upper primary level, scheduled caste and scheduled tribe students accounts for around 19 per cent and 8.2 per cent of total student respectively. The share of children with special needs has increased from 0.6 per cent in 2002-2003 to 1.2 per cent in 2003-2004.

Road Block in Universalisation of Elementary Education (UEE)

There are several roadblocks in the journey towards achieving Universal Elementary Education (UEE). The barriers in achieving Universal Elementary Education are so many. Reason for non-
participation of children in schools are varied and numerous. They can be classified into different categories. These are

(a) access, retention, equality and quality,
(b) social, economic, cultural and religious,
(c) in-school and out-school factors and finally, and
(d) child related, family related, school related and others.

It is difficult to compartmentalize the reasons as they are interrelated. While some, as these are direct and root causes for non-participation, others are fallout of these causes of factors leading to the causes. The world does not operate on a linear line with so many force factors concurrently at work. With complex patterns, the causes of non-participation of children in school are complex. Children seldom remain out of school for one single reason. Generally, a combination of cause operates in keeping the child away from the school. Road blocks in terms of access include absence of schools in the habitation / village, distance to the school, geographical barriers, inadequate school, infrastructure, lack of basic facilities, etc.

The major road block in achieving universal elementary education is the absence of quality education in schools. Most of the schools are plagued by child unfriendly pedagogy, poor quality of education, poorly functioning schools detention of children, corporal punishment, incompetency of teachers, teacher absenteeism, shortage of teachers, etc.
There are also several equity issues especially with respect to girls. Apathy to girl’s education, concern on security of girls, inadequate female teachers, absence of girl's toilet, early marriage, illness in the family and distance to school are some of the reasons withholding girls from the schooling system. There are equity issues relating to socially disadvantaged groups and children with special needs with respect to hostile school environment, discriminative attitude of teachers, unintelligible language in classroom, etc.

Today, Indian is closest to the goal of achieving universal elementary education, than ever before. There is now a sense of urgency in the efforts of the government both at the centre and the states. Non-Governmental Organisations and civil schools to provide education for all. The association of the Prime Minister as Chairman of the General Council of Sarva Sikhsa Abhiyan (SSA) is indicative of the political commitment at the highest level to the cause of universal elementary education. Financial allocation to the universal elementary education programme of SSA has increased by 15 folds from Rs.6651 crores in 2001-2002 to Rs.10,400 crore in 2005-2006. The constellation of stars have now been aligned in favour of education for been aligned in favour of education for achieving the goal of universal elementary education. India cannot wait any longer and it cannot let children miss education.
Child Labour

The 1981 Census recorded the number of child labour to be 13.56 million, while the 1991 Census recorded the number to be 11.28 million. Over the decade there has been a decline both in absolute numbers as well as in percentage terms. In 1981, out of a total population of 685 million, which was about 2 per cent of the total population. In 1991, out of a total population of 838.6 million, working children were 11.28 million, which was 1.34 per cent of the total population. The 2001 Census records the number of child labour is 12.6 million.\textsuperscript{13}

In 1981, the total work force in the country was about 223 million, of whom working children were 13.6 million, which worked out to be about 6 per cent of the total work force. In 1991, the working population of India was 314 million and child workers were 11.28 million, which constituted 3.59 per cent of the total work force. The distribution of child labour in the various states according to the 1999 data was as given in Table: 3.2.

