CHAPTER - VI

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The early years of life are very important in the life span of an individual. Childhood is the time when children should be given the opportunities to grow and develop in their own best way. The childhood years are considered to be the most impressionable and formative years of a child’s life. Children are the glorious gifts of God. Childhood experiences play a vital role in the way of an individual’s adjustment to life later on. A child’s early development has an enormous and a decisive influence on the whole of his/her future life. Modern sciences such as psychology, physiology, genetics and pedagogy provide concrete confirmation of this fact. At this stage of life the motor and language skills, moral and emotional outlook of the child develops. The child learns personal and social adjustments, develops behaviour, habits, attitudes and interests etc. The rate of development at this stage is so rapid that the child is able to take in almost anything that is given to him in a form that he can understand. The childhood years of life are the crucial years for personal development and the damages or impoverishment suffered at this stage are likely to be irreparable.

The birth of a child is both an aspiration and the hope for every family. Our marital life becomes complete when we beget children. We call children our wealth. Begetting children is not just a bodily function. It is an
event worth celebrating. The source and focus of life lies in begetting children through marital life. The joy which begetting children gives, is natural, inherent and indivisible. During childhood stage children gradually learn to grow under the loving care of parents and thereby feel emotionally and socially secure. But for the children who are deprived of parental love and family life the world is totally a different place. Therefore, it is our utmost duty to save these deprived children who are the most valuable resources of our nation. A nation that fails to ensure the survival, protection and development of its children is doomed to destruction. No nation can therefore, afford to leave this supreme asset, the children at the mercy and caprice of individuals.

6.1 CHILD LABOUR:

Generally, child labour can be defined as employment of children in gainful occupation which are dangerous to their all round development. Encyclopaedia Britanica has defined child labour as “employment of children under a specific legal age.” Again Homer Folks, the Chairman of the U.S. National Child Labour Committee has defined child labour as any work by children that interferes with their full physical development, their opportunities for a desirable minimum of education or their needed recreation.” According to Encyclopaedia of Social Sciences, Vol.3 pp412-424, when the business of wage earning or of participation in self or family support conflicts directly or indirectly with the business of growth and education, the result is child labour.” Again the Child Labour Prohibition
and Regulation Act of 1986 of India defines child labour as "employment of children up to the age of 14 years and in case of hazardous employments up to 18 years is child labour." The definition of child labour is not uniform all over the world. In common parlance, 'child labour' is meant for 'working child' or 'employed child'. But this 'working child' or 'employed child' does not necessarily mean 'child labour'. For example, when children work only to collect their fees or to get work experience during vacation or off time it can not be considered as physical or mental toil rather it improves their total development. Thus, some factors of work are to be properly judged like age, occupation and social situations etc.

6.2 MAGNITUDE OF THE PROBLEM OF CHILD LABOUR:

India has the dubious distinction of being the nation with the largest number of child labourers in the world. According to the International Labour Organization (ILO), an estimated 120 million children from the age of five to fourteen work fulltime or more; of these, India alone is responsible for about 44 million. The child labourers endure miserable and difficult lives. They earn little and struggle to make enough to feed themselves and their families. They do not go to school; more than half of them are unable to learn the barest skills of literacy. Poverty is one of the main reasons behind this phenomenon. The unrelenting poverty forces the parents to push their young children in all forms of hazardous occupations. Child labour is a source of income for poor families. They provide help in household enterprises or of household chores in order to free adult household members.
for economic activity elsewhere. In India the emergence of child labour is also because of unsustainable systems of landholding in agricultural areas and caste system in the rural areas. Bonded labour refers to the phenomenon of children working in conditions of servitude in order to pay their debts. The debt that binds them to their employer is incurred not by the children themselves but by their parent. The creditors cum employers offer these loans to destitute parents in an effort to secure the labour of these children. The arrangements between the parents and contracting agents are usually informal and unwritten. The number of years required to pay off such a loan is indeterminate. The lower castes such as Dalits and Tribals make them vulnerable groups for exploitation.

In Assam, child labourers are found in all the nine industrial categories as has been identified by the census of 2001, such as Cultivations, Agricultural labourers, Livestock, forestry, fishing, hunting, plantation and allied activities, Mining & quarrying, Manufacturing, processing & servicing in other household industries, Trade & commerce etc. According to the census report of 2001, there were 351416 child labourers in Assam.

