CHAPTER-V

FINDINGS AND SUGGESTIONS
The present research study indicates that total abolition of child labour is neither possible nor desirable so long as there is widespread of poverty and unemployment. Therefore, for all round development of the country, the problem of unemployment will have to be tackled by providing employment to at least one adult male member in each poor family in general and scheduled castes/tribes, back ward classes and child labour families in particular.

The child labour Prohibition and Regulation Act, 1986 has been enacted to safeguard the children from child labour and exploitation, but the conditions of child labour received unchanged as the mechanism deprive the children of all the benefits of the existing laws. In order to eliminate child labour and replace them (child labourers) in educational institutions, the government has evolved. The National Policy on education in 1986, which envisages a substantive improvement indication and decline of child labour.

In respect of educational programmes, a different kind of programme must be adopted to be different for the children who are displaced from working unit. Many of these working children may be in the age group of 11 to 14 years who have not attached even primary education. Hence, education programme for then is specially to be planned. Besides, the parents should also be motivated to send their
children to non-formal classes. If these programmes are implemented well, they will certainly benefit the child labour.

Apart from this, employers should be convinced about the damage they cause by making children work and should be made to take oath that they would abstain from employing children. Voluntary organizations also play a very significant role in eliminating the practice of child labour. They should be primarily concerned with mobilizing the public opinion and also conducting awareness campaign for various social groups.

Parents should be made aware so that they should be considerable towards their children rather than being insensitive and onlooker of the exploitation. In this context the government should launch publicity rallies, campaign using mass media, poster, leaflets, etc.

Some of the European countries and especially the US sponsored Child Labour Deterrence Act prohibit the import of goods produced by children. No doubt, this act adversely affect some of the industries with a high concentration of child labour but it is really good for the elimination of child labour in these countries.

In order to sustain the projects and programmes aimed at elimination of child labour and providing education for the displaced, a
National Child Labour Welfare Fund may be created to meet the expenses of welfare programmes of children.

A close observation of the proposed research, a few suggestion can be made to change the lot of the child. A few of such areas is suggested below as follows:

1) Studies should be undertaken on the problems of children working in hazardous occupations and a set of intervention strategies should be suggested.

2) The problem of child labour is complex and its solution is not easy. It will be useful if some innovation experiments are made as action research projects. Such research projects will strengthen the policy formation and programme designing.

3) As many as social action groups, NGO's social activities are making efforts for the welfare/development of child labours there is need to document their experiences and techniques adopted by them for lessening the intensity of the problem.

The Roots of Child Labour

Most children who work do not have the power of free choice. They are not choosing between career options with varying advantages, drawbacks and levels of pay. A fortunate minority have sufficient material means behind them to be pulled towards work as an attractive
option offering them even more economic advantages. But the vast majority are pushed into work that is often damaging to their development by three key factors: the exploitation of poverty, the absence of education, and the restrictions of tradition.

The Exploitation of Poverty

The most powerful force driving children into hazardous, debilitating labour is the exploitation of poverty. Where society is characterized by poverty and in equity the incidence of child labour is likely to increase as does the risk that it is exploitative.

For poor families, the small condition of a child’s income or assistance at home that allows the parents to work can make the difference between hunger and a bare sufficiency.

Survey after survey makes this clear. A high proportion of child employees give their entire wages to their parents. Children’s work is considered essential to maintaining the economic level of the household.

It employers were not prepared to exploit children there would be no child labour. The parents of child labourer are often unemployed or under employed, desperate for serve employment and income.
To put it simply, children are employed because they are easier to exploit many employers if challenged, will plead their own relative poverty and their need to pay the lowest wages in order to compete and survive. Owners of bonded labour quoted by an Indian Researcher for example believed that low caste children should work rather than go to school once they are allowed to come up to an equal level. Nobody will go to the fields. Fields will be left uncultivated everywhere. People have to keep them under our strong thumb in order to get work done.