Andhra Pradesh had the highest number of working children 1.66 million. Other states with more than 1 million child workers were Uttar Pradesh, Madhya Pradesh and Maharashtra. More than 90 per cent child workers are engaged in rural areas, in agriculture and allied employment.
<table>
<thead>
<tr>
<th>State / Union Territory</th>
<th>Main Workers</th>
<th>Marginal Workers</th>
<th>Total Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>1537293</td>
<td>124647</td>
<td>1661940</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>11632</td>
<td>763</td>
<td>12395</td>
</tr>
<tr>
<td>Assam*</td>
<td>259953</td>
<td>67645</td>
<td>327598</td>
</tr>
<tr>
<td>Bihar</td>
<td>795444</td>
<td>146801</td>
<td>942245</td>
</tr>
<tr>
<td>Delhi</td>
<td>26670</td>
<td>681</td>
<td>27351</td>
</tr>
<tr>
<td>Goa</td>
<td>3938</td>
<td>718</td>
<td>4656</td>
</tr>
<tr>
<td>Gujarat</td>
<td>373027</td>
<td>150558</td>
<td>523585</td>
</tr>
<tr>
<td>Haryana</td>
<td>89030</td>
<td>20661</td>
<td>109691</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>30771</td>
<td>25667</td>
<td>56438</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Karnataka</td>
<td>818159</td>
<td>158088</td>
<td>976247</td>
</tr>
<tr>
<td>Kerala</td>
<td>28590</td>
<td>6210</td>
<td>34800</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>997940</td>
<td>354623</td>
<td>1352563</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>805847</td>
<td>262571</td>
<td>1068418</td>
</tr>
<tr>
<td>Manipur</td>
<td>13478</td>
<td>3015</td>
<td>16493</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>30730</td>
<td>3903</td>
<td>34633</td>
</tr>
<tr>
<td>Mizoram</td>
<td>6391</td>
<td>10020</td>
<td>16411</td>
</tr>
<tr>
<td>Nagaland</td>
<td>16106</td>
<td>370</td>
<td>16476</td>
</tr>
<tr>
<td>Orissa</td>
<td>325250</td>
<td>127144</td>
<td>452394</td>
</tr>
<tr>
<td>Punjab</td>
<td>132414</td>
<td>10454</td>
<td>142868</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>490522</td>
<td>283677</td>
<td>774199</td>
</tr>
<tr>
<td>Sikkim</td>
<td>5254</td>
<td>344</td>
<td>5598</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>523125</td>
<td>55764</td>
<td>578889</td>
</tr>
<tr>
<td>Tripura</td>
<td>13506</td>
<td>2972</td>
<td>16478</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>1145087</td>
<td>264999</td>
<td>1410086</td>
</tr>
<tr>
<td>West Bengal</td>
<td>593387</td>
<td>118304</td>
<td>711691</td>
</tr>
<tr>
<td>Union Territories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andaman &amp; Nicobar Islands</td>
<td>758</td>
<td>507</td>
<td>1265</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>1839</td>
<td>31</td>
<td>1870</td>
</tr>
<tr>
<td>Dadra &amp; Nagar Haveli</td>
<td>2677</td>
<td>1739</td>
<td>4416</td>
</tr>
<tr>
<td>Daman &amp; Diu</td>
<td>741</td>
<td>200</td>
<td>941</td>
</tr>
<tr>
<td>Lakshadweep</td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>2565</td>
<td>115</td>
<td>2680</td>
</tr>
<tr>
<td>India</td>
<td>9082141</td>
<td>2203208</td>
<td>11285349</td>
</tr>
</tbody>
</table>

Note: Figures for 1999 relates to workers in the age group 5-14 years.
* : includes figures of Mizo district also which then formed part of Assam
** : Census could not be conducted.
As per estimates of the 55th Round of The National Sample Survey Organisation survey, 1999-2000, the estimated number of working children in the country is 10.4 million.4

The Government of India has been taking several initiatives to reduce the problem. After passing the Child Labour Act, 1986, and formulating the National Child Labour Projects (NCLP) and set up the National Authority for the Elimination of Child Labour (NAECL) in 1994.

In 1991, the International Labour Organisation (ILO) launched the global programme International Programme on the Elimination of Child Labour (IPECL) to work progressively towards elimination of child labour. India was the first country to sign an Memorandum of Understanding (MOU) with International Labour Organisation (ILO) in 1992, and altogether 154 action programmes to cover 0.95 million children have been taken up under Indian Population Education Council (IPEC) from 1992 till date.