**6.3 CHILD LABOUR LEGISLATIONS IN INDIA:**

The Indian Factories Act, 1881 was the first protective legislation enacted for protection of child labour. The Act prohibited employment of children below the age of 7 years in factories. It also limited the hours of work to nine hours a day and made it compulsory that four holidays a month and rest intervals should be given to children employed. However, this Act
was amended and re-enacted several times with some modification in 1891, 1911, 1922, 1931 and 1935. The Indian Factories Act of 1922 was remarkable as it was enacted to give effect to the International Labour Conventions. Under this Act a child was defined as a person who had not completed his 15 years of age. The children under 12 years were prohibited to enter into labour market. Other Acts which have provisions for protection of child labour, enacted in India were the Mines Acts 1901, 1923 and 1935, the Employment of Children Act, 1938.

Another important Act enacted in India relating to child labour was the Children (Pledging of Labour) Act of February 1933. Since then there have been nine different Indian legislations relating to child labour. The strategy of progressive elimination of child labour underscores India's legislative intent, and takes cognizance of the fact that child labour is not an isolated phenomenon that can be tackled without simultaneously taking into account the socio-economic milieu that is at the root of the problem.

**The major National Laws include:**

- The Indian Factories Act, 1881
- Children (Pledging of Labour) Act, 1933.
- Factories Act, 1948.
- Minimum Wages Act, 1948
6.4 UNIVERSAL OF PRIMARY EDUCATION:

Universalisation of elementary education is the constitutional commitment in India. Education is the basic requirement for success of democracy and progress of country. Universalization of primary education is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.

Article 45 of the Indian Constitution directed that "The state shall endeavour to provide within a period of ten years from - the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years."
Since independence many steps have been taken and different commissions and committees have given suggestions to achieve universalisation of Primary Education. But it is still far from the hope and the national target.

The thrust in elementary education is on three aspects:
(i) Universal access and enrolment;
(ii) Universal retention of children up to fourteen years of age; and
(iii) to bring about substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

In spite of our consistent efforts, a quarter of the total school-going age population is outside the formal educational system. According to the District Information System for Education, 2011 (NUEPA) the gross enrolment ratio in Assam is 89.26% for classes I-V and 64.70% for classes VI-VIII

6.5 A BRIEF PROFILE OF KAMRUP DISTRICT

Historically, present Assam was referred to as Kamrup in many of the ancient Indian literature. Till the Ahom conquest, Kamrup district was known as Pragjyotispur due to the astrology (Jyotish Shashtra) practices that prevailed in this part of the country. The mythologies of ancient Assam reveal that the word “Kamrup” means the land where ‘Kamdev’ regained his “Rupa” (form). During Ahom reign, Guwahati became an important strategic point and saw the famous battle of Saraighat between Ahom and Mughals,
and since then Guwahati as well as Kamrup district continue to play the Political, Social, Economic and intellectual leadership of the state.

Kamrup District is situated in the central part of Assam on both side of river Brahmaputra. It is divided into 17 blocks having 1378 inhabited villages. The total geographical area of the district is 4345 sq. km. The economy of Kamrup is both industry based and agrarian. The total population of the district is 25.22 lakh. The number of Cultivators in the district is 207262 of which, the no of small and marginal farmers is 150921. The cropping Intensity in the district is 140 %.

The district was bifurcated into two districts namely Kamrup and Kamrup Metropolitan. However, in the present study both the districts are taken together as undivided Kamrup. The undivided Kamrup district is situated between 25.43° and 26.51° North Latitude and between 90.36° and 92.12° East Longitude. The district is bounded in the North by foot hills of Bhutan and Nalbari district, South by the State of Meghalaya, East by Nagaon and Darrang districts and in the West by Goalpara and Nalbari districts.

6.6 NEED AND SIGNIFICANCE OF THE STUDY

Now-a-days, the towns and the cities are the centres of business and commercial activities. With the pace of urbanization, there is a rapid increase in the number of Child labourers. Boys and girls clad in torn and dirty clothes with huge gunny bags on their backs, undernourished, searching dustbins and garbage heaps is a common sight in the cities. In recent times
there has been a spurt of child labourers in Kamrup District too, more particularly in Guwahati city, with the coming up of many a slums. They are seen to be engaged in diverse occupations like collecting and selling wastepapers, scrap materials, polythin, news paper, bottles, bagging, shoe-polishing, pock pocketing, stealing etc. at this tender age. Consequently they are robbed of their childhood, exploited and much of their potential remains untapped and unexplored.

