

Child Labour

Always right in front of you

but why?

constantly hidden from your view?



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Chapter 1: Background and Introduction to NCLP

Today, throughout the world, around 215 million children work, many full-time. They do not go to school and have little or no time to play. Many do not receive proper nutrition or care. They are denied the chance to be children. More than half of them are exposed to the worst forms of child labour such as work in hazardous environments, slavery, or other forms of forced labour, illicit activities including drug trafficking and prostitution, as well as involvement in armed conflict.

In many countries child labour is mainly an agricultural issue. Worldwide 60 percent of all child labourers in the age group 5 - 17 years work in agriculture, including farming, fishing, aquaculture, forestry, and livestock. This amounts to over 129 million girls and boys. The majority (67.5%) of child labourers are unpaid family members. In agriculture this percentage is higher, and is combined with very early entry into work, sometimes between 5 and 7 years of age.

Child labour refers to the exploitation of the labour of children who are either too young to work, or are of working age but work under conditions that subject them to risk. It is an unfortunate reality that children worldwide are often forced to undertake work that is physically, psychologically and morally damaging to them. Nonetheless, not all work performed by children is classified as child labour. In fact, some light work that does not interfere with the child's development, their education, or health, such as helping parents around the home, or earning pocket money outside of school hours or on holidays, can be a positive experience for children.² The term child labour therefore does not generally apply to children between the ages of 12-14 that engage in light work or to children between the ages of 15-17 who work in non-hazardous conditions.

Child labour is a cause and consequence of poverty and education and training is crucial to breaking this cycle. At the same time, interventions on education and training must be integrated with other interventions to effectively remove children from hazardous work. This includes measures which address poverty and underdevelopment, inadequate health and social policies, weak labour market institutions, inadequate legislation and an inadequate enforcement of laws. Both supply side factors such as the role of poverty in compelling parents to send their children to work, and demand side factors such as the way a society organizes its production processes help determine the extent to which children engage in child labour. Social exclusion mechanisms are another strong factor that keep children out of school leading them to work. In many cases, children in the worst forms of child labour belong to the most discriminated strata of society in

terms of ethnicity and culture. Displacement resulting from a health crisis, violent conflict, civil strife or natural disaster leaves children with few alternatives. Child labour is exacerbated by an increasing demand coupled with an increasing supply of child labour from poor families especially in rural areas.

Child labour has long been recognized as a major obstacle to achieving decent work. In 1992, the ILO launched its International Programme on the Elimination of Child Labour (ILO-IPEC) to provide technical cooperation to member States in finding solutions to this problem. We are making progress in the fight to eliminate child labour, however there are still many children who enter the workforce too soon. **Of particular concern in this region are the 122 million children aged 5-14 forced to work for their survival.**

Over two-thirds of the child labour is in Asia and the Pacific.

The decadal Census and the National Sample Survey are the two major official sources of data on child employment. However these two sources have no specific definition on child labour. The figures for 'child labour' are derived from using age-wise distribution of workers. Workers are defined as "those who engage in economic activities"; and 'economic activity' is defined as "any activity resulting in production of goods and services that add value to national product". The major exclusions are 'own account' processing of primary products. Similarly, activities relating to the production of primary goods for 'own consumption' are restricted to only the agriculture sector and do not include mining and quarrying activities. Further, "activities like prostitution, begging, smuggling etc., which though fetched earnings, are, by convention, not considered as economic activities". Work has been defined in the Census 2001 as 'participation in any economically productive activity with or without compensation, wages or profit.' Such participation could be physical and/or mental in nature. This work includes supervisory work as well as direct participation in the work. All persons engaged in 'work' as defined in the Census are considered workers. Main workers are defined as those who have worked for the major part of the reference period, which is 6 months or more. And marginal workers are those who have not worked for the major part of the reference period. All those workers who are not cultivators or agricultural labourers or engaged in household industry are categorized as 'Other Workers'. Thus, working children are counted as workers only if they contribute towards the national product based on economic accounting model. This definition of labour is narrow, as it is modeled in respect to monetary contribution to national product, so far as analysis of child labour is concerned. This may not include all work related activities performed by children that hinder

their protection and development as defined in CRC. This approach of the official sources view child labour only as an economic entity and what is missing is a right based approach. Child labour is not just an economic issue but an issue of human rights. The following section discusses the magnitude of child labour as presented by the official sources followed by a discussion on the real magnitude.

Child labour is a concrete manifestation of violations of a range of rights of children and is recognised as a serious and enormously complex social problem in India. Working children are denied their right to survival and development, education, leisure and play, and adequate standard of living, opportunity for developing personality, talents, mental and physical abilities, and protection from abuse and neglect. Notwithstanding the increase in the enrolment of children in elementary schools and increase in literacy rates since 1980s, child labour continues to be a significant phenomenon in India.

Irrespective of what is shown in the official statistics, we say that the phenomenon of child labour is significant because, the Child Labour (Prohibition and Regulation) Act, 1986 is a legislation to address hazardous industrial child labour in a limited way as the purview of the Act covers only the organized sectors of production. As it is inbuilt in the law, this Act has excluded a vast Section of toiling children in the unorganized sectors, as over 90 percent of the labour force in India is accounted for by the unorganized sectors of production.

The political weight behind the initiatives towards government legal intervention has been very dissimilar across states of India. Generally under the era of globalization and liberalization policies, the underlying attitude of the government is not to strictly impose labour laws that will disturb the production process.

Magnitude of Child Labour in India:

According to Census of India, 2001, there were 12.26 million working children in the age group of 5-14 years as compared to 11.3 million in 1991 revealing an increasing trend in absolute numbers though the work participation rates of children (5-14) has come down from 5.4 percent during 1991 to 5 percent during 2001. The recent round of the National Sample Survey (NSSO) estimates suggests that the child labour in the country is around 8.9 million in 2004/2005 with a NSSO, 2000 "Theories and Concepts" workforce participation rate of 3.4 per cent (NSSO 2004/05). Due

to definitional problems, as discussed in this paper, a substantial proportion of child labour may remain uncounted.

Census data shows that there is a decline in the absolute number as well the percentage of Main workers of children (5-14 to total population in that age group, from 4.3 percent in 1991 to 2.3 percent in 2001. But there was a substantial increase in marginal workers in every category of worker irrespective of sex and residence. As a result, despite the number of main workers declining from 9.08 million in 1991 to 5.78 million in 2001, the total number of children in the work force increased. A large part of the increase was accounted for by the increase in marginal workers, which increased from 2.2 million in 1991 to 6.89 million in 2001. Main and Marginal workers put together, the work participation rate (WPR) of children in the 5-14 age group has declined from 5.4 percent during 1991 to 5 percent in 2001. The trends between 1991 and 2001 of declining main Child workers along with increasing marginal workers may indicate the changing nature of work done by children. There is a general trend of marginalization of labour force in the Country and this is also reflected in the Census figures. This is to be seen in the context of decelerating employment growth in general in the economy during the last decade that is characterized as an era of globalization.

Table:1A Work Participation of Children 2009-10 as per NSSO							
Distribution of (per 1000) of persons by principal usual activity category							
NSS	Age in Years	Rural		Urban		Total	
		Male	Female	Male	Female	Male	Female
2004-05	5-9	2	1	2	1	2	1
	10-14	54	49	44	24	52	43
2009-10	5-9	2	1	0	0	1	1
	10-14	27	21	24	8	26	18

Source: Key indicators of Employment and unemployment in India, NSS July 2009- June 2010

However, if we look at the WPR for different age groups among children, the trend is different. The WPR for children in 5 to 9 age group has marginally decreased from 2 percent during 2004-05 to 1 percent during 2009-10. In the case of 10-14 years age group children the decline is Substantial - from 52 percent during 2004-05 to 26 percent during 2009-10. This indicates that a substantial number of children in the 10 to 14 age group are in the labour force despite the decline in the proportion of children in the total population.

.According to NSSO estimates WPR for children in the 5-9 age group is negligible and for children in the age group of 10-14, it still continues to be significant though declining (Table 3). NSSO data being based on a sample survey, this reflects the current economic situation with regard to general employment in the economy. Decline in child labour has to be seen in the context of general decline in employment growth. The current economic process has rendered many more children vulnerable to labour related exploitation, though many of them are classified as out of school children but not in work.

There is across the board decline in the incidence of child labour in the Southern and Western Indian States and UTs between 1991 and 2001. However, there has been an increasing trend in the Eastern and North Indian States and UTs. While the Kerala and Tamil Nadu stories are well known, it is heartening to see that the state of Andhra Pradesh, that had a dubious distinction of having the largest child labour force in the country, shows very remarkable reduction in work-force participation, along with a dramatic increase in the enrollment of children in school.

The data from the state of Andhra Pradesh shows that there is both a dramatic increase in the number and percentage of children going to school from 49.18 percent in 1991 to 73.82 percent in 2001. The percentage of children out of school has also declined substantially from 50.81 percent in 1991 to 26.17 percent in 2001. Surprising is the case of Himachal Pradesh, which has shown significant increases in school attendance and in literacy levels. However, there is a dramatic increase in the percentage of children in the age-group 5-14 years who are classified as workers, both main and marginal. In Himachal Pradesh, the percentage of child workers has gone up from 5.5 percent in 1991 to 8.6 percent in 2001. This could also be a result of larger numbers of children combining work with schooling or simply better enumeration of children's unpaid work.

Census data from 2001, shows that only around 20 percent of child workers are engaged on farms in agriculture, animal husbandry and fishing. There is a sharp decline in this proportion compared to 1991 where around 42 percent of the child labour force was engaged on farms in agriculture, animal husbandry and fishing. Thus there is a of child labour force from farm to non-farm activities. Nearly 48 percent of the child labour force in the age group of 5-14 is involved in manufacturing, both household based and non household based. Remaining child labour force is involved in service sector operations including construction, trade and domestic service – mostly in the informal sectors of the economy. This partly explains the increase in the child labour force in North and East Indian States where the household industries and service sector is growing.

The Recently published partial data on Child labour by census of India suggests that there are 11.72 Mn Child labours in India as per Census 2011 down from 12.26Mn Child Labour in 2001. As per Census 2011, marginal workers contribute to 63% of the total child labour whiles rest 37% is being contributed by main workers.

The numbers of main workers have declined from 5.78Mn in 2001 to 4.3Mn in 2011 however the numbers of marginal workers in last one decade has gone up from 6.48Mn in 2001 to 7.3Mn in 2011. This trend has been continuing over the period of more than two decade showing the continuous and gradual change in changing work environment in India. This reflects that job creation rate has been on decline and labour force has been marginalized as a result of this.

The work Participation Ration has been witnessing the sea saw trend. Work participation rate among 5 to 9 age group has gobe up from 1.4 percent to 2.3 percent in last one decade from 2001 to 2011 census.

Table:1B Work Participation of Children 2009-10 as per Census 1991-2011				
Changes in Work Participation (Main and Marginal) Rate of Children in different age groups				
All India		5 to 9	10 to 14	5 to 14
1991	Boys	0.9	10.9	5.7
	Girls	0.9	9.9	5.1
	All Children	0.9	10.4	5.4
2001	Boys	1.05	8.8	5.1
	Girls	1.4	8.5	4.9
	All Children	1.4	8.7	5
2011	Boys	2.3	7.2	4.8
	Girls	2.2	6.1	4.2
	All Children	2.3	6.7	4.5

However work participation rate has come down, among 10 to 14 age group, from 8.7 percent in 2001 census to 6.7 in 2011 census.

The overall work participation rate among 5 to 14 age group has declined from 5 percent in 2001 to 4.5 percent in 2011.

CATEGORIES OF CHILD LABOUR

Child labour is a term that needs to be unpacked: it cannot be used in a sweeping manner but covers a range and variety of circumstances in which children work.

- **Child Labour:** *Those children who are doing paid or unpaid work in factories, workshops, establishments, mines and in the service sector such as domestic labour.* The Ministry of Labour, Government of India has employed the term 'child labour' only in the context of children doing 'hazardous' work. By implication, children who are not doing 'hazardous' work are not considered to be child labourers and are said to be doing child work. The consequence of this narrow definition of child labour is that the Labour Ministry's definition only includes a very small percentage of children who are in the work-force and leaves out millions of children who require policy and programmatic support from the Government.
- **Street Children:** *Children living on and off the streets, such as shoeshine boys, ragpickers, newspaper-vendors, beggars, etc.* The problem of street children is somewhat different from that of child labour in factories and workshops. For one thing, most children have some sort of home to go back to in the evenings or nights, while street children are completely alone and are at the mercy of their employers. They live on the pavements, in the bus stations and railway stations. They are at the mercy of urban predators as also the police. They have no permanent base and are often on the move. So their problem is more acute than that of children working in a factory and living at home.
- **Bonded Children:** *Children who have either been pledged by their parents for paltry sums of money or those working to pay off the inherited debts of their fathers.* Bonded child labour is an acute problem in some states. Bonded children are in many ways the most difficult to assist because they are inaccessible. If the carpet owner has bought them, they cannot escape. If the middle-class housewife has paid for them, they cannot run away. If the landlord in the village owns them, they will spend their life in servitude till they get married and can, in turn, sell their children.
- **Working Children:** *Children who are working as part of family labour in agriculture and in home-based work.* If children are working 12-14 hours a day along with their parents at

the cost of their education, their situation is similar to that of children working for other employers. In fact children, particularly girls, are expected to take on work burdens by parents in complete disproportion to their strengths and abilities. This is the largest category of children who are out-of-school and are working full time. And it is here that we find the largest percentage of girls working at the cost of education.

- **Children used for sexual exploitation:** Many thousands of young girls and boys serve the sexual appetites of men from all social and economic backgrounds. Direct links between the commercial sexual exploitation of children and other forms of exploitative child labour are numerous. Factories, workshops, street corners, railway stations, bus stops and homes where children work are common sites of sexual exploitation. Children are especially powerless to resist abuse by employers, either as perpetrators or intermediaries. Village loan sharks often act as procurers for city brothels, lending money to the family which must be paid back through the daughter's work. Almost all such children are betrayed by those they trust and end up with their trust abused. The physical (health, danger of HIV/AIDS, sexually transmitted diseases) and psycho-social damage inflicted by commercial sexual exploitation makes it one of the most hazardous forms of child labour.
- **Migrant children:** India faces a huge challenge with "distress seasonal migration". Millions of families are being forced to leave their homes and villages for several months every year in search of livelihoods. These migrations mean that families are forced to drop out of schools, something that closes up the only available opportunity to break the vicious cycle generation after generation. At worksites migrant children are inevitably put to work. All evidence indicates that migrations are large and growing. The number of children below 14 years of age thus affected, may already be in the order of 9 million.¹⁴ Migrant populations overwhelmingly belong to Scheduled Caste, Scheduled Tribes, and Other Backward Castes. They comprise the landless and land poor who possess the least amount of assets, skills or education. Studies reveal that the majority of migrant labour is to be found in states like Andhra Pradesh, Rajasthan, Karnataka, Gujarat, Tamil Nadu and Maharashtra. Almost all major states appear to be affected by migration, although to varying degrees. Many industrial and agro-industrial sectors like brick-making, salt manufacture, sugar cane harvesting, stone quarrying, construction, fisheries, plantations, rice mills and so on run largely on migrant labour.

- **Children engaged in household activities:** Apart from children who are employed for wages (either bonded or otherwise) as domestic help, there are a large number of children (especially girls) who are working in their own houses, engaged in what is not normally seen as “economic activity”. These children are engaged in taking care of younger siblings, cooking, cleaning and other such household activities. As seen in the literature on women’s work, such activities need to be recognised as ‘work’. Further, if such children are not sent to school, they will eventually join the labour force as one of the above categories of child labour.

Work Participation Rate of children (WPR) (5-14)

While Sikkim had the highest WPR in the country with 12.04 percent (child labourers among total children in the age group of 5-14), among major states Rajasthan had the highest WPR with 8.25 percent during 2001. Himachal Pradesh closely followed Rajasthan with 8.14 percent. The other states having higher than the national average of 5 percent WPR for children are Andhra Pradesh (7.7%), Chattisgarh (6.96%), Karnataka (6.91%), Madhya Pradesh (6.71%), J&K, Arunachal Pradesh, Jharkhand and Assam.

Socio-economic background of Child Labour in India

Rural-Urban Divide

The important characteristic of child labour in India is that about 90 percent of the working children are concentrated in the rural areas. They not only work in farm sector but also in various non-farm activities in rural areas. The same trend is reflected in Census as well as NSSO data. This is also a reflection of narrow jurisdiction of the law which focuses only on visible forms of child labour in urban areas. Further they remain as reservoir of cheap labour supply to be migrated to urban areas along with their families in the event of any distress in rural areas. Thus, the problem of child labour in India is essentially a rural problem. As per 2004-05 NSSO data, out of 9.07 million child labourers, 12.16 million were in rural areas. Though there is a declining trend in the general magnitude of child labour in India, the concentration of child labourers in rural areas continue. Data on NSSO estimates on rural-urban magnitude of child labour is presented in Table below.

Table:2 Estimate of Trends in India's Child Labour by Rural-Urban, 1983-2009/10 (in millions)			
Year (Round)	5-9	10-14	5-14
Rural			
1993-94 (50th Round)	1.13	11.03	12.16
1999-00 (55th Round)	0.6	8.05	8.65
2004-05 (61st Round)	0.26	7.18	7.44
2009-10 (66 th Round)	0.2	4.0	4.2
Urban			
1993-94 (50th Round)	0.12	1.52	1.64
1999-00 (55th Round)	0.07	1.32	1.39
2004-05 (61st Round)	0.08	1.44	1.52
2009-10 (66 th Round)	0.02	0.68	0.7
Combined			
1993-94 (50th Round)	1.27	12.59	13.86
1999-00 (55th Round)	0.63	9.5	10.13
2004-05 (61st Round)	0.35	8.72	9.07
2009-10 (66 th Round)	0.22	4.68	4.9

Source : Derived from Respective Unit Level Records of NSS

Economic conditions of child labour households

Though poverty of parents cannot be an alibi for condoning child labour, there is definitely a positive correlation between incidence of child labour and household economic status. NSSO data on expenditure quintiles of households shows that the magnitude of child labour is significant among poorer sections than the richer sections. The incidence of child labour declines as the households goes up in the economic ladder. Given the economic process that the country is undergoing now - where the gap between wealth and poverty is increasing - it is a matter of urgent concern that the people living in poverty are uplifted to address the issue of child labour.

Sectoral Distribution of Child Labour in India

Whatever trend in the magnitude of child labour is shown in the official data, it is a common sight in India to see children engaged in various forms of work, whether paid or unpaid. Despite having

legislation against child labour particularly in hazardous industries, children are continued to be engaged in significant numbers in hazardous and non-hazardous sectors. Reflecting the overall trend in the workforce participation, most of the child employment is concentrated in agriculture and allied activities in India. As revealed by the NSSO data, this sector alone account for over two thirds of the child employment. Most of these children are employed in the informal sectors of the economy on a casual basis with low wages and long hours of work as revealed by many empirical studies on child labour in India.

Table:3 Sectoral Distribution of India's Child Labour, 2009-10							
State	Agriculture	Mining & Quar	Mfg.	Cons.	Trade, Hotel	Transport	Others
A.P.	68.96	2.1	10.5	4.5	8.1	1.1	4.7
Assam	65.4	1.9	11.1	2.3	8.1	0.05	10.9
Bihar	67.32	0	10.45	2.1	14.9	0.04	5.6
Chhattisgarh	88.3	1.1	3.2	0.5	5.7	0	1.2
Delhi	0	0	9.3	0	54.3	0	36.4
Goa	0	2.1	0	6.4	0	64.5	26.9
Gujrat	76.69	1.04	2.58	0.28	17.77	0.16	1.48
H.P.	83.42	0	0	0	8.8	1.4	6.3
Haryana	67.21	0	4.3	8.3	7.4	0	12.6
Jharkhand	62.21	0	13.45	6.4	11.32	0.8	5.7
Karnataka	79.8	1.1	11.1	3.4	4.5	0.6	0.3
Kerala	16.5	0	30.4	0	34.9	0	18.11
M.P.	79.21	0	10.1	2.5	6.3	0	1.9
Maharastra	76.4	0	4.5	3.2	6.8	0.6	8.5
Orissa	66.6	2.1	18.2	4.8	3.9	1.1	3.2
Punjab	64.6	0	13.4	2.1	8.8	1.9	9.1
Rajasthan	73.4	0	10.5	3.6	8.1	1.1	2.9
T.N.	33.2	0	50.1	6.5	7.5	0.8	1.9
U.P.	57.8	0	22.3	3.2	11.4	1.1	4.2
Uttaranchal	78.2	0	4.3	5.8	10.3	0	1.4
W.B.	30.23	0	41.23	4.5	11.2	2.1	10.5

Source: Estimated from Unit Level Records of NSSO, 2009-10

Across states, the general pattern of sectoral distribution of workforce in the economy is observed in the case of child labour also, except in Tamil Nadu, Kerala and West Bengal where agricultural and allied sectors account for less than 40 percent of the total child labour force. In fact it is the lowest in Kerala. It is pertinent to note that contribution of Agri to overall child labour is declining with the rise of other informal sector to employ them. Thus, children are also employed in different non-farm occupations in the state. Moreover certain new forms of child labour are developing in Tamil Nadu details of which are discussed elsewhere in this paper. Among manufacturing sector, Tamil Nadu seems to have employed a higher share of its child workers (50.1 %) closely followed by West Bengal (41.23%).

It is noted that during 2009-10, over 80 percent of child labourers are located in farm activities in states like Himachal Pradesh and Chhattisgarh, while this accounted for more than 75 percent in Madhya Pradesh, Gujrat, Uttranchal and Maharashtra. So far the magnitude and other aspects of child labour in India are analyzed to look at the changes that are taking place over a period of time. The following section devoted to look at what is missing in the official data with regard to child labour.

Hazardous child labour

More specifically, hazardous child labour is work in dangerous or unhealthy conditions that could result in a child being killed, or injured and/or made ill as a consequence of poor safety and health standards and working arrangements. Some injuries or ill health may result in permanent disability. Often health problems caused by working as a child labour may not develop or show up until the child is an adult.

Hazardous child labour is the largest category of the worst forms of child labour with an estimated 115 million children, aged 5-17, working in dangerous conditions in sectors as diverse as agriculture, mining, construction, manufacturing, service industries, hotels, bars, restaurants, fast food establishments, and domestic service. It is found in both industrialised and developing countries. Girls and boys often start carrying out hazardous work at very early ages. Worldwide, the ILO estimates that some 22,000 children are killed at work every year. The numbers of those injured or made ill because of their work are not known.

Child labourers are susceptible to all the dangers faced by adult workers when placed in the same situation. However, the work hazards and risks that affect adult workers can affect child

labourers even more strongly. The results of lack of safety and health protection can often be more devastating and lasting for them. It can result in more fatal and non-fatal accidents, permanent disabilities/ill health, and psychological/behavioural/emotional damage.

When speaking of child labourers it is important to go beyond the concepts of work hazard and risks as applied to adult workers and to expand them to include the developmental aspects of childhood. Because children are still growing they have special characteristics and needs that must be taken into consideration when determining workplace hazards and the risks associated with them, in terms of physical, cognitive (thought/learning) and behavioural development and emotional growth.

Stats on Hazardous Child Labour

- More than half (53 per cent) of all child labourers worldwide do hazardous work.
- Hazardous work is increasing among older children, age 15-17. Within four years (2004 to 2008), it jumped 20 per cent – from 52 million to 62 million.
- Boys (15-17) who are doing hazardous work outnumber girls by two to one and the rate remains high. For girls, the number fell (by 24 per cent between 2004-2008).
- In the 5–14 age group, 53 million children (about one-third) are in hazardous child labour.
- 15 per cent of all Sub-Saharan African children are involved in hazardous child labour.

Time-use survey

A Time-use survey conducted by Government of India amply proved that over 32 percent of the children who are considered as ‘nowhere’ (neither in school nor in work) was actually working. The Department of Statistics, Government of India, organized a pilot time use survey in six states of India between July, 1998, and June, 1999. The idea of undertaking such a study was, in part, to analyse the implication of paid and unpaid work among men, women and children in rural and urban areas. This study was conducted in Haryana, Madhya Pradesh, Gujarat, Orissa, Tamil Nadu and Meghalaya. The total sample size was 18,628 households distributed among the states in proportion to the total number of estimated households as per the National Sample Survey Organization (NSSO) 1993-94 survey. The survey collected comprehensive information on how people, including children above six years, spend their time on different activities. The one-day recall method was used for data collection. Indira Hirway, analyzing the data, shows “that the most important economic activity for children in the age group, 6-14 years is animal husbandry. About 11.47 percent of boys and 10.69 percent of girls in this age group participated in this activity, particularly in animal grazing. These boys and girls spent 21.54 hours and 13.94 hours,

respectively on this activity, implying on an average, a daily engagement of three and two hours respectively”¹² The next important economic activity for children is the collection of fuelwood, water, fodder, fruits, etc. About 4.51 percent of boys and 13.76 percent of girls in the age group 6-14 were engaged in this activity, which implies that this activity is more important for girls than for boys. Farming engages 6.23 percent of boys and 6.24 percent of girls. Petty services like informal sector activities engage 5.41 percent of boys and 4.72 percent of girls. Fishing and forestry and other manufacturing activities are also important from a children’s work point of view.

New forms of Child Labour Emerging in India

In the context of globalization new forms of child labour are emerging in India. Children working in cotton seed farms are one such case in point. It is found that labour employed on advanced capitalist cotton seed farms in Andhra Pradesh – which is linked to national and multinational capital - involves the employment of labour which is mostly unfree and female and young (7-14 years) It is argued by Davuluri Venkateswaralu and Lucia Da Corta that in order to secure cheaper female child labour, employers segmented the female labour market via ideologies about the superiority of female children over adult females. Currently BT cotton seed is cultivated in 60000 acres in India spread in Gujarat, Andhra Pradesh, Tamil Nadu, Maharashtra, Karnataka Madhya Pradesh and Punjab. The top states in cotton seed production are Gujarat, Andhra Pradesh and Tamil Nadu. The important character of cotton seed cultivation is that it is very labour intensive. Manual cross pollination has to be done for the entire field. This work has to be carried out without any break for about 100 days during the season. Multi National Seed Companies like Monsanto Corporation produce seeds using the local farmers through contract farming. Davuluri¹⁷, in a recent study has estimated that there are 415390 children below the age of 17 are working in cotton seed farms in Gujarat, Andhra Pradesh, Karnataka and Tamil Nadu. Of these 223940 are children below the age of 14. While in Andhra Pradesh and Karnataka over 85 percent of the children are drawn from the local area, in Gujarat and Tamil Nadu over 80 percent of them are migrant labourers who work as camp coolies. Over two thirds of the workers are girl children. It is stated that over 65 percent of the children are school drop outs. Many others are enrolled in schools but they hardly attend schools as they migrate out for more than four months every year. However, in the official statistics they would have been counted as school going children. With the spread of cotton seed and cotton cultivation in India the incidence of child labour is likely to increase. For a more detailed account see Davuluri (2007). Children in cotton seed cultivation and Sumangali Scheme in Tamil Nadu, part time bonded labourers in beedi, matches and fireworks.

National Child Labour Programme

Considering the complexity and the magnitude of the issue the National Policy on Child Labour announced in 1987 emphasised the need for strict enforcement measures in areas of high child labour concentration. In order to translate the above policy into action, the Government of India initiated the National Child Labour Project Scheme in 1988 to rehabilitate the working children starting with 12 child labour endemic districts of the country. Under the Scheme, working children are identified through child labour survey, withdrawn from work and put into the special schools, so as to provide them with enabling environment to join mainstream education system. In these Special Schools, besides formal education, they are provided stipend @ Rs.100/- per month, nutrition, vocational training and regular health check ups. In addition, efforts are also made to target the families of these children so as to cover them under various developmental and income/employment generation programmes of the Government. The Scheme also envisages awareness generation campaigns against the evils of child labour and enforcement of child labour laws.

The NCLP Scheme is implemented through a district level Project Society, headed by the District Collector. This Project Society includes prominent NGOs and Trade Unions of the district, in addition to the State Government officials from Education, Health, Rural Development, Labour, Social Welfare and Women & Child Development Departments, etc. The involvement of different departments in the Project Society is to ensure better convergence with these Departments for implementation of the Scheme. As far as possible, running of special schools for child labour is entrusted to NGOs. It may, however, be taken up by the Project Society itself, if competent and experienced NGOs are not available in the district for this purpose. The funds under the Scheme are sanctioned by the Ministry directly to the District Collector, who in turn, disburses them amongst the NGOs for running these Special Schools for working children. The funds are also provided under the Scheme for conducting regular child labour surveys, awareness generation programmes and training of instructors/teachers, etc.

The coverage of the NCLP programme, which started with 12 districts, has been thereafter progressively increased to cover much larger number of districts in the country. In fact, major thrust to the programme came with the landmark judgement of the Hon'ble Supreme Court in December 1996 in the case of M.C. Mehta Vs. State of Tamilnadu. The Hon'ble Supreme Court gave certain directions regarding the manner in which the children working in the hazardous occupations were to be withdrawn from work and rehabilitated, as also the manner in which the

working conditions of the children employed in non-hazardous occupations were to be regulated and improved upon. The Hon'ble Court specifically ordered withdrawal of children working in hazardous industries and ensuring their education in appropriate institutions. It also prescribed employment of at least one adult member of the family of the child so withdrawn from work, a contribution of Rs.20,000/- per child was ordered to be paid by the offending employer into a corpus of fund set up for the welfare of child labour & their families.

Failing which, the State Government to contribute to this Welfare Fund Rs.5,000/- per child. The interest earnings of this corpus were to be used for providing financial assistance to the families of these children. The Hon'ble Court also ordered regulation of working hours for the children engaged in non-hazardous occupations, so that their working hours did not exceed 5-6 hours per day and that at least two hours of education was ensured. It further directed that the entire expenditure on education of these children be borne by their employers.

In pursuance with the directions of the Hon'ble Court, fresh child labour surveys were conducted in child labour endemic districts of the country and the States were directed to step up enforcement measures. The Hon'ble Supreme Court is monitoring the directions issued in this judgment continuously since then. Based upon the reports received from the State/U.T. Governments, the Ministry of Labour & Employment has been regularly filing Affidavits to apprise the Hon'ble Court of the progress in this regard. So far, 8 affidavits have been filed by the Ministry of Labour & Employment before the Hon'ble Supreme Court, i.e. on 5.12.1997, 21.12.1999, 4.12.2000, 4.7.2001, 4.12.2003, 26.9.2005, 18.4.2006 and 20.07.06.

The progress of implementation of the NCLP Scheme is monitored in the Ministry through the prescribed periodical reports & regular visits from the officials of the Ministry, State Government and audit departments. A Central Monitoring Committee on Child Labour headed by the Union Secretary (Labour & Employment) and consisting of State Labour Secretaries and representatives from various Ministries connected with the implementation of the project has been set up to look into the important issues faced in implementing the Scheme. The Central Monitoring Committee had recommended setting up of State Monitoring Committees for monitoring the implementation of the Scheme at the State level, which is yet to be set up in most of the States. However, as per the directions of Hon'ble Supreme Court in 1996, in the case of M.C. Mehta vs. State of Tamil Nadu, a Child Labour Cell has been formed in most of the States to implement the directions of the Hon'ble Supreme Court. This Cell has also been instrumental in monitoring the scheme.

With regard to other forms of intervention, the flag ship programme of the Government of India is the National Child Labour Project (NCLP). The NCLP Scheme started in 1988, has so far covered 400,200 working children. About 3.08 lakh children have been mainstreamed into formal education system so far. The Scheme is running in 266 districts in 20 states. Even after discounting for the inherent problems in the NCLP scheme the coverage is very low compared to the magnitude of the problem (12 million according to 2001 population census) even by the official statistics. In fact the magnitude of child labour has increased in absolute terms by about one million between 1991 and 2001.

The Ministry of Labour & Employment is implementing National Child Labour Project (NCLP) in 266 districts of the country including metros for rehabilitation of children rescued/ withdrawn from work. Under the Project, children rescued/withdrawn from work are enrolled in the special schools, where they are provided with bridge education, vocational training, nutrition, stipend, health care, etc. before mainstreaming into formal education system. At present about 7311 special schools are running with enrollment of 3.2 lakh children under the NCLP Scheme. For orphan children, Ministry of Women & Child Development is implementing a Centrally Sponsored Scheme i.e Integrated Child Protection Scheme (ICPS) under which inter- alia financial assistance is being provided to State Government/UT Administration for setting up and maintenance of Homes for children in difficult circumstances including orphan children. As per 2001 census, the total number of working children between the age group 5-14 years in the country was 1.26 crore. However, in the Survey conducted by NSSO, in 2004-05 the number of working children was estimated at 90.75 lakh. **As per NSSO survey 2009-10 which includes metros also, the working children are estimated at 49.84 lakh which shows declining trend.** The State-wise details of coverage of NCLP Scheme are as follows. The children who do not have parental support are being taken care of under Integrated Child Protection Scheme of Ministry of Women & Child Development.

Table: 4 list of districts where special schools are in operation

S.No.	Name of States	No. of Districts	Name of the Districts
1	Andhra Pradesh	20	Ananatapur, Chittor, Cuddapah, Guntur, Hyderabad, Karimnagar, Kurnool, Khammam, Nellore, Nizamabad, Prakasam, Rangareddy, Srikakulam, Vizianagaram, Vishakhapatnam, Warangal, West Godavari, Mehbubnagar, Adilabad and Krishna
2	Assam	3	Nagaon, Kamrup and Lakhimpur
3	Bihar	24	Nalanda, Saharsa, Jamui, Katihar, Araria, Gaya, East Champaran, West Champaran, Madhepura, Patna, Supaul, Samastipur, Madhubani, Darbhanga, Muzaffarpur, Nawada, Khagaria, Sitamarhi, Kishanganj, Begusarai, Banka, Saran, Purnia and Bhagalpur
4	Chhattisgarh	7	Durg, Bilaspur, Rajnandgaon, Surguja, Raigarh, Raipur and Korba
5	Gujarat	9	Surat, Panchmahals, Bhuj, Banaskantha, Dahod, Vadodara, Bhavnagar, Ahmedabad and Rajkot
6	Haryana	3	Gurgaon, Faridabad and Panipat
7	Jammu & Kashmir	2	Srinagar and Udhampur
8	Jharkhand	8	Garwah, Sahibganj, Dumka, Pakur, West Singhbhum (Chaibasa), Gumla, Palamu, and Hazaribagh
9	Karnataka	15	Bijapur, Raichur, Dharwad, Bangalore Rural, Bangalore Urban, Belgaum, Koppal, Devangere, Mysore, Bagalkot, Chitradurga, Gulbarga, Bellary, Kolar and Mandya.
10	Madhya Pradesh	21	Mandsaur, Gwalior, Ujjain, Barwani, Rewa, Dhar, East Nimar(Khandwa), Rajgarh, Chhindwara, Shivpuri, Sidhi, Guna, Shajapur, Ratlam, West Nimar(khargon), Jhabua, Damoh, Sagar, Jabalpur, Satna and Katni
11	Maharashtra	15	Solapur, Thane, Sangli, Jalgaon, Nandurbar, Nanded, Nasik, Yavatmal, Dhule, Beed, Amravati, Jalna, Aurangabad, Gondia and Mumbai Suburban.
12	Nagaland	1	Dimapur

S.No.	Name of States	No. of Districts	Name of the Districts
13	Orissa	24	Angul, Balasore, Bargarh, Bolangir, Cuttack, Deogarh, Gajapati (Udayagiri), Ganjam, Jharsuguda, Kalahandi, Koraput, Malkangiri, Mayurbhanj, Nabarangpur, Nuapada, Rayagada, Sambalpur, Sonepur, Jajpur, Keonjhar, Kendrapada, Khurda, Nayagarh and Sundergarh.
14	Punjab	3	Jalandhar, Ludhiana and Amritsar
15	Rajasthan	27	Jaipur, Udaipur, Tonk, Jodhpur, Ajmer, Alwar, Jalor, Churu, Nagaur, Chittaurgarh, Banswara, Dhaulpur, Sikar, Dungarpur, Bharatpur, Bikaner, Jhunjhunu, Bundi, Jhalawar, Pali, Bhilwara, Ganganagar and Barmer, Dausa, Hanumangarh, Kota, Baran.
16	Tamil Nadu	17	Chidambaranar (Tuticorin), Coimbatore, Dharmapuri, Vellore, Salem, Tiruchirapallli, Tirunelveli, Krishnagiri, Chennai, Erode, Dindigul, Theni. Kanchipuram, Thiruvannamallai, Tiruvallur, Nammakkal and Virudhunagar
17	Uttar Pradesh	47	Varanasi, Mirzapur, Bhadohi, Bulandshahar, Saharanpur, Azamgarh, Bijnour, Gonda, Kheri, Bahraich, Balrampur, Hardoi, Barabanki, Sitapur, Faizabad, Badaun, Gorakhpur, Kushinagar, Kannauj, Shajahanpur, Rae Bareli, Unnao, Sultanpur, Fatehpur, Shravasti, Pratapgarh, Basti, Sonebhadra, Mau, Kaushambi, Banda, Ghaziabad, Jaunpur, Rampur, Bareilly, Lucknow, Meerut, Etawah, Agra, Ghazipur, Mathura, Etah, Moradabad, Allahabad, Kanpur Nagar, Aligarh and Ferozabad.
18	Uttrakhand	1	Dehradun
19	West Bengal	18	Burdwan, North Dinajpur, South Dinajpur, North 24-Parganas, South 24-Parganas, Kolkata, Murshidabad, Midnapore, Maldah, Bankura, Purulia, Birbhum, Nadia, Hugli, Howrah, Jalpaiguri, Cooch Bihar, East Midnapore.
20	Delhi	1	NCT of Delhi
Total		266	

Chapter 2: Objective of the Study

- To study the organizational structure and impact of NCLP programme launched for rehabilitating child labour in selected districts of seven states and to analyze the impact on the living conditions of rescued children.
- To assess the conditions of the child labours working in different sectors like industry, agriculture, domestic work, services- hotels, shops, automobile repair shops, fire crackers factory, etc in the selected states.
- To analyze the improvement or detriment in the living conditions of rescued children in rehabilitation centers over a period of time under consideration.
- To study the existing gap between the facilities as stated provide by central & state government and the actual scenario in terms of terms of physical and financial achievements.
- To examine the reliability and sufficiency of the database covered in the survey, which is undertaken twice during a plan period for the selection of child labour endemic districts by the M/O of labour.
- To evaluate the pedagogical content of the teaching in NCLP Schools, more so, when they would be working as special schools under the Provisions of Right to Education (RTE) for preparation of children for admission to age appropriate classes within a Limited span of 2 years.
- A comparison of learning / rehabilitation outcomes in NCLP Schools vis-à-vis residential schools. The state of Karnataka, where the state government is running a residential NCLP schemes under its own funds may be taken for this exercise.
- To study the progress of NCLP school children after they have been mainstreamed in a regular school. The post mainstreaming behavior of these children – whether they continue to study in regular schools, what is their performance, do they find problems in coping up with their regular counterparts and similar issues.
- To study the convergence aspects of various Government Programmes and their impact on child labours and thereby, examining the root cause of child labour.

Chapter 3: Methodology

The methodology of the study consisted of two-stage sampling i.e.

- In the first stage, the Project Societies for evaluation were selected based on three criteria:
 - Age of the projects in particular district;
 - Pockets of concentration of child labour in certain occupations and processes prohibited under the Child Labour (Prohibition and Regulation) Act, 1986;
 - Spatial spread.
- At the second stage of sample of schools were identified from each District selected in the first stage with a few exceptions.

Structured and Well defined Questionnaires, in depth interviews and case studies are the prime tools for data collection in this study. In depth interviews were conducted with the respondent groups consisted of Project Directors, Society members, teachers, students, parents and community members.

The evaluation study encompasses of seven states out of the total 20 states where NCLP programs are active. In these states it is mutually agreed to evaluate 20% of the districts in each state. In total 30 out of 150 NCLP districts are selected to evaluate the progress of NCLP societies in these 7 states. In total 120 members of project societies, 176 Schools and 2844 parents and students are surveyed to collect and analyze the data. By any statistical standards, this sample size is a reasonably large sample size and considered adequate by experts to draw broadly acceptable conclusions. While most of the districts could be taken as representative, some of the districts may be outliers presenting a picture which may show somewhat extreme position. The sample schools are selected in such way so as to represent a mix of more efficient and less efficient schools known to us on the basis of preliminary observations. At the same time, spatial dimension was also a consideration in the sampling of schools, so that the schools selected for the purpose of survey were not concentrated in a particular pocket and instead spatially spread over the entire district. The emphasis broadly was on the functioning of NCLP schools, though functioning of NCLP societies was evaluated in the same earnest.

To depict the entire results in more concrete forms Prognosis had designed scoring system managed by the matrices. To design the matrices we have categorized the districts on three variables for each of the selected Parameters. These variables are as follows.

- Leaders (10 points)
- Followers (5 points)
- Laggards (2 points)

Below table help us in understanding the selection criteria of districts for the said parameters.