Poverty beget child labour begets lack of education begets poverty.

Yet poverty is not an eternal verity. It is sustained or diminished by political and economic policies and opportunities. Unfortunately both national and international economic development in recent decades have served to increase inequality and poverty.

Globalization and liberalization effects the poor countries and poor families to bare the effect on its policies social safety nets are essential for the poor, as are access to credit and income generating schemes, technology, education and basic health services. Budgetary priorities need to be examined and redirected in this light.
Tackling the exploitation itself does not have to wait until some future day when world poverty has been brought to an end. Hazardous child labour provides the most powerful of arguments for equality and social justice. It can and must be abolished here and now.

The Lack of Relevant Education

Cuts in social spending have hit education the most important single step in ending child labour particularly hard.

In all regions, spending per student for higher education fell during the 1980s.

Education is clearly underfunded, but the school system as it stands in most developing countries is blighted by more than just a lack of resources. It is too often rigid and uninspiring the approach, promoting a curriculum that is irrelevant to the remote from children's lives.

Education has become part of the problem. It has to be reborn as part of the solution.

Traditional Expectations

The economic forces that propel children into hazardous work may not be the most powerful of all. But traditions and entrenched social patterns play a part too.
In industrialized countries, it is now almost universally accepted that if children are to develop normally and healthy, then they must not perform disabling work. In theory at least, education, play and leisure, friends, good health and proper rest must all have an important place in their lives.

In spite of this, in our country, for example the view has been that some people are born to rule and to work with their minds while others, the vast majority are born to work with their bodies.

Understanding all the various cultural factors that lead children into work is essential. But difference to tradition is often cited as a reason for not acting against intolerable form of child labour – a children have an absolute, unnegotiable right to freedom from hazardous child labour.

The Shapes of Child Labour

The many manifestations of child labour can be broken down into seven main types. None of which are unique to any one region of the world. These are domestic service, forced and bonded labour, commercial social exploitation, industrial and plantation work, street work, work for the family and girl’s work.
Domestic Service

Child domestic workers are the world's most forgotten children. Which is why it is worth considering their plight before that of other, more familiar groups of child workers. Although domestic service need not be hazardous, most of the time it is just that children in domestic servitude may well be the most vulnerable and exploited children of all, as well as the most difficult to protect. They are often extremely poorly paid at all. Their terms and conditions are very often entirely at the whim of the employers and take no account of their legal rights, they are deprived of schooling, play and social activity and of emotional support from family and friends. They are vulnerable to physical abuse.

The very nature of domestic work means that those doing it are shut away from the eyes of the world. Unprotected from abuse it is very difficult to establish reliable estimates of the number of children involved. Among the most common objectives used to describe child domestic workers are 'timid' and listless children has been stolen from these children.

Access to children working in homes is very difficult. Several researchers reported obstruction from employees. Even where access was obtained, it was difficult to conduct meaningful interviews with children when employees insisted on remaining present.
The need for accurate estimates of the numbers of child domestics and the conditions under which they work was emphasized information how many suffer physical damage, and to what degree, is even more hidden behind closed doors.

**Forced and Bonded Labor**

Many of the forms of child labour practiced around the world are forced in the sense that children are taught to accept the conditions of their lines and not be challenge them.

But the situation of some children goes for beyond the acceptance of poor conditions. They find themselves in effectively slavery. In South Asia, particularly in India has taken on a quasi-institution form known as ‘bonded’ child labour. Under this system, children often only 8 or 9 years old are pledged by their parents to factory owners or their agents in exchange for small loans. Their life long servitude never succeeds in even reducing the debt.

In India, this type of transaction is widespread in agriculture, as well as industries, such as cigarette rolling, carpet-making, match-stick making, slate and silk industry. The most notorious of these is the carpet industry of Mirzapur. Bhadoni-Varanasi in Uttar Pradesh. According to some studies, thousands of children in the carpet industry are "kidnapped or hired away or pledged by their parents for partly sums of
money. Most of them are kept in captivity, tortured and made to work for 20 hours a day without a break. Little children are made to crouch on their toes, from dawn to dusk every day, severely stunting their growth during formulative years. Social activists in the area find it hard to work because of the strong mafia-like control that the carpet loom owners have on the area.

