

**ABOLITION OF CHILD LABOUR IN INDIA**

**Strategies for the Eleventh Five Year Plan**

**Submitted By**

**National Commission for the Protection of Child Rights (NCPCR)**

**To**

**PLANNING COMMISSION, INDIA**

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## LIST OF ABBREVIATIONS

TFR	-	Total Fertility Rate
WPR	-	Work Participation Rate
NSSO	-	National Sample Survey Organization
SSA	-	Sarva Shiksha Abhiyan
UTs	-	Union Territories
ILO	-	International Labour Organisation
SNA	-	System of National Accounting
HIV/AIDS	-	Human Immunodeficiency Virus/ Acquired ImmunoDeficiency Syndrome
NCLP	-	National Child Labour Programme
NGOs	-	Non-Governmental Organization
UP	-	Uttar Pradesh
IPEC	-	International Programme for Elimination of Child Labour
PROBE	-	Public Report on Basic Education
TECs	-	Transitional Education Centres
SEC	-	School Education Committee
NHRC	-	National Human Rights Commission
KGBV	-	Kasturba Gandhi Balika Vidyalaya
SC	-	Schedule Caste
ST	-	Schedule Tribe
OBC	-	Other Backward Classes
RBC	-	Residential Bridge Course Centers
NPEGEL	-	National Programme for Education of Girls at Elementary Level
MS	-	Mahila Samakhya
NYKS	-	Nehru Yuvak Kendra Sangatanas
CWC	-	Child Welfare Committee
JJ Act	-	Juvenile Justice Act
ITI	-	Industrial Training Institutes
DIET	-	District Institutes of Education and Training
DRU	-	District Resource Unit
NCPCR	-	National Commission for the Protection of Child Rights
CRPC	-	Child Rights Protection Committee
PHC	-	Primary Health Center

## INTRODUCTION

In passing the 86<sup>th</sup> Amendment to the Constitution of India, education is a fundamental right. This has implications for fulfillment of the obligation of the State to ensure that every child is in school. Since most children who do not attend schools are engaged in some form of work or another, it is essential that there is a comprehensive plan to withdraw children from work and mainstream them into schools. In other words the labour department has a crucial role to abolish child labour in all its forms and ensure that children enjoy their right to education. This is indeed a challenging task, but can be attained with concerted effort and a clear perspective.

### **1. MAGNITUDE OF THE PROBLEM**

#### **1.1 Children in the Population**

As per 2001 Population Census, children in the age group of 0-14 constituted about 360 million and accounted for 35.3 percent of total population. Children in the 5-14 age group constituted about 251 million and accounted for 24.6 percent of the population. Though there is an increase in the absolute number of children, the proportion of children in the total population is declining between 1991 and 2001. By Census of India projections, the proportion of children (0 to 14) has further come down to 32.1 percent during 2006.

#### **Percentage of children in total population**

Age group	1991	2001	2006*
0-4	12.0	10.7	10.4
5-9	13.2	12.5	10.7
10-14	11.9	12.1	11.0
5 to 14	25.1	24.6	21.7
0-14	37.2	35.3	32.1

Note: 1991 Population Census figures excluded J & K State and for comparative purposes we have excluded figures for J & K for 2001

Source: Population Census 1991 and 2001

\* Population Projections. Based on 2001 Census of

Elementary school age children (5 to 14) in the total population constituted 241.7 million accounting for 21.7 percent of the total population. This is because of drastic reduction in the Total Fertility Rate (TFR) in many of the major states, especially in Kerala, Andhra Pradesh, and Tamil Nadu, Maharashtra and Gujarat. On the other hand TFR remains high in some of the major states like Uttar Pradesh, Bihar, Rajasthan and Madhya Pradesh. Thus the segment of child population varies across state depending on the TFR. Proportion of children in the population has implications for the incidence of child labour.

#### **1.2 Child Labour in India**

India continues to host the largest number of child labourers in the world today. According to the Census 2001, there were 12.7 million economically active children in the age-group of 5-14 years. The number was 11.3 million during 1991 (Population Census) thus showing an increase in the number of child labourers. Workers in general

are classified into main and marginal workers<sup>1</sup> by the population census. *Census data shows that there is a decline in the absolute number as well the percentage of children (5-14) to total population in that age group, classified as main workers 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. This is also to be seen in the context of decelerating employment growth in general in the economy during the last decade.

<b>Changes in Work Participation (Main and Marginal) Rate of Children in different age groups</b>						
<b>All India</b>	<b>1991</b>			<b>2001</b>		
	<b>Boys</b>	<b>Girls</b>	<b>All Children</b>	<b>Boys</b>	<b>Girls</b>	<b>All Children</b>
5 to 9	0.9	0.9	0.9	1.5	1.4	1.4
10 to 14	10.9	9.9	10.4	8.8	8.5	8.7
5 to 14	5.7	5.1	5.4	5.1	4.9	5.0

Source: Census of India, 1991 and 2001

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 increased from less than 1 percent during 1991 to 1.4 percent during 2001. In the case of 10-14 years age group children the decline is only marginal - from 10.4 percent during 1991 to 8.7 percent during 2001. 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. Latest available estimates on WPR children are from the 61<sup>st</sup> Round of NSSO (2004-05). 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.

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<sup>1</sup> 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. For the first time, the Census includes part-time help or unpaid work on the farm, family enterprise or in any other economic activity such as cultivation and milk production for domestic consumption as 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, that 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’.

Distribution of Children	2001 Population Census <sup>2</sup>	2006 Population Projection and estimates <sup>3</sup>	% of Child Population	
			2001	2006
<b>Child Population (5-14)</b>				
Male	132367710	125485000		
Female	120795938	116274000		
Total	253163648	241759000		
<b>Child Labour (10-14)</b>				
Male	6804336	4276744	8.8	6.7
Female	5862041	3894131	8.5	6.3
Total	12666377	8082954	8.7	6.6
<b>Children out of school (5-14)</b>				
Male	36428634	19199205	27.5	15.3
Female	45878836	24184992	38.0	20.8
Total	87126075	43274861	34.4	17.9

Source: Census of India, 1991 and 2001

Though there is a declining trend in the incidence of child labour in the country, it has not automatically resulted in bringing all children to school. There were 87 million children (5-14) who were out of school during 2001. NSSO (61<sup>st</sup> Round) estimates show that the magnitude of out of school children has declined to 43 million by 2004-05. This could be probably because of the efforts of SSA and other initiatives to stop child labour. However, the NSSO estimates show that about one fifth of the girl children in the 5 to 14 age group are not in school. There seems to be a persisting gender gap. While this is the picture that emerges for the country as a whole, there is a wide variation across states. There are excellently performing states and states that are at the other extreme (see state level estimates of children across states based on NSSO estimates (2004-05) in **Annexure I**).

### 1.3 Magnitude of Child Labour across States

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

<sup>2</sup> Census of India, 2001.

<sup>3</sup> Population of children in 2006 is based on the projections of the Report of the technical group on population projections constituted by the National Commission on Population, Population Projections for India and States 2001 -2026 (Revised December 2006), Office of the Registrar General & Census Commissioner, India. Estimates for working children and out of school children are based on NSSO 61<sup>st</sup> Round, Report Number 515 (61/10/1), "Employment and Unemployment Situation in India" 2004-05, Part I, Table (19): Per 1000 distribution of persons by usual activity category taking also into consideration the subsidiary economic status of persons categorized 'not working' in the principal status for each age-group. Figures for Children out of school is compiled from NSSO Report No.517/(61/10/3), "Status of Education and Vocational Training in India" 2004-05.

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.<sup>4</sup> 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. Detailed tables of main and marginal workers by residence and sex for the age-group 5-9 and 10-14 for 1991 and 2001 are at **Annexure II**.

#### **Growth of child labour across States and UTs in India between 1991 and 2001**

State/UTs showing % decline in the incidence of child labour during 2001 as compared to 1991	State/UTs showing % increase in the incidence of child labour during 2001 as compared to 1991
Dadra & Nagar Haveli (-3.22), Gujarat (-7.27), Goa (-11.3), Karnataka (-15.74), Orissa (-16.53), Andhra Pradesh (-17.97), Lakshadweep (20.59), Daman & Diu (-22.53), Kerala (-24.84), Tamil Nadu (-27.65), Maharashtra (-28.49), and Pondicherry (26.96).	Madhya Pradesh (5.71), Assam (7.27), West Bengal (20.43), Punjab (24.08), Tripura (32.03), Uttar Pradesh (41.71), Arunachal Pradesh (49.11), Delhi (53.19), Andaman and Nicobar Islands (54.94), Meghalaya (55.75), Mizoram (60.05), Bihar (61.82), Rajasthan (63.08), Manipur (74.84), Himachal Pradesh (90.96), Chandigarh (102.09), Haryana (131.10), Nagaland (178.43) and Sikkim (193.98)

Note: Jharkhand, Uttarakhand and Chhattisgarh has been merged to Bihar, Uttar Pradesh and Madhya Pradesh respectively for comparison)

Source: INDUS, Child Labour Project, 2007, Child Labour Facts and Figures: An analysis of Census 2001, ILO and Government of India.

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

<sup>4</sup> The Himachal Pradesh story has been well documented by Anuradha De, Claire Noronha and Meera Samson in "Primary Education in Himachal Pradesh: Examining a Success Story" in R. Govinda (edited) (2002) **India Education Report**, op.cited, pp.297-311.

in the age group of 5-14 are 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.

#### **1.4 Nature and extent of child labour and child work: Findings of the Time-use survey<sup>5</sup>**

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”<sup>6</sup> 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<sup>7</sup>. 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.

Breaking up the data by age groups, Hirway says that in the 6-9 years age group, about 6.82 percent of boys and 6.37 percent of girls are engaged in animal husbandry, mainly grazing. Petty services employ 4.57 percent of boys and 4.40 percent of girls. Crop farming engages 3.51 percent of boys and 3.74 percent of girls. Further the data reveals that “children aged 6-14, who, participated in economic activities spent 21.46 hours a week (about three hours a day), on an average, on SNA (System of National Accounting)<sup>8</sup> work, which comes to 12.77 percent of their total weekly time. Boys spent

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<sup>5</sup> This section draws extensively from Neera Burra (2007 ) **Born Unfree. Child Labour, Education and the State in India**, Oxford University Press, New Delhi

<sup>6</sup> Indira Hirway (2002) “Understanding Children’s Work in India: An Analysis Based on Time Use Data” in Nira Ramachandran and Lionel Massun (eds.) **Coming to Grip With Rural Child Work**, op.cited p. 84

<sup>7</sup> Ibid.

<sup>8</sup> SNA is the System of National Accounts which refers to economic activities which are covered under national income accounts. Extended SNA activities are those which are not included in



24.27 hours while girls spent 18.63 hours. The data show that boys engaged in mining, quarrying and digging spend maximum time on this work (34.5 hours), which implies that many of them are engaged in these activities on a full-time basis. This is followed by manufacturing work (32.70 hours), construction work (26.16 hours), animal grazing (21.54 hours) and crop farming (20.14 hours).

In the case of girls engaged in SNA activities, maximum time (37.34 hours a week) is spent by those who are engaged in mining, quarrying and digging. This is followed by girls engaged in manufacturing activities (27.57 hours), construction work (22.30 hours), crop farming (20.79 hours) and animal husbandry (18.02 hours).<sup>9</sup> The time-use survey showed that while 67.13 percent of children are engaged in educational activities and about 17 percent in pure economic activities, the balance 15.87 percent were engaged either in extended SNA activities or in non-SNA activities. Extended SNA activities while not considered strictly economic activities fall in the 'General Production Boundary' and include activities such as household maintenance, management, care of siblings, sick, aged and disabled and other household activities.<sup>10</sup> Care of siblings, the aged, the sick and the disabled take up a fair amount of the time of children. For example, girls in the age group 6-14 and 6-9 years spend 7.96 hours and 7.52 hours on the physical care of children respectively.