Table:5 Parameters for Project Society:

Parameters	Leaders	Followers	Laggards
Periodicity of Project Meeting	>=4 meeting planned and >=4 meeting held	>1 and <4 meeting planned and equal number of meeting held	Remaining
Availability of Full-Time of Project Director	PD is Available Full Time	PD is available Part Time	PD not yet deployed / Not able to give enough time to PS
Sanctioned Project Staff in Position	100% of the sanctioned staff is appointed	>80% and < 100% of the sanctioned staff is appointed	Remaining
Awareness Generation Programmes	Atleast 4 times a year	Atleast once in a year	Not Planned / As per the requirements
Convergence	Convergence in >= 3 departments	Convergence in =2 departments	Convergence in <2 departments
Formal System of Monitoring	Formal System for Monitoring is established and reports are submitted atleast once in a month	Formal System for Monitoring is established and reports are submitted atleast twice in a year	Remaining

Table:6 Parameters for NCLP Schools:

Parameters	Leaders	Followers	Laggards
Stipend	if 75% of the school in a district deposits monthly stipend.	if (more than 50% of the schools deposit either monthly or quarterly stipend)	Remaining
Mid Day Mead	More than 60% students mainstreamed by more than 80% of the school	More than 40% students mainstreamed by more than 60% of the school	Remaining
Infrastructure	>80 schools have ≥ 3 rooms, >60 schools have play ground, > 60 schools have electricity	>40 schools have ≥ 3 rooms, >40 schools have play ground, > 40 schools have electricity	Remaining
Toilet Facilities	> 100% toilets, 100% Separate facility for girls	>80% schools have toilets, > 40% schools have separate facility for girls	Remaining
Drinking Water Facilities	> 100% drinking water facility	> 80% schools have drinking	Remaining
Furniture	>80% school provide furniture	> 40% provide furniture	Remaining
Mainstreaming	More than 60% students mainstreamed by more than 80% of the school	More than 40% students mainstreamed by more than 60% of the school	Remaining
Training of Teachers	> 80% schools recd training and more than 75% teachers found it interesting	> 40% schools recd training and more than 60% teachers found it interesting	Remaining
Attendance of Students	> 80% schools have more than 80% attn	> 80% of schools have more than 60% attn	Remaining
Teaching and Learning Aids	100% schools have class teacher, 100 school have sufficient chalk & duster, > enough educational kits	>80% schools have class teacher, 100 school have sufficient chalk & duster	Remaining

Parameters	Leaders	Followers	Laggards
Health Check up Facility	in 100% of the schools docs examine the students, > 80% schools org health check up camps in months time, >80% schools maintain health record, 100% school provide medical facility in case of emergency	in 100% of the schools docs examine the students, > 60% schools org health check up camps in months time, >60% schools maintain health record, 80% school provide medical facility in case of emergency	Remaining
Vocational Training	100% of the schools getting vocational training, > 80% said it is relevant for the students	>80% of the schools getting vocational training, > 75% said it is relevant for the students	Remaining

Chapter 4: Executive Summary and Recommendations

India is still facing the problem of child labour despite several proactive legislations and policies have been implemented. In consonance with the National Policy on Child Labour, MoLE formulated a project-based action Plan, i.e., the National Child Labour Project (NCLP), to eliminate child labour in a sequential manner from hazardous occupations and processes in the country. As in any other program which is running for many years it is required by the implementing agencies to timely review and monitor the progress of the same and in case any amendment is required it should be implemented. In the case of NCLP too, the need for conducting a nation-wide evaluation was felt in order to assess the direction in which the project has moved and to propose modifications and changes, if any, in the scheme during the 12th Plan period.

This evaluation reviews the strategic framework, objectives, activities of the NCLPs and the participation of various stakeholders and social partners in the implementation and monitoring of the project. It is based mainly on primary data collected from the sample states and from sample districts within the states, and also from the special schools, students and parents. For the purpose of the study, 30 out of 150 districts (nearly 20%) were selected from the 7 states of India. The objective of the evaluation was to make quick assessment of the functioning of the NCLPs, including the Working project society, development and functioning of NCLP schools etc. The evaluation has been carried out at different levels, viz., PSs, special schools, children and parents, other stakeholders, etc. of the project.

The project societies and the schools run by them were evaluated on a number of parameters. Altogether we had selected 12 key combinations of various parameters to evaluate NCLP schools and 6 combinations of various parameters to evaluate the functioning of the NCLP societies. Major ones among these parameters were: frequency of PS meetings, survey and identification of child labour, staff strength, enrolment, attendance, stipend, nutrition, infrastructure, course material, mainstreaming, awareness generation, parent-teacher interaction, vocational training, convergence and monitoring system.

An attempt is made to rank the districts on the overall score achieved by them on the above said 18 parameters. Simple Scores are calculated by assigning the weight to each of the variable i.e.:

- Leaders are weighted with 10 points
- Followers are weighted with 5 points
- Laggards as 2 points

Based on the scores assigned one district can get maximum of 180 points. Below table illustrates the ranking of the evaluated districts based on the scores they obtained.

Table:7 Ranking of the evaluated districts

Rank	District	State	Score Obtained	Percentage
1	Durg	Chhattisgarh	155	86
2	Bilaspur	Chhattisgarh	150	83
3	Raipur	Chhattisgarh	147	82
4	Shrawasti	Uttar Pradesh	139	77
5	Gonda	Uttar Pradesh	136	76
6	Balrampur	Uttar Pradesh	131	73
7	Mysore	Karnataka	120	67
8	Bahraich	Uttar Pradesh	118	66
9	Ajmer	Rajasthan	116	64
10	Unnao	Uttar Pradesh	114	63
11	Meerut	Uttar Pradesh	109	61
12	Dumaka	Jharkhand	106	59
13	Jaipur	Rajasthan	106	59
14	Sahibganj	Jharkhand	104	58
15	Darbhanga	Bihar	102	57
16	Ranchi	Jharkhand	94	52
17	Davangere	Karnataka	93	52
18	Sikar	Rajasthan	91	51
19	Alwar	Rajasthan	89	49
20	Tonk	Rajasthan	89	49
21	Kanpur	Uttar Pradesh	89	49
22	Chitradurga	Karnataka	86	48
23	Ghaziabad	Uttar Pradesh	86	48
24	Hazari Bagh	Jharkhand	81	45
25	Samstipur	Bihar	80	44
26	Chittorgarh	Rajasthan	79	44
27	Madhubani	Bihar	77	43
28	East Champaran	Bihar	76	42
29	Sitamarhi	Bihar	73	41
30	Hardoi	Uttar Pradesh	69	38

Districts from Chhattisgarh have captured the top 3 positions followed by 3 districts of Uttar Pradesh. Approx 60% of the districts from Uttar Pradesh features in the top 10 list whereas more than 80% of the districts of Bihar lies in the bottom 10 districts list.

Approx 35% of the districts have scored more than 60% followed by another 25% of the districts which have scored between 50% - 60%. Remaining 40% of the districts have scored between 38% - 50%.

It is quite understandable from the findings of the study that the GoI needs to put in more efforts and keep continuing the NCLP more vigorously. Under NCLP MoLE has defined well structured administrative and financial structure. For successful implementation of any project under NCLP MoLE has designed the project societies at district level. NCLP Society is a registered society at district levels under the chairmanship of the administrative head of the district. These PS are formed by designating the senior officials from the state and central government offices, trade unions, NGOs other stake holders as permanent members of the society. Conducting meetings and evaluating the performance of Project Society is an important and necessary. As per the guidelines EC should conduct atleast 4 meetings per quarter. Out of total 30 districts evaluated only 28% of the districts follow the NCLP guidelines.

As far as staffing in District project office, in most of the districts we had found that it is done as per the sanctioned limit except for Master trainer and the doctors. We had also observed that in almost 40% of the districts still we don't have full time project director. In most of the districts Project office hires master trainer as per the training needs on visit basis. The unavailability of desired master trainers and Doctors to the PS has severely impacted the performance of the two most important function of PS viz: Conducting of vocational training and timely and effective deployment of health check up camps. Approx 86% of the districts think that sanctioned staff is adequate to carry out the normal activities of the Project Office.

Child labour survey, awareness generation, teacher training and convergence are the four most basic and core activities of all district PSs. Due to the component wise expenditure pattern system these important components doesn't get their desired share and are the most neglected ones. Anyhow the project society is managing the same within the given funds.

In 94% of the districts child labour surveys are conducted on regular intervals. Only 2 districts of Rajasthan doesn't conduct these surveys on regular intervals. In 80% of the districts survey is conducted as per the NCLP guidelines for the project.

The evaluation results suggest that all the District Project Offices have carried out some form of awareness generation programmes. Frequency of these campaigns does vary from district to

district. Almost 50% districts conduct Awareness Generation program once in 3 months followed by 28% districts who organizes the AGP as and when required. no. of districts conducting AGP atleast once in a quarter. . In almost 80% of the districts these campaigns are run with the support of NGO's.

Out of the 29 districts surveyed only 5 districts viz Mysore, Madhubani, Tonk, Sikar and Alwar where we had observed less no. of Special Schools are functioning when compared with the Sanctioned number. As high as 80% of the total number of schools is being managed by NGOs while remaining 20% by district project offices. Almost 34% of the district Project society members involved in the selection and enrollment of staff members for the Special Schools. In remaining 66% of the districts Implementing Agency recruits all the educational and Non-Educational Staff in the schools. In approx 65% of the districts had organized the training session's atleast once for the staff of special school teachers.

Monitoring at the state level also helps to facilitate and mobilize government officials and civil society members to contribute effectively to the rehabilitation of enrolled children in the special schools and guard against the continuation and emergence of new child labour and hazardous child labour sectors. In most of the districts evaluated we had found that 76% of the District Project offices by and large had developed the specific templates to evaluate the functioning of the various stakeholders and implementing agencies. Districts of Karnataka, Bihar and Jharkhand are the ones who are irregular in submitting the reports at regular interval. Out of total districts which are evaluated, only 67% of the districts have developed any mechanisms to ensure the continuance of mainstreamed children in formal education such as Help Students to get admission in class VI after completing the three years Education from NCLP School

Almost all the districts made one or the other effort towards the convergence of NCLP program. We had observed that in each of the district is working for convergence of atleast 1 department. In the below table we had summarize the Comparative overall performance of the District Project Societies and the Project office on the various combination of parameters.

Table:8 Overall performance of the District Project Societies and the Project office on the various combination of parameters

Parameters	Leaders	Followers	Laggards
Periodicity of Project Meeting	Bilaspur, Durg, Raipur, Ranchi, Alwar, Bahraich, Balrampur, Ghaziabad, Gonda, Shrawasti	East Champaran, Hazari Bagh, Sahibganj, Chitradurga, Davangere, Ajmer, Chittorgarh, Jaipur, Sikar, Kanpur	Darbhanga, Madhubani, Samstipur, Sitamarhi, Dumaka, Mysore, Tonk, Hardoi, Meerut, Unnao
Availability of Full-Time of Project Director	Bilaspur, Durg, Raipur, Dumaka, Hazari Bagh, Ranchi, Sahibganj, Chitradurga, Davangere, Mysore, Chittorgarh, Sikar, Balrampur, Gonda, Meerut, Shrawasti, Unnao	Darbhanga, Madhubani, Sitamarhi, Ajmer, Alwar, Jaipur, Tonk, Kanpur	East Champaran, Samstipur, Bahraich, Ghaziabad, Hardoi
Sanctioned Project Staff in Position	Sahibganj, Tonk, Gonda, Meerut	Darbhanga, Bilaspur, Durg, Raipur, Ranchi, Chitradurga, Ajmer, Alwar, Jaipur, Bahraich, Balrampur, Kanpur, Shrawasti	East Champaran, Madhubani, Samstipur, Sitamarhi, Dumaka, Hazari Bagh, Davangere, Mysore, Chittorgarh, Sikar, Ghaziabad, Hardoi, Unnao
Awareness Generation Programmes	Samstipur, Bilaspur, Durg, Raipur, Dumaka, Sahibganj, Davangere, Mysore, Jaipur, Bahraich, Balrampur, Gonda, Shrawasti, Unnao	Darbhanga, East Champaran, Sitamarhi, Hazari Bagh, Ranchi, Chitradurga, Tonk	Madhubani, Ajmer, Alwar, Chittorgarh, Sikar, Ghaziabad, Hardoi, Kanpur, Meerut
Convergence	Bilaspur, Durg, Raipur, Ranchi, Sahibganj, Ajmer, Unnao	Darbhanga, East Champaran, Madhubani, Hazari Bagh, Jaipur, Tonk, Bahraich, Balrampur, Gonda, Meerut	Samstipur, Sitamarhi, Dumaka, Chitradurga, Davangere, Mysore, Alwar, Chittorgarh, Sikar, Ghaziabad, Hardoi, Kanpur, Shrawasti
Formal System of Monitoring	Mysore, Ajmer, Alwar, Jaipur, Sikar, Tonk, Bahraich, Balrampur, Ghaziabad, Gonda, Meerut, Unnao	Darbhanga, East Champaran, Bilaspur, Durg, Raipur, Dumaka, Chittorgarh, Kanpur, Shrawasti	Madhubani, Samstipur, Sitamarhi, Hazari Bagh, Ranchi, Sahibganj, Chitradurga, Davangere, Hardoi

Apart from providing quality education to children, the schools are supposed to provide supplementary nutrition, stipend and basic health care services. NCLP special schools are the transitional rehabilitation centres for the children withdrawn from hazardous occupations than just a formal education providing centre. In order to make the coverage of these special schools wider and broad-based, total capacity of each school has been sanctioned for 50 children per school.

When we surveyed about the play grounds, we found that 75% of the Schools are having Play Grounds in their schools and having approx 2 -3 rooms per school. When we talk about the provision of separate Toilets for girls we had found that Jharkhand & Rajasthan are the states which need to give major emphasis to improve the Hygiene Facilities in Schools. We found that 90% of the schools are having proper Drinking water for the students, while only in few schools of 3 districts we had observed that drinking water facility is not available.

NCLP schools are also equipped with sufficient amount of Vocational Training kits. The special schools aim to mainstream the children of 9-14 years age group who were earlier working in the hazardous industries hence provision of vocational training plays very important role. In Rajasthan almost all the schools have separate curriculum for vocational training for the students. Need and design of curriculum of the vocational training can vary from school to school. PO also plays important role in proper implementation of vocational training. In more than 60% of the school's curriculum is designed by the project office.

In General Quality of education majorly depends on the quality of Teachers imparting training to the students. Regularity and punctuality of teachers and students plays a key role apart from the Education qualification. When we studied about the state pattern, in terms of Training of Teachers, we found Chhattisgarh, Jharkhand & Karnataka are performing well, in providing the same, while Uttar Pradesh needs to work on the training module of their teachers as 60% of their district Teachers are not getting proper training, while Bihar & Rajasthan needs total check of their Training pattern as majority of their districts are not able to reach even the 40% for the training of Teachers. Record keeping is one of the essential duty of NCLP schools. Schools are very much aware of this fact and in most of the schools it is done on daily basis and kept at proper places.

Children in the special schools need to be served a cooked nutritious meal on a daily basis. On the basis of an objective assessment, it was found that all the schools are providing mid-day-meal to all the children enrolled in special schools.

Below table provides us an idea about the working condition of schools on the various parameters:

Table:9 Working condition of schools

Parameters	Leaders	Followers	Laggards
Stipend	Madhubani, Samstipur, Alwar, Sikar, Tonk, Bahraich, Gonda, Shrawasti	Bilaspur, Durg, Raipur, Ajmer, Chittorgarh, Jaipur, Balrampur, Ghaziabad	Darbhangha, East Champaran, Sitamarhi, Dumaka, Hazari Bagh, Ranchi, Sahibganj, Chitradurga, Davangere, Mysore, Hardoi, Kanpur, Meerut, Unnao
Mid Day Meal	Darbhangha, East Champaran, Sitamarhi, Bilaspur, Durg, Raipur, Dumaka, Hazari Bagh, Davangere, Bahraich, Ghaziabad, Gonda, Hardoi, Kanpur, Meerut, Unnao	Samstipur, Ranchi, Sahibganj, Mysore, Ajmer, Chittorgarh, Jaipur, Balrampur, Shrawasti	Madhubani, Chitradurga, Alwar, Sikar, Tonk
Infrastructure	Darbhangha, Bilaspur, Durg, Raipur, Shrawasti	Sitamarhi, Hazari Bagh, Davangere, Mysore, Balrampur, Ghaziabad	East Champaran, Madhubani, Samstipur, Dumaka, Ranchi, Sahibganj, Chitradurga, Ajmer, Alwar, Chittorgarh, Jaipur, Sikar, Tonk, Bahraich, Gonda, Hardoi, Kanpur, Meerut, Unnao
Toilet Facilities	Durg, Chitradurga, Davangere, Mysore, Bahraich, Gonda, Unnao	Darbhangha, Madhubani, Samstipur, Bilaspur, Raipur, Ajmer, Ghaziabad, Kanpur, Shrawasti	East Champaran, Sitamarhi, Dumaka, Hazari Bagh, Ranchi, Sahibganj, Alwar, Chittorgarh, Jaipur, Sikar, Tonk, Balrampur, Hardoi, Meerut
Drinking Water Facilities	Darbhangha, Madhubani, Samstipur, Sitamarhi, Bilaspur, Durg, Raipur, Dumaka, Chitradurga, Mysore, Ajmer, Alwar, Jaipur, Sikar, Bahraich, Balrampur, Gonda, Hardoi, Kanpur, Meerut, Shrawasti, Unnao	East Champaran, Ranchi, Chittorgarh, Tonk, Ghaziabad	Hazari Bagh, Sahibganj, Davangere

Furniture	Darbhanga, Bilaspur, Durg, Raipur, Dumaka, Sahibganj, Mysore, Balrampur, Ghaziabad, Kanpur, Meerut	East Champaran, Sitamarhi, Hazari Bagh, Ranchi, Ajmer, Alwar, Chittorgarh, Jaipur, Sikar, Tonk, Shrawasti	Madhubani, Samstipur, Chitradurga, Davangere, Bahraich, Gonda, Hardoi, Unnao
Mainstreaming	Darbhanga, East Champaran, Madhubani, Samstipur, Bilaspur, Durg, Raipur, Dumaka, Sahibganj, Balrampur, Meerut, Shrawasti	Sitamarhi, Hazari Bagh, Mysore, Bahraich, Gonda	Ranchi, Chitradurga, Davangere, Ajmer, Alwar, Chittorgarh, Jaipur, Sikar, Tonk, Ghaziabad, Hardoi, Kanpur, Unnao
Training of Teachers	Bilaspur, Durg, Raipur, Dumaka, Hazari Bagh, Ranchi, Chitradurga, Hardoi, Unnao	Sahibganj, Davangere, Mysore, Ajmer, Jaipur, Ghaziabad, Meerut	Darbhanga, East Champaran, Madhubani, Samstipur, Sitamarhi, Alwar, Chittorgarh, Sikar, Tonk, Bahraich, Balrampur, Gonda, Kanpur, Shrawasti
Attendance of Students	Darbhanga, Madhubani, Dumaka, Ranchi, Sahibganj, Davangere, Mysore, Ajmer, Chittorgarh, Jaipur, Balrampur, Meerut, Shrawasti	East Champaran, Samstipur, Sitamarhi, Bilaspur, Durg, Raipur, Hazari Bagh, Chitradurga, Alwar, Sikar, Tonk, Bahraich, Ghaziabad, Gonda, Hardoi, Unnao	Kanpur
Teaching and Learning Aids	Bilaspur, Durg, Ajmer, Gonda, Shrawasti	Samstipur, Alwar, Chittorgarh, Jaipur, Sikar, Bahraich, Kanpur	Darbhanga, East Champaran, Madhubani, Sitamarhi, Raipur, Dumaka, Hazari Bagh, Ranchi, Sahibganj, Chitradurga, Davangere, Mysore, Tonk, Balrampur, Ghaziabad, Hardoi, Meerut, Unnao
Vocational Training	Bilaspur, Durg, Raipur, Mysore, Ajmer, Jaipur, Sikar, Tonk, Bahraich, Balrampur, Gonda, Kanpur, Shrawasti	East Champaran, Sitamarhi, Chitradurga, Alwar, Chittorgarh, Hardoi, Unnao	Darbhanga, Madhubani, Samstipur, Dumaka, Hazari Bagh, Ranchi, Sahibganj, Davangere, Ghaziabad, Meerut
Health Check up Facility	Raipur, Davangere, Mysore, Ajmer, Balrampur, Shrawasti, Unnao	Bilaspur, Durg, Dumaka, Ranchi, Sahibganj, Chitradurga, Alwar, Chittorgarh, Jaipur, Sikar, Tonk, Bahraich, Gonda, Hardoi, Kanpur, Meerut	Darbhanga, East Champaran, Madhubani, Samstipur, Sitamarhi, Hazari Bagh, Ghaziabad

From the below table it is very much visible that the performance of NCLP Project Societies and schools is not in healthy state. As only for 3 parameters more than 50% of the districts are termed as leaders viz:

- Project Society – Availability of Full Time Project Director
- NCLP Schools – Mid day Meal
- NCLP Schools – Drinking Water Facilities

Table 10: Parameters for NCLP Project Societies and schools

	Parameters	Leaders (No. of Districts)	Followers (No. of Districts)	Laggards (No. of Districts)
Project Society	Periodicity of Project Meeting	10	10	10
	Availability of Full-Time of Project Director	17	8	5
	Sanctioned Project Staff in Position	4	13	13
	Awareness Generation Programmes	14	7	9
	Convergence	7	10	13
	Formal System of Monitoring	12	9	9
School	Stipend	8	8	14
	Mid Day Meal	16	9	5
	Infrastructure	5	6	19
	Toilet Facilities	7	9	14
	Drinking Water Facilities	22	5	3
	Furniture	11	11	8
	Mainstreaming	12	5	13
	Training of Teachers	9	7	14
	Attendance of Students	13	16	1
	Teaching and Learning Aids	5	7	18
	Vocational Training	13	7	10
	Health Check up Facility	7	16	7

It is quite clearly visible that NCLP schools and Project Societies are not able to provide even the basic and hygiene facilities to the students.

More than 33% of the districts have qualified as leaders only on 7 parameters apart from 3 mentioned above. NCLP

Aggregate Rating

We have further analyzed the trends and try to rate the performance parameters as Performers, Needs Improvement and Attention Seekers.

Classification of these parameters is done on the following basis:

- If more than 80% of the districts are classified either as Leaders or Followers then we termed those parameters as **Performers**.
- If more than 60% and Less than 80% of the districts are classified either as Leaders or Followers then we termed those parameters as **Needs Improvement**.
- If less than 60% of the districts are classified either as Leaders or Followers then we termed those parameters as **Attention Seekers**.

Based on the above criteria only 4 parameters out of total are able to qualify for the **Performers'** category. Out of these 4 only 1 parameter is from the Project society and rest are from the schools. Parameters are as follows:

- Availability of Full - Time of Project Director
- Provision of Mid Day meal
- Drinking Water Facilities
- Regular Attendance of students in the school

6 Parameters are suggested as the Need for improvement parameters which are doing well and with small amount of effort and monitoring then can be termed as Performers. These parameters are as follows:

- Periodicity of Project Society Meetings
- Awareness Generation Programmes and campaigns
- Established Formal System of Monitoring and tracking
- Provision for Vocational Training
- Availability of Sufficient furniture
- Regularity of Health check up camps

Remaining 8 parameters are the ones' where Mole and other departments need to concentrate and immediately pay attention. These parameters require high attention and need to be looked into immediately. Some of the basic hygiene and comfort parameters do come in this category which is not at all good.

Parameters require immediate Attention are as follows:

- Sanctioned Project Staff appointed / Position
- Convergence of NCLP in various departments
- Regularity and payment of Stipend on Timely manner
- Availability of adequate Infrastructure
- Availability of Toilet Facilities
- Mainstreaming of Children from special schools
- Training of Teachers on regular and timely manner
- Availability of adequate Teaching and Learning Aids

There is need to emphasize on some of the basic components of the programmes such as child labour survey, awareness generation and convergence. The target group has to be reached properly in order to avoid contamination so that the real impact can reach the neediest of the target group.

The ranking position of districts indicates the relative performance of different districts across six major components separately and taken together. Although the absolute values of the performance indicators are not indicative of the achievement of district on a particular component, the ranking of districts is helpful in identifying weak and strong areas of each district.

Recommendation

In this section, we are giving suggestions as per the Facts & Findings, which we collected from field, if implemented can help in bigger way to run the NCLP Schools more efficiently & in achieving the purpose of establishing these Schools.

Composition of Project Society

- There should be more co-ordination between the Centre, State & District level, which is missing in the current scenario. To implement this in a more effective manner we will suggest that there should be a co-ordination committee consisting of top officials and stake holders from all three levels with predefined meeting schedules and agenda. The main responsibilities of the proposed unit will be monitoring and coordination of the NCLP activities across the country, standardisation and smoothening of the reporting system, data analysis and information management, and report generation and publication. The unit is also expected to help the child labour division on important issues such as nature of expansion of the project, release of funds to the districts, preparing reports for official purposes, etc.
- The PSs primarily comprise members of various district level government departments with very little or negligible representation of other stakeholders as outlined in the NCLP guidelines. Against this background, the present study proposes to fix the limit of proportion of the members from government departments. However, the members from the government departments should be selected in such a way as to give preference to departments such as education, rural development, social/SC & ST welfare, health, labour, etc., taking into account the convergence perspective.

Organizational Structure

- There should be full time project directors in each of the districts. In the absence of full time project director funding should be made to minimal.
- More number of field officers should be sanctioned where there is high concentration of child labour.
- There should be a separate person for the well keeping of the records of the Post Mainstreaming of the students, to check, if they are facing any problem in main stream education, & should be able to provide necessary help to them, should also check if there is any dropout after main streaming & the cause for the same, this will help in maintaining

the status of the students, the problems students face after mainstreaming & the success rate of the Schools.

- In each of district there should be one person designated who should take care of the HR related issues and the appointment of the required posts.
- Involvement of the Community is essential in many of the NCLP activities especially in awareness generation and monitoring of the functioning of special schools. Presently, the community is playing a negligible role in the overall Framework of NCLP in most of the districts. In view of this, apart from institutionalizing their representation in the PS, the present study proposes to create a post of in each DPO which will cater to this need.
- In each Village, Panchayat, Ward or Block, where the special school is located, the implementing agencies should constitute an advisory committee comprising the members from the local community mentioned above with due representation of women.

Periodicity and effectiveness of Project Meetings

- Majority of the districts are not following any fixed pattern for the meeting of the members / Stakeholders of the Project society, districts are following their own pattern for the meetings. Project Society meeting should be made mandatory for the members without fail as per the guidelines. Agendas and the decision taken should be properly documented and should be forwarded to the central committee in timely manner.

Survey and Identification of Child Labour

- GoI and other state level authorities' needs to monitor more efficiently and effectively the process of survey and identification of child labour. Presently this function is not functioning properly. DPOs are conducting the surveys non periodically and in unprepared manner. Data from the SSA should be used more efficiently and effectively.
- The aggregated and raw data of each survey should be computerized and maintained at the district, state and national levels. Such data should also be made available to public, government and nongovernment agencies.

Awareness Generation

- More effective and efficient AGPs should be carried out at all three levels viz National, State and district level.
- AGPs should be carried out throughout the year with the help mass media campaigns such as print media, electronic media, internet, social media, documentary films etc.

- Apart from the mass media communication tools AGP programs can be done with the help of NGOs and self help groups.
- District level agencies have a bigger role than any other agency in AGPs as they sitting at root of all agencies and their interaction and direct communication with the local persons is very high which will spread word of mouth.
- PS should try to involve community people in its AGPs.

Convergence of Services

- The efforts towards convergence should be taken at the three levels namely, district, state and central level. However, among the three levels, efforts at the state level should play a crucial role in the effective forging of convergence of services.
- PS should work out the year long strategy in consultation of MoLE and other concern departments. Regular review and monitoring from the centre is required.

Training and Capacity building for the Staff

- For effective and efficient working and implementation of project formal training sessions should be arranged for all the staff members including Project office and the implementing agencies.
- State Authorities should take active participation in organizing these training. Preferably the trainer should be either from the state authorities.

Project Office and School Infrastructure

- Immediate Budget should be sanctioned to all the PS for the implementation of technology in their offices.
- Schools should be equipped with the basic infrastructure such as desks, proper ventilation, electricity, open space etc.
- Use of Audio visual techniques should be encouraged in the Special schools if not in all then must be implemented in the schools part of large towns.
- Provision for separate toilets for girls should be mandatory.

Vocational Material & Trainers

- Vocational training is one of the important objective of the NCLP scheme, it should be given more infrastructural facilities like Trainers with appropriate knowledge & Training material. But unfortunately in most of the DPOs master trainer is not appointed and the need and implementation of Vocational training is decided by the implementing agencies. In order to expose the children to a wide variety of trades/skills including local marketable skills etc should be imparted on regular basis. NCLP schools are very good example of local marketing for the students as it will help the students to self sustain in case of need & requirements.
- Separate budget should be sanctioned for the imparting of vocational training in the schools.
- Appointment of master trainer should not only be responsibility of the PS but state administration should take active participation in the appointment of same.
- Pool of master trainers can be created at the state level as well in the absence of master trainer at district level and based on the requirement these trainers can visit the districts for monitoring and training.

Stipend

- Stipend plays a important role in the continuation of the students in the schools, The problems related to payment of stipends to the enrolled children are of three types.
 - The implementing agencies do not open bank/post-office accounts for the children in time.
 - Even if accounts are open, the money is not transferred regularly.
 - In some districts, money has been withdrawn before the mainstreaming of child.
 In view of these, the study proposes the following measures.
- To overcome above mentioned problems following steps can be considered.
 - Withdrawal of the deposited stipend amount post-mainstreaming must be subject to verification by the DPO.
 - In the case of the children who have dropped out from the special schools permanently; the DPOs must work out an arrangement with the bank for withdrawal of their deposits.
 - Implementing Agencies should pass on the passbooks and all the account details to the DPO for well keeping.

Quality of Training and Curriculum

- Special schools should follow the Curriculum accepted and followed by the state education board instead of following the curriculum designed by the PS.
- Special schools not only acts as schools but are rehabilitation centre for the child labours therefore joyful and encouraging methods of teaching should be used.
 - Playful learning techniques should be implemented.
 - Regular recreation and picnic should be part of learning.
 - Use of Audio and visual aids should be encouraged with the help of technology.

Monitoring of NCLP

- Proper monitoring at all the levels is required. Currently DPOs and special school follows their own system to report to the MoLE and other stake holders.
- Formal and unique monitoring system should be implemented at national level with reviews mechanism.
- With the use of technology monitoring and reporting can be done in more efficient and effective manner.

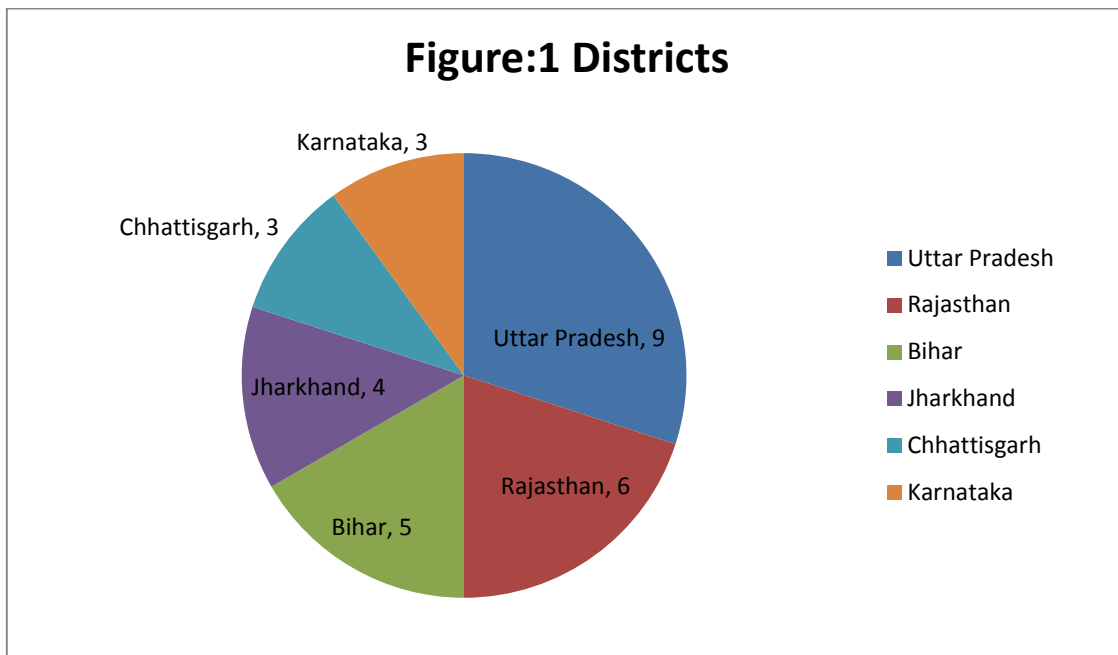
Chapter 5: Respondent Profile

The NCLP Scheme, which began with a modest number of only 12 districts, has been progressively expanded to various parts of the country with a major thrust in the 10th Plan, when it was expanded to cover 250 districts, spread over in 20 States of the country. In 11th plan the NCLP Scheme is proposed for expansion to all districts of the country

As per the scope of Study, this study is to be conducted in seven states of India viz:

- Bihar
- Chhattisgarh
- Jharkhand
- Karnataka
- Meghalaya
- Rajasthan
- Uttar Pradesh.

Out of seven states NCLP is currently not functional in Meghalaya therefore two districts of Meghalaya is adjusted in the remaining districts. On Random basis we had selected 30 districts (quota @ 20% of the NCLP districts from each state.)



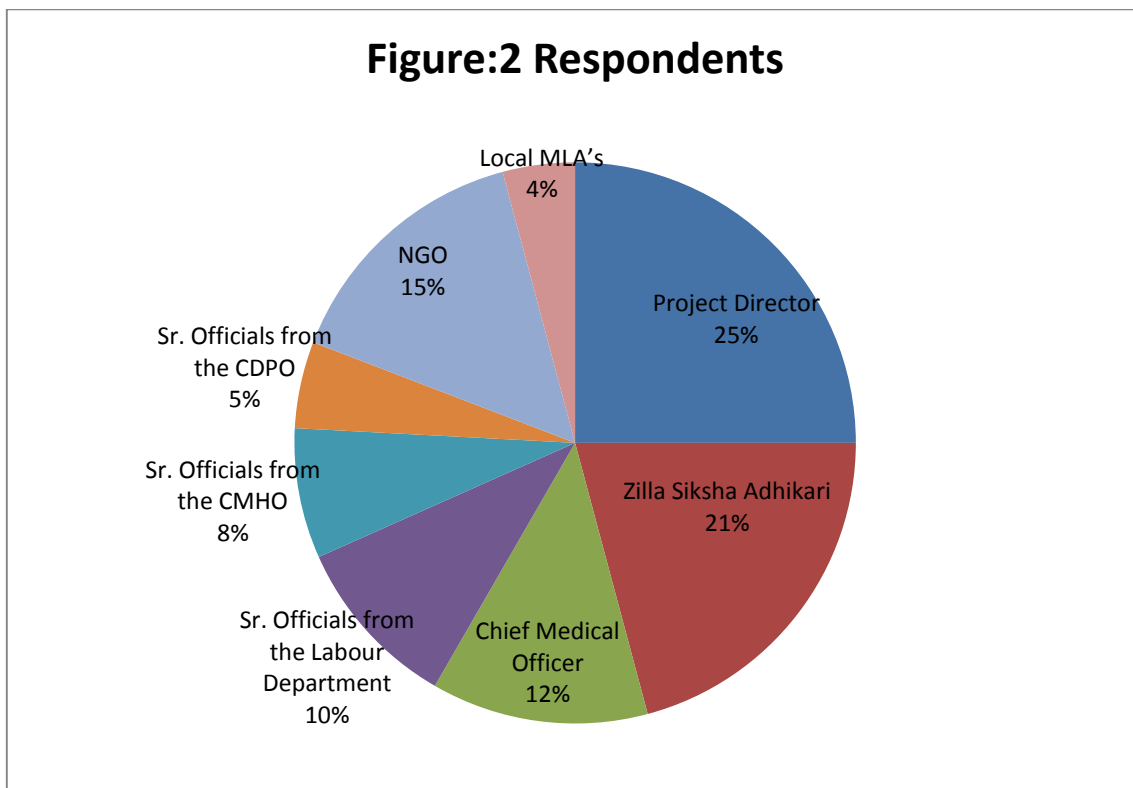
Project Office

Project office interviews are conducted in these 30 districts. We had conducted all together 120 interviews in these 30 districts. In hardoi district we had met 6 different Project society members but unable to fetch any information. Key respondents for these interviews in the various districts are as follows:-

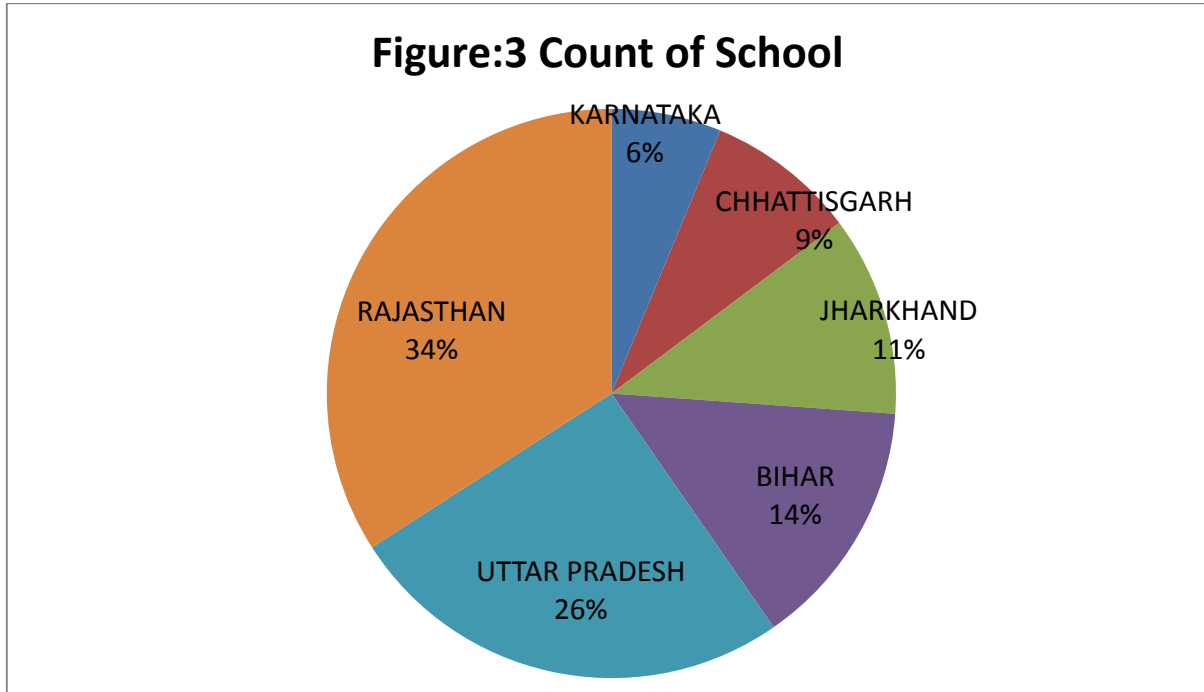
Table:11 Key respondents

S.No.	Designation	No. of Interviews
1	Project Director	30
2	Zilla Siksha Adhikari	25
3	Chief Medical Officer	15
4	Sr. Officials from the Labour Department	18
5	Sr. Officials from the CMHO	12
6	Sr. Officials from the CDPO	9
7	NGO	6
8	Local MLA's	5

Figure:2 Respondents



NCLP School Profiling



Below table shows the breakup of number of schools covered in each of the districts of these 6 states.

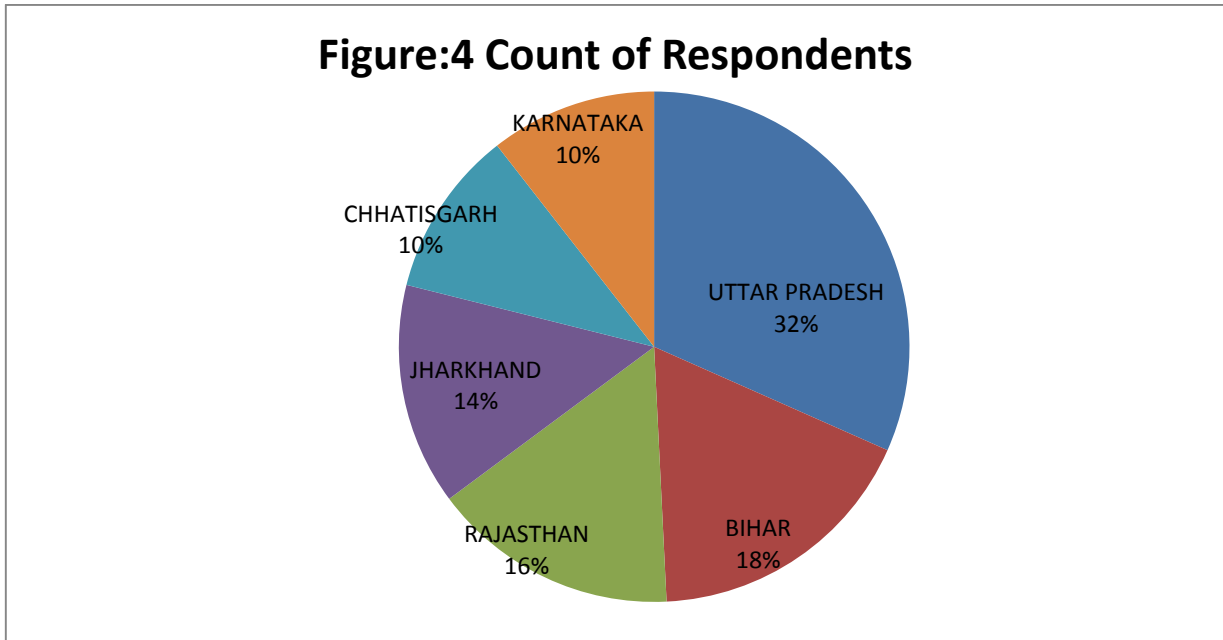
Table:12. Breakup of number of schools covered in each of the districts of 6 states.