The most worst-exploited children belong to the most marginalized segments of the society they have deserve no rights only duties.

This kind of virtual child slurry is usually associated only with India, Nepal and Pakistan. But its exists in other parts of the world.

Governments of countries where forced child labour exist must redouble their efforts to stamp out the practice and challenge the vested interests that so immorally maintain and benefit from it.

Standard of health to social security, and to provisions for rest and recreation. The rights of those children whose primary activity is work are without question in jeopardy.

As we will see child labour is often a complex issue. Powerful forces sustain it, including many employers, vested interest groups and
economists proposing that the market must be free at all caste or class of certain children denudes them of rights.

It can never be in the best interests of a child to be exploited or to perform heavy and dangerous forms of work. No child should labour in hazardous and exploitative conditions, just as no child should die of preventable illnesses.

On this point there can be one doubt work that endangers children’s physical, mental, spiritual, moral or social development must and hazardous child labour is a betrayal of every child’s rights as human being and is an offence against our civilization.

Action Plans to Eliminate Child Labour

The legislative apparatus, a crucial aspect, is the subsequent step which involves constructive rehabilitation of the child withdrawn from work. This, according to the government, is provided in the second and third parts of the National Policy relating to general development Programmes for benefiting child labour and the project based – Action Plan. As the proposed action plans had not yielded cherished results, a subsequent action plan was formulated and was strengthened by the Task Force. The Action Plan failed to identify the child labour accurately which resulted in an artificial differentiation between those (child labourers) in hazardous occupations and in other works.
Non-Formal Education

The New Education Policy which was to be closely coordinated with the child labour policy incorporated a major effort to bring drop-outs and non-enrolled children into the education system through Non Formal Education (NFE). The NFE was put in place with the key objective of providing education for working children. The system of non-formal education was targeted to meet the needs of the working children.

The intended clientele includes drop-outs, children of weaker sections, girls in the age group of 6-14 years and boys and girls who are employed in professions like carpet weaving and so on.

The NFE system has been the subject of much criticism in terms of its inherent limitations because of its low paid, ill-trained teachers, working in an atmosphere not particularly conducive to learning for working children.

The Formal Education System

In terms of child labour, the formal education system has an advantage unmatched by any other. It can never be accused of supporting child labour. Formal education especially in the first 7-10 years of school is meant to be of a general nature, since children in the age group 5-14 are very rarely in a position to pick up skills. Formal
education, by not treating working and non-working children differently also provides in the true spirit of Article 39, an opportunity to children to thinking terms of an occupation by choice.

**Dimensions of the Problem**

According to the Government of India Survey Report, the number of working children, estimated at 17.58 million in the 43\textsuperscript{rd} round of child labour estimates, rose to 18.17 million in 1990 and 20.15 in the year 2000. Operations Research Group in a study sponsored by the Ministry of the Labour reveal that about 44 million children in the 5-14 age group are in labour forces. A subsequent assessment has placed the figure of working children even higher at 114 million.

**The Legal Framework on Action Plans for Elimination of Child Labour**

The government had brought in legislative apparatus aimed at elimination of child labour in all forms. The Child Labour (Prohibition and Regulation) Act of 1986 itself talks more of regulation than prohibition of child labour. Child labour is prohibited only in certain sectors laid down under the act which provides for regulations in certain other areas. Even under the best of circumstances, an Act of this nature cannot be implemented unless there is a demand for it from the affected parties i.e., the children or their parents. However, to some extent,
government also fails to implement its course of action for complete elimination of child work.