Till March 2002, Child Labour Projects have been sanctioned for rehabilitation of nearly 2.11 million children in 100 districts in the country.
There are a number of Non-Government Organisations working for child labour in different states. Increased emphasis is being given to creating awareness among parents, employers and society, securing involvement of voluntary organisations, strengthening the monitoring and legislative system, and ensuring convergence of services of different departments. Children in hazardous employment are given top priority in all development efforts.

The package of services under National Child Labour Project includes special schools to provide non-formal education, vocational training, supplementary nutrition, stipend, health care, etc.

Concrete efforts towards elimination of the child labour population are being planned to be taken up in the Xth Plan to eliminate child labour in a convergent and time bound manner.

Street children are one of the most vulnerable groups of children. Among street children there are three categories – those who work on the streets but live with their families, those who have only occasional contact with their families, and those who have no contact with their families. Of these the third group are at maximum risk.

There are no authentic figures as to the number of street children. However, a number of studies were conducted by research institutes in
collaboration with the V.V.Giri National Labour Institute, Ministry of Welfare (presently known as Ministry of Social Justice and Empowerment) and United Nations International Children's Emergency Fund (UNICEF) to assess their situation.

The Ministry of Social Justice and Empowerment is implementing an Integrated Programme for Street Children which provides shelter, nutrition, health care and education, recreational facilities, and seeks to protect them against abuse and exploitation. Upto 30th September, 2002, 220 organisations in 22 States and Union Territories are extending help to 1,80,000 street children.

The Ministry has also started the Child Line, a 24 hour toll free telephone service in 38 cities, for all children in distress. 1098 is the number at which children or adults on their behalf seek assistance regarding shelter, medical assistance, protection from abuse, emotional support and guidance, information about referral services and missing children. Child Line India has responded to more than 20 lakhs calls since it started in 1998.

**Government initiative for the Working Children**

The Government of India is greatly concerned about the magnitude and plight of the working children. India has stood for Constitutional, statutory and development measures that are required to
eliminate child labour. Six International Labour Organisation Conventions related to child labour have been ratified. The framers of the Indian Constitution consciously incorporated relevant provisions in the Constitution secure labour protection for children (Articles 24 and 39(e) and (f)) and compulsory universal elementary education (Article 45). However, the basic goal of compulsory education up to the age 14 years has yet to be achieved. Poor educational infrastructure in the villages is the major hurdle in eradicating child labour. On the prohibit or improve the working conditions of child labour. The legislations have started bearing fruits, but the situation demands strict enforcement along with creating conducive conditions for compulsory education.

The Government realized that mere legislation would be insufficient. It adopted the National Policy of Children (NPC) in August, 1974. The policy stated “it shall be the policy of the state to provide adequate service to children both before and after birth and through the period of their growth, to ensure their full physical, mental and social development.”

The child labour (Prohibition and Regulation) Act (CLA), 1986, was enacted with a view to rationalize earlier legislation on child labour, ensure elimination of child labour in hazardous employment, and regulate condition of child labour in non-hazardous industries. The
major drawbacks of the act is that it only covers children in the organized sector and not the 90 per cent working in the unorganized sectors. Moreover, many occupations, which are hazardous, are not included in the act.

The government initiated several oriented programmes to withdraw children from the hazardous work and prevent them entering the labour markets again. The most significant step in this direction was the adoption of the National Policy of Education, 1986, and National Child Labour Policy, 1987. The policy was formulated in conjunction with the legal measures to address the social economic issues, having a bearing on child labour and to provide a framework for a concrete programme of action. The policy encompasses action in the fields of education, health, nutrition, integrated child development and employment. Both these policies aimed at successfully rehabilitating child labour released from hazardous employment and to reduce the incidence of child labour progressively. The opening of special schools for imparting Non-Formal Education and vocational training was the major recommendation of the two policies. The National Child Labour Policy consists of three main programmes. They are as follows:

*Legal Action Plan*: The purpose is to enforce effectively legal provisions related to child labour under various laws of the country.
Focusing of general development programmes: The purpose is to effectively utilize the ongoing development programmes of different departments / ministries for the benefit of the target families. Hence, convergence of actions from several departments was effectively desired.