The time-use survey shows that boys and girls spend 21.46 hours a week on SNA activities, which is about 47 percent of the time spent by an adult on SNA activities. Girls (6-14) participate in extended SNA activities much more than participant men of all ages. Thus, while girls spend 13.01 hours on household management, 10.64 hours on community services and 11.17 hours on care activities, the corresponding data on time spent by men are 6.76 hours, 7.99 hours and 6.12 hours respectively.<sup>11</sup>

As Hirway points out: "when one combines SNA and extended SNA work, one realizes that children's contribution to this total work in the society is more than marginal, in terms of both number of participants as well as hours put in. The contribution of girls is greater than that of boys."<sup>12</sup>

More significantly, she says that "more than 32 percent 'nowhere' children, who do not go to school, are largely engaged in economic or in extended economic activities. In the case of girls, their low attendance in school is not only due to their participation in economic activities but also due to the responsibilities borne by them in extended SNA activities."<sup>13</sup>

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national accounts but are covered under General Production Boundary, and non-SNA activities or personal activities.

<sup>9</sup> Ibid.pp.86-87

<sup>10</sup> Ibid.pp 89-90

<sup>11</sup> Ibid.p.98

<sup>12</sup> Ibid.p.103

<sup>13</sup> Ibid.

## **2. 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.

**a. 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.

**b. Street Children:** *Children living on and off the streets, such as shoeshine boys, rag-pickers, 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.

**c. 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.

**d. 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.

**e. 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.

**f. 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.<sup>14</sup>

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.

**g. 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.

### **3. EXISTING PROGRAMMES FOR REHABILITATION OF CHILD LABOUR**

#### **3.1 Legal Framework**

As per Article 24 of the Constitution, no child below the age of 14 years is to be employed in any factory, mine or any hazardous employment. Further, Article 39 requires the States to direct its policy towards ensuring that the tender age of children is not abused and that they are not forced by economic necessity to enter avocations unsuited to their age or strength. Recently, with the insertion of Article 21A, the State has been entrusted with the task of providing free and compulsory education to all the children in the age group of 6-14 years.

Consistent with the Constitutional provisions, Child Labour (Prohibition and Regulation) Act was enacted in 1986, which seeks to prohibit employment of children below 14 years in hazardous occupations and processes and regulates the working conditions in other employments. In the last 5 years, the number of hazardous processes listed in the

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<sup>14</sup> America India Foundation (2006) **Locked Homes, Empty Schools. The Impact of Distress Seasonal Migration on the Rural Poor**, Zubaan, New Delhi

schedule of the Act has increased from 18 to 57 and occupations from 7 to 13. Recently, Government has also decided to include children working as domestic servants and those working in *dhabas*/roadside eateries/motels etc. in the category of hazardous occupations.

<sup>15</sup>

### 3.2 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

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<sup>15</sup> **Labour Law Apprentice Act, 1961:** A person is qualified to be engaged as an apprentice only if he is not less than 14 years of age, and satisfies such standards of education and physical fitness as may be prescribed. **Factories Act, 1948:** A child below 14 years of age is not allowed to work in any factory. An adolescent between 15 and 18 years can be employed in a factory only if he obtains a certificate of fitness from an authorized medical doctor. A child between 14 and 18 years of age cannot be employed for more than four and a half hours. **Mines Amendment Act:** No person below 18 years of age shall be allowed to work in any mine or part thereof.

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.

### **3.3 Elimination of child labour under the 10<sup>th</sup> Plan**

In order to provide rehabilitation to larger number of working children, Government decided to expand the coverage of the Scheme from 100 to 250 districts in the 10<sup>th</sup> Plan. Further, to make the Scheme more effective, a revised strategy was also adopted in the

10<sup>th</sup> Plan, based upon the recommendations of an evaluation of the programme carried out in 2001 by V. V. Giri National Labour Institute with the help of some independent agencies. The revised strategy emphasized the need to continue the programme in a more focused, integrated & convergent manner. As such, it was decided to enrol working children in the age group of 5-9 years directly under the Sarva Shiksha Abhiyan, which had started in 2001-02, whereas those in the age group of 9-14 years to be covered under the Special Schools run under NCLP Scheme. Considering the fact that the number of child labour does not remain static, it was also decided to conduct at least two surveys during the 10<sup>th</sup> Plan to correctly assess the extent of child labour in the districts. For this purpose, a provision of Rs.2.75 lakh per survey was made for every NCLP district. In addition, a budgetary provision of Rs.1.25 lakh per year was also earmarked for raising public awareness against the evils of child labour.

Further, the nutritional component was doubled in the 10<sup>th</sup> Plan from Rs.2.50 per child/day to Rs.5. Beside, components of health care and vocational training was also greatly reinforced under the 10<sup>th</sup> Plan. Project Societies can now engage a doctor for conducting health check ups for every 20 Schools at an honorarium of Rs. 5,000/- per month. Provision of Rs.5, 000/- per month was also made to engage a Master Trainer in the district to impart specialized skill training to Vocational Instructors & children in skills/trades, which are financially rewarding. In addition, funds @ Rs. 1500/- per teacher were earmarked for their training and skill upgradation during the 10<sup>th</sup> Plan, with a view to improve the quality of teaching in NCLP Schools.

The budget allocation under the NCLP Scheme for the 10<sup>th</sup> Plan period was Rs.602 crores. The year wise break up of the allocation and expenditure under the Scheme during the 10<sup>th</sup> Plan is as follows:

(Rs. In lakhs)

Year	Allocation	Expenditure
2002-03	8010.00	6513.77
2003-04	7243.00	6783.00
2004-05	9905.00	9315.00
2005-06	11543.75	11503.82

During the 10<sup>th</sup> Plan, new projects in 150 districts were sanctioned. Out of this, 50 were sanctioned in February 2004 and 100 in October 2004. So far 86 new projects have been operationalized as per the details given below:

#### **Status of Operationalization of new projects during the 10<sup>th</sup> Plan**

State	Number of new projects Sanctioned	Number of new projects operationalised
Andhra Pradesh	1	1
Assam	3	1
Bihar	21	3
Chhattisgarh	3	1
Gujarat	9	1

Haryana	3	Nil
Jammu & Kashmir	3	Nil
Jharkhand	4	2
Karnataka	12	5
Madhya Pradesh	14	11
Maharashtra	11	5
Mizoram	1	Nil
Nagaland	1	Nil
Rajasthan	17	16
Tamilnadu	5	4
Uttar Pradesh	36	31
Uttranchal	1	Nil
West Bengal	10	5
<b>Total</b>	<b>156*</b>	<b>86</b>

\*Note: Six additional districts were taken up during the 10<sup>th</sup> Plan in lieu of districts selected under the INDUS Project

Efforts are being made to operationalise all the remaining new projects also within 2006. Constant review and monitoring of the States is being done in this regard. Some of the States like Bihar, Haryana, Gujarat & Maharashtra have not been able to operationalise most of their projects.

As regards the existing projects set up in the previous phase, the performance of the States is mixed. Some of the oldest projects are in the States of UP, Orissa, Andhra Pradesh, Rajasthan, West Bengal and Tamil Nadu. While the performance of Tamil Nadu, Andhra Pradesh & Orissa is creditable as can also be seen in the decline in the number of child labour in these States, the efforts made in UP were not commensurate to the extent of the problem. It has shown sharp increase in the number of child labour between the 1991 and 2001 Census. Rajasthan & West Bengal have also shown an increase in child labour between 1991 and 2001 Census. A substantial increase in the number of child labour in Rajasthan is a matter of great concern.

The efforts of the State Governments in combating the problem of child labour can also be gauged from enforcement measures and extent of mainstreaming under the Scheme. As per the reports received from the State Governments, the enforcement data of the various States is given in **Annexure –III**. It may be seen that the level of enforcement in the States of Tamil Nadu, Andhra Pradesh, Maharashtra & West Bengal is encouraging, whereas that in UP, Rajasthan, Madhya Pradesh & Orissa it is very low.

So far only 3,74,255 children have been mainstreamed under the Scheme. The State-wise break up is as follows:

<b>State</b>	<b>No. of children mainstreamed</b>
Andhra Pradesh	1,73,297
Bihar	10,704
Jharkhand	10,231
Karnataka	10,467
Madhya Pradesh	2,314

Chhattisgarh	4,171
Maharashtra	8,235
Orissa	63,237
Rajasthan	11,371
Tamilnadu	39,523
Uttar Pradesh	23,251
West Bengal	16,086
Punjab	1,368
<b>Total</b>	<b>3,74,255</b>

It may be seen that the States of Andhra Pradesh, Orissa & Tamil Nadu performed well on mainstreaming.

### **3.4 ILO-International Programme for Elimination of Child Labour (IPEC)**

ILO launched IPEC Programme in 1991 to contribute to the effective abolition of child labour in the world. India was the first country to sign MOU in 1992. Currently there are three Projects in the country under this programme viz., INDUS Project, Andhra Pradesh Phase-II & Karnataka Project. The INDUS Project envisages direct interventions in the identified 21 districts spread across five states for identification and rehabilitation of child labour. The strategy under the project is to complement and build up on the existing government initiatives. It involves working closely with two important national programmes of National Child Labour Project (NCLP) Scheme & SSA Campaign of Education for All. The INDUS Project is based upon the NCLP Scheme with some additional interventions, such as vocational training for adolescents, income generation alternatives to child labour families, training & capacity building programmes for Government agencies and civil society organizations, strengthening public education, greater convergence with mainstream education system through lead schools & comprehensive child labour monitoring and tracking with the objective of replicating the successful interventions in the NCLP Scheme.

## **4. REVIEW OF PRESENT APPROACH – SOME ISSUES**

The Child Labour (Prohibition and Regulation) Act 1986 prohibits child labour in certain occupations and processes alone and their conditions of work are regulated in the rest. The law does not prohibit child labour if rendered for one's own family in those areas of occupation that has been considered as hazardous. Likewise, it has no purview over regulating the conditions of work if children are engaged to work by the family. The law has also completely left out children working in agriculture.

The basic premise on which the Child Labour (Prohibition and Regulation) Act 1986 is framed is that children are poor, they are constrained by socio-economic compulsions to earn an income and so must work. Therefore, it is felt that there cannot be a total abolition of child labour, but effort needs to be made to rescue those engaged in hazardous occupations and processes in the beginning. So all-pervasive is the belief that without poverty eradication, child labour cannot be ended that we have taken this



reasoning as irrefutable. The questions that are most often asked are: What will happen to the families of these children if child labour is stopped? How will poor families survive without the additional income of the children? How will poor parents pay for the double burden of hidden costs of education? It is seldom taken into account that children's earnings are pathetically meagre, and that it is precisely because of the vast numbers of children in the work-force in all the sectors of the economy that adult wages are depressed. Obviously there is a broad relationship between poverty and child labour and factors like caste, religion, ethnicity and gender play a key role in exacerbating poverty. However, it must be also recognized that many poor people can, and do, send their children to school even when the facilities are not the very best.

What is required is to understand this phenomenon and embrace a policy that recognizes this positive signal from the society and harness this desire on the part of the parents, even parents drawn from the poorest sections of the society, to ensure a better future for their children through education. The first step therefore is to clearly enunciate a policy that 'no child must work-and every child attends a full time formal school' is not negotiable and that it is a goal that is possible to achieve<sup>16</sup>.

#### **THE ANDHRA PRADESH MODEL**

In Andhra Pradesh, there has been a shift in the perspective on the definition of child labour as all children out of school. All efforts were made to get every child in school by establishing a norm that no child is in work. Arguments such as children must earn because they are poor were not given as excuses for continuation of child labour. The NCLP program too was modified to a large extent. There were no stipends to the children's families 'to compensate for the loss of income'. Special schools as parallel structures were not run. Instead there were residential bridge courses for children withdrawn from work and a well laid out strategy for mainstreaming them into formal schools through coordination with the education department at the district level. Further the labour department took up the task of enforcement of law. Thus 206832 inspections were conducted, with about 15294 convictions, the largest in the country. This complemented the campaign that was taken up by the government against child labour. As a consequence there was a radical shift in enrolment figures as well.