**Child Labour and Education Policy in India**

Child labour is a 'harsh reality' and one can mitigate some of the harshness of the exploitative aspects of child labour. The harsh reality of child labour arises out of the fact that in the present state of development in the country, many parents on account of poverty, have to send their children to work in order to supplement their income and the income derived from the child labour, however meager is essential to sustain the family.

The formulation of a New Child Labour Policy, the enactment of the Child Labour (Prohibition and Regulation) Act of 1986, the setting up of a Task Force on Child Labour, the adoption of the Convention on the Rights of the child and so on have all found to eliminate child labour. Unfortunately in India, the government has failed to realize the potential of formal primary education as a powerful tool for withdrawing children from work. Unless the basic premises adopted by the policy makers are abandoned no significant change can be made in the child labour situation in India.

The formal education system has often been described as being ill-designed, not responsive to the needs of the working children,
irrelevant in terms of converting children to socially productive elements.

However, in condemning the formal education system people should not forget its extreme relevance in eliminating child labour. If it is felt that the system requires improvements, it should be done for the education system as a whole and not just in isolated pockets through special programmes meant for working children.

Compulsory Education Law

The issue of compulsory education has always been something of an enigma. At theoretical level, very few find fault with the concept that all children should receive education at least up to the primary stage or with the fact that children should not work. In fact, the state has committed itself not only to universalization of primary education but also to the abolition of child labour through various pronouncements not least of all Directive Principles of State Policy enshrined in the Constitution.

Address the problem of abuse in schools, because it teaches children to be afraid to go to school. If children are abused at school, they will associate learning with abuse.

1. Provide a joyful learning environment for students.

2. Include child rights in school curriculum.
3. Establish regional groups to share educational resources and experiences.
4. Test teachers regularly to ensure that they are qualified.
5. Increase budgets for education and spend money on education instead of army weapons.
6. Establish youth educational advisory boards in every Ministry of Education.
7. Private sector should help support education by providing resources and funding.
8. Countries should meet together to share experiences and resources for educational programmes.
9. The media should help create awareness of the importance of education to parents and others, and
10. Richer countries should help countries with fewer resources to improve their educational systems.

Hazardous and exploitative child labour violates child rights as enshrined in the convention on the rights of the child. Immediate action to eliminate such labour must be guided by the best interests of the child. Concern for the well-being of families whose survival may depend upon the earnings of their children must include efforts to expand job opportunities for adults.
Since the causes of child labour are complex and include poverty, economic exploitation, social values and cultural circumstances, solutions must be comprehensive and must involve the widest possible range of partners in each society.

TESTING OF HYPOTHESES

5.1. Child Labour is an obstacle in the attainment of Universalization of Primary Education

Whereas several innovative programmes have been instituted in order to universalize education in India, considerably less attention is paid to make primary education compulsory through enactment of appropriate legislation. The various studies attempt the issue of illiteracy and child labour can not be resolved on a mutually exclusive basis and the primary education is potentially critical means of eradicating the economic exploitation of children.

The issue of universalization of education has always been something of an enigma. Protecting the education right among the child labours will improve their enrolment in primary schools whether total elimination of child labour and accessing the primary education right is possible in India.
5.2. The Child Labour is denying the human rights in India specifically relating the Anantapur district on protecting the right to education in order to investigate the cause.

In a world full of conflicts and violence, the cause of children represent a single issue that can evoke a positive sense of agreement. The convention on the rights of the child drafted by the United Nations Commission on Human Rights set off basic human rights of child (1) the right to survival, (2) the right to protection, (3) the right to participation, and (4) the right to development.

The International Labour Organization (ILO) estimated that there were 88 million working children are being denied the human right especially right to education.

In India around 2.8 million child labour working in various parts and Andhra Pradesh stands first position in the country i.e., 16.32 per cent of child labour force in the country. The present policies and schemes of the government are not sufficient to meet the right to education for the child labour.

The Anantapur district stands seventh place in child labour in Andhra Pradesh. The present programmes of National Child Labour Project, Sarva Siksha Abhiyan are not enough to protect the right to primary education at the end of 2015.
5.3. Whether the possibility of elimination of child labour and providing primary education right is fulfilled.