Project Based Plan of Action: The aim is to establish the special school for the rehabilitation of the children withdrawn from the hazardous occupations in the areas of high concentration of child labour. Ten areas with high incidence of child labour in hazardous industries were initially identified. The industries identified were:

1. The match industry in Sivakasi (Tamilnadu).
2. The diamond polishing industry in Surat (Gujarat).
3. The precious stone polishing industry in Jaipur (Rajasthan).
4. The glass industry in Firozabad (Uttar Pradesh).
5. The brassware industry in Moradabad (Uttar Pradesh).
6. The handmade carpet industry in Mirzapur Bhadohi (Uttar Pradesh).
8. The slate industry in Mandsaur (Madhya Pradesh), and
9. The slate industry in Markapur (Andhra Pradesh).

A project society has been established in the National Child Labour Project areas for an integration of various developmental programmes. The job of the project is to:
1. Effectively enforce child labour laws.

2. Identification of areas for starting of non-formal education through the opening of the special schools, and

3. Creating public awareness, through adult education, income generation and creating employment opportunities for the target families.

In the special schools, target children (children working in hazardous occupations, who have not completed 14 years of age) are to be enrolled. The scheme envisaged non-formal education, vocational training, supplementary nutrition, regular health care and stipends in case the children are withdrawn from prohibits employments and vocations. It also envisaged extension of benefits of the other state government programmes for these school children and their families by the district administration as far as possible. The desired teaching mode should preferably be non-formal with a condensed syllabus for a maximum period of 3 years. After the completion of the 3 years of special school education, children are expected to join the formal stream of education in the VI standard. While appreciating the need for flexibility in the curriculum, the scheme felt the need to introduce some uniformity in the syllabus. The curriculum, course content and textual material needed was desired to be finalized at the state / district level by
associating State Council for Education, Research and Training (SCERT), District Institute of Education and Training (DIET), District Resource Unit (DRU), United Nations International Childrens' Emergency Fund (UNICEF) and other NGOs with experience in this field. The programme also stipulated imparting of age-appropriate craft and pre-vocational training, keeping in view the resources and market forces of the area, so that children unable to join formal schools after 14 years of age could start their own occupations.

The Government of India is implanting National Child Labour Project (NCLP) in 93 districts of the country as on June, 2000. There are two types of special schools, one with an approved strength of 50 students and the other with 100 students. Each of the project societies has been sanctioned to run a specified number of schools. These schools are managed by the project society or alternatively the project society runs these schools through local Non-Government Organisations. About 1,55,250 children were covered in 2,571 schools under the National Child Labour Project scheme. This was covered in 11 States only. The total districts are covered in these states are 76. This can be visualized in the Table: 3.3.
### TABLE 3.3