State	District	Count Schools
Bihar	Darbhanga	5
	East champaran	5
	Madhubani	5
	Samstipur	5
	Sitamarhi	5
Bihar Total		25
Chhattisgarh	Bilaspur	5
	Durg	5
	Raipur	5
Chhattisgarh Total		15
Jharkhand	Dumaka	5
	Hazari bagh	5
	Ranchi	5
	Sahibganj	5
Jharkhand Total		20

State	District	Count Schools
Karnataka	Chitradurga	5
	Davangere	3
	Mysore	3
Karnataka Total		11
Rajasthan	Ajmer	10
	Alwar	10
	Chittorgarh	10
	Jaipur	10
	Sikar	10
	Tonk	10
Rajasthan Total		60
Uttar Pradesh	Bahraich	5
	Balrampur	5
	Ghaziabad	5
	Gonda	5
	Hardoi	5
	Kanpur	5
	Meerut	5
	Shrawasti	5
	Unnao	5
Uttar Pradesh Total		45
Grand Total		176

Student and Parents Profiling

Total Interviews Done (Break up State Wise) Total Interviews done: 2844



Boys Vs Girls

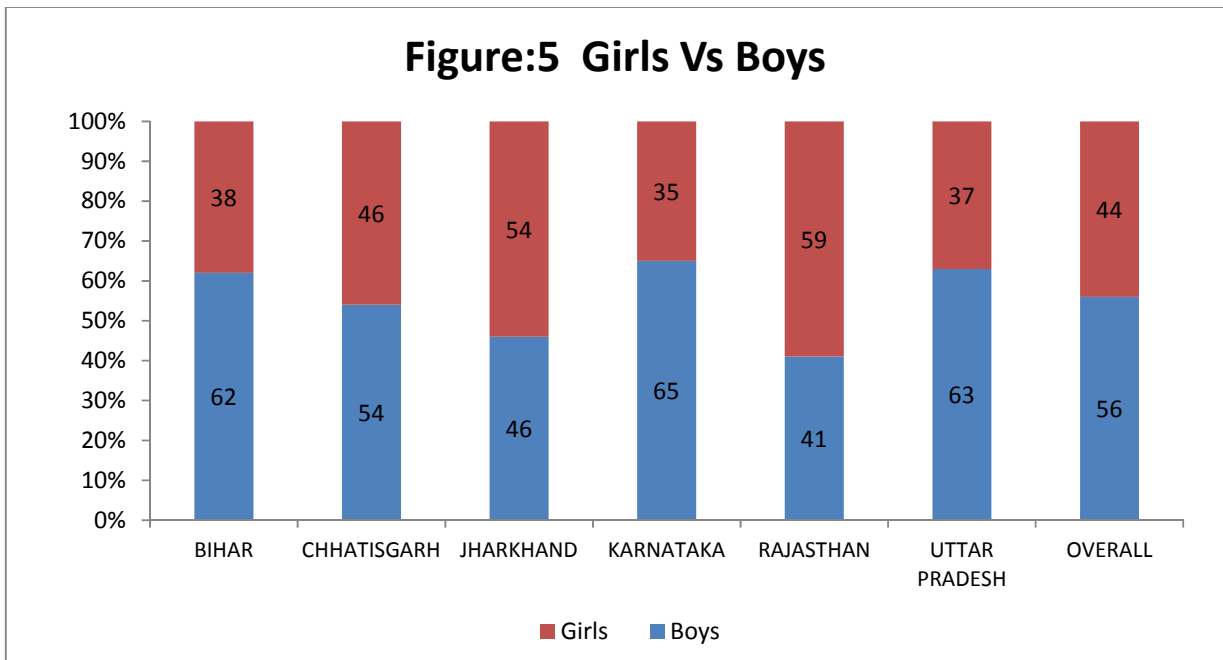
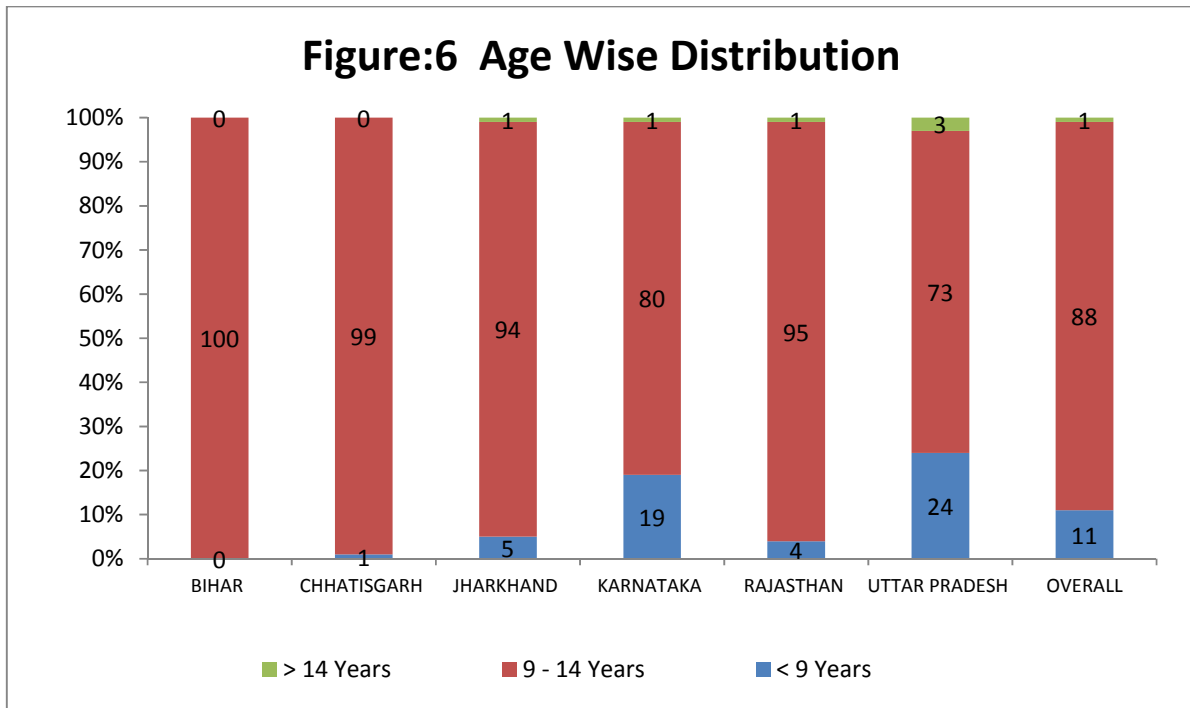


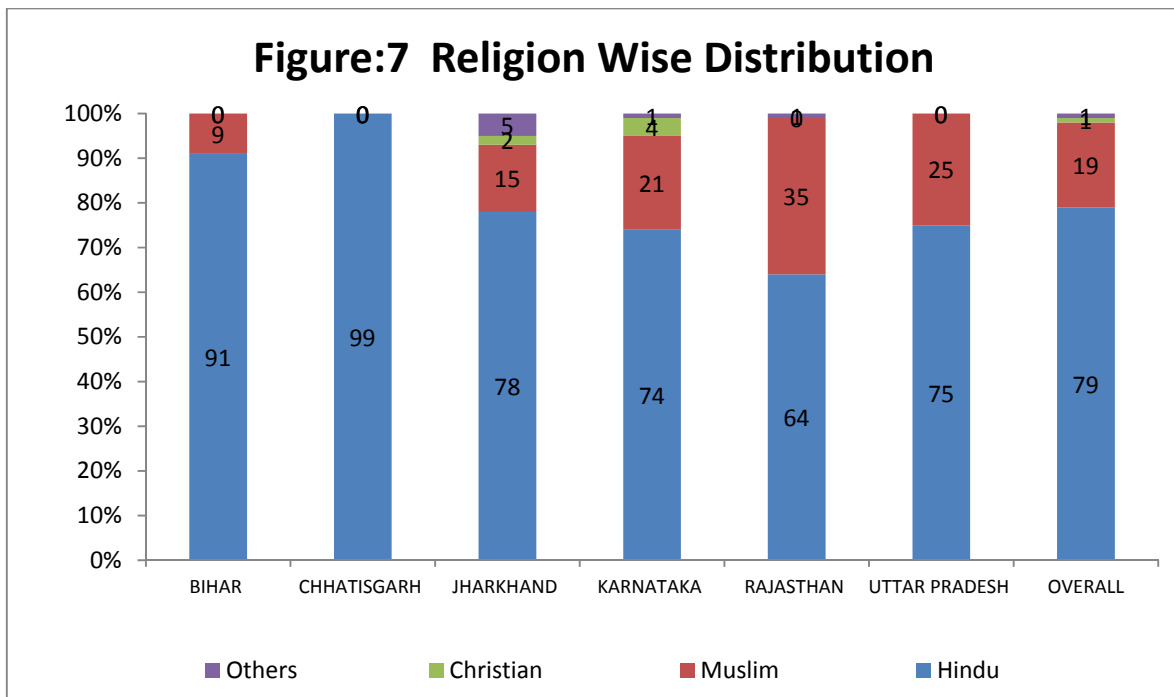
Table:13. Student Profile

State	Districts	Boys	Girls	Overall
BIHAR	DARBHANGA	56	44	100
	EAST CHAMPARAN	66	34	100
	MADHUBANI	57	43	100
	SAMASTI PUR	66	34	100
	SITAMARHI	67	33	100
BIHAR Total		312	188	500
CHHATISGARH	BILASHPUR	62	38	100
	DURG	54	46	100
	RAIPUR	46	54	100
CHHATISGARH Total		162	138	300
JHARKHAND	DUMAKA	46	54	100
	HAZARIBAGH	27	73	100
	RANCHI	63	43	106
	SAHIB GANJ	49	45	94
JHARKHAND Total		185	215	400
KARNATAKA	CHITRADURGA	70	29	99
	DAVANGERE	74	26	100
	MYSORE	50	51	101
KARNATAKA Total		194	106	300
RAJASTHAN	AJMER	36	38	74
	ALWAR	22	52	74
	CHITTORGARH	39	35	74
	JAIPUR	24	50	74
	SIKAR	36	38	74
	TONK	27	47	74
RAJASTHAN Total		184	260	444
UTTAR PRADESH	BAHARAICH	100		100
	BALRAMPUR	62	38	100
	GHAZIYABAD	57	43	100
	GONDA	100		100
	HARDOI	45	55	100
	KANPUR	32	69	101
	MEERUT	29	71	100
	SHRAWASTI	97	3	100
	UNNAO	43	56	99
UTTAR PRADESH Total		565	335	900
Grand Total		1600	1242	2844

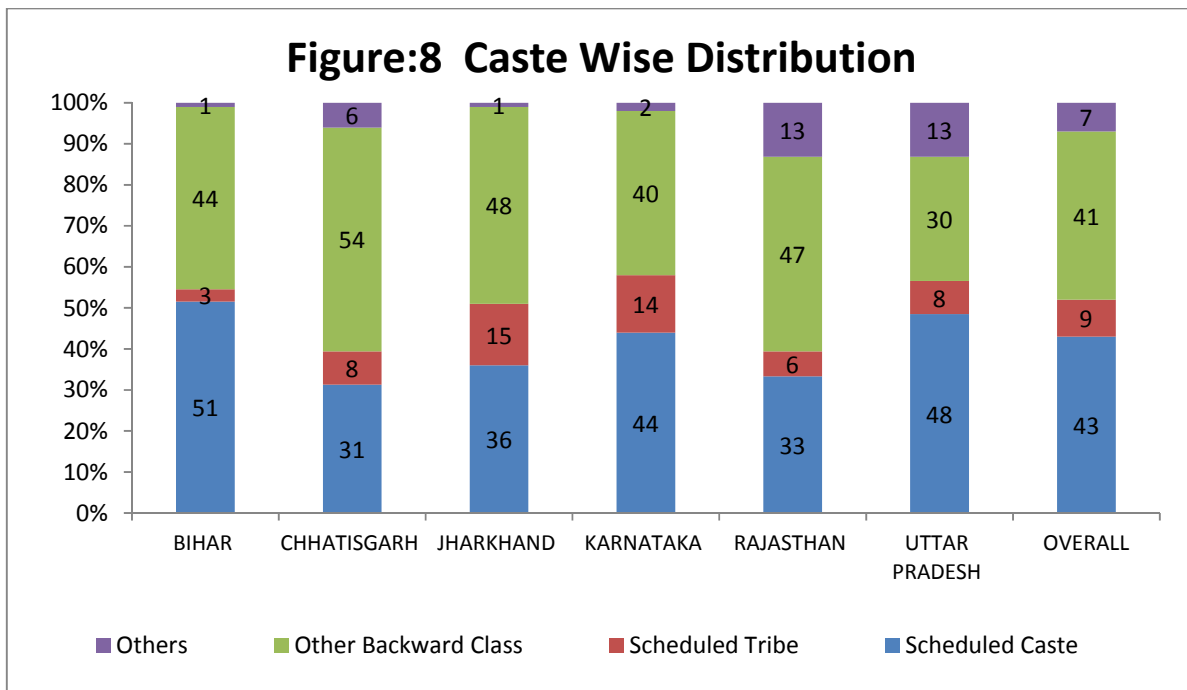
Age Wise Distribution



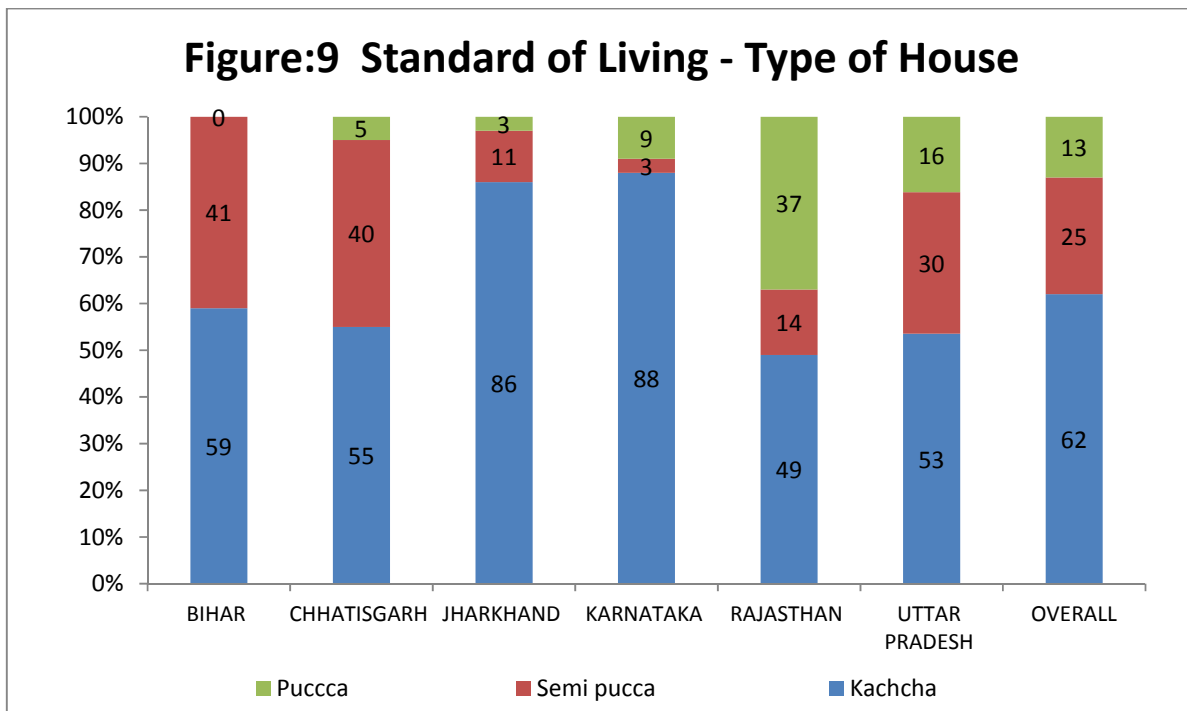
Religion



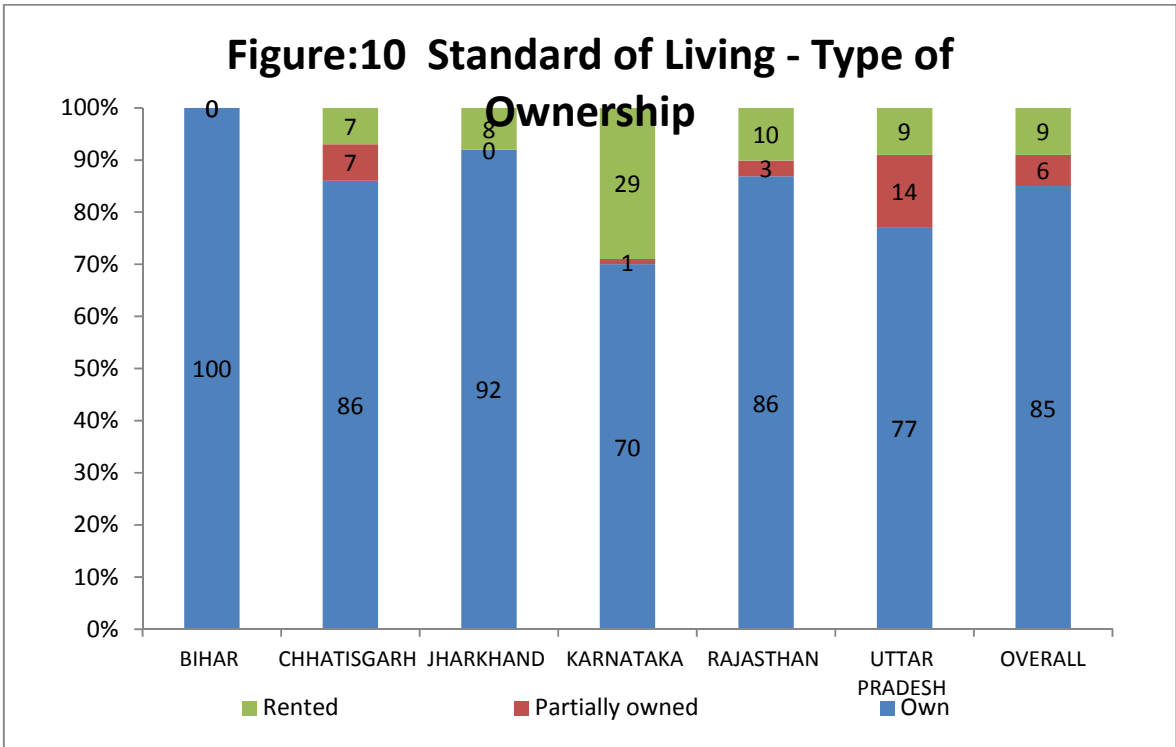
Caste Wise Distribution



Standard of Living – Type of House



Standard of Living – Ownership of House



Chapter 6: Evaluation of NCLP Program

Composition of Project Society

Under NCLP, project societies were made in the areas of high concentration of child labour. These societies are purely and purely project based societies and are administered at district level therefore rehabilitation of child labour is sole responsibility of district administration.

NCLP Society is a registered society at district levels under the chairmanship of the administrative head of the district. Representation of government officials from the departments of Labour, Education, Welfare, Health, Industry, Rural Development as well as local Banks and Post Offices are important in order to ensure the better understanding of the subject of all the stakeholders, members representing Panchayati Raj Institutions (PRIs), NGOs, Trade Unions, Employers' associations, and parents should also be part of the Project Societies.

Table:14 Administrative Structure

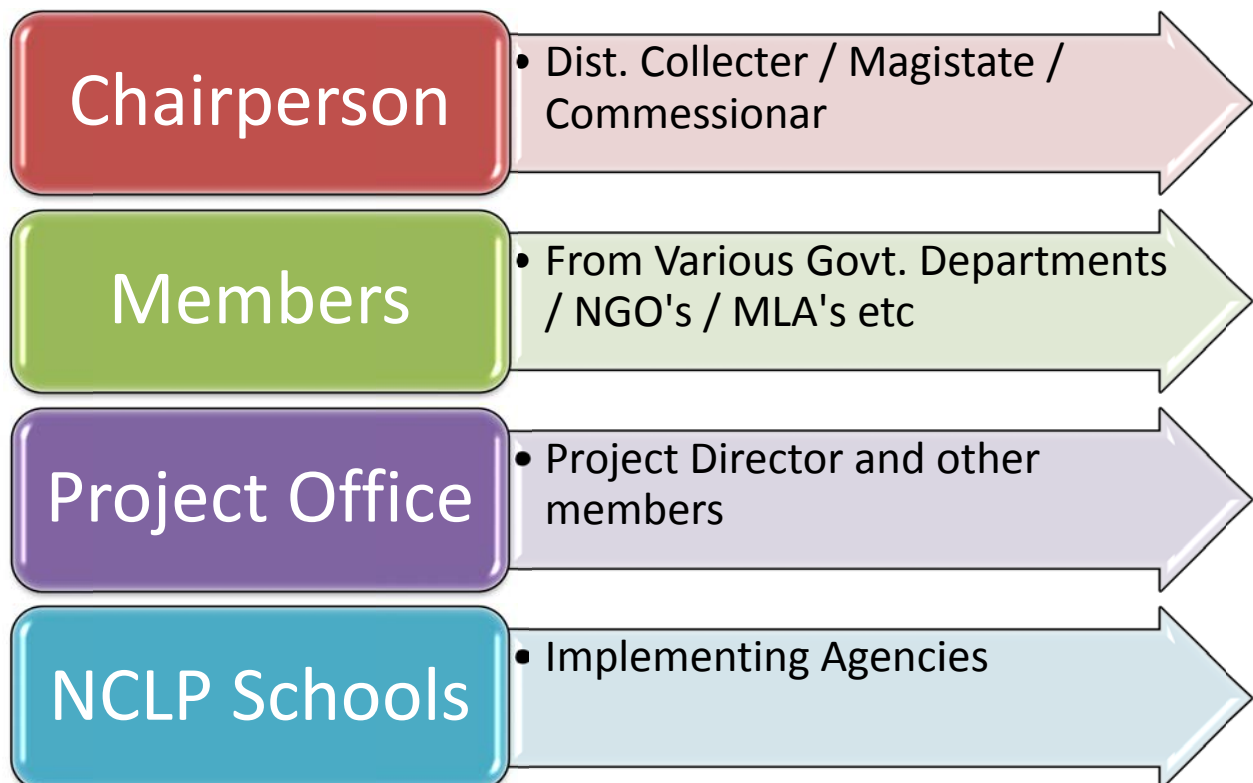
S.No.	Name of the Authority	Status
1	District Collector	Chairman
2	Addl.Collector(Dev.)/Project Director, DRDA / DUDA / Secretary / Member	Member Secretary
3	Distt. Elementary Education Officer	Member
4	Distt. Education Officer	Member
5	Chief Medical Officer	Member
6	Asstt. Labour Commissioner / Distt. Labour Officer	Member
7	Distt. Social Welfare / Tribal Devl. Officer	Member
8	Distt. Adult Education Officer	Member
9	CEO, Zilla Parishad	Member
10	Distt. Revenue Officer	Member
11	Inspector of Factories	Member
12	Officer-in-Charge, Distt. Industries Centre	Member
13	Distt. Project Nutrition Officer	Member
14	Distt. Public Relation Officer	Member
15	Representative of Postal Department	Member
16	Member of Parliament	Member
17	MLA / MLC	Member
18	Representative(s) of Trade Unions	Member
19	Representative of Panchyati Raj Insstitutions / Local Bodies	Member
20	Representative(s) of NGOs	Member
21	Project Director, NCLP	Member
22	Representative of Employer / Business Community	Member
23	Representative of Parents of Children	Member

Across the states generally NCLP society consists of the following senior level people from the district:-

- District Collector
- Sr. Officials from the Labour Department
- Sr. Officials from the CMHO
- Sr. Officials from the CDPO
- Sr. Officials from the Education Department
- Sr. Officials from the Medical and Health department
- Sr. Officials from the industrial Development department
- Chairman SSIO
- Zila Parmukh
- Some NGO and local social welfare bodies.
- Local MLA's etc.

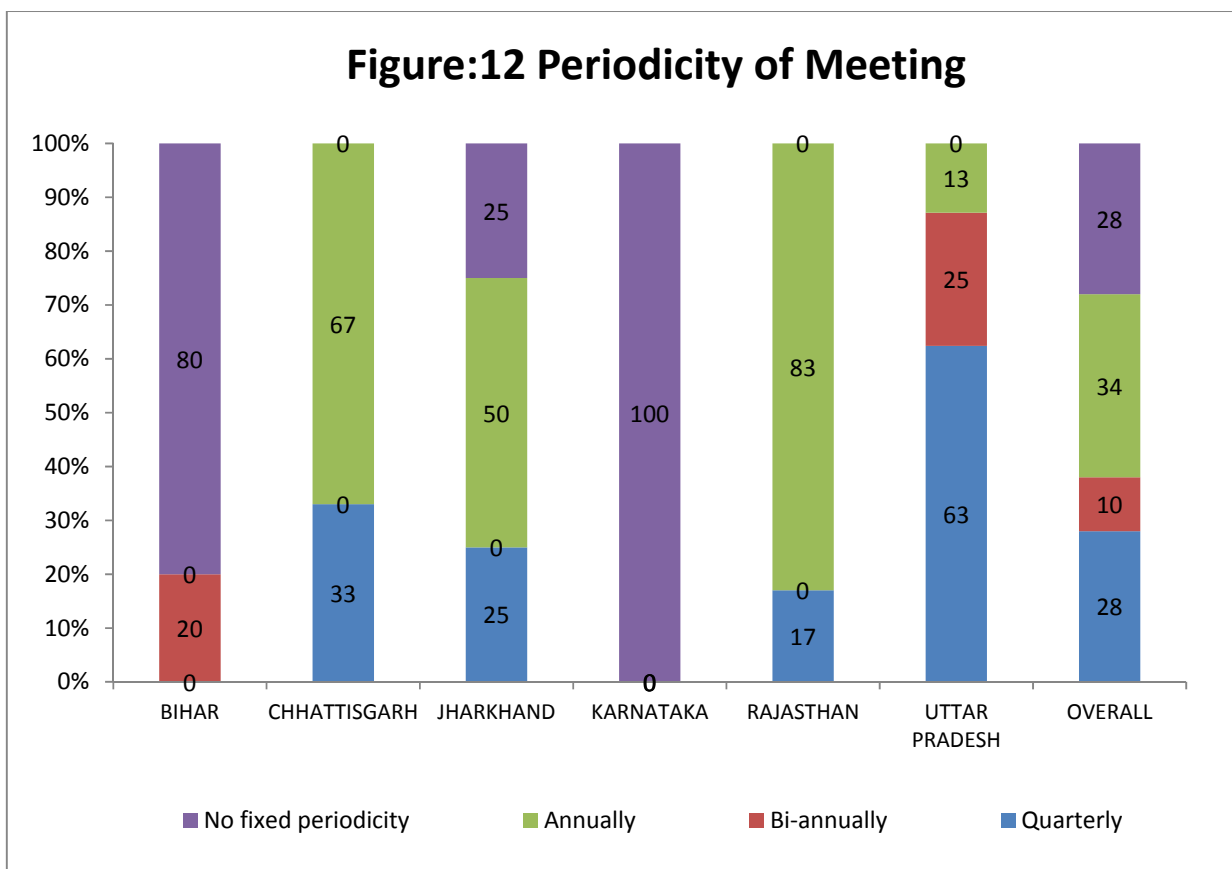
We had witnessed still employers' association, Individuals and Parents have very little participation in the formation of Project Society. Most of the districts don't have representation from these segments of the society. General composition and functional diagram of project society is shown in fig below:-

Figure:11 General composition and functional diagram of project society



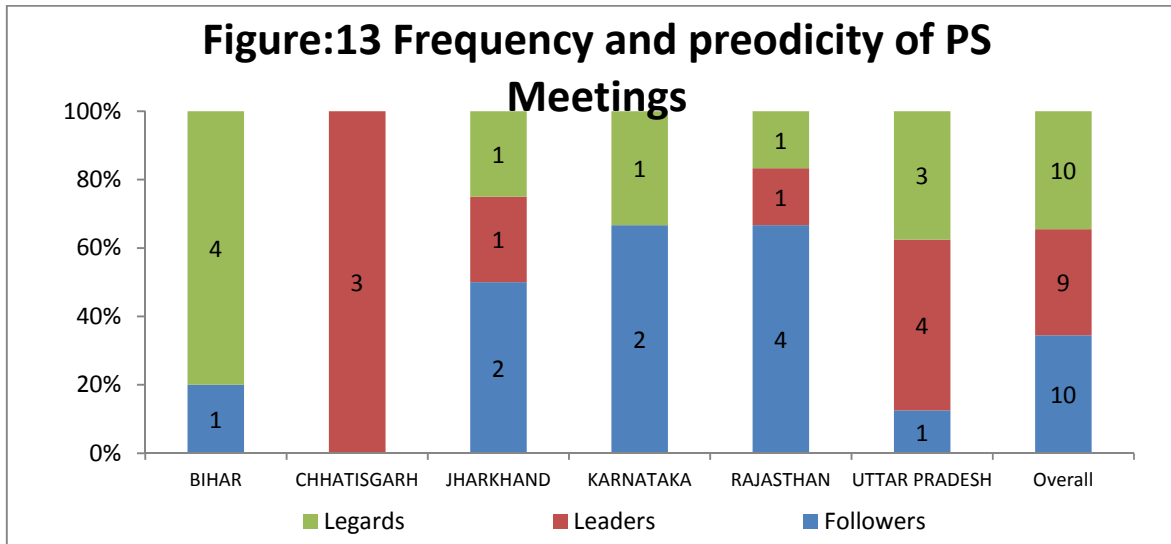
Frequency and Periodicity of Meetings Held

Conducting meetings and evaluating the performance of Project Society is an important and necessary. As per the guidelines EC should conduct atleast 4 meetings per quarter. Out of total 30 districts evaluated only 28% of the districts follow the NCLP guidelines. Out of 27% districts approx 65% districts belongs to Uttar Pradesh only. 30% of the districts they doesn't follow any fixed schedule and meet as per need basis. Most of the districts of Karnataka and Bihar follow this format. Remaining 43% of the districts meet atleast once in year on regular basis.



The main agenda of these meetings is to discuss on the matters like overall functioning of the NCLP schools, enrolment of recently withdrawn child labour, mainstreaming of children, awareness generation, appointment of project staff and instructors, release of funds and also convergence of the various line departments of the government.

10 out of the 30 districts viz (Mysore, Darbhanga, Madhubani, Samastipur, Sitamarhi, Dumaka, Hardoi, Meerut, Unnao and Tonk) are irregular in meeting and discussing about project society issues. These districts have conducted less number of meeting then what is planned. Lack of Time and interest among the members of EC is sited as Prime reason for non occurrence of planned number of meetings in last three years by Project Director of these districts.



Above graph shows that in most approx 80% of the districts of Bihar frequency and periodicity of meeting is not organized. State authorities need to look into the matter so that the thinks can be back on track soon. Chhattisgarh is one state which is highly consistent in meeting as per the schedule. Although as per the schedule meetings need to be held on annually basis but in last three years all the districts of the state had conducted more than 4 meetings each.

Uttar Pradesh is a state where one can find all kind of districts. Half of the districts are leaders whereas other half is Laggards. State authorities need to work more efficiently to monitor the entire state rather than just monitoring the few districts.

District Project Office Infrastructure, Staffing, Work Load and Adequacy

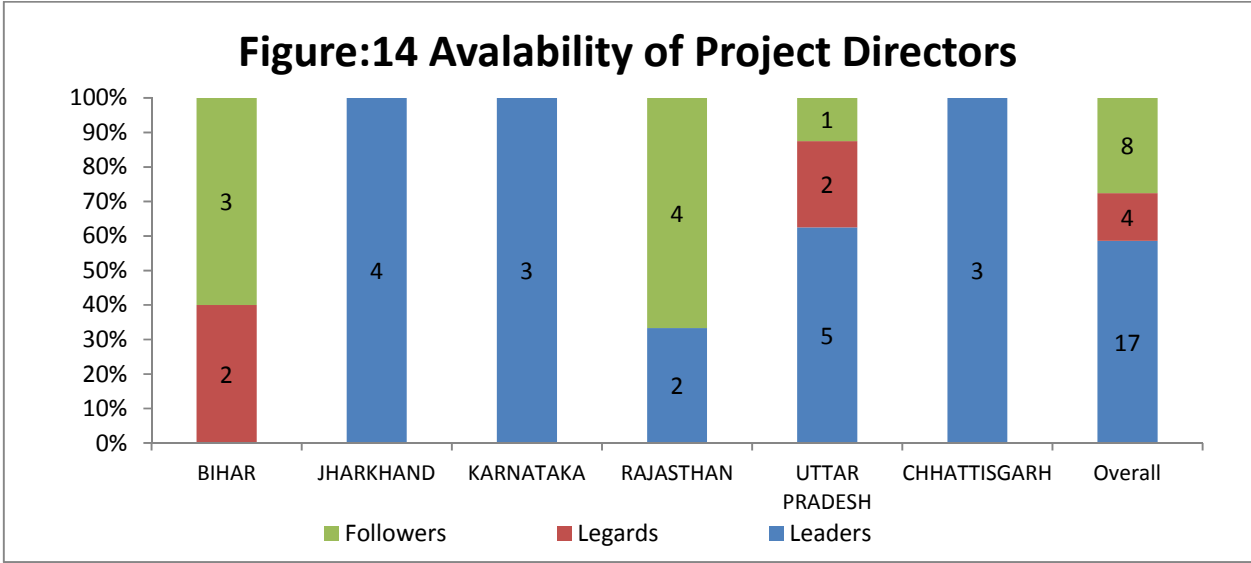
Every NCLP district is required to set up a Project Office with a Project Director as a functional head for day to day project related duties and responsibilities. Project Offices are required to build up necessary infrastructure and appoint staff and professionals from the market. The MoLE provides funds for all the necessary infrastructure and human resources required for this purpose.

Table:15 District project office infrastructure

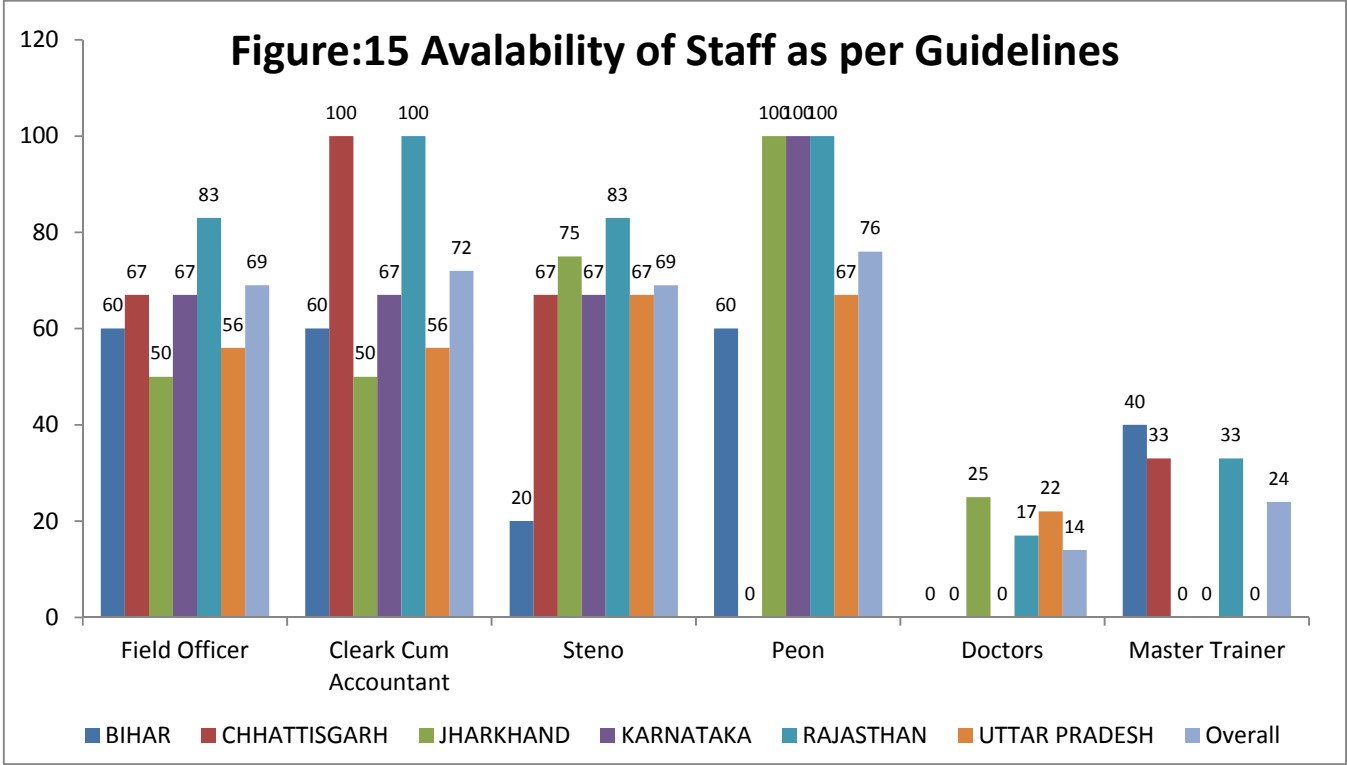
Type of Infrastructure	Infrastructure Status	No. of Districts in a State					
		BIHAR	CHATTISGARH	JHARKHAND	KARNATAKA	RAJASTHAN	UTTAR PRADESH
Office Building	Owned	2	1	1	1	1	5
	Rented	3	2	3	2	5	3
Computers / Printers	Yes	3	3	3	1	3	5
	No	2	0	1	2	3	3
Typewriters	Yes	1	3	2	2	3	4
	No	4	0	2	1	3	4

From the above table it is visible that more than 30% of the district surveyed doesn't have computer and other necessary automation related infrastructure. They are still using obsolete typewriters for day to day works. Chhattisgarh and Jharkhand are the two states where more than 75% of the districts have opted for the automation equipments whereas states like Karnataka and Rajasthan lacks in implementation of the same. More than 50% of the districts still use the old and obsolete typewriters to carry out day to day work.

The model staffing pattern (Sanctioned employees) of one project office consists of one Project Director, two field officers, one master trainer, one doctor, one clerk-cum-accountant, one steno cum computer operator and a peon. A summary of the existing staffing pattern of the project offices in 6 states and 30 districts is presented in the fig below:



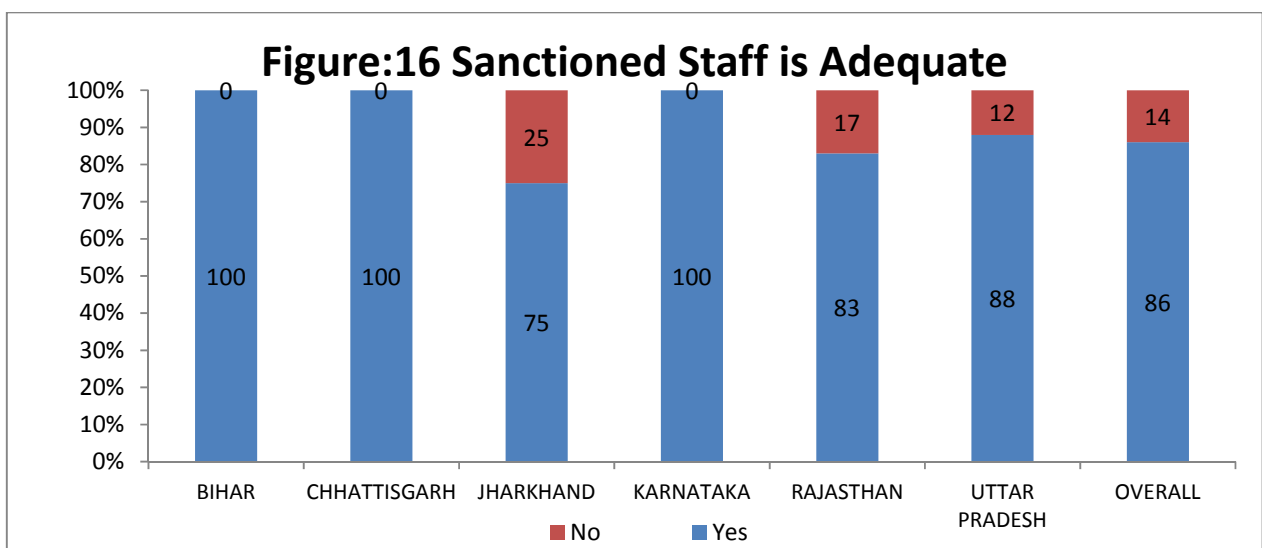
In 100% of the districts of states like Chhattisgarh, Jharkhand and Karnataka PD is appointed as full time PD. In states like Bihar, Rajasthan and Uttar Pradesh there is mixed kind of appointment for PD in some districts full time PDs are appointed and in few part time PDs are appointed. In four districts viz East Champaran, Samstipur, Bagraich and Ghaziabad PD is not yet appointed.

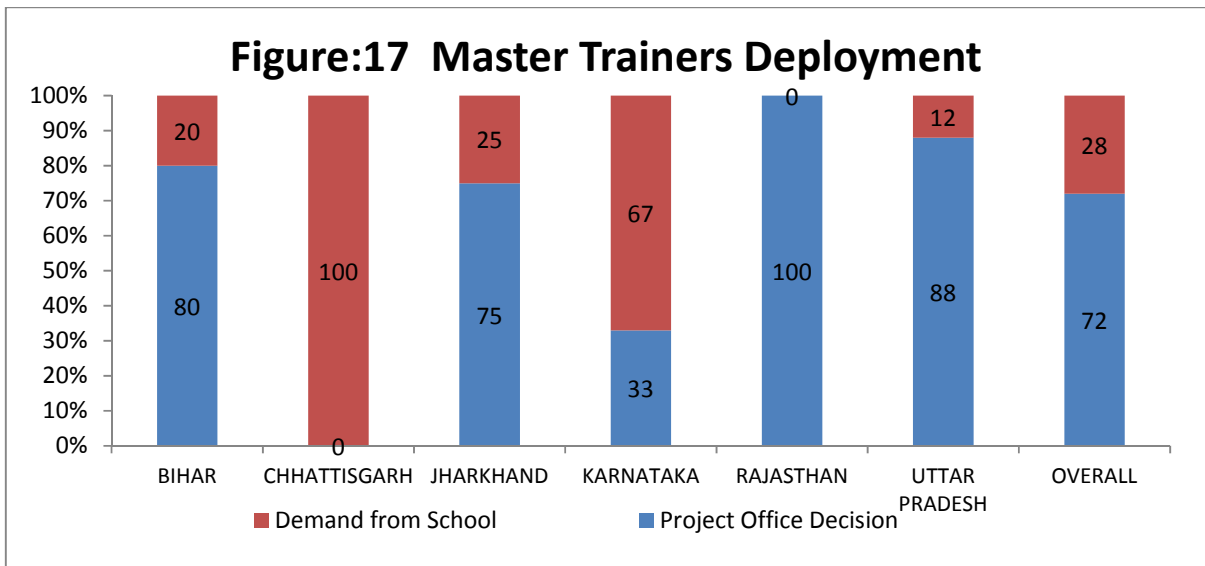


From above table we can analyze that 69% of the districts have appointed 2 field officers each as per the guidelines. This % is even higher in the state of Rajasthan where almost 83% of the districts have appointed field officers as per the guidelines. Jharkhand along with UP is bring down this %age with only 50% and 56% of the districts have employed field officers as per the guidelines respectively.