The government has banned the employment of children as domestic servants from 10th October, 2006 by amending the Child Labour (Prohibition and Regulation) Act, 1986. The ban on hazardous occupation shows little impact on the incidence of child labour and enhance enrollment among the working children.

Education and child labour interact profoundly, work can keep children away from school. At the same time, poor quality education often causes children to dropout of school and start working at an early age. Good quality of education on the other hand can keep children away from work.

5.4. The Role of Government and Non-Governmental Organisations role is leading to eliminate child labour and protect the human rights especially the right to education by the end of 2015

The Government and Non-Governmental Organizations have been implementing various programmes, schemes for elimination of child labour, but it was not fulfilled. Even the Non-Governmental Organizations is not attained the targets, but reduced the vicious circle of the problem.

and Cultural Organisation, Save the Children and other various Non-Governmental Organizations along with the Government Agencies advocated various measures to protect the human rights and providing the right to education even for the working children is fulfilled partially.

For example, the Government of India stipulated in the Indian Constitution on Universalization of Primary Education by the ten years of the commencement of the Indian Constitution i.e., 1950-1960. Again the government targeted to eliminate the child labour below the end of 2003 but not attained till today.

So providing universalization of primary education is possible only to protect the right to education among the child labour in India specifically in Anantapur district.

5.5. Universalization of Primary Education can be Possible to Provide Child Labour as Right to Education as a Fundamental Right

Government of India passed 86th Constitutional Amendment bill in the Parliament to bring right to education as a Fundamental Right. So the study needs to test how far the present allocation of budget (3.5 per cent of Gross Domestic Product) possible to protect the right to education for the child labour in the country. Hence, the Government of India should increase the budgetary allocations for this purpose. To test
this point the findings need to list out the present status on child labour education and right to protection of their education.

Any improvement made to education of the child labour by changing the existing schools, by setting up of creative and flexible approaches to education by targeting working children specifically will have positive impact on child labour education.

The Government in a last minute of its implementation, the Fundamental Right to Education Bill is made into reality, but shown as a Model Bill in which education is Concurrent Subject where the State Government and the Central Government both needs to enhance its commitment to allocate more resources in letter and spirit to access the right to education among the child labourers.

RESEARCH FINDINGS

The researcher attempts to study the problem of child labour is one of the human right violation among the children especially school aged non-school going children and the problem of universalization of primary education in contemporary India.

This research in this regard analyses that there is a dialectical relation between the problem of child labour and human rights. Various human rights are denying like right to survival, right to development and
right to protection of education rights among child labour and addressal of the aspects has corresponding relationship with others. Thus, at one level one aspect of the reality constitutes an independent variable of social analysis, at the other level the same becomes a dependent variable.

It has been time and again pointed out in different documents and papers of the government and non-governmental organizations that the problem of child labour cannot be solved unless Article 45 of the Indian Constitution is implemented both in spirits and letter.

A study at glance over the available figure on enrollment percentage of the student (2004-2005) is 96.5 or in class IV at the all India level. However, it is important to point out here that the rate of enrollment is itself is not sufficient, in fact it is rather elusive children especially in the rural areas are enrolled but they hardly attend the school and undertake their study. The low socio-economic condition affects their studying in many ways. The girls are the most effects groups. This can be understood, if we take into consideration the drop-out ratio and socio-economic status of the parents. In rural areas, the caste prejudices are still pronounced despite the fact that different institutional mechanisms have been created in post-Independent India.
The Constitutional protection with regard to the same hardly works at the village level as far as the prejudice are concerned.