**COVERAGE UNDER THE NATIONAL CHILD LABOUR PROJECT OF INDIA 1999-2000**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>State</th>
<th>Districts covered</th>
<th>Sanctioned schools</th>
<th>No. of children sanctioned</th>
<th>Actual schools sanctioning</th>
<th>Actual coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>20</td>
<td>807</td>
<td>43550</td>
<td>610</td>
<td>36249</td>
</tr>
<tr>
<td>2</td>
<td>Bihar</td>
<td>8</td>
<td>174</td>
<td>12200</td>
<td>173</td>
<td>10094</td>
</tr>
<tr>
<td>3</td>
<td>Gujarat</td>
<td>2</td>
<td>40</td>
<td>2000</td>
<td>23</td>
<td>1254</td>
</tr>
<tr>
<td>4</td>
<td>Madhya Pradesh</td>
<td>5</td>
<td>138</td>
<td>9800</td>
<td>87</td>
<td>6524</td>
</tr>
<tr>
<td>5</td>
<td>Karnataka</td>
<td>3</td>
<td>100</td>
<td>5000</td>
<td>24</td>
<td>1200</td>
</tr>
<tr>
<td>6</td>
<td>Maharashtra</td>
<td>2</td>
<td>74</td>
<td>3700</td>
<td>24</td>
<td>1200</td>
</tr>
<tr>
<td>7</td>
<td>Orissa</td>
<td>16</td>
<td>430</td>
<td>33000</td>
<td>239</td>
<td>14972</td>
</tr>
<tr>
<td>8</td>
<td>Rajasthan</td>
<td>2</td>
<td>60</td>
<td>3000</td>
<td>54</td>
<td>2700</td>
</tr>
<tr>
<td>9</td>
<td>Tamil Nadu</td>
<td>8</td>
<td>379</td>
<td>19500</td>
<td>307</td>
<td>14684</td>
</tr>
<tr>
<td>10</td>
<td>Uttar Pradesh</td>
<td>4</td>
<td>150</td>
<td>11500</td>
<td>105</td>
<td>7488</td>
</tr>
<tr>
<td>11</td>
<td>West Bengal</td>
<td>6</td>
<td>219</td>
<td>12000</td>
<td>164</td>
<td>8250</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>76</td>
<td>2571</td>
<td>155250</td>
<td>1810</td>
<td>104615</td>
</tr>
</tbody>
</table>

In a landmark judgement, on 10th December, 1996 in writ petition (Civil) No.465/1986, the Hon’ble Supreme Court of India has given the same directions, regarding the manner in which the children working in hazardous occupations as defined in Child Labour Act (CLA, 1986) are to be withdrawn from work and to be simultaneously rehabilitated. The directions in the non-hazardous occupations. Several measures were proposed by the Supreme Court to solve the problem of child labour. The measures include:


2. Withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions.

3. Contribution @ Rs.20,000 per child to be paid by the offending employers of children to a welfare fund to be established for this purpose.

4. Employment of the one adult member of the family of a child so withdrawn from work and that is not possible, a contribution of Rs.5,000 per child to the welfare fund to be made by the state government.

5. Financial assistance to the families of the children so withdrawn to be paid out of the interest earnings on the surplus of Rs.20,000 and Rs.25,000 deposited in the welfare fund as long as the child is actually sent to school, and
6. Regulating hours of work for children working in non-hazardous occupations, so that their working hours, ensured. The entire education of the concerned is to be borne by the employer.

**International and Voluntary Sector Initiatives**

Monetary and technical support has been provided to the government and Non-Government Organisations for various welfare programmes for the children in difficult circumstances by United Nations agencies and other international and national donor agencies. The support from United Nations agencies has come from International Labour Organisation, United Nations Educational, Scientific and Cultural Organisation, United Nations International Children’s Emergency Fund, UNFPA, United Nations Development Programme and the World Bank. In addition to these, foreign governmental agencies like United States of America Aid for Development, the Norwegian and German governments have also supported financially for specific programmes in the specific areas.

**International Programme on the Elimination of Child Labour and Child Labour Action Support Programme through International Labour Organisation**

Two parallel programmes intended to build financial and human capacity of the government and non-government agencies were started in India with the support from International Labour Organisation.
(i) International programme on the elimination of child labour (IPEC), and

(ii) Child labour action support programme (CLASP).

International Programme on the Elimination of Child Labour – a global initiative of the International Labour Organisation. It was launched in 1992 to support participating member countries on their national efforts to combat and eliminate child labour progressively based on International Labour Organisation conventions, in particular, ILO Convention No.138. The programmes have been implemented through various action programmes, selected by the National Steering Committee of the Ministry of Labour. The action programme was characterized by:

1. Setting up non-formal education centres for working children in these identified areas.

2. Supplementary nutritional and health care.

3. Carry out awareness raising project for the children, their parents and community and employers.

4. Eliciting community support and involvement for sustainability and continuation of welfare programmes, and

5. Training programmes for labour inspectors for effective enforcement of child labour legislation.
Under the International Labour Organisation –International Programme on the Elimination of Child Labour programme, a sum of United States $ 6.9 million or 270 million rupees were made available to central employees’ organization, central trade union organization and Non-Government Organisations between 1992-2000. This amount has been utilized under 160 projects benefiting about 1,00,000 children. The scheme is extended till 21st December, 2001 extendable by a further period of one year. The Government of Germany Aided Child Labour Action Support Programme (CLASP). Assistance taken under this programme has been used for the purpose of supporting ongoing activities under the National Policy on Child Labour.