The NCLP programme which is a consequence of the Child Labour (Prohibition & Regulation) Act, 1986 focuses on the release and rehabilitation of only such children who are employed in those industries as notified in the Act. In its implementation the NCLP has shown that targeting children working in some notified sectors alone has not solved the problem of child labour. We have seen that such an approach may have helped some children who have been rescued from child labour but has not stopped recruitment of children in the 'hazardous' sector. Nor has their numbers decreased. It is found that a new set of children have taken the place of those who have been withdrawn from work. It is impractical to focus on children in only certain sectors alone, as long as a larger environment that accepts child labour in all its forms continues to exist.

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<sup>16</sup> Burra (2007) **Born Unfree: Child Labour, Education and the State in India**, op.cited

We also notice that by defining children in accordance with the existing definition of what constitutes hazardous occupation many girl children are being left out of getting the benefit of the NCLP program. Girls do all the work at home in fetching water, fuel wood, carrying siblings, almost like machines as if it were indispensable for their families and for the society at large. Their relentless activity goes unnoticed and unrecognized. In addition several hundreds and thousands of girls work 12 to 13 hours on farms, inhaling pesticides and other chemicals in production of vegetables, paddy, sunflower, pulses, and hybrid cottonseeds. Many such girls are subject to hazards of physical and sexual abuse even at a young age of 10 to 12 years at the place of work. By strictly abiding by the definition of 'hazardous' occupation these girls would never be rescued from work. It is argued that these girls' lives too are subject to hazards of work; societal discrimination, hidden violence, exploitation and they too need to be protected through the NCLP.

Therefore, in accordance with the Recommendation of the Second National Labour Commission Report the definition of child labour must be as follows: "All out of school children must be treated as child labourers or as those who have the potential to become child labourers... Thus, all work done by children, irrespective of where it is done, must be considered as child labourers. Only then girls and children working within the family become a part of the strategy to eliminate child labour, and significant headway will be made towards achieving the goal of eliminating child labour"<sup>17</sup>.

Further it has been seen that for many practitioners on the ground it is impractical to refuse children from the same neighbourhood or the family, who are in work and out of school because they do not fall under the definition of child labour. Perforce all children engaged in some form of work or the other have to be reached out to, to avoid the fallacy of exclusion.

If there has to be an end to child labour then the focus must be on total abolition of child labour and in addressing the rights of the universe of children who are out of school.

From the available statistics, it is clear that expansion of school education in India between 1991 and 2001 is impressive. According to the Census data on education, the number of children in the 5-14 age-group, going to school increased from 104 million in 1991 to 166 million in 2001. However, there still remains an uncovered gap and too many children receive no education at all. This is illustrated by the fact that even in 2001, out of the total child population (5-14 years), only 65.6 percent children were in school. (Census 2001)

Major surveys and reports such as the PROBE report point out that there is a great demand for education by parents and children. However, the formal school system is simply not able to cope with the numbers of children wanting full time formal school education. This has led to frustration on the part of both parents and children, leading to large scale drop outs.

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<sup>17</sup> Report of the Study Group on Women and Child Labour, **Second National Commission on Labour, 2002**, Section Viii - Recommendations, pg.220.

The education system must be prepared to remove all barriers for enabling every child to survive in the school system without any disruption at least until s/he reaches class X. It must respond to the demand for education and provide for all that is necessary in terms of infrastructure, schoolteachers and sensitivity to the first generation learner. There must be a total conviction to bring the huge backlog of children who have missed out on schooling and are engaged in work into the mainstream school system. Every arrangement must be made to help them integrate with the school system. The policies for abolition of child labour must be linked to the policies for compulsory education.

In fact, the poor themselves believe that education is a necessary condition for upward mobility. Village studies and household surveys confirm that socially or economically disadvantaged groups believe that education is important. In fact, the empowerment role of basic education was well understood by several leaders during the independence movement. Gopal Krishna Gokhale, for instance, formulated a pioneering Elementary Education Bill which would have enabled local authorities to introduce compulsory education. Dr. Ambedkar, the architect of the Indian Constitution strongly believed that education was the cornerstone of the strategy to liberate oppressed castes to which he himself belonged. Education for equality was a key concern for several Indian social reformers such as Rammohan Roy, Maharishi Karve, Pandita Ramabai, Swami Vivekananda, Jyotirao Phule, Rabindranath Tagore, Mahatma Gandhi, Abdul Ghaffar Khan, Jayaprakash Narayan and other social reformers of the pre-independence era.<sup>18</sup>

## **5. RECOMMENDATIONS FOR ABOLITION OF CHILD LABOUR**

In most societies where child labour has been eradicated, multi-pronged strategies were used. Stringent laws were passed which made child labour illegal. In addition the educational system was strengthened so that children removed from work could go to school. It is widely recognized that any strategy for the elimination of child labour must have these two critical components: stringent laws and a strengthened school system where children removed from work can be sent.

### **5.1 INCLUSIVE DEFINITION OF CHILD LABOUR**

An analysis of the situation of child labour in India provided in Part I of this document shows that children are working in different sectors across the country. They are to be found working in:

- Agriculture and allied activities such as forestry
- In factories and workshops
- As domestic labour
- As sex workers and carrying on other illicit activities
- In the informal economy working for employers as well as for their own families
- On the streets as vendors, hawkers, shoe-shine boys, beggars

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<sup>18</sup> Ibid.

- As migrant labourers
- In restaurants and eateries

Given the varied situations in which children are working, strategies for the elimination of child labour need to be inclusive and non-negotiable. The current emphasis of focusing on children engaged in the 57 processes and 15 occupations prohibited under the Child Labour (Prohibition and Regulation) Act 1986 is limited and does not serve any purpose. In order to effectively abolish child labour it is necessary to remove the artificial distinction between ‘child labour’ and ‘child work’.

## **5.2 AMENDMENT TO THE CHILD LABOUR (PROHIBITION AND REGULATION) ACT 1986**

Enforcement of the law is a key strategy. But in the case of the Child Labour (Prohibition and Regulation) Act 1986, there are a number of loopholes, which makes the law ineffective. For instance, the Act says that children working as part of family labour are exempt from the purview of the Act. Research studies have proven that this provision is widely abused by employers who are passing off child labour as family labour. Given the increasing informalisation of the labour market with more and more sectors using the sub-contract modality, work is being given to workers at home. Given the dispersed nature of work, provisions such as the one mentioned above allow all sorts of child labour to be passed off as family labour and thus condoned by the authorities. The Child Labour Act must be non-negotiable and the word “Regulation” should be removed from its title so that child labour abolition becomes non-negotiable. In the same spirit the penal provisions must be enhanced and the enforcement machinery strengthened several times over so that the message is clear that child labour will not be tolerated under any circumstances.

## **5.3 A NEW NATIONAL CHILD LABOUR ERADICATION POLICY**

Several changes have occurred since the drafting of the National Child Eradication Labour Policy in 1987. It must be revised and child labour has to be abolished in all its forms and children enjoying their right to education must be made non-negotiable. It should cover all categories of children who are part of the workforce. The National Child Labour Eradication Policy must take into account that a multi-sectoral approach is required to tackle the problem. A re-examination of all the laws and policies pertaining to working children is critical. There must be consistency in the constitutional and legal provisions pertaining to children’s rights and well-being.

## **5.4 REVISED NATIONAL CHILD LABOUR PROGRAMME (NCLP)**

### **5.4.1. Transitional Education Centres**

The current National Child Labour Programme (NCLP) needs to be revamped. The NCLP should no longer run special schools for small numbers of children, which has a limited utility. Running of schools should be the responsibility of the education department. NCLP schools must be converted into Transitional Education Centres

(TECs) which are both non-residential and residential. It is very important that the guidelines for TECs are very flexible, adapting to the local situation.

Every child rescued from work would have to be brought to a local TEC and the TEC would have to accept all children who are rescued from work. Here they are given an opportunity to make a transition from being workers to becoming students. These TECs must act as bridges and hand over the children to the SSA programme. The SSA must either enrol children in formal schools or prepare children for mainstream schools through bridge courses. This will have to be decided on a case-by-case basis.

Each TEC should have facilities to accommodate at least 50 children at any given point of time. It is proposed to have 30 TECs (non-residential) in each of the 600 districts in the country. These TECs's would be equipped for at least 50 children at any given point of time. However, it is expected that there would be even more number of children due to the intensive campaign, awareness building as well as enforcement of law. The NCLP scheme must be flexible enough to take all such children and if necessary merge a couple of TECs in one place. It is envisaged that 45lakh children would be benefited by this arrangement.

Some children who are rescued from work have no security in terms of their family or community and are, therefore, in a highly vulnerable position of exploitation. At times in the raids being conducted by the Labour Departments it is found that there is a lack of shelter where these children could be housed in. Such children would require residential facilities until such time they gain confidence to join local schools or hostels. The residential TEC's would be the first post where such rescued children would be sent. It is proposed to have 2 residential TECs in each district with 50 children in each. Even here, depending upon the demand there must be flexibility to increase the residential TECs and if necessary, modify the non-residential TECs to residential ones, within the budgets that are provided for. It is envisaged that 300000 children would benefit from this over five years. Details of the role and responsibility of TECs are described at **Annexure IV**.

#### **5.4.2 Migrant children**

The NCLP needs to recognize the special situation of migrant child labourers. These could be children who have runaway from home or children who migrate seasonally with their families. Given the extent of intra-state migration, additional TECs must be set up in states/districts from where families migrate and linkages must be established with local schools so that children have a residential facility when their parents move out for work. This should be the joint responsibility of the labour, education and the panchayat raj departments. In tribal areas, the tribal welfare department should also be involved in running these TECs.

Temporary TECs could also be set up in areas where people migrate for work such as to the brick kilns, salt pans, sugar cane areas, to name a few. Local NGOs could be supported to run these temporary TECs so that children get health and education facilities and are not roped into work.

### **5.4.3. NCLP Project Society at District level**

Each district would continue to have a District Child Labour Project Society under the NCLP program with the District Collector as its Chairperson and a committee that assists and advises the staff. It would have to however expand its operations to going beyond running of special schools. It would add the component of an intense social mobilisation through the social mobilisers, along with taking up the TECs.

### **5.4.4. Social Mobilisation**

Given that eradication of child labour is not an easy task, preventive strategies are more sustainable in the long run. One of the major preventive strategies, which must feature in any national child labour eradication policy, is the role of social mobilization and community participation. If children can be prevented from joining the work-force through the counselling of parents, children and the employers, much of the task of various government departments and ministries would be reduced. It is vital to ensure that children stay at home and go to formal government schools rather than leave home to work full time. Since the prevailing social norm justifies the working of children using the 'poverty argument', sustained social mobilization is required to change this societal norm.

To invoke public interest and large-scale awareness on this issue, there is a need for an extensive awareness generation campaign launched over a period of time at the Centre and State on a sustained basis. Required budgetary provisions for such a mass campaign must be provided for in 11<sup>th</sup> Plan.

### **5.4.5. Social Mobilisers**

Child labourers are spread across the country; working in dispersed villages and slums. The eradication of child labour cannot be done by the labour department alone, as it is so under-staffed. Labour department needs to have a cadre of youth volunteers who can be trained as '**Social Mobilisers**' who will be responsible for withdrawing children from work as well as monitoring school dropouts and children with irregularity of attendance. It is understood that if such children are not tracked they would join the labour force as child labour.

