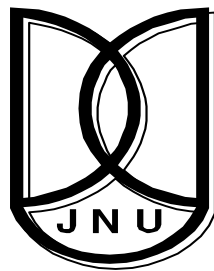


**CAUSES AND CONSEQUENCES OF CHILD LABOUR  
IN INDIA:  
A MICRO-ECONOMETRIC ANALYSIS**

*Thesis submitted to Jawaharlal Nehru University  
for the award of the degree of*

**DOCTOR OF PHILOSOPHY**

**ARUN KUMAR**



**CENTRE FOR THE STUDY OF REGIONAL DEVELOPMENT  
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INDIA  
2016**



जवाहरलाल नेहरू विश्वविद्यालय  
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11/08/2016

**DECLARATION**

I hereby declare that the thesis entitled “**Causes and Consequences of Child Labour in India: A Micro-econometric Analysis**”, submitted by me is a bona fide work and that it has not been submitted to any other University for the award of any other degree.

  
(Arun Kumar)




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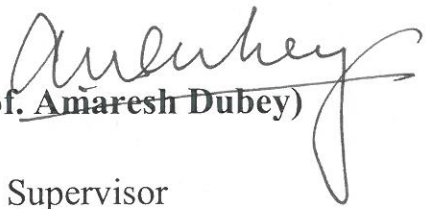
CERTIFICATE

This is to certify that the thesis entitled “**Causes and Consequences of Child Labour in India: A Micro-econometric Analysis**”, submitted by **Arun Kumar** for the award of the degree of **DOCTOR OF PHILOSOPHY**, is a bona fide work to the best of our knowledge and therefore, may be placed before the examiners for evaluation.


  
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---

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## Abbreviations

<b>ACRONYM</b>	<b>EXPANSION</b>
AP	Andhra Pradesh
APAC	Asia Pacific
BIMARU	Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh
EUS	Employment and Unemployment Survey
FE Model	Fixed Effect Model
GDP	Gross Domestic Product
HP	Himachal Pradesh
ILO	International Labour Organization
J and K	Jammu and Kashmir
LFPR	Labour Force Participation Rate
MDG	Million Development Goals
MLM	Multinomial Logit Model
MOSPI	Ministry of Statistics and Programme Implementation
MP	Madhya Pradesh
NCLPR	National Child Labour (Prohibition and Regulation)
NER	Net Enrolment Ratio
NIC	National Industrial Classification
NSSO	National Sample Survey Organisation
PC	Population Census
RE model	Random Effect Model
RTE	Right To Education
SC	Schedule Castes
SSA	Sarva Shiksha Abhiyan
ST	Schedule Tribes
UEE	Universalization of Elementary Education
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
UP	Uttar Pradesh
UPSS	Usual Principal and Subsidiary Status
WB	West Bengal
WPR	Work Participation Rate



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# Chapter - I

## Introduction

### **1.1 Introduction**

The problem of child labour has existed in different parts of the world, at different stages of history. The child labour has been a part of the economic life. In particular, children have worked in large numbers in factories from the time of industrial revolution in Europe and from the mid-nineteenth century in America (ILO, 1996, Basu, 1999). The proportion of child labour was quite high in the workforce, especially in the textile industries. The percentage of working children in England and Wales was 36.6 percent for boys and 19.9 percent for girls in 1851 for 10-14 years of age. And this substantial proportion was on decreasing pattern but despite it in 1911 it was 18.3 percent for boys and 10.4 percent for girls. These employment patterns are comparable to those in many parts of the developing world today (Cunningham, 1996). In another country of Europe, which is Belgium, child labour in the nineteenth and early twentieth centuries was associated with both industrialization and poverty. Here, children in large numbers worked in factories for long hours prior to implementation of law. Children work for 11-13 hours per day and 69-78 hours per week in factories and field. In 1843, in Belgium factories 19.50 percent workforce was of up to 15 years of age (Herdt, 1996). In America a tremendous expansion of industries in the last quarter of the nineteenth century led to increase the jobs suitable for children. In the beginning of twentieth century 18 percent of all American workers were under 15 years of age. Moreover, in the Southern cotton mills, 25 percent of the employees were below the age of fifteen with half of these children below age twelve (History.com, 2009)

The experience of the industrialized nations was not very different (Basu, 1999). The nature and degree of child labour varies from country to country depending on the type and depth of the risk associated with the work. In order to end child labour in advanced countries both direct approach (which tries to tackle it by means of child labour legislation) and indirect approach (through legislation action on the education front enforcing compulsory schooling) have been followed (Cunningham and Viazzo, 1996). But it took many years to

handle this problem. There is no doubt that improvement in the economic situation also plays an important role in curbing child labour.