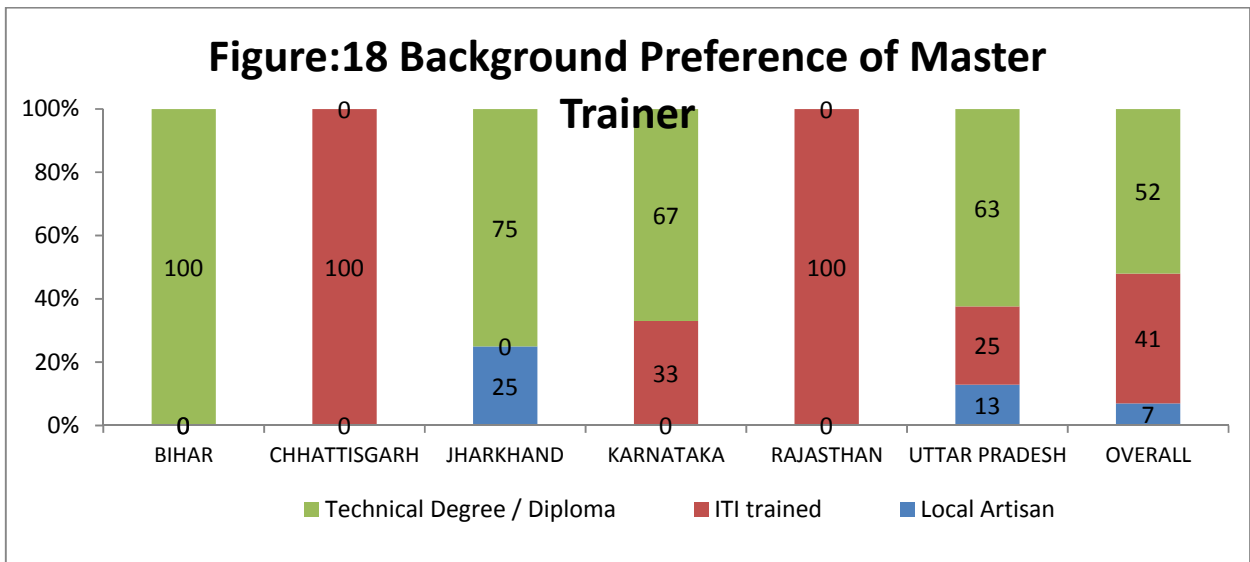
In Rajasthan and Chhattisgarh all the districts have deployed clerks as per the guidelines whereas states like Jharkhand and UP where approx only 50% have deployed clerks as per the guidelines. In none of the state's 100% of the districts have deployed steno as per the guidelines. Prime reason for not having steno as per the guidelines is reduce in the use of typewriters. To get full time doctors in the current honorarium is really difficult this is also reflected in the appointment of doctors as per the guidelines. In only 14% of the districts doctors are appointed as per the guidelines. Generally Project offices hires doctors on per visit basis, Out of the 6 states only in some districts of 3 states have appointed the Master trainer as per the number sanctioned by NCLP. In most of the districts Project office hires master trainer as per the training needs on visit basis.

Approx 86% of the districts think that sanctioned staff is adequate to carry out the normal activities of the Project Office. Project Directors of Only 4 districts viz Jaipur, Ranchi, Unnao and Ghaziabad (person interviewed) said that sanctioned staff is inadequate and they require more people to manage the things. In Jaipur Project Director thinks that due to non availability of proper infrastructure they need to perform the same task again and again and hence there is need to deploy more manpower.





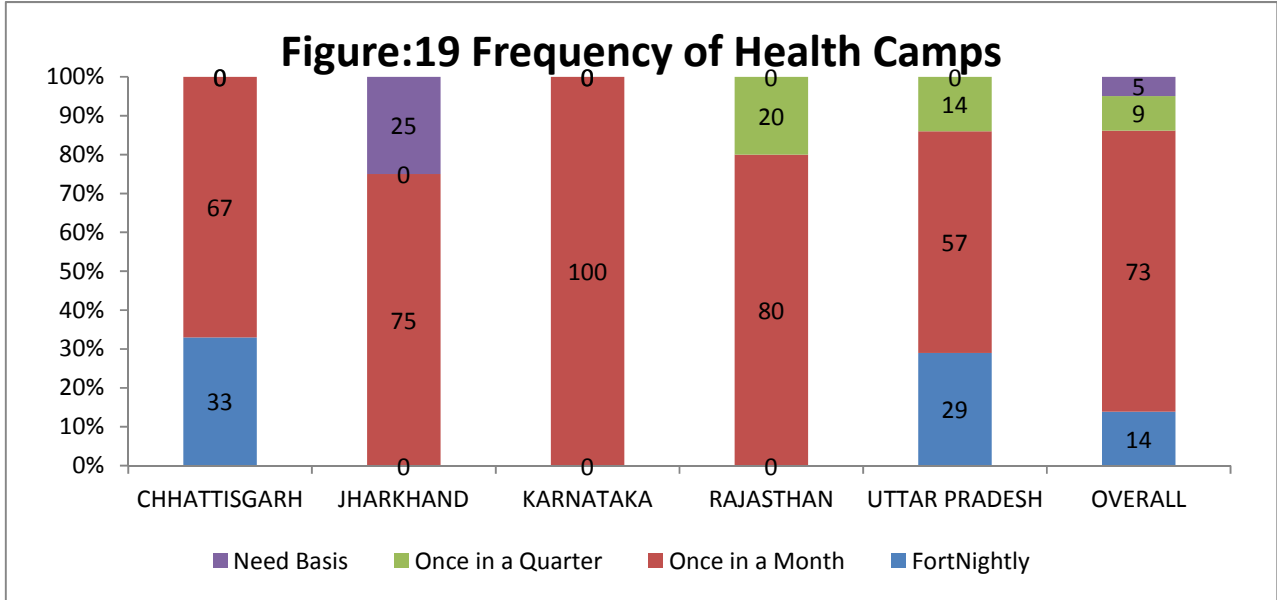
In 72% of the districts appointment of Master Trainers is the decision of Project Office whereas in remaining 28% of the district’s request for appointment is initiated by special schools. Approx 75% of the districts said that the availability of master trainer in their district is one of the biggest challenges they face during the appointment of master trainer. Almost all the districts prefer to hire either a ITI trained or person having the technical degree for the post of master trainer.



One district in each of Jharkhand and UP shown interest in hiring even a Local Artisan in the absence of the trained ITI and Technical Degree holder Master trainer

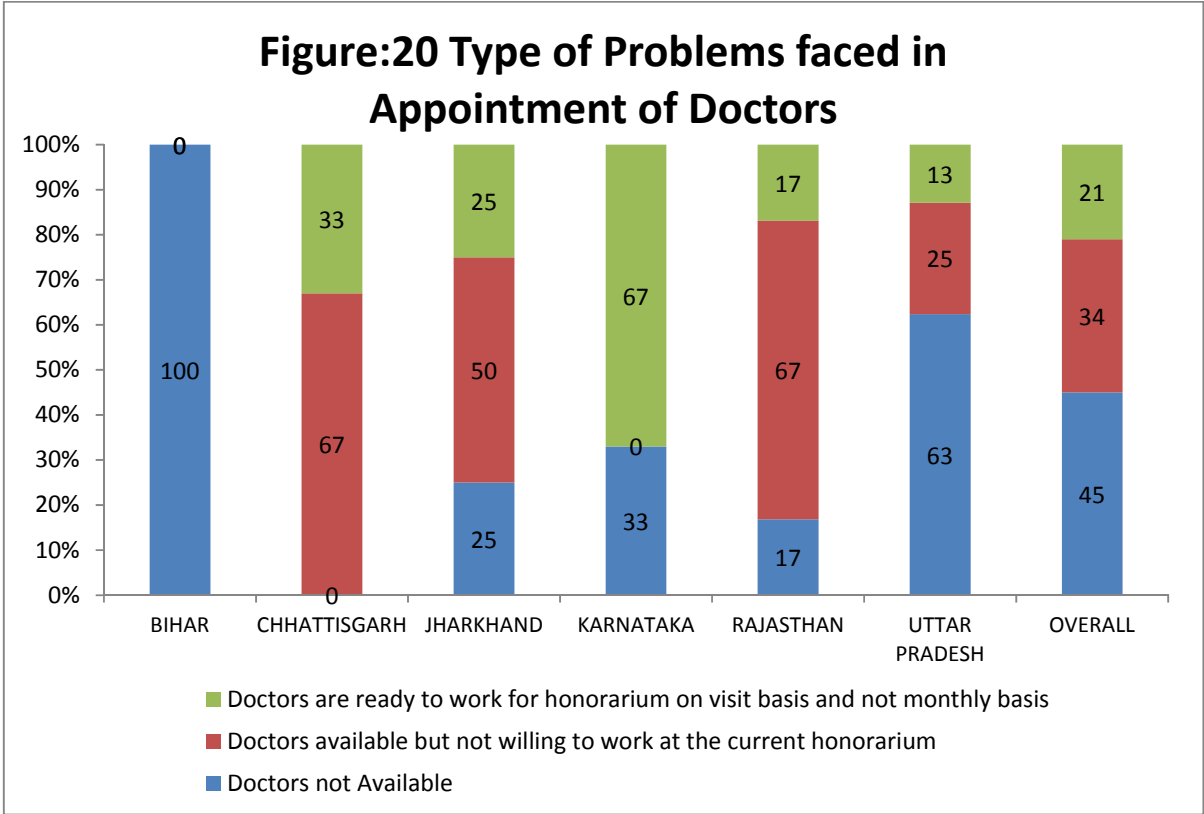
Health Check up Facility Organized by PO

In 73% of the districts PO organizes regular health check up camps in special schools. Bihar is an exception where none of the districts organizes the health camps on regular basis. Apart from Bihar two districts one each from Rajasthan and UP fails to organize these camps on regular basis. To carry out these camps Project offices generally get allopathic doctors appointed from the hospitals run and managed by state government except for two districts one each in Chhattisgarh and Karnataka where ayurvedic and Unani and traditional medicine doctors respectively also involved. In 87% of the districts health check up camps are held atleast once in a less than a month’s time. Only in 9% of districts these camps held once in a quarter remaining 5% of the districts organizes these camps on a need basis.



On an average in 65% of the districts Doctor spends 1 – 3 hours per school per camp. In approx 35% of the districts doctors spent more than 3 hrs per camp. These districts generally include those districts where camps are help either on need basis or once in a quarter.

In 65% of the districts doctors appointed by the PO for health check up camps are not available in case of any emergency medical situation. In these condition Special school / PO refers the case to the nearby government hospital / health centre.



In approx 45% of the districts it is really difficult for the PO to find the doctors who are ready to work in NCLP schools this situation is mainly faced by two states viz. Bihar and UP. In 34% of the districts doctors are available but are not ready to work on the present honorarium whereas in remaining 21%of the districts doctors are available to work on the current honorarium only on visit basis and not on monthly basis.

Child Labour Survey, Identification and Enrollment in Special School

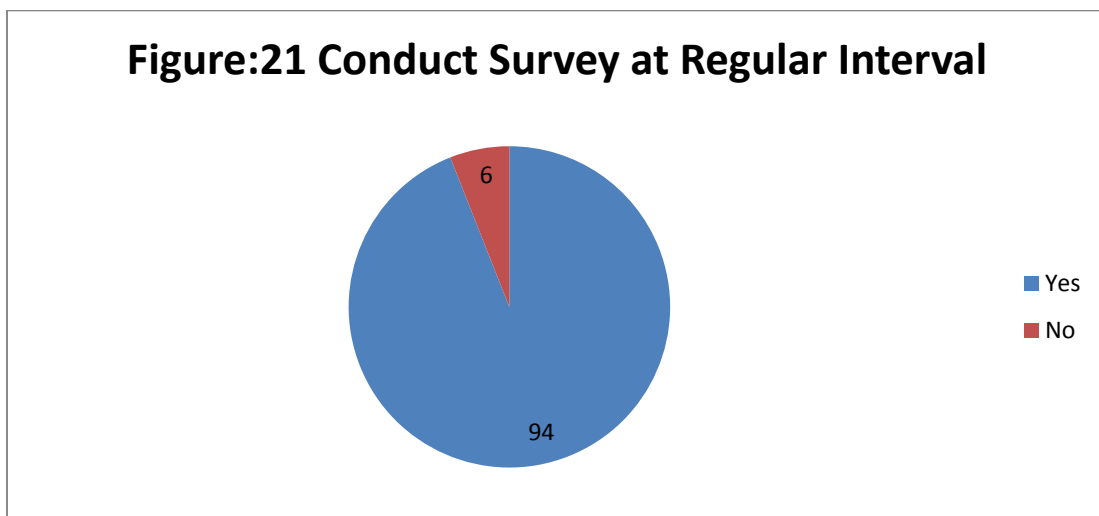
Child labour survey, awareness generation and convergence are the three most basic and core activities of all district PSs. It is presumed that the outcome and impact of the NCLP in the long run depends largely on the manner in which these three components are implemented, as they have substantive links with key outcome indicators such as enrolment, attendance, retention and mainstreaming.

The NCLP guidelines suggest that child labour survey should be the first starting point of the project after registration and setting up of the PS. The guidelines also suggest conducting at least two surveys in each district to identify the child labourers working in hazardous as well as non-hazardous occupations and processes. The overall guidelines of the survey further clearly specify the following:

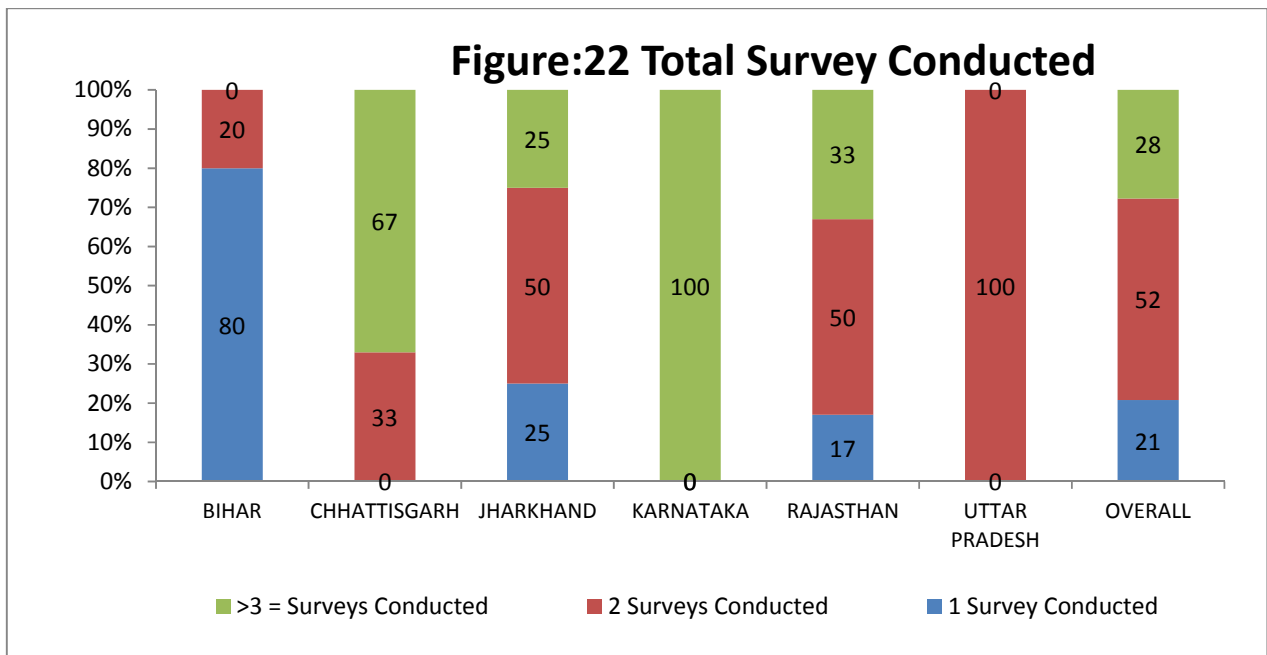
- (a) To identify and collect disaggregated information on the identified target groups;
- (b) To open a number of special schools as per the requirements revealed by the survey results;
- (c) To rehabilitate and mainstream the identified children within a maximum period of three years.

The guidelines suggest a two-fold approach to rehabilitate and mainstream the identified children. First, it is suggested that children working in hazardous occupations and processes in the age group of 5-8 years should be mainstreamed directly into formal educational system through Sarva Siksha Abhiyan (SSA); and Second, it is suggested that the children in the age group of 9-14 years should be rehabilitated by enrolling them in special schools established by the PS before mainstreaming them into the formal education system.

In 94% of the districts child labour surveys are conducted on regular intervals. Only 2 districts of Rajasthan doesn't conduct these surveys on regular intervals.



In 80% of the districts survey is conducted as per the NCLP guidelines for the project, Out of this 80%, in 28% or the districts more than or equal to 3 surveys are conducted in a project span. In remaining 21% of the districts only 1 survey is conducted. This 21% mainly comprises of districts from Bihar.



Only 50% of the districts consider the data available with the SSA on Non school going children in the district. Non availability of information at the time if survey from the SSA is the Prime reason cited by the districts that doesn't use their data.

Below Table Shows Performance of Districts of Bihar:

Table:16 Performance of Districts of Bihar

	Darbhangha	East Champaran	Madhubani	Samastipur	Sitamarhi
No. of Survey Conducted	2	1	1	1	1
Year of Survey	2007, 2010	2005	2008	2005	2005
No. of Children identified Total, (in Last Survey)	2198	2500	5750	No. not confirmed	2323
Coverage Area of Survey	Specific Locations	Specific Locations	Entire District	Specific Locations	Specific Locations
No. of Children withdrawn in last survey	2198	2500	5750	No. not confirmed	2323
No. of Students enrolled in SSA	2198	2500	5750	No. not confirmed	2323

Below Table Shows Performance of Districts of Chhattisgarh and Karnataka:

Table:17 Performance of Districts of Chhattisgarh and Karnataka

	CHHATTISGARH			KARNATAKA		
	Bilaspur	Duru	Raipur	Chitradurga	Davangere	Mysore
No. of Survey Conducted	2	5	5	4	3	4
Year of Survey	2010, 2011	2005, 06, 07, 08,10	2005, 06, 07, 08,10	2006, 2012	2001, 2006	1996, 2000
No. of Children identified Total, (in Last Survey)	No. not confirmed	No. not confirmed	No. not confirmed	998	3814	No. not confirmed
Coverage Area of Survey	Specific Locations	Entire District	Entire District	Entire District	Entire District	Entire District
No. of Children withdrawn in last survey	No. not confirmed	No. not confirmed	No. not confirmed	998	3814	No. not confirmed
No. of Students enrolled in SSA	No. not confirmed	No. not confirmed	No. not confirmed	998	3500	No. not confirmed

Below Table Shows Performance of Districts of Rajasthan:

Table:18 Performance of Districts of Rajasthan

	Jaipur	Alwar	Tonk	Sikar	Ajmer	Chittorgarh
No. of Survey Conducted	2	1	5	2	4	2
Year of Survey	2006, 2009	2009	1999, 2003, 07, 09, 2010	2005, 08	2000, 05, 09, 2010	2005, 2009
No. of Children identified Total, (in Last Survey)	7348 (1250)	1514 (1514)	10709 (1400)	2348 (1000)	9867 (2619)	4317 (2058)
Rescued from Industry	Gems and Jewellery	Carpet Industry	Bidi Manufacturing, Carpet industry	Rag Picking, Restaurants, Construction, Garments etc	Mining, Construction, Rag Picking, Restaurant, Automobile etc	Brick, Mining, Bidi Manufacturing, Restaurants, Automobile etc
Coverage area of Survey	Entire District	Entire District	Specific Locations	Entire District	Entire District	Entire District
No. of Children withdrawn in last survey	1250	1514	1400	1000	1000	2058
No. of Students enrolled in SSA	1250	1514	1400	10000	1000	2058

Below Table Shows Performance of Districts of Jharkhand:

Table:19 Performance of Districts of Jharkhand

	Dumaka	Hazari Bagh	Ranchi	Sahib Ganj
No. of Survey Conducted		2	2	5
Year of Survey	1995, 2000	2000, 2005	2010, 2011	1996, 2002
No. of Children identified Total, (in Last Survey)	3074	8538	No. not confirmed	No. not confirmed
Coverage Area of Survey	Entire District	Entire District	Entire District	Entire District
No. of Children withdrawn in last survey	3074	8538	No. not confirmed	No. not confirmed
No. of Students enrolled in SSA	3074	8538	No. not confirmed	No. not confirmed

Below Table Shows Performance of Districts of Uttar Pradesh:

Table:20 Performance of Districts of Uttar Pradesh

	Bahraich	Balrampur	Ghaziabad	Gonda	Kanpur Nagar	Meerut	Srivashi	Unnao
No. of Survey Conducted	2	2	2	2	2	2	2	2
Year of Survey	Dates not disclosed	Dates not disclosed	2004, 2009	2000	2004, 2012	2004, 2009	Dates not disclosed	2009
No. of Children identified Total, (in Last Survey)	4245	4245	No. not confirmed	2950	3458	7805	No. not confirmed	3022
Coverage Area of Survey	Specific Locations	Entire District	Specific Locations	Entire District	Specific Locations	Specific Locations	Entire District	Entire District
No. of Children withdrawn in last survey	4245	4245	No. not confirmed	2950	3458	7805	No. not confirmed	3022
No. of Students enrolled in SSA	4245	4245	No. not confirmed	2950	3458	7805	No. not confirmed	3022

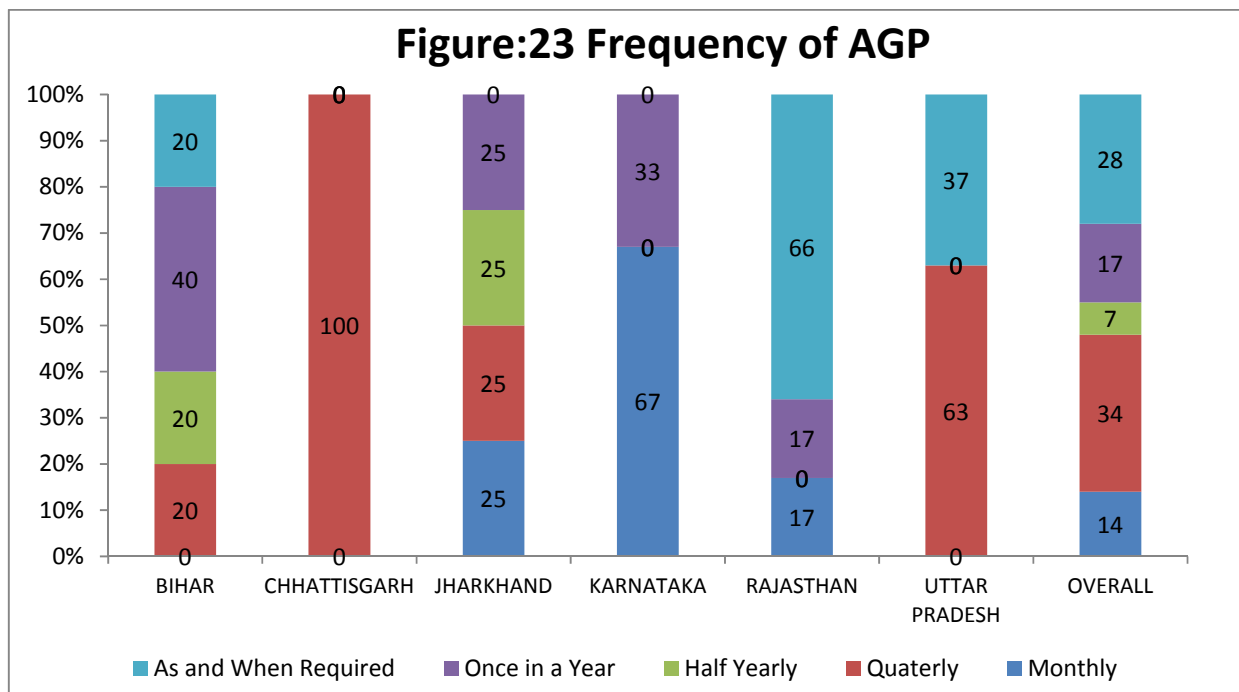
Issues relating to scope, coverage, and methodology and monitoring of the survey have a direct bearing on the quality of data and hence, the magnitude of child labour. Hence, special emphasis was placed on these areas during this evaluation. Key points observed are as follows:-

- In 80% of the districts specific data capturing format is used.
- Out of total districts which design Specific Data capturing template In 80% of the districts template is either designed by Project office or by experts.
- Project office takes child labour identification surveys seriously and all the districts provide training to the field agency before starting the actual survey work.
- In almost all the districts Project office itself monitors and supervised the Surveys. In more than 20% of the cases someone from project office accompany the surveyors.

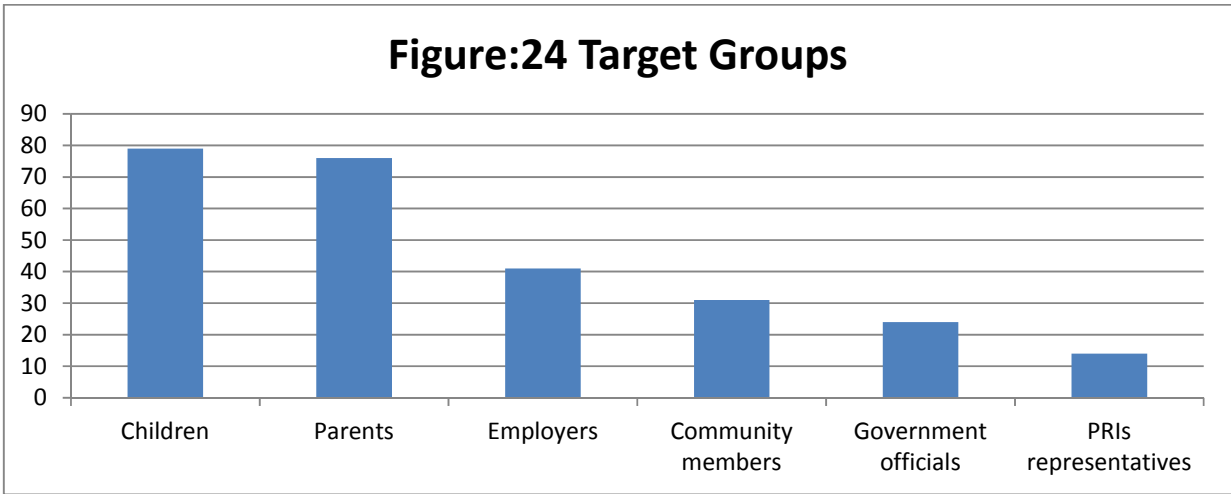
Awareness Generation Programs

Generating awareness about the menace of child labour in general and NCLP in particular among all the stakeholders has a central place in the overall scheme of the NCLP, as it cuts across all other components. As per the NCLP guidelines, the respective PSs are expected to design a year-long plan of action for generating awareness detailing the timeline, target groups and mode of communication; and to undertake effective awareness generation programmes to mobilise large scale public support against child labour.

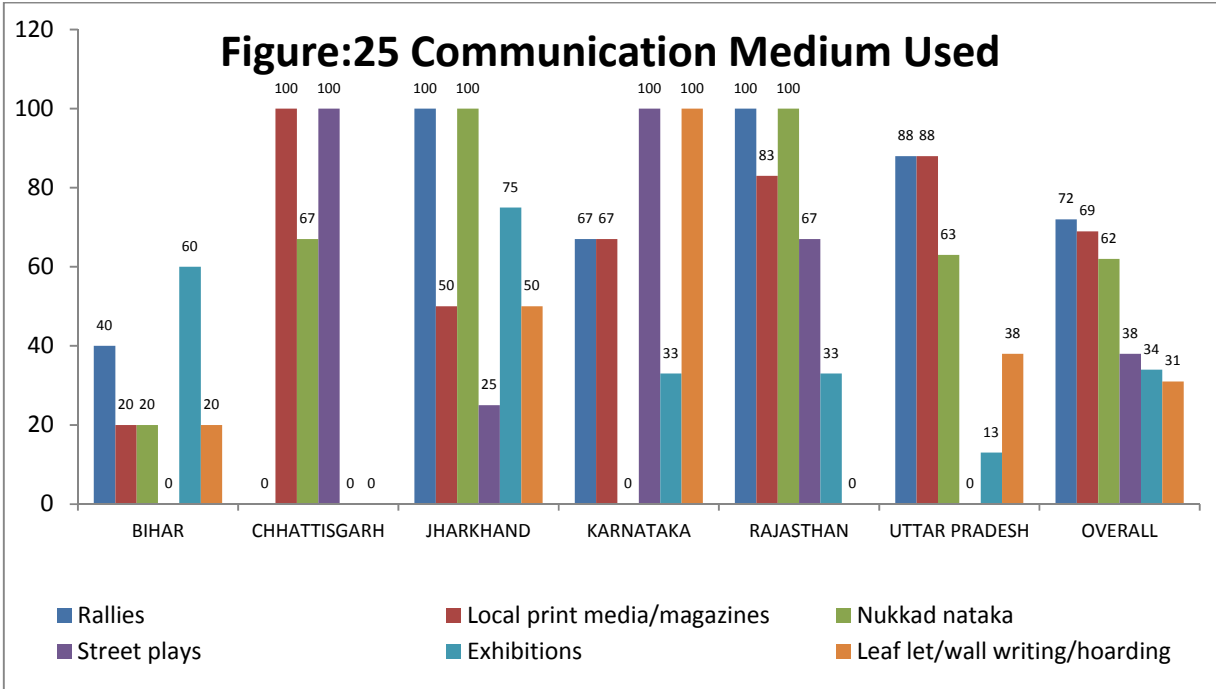
The evaluation results suggest that all the District Project Offices have carried out some form of awareness generation programmes. Frequency of these campaigns does vary from district to district. Almost 50% districts conduct Awareness Generation program once in 3 months followed by 28% districts who organizes the AGP as and when required. Chhattisgarh and Uttar Pradesh have max. no. of districts conducting AGP atleast once in a quarter.



Parents, Children, Employers and Community Members are the prime target Audience for these Campaigns followed by PRI Representatives and Government Officials.



Rallies, Local Print Media and Nukkad Natak, are the most common communication medium for awareness campaigns as they leave large impact on the target audiences followed by Street Plays, Exhibitions, Leaflet / Wall Writing / Hoarding, Radio and Cable TV. Different States have different set of communication medium. In Bihar Exhibitions are most popular medium followed by Rallies. Districts PO in Chhattisgarh like more of a Local Print Media and Street Plays. Rallies and Nukkad Natak are most preferred way of communication in Jharkhand and Rajasthan.



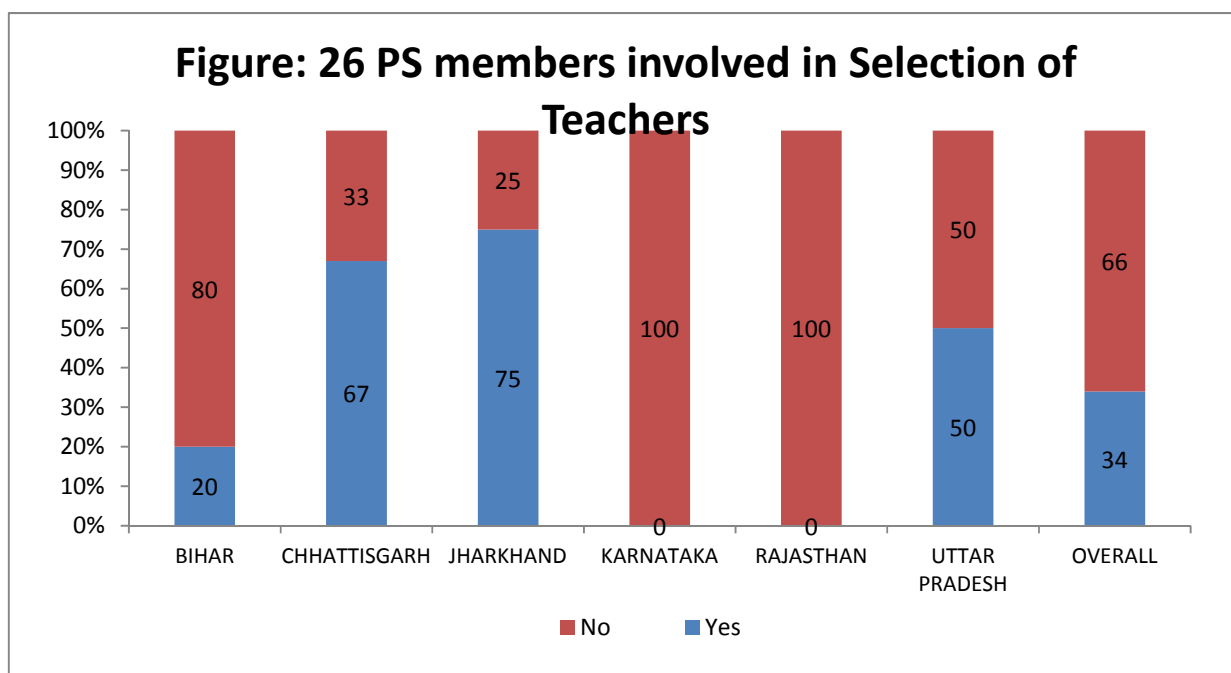
Street Plays and Wall writing practice is widely followed in the districts of Karnataka whereas in Uttar Pradesh again Rallies and print media is used as a communication medium.

Rallies are the much wider impact of these awareness campaigns among the Parents and Children. In almost 80% of the districts these campaigns are run with the support of NGO's.

Special Schools and their Functioning

Evidences from the field shows that the running and management of special schools is dominated by NGOs and there is no participation from other stakeholders such as PRIs, Trade Union, SHGs, etc. As high as 80% of the total number of schools is being managed by NGOs while remaining 20% by district project offices.

Out of the 29 districts surveyed only 5 districts viz Mysore, Madhubani, Tonk, Sikar and Alwar where we had observed less no. of Special Schools are functioning when compared with the Sanctioned number.



Almost all the Special schools had enrolled the staff as per the sanctioned limit of the NCLP. In many districts we had observed that there are few vacancies which are still need to be filled. Almost 34% of the district Project society members involved in the selection and enrollment of staff members for the Special Schools. In remaining 66% of the districts Implementing Agency recruits all the educational and Non-Educational Staff in the schools.

In approx 65% of the districts had organized the training session's atleast once for the staff of special school teachers. Almost 18% of the districts have organized multiple training sessions for

the improvement of the staff of the special schools. Duration of training varies from one week to 10 days from district to district. As per the PD teachers got following benefits from the training session organized for them:

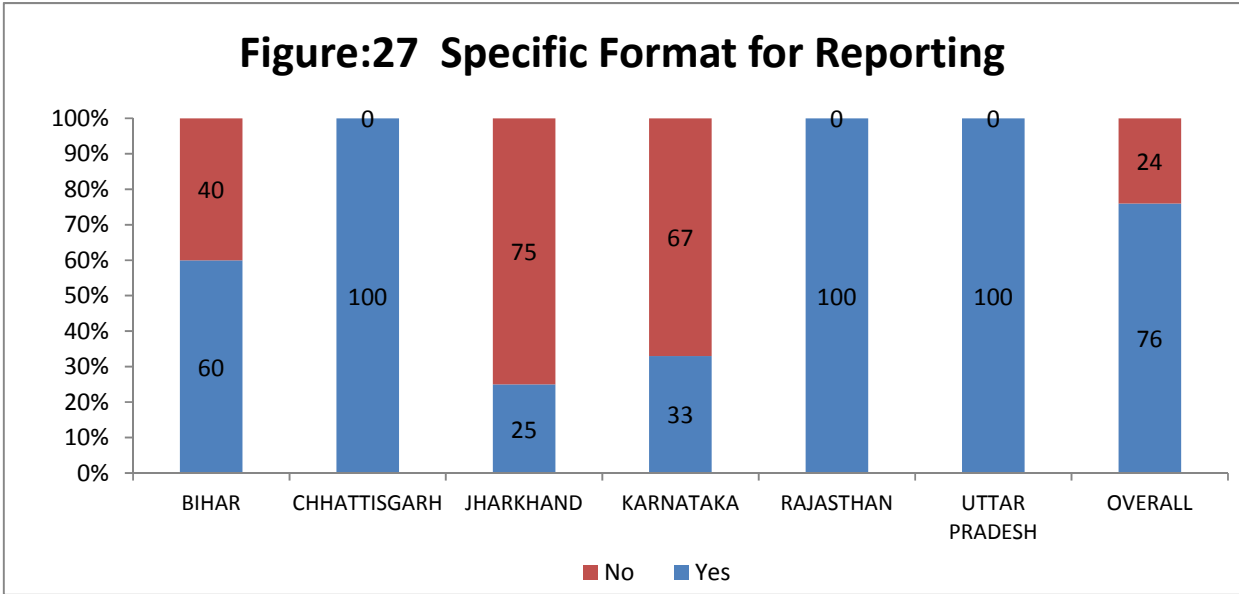
- Learnt the new teaching techniques
- Learn the technique to handle multiple task
- Improve in overall efficiency
- Rise in Self Confidence of instructors.

Monitoring and Tracking of NCLP Activities

Monitoring is an essential and integral part of the NCLP. Regular observations on the functioning of the project by making periodic visits and documentation of various activities of the project at the state level helps the functionaries responsible for implementation in early identification of deviations from the set norms and in taking corrective actions. Monitoring at the state level also helps to facilitate and mobilize government officials and civil society members to contribute effectively to the rehabilitation of enrolled children in the special schools and guard against the continuation and emergence of new child labour and hazardous child labour sectors. In order to reap the benefits of the project, in addition to the monitoring by the MoLE, the state government should have an efficient, effective and sustainable system of monitoring.

In most of the districts evaluated we had found that 76% of the District Project offices by and large had developed the specific templates to evaluate the functioning of the various stakeholders and implementing agencies.

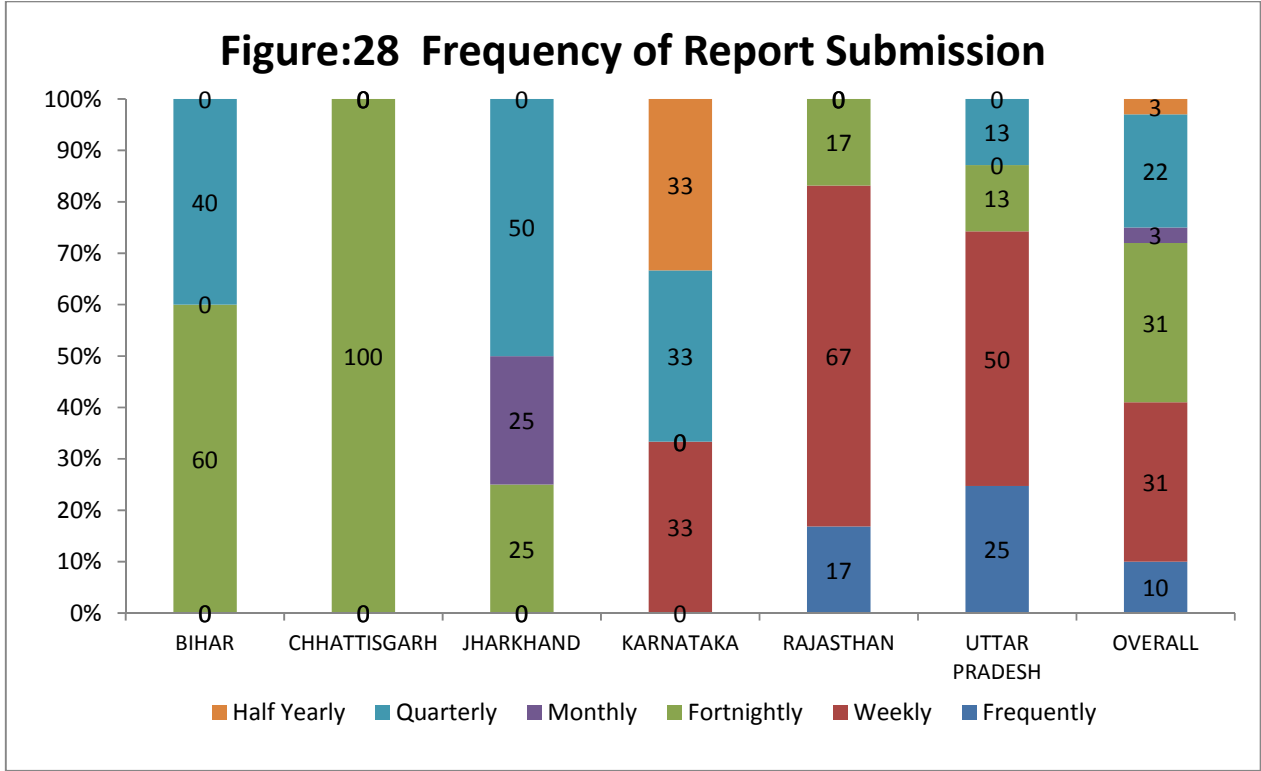
States like Chhattisgarh, Rajasthan and UP are the ones who understand the importance of monitoring and tracking and hence all the districts in the state developed the some practice to do the same. In contrary to states mentioned above Jharkhand, Karnataka and Bihar are the ones who lags behind in developing the stable monitoring system.