- Identify and establish contact with child labourers
- Motivate parents not to send their children to work but to school
- Persuade employers to release child labourers
- Organize mobilization programmes at the local levels by organizing street theatre, public meetings and rallies, house-to-house surveys to build up a social norm and a consensus that children must not work.
- Assist local community groups to organize child rights protection committees which can be the watchdogs of various government departments dealing with child labour eradication.
- Liaise with local officials in the education, labour, police and social welfare departments and bring problems and identify solutions.
- Assist locally elected bodies to be vigilant about children's rights and to monitor and review the prevalence of child labour in their areas.

- Strengthen school education committees (SEC) so that school functioning improves and drop-outs (potential child labourers) are reduced.
- Bring rescued children to transitional educational centres from where they can be mainstreamed into the formal school system.
- Follow up of the regularity of attendance of all school going children and establish processes of reviewing through the gram panchayats.

It is proposed to have 5 social mobilisers in each of the 6202 Blocks in the country. Each of the social mobilisers would be responsible for 200 children and it is envisaged that through their activity the status of more than 3 crore children would be monitored. The resources of the Nehru Yuvak Kendras could be garnered for this. They could also be trained as education instructors to assist in the transitional educational centres.

#### **5.4.6 Survey of child labour**

Lack of accurate data on the incidence of child labour is a major problem and affects efforts to come up with a systematic strategy and plan. It is therefore necessary that the government commission research and surveys on different aspects of child labour in the country. This is important since the last countrywide enumeration of the working children was held in 2001 Census and the incidence of child labour may have undergone change since then with population growth and the large-scale migration of workforce. The demand for child labour survey in all districts of the country has also been expressed in the Parliament and also by the State Governments, NHRC and Civil Society. Since the NCLP Scheme is proposed for expansion to all districts of the country, there is an immediate requirement for child labour survey in all these districts.

### **5.5 SYNERGY BETWEEN ALL CONCERNED DEPARTMENTS**

Ministries and departments have different roles to play in order to ensure that children removed from work are properly rehabilitated and do not go back into the work force. Some of the ministries/departments that need to work together for abolition of child labour are:

- Department of Labour
- Department of Education
- Police department
- Department of Youth Affairs
- Department of Panchayat Raj
- Department of Women and Child Development
- Judiciary
- Gram Panchayats

#### **5.5.1. Department of Labour**

The Ministry of Labour is the key agency to take up all the activities for abolition of child labour. The department of Labour's function is the following:

- Identify and rescue child labour and ensure that all the children who are out of school in an area are covered. This would include all categories of children who are in work.

- Enforcement of law- and action against employers of children: The labour department has to ensure that all the laws concerning abolition of child labour are strictly implemented. Cases are to be booked against employers and the responsibility of rescuing and rehabilitation of children must be its major task. Orientation to its officers at all levels has to be given. While the labour department approach of raid and rescue is necessary under certain circumstances it is vital that the Labour Department coordinates its activities with the local police and teams of volunteers who have skills in handling and counselling children thus rescued. Since the entire operation of withdrawing a child from labour force requires the coordination with multiple departments it must lay down a clear protocol of tasks to be taken up by each one of them.
- Counsel rescued children and mainstream them into formal schools
- Coordinate all the concerned departments of education, police, youth, welfare panchayat raj, and women and child development and establish protocols for collaborative action.
- Establish TECs for children rescued from labour. These centres must be purely transitory in nature and these children should be handed over to the SSA programme as soon as possible.

### **5.5.2. Department of Education**

The department of education has the task of integrating all out of school children which includes child labour and school dropouts into the school system and ensure that children enjoy their right to education. Their function is the following:

- In order to prevent children from joining the labour force the education department must ensure that all children in the 5-8 years age group are enrolled and retained in schools.
- The interventions of the SSA must pay attention to children in the 9-14 age groups like child labour, migrating children, street children, domestic child workers and school dropouts and never enrolled children. Children in residential and non-residential bridge courses, seasonal hostels, mobile schools and work-site schools for children who migrate with their families must from the very beginning be linked to a formal government school, where they should be enrolled, without any difficulty, once they are ready to be mainstreamed. Children from TECs of the labour department are also eventually to be mainstreamed into formal schools and/or hostels. The responsibility of ensuring this should be that of the SSA.
- Likewise the Kasturba Gandhi Balika Vidyalaya (KGBV) residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas are to reach out to children from RBC's and TEC's. At the moment. the scheme is coordinated with the existing schemes of Department of Elementary Education & Literacy viz. Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS).It must also coordinate with the labour department. The rescued child labours are to avail of these facilities as well. There has to be a coordination of all the above activities of the SSA with the NCLP program and the department of Labour at all levels.



### **5.5.3. Department of Home/Police**

- The role of the police is, booking the right cases under the Child Labour Act and all other relevant Acts.
- The police have to take complaints all missing children and track them.
- All cases registered in the police stations have to be followed up in the best interest of the child and their right to education.

### **5.5.4. Department of Youth Affairs**

- The Nehru Yuvak Kendra Sangatanas (NYKS) under the Ministry of Youth Affairs and Sports has a huge network of youth clubs across the country. They must spearhead a campaign against child labour and for children's right to education in the entire country.
- The NYKS must take up the issue of abolition of child labour as a theme for the XI plan.
- The NYKS must also play an important role in identifying child labour and informing the labour department about the same.

### **5.5.5. Department of Panchayat Raj**

- The Ministry for Panchayat Raj /Rural Development is to ensure that all gram panchayats fully monitor the status of children in their area.
- The Ministry of Panchayati Raj must provide training for the gram panchayats to track children and protect their rights

### **5.5.6. Department of Women and Child Development**

- Child line is a 24 hours free phone service, which can be accessed by a child in distress or an adult on his behalf by dialling the number 1098 on telephone. Child Line service network needs to expand to every district of the country.
- Programme for Juvenile Justice is a scheme for ensuring implementation of the Juvenile Justice (Care and Protection of Children) Act, 2000, amended in 2006. A Juvenile Justice Board and a Child Welfare Committee (CWC) must be set up in every district as required in the JJ Act of 2000. There is a need for the Labour department to coordinate its activities with the CWC.
- There are a huge number of homeless children, pavement dwellers, street and working children and child beggars in the urban areas. Children away from their families are also exposed to substance abuse, drug abuse and sexual abuse. Such children should be covered under the JJ Act and the child protection scheme of the department. They must also be eventually integrated into the institutions of the SSA.
- Since sooner than later all these children would join the labour force, they have to be in the radar of the labour department and rescued properly to join schools.

### **5.5.7. Involvement of Judiciary**

- There has to be an orientation for the judiciary and establishment of procedures for making the courts child friendly. Children must not be allowed

to make forays to the Court till they turn hostile. There is a need to also establish mobile courts for quick and timely action to rescue children and book cases.

#### **5.5.8. Role of Gram Panchayats**

- At the level of gram panchayats, children would not be statistics but will have specific names. A record of all out of school children can be maintained and even tracked, which includes school drop outs, children who do not attend schools regularly and child labour whether working in the village or has migrated from the village to be employed as domestic child labour, in hotels and other shops, in a quarry or in mining, as agricultural labour or in occupation and process that has been prohibited under the Child Labour (Prohibition and Regulation) Act, 1986.
- If children are not found in the village or with their family, there must be an immediate enquiry into their whereabouts. As a first step they must lodge a police complaint and pursue the matter till children are found and rescued from whatever location they might be in.
- A list of all such children who are not in the families must be drawn up and consolidated at the mandal/block/ and district level. It must be monitored at the State level and reviewed systematically.
- The role of communities to protect their own children from the rigours of child labour cannot be over-emphasized. Every child in the community has to be accounted for and communities with the assistance of youth volunteers can play the role of watchdogs for the protection of children.

#### **5.6 Vocational Training for children in 15-18 years age group**

The Labour Department should assist children who have completed Class X to get vocational training by linking them up to local ITIs, NGO run vocational training programmes and private sector initiatives. They should not run vocational training centers as the track record of vocational training centers set up by the labour departments is extremely poor. The labour department should instead help older children to get placements in the job market. This would mean re-vamping the role of the labour department from organising vocational training programmes to becoming placement agencies.

#### **5.7 Trainings**

Youth volunteers, gram panchayats, school teachers, officers of labour department and so on must all be given training about child labour and their respective roles in abolition of child labour. Training modules are to be prepared on the issue of child labour and education. All the participants must have a legal literacy and have a full knowledge of children's rights and their entitlements, the role of various departments, and awareness of the schemes and programs meant for children. Trainings for Social Mobilisers at village level and block level officers must be designed and conducted by the National Labour Institute.

There has to be training for all the 600 Project Officers as well as the Field Officers who are responsible for the NCLP at the district level. This must also include exposure visits and peer exchanges to districts that have initiated a comprehensive programme.

The education instructors are to be trained by the SSA through its DIETS and DRUs.

The trainings for all the members of gram panchayat are to be designed in coordination with the National Institute of Rural Development and State Institutes of Rural Development.

## **5.8 Structures and Processes for Monitoring Rescue, Release and Mainstreaming of Children**

### **5.8.1. Formation of Task Force at Block/District level**

Special Task Force against child labour must be set up at a district and sub-district levels. At least one day in a month must be fixed to take up all issues regarding child rights and child labour at the Block level for receiving petitions and reviewing the status of children and their rights. The Task Force takes issues that could not be resolved at the gram panchayat level up here. District authorities must take necessary initiative to take action in favour of children.

### **5.8.2. Constitution of State Monitoring Committee to review problems and issue specific guidelines and circulars.**

The State Monitoring Committee headed by the Chief Secretary must facilitate coming together of all concerned departments and review the status of child labour. It must insist on district level action plans for abolition of child labour in each district and give support to innovative and creative actions that emerge in the process of implementing the program. The State should also facilitate interaction of officials, NGOs, gram panchayats between districts, show case good work and encourage the program appropriately. It must also give the lead to campaign and advocacy against child labour and have its own strategy and plan of action, with effective time lines for the same.

The State Monitoring Committee must also make sure that there is no child employed as domestic child labour by any of its employees. It must ensure that the canteens, in all the government offices and around its premises do not employ children.

### **5.8.3. National Committee to Review Program**

The issue of abolition of child labour must be coordinated at the highest level through an inter-ministerial body under the Prime Minister. The National Commission for the Protection of Child Rights (NCPCR), which has been recently constituted as a statutory body and has the mandate to review all policies, laws and programmes related to children's rights should also be a part of this.

### **5.8.4. Inter ministerial committee**

In order to review the measure for enforcement, rescue and rehabilitation of child labour, there has to be a Inter ministerial committee This Committee would have Secretaries of all the departments concerned such as Education, Social Welfare, Women and Child Development, Health, Revenue, Home and Civil Supplies.

## **6. FINANCIAL OUTLAY AND BUDGET**

The Plan envisages coverage of 3.5 crore children who are out of school and school dropouts engaged in child labour with a focus on children in the 9 to 14 years age group. The total financial implications of the recommendations proposed in the previous section works out to Rs. 3966.1 crores of which Rs. 3543.82 crores for the 5 year period is the amount required to cover the children in the 5-14 years age group; which is approximately Rs. 1000/ per child for five years. Further Rs. 422.3 crores is proposed for children in the 15-18 age group.