United Nations International Children’s Emergency Fund (UNICEF) is an organization of peaceful revolutionaries like most revolutionaries it is clear and single minded in its mission to safeguard child’s rights to survival development and protect on in neglect against them. They are as follows:

1. United Nations International Children’s Emergency Fund (UNICEF) was founded in 1946 to provide emergency relief to the children of post war Europe.
2. Has programme of co-operation in 138 Countries.

3. Has an annual global budget of nearly $1 billion.

4. It is an integral yet semi autonomous agency of the United Nations.

5. Was awarded the Noble Peace Prize in 1965.


India since Independence in 1947 has been the unfolding of peaceful revolution the transformation of condition for its children. United Nations International Children’s Emergency Fund (UNICEF), which has been working here since 1949, is proud to be playing a part yet. Despite the very significant achievements for children in the country, the revolution of child survival, development and protection remains unfinished.

**Millennium Development Goals**

By 2015 United Nations members states have pledges to,

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empowerment of women, and
4. Reduce child mortality.

Priority areas for action a world fit for children. They are as follows:
1. Promoting health lives.
2. Providing quality education.
3. Protecting against abuse exploitation and violence, and

United National International Children’s Emergency Fund (UNICEF)


The aims and objectives of United Nations International Children’s Emergency Fund (UNICEF) programmes are to:
1. Advocate revision and enforcement of legislation to prohibit child labour, particularly in hazardous industries.

2. Assist central and state governments for an action plan for the withdrawal and rehabilitation of child labour, and


United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Educational, Scientific and Cultural Organization has been actively working for street and working children in India since the 1990 world conference on education for all, in frontiers and the world declaration of education for all. The United Nations Educational, Scientific and Cultural Organization's education programme for children in need has enabled the organization to provide substantial funding and technical support for educational activities in favour of children in difficult circumstance. At the world education forum held in Dakha in April, 2000, United Nations Educational, Scientific and Cultural Organization has been mandated as a lead agency supported by other official partners of the World Bank, UNFPA, United Nations Development Programme and United Nations International Children's Emergency Fund, for promoting and ensuring the education for all
movement. United Nations Educational, Scientific and Cultural Organization is to play a key role in helping to co-ordinate policy planning at national, regional and international levels to ensure that all children with special emphasis on girls and children in difficult circumstances from ethnic minorities have access to and compete free and compulsory primary education of good quality by 2015. The framework is also committed to achieve elimination of gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015. At the national level, actions of concrete plans indicating technical assistance and aid for achieving education for all will be augmented for the countries that do not have co-ordination mechanisms. United Nations Educational, Scientific and Cultural Organization aims to collaborate with government and other agencies at the local level in encouraging the mobilization of the necessary resources, the establishment of sector analysis and project design and their implementation with the aid of experts. United Nations Educational, Scientific and Cultural Organization is also devoted to holding regional and sub-regional technical meetings enabling all the bilateral and multilateral partners like the regional development banks, representatives of the Ministries of Education and Finance, teachers' unions, the private sector civil society foundations and parents to discuss
the regions' needs in terms of basic education and modalities of cooperation and financing within the framework of education for all.

Within this framework, United Nations Educational, Scientific and Cultural Organisation has been supporting CINI-ASHA and Don Bosco Ashalayam Non-Government Organizations based in Calcutta since 1997 on a framework of programme to meet basic needs of street and working children's survival growth and development. The active support from United Nations Educational, Scientific and Cultural Organisation has contributed significantly from a Delhi-based Non-Government Organisation in preparing a project to develop innovative educational material to accomplish the needs of street and working children for education in urban surroundings. The educational material prepared will be tested for application by other Non-Government Organisations in the country.