A cursory glance on the dropout rate of Scheduled Caste students in the year 2004-2005 reveal the paradox increasing enrollment ratio on the one hand, and high dropout rate on the other. Drop-out rate of Scheduled Caste and other students is very high. Above 50 per cent of them leave the school after enrollment at the primary level. The rate of drop-out increases in higher classes because by that time they start working in different sectors which finally increases the number and intensity of child labour. Thus the dropout of the students from the school is possible corrected with the problem of child labour which in turn, affects the future also. Thus, Article 45 of the Constitution of India remains an elusive goal.

How to get out of this vicious circle is still a major problem. It is important to point out here again that merely passing legislation against child labour is not sufficient. It must be supplemented by other socio-economic programmes in the most affected areas. Again the problem of child labour in inextricably linked with violation of human rights of children like right to survival, right to development and right to education. Thus, the tackling of both the interlinked problems of child labour and protection of primary education, right among children
enrollment, calls for many efforts and measure. So child labour cause as obstacle in the attainment universalization of primary education cause human rights and violation of children.

**Drop-out Rate Reduced – Enrollment Rate increased**

Dropout rate in Andhra Pradesh reduced drastically in recent time. Five years age in 2000, the dropout rate in Andhra Pradesh is 25 per cent. But 2005-2006, the dropout rate in Andhra Pradesh is 4 per cent only in 2005-2006, 5-13 years children in Andhra Pradesh is 1.34,21,333. Out of 1,30,61,508 children enrolled in schools, only 3,59,825 children out of school children in Andhra Pradesh. Only 2.68 per cent children are not enrolled in schools. The all non-school going children and drop-out children are considered as child labours. Still 1.11 per cent of children not seen in school, all these non-school going children are downtrodden section people, whose parents are illiterates for long time.

The Government of Andhra Pradesh launched “Badi Bata” special enrollment drive for the non-school going children and established separate bridge schools for the support of this drive but the efforts of government and non-governmental organizations is not sufficient to make possible for attainment of universal enrollment.
National Level

Enrolment ratio is 93.4 per cent still 6.6 per cent of children are out of school in all India level. Out of the total population, 1.40 lakhs children between the age group of 6-14 years are still out of school. The Sarva Siksha Abhiyan (SSA) Programme target for making 100 per cent enrollment below 2003 is not attained, out of these non-school going children, 71.2 percent were belongs to Bihar, Uttar Pradesh, Rajasthan, Andhra Pradesh and Orissa States.

Out of 93.4 per cent children enrolled in primary school, 75 per cent were enrolled in government school and the remaining 25 per cent in private schools. In Andhra Pradesh 11,000 private schools sharing 25 per cent enrolment.

Andhra Pradesh State

In school enrollment of private students with 93.6 per cent (14th position) out of them 4 to 5 per cent children are out of school, Andhra Pradesh is seventh background state in enrollment. The Kurnool district stands first position out of school going children and child labour in Andhra Pradesh followed by East Godavari (12.3%), Vijayawada (12.1%), Kadapa (11.4%), Warangal (10.8%), and Guntur (10.6%).
Anantapur District

Anantapur district enrollment in I to V class is 97.97 per cent. Out of 94.80 per cent children retain primary education and remaining 5.20 per cent dropouts.

Andhra Pradesh stand second in highest number of child labour prevailing in India. In Andhra Pradesh around 77 lakh children out of school. Various studies estimated different numbers.

According to Reports of the Government of Andhra Pradesh, the enrollment at primary school is 99 per cent. Only 1.1 per cent non-school going children (recently i.e., in 2005 Andhra Pradesh Chief Minister addressed at TV9 meet on Universalization of Primary Education at Hyderabad) reveals the status of Andhra Pradesh. According to them its stands 23rd position in literacy rate in 2001, but in 2005 it increased to 17th position in the country from 56.01 to 64 per cent literacy rate.

The Andhra Pradesh stand fifth position in dropout rate at V class level is 31 per cent. The teacher-pupil ratio is 1:32 enrollment is 99 per cent with 40 lakhs children only 44 lakhs schools children are out of schools. There are 89 per cent schools having its own building in Andhra Pradesh. But actually the figures means by the administration is
not shown real situation on enrollment and dropout rate and including teacher-pupil ratio.