### **Financial Outlay for 11<sup>th</sup> Plan**

S.No.	Item of Expenditure	Total Amount (in Rs. Crores)
1.	NCLP Project Societies	228.1
2.	Transitional Education Centres (Residential)	527.7
3.	TECs (non-residential) including school uniform; training cost for Educational and Vocational Instructors	2399.4
4.	Honorarium to Social Mobilisers	372.1
5.	Training	12.1
6.	Awareness Generation	87.5
7.	State Level Monitoring Committee	8.5
	Total	<b>3635.4</b>
8.	Vocational Training activities for 15-18 year olds over a period of 5 years	422.3
	<b>GRAND TOTAL</b>	<b>4057.7</b>

For details of each of the line items in the budget see **Annexures V to XII.**

**ANNEXURE I****Table 1 State level estimates of children across states based on NSSO estimates (04-05)**

Current Attendance Rates (per 1000) in educational institutions per 1000 persons of 5-14 age group (2004-05)									
	Rural			Urban			All areas		
States	Male	Female	Total	Male	Female	Total	Male	Female	Total
Andhra Pradesh	902	824	865	911	911	911	905	846	876
Arunachal Pradesh	720	667	695	886	914	898	742	696	721
Assam	875	868	871	900	843	870	877	865	871
Bihar	691	574	639	805	764	785	700	593	652
Chattisgarh	854	750	801	890	867	879	858	764	810
Delhi	970	908	942	885	913	898	895	913	903
Goa	937	964	950	937	938	938	937	954	946
Gujarat	870	779	828	924	910	918	887	818	856
Haryana	905	812	861	923	878	905	910	827	872
Himachal Pradesh	961	936	949	980	936	959	962	936	950
Jammu Kashmir	909	827	869	978	860	920	926	835	881
Jharkhand	781	692	741	908	928	918	799	728	767
Karnataka	876	840	859	950	931	941	898	866	883
Kerala	962	983	972	987	993	990	968	985	976
Madhya Pradesh	803	699	755	908	874	892	825	736	784
Maharashtra	872	874	873	931	915	923	893	889	891
Manipur	922	911	917	978	963	971	937	925	932
Meghalaya	834	892	861	971	887	928	850	891	869
Mizoram	924	932	928	990	987	989	952	955	953
Nagaland	948	924	936	929	924	927	941	924	933
Orissa	827	753	791	882	875	879	834	768	802
Punjab	896	883	890	900	878	890	897	882	980
Rajasthan	853	681	771	824	803	813	847	710	780
Sikkim	929	966	948	923	825	879	929	954	941
Tamil Nadu	976	939	958	975	958	967	975	946	961
Tripura	856	910	882	868	911	890	857	910	882
Uttaranchal	889	850	869	914	882	900	895	856	876
Uttar Pradesh	806	730	771	789	803	796	803	743	775
West Bengal	831	814	822	848	871	860	834	824	829
A & N Islands	964	990	976	984	955	969	972	976	974
Chandigarh	841	917	870	959	938	950	942	935	939
Dadra Nagar Haveli	937	722	36	966	863	911	939	733	842
Daman and Diu	992	998	996	941	956	950	975	984	980
Lakshadweeps	902	892	897	991	960	977	945	927	937
Pondicherry	965	966	966	983	987	985	977	981	979
All India	835	767	803	890	879	885	847	792	821

Source: compiled from NSSO Report No.517/(61/10/3), "Status of Education and Vocational Training in India" 2004-05.

## ANNEXURE II

Census data on child labour 1991-2001, main and marginal workers, 5-9, 10-14, by residence and sex

Table 2 Percentage of children as main workers by sex and residence for major states  
5-9 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	1.7	1.7	1.7	1.3	1.3	1.3
Assam	0.7	0.3	0.5	0.7	0.5	0.6
Bihar	0.8	0.4	0.6	0.8	0.4	0.7
Gujarat	0.7	0.4	0.5	0.4	0.3	0.3
Haryana	0.8	0.4	0.6	0.5	0.3	0.4
Himachal Pradesh	0.6	0.5	0.6	0.4	0.4	0.4
Karnataka	1.2	1.0	1.1	1.1	0.7	0.9
Kerala	0.0	0.0	0.0	0.3	0.1	0.2
Madhya Pradesh	1.3	0.9	1.1	0.6	0.5	0.6
Maharashtra	0.8	0.9	0.8	0.6	0.5	0.5
Orissa	0.7	0.3	0.5	0.4	0.3	0.3
Punjab	0.7	0.2	0.5	0.8	0.5	0.7
Rajasthan	0.7	0.8	0.7	0.7	0.7	0.7
Tamilnadu	0.7	0.7	0.7	1.1	0.9	1.0
Uttar Pradesh	0.8	0.3	0.6	0.9	0.5	0.7
West Bengal	0.6	0.3	0.4	0.4	0.3	0.3
All India	0.9	0.6	0.7	0.8	0.5	0.7

Table 3 Percentage of children as main workers by sex and residence for major states  
10-14 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	21.6	24.8	23.1	11.0	12.8	11.8
Assam	13.8	4.8	9.4	4.9	1.7	3.3
Bihar	10.0	4.4	7.5	5.7	2.4	4.2
Gujarat	11.4	7.4	9.5	4.8	3.6	4.2
Haryana	6.1	2.1	4.2	3.1	1.9	2.6
Himachal Pradesh	3.8	5.3	4.5	1.6	1.6	1.6
Karnataka	19.0	16.2	17.6	9.5	7.1	8.3
Kerala	1.0	0.8	0.9	0.4	0.3	0.4
Madhya Pradesh	15.8	13.6	14.7	5.9	4.7	5.3
Maharashtra	10.4	13.2	11.7	3.9	3.9	3.9
Orissa	12.5	6.2	9.4	2.8	1.7	2.3
Punjab	10.9	0.9	6.2	4.7	2.1	3.5
Rajasthan	9.8	9.2	9.6	4.9	6.2	5.5
Tamilnadu	9.4	10.4	9.9	5.0	4.7	4.9
Uttar Pradesh	9.7	3.1	6.7	4.0	1.4	2.8

West Bengal	12.1	4.0	8.2	4.8	2.5	3.7
All India	11.7	8.4	10.2	5.2	3.7	4.5

Table 4 Percentage of children as main workers by sex and residence for major states  
5-14 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	11.0	12.0	11.5	6.0	6.8	6.4
Assam	6.6	2.3	4.5	2.7	1.1	1.9
Bihar	5.0	2.1	3.7	3.1	1.3	2.3
Gujarat	5.9	3.8	4.9	2.6	1.9	2.2
Haryana	3.4	1.2	2.4	1.8	1.1	1.5
Himachal Pradesh	2.2	3.0	2.6	1.0	1.0	1.0
Karnataka	9.8	8.3	9.1	5.5	4.1	4.8
Kerala	0.6	0.4	0.5	0.4	0.2	0.3
Madhya Pradesh	7.9	6.5	7.2	3.2	2.5	2.9
Maharashtra	5.4	6.6	6.0	2.3	2.3	2.3
Orissa	6.1	3.1	4.6	1.6	1.0	1.3
Punjab	5.8	0.5	3.3	2.8	1.3	2.1
Rajasthan	5.0	4.6	4.8	2.7	3.2	2.9
Tamilnadu	5.1	5.5	5.3	3.1	2.8	3.0
Uttar Pradesh	4.9	1.5	3.3	2.4	0.9	1.7
West Bengal	5.9	2.0	4.0	2.6	1.3	2.0
All India	6.0	4.2	5.1	2.9	2.1	2.5

Table 5 Percentage of children as main workers by sex and residence for major states  
5-9 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	0.6	0.3	0.4	1.1	0.7	0.9
Assam	0.3	0.7	0.5	1.0	0.8	0.9
Bihar	0.5	0.2	0.3	0.6	0.3	0.4
Gujarat	0.4	0.1	0.2	0.5	0.2	0.3
Haryana	0.6	0.1	0.4	0.5	0.2	0.4
Himachal Pradesh	0.5	0.1	0.3	0.4	0.3	0.4
Karnataka	0.6	0.3	0.4	1.0	0.5	0.7
Kerala	0.0	0.0	0.0	0.3	0.1	0.2
Madhya Pradesh	0.5	0.2	0.3	0.4	0.2	0.3
Maharashtra	0.3	0.1	0.2	0.4	0.2	0.3
Orissa	0.3	0.2	0.3	0.5	0.3	0.4
Punjab	0.4	0.1	0.3	0.8	0.5	0.7
Rajasthan	0.4	0.2	0.3	0.6	0.3	0.4
Tamilnadu	0.4	0.2	0.3	1.0	0.7	0.8
Uttar Pradesh	0.6	0.1	0.4	0.9	0.5	0.7
West Bengal	0.4	0.1	0.3	0.8	0.5	0.7
All India	0.4	0.2	0.3	0.7	0.4	0.5

Table 6 Percentage of children as main workers by sex and residence for major states  
10-14 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	7.4	3.9	5.7	4.7	2.5	3.6
Assam	5.5	4.7	5.1	3.7	3.7	3.7
Bihar	4.1	0.9	2.6	2.7	0.9	1.9
Gujarat	4.5	1.0	2.8	3.1	1.1	2.2
Haryana	3.1	0.6	1.9	2.4	0.7	1.6
Himachal Pradesh	2.0	1.3	1.7	2.1	1.1	1.6
Karnataka	8.4	4.1	6.3	5.8	2.7	4.3
Kerala	0.9	0.7	0.8	0.5	0.3	0.4
Madhya Pradesh	3.8	1.8	2.8	2.3	1.0	1.7
Maharashtra	3.7	1.5	2.6	2.5	0.9	1.7
Orissa	4.6	1.9	3.3	2.5	1.2	1.9
Punjab	5.1	0.5	2.9	4.0	1.2	2.8
Rajasthan	4.0	1.4	2.8	2.6	1.0	1.8
Tamilnadu	5.8	3.5	4.6	4.0	2.6	3.3
Uttar Pradesh	6.6	1.0	4.0	3.5	1.0	2.3
West Bengal	4.1	2.2	3.2	4.0	2.9	3.5
All India	5.0	1.9	3.5	3.3	1.5	2.4

Table 7 Percentage of children as main workers by sex and residence for major states  
5-14 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	3.9	2.0	3.0	2.9	1.6	2.3
Assam	2.9	2.7	2.8	2.4	2.4	2.4
Bihar	2.3	0.5	1.5	1.7	0.6	1.2
Gujarat	2.4	0.5	1.5	1.8	0.6	1.3
Haryana	1.8	0.4	1.1	1.5	0.5	1.0
Himachal Pradesh	1.3	0.7	1.0	1.3	0.7	1.0
Karnataka	4.5	2.2	3.3	3.5	1.6	2.6
Kerala	0.5	0.4	0.4	0.4	0.2	0.3
Madhya Pradesh	2.1	0.9	1.5	1.4	0.6	1.0
Maharashtra	1.9	0.8	1.4	1.5	0.6	1.1
Orissa	2.4	1.0	1.7	1.5	0.8	1.2
Punjab	2.7	0.3	1.6	2.5	0.9	1.8
Rajasthan	2.1	0.8	1.5	1.6	0.6	1.1
Tamilnadu	3.1	1.9	2.5	2.6	1.7	2.1
Uttar Pradesh	3.5	0.5	2.1	2.2	0.7	1.5
West Bengal	2.3	1.2	1.7	2.5	1.8	2.2
All India	2.7	1.0	1.9	2.1	1.0	1.5



Table 8 Percentage of children as main workers by sex and residence for major states  
5-9 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	1.4	1.3	1.4	1.2	1.1	1.2
Assam	0.7	0.3	0.5	0.8	0.5	0.6
Bihar	0.8	0.3	0.6	0.8	0.4	0.6
Gujarat	0.6	0.3	0.4	0.4	0.2	0.3
Haryana	0.7	0.3	0.5	0.5	0.3	0.4
Himachal Pradesh	0.6	0.5	0.6	0.4	0.3	0.4
Karnataka	1.0	0.8	0.9	1.1	0.7	0.9
Kerala	0.0	0.0	0.0	0.3	0.1	0.2
Madhya Pradesh	1.1	0.7	0.9	0.6	0.5	0.5
Maharashtra	0.6	0.6	0.6	0.5	0.4	0.4
Orissa	0.6	0.3	0.5	0.4	0.3	0.3
Punjab	0.6	0.2	0.4	0.8	0.5	0.7
Rajasthan	0.7	0.6	0.6	0.7	0.6	0.7
Tamilnadu	0.6	0.5	0.6	1.0	0.8	0.9
Uttar Pradesh	0.7	0.3	0.5	0.9	0.5	0.7
West Bengal	0.6	0.2	0.4	0.5	0.3	0.4
All India	0.8	0.5	0.6	0.8	0.5	0.6