A survey of related literature has revealed that a number of studies and writings can be found in India on child labour. Different researchers have projected the picture of the case with their own perspectives. Most of the studies or writings are concentrated on the socio-economic and working conditions of the child labourers. Very few studies are available emphasizing particularly upon the educational opportunities of the child labourers or the impact Child Labour Laws and Act on the educational facilities of the child labourers. Moreover, to the best knowledge of the investigator no study has been done in this regard in to Kamrup district of Assam. It may be mentioned that most of the child labourers are found in Guwahati as the city became the hub of business and trades. Many plans and programmes have been chalked out for social and economic development of child labourers. But these are not realized because of their backwardness. In view of the growing importance of rights of the child labourers, a systematic study seemed to have some special significance. In this context the present study is considered to be contributing to other studies. For accelerating the upliftment
of the child labourers as a whole this study in also expected to bring to light certain undiscovered facts of this neglected section of the society. Therefore, an attempt has been made by the investigator to conduct a study on the impact of Child Labour Act on the promotion of Universal Primary Education. The idea is to bring back the child labourers into the mainstream of the society by providing right education and care so that they emerge as responsible citizens of tomorrow.

6.7 STATEMENT OF THE PROBLEM:

The research problem for the present investigation is to study the impact of Child Labour Act on the promotion of Universal Primary Education. Attempts have been made to study the causes of child labour and the services provided by the Non-Governmental Organizations to child labourers. The Study also seeks to compare the magnitude of the problem of child labour based on gender. However, on the basis of the conceptual framework and the review of related literature the investigator has undertaken the present study which has highlighted the impact of Child Labour Act on the promotion of Universal Primary Education. Hence, the study has been titled as “A STUDY ON THE IMPACT OF CHILD LABOUR ACT ON THE PROMOTION OF UNIVERSAL PRIMARY EDUCATION WITH SPECIAL REFERENCE TO KAMRUP DISTRICT”
6.8 OPERATIONAL DEFINITIONS:

i. Child:

A 'child' is one who is dependent on adult to take care of his or her personal needs. So, child can be defined as “someone who needs adult care and protection for physical, psychological and intellectual development until he or she is able to become independently integrated into adult world”

According to Longman Dictionary of Contemporary English- “a child is a young person from the time they are born until they are aged 14 or 15.”

ii. Child Labour:

A Child labour can be defined as one who earns full or part of his/her livelihood through his/her engagement in an occupation or a job on full time or part time basis, whose age is below 14 years. International Labour Organization (ILO) has defined child labour as “economically active population under the age of 14 years”.

iii. Universal Primary Education:

Universal Primary Education means imparting primary education to all children between the age group of 6-14 years irrespective of their caste, sex, social status, economic condition etc. It also means making primary education free and compulsory for all the children of the country.

iv. Child Labour (Prohibition and Regulation Act, 1986):

The Child Labour (Prohibition and Regulation) Act, 1986 states that its aim is to “prohibit the engagement of children in certain employment and to regulate the conditions of work of children in certain other employments”.

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According to this Act, “Child” means a person who has not completed his fourteenth year of age. The penalty for violation of the Act will range from three months to one year imprisonment with a fine of Rs. 10,000 to Rs. 20,000.

6.9 OBJECTIVES OF THE STUDY:

The present study has been undertaken with the following objectives:

1. To find out the causes of child labour.
2. To find out the employment pattern of child labourers.
3. To find out the impact of Child Labour Act on the promotion of Universal Primary Education.
4. To make a comparative study of child labour based on gender.
5. To find out the services of different NGO’s involved with child labour.

6.10 HYPOTHESES

Keeping in mind the above objectives the following hypotheses have been formulated:

H₁ The child labourers are involved in different forms of economic and household activities

H₂ The Child Labour Act, 1986 has not been effective in the promotion of Universal Primary Education.

H₃ Both boys and girls are involved in child labour.
The services provided by the Non Governmental Organizations (NGO's) for child labour is inadequate.