The enrollment is 99 per cent in Andhra Pradesh during the year 2005-2006, if is to be real, why the government in monitoring “Badi Bata” (non-school going enrollment drive) and Sarva Siksha Abhiyan special programmes in bridge schools and national child labour projects.

According to Social Scientist Prof. Santhana Sinha (at T.V9 Meet) it is more than the real, the teacher showing in some school 100 per cent – 99 per cent enrollment if it only for protect their official records, if it is not true again the teacher-pupil ratio is very high it may 1:42 or more in most parts of rural areas.

How far the government it can provide the right to primary education for non-school going children and the present programmes is not enough to cover the protection of primary education right among children labour in Andhra Pradesh and Anantapur District in particular.

SUGGESTIONS

In respect of child labour, India is an outlier in modern world. As Myron Weiner has stated “Modern States regard education as a legal duty” and compulsory primary education is the policy instrument by which the state effectively removed children from the work force. In
India, child labour is neither illegal nor schooling is compulsory. Attitudes to child labours among the policy makers in India belie the modern progressive view of childhood being a period of learning through school, not a period of employment.

Although the incident of child labour has declined over the years clearly its remains a big problem, there are large number of children who are not recorded as working but who are not attending the school either, and viewed as a potential child workers.

The abolition of child labour does not have to wait for the ending of poverty.

It is the time to end all forms of child labour and recognize that all children have a right to education and leisure and other means to develop their physical and mental capabilities during their childhood.

Some specific actions that are urgently needed are as follows:

1. **Immediate Elimination of Hazardous and Exploitative Child Labour**: Hazardous and exploitative forms of child labour including bonded labour, commercial, sexual exploitation and work that hampers the child’s physical, social, cognitive, emotional or moral development must not be tolerated and governments must take immediate steps to end them.
2. **Provision of free and compulsory Education**: Government must fulfill their responsibility to make relevant primary education free and compulsory for all children and ensure that all children attend primary school on a full-time basis until completion. Governments must budget the necessary resources for this purpose. With donors ensuring adequate resources from existing development aid budgets.

3. **Wider Legal Protection**: Law on child labour and education should be consistent in purpose and implemented in a mutually supportive way. National child labour law must accord with both the spirit and letter of the problem and with relevant ILO conventions. Such legislation must encompass the vast majority of child work in the informal sector of the economy including work on the streets and farms, domestic work or work within the child's own household.

4. **Birth Registration of all Children**: All children should be registered at birth. Registration is essential to permit the exercise of the child's rights such as access to education, health care and other services as well as to provide employers and labour inspectors with evidence of every child's age.

5. **Data Collection and Monitoring**: Data on child labour are scarce. International and National Research Organisations must be put in place together and analyse globally comparable data on child labour, if the problem is to be addressed effectively special attention must be
paid to the forgotten or invisible areas of child labour, such as within the home, on the family form or in domestic service.

Monitoring by communities themselves is important, and working children should actively participate in assessing their situations and in proposing ways to improve their conditions.

6. Codes of Conduct and Procurement Policies: International and National corporations are urged to adopt codes of conduct guaranteeing that neither for nor their subcontraction will employ children in conditions that violate their rights. Procurement policies must be developed to take into account the best interests of the child and include measures to protect those interests.

Children are not only the future of any nation but also its strength in reserve. They are the crops which feed the future. If they are healthy and active educated and trained, the future of the nation is well ensured. Labour is a worship, no doubt, but it must be expected of and extracted from those who are fit for it. And it is the duty of all concerned parents, employers, trade unions, society, government and voluntary organizations (to achieve this objective) to facilitate for their education and educational right as well.
The following suggestions to the Government and Non-Governmental Organizations on protection of right to education among child labour.