United Nations Educational, Scientific and Cultural Organisation has also supported the present study in the context of assessing the magnitude of out of school children in different circumstances, and to evaluate the present implementation of education and other rehabilitation programmes, undertaken by the government and Non-Government Organisations for these children. The aim is to prepare a coordinated strategy for achieving the Dakha Declaration of Education
for All by 2015. United Nations Educational, Scientific and Cultural Organisation organized a workshop on 15th December, 2000 to discuss the results of the study and have a concerted strategy after thorough discussions with the representatives from government, Non-Government Organisations, United Nations Agencies, International aid agencies, and other civil societies.

Other Agencies

The other than United Nations agencies like United Nations Development Programme and the World Bank are supporting educational projects in the Mirzapur-Bhadhoi carpet weaving belt for out-of-school children. International government agencies like United States of America Aid for Development, Department of Foreign International Development, the German and Norwegian governments are also supporting several Non-Government Organisations for education and rehabilitation schemes in several cities of the country. Other international donor agencies supporting child education rehabilitation programmes are:

(i) Terra Das Hommes, bread for the world, Rugmark Foundation, Care and Fair Misesior (Germany).

(ii) Christian Aid, Anti-Slavery-International and Project Mala (United Kingdom).
In addition to these, several national voluntary organizations are supporting the initiatives of Non-Government Organisations through human resource, technical and monetary help. The South Asian Coalition on Child Servitude (SACCS), a conglomerate of Non-Government Organisations working for children was actively associated with the “Global March Against Child Labour” for creating awareness against child labour. Several children were released from bondage and hazardous labour by the organization.

Centre Dilute the Right to Primary Education as a Fundamental Right Bill

Allocation for education as a percentage of the gross domestic project has been steadily declining since the promulgation of the New Economic Policy. Recently Central Government decided to wash it hands off the right to education bill. The bill had become the Centre’s obligation under Article 21(A) four years ago with the 86th Amendment.
The Centre attempt to dilute this bill as a model bill and left to the State Government to implement its bill causing education is in concurrent list.

The Tapas Majumdar Committee Report (November 2005) recommended that allocation for education needed to be raised to 6 per cent of Gross Domestic Product by the beginning of the Eleventh Plan and continuously raised to cross the level of 10 per cent become necessary in order to fill up the cumulative gap that has been building up as a consequence of under-investment year after year since Independence.

Out of 6 per cent of Gross Domestic Product allocated to education, 3 per cent should go to elementary education for implementing the right to education bill.

The Centre cannot continue to forego as if the 86th Amendment never taken place with elevation of elementary education law as a fundamental right. No expenditure can be incurred by the State by superseding elementary education as a cause that is not a fundamental right.

The real issue is not lack of public resources but of the relative priorities of the national economy, yet the allocation for education has been declining. The present level of investing is as low level achieved
20 years ago i.e., 3.5 per cent of Gross Domestic Product. The political will be mobilize adequate public resources for education has reached a low ebb and with the push towards privatization of everything under the sun is likely to decline further. The model bill is designed to legitimize this decline, deny the right to education and promote privatization.

**Centre Ban on Child Labour in Domestic Servants from 10th October 2006**

Ban on child labour from 10th October 2006 will come into force on domestic child labour. Central Government issued notification on prohibiting employment of children as a domestic servant or servants in dabas, restaurants, hotels, motels, tea-shops, resorts and recreational centres.

The Union Labour Ministry recently issued a notification warning that anyone employing children would be liable to prosecution and penal action including fine or one-year jail imprisonment. The government has already prohibited the employees from engaging children as domestic help. There is a separate law banning the employment of the children in factories, mines and hazardous works.
References


9. Elementary Education in India, Yojana, Publication Division, Government of India, New Delhi, 2005, p.16.