6.11 METHODOLOGY:

The present investigation falls under descriptive survey research due to its nature and characteristics. The very purpose of the investigation was not to develop a body of organized knowledge but to focus on problems and issues of child labour reflected in Kamrup District, Assam. Both the qualitative and quantitative analysis of data as per objectives constituted the prime effort of the researcher. For this purpose purposive random sampling technique was applied to obtain information. The present study intended to study the situation of street child labourers from their different dimension and to locate the main functions of such problems. The ultimate intention of present study is to design paradigm of action to solve such problems in Kamrup District. Hence, it would be helpful to the Govt. of Assam in its decision making process to bring reforms and take necessary steps for rehabilitation of child labourers.

6.12 POPULATION AND SAMPLE:

Population of the present study constituted all the child labourers of Kamrup District of Assam. Since there is no official information on the exact number of child labourers available, purposive sampling has been preferred and contact has been established with the child labourers by meeting them. All the vulnerable places like hotels, garages, bus stands, factories, houses etc. have been visited by the investigator to select the sample. 300 child
labourers have been taken as sample for the present study comprising child labourers of the age group 5-14 years (both boys and girls).

6.13 TOOLS USED:

The following tools were used for the purpose of gathering the relevant data for the present study:

1. Interview Schedule for the child labourers
2. Interview Schedule for the parents/guardians of the child labourers
3. Interview Schedule for the employers of the child labourers
4. Informal discussion with the social workers and NGO’s involved in the welfare and rehabilitation of child labourers.
5. Observation sheet
6. Specific Case Study Performa to supplement the primary data.

6.14 DATA ANALYSIS:

Data have been analyzed on the basis of the objectives of the study. For analyzing the data following statistical techniques have been used:

1. Percentage
2. Graphical representation

6.15 MAJOR FINDINGS:

1. A large percentage of respondents (67%) belong to the age group 11 – 14 years and 33% respondents belong to 5 – 10 years of age.
2. A large percentage of respondents (64.67%) were male and 35.33% respondents were female.
3. Of the 106 (35.33%) female child labourers 91 (85.85%) were employed as Domestic Helpers, 7 (6.60%) were working in Hotels and 4 (3.77%) female child labourers were working each in Factory and Shops. There were girls working as Bus Handymen and Garage Workers. Except for Domestic Helpers, in all other categories, male child labourers were in a majority.

4. Of the 194 (64.67%) male child labourers 69 (35.57%) were working in Hotels, 43 (22.16%) were employed as Bus Handymen, 32 (16.16.49%) were working as Garage Workers, 20 (10.31%) male child labourers were employed as Shop Workers, 17 (8.76%) were employed as Factory Workers and only 13 (6.70%) boys were employed as Domestic Helpers.

5. Most of the respondents (68%) belonged to Muslim religion, 31% respondents belong to Hindu religion and only 1% respondents were Christian.

6. A large percentage of respondents (63%) were illiterate. 25.33% respondents had studied upto primary level and only 11.67% respondents attended secondary level.

7. The impact of Child labour Act on the promotion of Universal Primary Education is not effective. A high percentage of respondents (63%) had never attended school, 33% respondents had attended school but discontinued and only 4% respondents had attended school and were also continuing their schooling.
8. A larger percentage of respondents (44.44%) had never attended school due to their financial constraints, 40.74% respondents could not attend school as their parents did not think it necessary, 9% respondents could not attend school as there was no school nearby and only 5.82% had not attended as the children themselves did not consider it necessary.

9. A high percentage of respondents (38.38%) had dropped out of school due to financial constraints, 31.31% respondents had dropped out as their parents did not think the education of their child necessary, 16.16% child labourers had dropped out of school as they did not think education necessary for them and 14.14% respondents dropped out because they did not liken the school/teachers.

10. Majority of the respondents (59%) were living with their parents, 33.67% respondents were living with their employers and only 7.33% were living with their guardians.

11. A large percentage of respondents (53.06%) were migrated to Kamrup district from various districts of Assam, 36.73% respondents migrated from Bihar, 6.12% migrated from West Bengal, 2.04% respondents migrated from Uttar Pradesh, 0.82% migrated from Andhra Pradesh and only 0.41% respondents migrated each from Tamil Nadu, Tripura and Gujrat.
12. Of the 130 (53.06%) child labourers who were from Assam, 52.31% were migrated from Dhubri district. 17.69% child labourers were from Barpeta district, 9.23% were from Goalpara district, 4.62% each from Nalbari and Nagaon district, 3.85% were from Sonitpur district, 2.30% each from Kokrajhar and Darrang districts and 1.54% each from Tinsukia and Cachar districts.