1. Child labour in any form must be totally banned as it is especially important in the case of unorganized sections which employment 90 per cent of child labour. Important mechanism must be worked out to identify child labour in rural areas and children employed in the organized sections also be put into school with appropriate measures of socio-economic protection to the children.

2. The primary education must be recognized as the fundamental right and state should take all possible measure to see that this fundamental right is not violated. The present 86th Constitution amendment bill on right to primary education as Fundamental Right need to implement in reality without any reservation and not dilute as model bill.

3. The present allocation of budget for education need to enhance upto to 6 per cent of GDP and also enhance share for changing times.

4. The impact of liberalization again leading to the privatization of education including primary education. So the large mushroom of private convents of public school need to be checked with government regulation on 10 per cent seats. This schools needs to
be filled with poor students with normal fees. The Governments today should also consider suitable regulatory provisions to ensure that the tendency for commercialization of education is effectively curbed.

5. The U.N. Convention on child rights, ILO convention on child labour, the Supreme Court judgements on primary education and on child labours. The Report of the Committee of State Education Ministers on elementary education must be taken into consideration on priority basis which will tackle the problem of child labour on the one hand and programme of universalization of primary education on the other.

6. At least two-three teachers should provide 1:40 ratio in each room and 1:25 teacher-pupil ratio in each school need to apply for necessary the government can allocate resource to local school to deploy additional teachers, if teacher-pupil ratio is excess its 1:25 to promote minimum level of learning each student.

7. At least one teacher for each class / section.

8. The central and state governments shall allocate 50 per cent of budget allocation for primary education and ensure that the funds so allocated are not diverted to any other sector.
9. Strengthening vocational education centres which should improve the skills of the students and extent to all mandals and liberal timetable.

10. Strengthening Mid-Day Meal Scheme and establish residential schools for dropout and child labour children in all parts of the country.

11. Prohibition and Regulation should not go together - The child labour prohibition and regulation as provided under Child Labour Act should go together, there should be total prohibition of child employment in all sectors.

12. Bringing Enforcement and Rehabilitation Together - When the child labourers detected by the Labour Officer or Inspector, they need to rehabilitate with security measures.

13. Mobile Teams and Courts - Mobile teams need to established to enforce the child labour Act and needs to set up mobile courts to ensure speedy conviction of child labours.

14. Attractive Curriculum and Vocational Skills - The curriculum for the child labours in their special schools need to imparting vocational education for the interested persons.

15. Wide Publicity - The Governments need to make wide publicity through electronic and print media about the convictions, punishments on child labour prosecutions.
16. Cancellation of Registrations - Certificates of the Shops or Establishments under Contract Labour Act need to be cancelled if any person employing children as the child labour.

17. Co-ordination of All Governmental/Non-Governmental Agencies - A co-ordinating committee need to be established between Labour Department, National Child Labour Project, District Labour Office and Sarva Shiksha Abhiyan, etc., on their implementation and rehabilitation of the child labourers.

Suggestions for Eradication of Child Labour and Protection of Right to Education in Anantapur District

1. Child labour can be eradicated by enforcement of education and vocational training. The enforcement involves in detecting the child labour present in the district.

2. The education requires establishment of schools to rehabilitate all the child labour present in the district. The vocational training can be imparted to the existing child labour students in the National Child Labour Project centres in tailoring, embroidery, carpentry, motor rewinding, T.V. repair, cycle repair, agarbatti, candles, making of cane-chair, manufacture of note books, papers, etc.

3. Establishment of vocational training school in each mandal to cover the entire child labour in all parts and the drop-out children
can be admitted in the school or centres and provide continuing education and vocational skills.

4. To avoid drop-out rate in rural areas of Anantapur district especially in reaping, harvesting of agricultural crops like groundnut, cotton etc., minimum ten days holidays or leave facility need to be given to children. So it will help to reduce the drop-out rate, and

5. For removing the name of the students for not attending the school for week days need to relax and shall consider personal leave in schools. This effectively help for the parents and students in child labour reduction and drop-outs in the schools.