Overall 75% of the districts submit reports atleast once every month. Out of these 75%, approx 31% districts submit report on weekly basis and similar number of districts submits on the fortnightly basis.

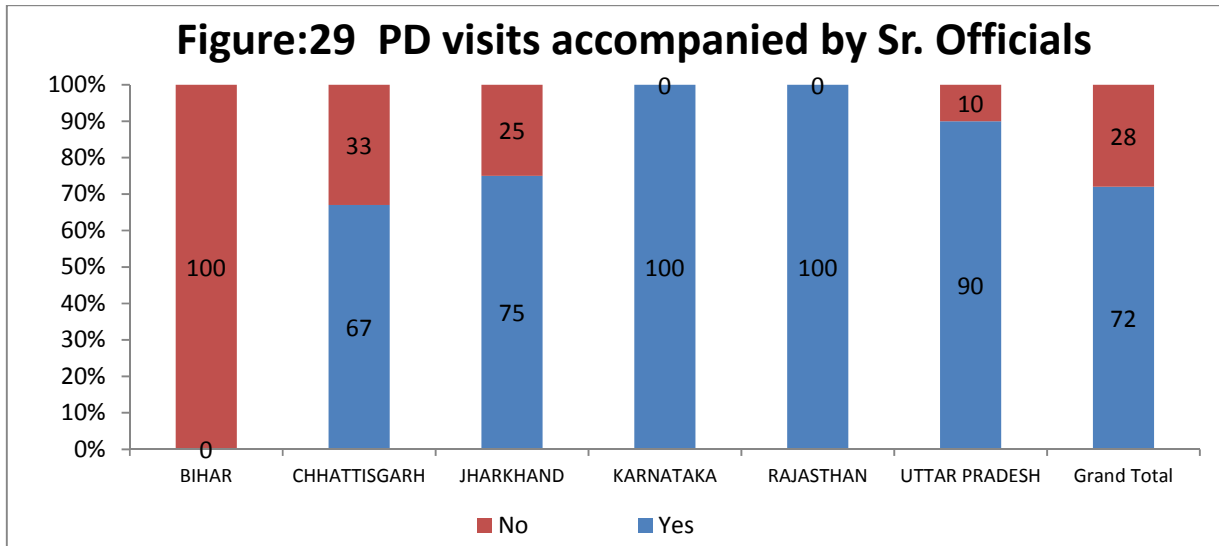
Remaining 25% of the districts submit reports atleast twice in a year. 22% submit atleast once in a quarter and remaining 3% once in 6 months.

Districts of Karnataka, Jharkhand and Bihar are the ones which are pulling overall average down. Almost 60% of the districts in these states doesn't submit reports in a month's time. In contrary in states of Chhattisgarh and Rajasthan 100% of the districts submit report on monthly basis. In UP more than 87% of the districts submit the report atleast once in month.

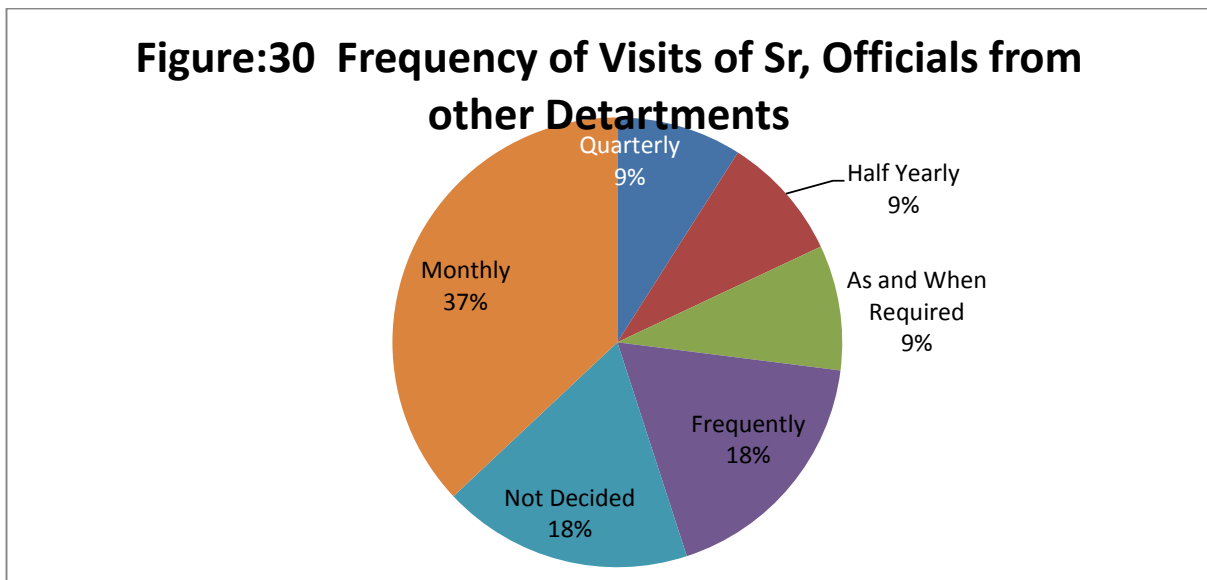


On an average one PD visits approx 8 – 12 schools in a month and Field officers visit approx 35 – 40 schools. This average changes from state to state. In some states like Rajasthan it is as high as 12 – 15 school visits by PD and in some states viz Bihar and Karnataka it is as low as 2 – 3 visits per month by PD.

In 21 out of 29 districts evaluated, PD’s visits are accompanied with the senior official from the various departments of districts. In none of the districts of Bihar senior officials from other departments whereas in states like Karnataka, Rajasthan and UP where in more than 90% of the districts other departments also take active participation in NCLP programs.



Officers from various departments viz Education, Labour and Women and child Development generally accompanies the PD in inspection of schools.

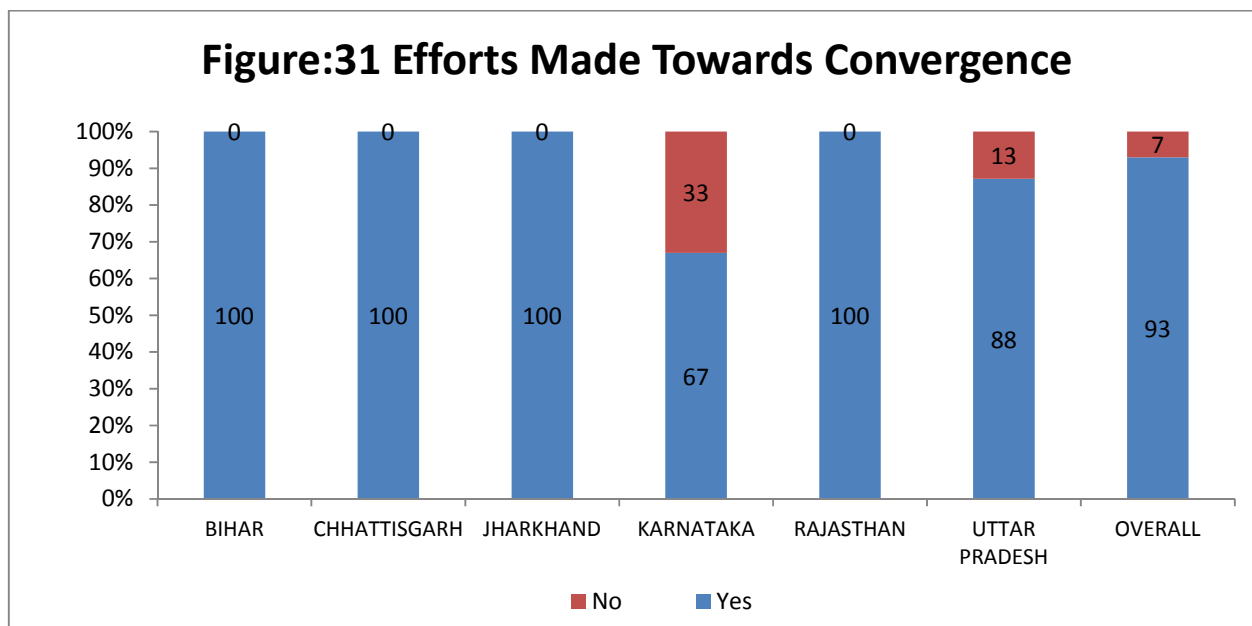


Out of total districts which are evaluated, only 67% of the districts have developed any mechanisms to ensure the continuance of mainstreamed children in formal education such as Help Students to get admission in class VI after completing the three years Education from NCLP School.

In few districts of Jharkhand and Karnataka mainstreaming is of students of special school is not followed in the right manner. Implementing agencies hasn't developed any mechanism to ensure the continuance of children in mainstreamed.

Convergence

Convergence of services is the most crucial component of the NCLP. For the NCLP to be successful in the long run and to achieve its ultimate objective of elimination of child labour, it is of utmost importance to achieve convergence at every step and for every single component of the programme. Withdrawal of the children from work, sending them to schools, mainstreaming them and meeting the opportunity cost of the poor families would be possible, only if, there is an effective convergence of services. The NCLP guidelines particularly mention forging convergence with key government departments such as Education, Rural Development, Health, Women and Child Development, Social Welfare, Tribal Welfare, and Labour for effective rehabilitation of children and their parents. As a first step for achieving convergence smoothly and in a coordinated manner, representatives from line departments are nominated in the governing body/EC of the PS – the key decision-making body, with the District Magistrate/District Collector (DM)/DC as its Chairperson.



Almost all the districts made one or the other effort towards the convergence of NCLP program. Only 2 districts out of 30 evaluated viz chitradurga and Kanpur Nagar said that they hadn't made any effort towards convergence.

Figure:32 List prepared of the parents to be benefited under different programmes

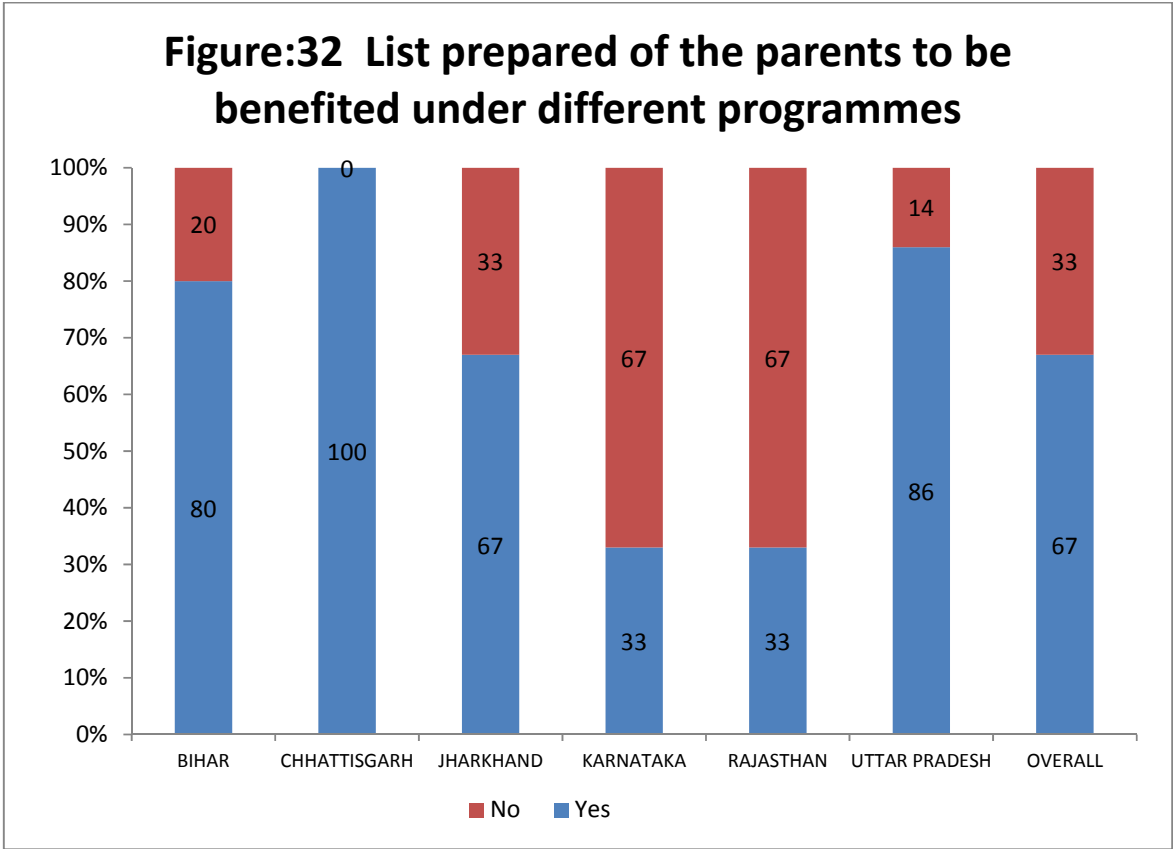


Table: 21 Convergence

State	District	Education/ SSA	Rural Development (DRDA/DUDA) for Parents	Social Justice and Empowerment	Health (Children & Parents)	Women and Child Development
BIHAR	DARBHANGA	Yes	No	No	Yes	No
	EAST CHAMPARAN	Yes	No	No	Yes	No
	MADHUBANI	Yes	No	No	Yes	No
	SAMASTIPUR	Yes	No	No	No	No
	SITAMARHI	Yes	No	No	No	No
CHHATTISGARH	BILASPUR	Yes	Yes	Yes	Yes	Yes
	DURU	Yes	No	No	No	No
	RAIPUR	Yes	Yes	Yes	Yes	Yes
JHARKHAND	DUMAKA	Yes	No	No	No	No
	HAZARI BAGH	Yes	No	No	No	No
	RANCHI	Yes	No	No	No	No
	SAHIB GANJ	Yes	Yes	Yes	Yes	Yes
KARNATAKA	CHITRADURGA	Yes	No	No	No	No
	DAVANGERE	Yes	No	No	No	No
	MYSORE	Yes	No	No	No	No
RAJASTHAN	AJMER	Yes	Yes	No	Yes	No
	ALWAR	Yes	No	No	Yes	No
	CHITTORGARH	Yes	No	No	No	No
	JAIPUR	Yes	No	No	Yes	No
	SIKAR	Yes	No	No	No	No
	TONK	Yes	Yes	No	No	No
UTTAR PRADESH	BAHRAICH	Yes	No	No	No	No
	BALRAMPUR	Yes	No	No	Yes	No
	GHAZIABAD	Yes	No	No	No	No
	GONDA	Yes	No	No	No	No
	KANPUR NAGAR	Yes	No	No	No	No
	MEERUT	Yes	No	No	Yes	No
	SRIVASHI	Yes	No	No	No	No
	UNNAO	Yes	No	Yes	Yes	Yes

Chapter 7: Special Schools: *A Rehabilitation Centre for Child Workers*

Special Schools: A Rehabilitation Centre for Child Labour

Rehabilitation of the target group children in the age group of 9-14 years through special schools is the single most important activity of the NCLP, and a direct responsibility of the DPO. The NCLP guidelines clearly mention that project societies (PS) are required to set up special schools for child labourers (rehabilitation-cum-welfare centres) as a transitional space, by encouraging voluntary efforts for imparting formal and non-formal education and vocational training. Apart from providing quality education to children, the schools are supposed to provide supplementary nutrition, stipend and basic health care services. In the context of the above, this section provides a detailed account of the current status and functioning of the special schools in different districts.

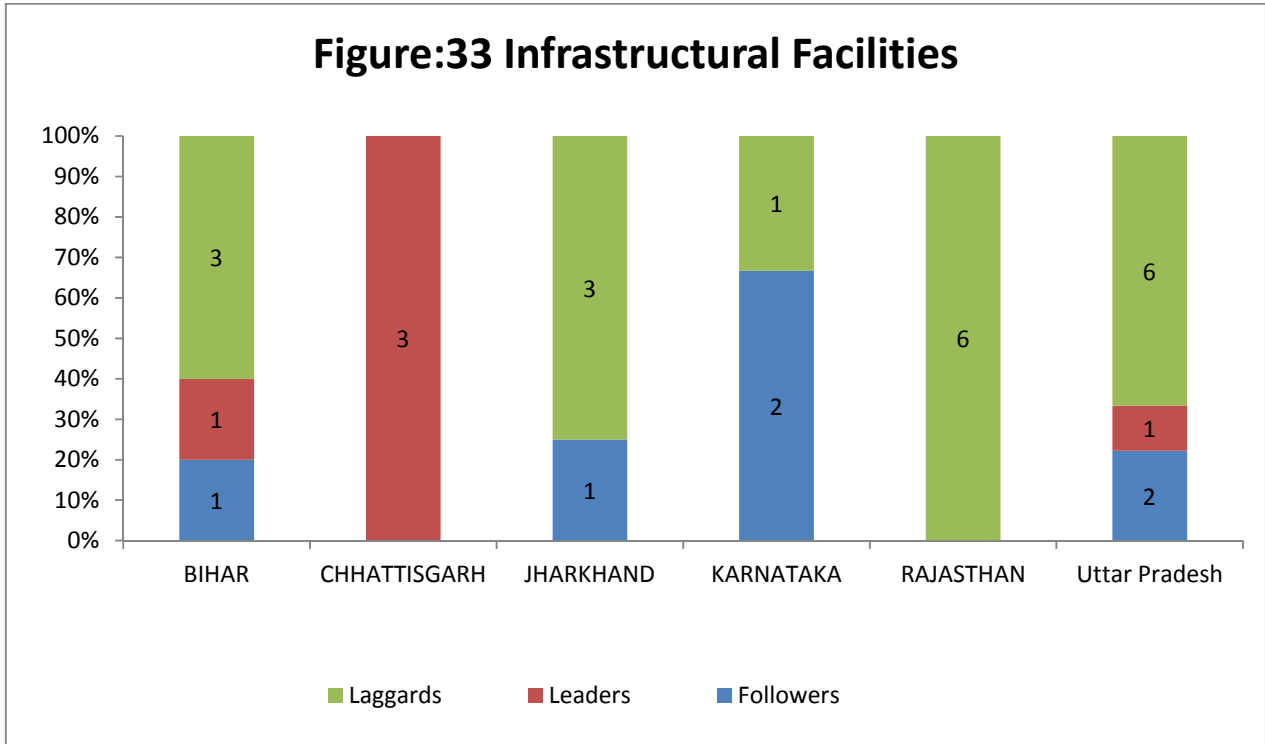
NCLP special schools are the transitional rehabilitation centres for the children withdrawn from hazardous occupations than just a formal education providing centre. These schools occupy a distinct position in the society as they have to work with children whose childhood has been abused in a variety of ways. For this purpose, PSs open special schools in the areas/regions of high concentration of child labour in general and child labour in hazardous occupations, in particular. In order to make the coverage of these special schools wider and broad-based, total capacity of each school has been sanctioned for 50 children. However, there is no limit for the number of schools to be opened in a district, which in fact, depends on the total number of children identified through the special survey by the PS.

Infrastructure

Our team also collected facts about the infrastructure of the school which is available for students, as infrastructure play a very important role in the development of the child & helps in making studies better, so as per our report, we differentiated districts again into **Leaders**, **Followers & Laggards**, where we took No.of Rooms for studying, Play Ground for extracurricular activities & Electricity as basic infrastructure requirement.

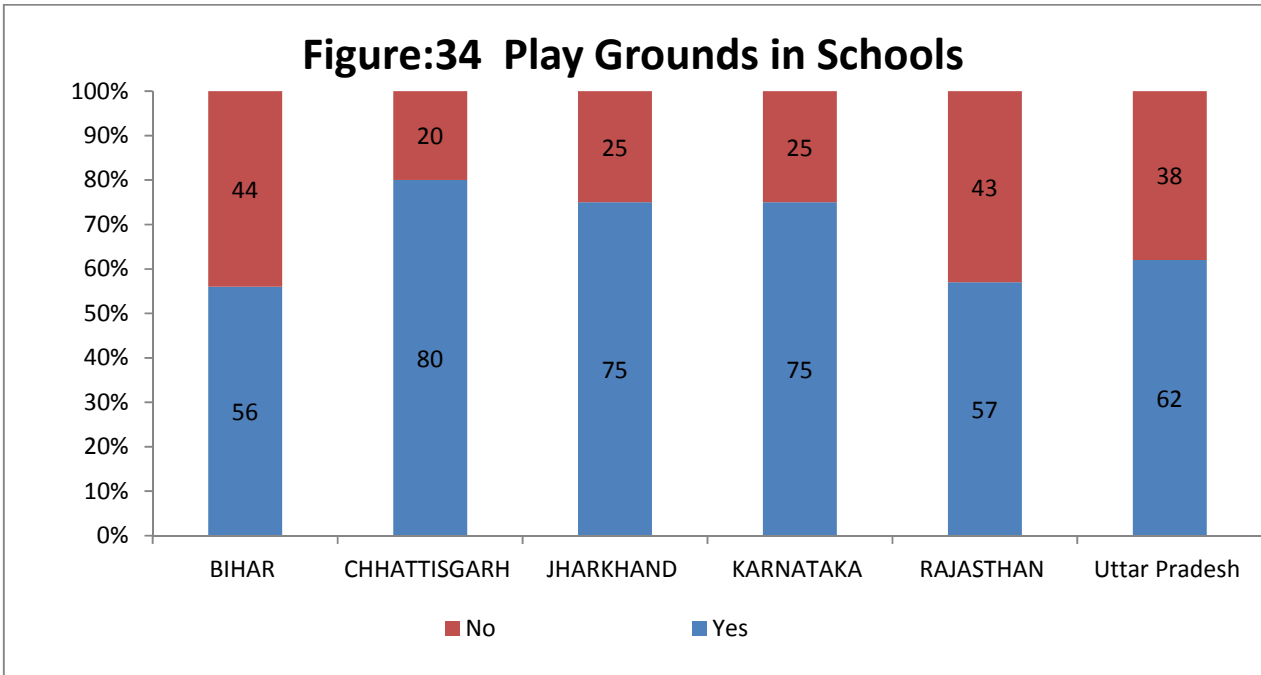
So we took **Leaders** as those districts where 80% schools have More than or equal to 3 rooms, more than 60% schools having play ground & 60% of the schools of that district having electricity, **Followers** as more than 40% schools having more than or equal to 3 rooms, more than 40% schools having play ground & 40% of the schools of that district having electricity & less than all the above are **Laggards**, which are unable to provide even basic infrastructure

We found that out of 30 districts only 5 (Dharbhanga from Bihar, Bilaspur, Durg, Raipur From Chattisgarh & Shrawasti from Uttar Pradesh) were Leaders, while same was the case with Followers where only 6 districts (Sitamarhi from Bihar, Hazaribagh from Jharkhand, Davangere & Mysore from Karnataka & Balrampur & Ghaziabad from Uttar Pradesh) were found to be matching the criteria.

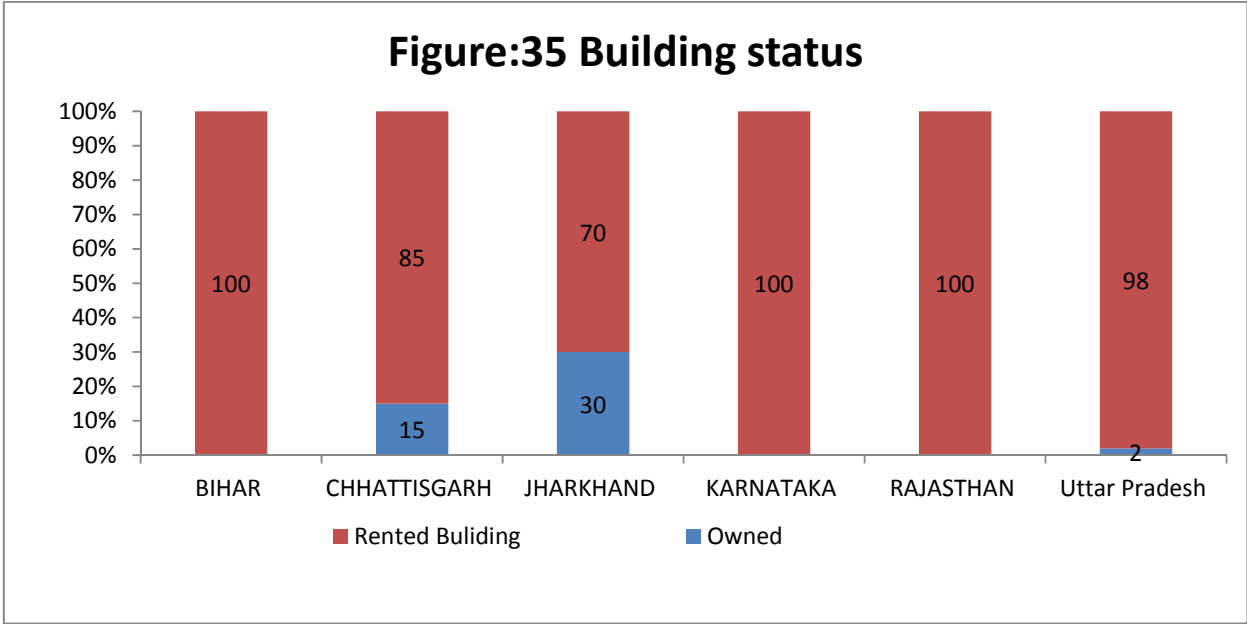


If we take the same facilities on the state level, other than Chattisgarh & Karnataka, no other district has been able to provide the infrastructural facilities, In Rajasthan, not even a single district has been able to provide the said infrastructure, while in Jharkhand, Uttar Pradesh & Bihar, more than 60% of the districts are falling behind in terms of Infrastructural facilities.

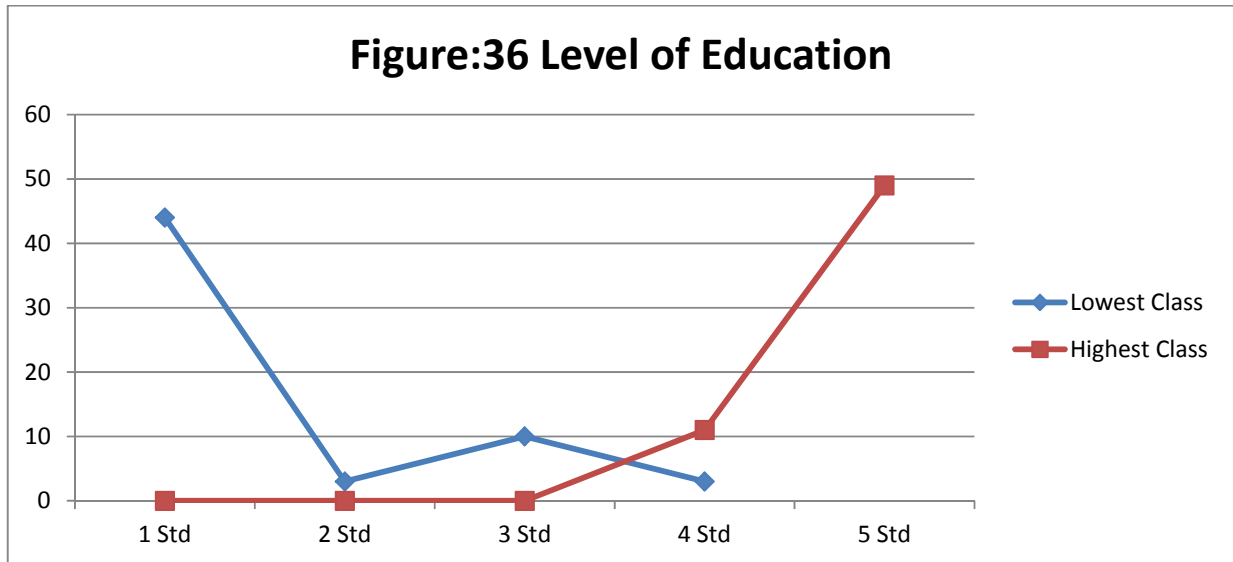
When we surveyed about the play grounds, we found that 75% of the Schools are having Play Grounds in their schools, other than Bihar, Rajasthan & Uttar Pradesh where only 60 % of the schools are having Play Grounds in their premises.



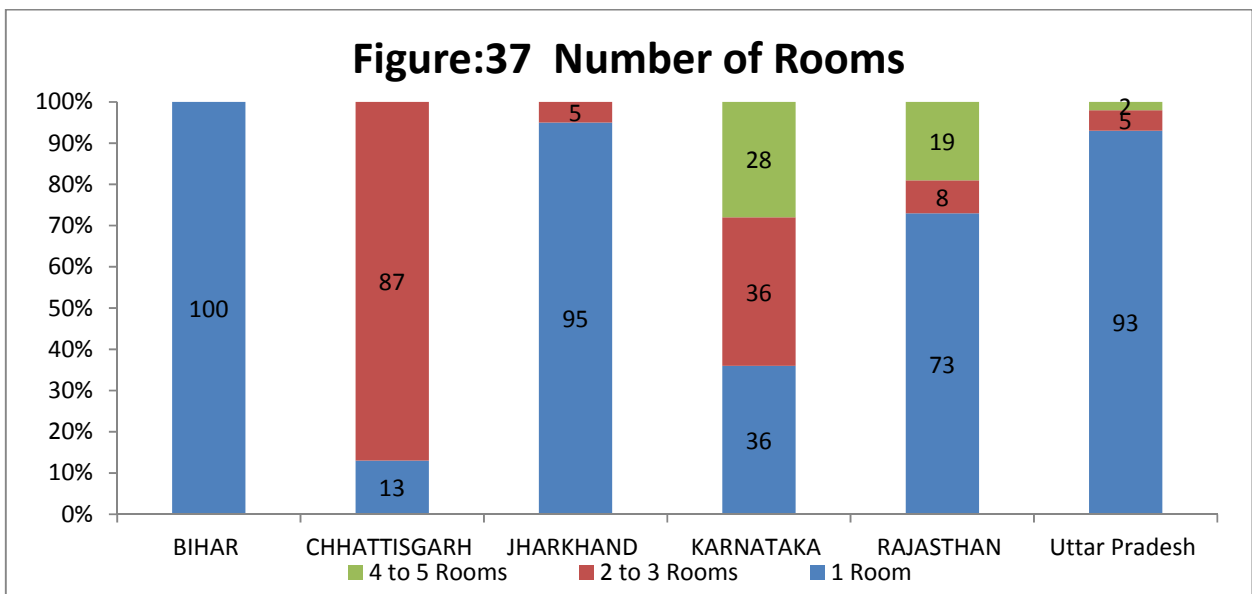
We also studied about the nature of building school is using, where we found that 100% of schools, other than Chhatisgarh & Jharkhand are running on Rented buildings, In Jharkhand & Chhattisgarh, 30% & 15% of the schools respectively are running on Government owned buildings . (Fig. below)



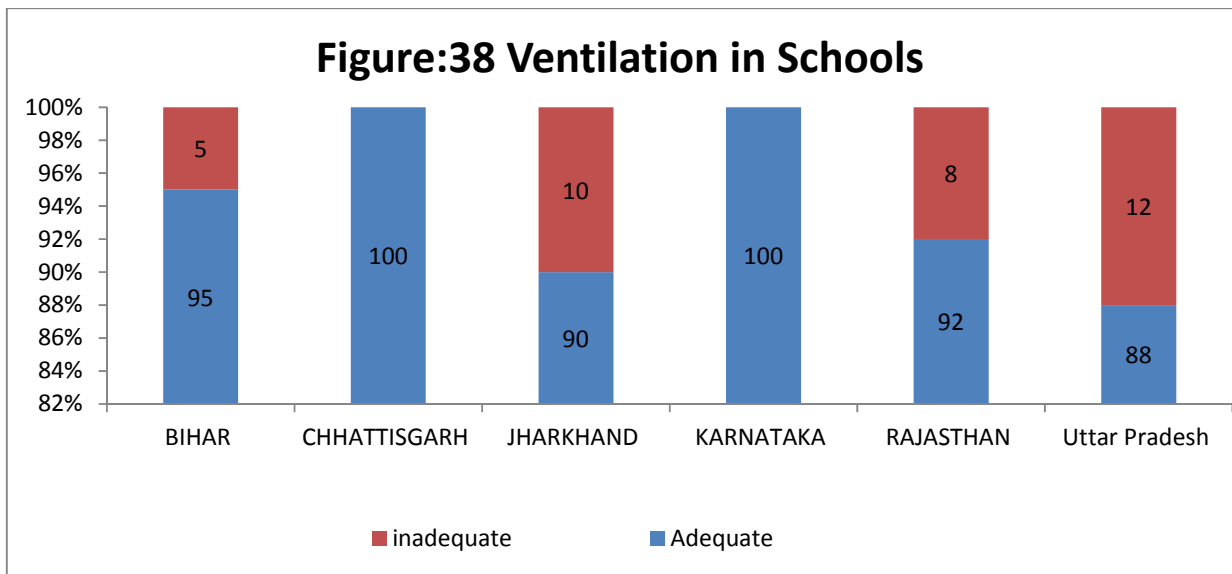
As per the guidelines these Special schools generally start giving education from III standard to V Standard and then the student is transferred to the formal government schools for further Education. But in actual approx 74% of the schools start giving education from I standard.. 85% schools generally provide Education till V Standard and after that child is transferred to the formal Education System.



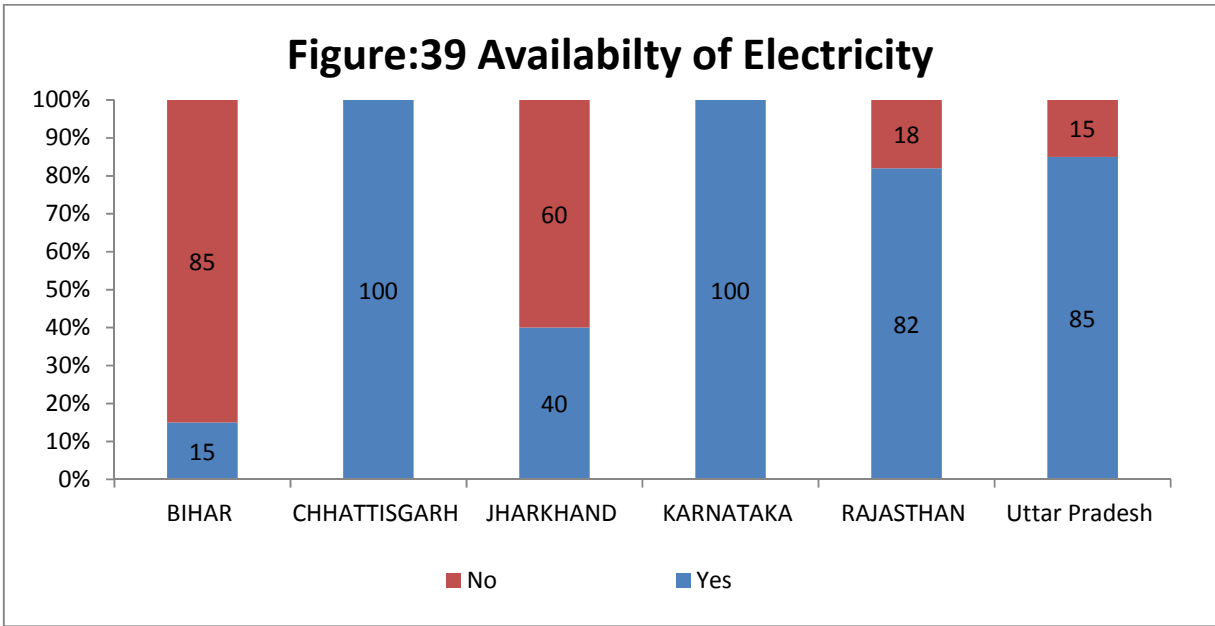
We also studied about the number of rooms available in the schools, we found that in Bihar, Jharkhand, Rajasthan & Uttar Pradesh 95% of the schools are running in only 1 Room, In Rajasthan as well, 73% of the schools are running in only 1 Room while Chhattisgarh is having 87% schools which are having 2 to 3 rooms .



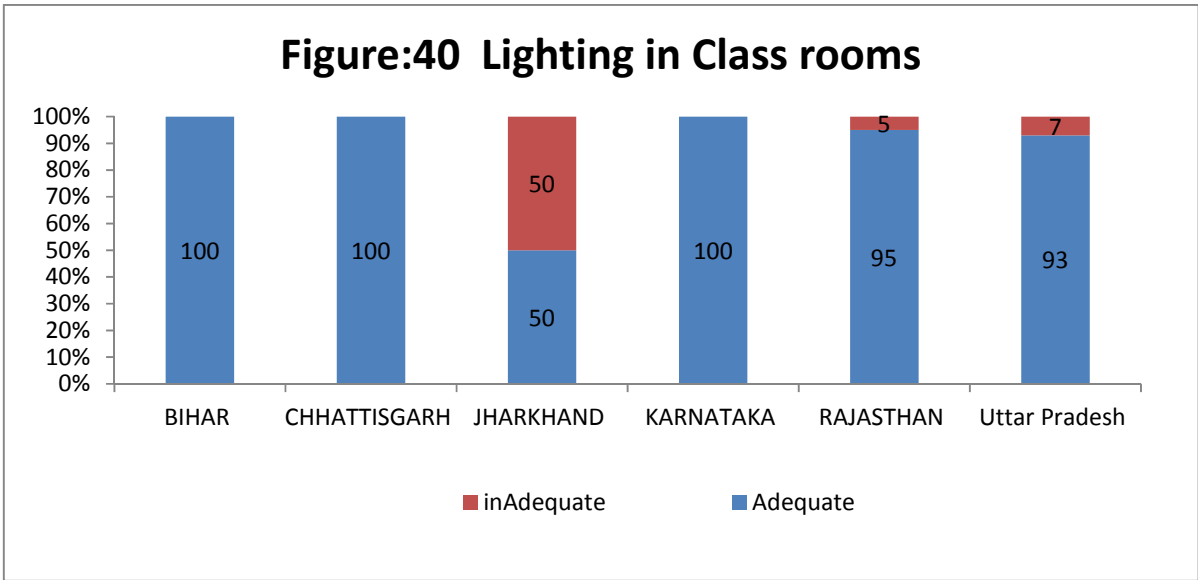
Adding to the above, we also studied about the availability of Fans, Lighting & ventilation in the classrooms, it was found to satisfactory, as almost all the classrooms were having Fans, sufficient Lighting facility & moreover were having good Ventilation facility in 90% of the surveyed schools. (Fig. below)



We checked about the availability of electricity in the schools as well, Bihar was the worst case in terms of the same, as 85% of its district NCLP schools, don't have electricity connection, followed by Jharkhand, where 60% of the schools are running without electricity, followed by Rajasthan & Uttar Pradesh, where approx. 80% Schools have electricity Connection, Chhattisgarh was the best as all its schools are running where electricity connection is there.

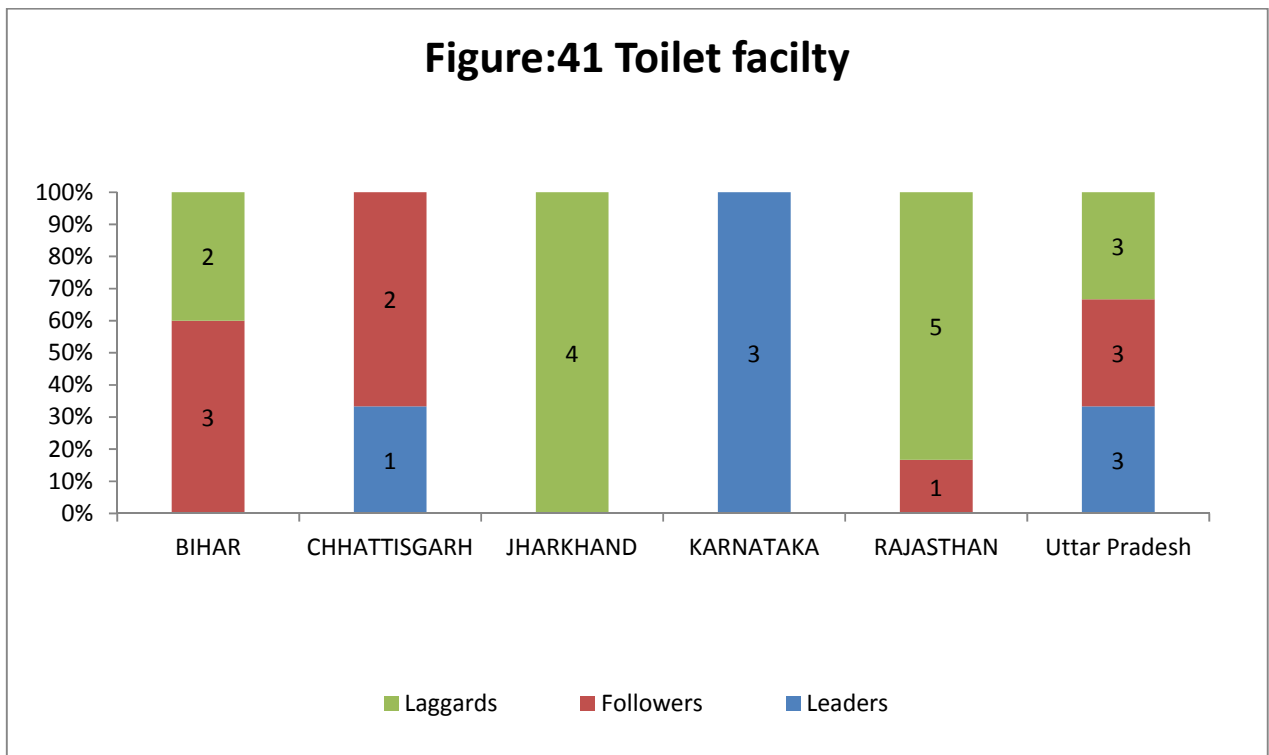


Along with the Electricity, we checked the lighting in the classroom, where we found that in Bihar electricity is not there, then also they have enough lighting to make studies comfortable, while in Jharkhand, students are facing problem in studying, as 50% of its districts don't have enough lighting in class rooms.