13. A high percentage of respondents (70.33%) had both parents alive, 27.67% respondents had only one parent alive and only 2% respondents had no parents alive.

14. Majority of respondents (50%) had 5-7 members in their family, 38.67% had 3-5 members in the family, 8% had 7-9 members, 3% had 1-3 members and only 0.33% respondents had above 9 members in their family.

15. Of the 199 child labourers living with parents and guardians family, family income of 28.14% respondents was between Rs.1500 - Rs.2000 per month, family income of 26.62% respondents was between Rs.500- Rs.1000 per month, families of 19.61% respondents earned between Rs.1000-Rs.1500 per month, families of 9.55% respondents earned between Rs.2500-Rs.3000 per month, monthly family income of 6.53% respondents was less than Rs.500, families of 6.03% respondents earned between Rs.2000-Rs.2500 per month and family income of 5.53% respondents was Rs.3500-Rs.4000 per month.
16. A high percentage of respondents (36.67%) started working at the age of 10-12 years, 30.33% respondents started working at the age of 12-14 years, 18.67% respondents started at the age of 8-10 years and 14.33% started working at the age of 6-8 years.

17. Poverty of the parents is the main cause of child labour. Poor economic condition of parents of the children often compels them to start working. In the present study it was found that 49.33% children joined work to financially help their family, 30% joined work due to pressure from parents and guardians, 13.67% joined to earn money whereas only 7% children joined work as they themselves wanted to work.

18. A high percentage of child labourers (34.67%) were working as Domestic Helpers, 25.33% were working as Hotel Workers, 14.33% were employed as Bus Handymen, 10.67% respondents were working in Garages, 8% respondents were employed as Shop Workers and only 7% were working as Factory Workers.

19. A high percentage of child labourers (40.33%) earned between Rs.600-Rs.900 per month, 24.67% earned between Rs.900-Rs.1200 per month, monthly income of 18% child labourers was Rs.300-Rs.600, 10.33% earned between Rs.1200-Rs.1500 per month, 4.33% earned between Rs.1500-Rs.1800 and only 2.33% child labourers earned less than Rs.300 per month.
20. **Majority of the respondents (56.33%) gave all of their income to the family, 25.67% gave a part of their monthly income to family, 12.33% respondents themselves spent all of their monthly income whereas only 5.67% respondents saved a part of their monthly income.**

21. **A high percentage of respondents (41.67%) worked between 10-12 hours per day, 24.67% worked above 12 hours a day, 15.33% worked between 8-10 hours a day, 6.67% worked less than 4 hours a day, 6.33% worked between 6-8 hours a day and only 5.33% respondents worked between 4-6 hours per day.**

22. **A high percentage of respondents (34%) utilized their leisure time by sleeping and taking rest, 32% spent their leisure time for watching movies and T.V., 18% used leisure time for playing with friends, 7.33% spent their leisure time for personal work, 4.67% did nothing in particular during their leisure time while only 4% respondents used leisure time for study.**

23. **Most of the parents (61.81%) of the child labourers were illiterate, 27.14% parents studied upto primary level and only 11.05% parents studied upto secondary level.**

24. **Out of 199 parents of the child labourers a large percentage of parents (61.81%) had sent their children to work to supplement family income, 28.14% parents sent their children to work to learn a trade, 6.03% sent because their children wanted to work while...**
only 4.02% parents had spent their children to work to reduce burden of the family.

25. A high percentage of the parents (69.85%) said that their children contributed to family income and 30.15% parents said that their children did not contribute to family income.

26. A large percentage of parents (57.79%) said that their children had gone to school but dropped out and 42.21% parents said that their children had never gone to school.

27. Children of 60.87% parents were dropped out of school due to financial constraints, children of 9.05% parents were dropped out because their parents did not think it necessary, children of 8.04% parents were dropped out because their children did not think it necessary, 3.52% were dropped out as the child did not show any inclination towards education, 1.51% were dropped out as the children did not like the school and children of only 0.50% parent was dropped out of school because he/she did not like classmates/teachers.

28. Out of 84 (42.21%) parents whose children had never gone to school, children of 63.10% parents had never attended school due to financial constraints, children of 32.14% parents had not gone to school because the parents did not consider education of their children necessary, children of 3.57% had not attended as they did
not like the school and children of only 1.19% parents had not attended school as the children did not show any inclination.