Table 9 Percentage of children as main workers by sex and residence for major states  
10-14 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	17.7	19.0	18.3	9.3	9.9	9.6
Assam	12.9	4.8	9.0	4.7	1.9	3.4
Bihar	9.2	3.9	6.8	5.3	2.2	3.9
Gujarat	9.1	5.2	7.2	4.2	2.7	3.5
Haryana	5.4	1.7	3.7	2.9	1.6	2.3
Himachal Pradesh	3.6	5.0	4.3	1.7	1.6	1.6
Karnataka	15.8	12.6	14.2	8.3	5.7	7.0
Kerala	1.0	0.8	0.9	0.5	0.3	0.4
Madhya Pradesh	12.9	10.8	11.9	5.0	3.9	4.5
Maharashtra	7.9	8.8	8.4	3.4	2.7	3.1
Orissa	11.4	5.6	8.5	2.8	1.7	2.2
Punjab	9.2	0.8	5.3	4.5	1.8	3.3
Rajasthan	8.6	7.5	8.1	4.4	5.0	4.7
Tamilnadu	8.2	8.0	8.1	4.6	3.8	4.2
Uttar Pradesh	9.1	2.6	6.1	3.9	1.3	2.7
West Bengal	10.0	3.6	6.9	4.6	2.6	3.6
All India	10.1	6.7	8.5	4.7	3.2	4.0

Table 10 Percentage of children as main workers by sex and residence for major states  
5-14 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	9.1	9.4	9.2	5.2	5.4	5.3
Assam	6.3	2.3	4.3	2.7	1.2	2.0
Bihar	4.7	1.9	3.4	3.0	1.2	2.1
Gujarat	4.7	2.7	3.7	2.3	1.5	1.9
Haryana	3.0	1.0	2.1	1.7	1.0	1.4
Himachal Pradesh	2.2	2.8	2.5	1.1	1.0	1.0
Karnataka	8.2	6.5	7.4	4.9	3.3	4.1
Kerala	0.5	0.4	0.5	0.4	0.2	0.3
Madhya Pradesh	6.6	5.2	6.0	2.8	2.1	2.5
Maharashtra	4.1	4.5	4.3	2.0	1.6	1.8
Orissa	5.6	2.8	4.2	1.6	1.0	1.3
Punjab	4.9	0.5	2.8	2.7	1.2	2.0
Rajasthan	4.4	3.8	4.1	2.4	2.7	2.5
Tamilnadu	4.4	4.3	4.4	2.9	2.3	2.6
Uttar Pradesh	4.6	1.3	3.1	2.4	0.9	1.7
West Bengal	5.1	1.8	3.5	2.6	1.4	2.0
All India	5.2	3.4	4.3	2.7	1.8	2.3

Table 11 Percentage of children as workers (main+marginal) by sex and residence for  
major states 5-9 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	1.9	2.0	1.9	1.8	2.1	1.9
Assam	0.9	0.5	0.7	1.9	1.6	1.7
Bihar	1.0	0.7	0.8	1.6	1.3	1.5
Gujarat	0.8	1.1	0.9	0.9	1.1	1.0
Haryana	0.8	0.5	0.7	1.5	1.5	1.5
Himachal Pradesh	1.0	1.2	1.1	3.2	3.5	3.4
Karnataka	1.5	1.6	1.6	1.9	1.7	1.8
Kerala	0.1	0.0	0.1	0.4	0.2	0.3
Madhya Pradesh	1.7	1.8	1.8	1.9	2.1	2.0
Maharashtra	1.1	1.5	1.3	1.2	1.2	1.2
Orissa	0.9	0.9	0.9	1.1	1.2	1.2
Punjab	0.7	0.3	0.5	1.3	1.0	1.2
Rajasthan	1.1	1.7	1.4	2.7	3.3	3.0
Tamilnadu	0.8	0.9	0.8	1.5	1.4	1.5
Uttar Pradesh	1.0	0.7	0.8	1.8	1.5	1.7
West Bengal	0.8	0.5	0.7	1.0	1.0	1.0
All India	1.1	1.0	1.1	1.7	1.6	1.6

Table 12 Percentage of children as workers (main+marginal) by sex and residence for major states 10-14 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	22.3	27.9	25.0	14.8	19.8	17.2
Assam	14.9	8.8	11.9	11.3	7.1	9.2
Bihar	10.5	6.7	8.8	11.0	8.4	9.8
Gujarat	12.2	15.0	13.5	9.1	12.2	10.6
Haryana	6.5	4.1	5.4	9.9	10.8	10.4
Himachal Pradesh	6.3	10.5	8.4	12.8	14.3	13.5
Karnataka	20.5	21.9	21.2	14.7	15.0	14.8
Kerala	1.2	1.0	1.1	0.7	0.5	0.6
Madhya Pradesh	18.0	21.8	19.8	13.7	16.5	15.0
Maharashtra	12.4	19.3	15.7	7.8	9.0	8.4
Orissa	14.0	12.0	13.0	8.0	9.2	8.6
Punjab	11.0	1.9	6.7	7.2	4.7	6.1
Rajasthan	11.7	19.3	15.2	14.4	22.1	18.0
Tamilnadu	9.7	12.5	11.1	6.9	7.2	7.0
Uttar Pradesh	10.4	5.6	8.2	8.7	6.5	7.7
West Bengal	13.3	6.2	9.8	10.3	7.7	9.0
All India	12.8	12.5	12.7	10.4	10.6	10.5

Table 13 Percentage of children as workers (main+marginal) by sex and residence for major states 5-14 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	11.4	13.6	12.5	8.2	10.6	9.3
Assam	7.2	4.2	5.7	6.4	4.2	5.3
Bihar	5.3	3.3	4.3	6.0	4.5	5.3
Gujarat	6.4	7.8	7.1	4.9	6.5	5.7
Haryana	3.6	2.2	3.0	5.7	6.3	5.9
Himachal Pradesh	3.8	5.9	4.8	8.3	9.3	8.8
Karnataka	10.7	11.3	11.0	8.6	8.6	8.6
Kerala	0.7	0.5	0.6	0.6	0.4	0.5
Madhya Pradesh	9.2	10.7	9.9	7.7	9.0	8.3
Maharashtra	6.5	9.9	8.1	4.6	5.3	4.9
Orissa	6.9	6.0	6.5	4.5	5.1	4.8
Punjab	5.9	1.1	3.6	4.3	2.9	3.7
Rajasthan	6.0	9.7	7.8	8.2	12.0	10.0
Tamilnadu	5.3	6.6	5.9	4.3	4.4	4.3
Uttar Pradesh	5.3	2.9	4.2	5.1	3.8	4.5
West Bengal	6.6	3.1	4.9	5.6	4.3	4.9
All India	6.6	6.3	6.4	5.9	5.9	5.9

Table 14 Percentage of children as workers (main+marginal) by sex and residence for major states 5-9 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	0.6	0.3	0.5	1.3	0.9	1.1
Assam	0.3	0.7	0.5	1.2	1.1	1.1
Bihar	0.5	0.2	0.4	0.8	0.5	0.6
Gujarat	0.4	0.1	0.3	0.6	0.3	0.5
Haryana	0.6	0.1	0.4	0.7	0.4	0.5
Himachal Pradesh	0.6	0.3	0.4	0.5	0.4	0.5
Karnataka	0.6	0.3	0.5	1.2	0.7	0.9
Kerala	0.1	0.0	0.1	0.4	0.2	0.3
Madhya Pradesh	0.5	0.3	0.4	0.6	0.4	0.5
Maharashtra	0.3	0.2	0.3	0.5	0.3	0.4
Orissa	0.4	0.3	0.3	0.7	0.5	0.6
Punjab	0.4	0.2	0.3	1.1	0.7	0.9
Rajasthan	0.4	0.3	0.3	0.8	0.5	0.7
Tamilnadu	0.4	0.3	0.3	1.3	0.9	1.1
Uttar Pradesh	0.7	0.3	0.5	1.2	0.8	1.0
West Bengal	0.4	0.2	0.3	1.1	0.7	0.9
All India	0.5	0.2	0.4	0.9	0.6	0.8

Table 15 Percentage of children as workers (main+marginal) by sex and residence for major states 10-14 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	7.5	4.2	5.9	5.8	3.4	4.6
Assam	5.5	4.9	5.2	4.6	4.8	4.7
Bihar	4.2	1.1	2.8	4.0	1.7	2.9
Gujarat	4.6	1.5	3.1	3.8	1.7	2.8
Haryana	3.1	0.7	2.0	3.4	1.5	2.5
Himachal Pradesh	2.5	1.9	2.2	2.7	1.7	2.2
Karnataka	8.6	4.5	6.6	7.1	3.7	5.4
Kerala	1.0	0.8	0.9	0.7	0.4	0.6
Madhya Pradesh	4.1	2.3	3.2	3.4	2.0	2.7
Maharashtra	4.0	1.8	2.9	3.1	1.3	2.2
Orissa	4.8	2.3	3.6	3.6	2.2	2.9
Punjab	5.1	0.5	2.9	5.0	1.8	3.5
Rajasthan	4.2	2.0	3.2	3.7	2.2	3.0
Tamilnadu	5.8	3.7	4.8	4.7	3.3	4.0
Uttar Pradesh	6.8	1.4	4.3	5.0	2.0	3.6
West Bengal	4.2	2.3	3.3	5.3	4.0	4.7
All India	5.2	2.3	3.8	4.3	2.3	3.4

Table 16 Percentage of children as workers (main+marginal) by sex and residence for major states 5-14 age group Urban

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	4.0	2.2	3.1	3.7	2.2	3.0
Assam	3.0	2.8	2.9	3.0	3.1	3.0
Bihar	2.4	0.7	1.6	2.5	1.1	1.8
Gujarat	2.5	0.8	1.7	2.2	1.1	1.7
Haryana	1.8	0.4	1.1	2.1	1.0	1.6
Himachal Pradesh	1.6	1.1	1.3	1.7	1.1	1.4
Karnataka	4.6	2.4	3.5	4.3	2.2	3.3
Kerala	0.5	0.5	0.5	0.6	0.3	0.4
Madhya Pradesh	2.3	1.3	1.8	2.0	1.2	1.6
Maharashtra	2.1	1.0	1.6	1.9	0.8	1.4
Orissa	2.5	1.3	1.9	2.2	1.4	1.8
Punjab	2.7	0.3	1.6	3.1	1.3	2.3
Rajasthan	2.2	1.1	1.7	2.3	1.3	1.8
Tamilnadu	3.2	2.0	2.6	3.1	2.1	2.6
Uttar Pradesh	3.7	0.8	2.3	3.2	1.4	2.4
West Bengal	2.4	1.3	1.9	3.4	2.5	3.0
All India	2.8	1.2	2.0	2.7	1.5	2.1

Table 17 Percentage of children as workers (main+marginal) by sex and residence for major states 5-9 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	1.6	1.6	1.6	1.7	1.8	1.7
Assam	0.8	0.5	0.7	1.8	1.5	1.7
Bihar	0.9	0.6	0.8	1.5	1.2	1.4
Gujarat	0.7	0.8	0.7	0.8	0.8	0.8
Haryana	0.8	0.4	0.6	1.2	1.2	1.2
Himachal Pradesh	1.0	1.1	1.0	3.0	3.2	3.1
Karnataka	1.2	1.3	1.3	1.7	1.4	1.5
Kerala	0.1	0.0	0.1	0.4	0.2	0.3
Madhya Pradesh	1.5	1.5	1.5	1.6	1.7	1.7
Maharashtra	0.8	1.0	0.9	0.9	0.8	0.9
Orissa	0.8	0.8	0.8	1.1	1.1	1.1
Punjab	0.7	0.2	0.5	1.2	0.9	1.1
Rajasthan	0.9	1.4	1.1	2.3	2.8	2.5
Tamilnadu	0.7	0.7	0.7	1.4	1.2	1.3
Uttar Pradesh	0.9	0.6	0.8	1.7	1.4	1.6
West Bengal	0.7	0.4	0.6	1.1	0.9	1.0
All India	0.9	0.9	0.9	1.5	1.4	1.4