Toilet Facility

To understand the hygiene in the schools, our team also checked about the Toilet facility in the schools & if toilets were there, they checked whether there are separate toilets for Girls or not, on the basis of the same we have put districts into the categories of **Leaders**, where more than 100% of the schools are having Toilets along with 100% of them having separate Toilets for Girls, then **Followers** where more than 80% of the schools are having Toilets along with more than 40% of them having separate Toilets for Girls, then **Laggards** who are below these two basic criteria. We found that only 7 districts (Durg from Chhatisgarh, Chitradurg, Davangere & Mysore from Karnataka & Bahraich, Unnao & Gonda from Uttar Pradesh) out of 30 were found to be matching Leaders Criteria, while 9 districts (Darbhanga, Samastipur & Madubani From Bihar, Bilaspur & Raipur from Chattisgarh, Ajmer from Rajasthan & Ghaziabad, Kanpur & Shrawasti from Uttar Pradesh) were able to match Followers criteria, while rest of the 14 districts are not meeting the criteria of providing toilet facilities to Students.



When we talk about the State level performance, Jharkhand & Rajasthan are the states which need to give major emphasis to improve the Hygiene Facilities in their Schools, while Uttar Pradesh & Bihar also needs some improvement.

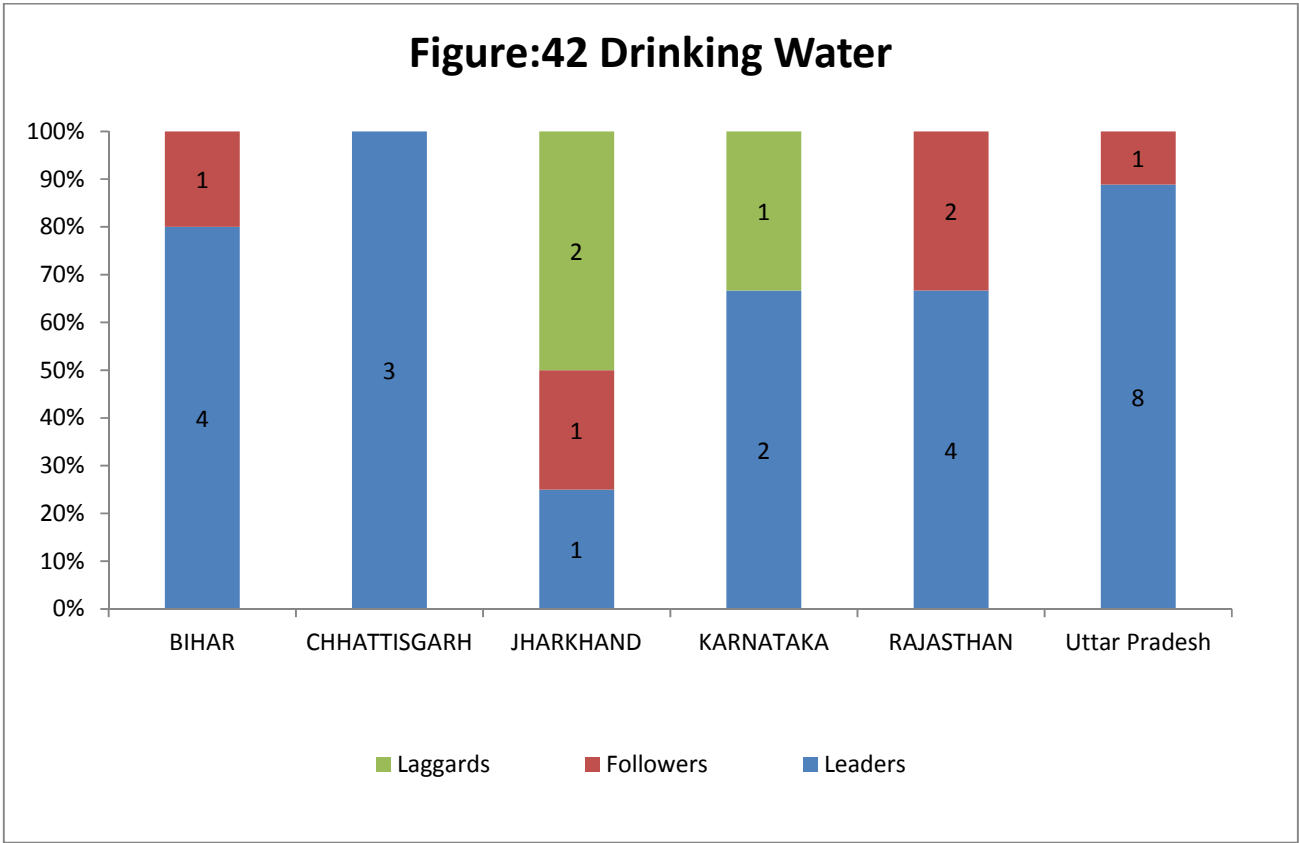
Other than Jharkhand where there is problem of Non-availability of toilets in Schools, other State Schools are having Toilets, but they are not having separate Toilets for girls, such as rajasthan, Uttar Pradesh & Bihar.

Drinking water

We also surveyed about the Drinking Water facility in the District Schools, here also we gave them categorization of **Leaders**, where 100 % Schools are providing water Facility, **Followers**, Where atleast 80% of the schools are providing Drinking Water & **Laggards**, where less than 80% of the schools are providing Drinking water.

We found that 90% of the schools are providing Drinking water to the students, while only problem was with 3 schools out of the surveyed 30 districts, which are not providing drinking water.

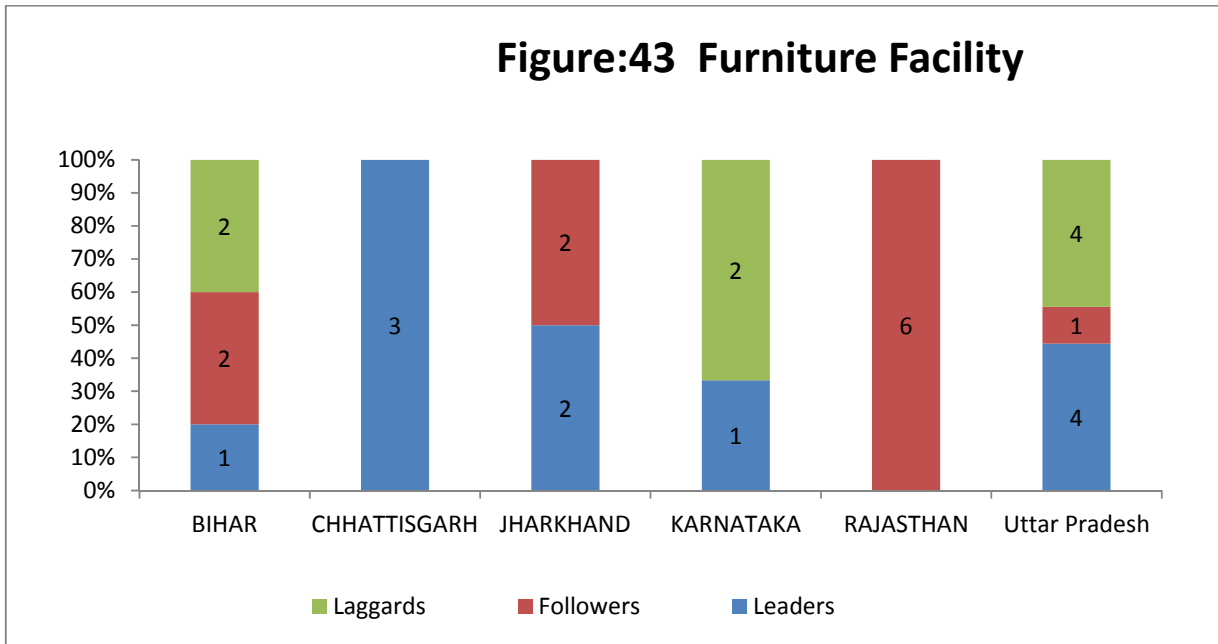
Major problem is with Jharkhand, where 2 out of 4 schools are unable to provide adequate Drinking water to the students in NCLP Schools. (Fig. Below)



Furniture

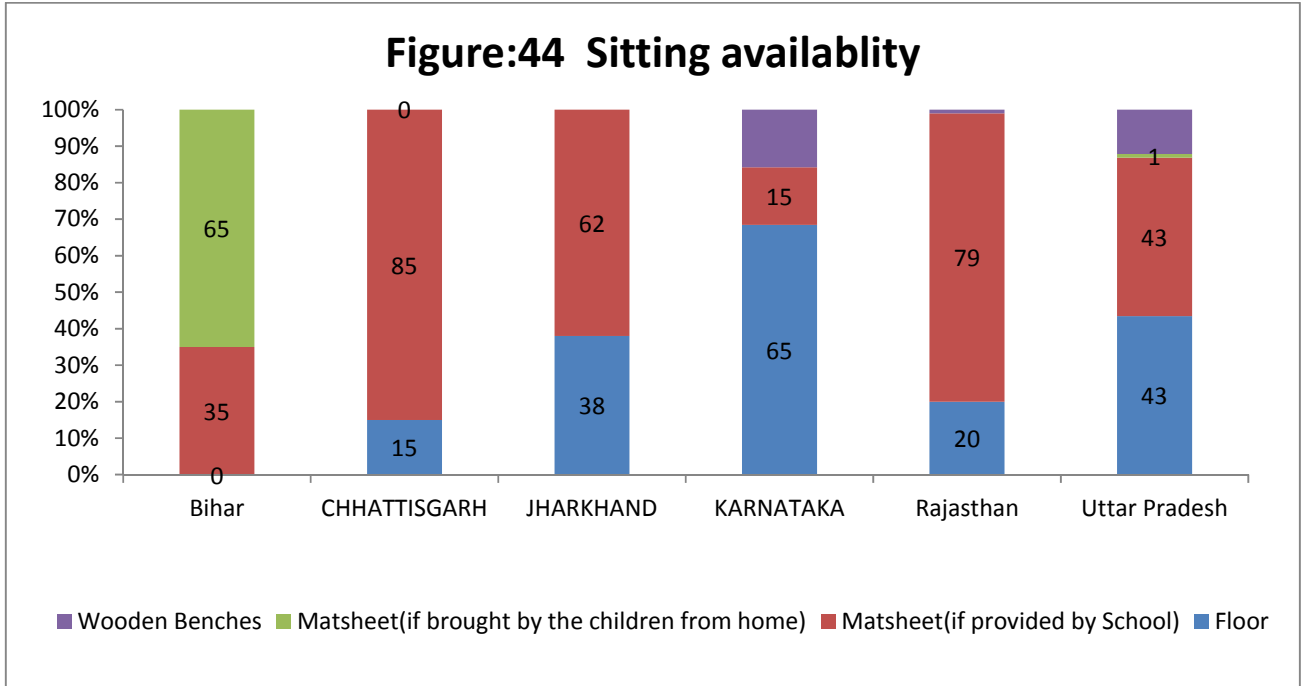
When we surveyed about the availability of furniture in school we took into account everything, which school provides to Teachers & students for sitting & doing studies, it included Benches, Mats & tables, If it was Mats, we also asked from students that these mats are provide by School authorities or they are bringing it from home, as per the details & data, we again differentiated districts as **Leaders**, where more than 80% School provide the furniture, **Followers**, where more than 40% School provide the Furniture, followed by **Laggards**, where less than 40% of schools are providing furniture.

We found that out of 30 districts, 11 districts (Darbhanga from Bihar, Bilaspur, Durg, Raipur from Chhatisgarh, Dumaka & Sahibganj from Jharkhand, Mysore from Karnataka & Balrampur, Ghaziabad, Kanpur & Meerut from Uttar Pradesh) are **Leaders** as 100% of their schools are providing furniture to students, as well as 11 districts (East Champaran & Sitamarhi from Bihar, Hazaribagh & Ranchi from Jharkhand, Ajmer, Alwar, Chittorgarh, Tonk, Jaipur & Sikar from Rajasthan & Shrawasti from Uttar Pradesh) are **Followers** as 80% of their schools are providing furniture to students, followed by 8 **Laggard** Districts (Madubani & Samstipur from Bihar, Chitradurg & Davangere from Karnataka, Bahraich, Gonda, Unnao & Hardoi from Uttar Pradesh) where less than 80% of the NCLP schools are able to provide basic furniture to students.



Infrastructure plays a important role in the schools, as it creates a environment which helps in overall enhancement of students.

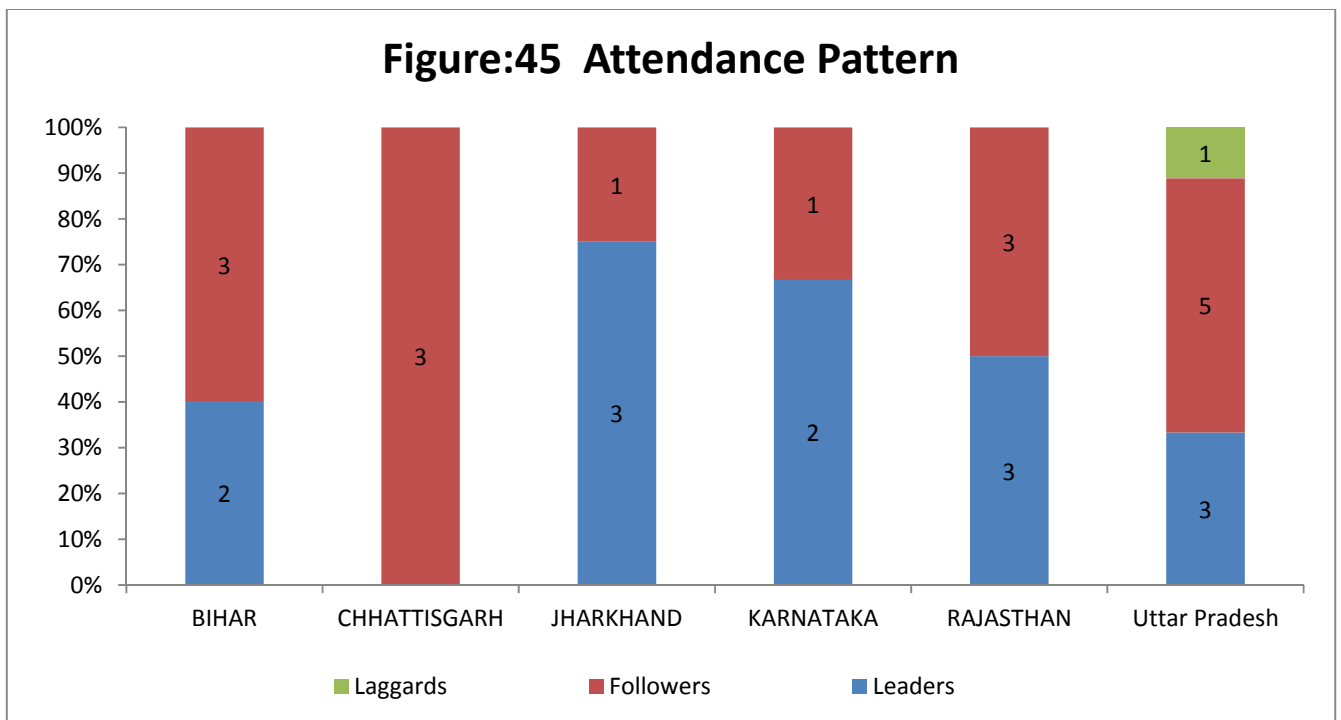
When we studied about the furniture facilities in terms of state, we found that there is ample requirement of basic infrastructure in all the schools, majority of the schools which came into Leaders & Followers also, don't have desks or tables, other than Kanpur & Mysore, majority of the schools have just provided Mats to sit. Karnataka, Uttar Pradesh & Bihar needs very much improvement on this front, as most of their districts schools are not even providing Mats to sit, students bring their Sheet or mat to sit.



Attendance

Our team also studied about the attendance pattern of the students, as attendance also plays a important role in the formulation of education to students, for the same, we again classified districts into **Leaders**, where more than 80% of the schools have more than 80% attendance, **Followers**, where more than 80% of the schools have more than 60% attendance, **Laggards**, where rest who were not matching the said criteria.

When we studied about the attendance pattern, we found that 13 districts (Darbhanga & Madhubani from Bihar, Dumaka, Ranchi & Sahibganj from Jharkhand, Davangere & Mysore from Karnataka, Ajmer, Chittorgarh & Jaipur from Rajasthan & Balrampur, Meerut & Shrawasti from Uttar Pradesh) out of 30 districts are **Leaders**, 16 districts (east Champaran, Samastipur & Sitamarhi from Bihar, Bilaspur, Raipur & Durg from Chhattisgarh, Hazaribagh from Jharkhand, Chitradurg from Karnataka, Alwar, Sikar & Tonk from Rajasthan & Bahraich, Ghaziabad, Gonda, Hardoi & Unnao from Uttar Pradesh) were **Followers** & rest 1 district (Kanpur from uttar Pradesh) was **Laggard** as it was having only 40% of the attendance at school.



When we studied the same pattern on the state chart, we found that overall performance of all the states is satisfactory, but they still need to increase the overall attendance ratio to 80%, as without which the students won't be able to get all the benefits of studies.

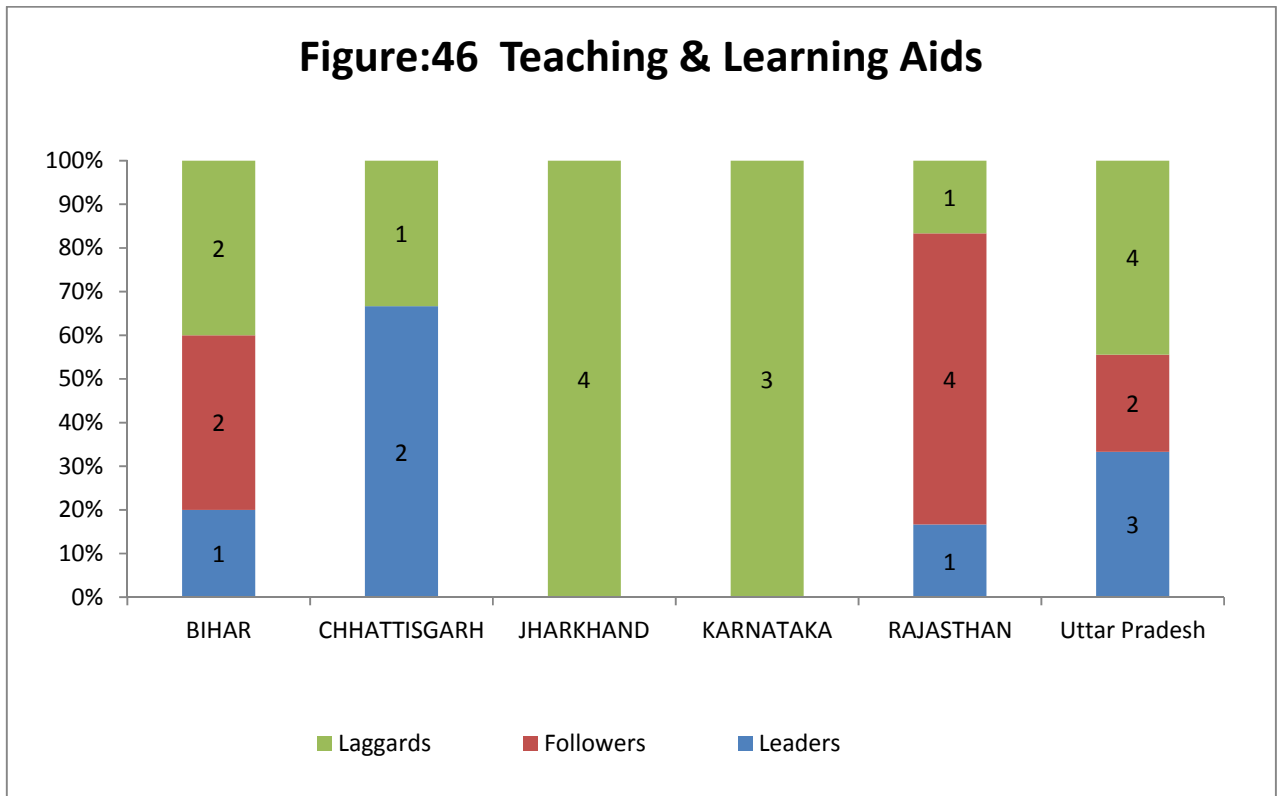
Teaching & Learning Aids

We also checked about the Teaching & Learning Aids, which are a necessary part of the implementation of Educational schemes, for this we again have put Districts into the category of **Leaders**, where 100% of the schools have Class Teacher along with sufficient chalk & duster & enough educational kits, **Followers**, where 80% of the schools have Class Teacher along with sufficient chalk & duster & enough educational kits & **Laggards**, where **Class teachers** are less than 80%.

While doing the study of the same, we found that 55% of the total districts are **Laggards**, which are unable to provide basic Teaching aids to the students in the NCLP schools, Followed by **Followers** who were 28% of the total districts then **Leaders** who were only 20% of the total 30 districts.

Here if the results would have been opposite, results would have looked very much satisfying, as the stats which we got is not good for the students, as if students have infrastructure, books, School dress & other educational material, but don't have teacher to teach them, all of them will become waste.

While going on state wise stats, In Jharkhand & Karnataka, all their districts are lacking in providing sufficient Teaching & Learning aids, while Uttar Pradesh was not better either with 4 (Balrampur, Ghaziabad, hardoi & Meerut) out of 9 districts are lacking in the same, Rajasthan & Chhattisgarh was much better than above mentioned States. (Fig. below)

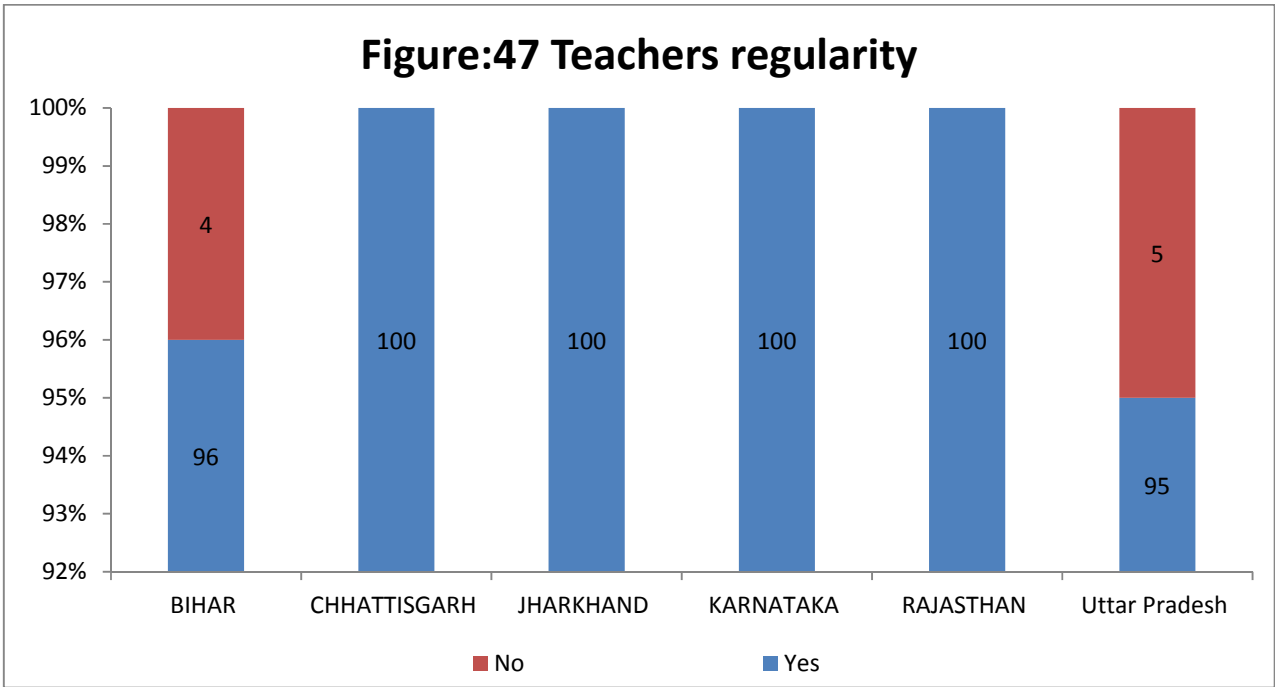


Simultaneously we studied about the Learning aids for the students, we asked about the Books, Vocational Material, Notebooks, School Bags etc.

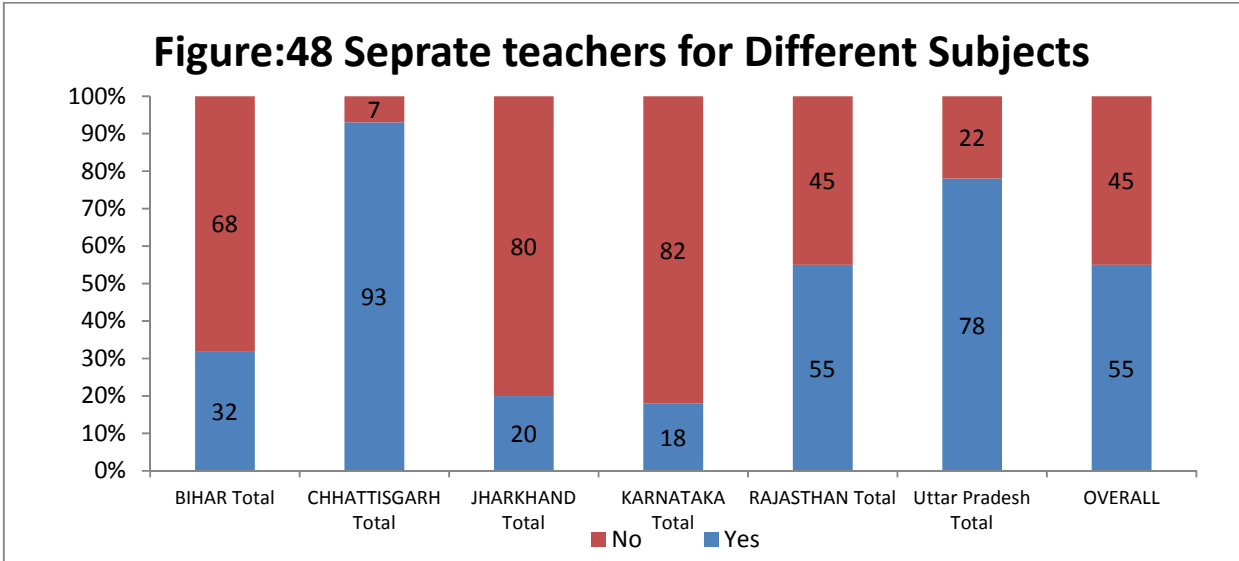
In more than 90% Of the schools Wall posters and sufficient quantity of Educational Kits are present. NCLP schools are also equipped with sufficient amount of Vocational Training kits. To encourage the students in the school, School Authorities do provide following stationary items:

- In more than 95% of the schools Slates are provided to students free of cost.
- In more than 90% of the schools Pen and pencils are provided to students free of cost.
- In more than 90% of the schools Notebooks are provided to students free of cost.
- In more than 90% of the schools Vocational Training Kit is provided to students free of cost.
- In all the schools text books are provided to students free of cost.
- In less than 25% of the schools, School Bags are provided to students free of cost.

We also asked about the teacher's regularity in Schools, whether they come to schools daily or not, it was found to be satisfying as majority of teachers are regular in school.



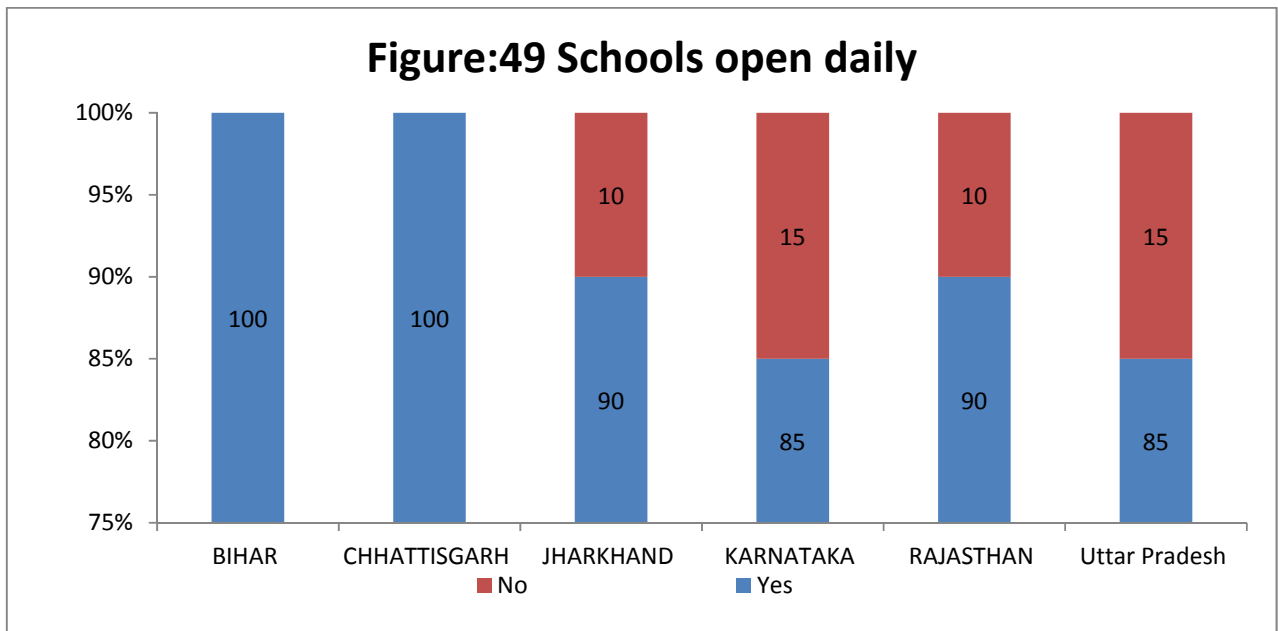
In General Quality of education majorly depends on the quality of Teachers imparting training to the students. Regularity and punctuality of teachers and students plays a key role apart from the Education qualification. In schools of the entire six states teacher do come regularly and take their classes. In more than 55% of the schools, schools Authorities have assigned separate teachers for each subject.



Jharkhand, Bihar and Karnataka are the states where percentage of schools having separate teachers for separate subject is very low.

As per the NCLP guidelines, teachers do give homework to all the students on regular basis. Nearly in 20% of the schools teachers have complained that less than 50% of the students complete their homework regularly whereas majority of the schools said that more than 50% of the students complete their homework regularly. Nearly 50% of the schools said that more than 80% of their students complete their homework on time.

We also asked about the holidays in schools, whether they open regularly or not, it was found that these school daily, other than Gazeted & National Holidays



Record keeping at NCLP Schools

Record keeping is one of the essential duty of NCLP schools. Schools are very much aware of this fact and in most of the schools it is done on daily basis and kept at proper places. As per the NCLP guidelines following types of records need to be maintained by NCLP Schools:-

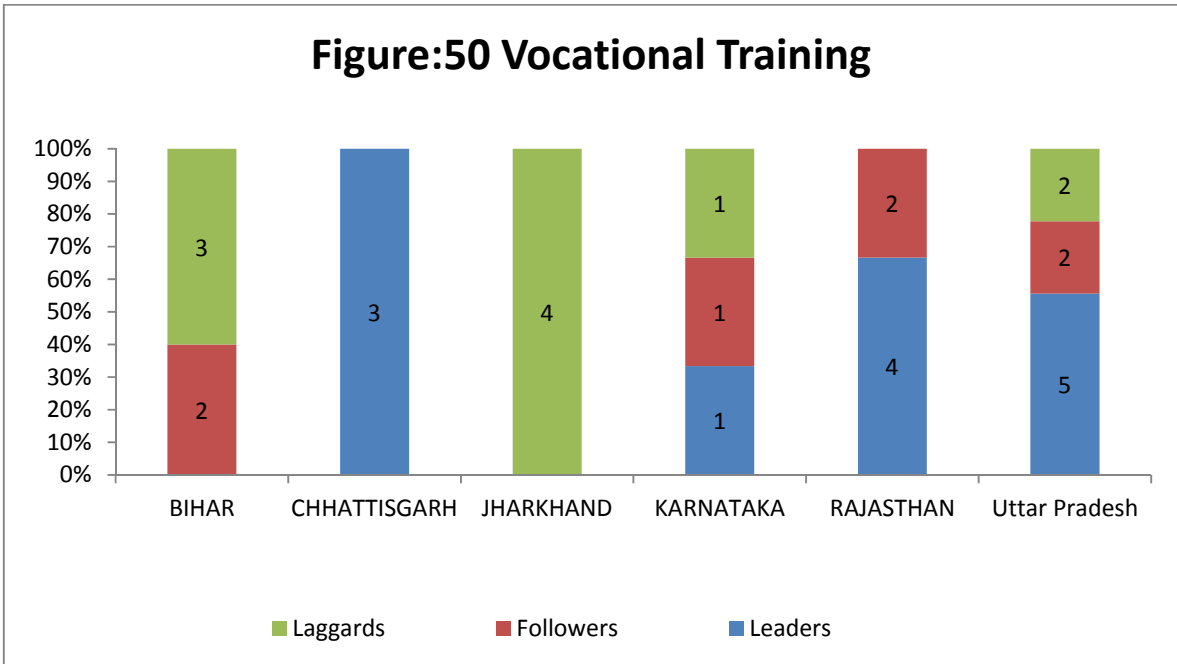
- Admission Register: Except few schools of Jaipur and Kanpur in all other districts this register is maintained properly and is updated on regular basis.
- Attendance Register: Schools understand the need and importance of attendance registers and hence in all the schools these registers are maintained on daily basis.
- Staff Register, Visitor's Register, Teacher Parent Meeting Register, Mid Day Meal: These registers are also maintained by school on regular basis. Except few schools of Bihar and Jharkhand.
- Medical Register: We had observed that this register is maintained only by 66% of the schools. Schools of Bihar and Jharkhand don't have any proper record keeping for the mechanism to update medical records of all the students.

Vocational Training

The special schools aim to mainstream the children of 9-14 years age group who were earlier working in the hazardous industries hence provision of vocational training plays very important role. In Rajasthan almost all the schools have separate curriculum for vocational training for the students. Need and design of curriculum of the vocational training can vary from school to school. PO also plays important role in proper implementation of vocational training. In more than 60% of the school's curriculum is designed by the project office followed by 20% of school's where vocational trainer decides whereas in 15%. These Courses are designed in way that they will help the students in getting the respectable job in the market.

Then we asked about the imparting of Vocational training to students, which can help to learn new things other than their studies & with that we also judged that whether that training is helping the students or not, for that we again differentiated districts between **Leaders**, where 100% of the schools are giving vocational training & out of that 80% of the students said it is relevant for them, **Followers**, where 80% of the schools are giving vocational training & out of that 75% of the students said it is relevant for them, **Laggards**, where less than 80% of the districts are giving Vocational training .

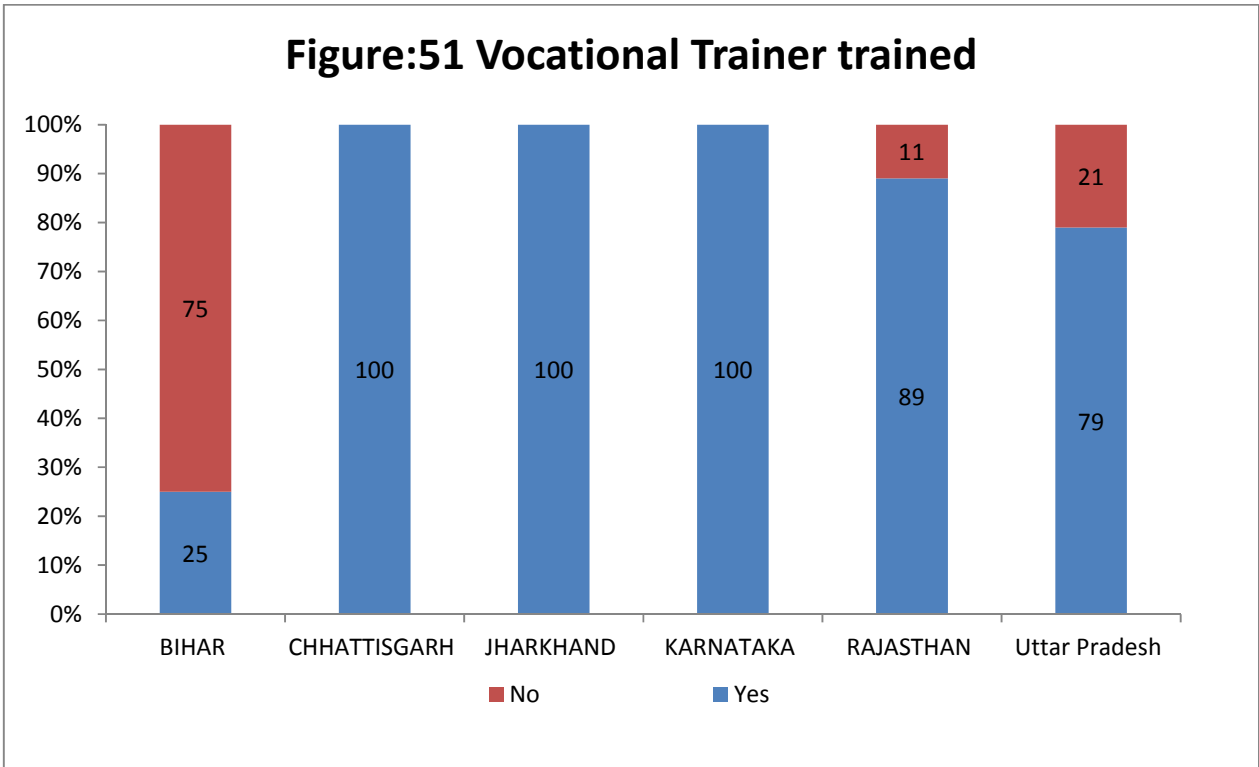
In doing so, we found that majority of the districts are somehow providing relevant Vocational training in NCLP schools, in terms of **Leaders**, we found 13 districts (Bilaspur from Chhatisgarh, Sikar, Tonk, Ajmer & Jaipur from Rajasthan, Balrampur, Kanpur, Bahraich, Gonda & Shrawasti from Uttar Pradesh, Dur & Raipur from Chhattisgarh & Mysore from Karnataka) out of 30 districts who were matching the criteria of Leaders, 7 districts were **Followers** & 10 districts were found to **Laggards**.



Along with the same, we studied about the state level performance on the said fields, we found that Chhattisgarh & Rajasthan were the top states, who are putting good efforts on the Vocational training of the students, followed by Uttar Pradesh where 60% of the districts are performing well in giving training on the same, Bihar & Jharkhand are the two states who need to put more efforts in providing the same as they are lacking behind in giving relevant Vocational training to students of NCLP Schools.

The main reason for non-imparting of Vocational training was found that shortage of funds is the cause.

Girls are more interested in taking the same & are interested more in learning Mehndi & Kadhai. Along with the relevance of the Vocational Training, we asked whether, the trainers are trained in the same or not, we found that other than Uttar Pradesh & Bihar all other states have trained teachers where only 79% & 25% are trained respectively. (Fig. below)



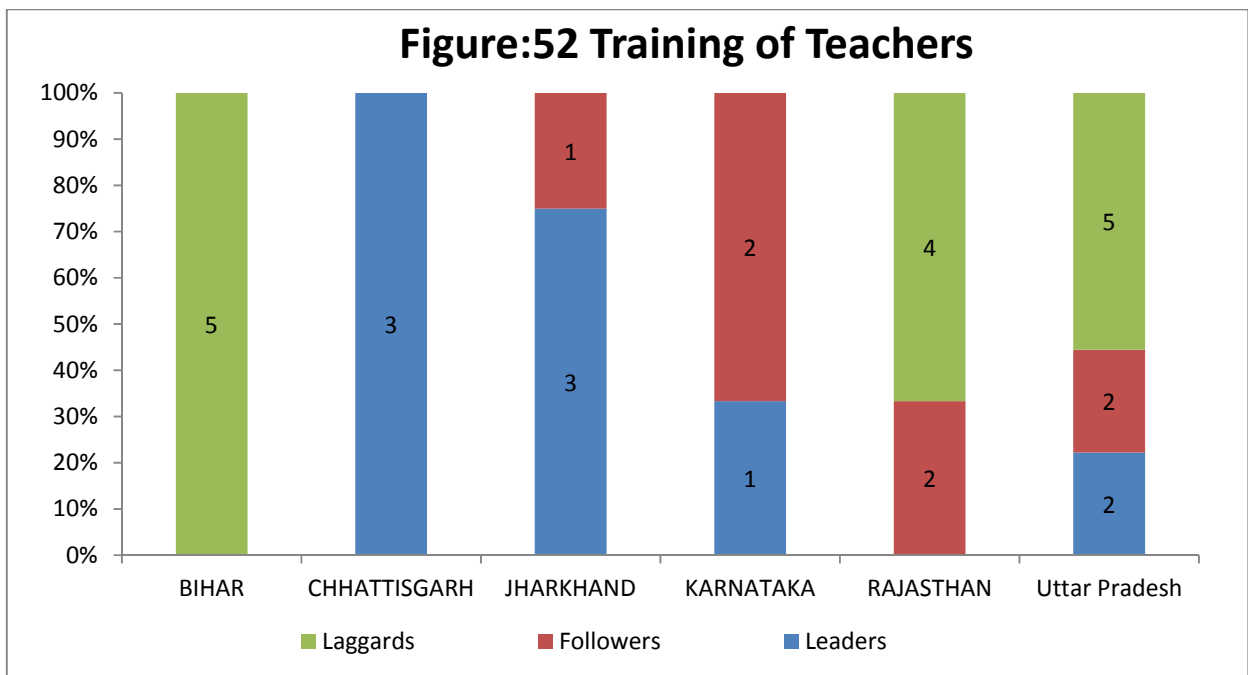
We found that Bihar doesn't give enough priority to Vocational training as they are Laggards for the Vocational Training along with that they don't have trained teachers for the same as well.