29. The educational facilities provided by the NGO’s and Government Organizations were not adequate.

30. A high percentage of parents (68.84%) were satisfied with their children’s workplace and 38.16% parents were not satisfied their children’s workplace.

31. Out of 38.16% parents who were not satisfied with children’s work situation 58.6% were not satisfied due to low wage payment, 20.97% due to children’s abuse by the employers, 11.29% were not satisfied because the work done by the children was hard and tiring, 6.45% due to dirty workplace and only 3.23% parents were not satisfied due to irregular employment of the children.

32. Most of the parents (56.78%) were aware about the provision of free and compulsory primary education while 43.22% parents were not aware about the provision of free and compulsory primary education.

33. Majority of parents of child labourers (71.86%) were not aware about the existing Child Labour Prohibition Act while only 28.14% parents were aware about the Act.

34. Of the 172 employers of the child labourers 41.86% employers preferred child labourers because child labour was cheap, 25% preferred because children were trustworthy, amenable to
discipline and quick learners, 11.05% preferred as adult worker was not available, 7.56% preferred as the parents requested them, 5.23% preferred as the child was unemployed and only 2.91% employers preferred child labourers as the children were experienced and trained.

35. A large percentage of employers (58.72%) had met the parents/guardians of the child labourers while 41.28% had not met the parents/guardians.

36. 42.44% employers discussed about the child labourers salary with their parents, 26.74% discussed about children’s health, 18.02% discussed about children’s work load and only 12.80% employers discussed about children’s visit to home.

37. 36.62% employers had recruited child labourers because the parents approached for the employment of their children, 27.33% recruited as the children themselves approached for work, 19.19% recruited because other child labourers approached to the employers, 11.63% employers themselves had approached the child labourers to work and only 5.23% employers recruited child labourers because neighbour/family friend approached the employers to recruit the children.

38. The services of the Labour Department and the Social Welfare Department were not satisfactory. Business establishments of 72.09% employers were not visited by Labour Inspectors whereas
establishments of only 27.91% employers were visited by Labour Inspectors.

39. Out of 48 establishments which were visited by Labour Inspectors, 36 establishments were visited once a year by the Inspectors and only 12 establishments were visited once in six months.

40. Most of the employers of the child labourers (80.81%) were aware about the free and compulsory primary education whereas 19.19% employers were not aware about the provision of the free and compulsory primary education for the children of the age group of 6-14 years.

41. Majority of the employers (71.51%) were not aware about the existing Child Labour Prohibition Act while only 28.49% employers were aware about the Act.

42. The services provided by the Government Organizations and Non-Governmental Organizations were not adequate.
6.16 CONCLUSION:

The problem of child labour is a global one and exists in both the developed as well as developing countries. A difference in size and magnitude, the number of child labourers is swelling with every passing year. Most of the cities in India today face the challenge of dealing with the problem of child labour.

Inspite of the legal provisions for prohibition and regulation of child labour, the Government of India has also initiated various policies and programmes with the objective of providing education, particularly primary education to each and every child of the country irrespective caste, creed, religion, sex, place of birth, socio-economic status etc. Universalisation of Elementary Education (UEE) has been a national goal since Independence. India's National Policy on Education, 1986 gave the highest priority to the programme of universal elementary education, and recommended that free and compulsory education of sufficient quality be provided to all children up to the age of 14 years before we enter the 21st century. The present thrust is on three aspects, namely, universal access and enrollment, universal retention of children up to 14 years of age, and substantial improvement in the quality of education to enable all children to achieve essential levels of learning. All these aspects have been incorporated in the various initiatives taken up by the Ministry of Human Resource Development.
Despite of all these, child labour continues to be a serious, deep rooted and wide spread problem in India. Many attribute this to loopholes in the existing laws, inadequate law enforcement mechanism, practical difficulties in enforcing the laws etc. It is also very difficult to totally abolish child labour altogether in a developing country like India where high percentage of population live under poverty line and where percentage of literacy is still comparatively low.

The present study reveals that the Child Labour Acts have been ineffective in eliminating the problem of child labour and also in promoting Universal Primary Education and hence, thousands of children are still out of the four walls of school and are working as child labourers in various sectors of employment. Hence, the investigator wishes to conclude with the hope that the problems of child labourers will be minimized and they will be given a protected life which will lead to leave the hazardous work life and bring them within the four walls of educational institutions.