Table 18 Percentage of children as workers (main+marginal) by sex and residence for major states 10-14 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	18.3	21.2	19.7	12.4	15.3	13.8
Assam	13.9	8.4	11.2	10.5	6.8	8.7
Bihar	9.6	5.9	7.9	10.0	7.5	8.8
Gujarat	9.7	10.5	10.1	7.2	8.4	7.8
Haryana	5.7	3.3	4.6	8.1	8.3	8.2
Himachal Pradesh	6.0	9.8	7.9	11.9	13.3	12.6
Karnataka	16.9	16.6	16.8	12.3	11.4	11.8
Kerala	1.2	1.0	1.1	0.7	0.5	0.6
Madhya Pradesh	14.7	17.2	15.9	11.2	13.0	12.0
Maharashtra	9.3	12.8	11.0	5.9	6.0	5.9
Orissa	12.7	10.7	11.7	7.3	8.2	7.8
Punjab	9.3	1.5	5.6	6.5	3.8	5.2
Rajasthan	10.0	15.5	12.6	12.0	17.6	14.6
Tamilnadu	8.4	9.5	9.0	6.0	5.5	5.7
Uttar Pradesh	9.6	4.7	7.4	7.9	5.5	6.8
West Bengal	10.9	5.2	8.1	9.1	6.8	8.0
All India	10.9	9.9	10.4	8.8	8.5	8.7

Table 19 Percentage of children as workers (main+marginal) by sex and residence for major states 5-14 age group Total

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	9.4	10.5	10.0	7.0	8.4	7.7
Assam	6.8	4.1	5.5	6.0	4.1	5.1
Bihar	4.9	2.9	4.0	5.6	4.1	4.9
Gujarat	5.1	5.5	5.3	4.0	4.6	4.3
Haryana	3.2	1.8	2.5	4.7	4.9	4.8
Himachal Pradesh	3.6	5.5	4.5	7.7	8.6	8.1
Karnataka	8.9	8.7	8.8	7.2	6.6	6.9
Kerala	0.6	0.5	0.6	0.6	0.4	0.5
Madhya Pradesh	7.6	8.6	8.1	6.4	7.2	6.8
Maharashtra	4.9	6.6	5.7	3.5	3.5	3.5
Orissa	6.3	5.4	5.9	4.2	4.6	4.4
Punjab	5.0	0.9	3.0	3.9	2.4	3.2
Rajasthan	5.2	7.9	6.5	6.9	9.7	8.2
Tamilnadu	4.6	5.1	4.8	3.8	3.4	3.6
Uttar Pradesh	5.0	2.5	3.8	4.7	3.3	4.0
West Bengal	5.6	2.7	4.2	5.1	3.9	4.5
All India	5.7	5.1	5.4	5.1	4.9	5.0

Table 20 Percentage of children in labour force by sex and residence for major states  
5-14 age group Rural

	1991			2001		
	Boys	Girls	Children	Boys	Girls	Children
Andhra Pradesh	11.5	13.7	12.6	9.4	11.9	10.6
Assam	8.5	5.4	7.0	8.7	6.4	7.6
Bihar	5.8	3.8	4.9	7.1	5.2	6.2
Gujarat	6.6	8.0	7.3	6.0	7.6	6.8
Haryana	3.8	2.4	3.1	6.4	6.8	6.6
Himachal Pradesh	4.1	6.3	5.2	8.9	9.8	9.4
Karnataka	11.2	11.8	11.5	9.6	9.6	9.6
Kerala	3.2	2.8	3.0	3.0	2.6	2.8
Madhya Pradesh	9.7	11.1	10.4	8.4	9.6	9.0
Maharashtra	7.1	10.4	8.7	5.4	5.9	5.6
Orissa	7.4	6.6	7.0	6.5	7.0	6.8
Punjab	6.4	1.5	4.1	5.6	4.1	4.9
Rajasthan	6.7	10.4	8.4	9.1	12.8	10.9
Tamilnadu	5.8	7.2	6.5	5.8	5.8	5.8
Uttar Pradesh	6.2	3.7	5.1	6.1	4.5	5.4
West Bengal	8.0	4.4	6.2	9.8	8.0	8.9
All India	7.3	7.0	7.1	7.3	7.2	7.3

**ANNEXURE-III****STATE-WISE ENFORCEMENT DATA**

<b>State/ U.T.</b>	<b>Inspections Conducted</b>	<b>Violations detected</b>	<b>Prosecutions launched</b>	<b>Convictions</b>
Andaman & Nicobar U.T	57	74	0	0
Andhra Pradesh	206832	70922	31375	15294
Arunachal Pradesh	36	0	24	0
Assam	14901	546	12	0
Bihar	199801	21582	2002	3
Chandigarh U.T.	3316	0	0	0
Chattisgarh	11172	550	627	4
Dadra & Nagar Haveli UT	906	0	0	0
Daman & Diu U.T.	3020	0	0	0
Delhi U.T.	26407	1355	801	257
Goa	2592	35	35	7
Gujarat	13262	1028	477	18
Haryana	9193	150	113	91
Himachal Pradesh	5150	4	8	4
Jammu & Kashmir	5329	31	31	1
Jharkhand	10187	648	138	37
Karnataka	95146	9968	1386	197
Kerala	10044	591	23	7
Lakshadweep U.T.	0	0	0	0
Madhya Pradesh	31976	1221	1221	243
Maharashtra	152992	2161	137	33
Manipur	486	0	0	0
Meghalaya	1978	5	5	0
Mizoram	0	0	0	0
Nagaland	13431	200	0	0
Orissa	1853	1145	303	7
Pondicherry U.T.	69846	11511	0	1
Punjab	19139	91	103	61
Rajasthan	32015	567	1653	2141
Sikkim	0	0	0	0
Tamilnadu	1232060	6122	4165	917
Tripura	891	11	5	0
Uttar Pradesh	12234	8123	6885	300
Uttaranchal	39859	117	87	10
West Bengal	90656	4153	79	3



## **ANNEXURE IV**

### **ROLES AND RESPONSIBILITIES OF TECS**

It is necessary to offer a comfort zone for children who are released from work. They come with apprehensions and experiences of struggle yet with an intense desire to study. There is therefore a need to start Transitional Education Centers for all such children. The TEC/RBC serves the purpose of helping in transition of children from workers to students.

#### **Objectives**

- It prepares schools/Ashram Schools/hostels, to accept older children. These institutions are thus prepared to work out modalities for responding to the needs of the first generation learners.
- It serves as centres for mobilization and as a resource centre. In a way the residential bridge course camps are important components of social mobilization.
- Stakeholders such as officials of the labour department, schoolteachers, officials of the education department and all other departments who deal with children and child labour visit the camps the objectives of the programme of bridge course therefore, is to provide bridge not only for children but also for the parents, schoolteachers, community and the gram Panchayats.

#### **Activities in TECS**

##### **Counselling Children**

- The first phase of the camp is mainly in making children feel comfortable and wanted and giving them a sense of ownership of the camp. Each child sets his/her own pace of getting involved in the camp and mixing with friends and adjusted. This time and space for such children must be allowed. The usual method of starting with such children is by the education instructors talking to them and establishing a rapport through individual counselling as well as group discussions. The emphasis is on drawing strength from each other with spirit of co-operation. Many group dynamics through songs, games and cultural items facilitate such a spirit of togetherness and also enhancing their sense of belonging in the camp.
- Preparing a proper case study of the children, in a manner that the child is not intimidated and the process of collecting data for case study must be the process of winning over the child.
- Establishing contacts with the parents and working towards their reunion.

##### **Preparing a plan for the child's formal education**

- Once children are settled it is necessary that the NCLP shifts the child to other programs run by the Government through the SSA of education department or the residential hostels that are in existence in almost every district in the

country. The number of days a child would stay in the TECs would largely depend on the arrangements that are made for each child's rehabilitation in a proper school. There is thus no fixed start date or finish date. This kind of flexibility must be allowed for a smooth transition of a child from a child labour to becoming a student. During the children's stay in the TECs they should be given some educational inputs. Therefore there is a need for trained educational instructors in the TECs.

- It is necessary for the schoolteachers in regular schools be primed to accept such children with a sense of pride and responsibility and feel obliged to take them without insisting on quality. They must realize that the child's journey to the school has been long and arduous and this itself is a measure of great quality.
- It is the responsibility of school to give all additional support to enable these children to catch up with their peers. The schools must also take up the responsibility to prepare them to a class appropriate to their age. There has to be instructions to the schools through the Education Department to accept such children, even if they join in the middle of an academic session. The labour department must facilitate this entire process lest children drop out of schools and join the labour force.

#### Role of education instructors in the NCLP program

1. Counselling children and helping them adjust to the new environs.
2. Assessing the child's educational status and preparing her/him for formal schools
3. Teach children through bridge course
4. Preparing the application forms for admission of rescued children into formal schools.
5. Identifying the nearest school and negotiate with school authorities to give children admission. Also look for residential accommodation through social welfare hostels and Ashram schools, wherever possible.
6. Taking care of health of children.

#### Community Involvement in the TEC

- Every TEC must have a Programme Advisory Committee with members from gram panchayat where the camp is located, schoolteachers, youth and representatives of the CRPCs.
- They convene a meeting once in fortnight initially and at least once in a month subsequently. The agenda for the meeting must include the status of children in the camp, the material support available in the camp and the adequacies and inadequacies of the same, status of health of children in the camp and the general well being of the children in the camp.
- The doctors in the Primary Health Center should make preliminary visit to the camp and conduct a general examination of all the children in the camp.

Children who require special specific attention are to be referred to the referral hospital for further treatment. Subsequently, the PHC doctor must visit the camp at least once in a week. There must be a provision for the camp to refer to the PHC as and when necessary. There also must be an allocation of flexible amount in the camp to meet any emergency situation.