These vocational training are assigned in such a way that they will help even girl child in getting employment easily. We had witnessed that almost 100% of the girls present in the Special School take part in these vocational training with great interest. Role of master trainer is most important in motivating the students to take active part in the vocational training sessions. Although PO's are finding it difficulty in recruiting and retaining the master trainers but whenever master trainer is there, they had frequently visited the schools and actively interacted with vocational trainers and school authorities. In 65% of the schools master trainers visit either in a month or less than a month's time to evaluate the needs of vocational training or to train the school staff.

Training of Teachers

This is also a very important part of the report, as it plays a very important role that how the teacher is Teaching, what method they are using, how they are behaving with the students, as these students are from working category that too mainly Hazardous industries, they had not gone to any school before this, they are not used to this kind of environment, so teacher needs to create an environment which can suit the students & which can help the cause.

For this we again asked several question about the training of teachers, their method etc., on the basis of the same, we again categorized districts into **Leaders**, where more than 80% of the school teachers have received training & out of that more than 75% of them found it helpful, **Followers**, where more than 40% of the school teachers have received training & out of that more than 60% of them found it helpful & then laggards, where less than 40% of the school teachers were provided training.

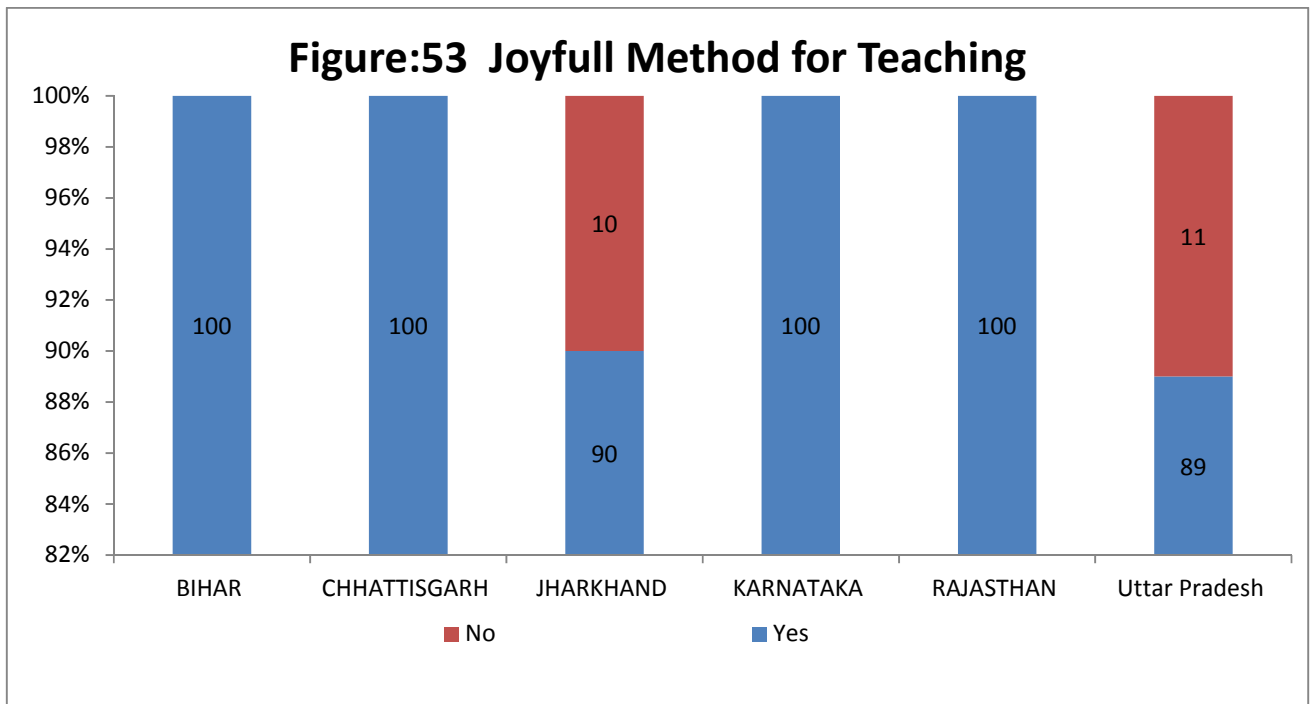


In doing the same, we found that 9 districts (Hardoi & Unnao from Uttar Pradesh, Bilaspur, Durg & Raipur from Chhattisgarh, Dumaka, Hazaribagh & Ranchi from Jharkhand & Chitradurg from Karnataka out of 30 were able to come as **Leaders**, as they were they able to provide training to

majority of their Teachers, which has helped them in teaching, 7 districts (Davangere & Mysore from Karnataka, Meerut & Ghaziabad from Uttar Pradesh, Ajmer & Jaipur from Rajasthan & Sahibganj from Jharkhand) as Followers as they are able to provide training to 40% of the teachers in the district & majority 14 districts were Laggards, as they didn't have formal plan for any kind of training to teachers.

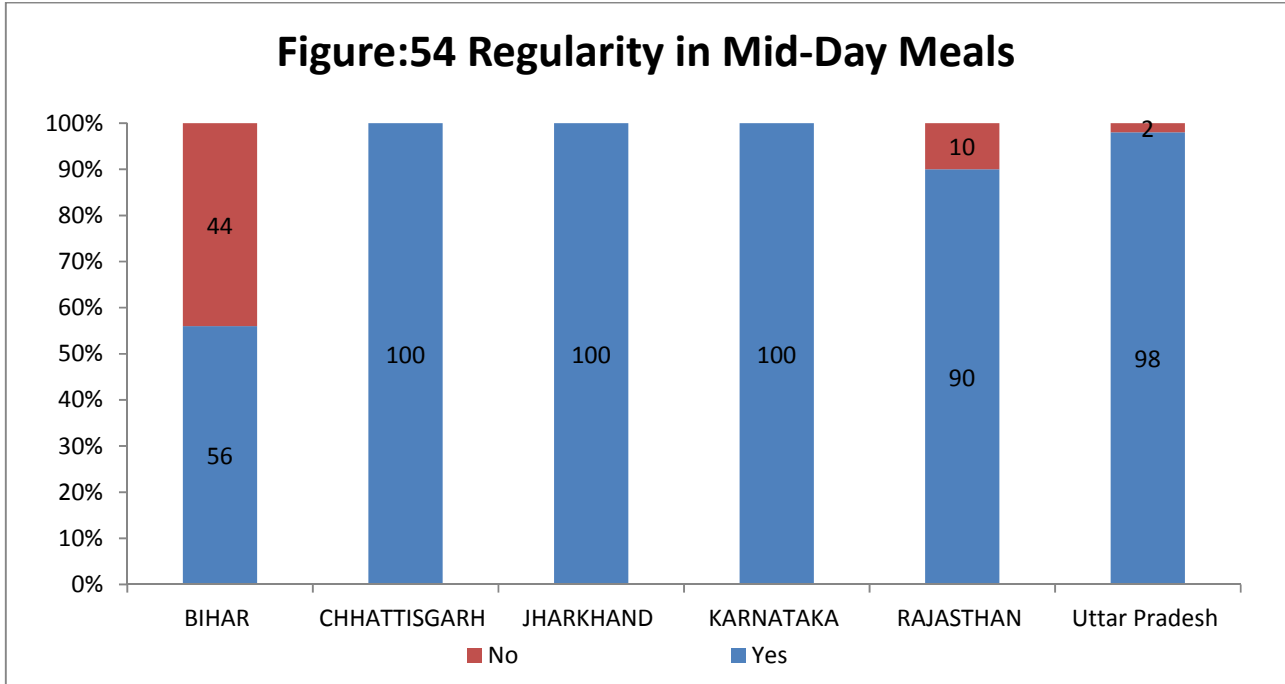
When we studied about the state pattern, in terms of Training of Teachers, we found Chhattisgarh, Jharkhand & Karnataka are performing well, in providing the same, while Uttar Pradesh needs to work on the training module of their teachers as 60% of their district Teachers are not getting proper training, while Bihar & Rajasthan needs total check of their Training pattern as majority of their districts are not able to reach even the 40% for the training of Teachers.

Along with the same, we also tried to find out, if teachers use joyful methods to teach their the students of NCLP Schools, we found that majority of the teachers in different districts of all the states are using different kind of Joyful activities to make students learn.

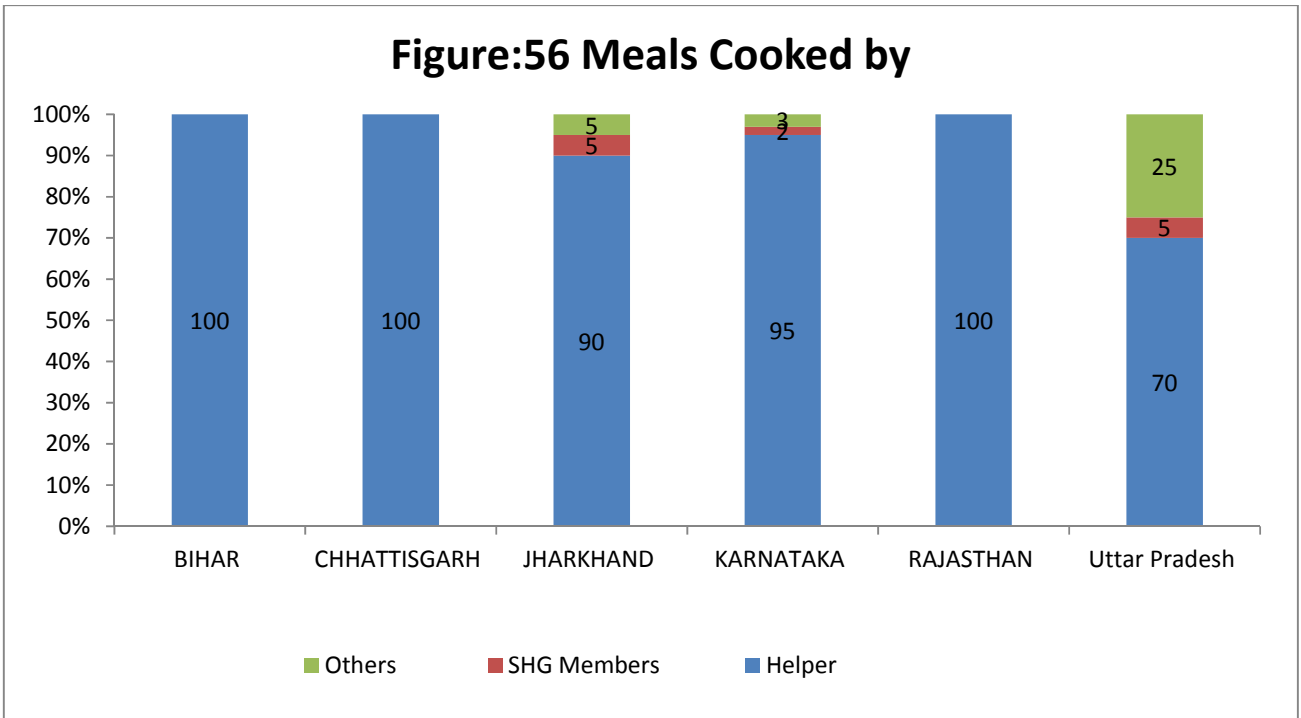
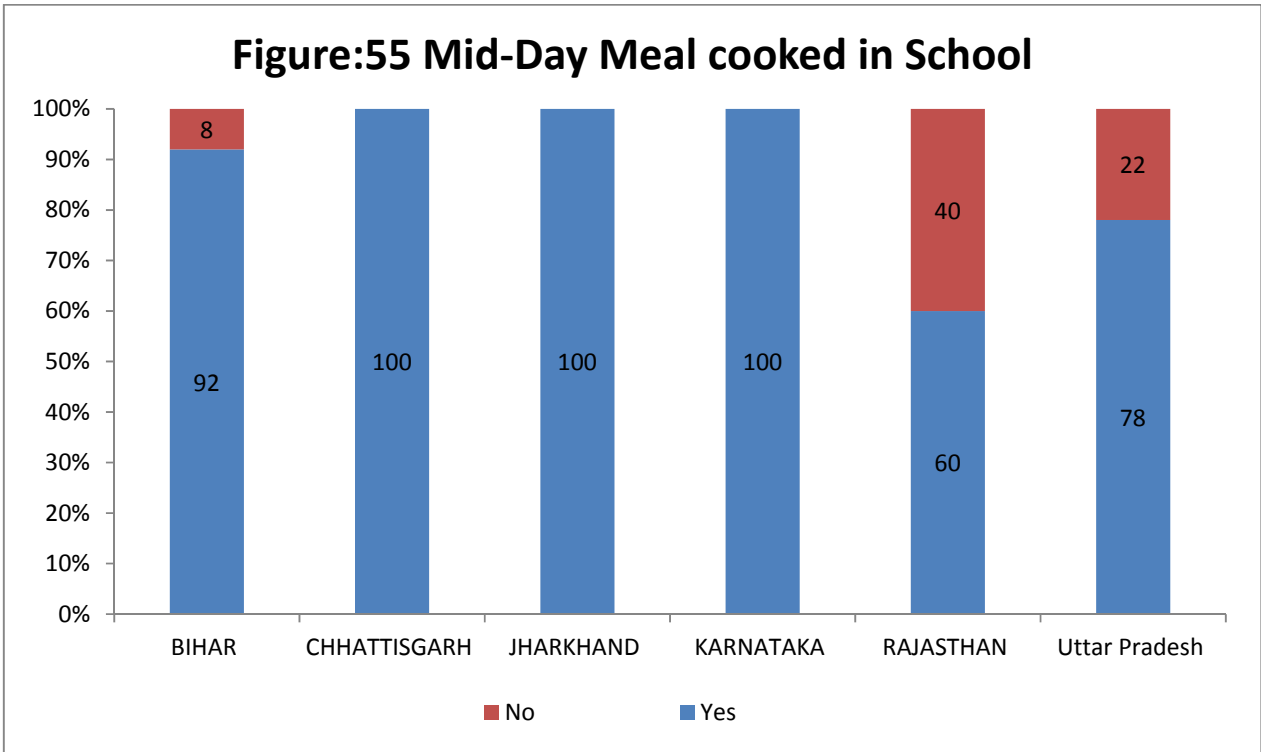


Mid Day Meals

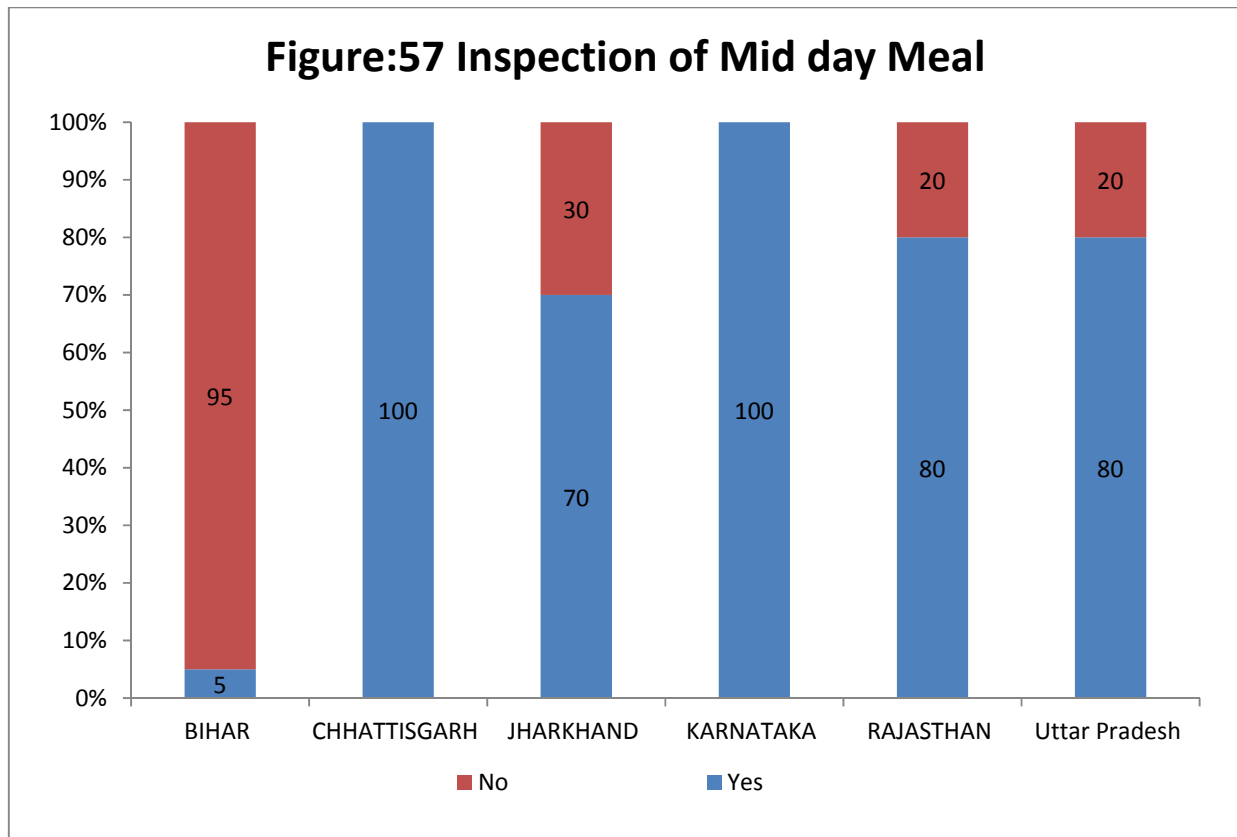
Children in the special schools need to be served a cooked nutritious meal on a daily basis. For this NCLP provides Rs. 5 per child per day. The responsibility of providing mid-day-meal (MDM) to the children enrolled in the schools solely lies with the implementing agencies and the school authorities as the fund earmarked for this purpose is transferred to implementing agencies on a regular basis. On the basis of an objective assessment, it was found that all the schools are providing mid-day-meal to all the children enrolled in special schools other than Bihar. In Bihar we found that 44% of the districts are unable to provide Meals regularly, districts which are unable to provide are East Champaran & Sitamarhi who are worst in providing the same. (Figure Below)



Simultaneously we also found that the Schools which are providing the Meals, other than Rajasthan are majorly cooking at their own Premises, In Rajasthan 40% of the schools are getting it cooked from outside, those districts which are getting it cooked at their own premises have got the Menu from Project office & have employed Helpers for cooking the same & are majorly cooking Chapati/Rice, Dal & seasonal vegetables.

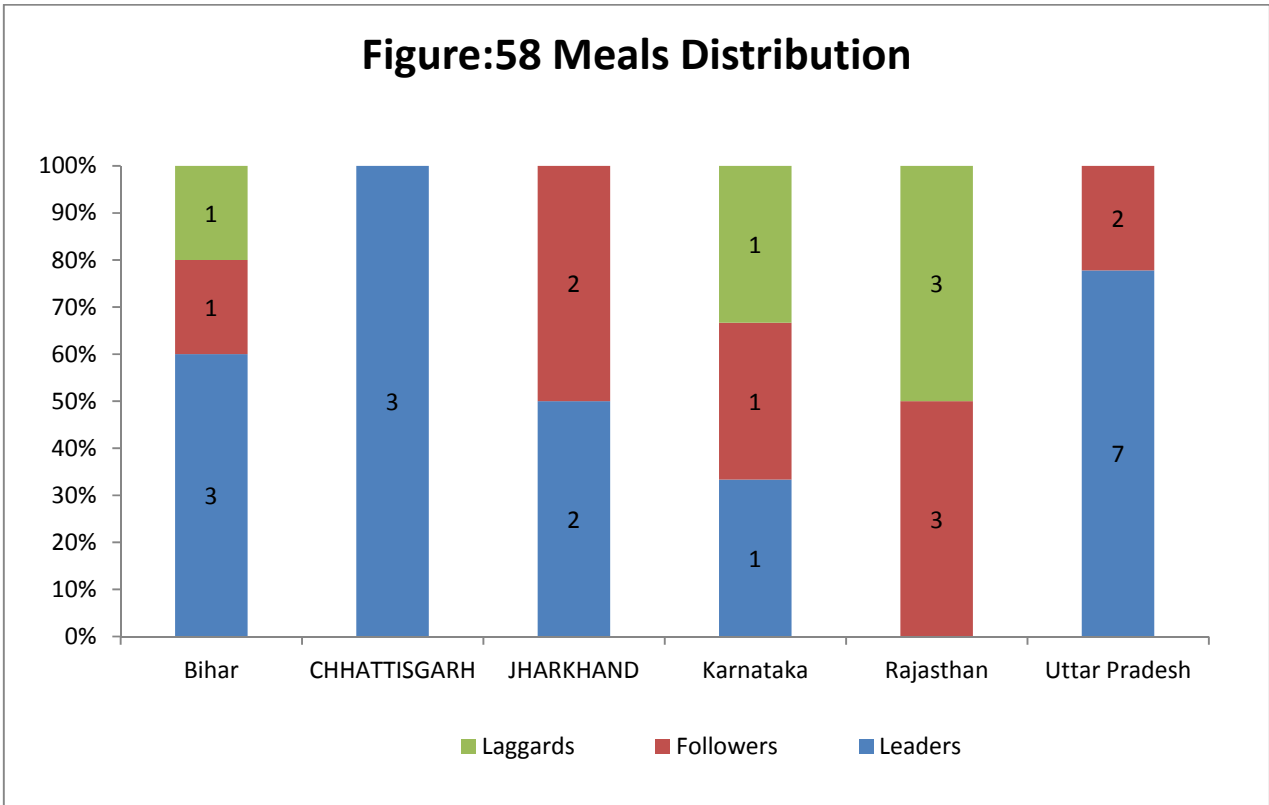


We also asked about the inspection of Mid-Day, other than Bihar, everywhere it is getting checked on regular intervals.



We also asked about the quantity served to the students, on the basis of the same, we differentiated them as Leaders (>75% and > 200gms), Followers (> 60% and > 150 gms) & rest as Laggards.

We found that 50% of the total districts are Leaders as they are providing sufficient amount of Meals to students, while 30% of the total districts are Followers as they are providing approx. 150gms of Meals, while 20% of the total districts were Laggards as they providing less than 150 gms of Meals per day to students.



If we talk about states, Chhatisgarh & Uttar Pradesh are Leaders as in both the states, 100% & 80% of the districts are providing more than 200 gms of food respectively, while Rajasthan needs to improve on the same as 50% of their districts are unable to provide even 150 gms of Meals per day. (Fig. Above)

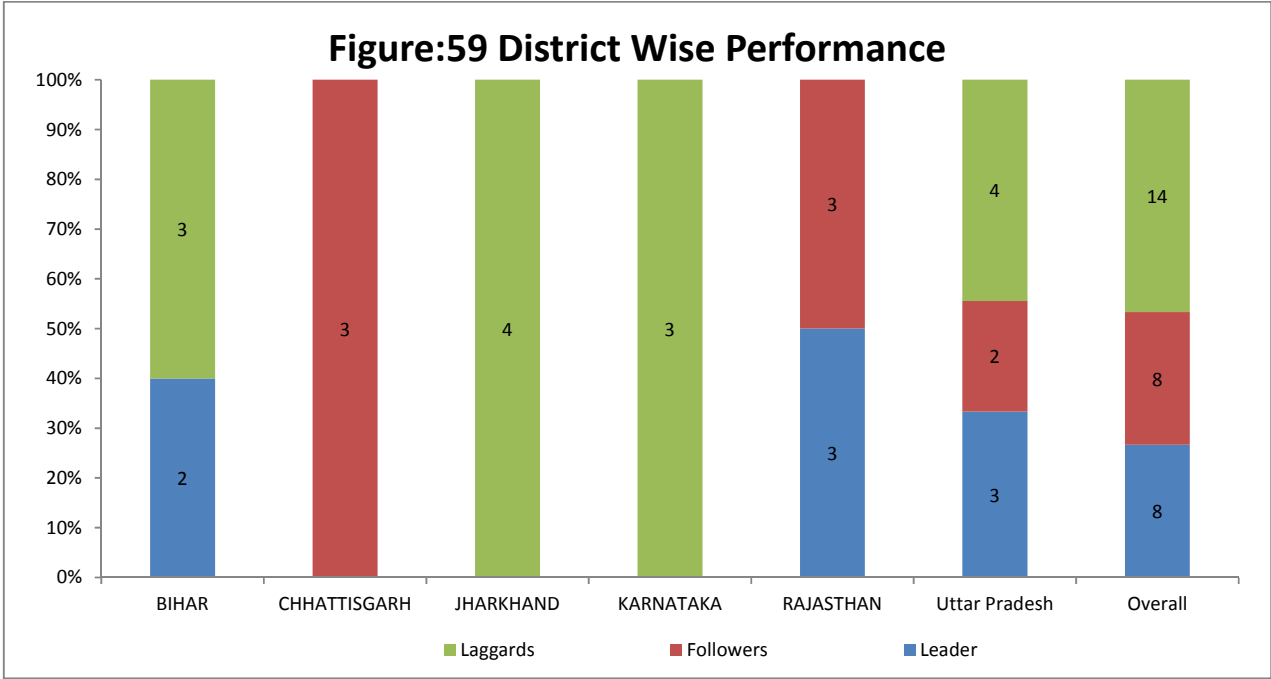
Stipend

Provision of stipend is yet another important component of the project which has to be implemented by the district project office with the help of the implementing agencies. As per the provision of the NCLP, all the enrolled children have to be given a stipend of Rs. 100 per month till the time they continue in the special schools. The stipend money should be deposited in their bank/post office account to be withdrawn only after successful mainstreaming of the child.

When our team surveyed about the Regularity in terms of payment of Stipend, we took the stats as **Leaders, Followers & Laggards** so as to match as per their schedule of payment of stipend as, **Leaders** if 75% of the school in a district deposits monthly stipend, **Followers** if (more than 50% of the schools deposit either monthly or quarterly stipend), Laggards if less than 50% basis.

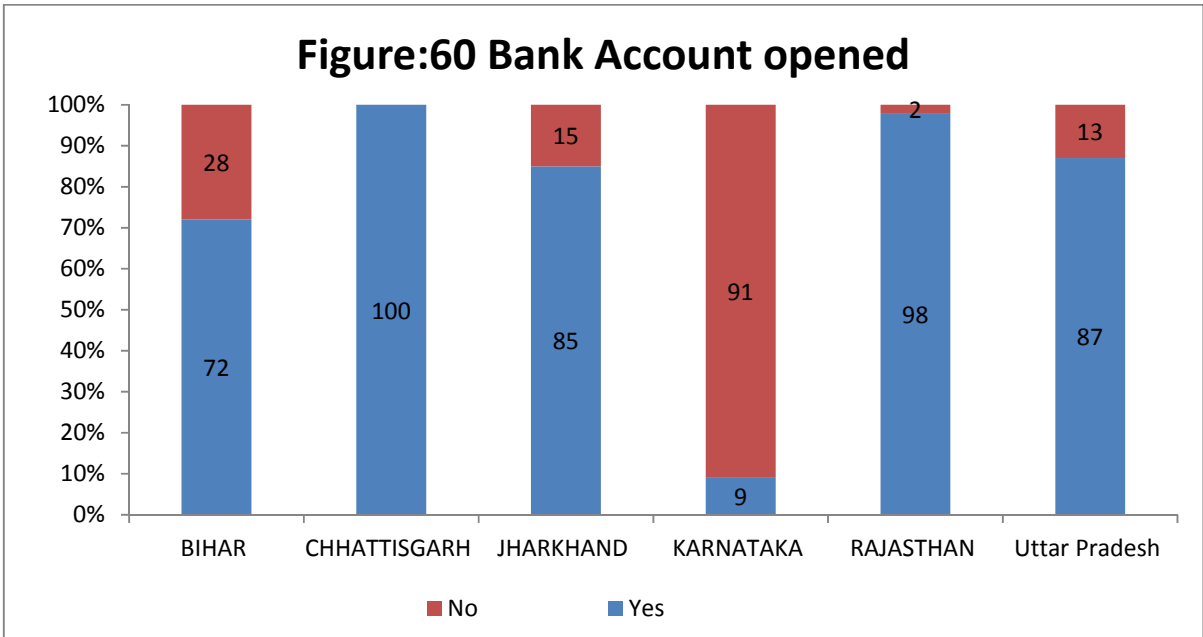
Out of the 30 Districts which we surveyed, we found that 8 districts, Madhubani & Samstipur from Bihar, Alwar, Sikar, Tonk from Rajasthan & Bahraich, Gonda & Shrawasti from Uttar Pradesh, are paying Stipend on Monthly basis, while 8 Districts, namely Bilaspur, Durg & Raipur from Chattishgarh, Ajmer, Chittorgarh & Jaipur from Rajasthan & Balrampur & Ghaziabad from Uttar Pradesh are paying it on Monthly to Quarterly basis, then we had rest of the districts (14), Darbhanga, east Champaran & Sitamarhi from Bihar, Dumaka, Hazaribagh, Ranchi & Sahibganj from Jharkhand, Chitradurga, Davangare & Mysore from Karnataka & Hardoi, Kanpur, Meerut & Unnao from Uttar Pradesh who are paying it majorly after 6 months.

As per the below chart, In terms of Leaders we found that Rajasthan & Uttar Pradesh had 3 districts each who are paying Stipend on monthly basis, while Bihar is having 2 districts who are paying it on Monthly basis, while Chattisgarh & Rajasthan had 3 districts each & Uttar Pradesh having 2 districts who are paying it on Quarterly basis, while in Jharkhand & Karnataka not a single district was found to be paying it on Monthly basis or Quaterly basis, while Uttar Pradesh & Bihar are also having 4 & 3 districts respectively who are not paying it on monthly or Quarterly basis.



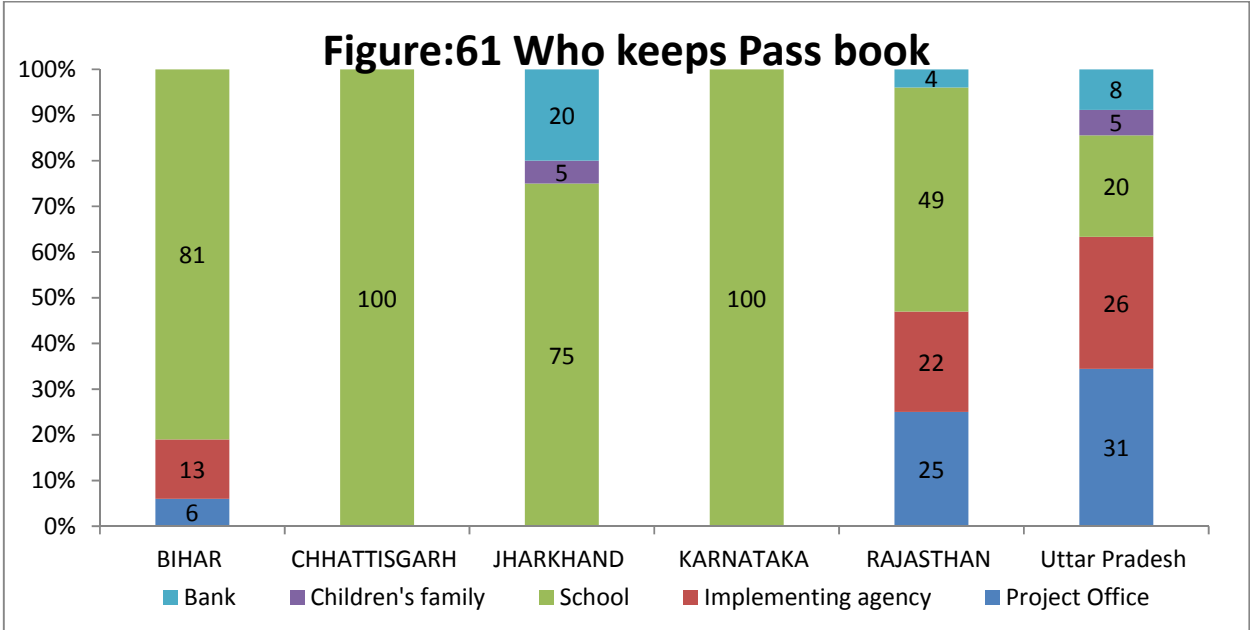
If we talk about the overall ratio, we found that 46% of the districts are not paying the stipend on Monthly or Quaterly basis, only 22% of the total districts are paying it on Monthly or Quarterly basis each.

The fact which we got from the survey was that Karnataka which is among the late payment makers for Stipend are lacking in terms of opening of accounts as well, as 90% of the district schools have not opened the Bank account till yet, in Bihar also where more than 50% are not paying it on time are lacking in opening of accounts as well, as approx. 30% of the district schools have not opened the bank accounts till yet, Chattisgarh was the state where we found that all the district schools are majorly paying the stipend within the Quarter & all the schools have opened the account of every student in the school.(Figure Below)



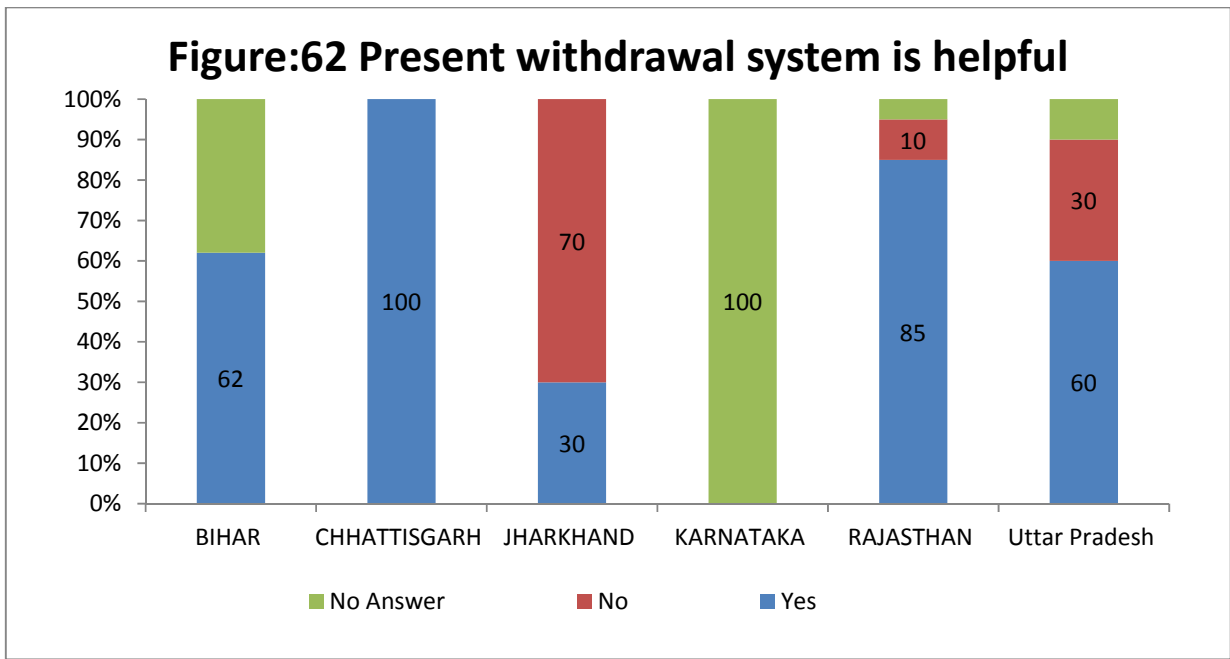
What we also found was that Stipend play a major role in the continuation of students in School, so Karnataka should take this into account as they need to improve on Payment & maintaining of accounts of Stipend.

We also asked about the Pass book custody, it was found in majority of the cases, Project office or School is the custodian of the Pass book. (Fig. below)



As per the guidelines the withdrawal can be done only after successful transfer of a child into mainstream. Most of the schools follow the same but in few cases withdrawal had been done earlier as well. School authorities affirm that by not allowing withdrawing the stipend before main streaming helps in reducing the dropouts from the school.

We also asked, that whether present system of Withdrawal after main streaming plays any role in the main streaming of the students, those who answered for the same, said yes, it helps, which is visible in the below chart as well.



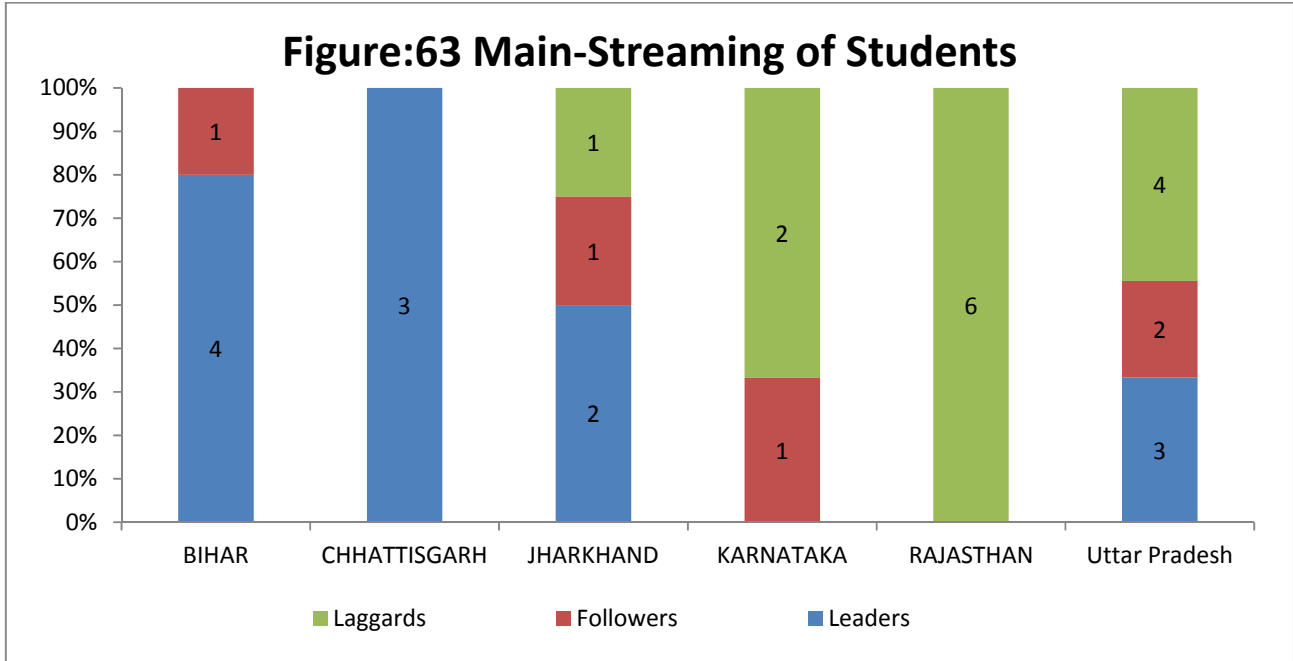
We also asked from the school authorities, that whether there is any withdrawal of money before the main streaming of Children, other than Rajasthan & Uttar Pradesh, there wasn't much of withdrawal.

Mainstreaming of Students

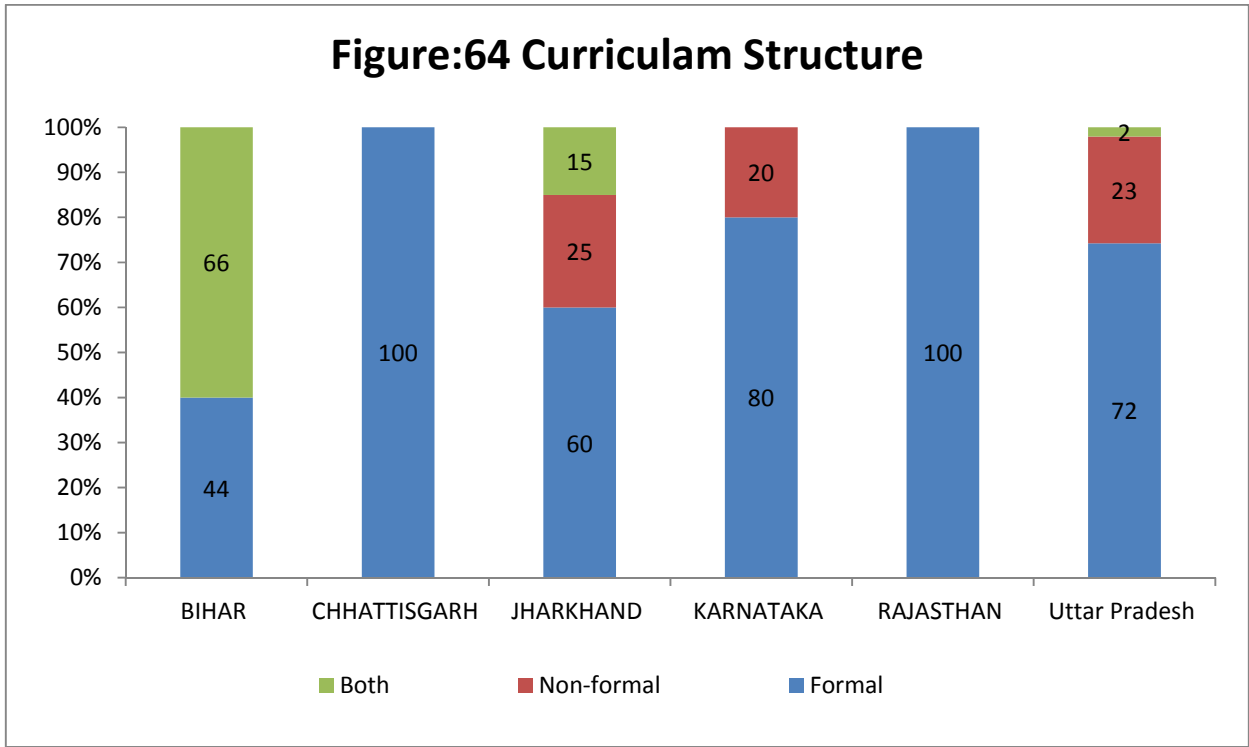
Our team our took the stats about the mainstreaming of students & tried to find out the ratio of the students who have been mainstreamed into the formal education, as it is very much the purpose of NCLP Schools to formulate such a education, so that Students can continue their further studied.