**ANNEXURE-V**

**PROPOSED REVISED BUDGET OF NCLP PROJECT SOCIETY DURING 11TH PLAN PERIOD**

S.N.	Item of Expenditure	Existing Rate	Existing Budget	Revised Rate	Proposed Revised Budget	Annual Financial Implications for 600 districts	Financial Implications for 600 districts for Plan period
<b>A.</b>	<b>(I) Honorarium to :</b>						
	Project Director	Rs.6000 p.m.	72000	Rs.7500 p.m.	90000	54000000	
	Field Officer (two)	Rs.4000 p.m.	96000	Rs.5000 p.m. for two	120000	72000000	
	Clerk-cum-Accountant	Rs.2000 p.m.	24000	Rs.3000 p.m.	36000	21600000	
	Steno/DEO	Rs.2000 p.m.	24000	Rs.3000 p.m.	36000	21600000	
	Driver	Rs.2000 p.m.	24000	Rs.3000 p.m.	36000	21600000	
	Helper/Peon	Rs.1500 p.m.	18000	Rs.2000 p.m.	24000	14400000	
	<b>Total (I)</b>		<b>258000</b>		<b>342000</b>	<b>205200000</b>	<b>1026000000</b>
	<b>(ii) Office &amp; Support Expenses</b>						
	For old 100 NCLP Districts		200000		200000	20000000	100000000
	For new 500 NCLP Districts		300000		300000	150000000	750000000
	<b>Total Recurring Expenditure</b>					<b>375200000</b>	<b>1876000000</b>
<b>B.</b>	<b>Non-Recurring Expenses (Once in 5 years)</b>						
	Vehicle		0		0	0	0
	Furniture		50000		50000		30000000
	Computer with Printer as per DGS&D Rate Contract	0	0		50000		30000000
	<b>Survey @ Rs.2.75 lakhs per district for 600 districts, twice during Plan Period</b>	<b>275000</b>		<b>275000</b>			<b>330000000</b>
	Market Survey for identifying vocational skills in the district	0	0	@ Rs.25,000 per district for 600 districts			15000000
	<b>Total Non-Recurring Expenditure</b>		<b>50000</b>		<b>100000</b>	<b>0</b>	<b>405000000</b>
	<b>Total Recurring &amp; Non-Recurring Expenditure</b>					<b>375200000</b>	<b>2281000000</b>

**ANNEXURE – VI**

**Budget for Transitional Educational Centres (Residential) for 50 children**

S.No.	Item of Expenses	Amount (in Rs)	Total Amount (in Rs)
	<b>Non-Recurring budget (one time for 5 years)</b>		
	Furniture/Bedding/Equipment including kitchen equipment	150000	
	<b>Total Non-Recurring</b>	<b>150000</b>	<b>150000</b>
	<b>Annual Recurring Budget</b>		
	<b>Nutrition:</b> Diet @ Rs.600 per month per child	360000	<b>360000</b>
	<b>Miscelanerous Expenses:</b>		
	Teaching/Learning/Vocational Material	10000	
	Rent @ Rs.5000 per month	60000	
	Water & Electricity @ Rs.2500 per month	30000	
	Medical @ Rs.5000 per annum	5000	
	Recreation @ Rs.5000 per annum	5000	
	Contingencies @ Rs.6000 per annum	6000	<b>116000</b>
	<b>Other Expenses on child:</b>		
	2 Uniforms, Summer & Winter wear @ Rs.750 per child per annum	37500	
	Miscellaneous Expenses @ Rs.50 per child per month	30000	<b>67500</b>
	<b>Staff Honorarium</b>		
	(a) Warden @ Rs.2000 per month	24000	
	(b) Educational Instructors (Two) @ Rs.2000 per month	48000	
	(c) Vocational Instructor @ Rs.2000 per month	24000	
	(d) Clerk-cum-Accountant @ Rs.2000 per month	24000	
	(e) Chaukidar @ Rs.1000 per month	12000	
	(f) Peon @ Rs.1000 per month	12000	
	(g) Cook @ Rs.1500 per month	18000	
	(h) Helper to Cook @ Rs.1000 per month	12000	
	(i) Safaiwala @ Rs.1000 per month	12000	<b>186000</b>
	<b>Total Recurring Budget for one school for one year</b>	<b>729500</b>	<b>729500</b>

**Reasons:**

\*Diet:- Child has to be provided three full diets including milk per day. The amount of Rs.30 per day per child is reasonable.

\*Misc. Expenses:- It will include Toilateries, other everyday general items required by the child.

\*Safaiwala will attend to the work of Cloth washing, Bartan washing and House cleaning.

<b>Financial Outlay for 5 years</b>		
1	<b>All Districts(600) with 10 schools each with 50 children in each school</b>	
	Non-Recurring (600x2x150000* 5 years)	900000000
	Recurring (600x2x729500*5 years)	4377000000
	<b>Grand Total</b>	<b>5277000000</b>

**ANNEXURE – VII**

**Budget for TECs -Non-Residential**

S.N.	Item of Expenditure	Existing Rate	Revised Rate	Existing Budget(w.e.f. 01-01-04)	Proposed Revised Budget	Annual Financial Implications for 18000 TECs	Financial Implications for Plan period
<b>A</b>	<b>Honorarium to staff of NCLP TECs</b>						
	Educational instructors	2 instructors at Rs 1500 PM for 12 Months	2 instructors at Rs 2000 PM for 12 Months	36000	48000	864000000	432000000
	Vacational instructors	Rs 1500 PM for 12 Months	Rs 2000 PM for 12 Months	18000	24000	432000000	216000000
	Clerk cum accountant	Rs 1400 PM for 12 Months	Nil	16800	0	302400000	151200000
	Community volunteers	Nil	Rs 2000 PM for 12 Months	0	24000	432000000	215000000
	Peon/helpers	Rs 800 PM for 12 Months	Rs 1000 PM for 12 Months	9600	12000	216000000	108000000
	Total honorarium to school functionaries			<b>80400</b>	<b>108000</b>	<b>2246400000</b>	<b>1123200000</b>
	<b>Recurring Expenses</b>						
	Nutrition	Rs 5 Per child Per Day for 26 days in a Months	Rs 5 Per child Per Day for 26 days in a Months	78000	78000	1404000000	702000000
	Rent, water & electricity	Rs 1000 PM for 12 Months	Rs 1000 PM for 12 Months	12000	0	216000000	108000000
	Educational and vocational material	Rs 10000 PA per school	Rs 10000 PA per school	10000	10000	180000000	900000000
	Supply of uniform, footwear and school bags	Nil	Rs 500 PA per child	0	25000	450000000	225000000
	Medicine and first aid kits	Nil	Rs 3000 PA per school	0	3000	54000000	270000000

	Recreation: provision of sports kit and other recreational tools	Nil	Rs 5000 PA per school	0	5000	90000000	450000000
	Contingencies	Rs 4000 PA per school	Rs 4000 PA per school	4000	4000	72000000	360000000
	Honorarium to doctor(1 doctor for every 20 schools)	Rs 5000 PM for 12 Months	Rs 5000 PM for 12 Months			54000000	270000000
	<b>Total Recurring expenses</b>			<b>184400</b>	<b>233000</b>	<b>4766400000</b>	<b>23832000000</b>
<b>B</b>	<b>Non recurring budget</b>						
	Teachers training(education) (2 teachers for each center/ school) (teachers may be trained twice during the 11th Plan period)	Rs 1500 per training per teacher	Rs 1500 per training per teacher				108000000
	Training to vocational instructor (1 vi from each school to be trained twice in the 11th Plan period)	Rs 1500 per training per teacher					54000000
	<b>Total non recurring expenditure</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>162000000</b>
	<b>Grand total (Recurring + Non-Recurring)</b>			<b>184400</b>	<b>233000</b>	<b>4766400000</b>	<b>23994000000</b>

**ANNEXURE-VIII**

**BUDGET FOR SOCIAL MOBILISERS**

<b>Sl. No</b>	<b>Item of Expenditure</b>	<b>Total Amount (in rupees)</b>
<b>1.</b>	Budget for Salary to 31010 (6202*5) Social Mobilisers at village level @ 1,500/-pm (6202x5X1500X12X5)	2790900000
<b>2.</b>	Budget for Travel Allowance to 31010 (6202*5) Social Mobilisers at village level @ 500/-pm (117162X500X12X5)	930300000
	<b>TOTAL</b>	<b>372,12,00,000</b>



## ANNEXURE-IX

### **BUDGET FOR TRAININGS for 5 years**

<b>Sl. No</b>	<b>Item of Expenditure</b>	<b>Total Amount (in rupees)</b>
<b><u>1</u></b>	Budget for Trainings to Social Mobilisers @ Rs.30 per day per person, 7 days in a year	<b>3,25,60,500</b>
<b><u>2</u></b>	Budget for Trainings to all districts Project Directors of NCLP @ Rs.250 per person, 3 days in a year	<b>22,50,000</b>
<b><u>3</u></b>	Budget for Trainings to 2 Field Officers of NCLP of each district @ Rs.100 per person, 7 days in a year	<b>42,00,000</b>
<b><u>4</u></b>	Budget for Trainings to all District Labour Officers of NCLP @ Rs. 250 per person, 7 days in a year	<b>52,50,000</b>
<b><u>5</u></b>	Budget for Trainings to 2 Education Instructors in each block@ Rs.1500/-per teacher per training, twice in 11 <sup>th</sup> plan period	<b>72,00,000</b>
<b><u>6</u></b>	Budget for Trainings to the members of Gram Panchayats @ Rs.30 per person, 2 days in a year	<b>7,02,97,200</b>
	<b>TOTAL</b>	<b>12,17,57,700</b>

**ANNEXURE-X**

**BUDGET PROPOSED FOR AWARENESS GENERATION DURING THE 11<sup>TH</sup> PLAN PERIOD**

Sl. No.			Amount (Rs.)
1.	<b>Requirement of funds at district level (@ Rs. 25,000 lakhs per NCLP per year )</b>	Existing 250 NCLPs x 25,000 x 5	Rs. 3,12,50,000
2.		Addl. 250 districts x 25,000 x 5	Rs. 3,12,50,000
3.		(+)Another 100 districts x 25,000x5	Rs. 1,25,00,000
			<b>Rs. 7,50,00,000</b>
4.	<b>Requirement of funds at state level (@ Rs. 1 lakh per district per year)</b>	600 Districts X 1,00,000 X 5	Rs. 30,00,00,000
5.	<b>Requirement of funds at national level</b>		Rs. 50,00,00,000
	<b>TOTAL</b>		<b>Rs. 87,50,00,000</b>

## ANNEXURE-XI

### BUDGET FOR STATE LEVEL MONITORING COMMITTEE

<b>Sl. No</b>	<b>Item of Expenditure</b>	<b>Total Amount</b>
1.	Project Coordinator @ 10,000/-pm (10000X12)	1,20,000
2.	Project Assistant cum Accountant @ Rs. 4,000/- pm (4000X12)	48,000
3.	Peon/Helper @ 2,500/- pm (2500X12)	30,000
4.	Furniture (including computer) (50,000+50,000)	1,00,000
5.	Office support expenses	2,00,000
6.	Meeting of expenditure on workshops etc	50,000
7.	Rent and Electricity and Water (3000X12)	36,000
8.	Contingencies	4,000
	<b>TOTAL</b>	<b>5,88,000</b>

So, budget for one State level Monitoring Cell for five years is  $5,88,000 \times 5 = \text{Rs. } 29,40,000/-$ .  
.ie. The total budget required for 29 states/Utss for five years would be  $\text{Rs. } 29,40,000/- \times 29 = \text{Rs. } 8,52,60,000$

**ANNEXURE-XII**

<b><u>Budget for conducting Vocational Training activities adolescents over a period of 5 years</u></b>		
<b>S.No.</b>	<b>Activities</b>	<b>Budget (in Rs.)</b>
	<b>Fixed cost</b>	
1	Remuneration to VT Co-ordinator @ Rs.6000 p.m. for 60 months	360000
	<b>Variable Cost (depending on number of adolescents covered)</b>	
2	Awareness camps to enroll the adolescents (for 1000 adolescents)	100000
3	Adaptation and production supply of training curriculum and course materials (for 1000 adolescents)	150000
4	Training Cost: Training cost for a batch of 20 trainees for an average period of 6 months @ Rs.600 per month per trainee. Rs. 600x6 monthsx20 trainees = Rs.72,000/- This includes cost of raw materials, remuneration to the course instructor and supporting staff, rent for the venue of the training (both theoretical and practical), electricity, water charges, exposure visits to the trainees, special incentives to girls and other miscellaneous expenses of the training provider. Rs.72,000x50 programmes.	3600000
5	Tools kits @2000 per trainee for 1000 trainees	2000000
	<b>Total</b>	<b>5850000</b>
<b>S.No.</b>	<b>Items</b>	<b>Amount (in Rs.)</b>
1	<b>Fixed Cost (Rs.3,60,000x600 districts)</b>	216000000
	<b>Variable Cost</b>	
2	In 13 Group 'A' Cities (to cover 5000 children in each city in 5 years) (Rs.58,50,000x5x13)	380250000
3	In 22 Group 'B' Cities (to cover 2500 children in each city in 5 years) [1/2 of Rs.58,50,000x5x22]	321750000
4	In 565 Group 'C' Cities/Districts (to cover 1000 children in each city in 5 years) [1/5 of Rs.58,50,000x5x565]	3305250000
	<b>Total</b>	<b>422,32,50,000</b>