On the basis of our research, we again put districts into **Leaders**, where more than 60% of the students were mainstreamed by more than 80% of the Schools, then **Followers**, where more than 40% students were mainstreamed by more than 60% of the schools & **Laggards**, who were not able to mainstream even 40% of the students.

What we found is 12 districts (Darbhanga, East Champaran, Samastipur & Madhubani from Bihar, Bilaspur, Durg & Raipur from Chhatisgarh, Dumaka & Sahibganj from Jharkhand & Balrampur, Meerut & Shrawasti from Uttar Pradesh) are coming into **Leaders** category, only 5 districts (Sitamarhi from Bihar, Hazaribagh from Jharkhand, Mysore from Karnataka & Bahraich & Gonda from Uttar Pradesh) in Followers category & Majority 13 districts (Ranchi from Jharkhand, Chitradurg & Davangere from Karnataka, all the 6 districts of Rajasthan & 4 districts from Uttar Pradesh) as **Laggards**.



When we tried to find out the facts on the state level, we found that Chhattisgarh & Bihar are amongst the best where they are able to mainstream majority of their students who had Joined NCLP Schools, we also collaborated the facts & tried to find out if curriculum plays any role in the same, we checked with Rajasthan, it became a myth that Formal curriculum plays any role, as all the districts of Rajasthan are using the Formal Curriculum, then also they are far behind in terms of streamlining the students, same was the case with Karnataka & Uttar Pradesh as well. (Table below)

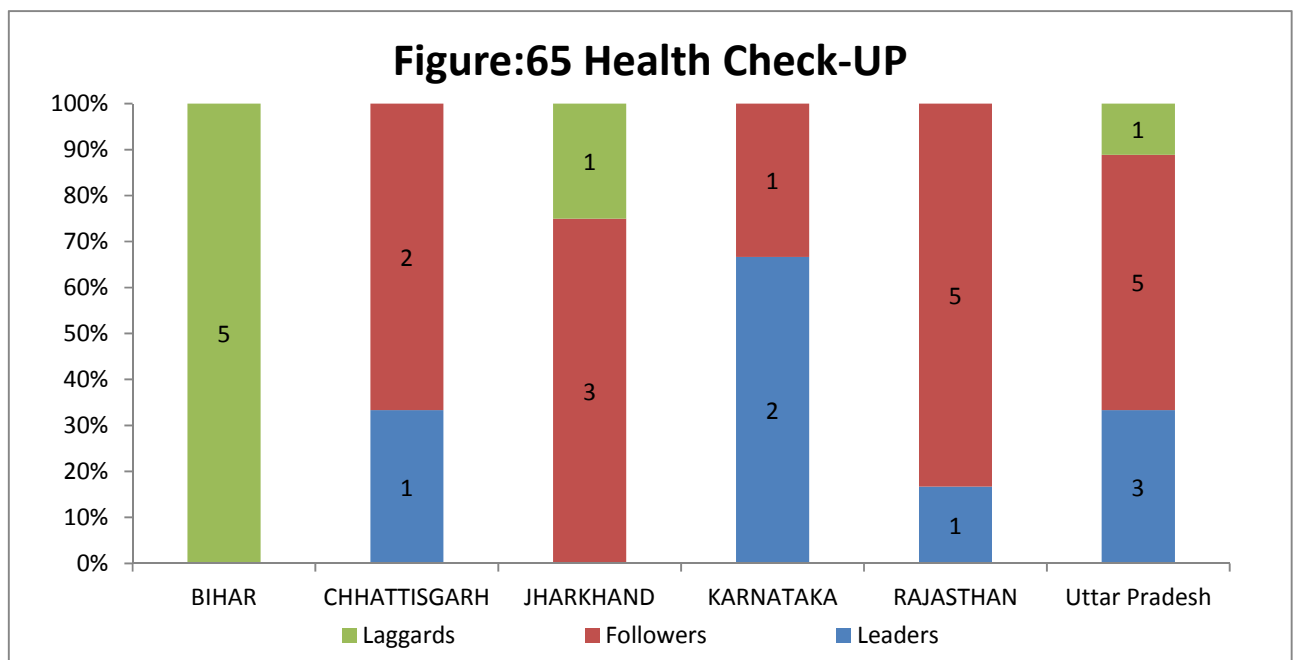


Authorities & Teachers should emphasize & motivate the children & their parents so as to move these students towards Mainstream education as the main purpose of these NCLP schools doesn't just ends after giving education at these special schools, motto of the same is to promote more & more education among these children, who are otherwise deprived of the same, that can be fulfilled when more & more of these students will move towards higher education.

Health Services

Health Check up at the schools is the responsibility of the Schools as well as PO. As it is really difficult for the schools to appoint doctor permanently therefore Pos generally engage doctors on visit basis. In this section we asked about the Health Check-ups of the students, Health camps, maintain record of the check-ups & facility in case of emergency.

Here also we classified districts into 3 categories, **Leaders**, where 100% of the schools provide health checkups by docs, along with 80% of the schools org health check up camps in a month’s time along with 80% of the schools maintain health record & 100% of that school provides medical facility in case of emergency, **Followers**, where 100% of the schools provide health checkups by docs, along with 60% of the schools org health check up camps in a month’s time along with 60% of the schools maintain health record & 80% of that school provides medical facility in case of emergency & Laggards, which lacks in any of these.

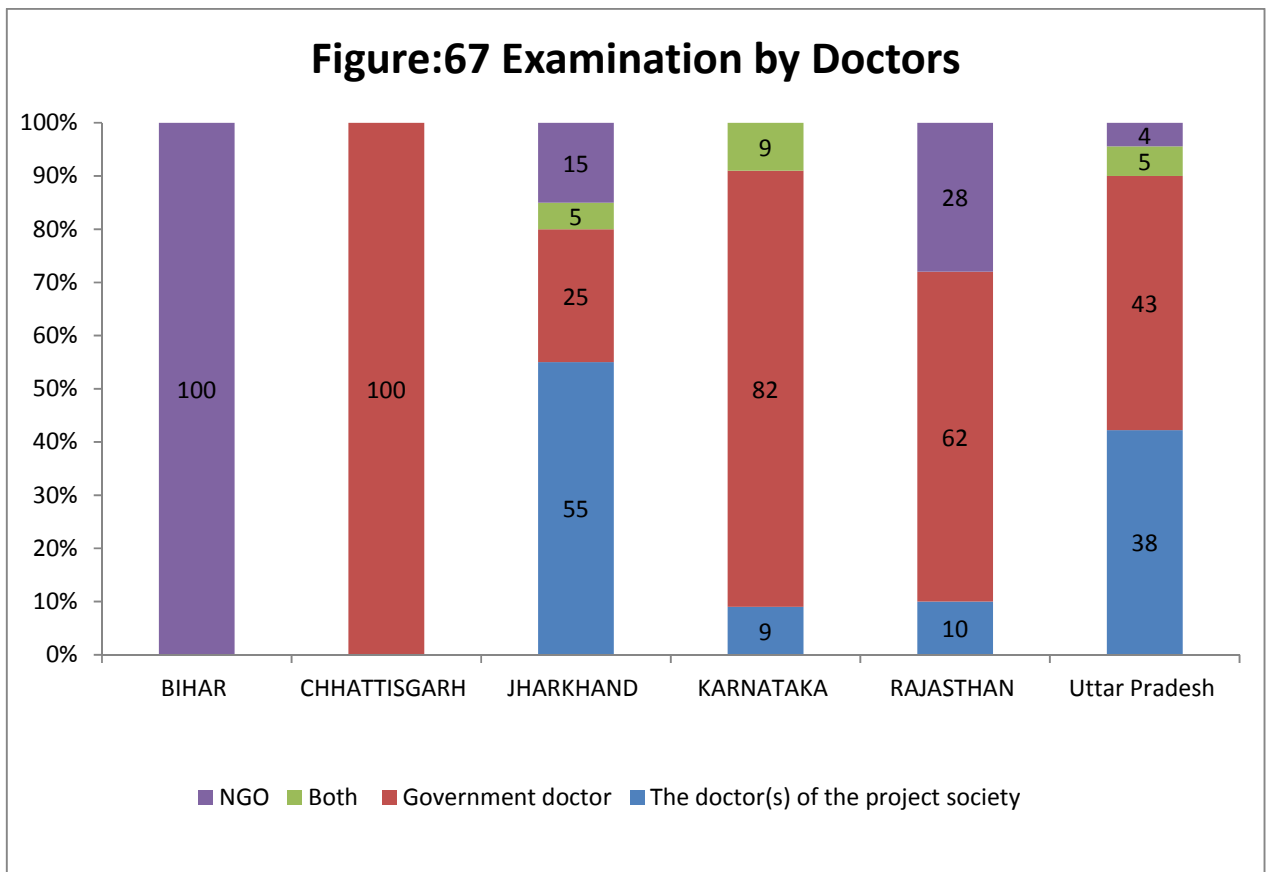


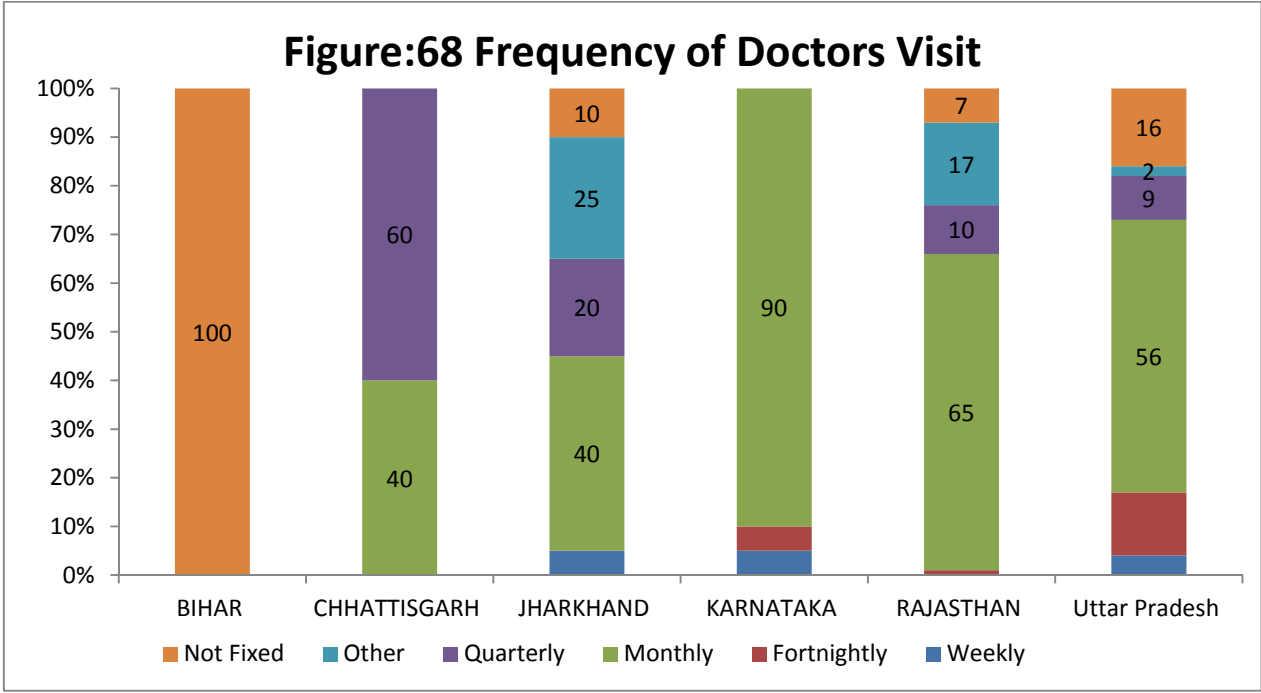
When we studied about the health checkup facilities we found that only 7 districts(Raipur From Chhattisgarh, Davengere & Mysore from Karnataka, Ajmer from Rajasthan & Balrampur, Shrawasti & Unnao from Uttar Pradesh) out of 30 districts are **Leaders** & are able to provide all the facilities to students of the school, while 16 districts are **Followers** & 7 districts (Darbhanga,

East Champaran, Samastipur, Sitamarhi & Madhubani from Bihar, Hazaribagh from Jharkhand & Ghaziabad from Uttar Pradesh) are **Laggards** & are unable to provide even basic health facilities.

We studied about the Health checkup facilities on the state level as well, where we found that other than Bihar, all other states are able to provide basic health checkup facilities, In Bihar none of the 5 districts are providing even basic health checkups.

Along with the above mentioned criteria about Health Check-ups, we tried to find out, from where the schools are getting doctors for the Health checkups of the students of the NCLP Schools, we found that schools are getting majority of their doctors from either the Project society or are coming from Government run dispensaries & Hospitals, again In Bihar, we found that they don't have any doctor from Project society or government agency, they are just getting doctors from NGO's. (Fig. below)





When our team asked about the frequency of the visits of the doctors for medical checkup, the result was mixed, as in Bihar frequency of the visit of the doctor is not fixed, while in other states it is majorly monthly, followed by Quarterly.

Residential NCLP Special Schools

When our team reached NCLP society office and enquired about the residential NCLP schools we came to know that in many of the districts hadn't opted for the residential NCLP schools and only concentrating on the learning / rehabilitation centers only with the exception of few districts which had opted for residential NCLP special schools along with the rehab centers.

Functioning of these residential schools is almost the same as of the rehab centers with few differences as illustrated below:-

- Provide two – three meals per day per child instead of one in case of rehab centers.
- Have lodging facilities where students can stay.
- One dedicated warden to take care of the students during non school hours.
- One security guard 24X7 to look after the students
- One full time cook to cook the food.

Chapter 8: Impact of NCLP on living conditions of rescued children.

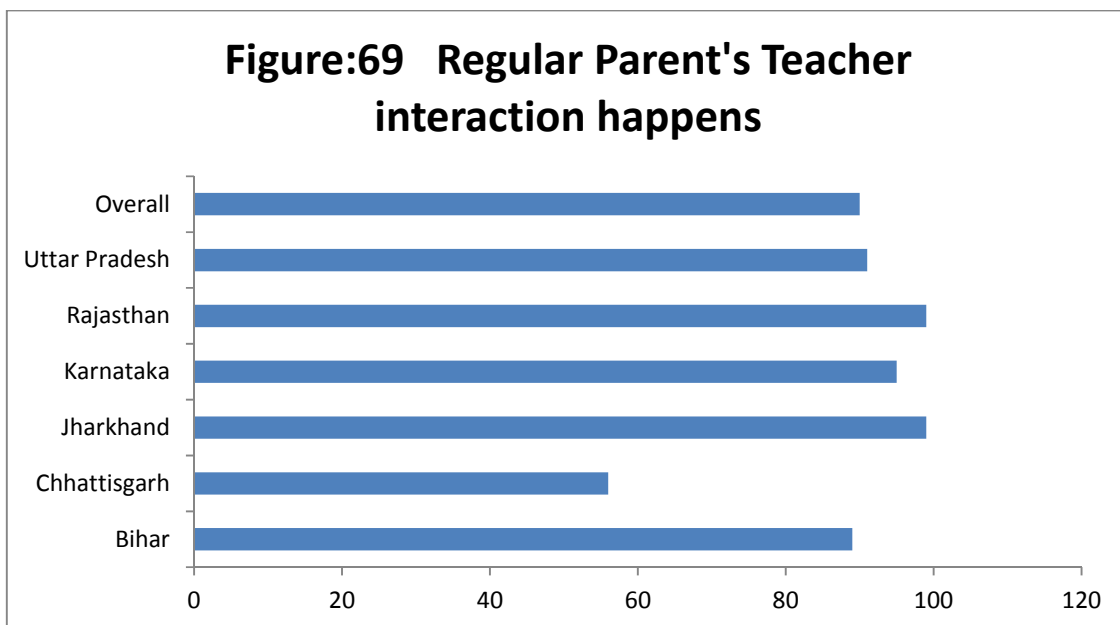
Impact of NCLP on Living Conditions of Rescued Children

NCLP program had helped rescued children in big way, now these children are enjoying their childhood. Almost 92% students said that he get free uniform from school to wear which they enjoy very much. In Rajasthan only 71% of the students are satisfied with the uniforms provide to them.

Table:22 NCLP program for rescued children

	Bihar	Chhattisgarh	Jharkhand	Karnataka	Rajasthan	Uttar Pradesh	Overall
Received uniform free cost from School.	100	94	96	89	71	94	92
Receive books from the school	61	100	45	89	100	98	84
Receive mid day meal from the school	97	100	91	100	83	99	96
Likeliness towards food provided to students	93	96	86	98	97	82	90
Quantity of meal provided is sufficient	92	100	69	100	96	91	91

Similarly, 84% of students said that they had received the books from the school. Almost all the students said that they get good quality food from the school on daily basis.



Almost 90% of the parents said that they have regular interactions with the teachers of special school. This percentage is highest in Rajasthan whereas in Chhattisgarh it is lowest. These

interactions help overall development of the students as parent and teachers get to know the weakness and strengths of the each and every student.

Table:23 Percentage of regular interactions of parents with the teachers of special school

	Bihar	Chhattisgarh	Jharkhand	Karnataka	Rajasthan	Uttar Pradesh	Overall
Parents personally know wards teacher	95	96	100	96	100	88	94
Receive any vocational training from the school.	78	99	65	79	83	65	76
Vocational Training Skills imparted are useful for overall development of the ward	61	78	71	98	95	89	87

94% of the parents said that they know the teachers personally. In Rajasthan almost 100% of the parents said they know their wards teachers personally. Approx 76% of the parents said that their wards received vocational training from the NCLP schools. This percentage is higher in the NCLP schools of Chhattisgarh whereas only 65% of the parents from Uttar Pradesh know that their ward gets vocational training in the school.

Table:24 Percentage of regular interactions of parents with the teachers of NPCL school

	Bihar	Chhattisgarh	Jharkhand	Karnataka	Rajasthan	Uttar Pradesh	Overall
Visit by parents to the school atleast once in a month	65	65	71	98	95	89	83
Awareness of parents towards stipend paid by school.	99	100	92	46	98	85	88
Are you satisfied with the facilities provided by school?	71	99	60	80	98	77	78
Would you continue to provide education after his / her education is over from NCLP special school?	100	96	98	96	94	87	94
Do you feel happy that your child is rehabilitated	95	100	84	98	99	95	95
You had shared your exp. With other neighbors.	72	87	60	40	99	77	74

In above table we can clearly almost 78% of the parents are satisfied with the facilities provided by the NCLP schools others who are not satisfied are mainly thinks that stipend given by govt. is

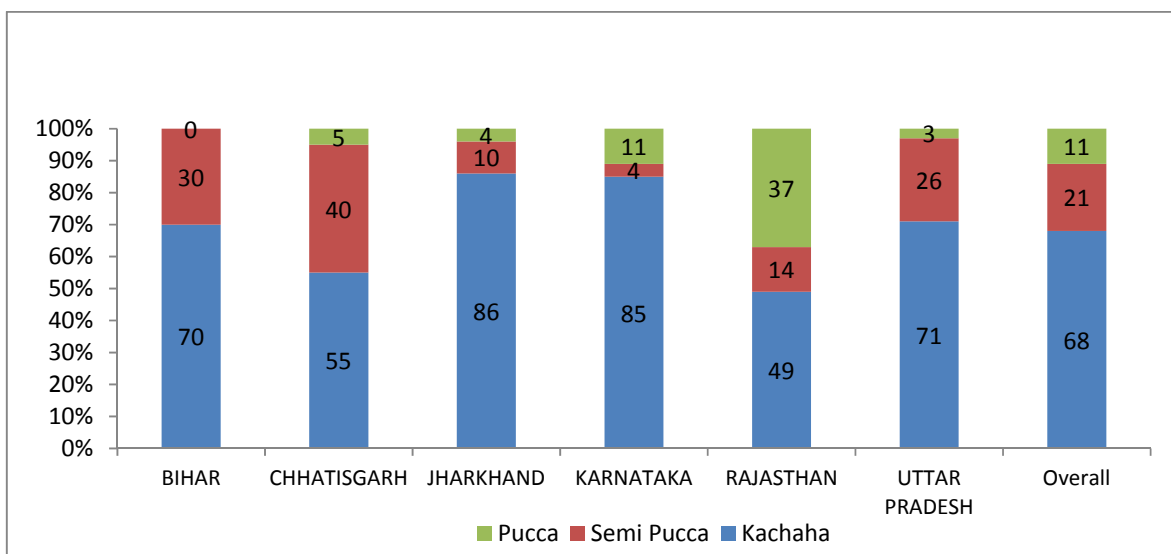
too less to compensate the earning their kids were having before getting into NCLP school. Although 95% of parents feels happy that their wards are rehabilitated and are studying which will help their kids to become a better human being.

Chapter 9: Assessment of Child labour working condition in hazardous sectors

Condition of Child Labour working in different hazardous sectors

Child labour working in hazardous sector is living in miserable conditions. Almost 68% of the child labour lives in Kachcha house. And overall 93% of the parents doesn't have any landholding with them.

Figure:70 State wise condition of child labor



Almost 70% of the laborers belongs to the non – agricultural Labours followed by the agricultural labour, Regular Wage workers. To support their family financial needs generally parents push their kids to work in hazardous sectors.

Figure:71 Condition of Child Labour working in different hazardous sectors

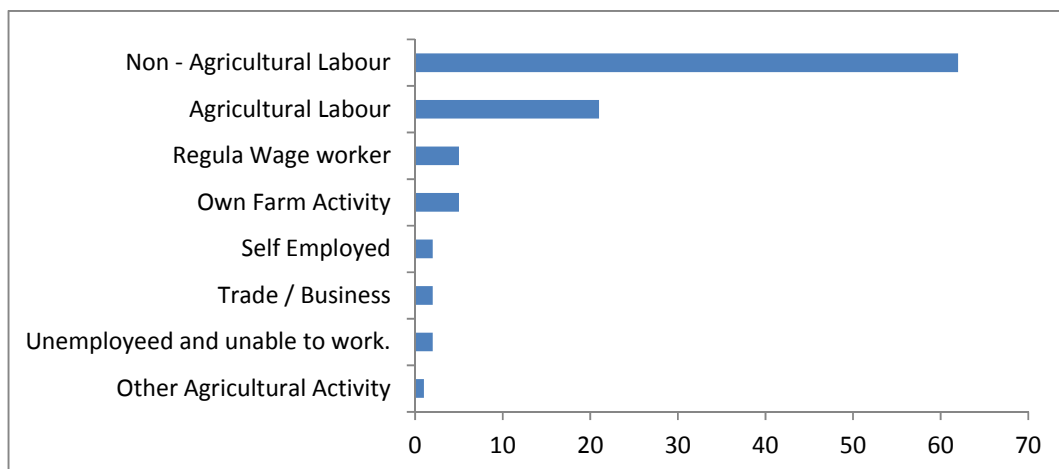
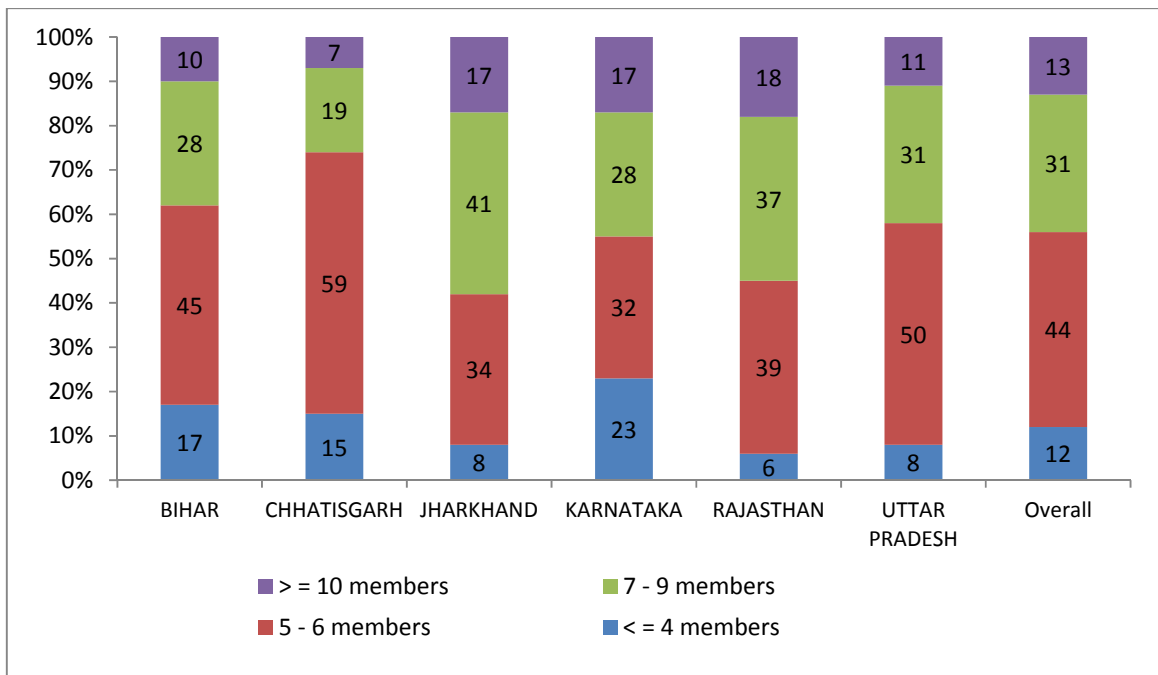
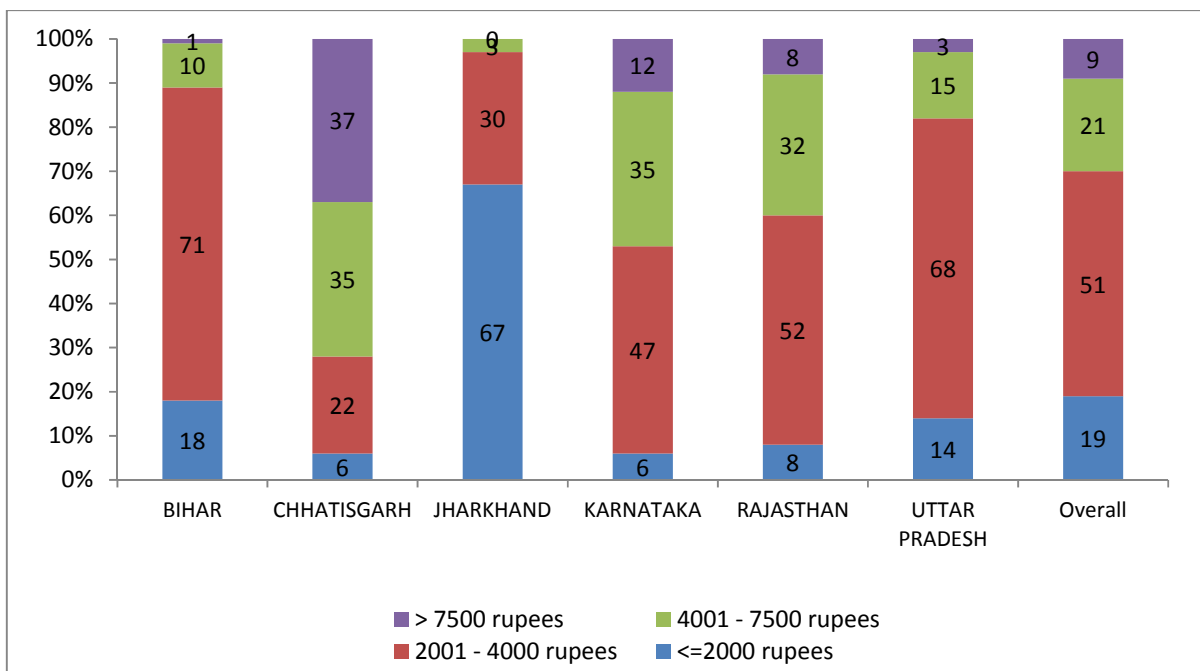


Figure:72 Family Size wise child labor



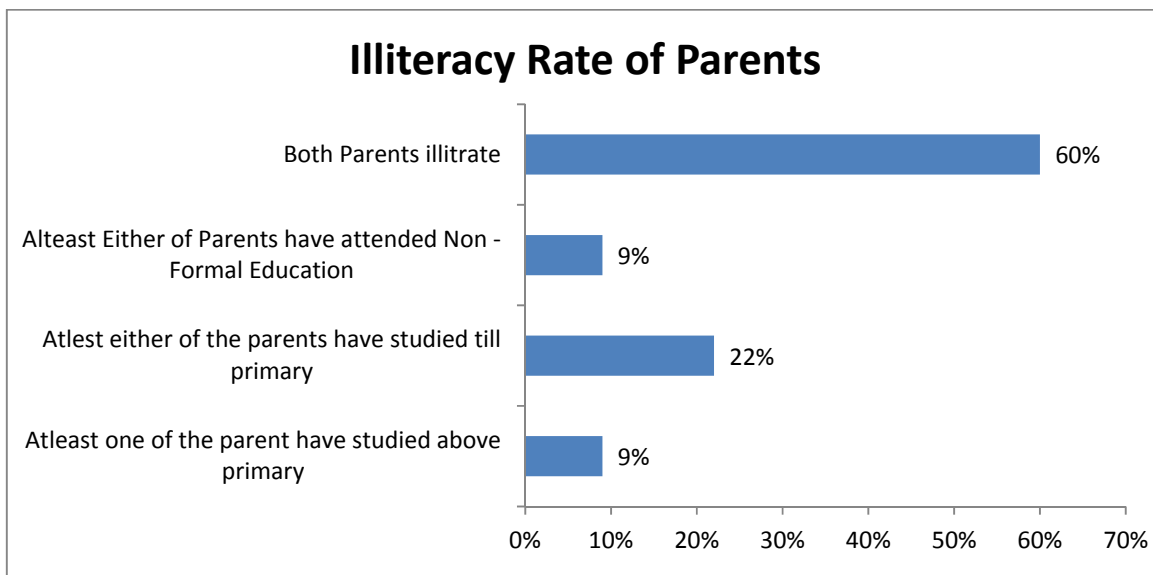
Most of these child labours belongs to the family size of 5 or more. Almost 13% of the child labour comes from the family size of 10 or more. 31% have family size of 7 – 9 members.

Figure:73 Illiteracy Rate of Parents



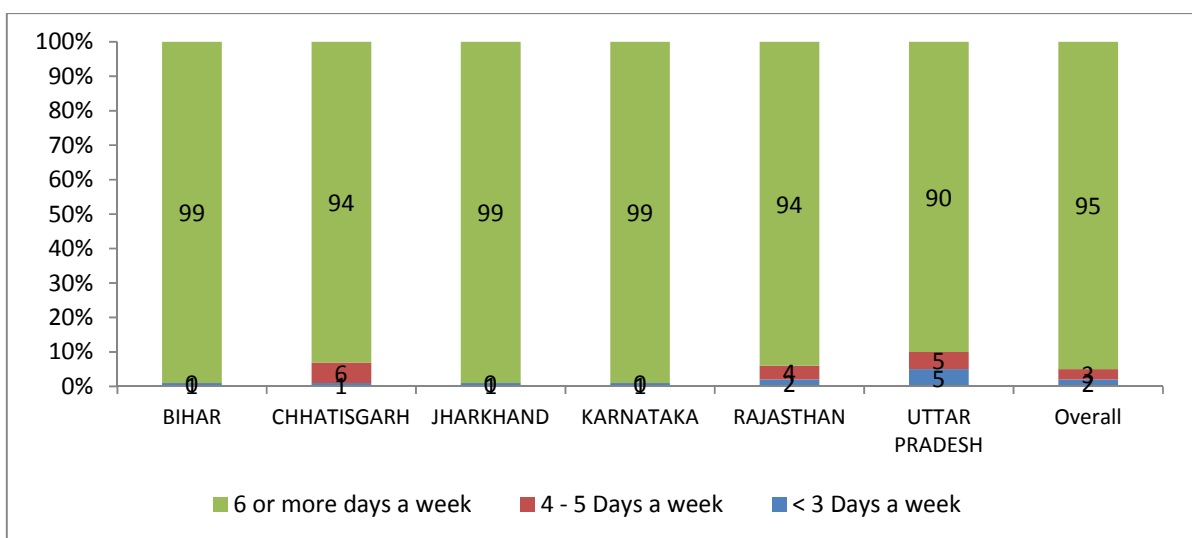
More than 70% of the kids come from the families whose monthly income is less than INR 4000/-. Scenario is ever worse in the states of Bihar and Jharkhand with almost 90% of the families are earning less than INR 4000/-.

Figure: 74(A) State wise Illiteracy Rate of Parents



Almost 60% of the parents are illiterate and had never attended any school. Only in 9% of the parents either of them had attended the non formal schooling. Out of total only in 22% of the cases either of the parents attended till primary.

(B) State wise Illiteracy Rate of Parents



When we contacted Child labour almost 95% of the students said that they are working on an average 6 or more days in a week to earn their livelihood. This percentage is even worse in the states like Bihar, Jharkhand and Karnataka.

***Chapter 10: Annexure 1 – List of NCLP
Schools surveyed***

Annexure I List of Schools

BIHAR

- **DARBHANGA**

- NCLP CHATRIA
- NCLP CHUNA BHALLI
- NCLP OJHAUL
- NCLP PARI
- NCLP(DASHAR)

- **EAST CHAMPARAN**

- BAL SARMIK SCHOOL
- BAL SHARMIK VIDHALA
- BAL SRMIK SCHOOL
- RAL SARMIK SCHOOL

- **MADHUBANI**

- NCLP KALUAHI
- NCLP KHARAUAA
- NCLP MAHTHOUR
- NCLP POKHRAUNI

- **SAMSTIPUR**

- BAL SARMIK SCHOOL
- N.C.L.P MORDIVA
- NCLP KASHIPUR
- NCLP KUSAIYA
- NCLP MORAWA

- **SITAMARHI**

- BAL SARMIK SCHOOL
- BAL SARMIK SHCOOL

CHHATTISGARH

- **BILASPUR**

- BILASA CHILD LABOUR SCHOOL GANESH NAGAR
- BILSA CHILD LABOUR SCHOOL INORAPUR
- JAI AMBE CHILD LABOUR SCHOOL
- JAI HANUMAN CHILD LABOUR SCHOOL JHAPOLA PARA
- SATYA NAGAR

- **DURG**

- DURG
- JAI GAJANAN UIO LABOUR SCHOOL
- JAI GURU CHILD LABOUR SCHOOL
- MA BANJARI CHILD LABOUR SCHOOL
- MATA SUNDARI CHIL LABOR SCHOOL

- **RAIPUR**

- JAI SRI HANUMAN C.L.S
- LAKHAN SINGH MISHRA BAL SARMIK SCHOOL
- OM SAI CHILD LABOUR SCHOOL
- SRI RAM GURUKUL PACHPEDI NAKA
- SURYDAY C.L.SCHOOL

JHARKHAND

- **DUMAKA**

- B.S.V.S.KENDRA BARMANIA
- BAL SRAMIK VISESH SHICHA KENDRA
- BAL SRAMIK VISESH SHIKCHA KENDRA

- **HAZARI BAGH**

- JAI JAGRAN VIENDRA
- NATIONAL CHILD LABOUR PROJECT
- NATIONAL CHILD LABOUR PROJEET
- SAMAJI SHANSTAHN NIVARAN KALYAN
- YUVA SHAATI PARISHAD

- **RANCHI**

- NCLP SPECIAL
- NCLP SPECIAL SCHOOL
- SAHIBGANJ
- BAL SRAMIK PUNVASH SCHOOL
- BAL SRAMIK SCHOOL SAKARI GALI

KARNATAKA

- **CHITRADURGA**

- CHILD LXBOUR RESIDEMIAL SCHOOL
- DON BASW
- INDIRAJI BALA KAVMIKA VIDYA SCHOOL
- SAHANA CHILD LABAR SPCIAL SCHOOL
- SRI BASAVSWARE VIDHYA SAMSTHO

- **DAVANGERE**

- CHACHA NEHRU BALA KALMIKARE VISDESHA VASATHE SHALE
- INCHARA BALA KARMIKAVA VISESHA
- SRI DURGA SHART NAVA CHENDRA SCHOOL

- **MYSORE**

- N.SARGO CHILD HALOM SCHOOL
- SAHAVE CHILD SCHOOL
- SRI KANTESHWARE PUMAR VASATH

RAJASTHAN

• AJMER

- B.S.S NAV LAKHA
- B.S.V GUJAR BADA
- B.S.V.V KHIRIYAN
- B.S.V.V SUBASH NAGAR
- B.S.V.V TAJPURA ROD BHIL BASTI
- S.B.V.V GULAB BARI AJMER
- V.B.S SCHOOL MOHAMI
- V.B.S.V JUGARWADA KIKERI-2
- V.B.S.V SARWAR
- VIVEKA NAND BAL SCHOOL KALYANI PURA

• ALWAR

- B.S.V.V
- B.S.V.V ALWAR
- B.S.V.V BANJARA BASTI
- B.S.V.V DHOBIGATTA
- B.S.V.V KHARULOS
- B.S.V.V LAXMANGARH
- B.S.V.V NAVALPURA
- B.S.V.V SATHOJ KA BAVRI
- B.V.V BIRAI MATA

• CHITTORGARH

- B.S.V.V & PUNVARS KENDRE WARD NO-5
- B.S.V.V BANJARA BASTI LALJI KA KHERA
- B.S.V.V KAPASAN
- B.S.V.V LOHAR BASTI
- B.S.V.V PUNVARS KENDRE CHITTORGARH
- B.S.V.V PUNVARS KENDRE DHORIA

- B.S.V.V RAJPUTO KA ROLAHERA
- B.S.V.V RAM THALI HATHIONO KAPASAN
- B.S.V.V.PRATAP NAGAR CHOTTARGARH
- R.S.V.V & PUNVARSI KENDRE NIMBAHEZA

- **JAIPUR**

- BAL PRATHA SHIKSHA PUNA KANDER AMRITPURI JAIPUR
- BAL PRATHA SHIKSHA PUNA KANDER CHANDERAVASH
- BAL PRATHA SHIKSHA PUNA KANDER DARVESH NAGAR
- BAL PRATHA SHIKSHA PUNA KANDER JAIPUR
- BAL PRATHA SHIKSHA PUNA KANDER MOHALLA DAKOTAN
- BAL PRATHA SHIKSHA PUNA KANDER SHAPPAR JAIPUR
- BAL PRATHA SHIKSHA PUNA KANDER VANVIHAR DELHI
- BSVV & PUNVASI KANDER MOHALLA RAMGANJ JAIPUR
- BSVV & PUNVASI KANDER PL NO.3580 SURAJPUR JAIPUR
- BSVV & PUNVASI KANDER PL NO.412 RAMGANJ JAIPUR

- **SIKAR**

- B.C.L.P.WARD NO.3NEAR NAJIM MAJID KHANDLA
- B.S.V.V.MOHALLA KISLA NEEM KA THANA
- B.S.V.V.NEEM KA THANA
- B.S.V.V.RAMGARH SHAKAWATI
- B.S.V.V.SHANTI PRISHAD KHANDELA
- B.S.V.V.WARD NO-30 LAXMAN GARH
- BSVV & PUNVASI KANDER PL NO.18 LAXMANGARH SAKAR
- BSVV SANSTHA SAKIR WARD NO.6
- V.B.S.V AND P.K. BANGRA BASTI BAY
- V.B.S.V AND P.K.KHATA SHYAM

- **TONK**

- B.S.V.V ASTAL ROAD CHAVNE TONK
- B.S.V.V BAHEER TONK

- B.S.V.V GHAR
- B.S.V.V KALANDER BASTI TONK
- B.S.V.V KHAJURIA
- B.S.V.V KHOZA BAODI TONK
- B.S.V.V KOLI MOHALLA
- B.S.V.V NIWAI
- B.S.V.V RAILWAY STATION
- B.S.V.V REGARO KA MOHALA

Uttar Pradesh

- **Bahraich**

- V.B.S.S TARAPUR KHURD
- V.B.S.S.BAGAHA MIRAN PURAW
- V.B.S.S.LAGDIHA
- V.B.S.S.RAVI DAS NAGAR
- V.B.S.S.TARA PUR KHURD

- **BALRAMPUR**

- V.B.S.S MATERA
- V.B.S.V. GANDHI NAGAR
- V.B.S.VISNIPURI BALRAMPUR
- VISHASH BAL SHRMIK VIDHALYA MAHUVAHIMPUR

- **GHAZIABAD**

- VISHESH BAL SHARMIK VIDHALAY
- VISHESH BAL SHRMIK VIDHALAY
- VISHESH BAL SRMIK VIDHALAY

- **GONDA**

- V.B.S.S.BALA KUTTI
- V.B.S.V.BICHALIY PURAWA BANGHARA
- V.B.S.V.KHAJURI
- V.B.S.V.KHARACHI PUR GINMI NAGAR
- V.B.S.V.TURKA DIHA

- **HARDOI**

- BAL SEVA VIDYALAY
- VISHESH BAL SENA VIDYALAY
- VISHESH BAL SHRMIK VIDYALAY

- **KANPUR**

- GREEN FILED SHIKSHA SAMITI
- JAI KALYAN SANSTHAN
- PARIVATEM SEVA SANSTHAN
- PRAGAGAM SEVA SANSTHAN
- SUBHASH CHILDREN SOCITY

- **MEERUT**

- BAL SHARAMIC SCHOOL
- BAL SHARMIK SCHOOL

- **SARASWATI**

- V.B.S.S BHARI GANW
- V.B.S.S GILAU LA BAZAR
- V.B.S.S PARIV PUR
- V.B.S.S.BICHU BALA
- V.B.S.S.MOHANIPUR

- **UNNAO**

- MADHU BAL SEVA SHAMITI
- SHRI MEERA SARSWATI SHICHA SAMITI
- VISESH BAL SHRMIK SCHOOL
- VISHESH BAL SHARMIK SCHOLL
- VISHESH BAL SHRMIK SCHOOL

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THANKS