In the contemporary scenario, various efforts have been made at the national and international level to create awareness among the people about the threat associated with child labour. But the issue of child labour start shooting up after the conventions 138 and 182 made by International agencies namely United Nations International Children's Emergency Fund (UNICEF) and International Labour Organisation (ILO). After these conventions conscious effort by the developed countries brought down child labour sharply but it is still persisting in the third world countries. With the increasing globalization of the world, people are more concerned about the child labour which is emerging as a threatening issue to the growth of the society.

The problem of child labour is very complex in nature, effecting humanity all over the world<sup>1</sup>. Child labour should be banned because it is one of major barriers to the human development and human capital. It has negative effect on the development of children as well as on the economic growth. Due to child labour, argues Nielsen and Dubey (2002), there is a loss of human capital in the short run. The welfare of the state, human capital and GDP gets affected due to child labour.

Child labour compels children to work beyond their physical, mental and natural capacity, therefore, snatching their freedom to education and leisure and forcing them into commercial and backbreaking activities which are supposed to be an adult's task. Summarizing the consequences of child labour, Psacharopoulos (1997) says that the issue of child labour is important on at least two counts. In the short-term, children have to do manual work beyond their physical capability or wishes. In the long-run, due to short- term activities performed by children they are disinvesting in human capital accumulation that might harm themselves in the future. Moreover, child labour activity is harmful to adult wages and employment, and thus perpetuates poverty.

As children enter in the labour market and work at lower wages than adult wages, It gives benefits to the employers to hire children instead of adults for the unskilled tasks. Hence there is substitution in the labour market between children and adult which leads to low wages in the market. Due to this there is a continuation of the poverty among the poorer which implicitly force them to send their children to work. Therefore, there is vicious cycle of poverty and child labour relation passing down from generation to generation.

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<sup>1</sup> [www.childlabor.in](http://www.childlabor.in).

The definition of child labour is not uniformly accepted and followed by different nations and international agencies. Therefore, child labours' number in absolute terms as well as in relative terms always remain one important topic of debate among the researchers and policy makers. The two terms children in employment and child labour are frequently used to represent the numbers of working children at world level. The term working **children/ children in employment** denote a broader concept than child labour. It comprises all persons of either sex who furnish the supply of labour for the production of goods and services defined by the System of National Accounts (SNA) during a specified reference period (ILO 2013). On the other hand, the term **child labour** is a subset of children in employment under the SNA production boundary. It includes all children in employment between 5-11 years of age; but excludes those in the 12-14 year age group who are engaged in 'permissible light work' in accordance with ILO conventions Nos. 138 and 182 (ibid).

The magnitude of child labour was 79million children in 1990 at the world level, as rightly pointed out by Ashgrie (1998). Children were economically active, mostly in Asia. If we include unpaid family workers and part time workers then numbers would be around 250 million. According to the latest statistics for children in employment shows that there were 175.5 million children between 5 to 14 age group involved in economic activity in 2008 which came down to 144.1 million in 2012 in the world. This represents 31.4 million fewer than 2008. Where, as per child labour definition 152.9 million children aged 5-14 years were involved in child labour in 2008. The global number of child labourer in this age group dropped considerably to 120.5 million in 2012. This represents 32.4 million fewer than in 2008. It describes that still 11.8 percent children are in employment and 9.9 percent child labour incidence is persistent at the world level (ILO 2013).

At regional level still Asia and the Pacific contribute maximum numbers of child labour while Sub-Saharan Africa region has maximum incidence of child labour. In 2008 Asia and the Pacific region had 81 million child labour which came down to 52.7 million in 2012. In the case of incidence of child labour Sub-Saharan Africa region had 25.4 percent in 2008 and it came down by 3.3 percentage points to 21.7 percent in 2012 (ibid). Therefore, inclusion and exclusion of different activities result in variation in the numbers of child labourer.

As far as Indian statistics of child labour is concerned it is also in the same trap as world is. In India there are two premium national agencies namely, Census of India and National Sample Survey Organisation (NSSO). Due to definitional differences and period of

coverage<sup>2</sup> two agencies give different magnitude of child labour. According to Census of India, there is an increase in child labourers from 11.28 million in 1991 to 12.66 million in 2001<sup>3</sup>. In addition to this, nearly 85 percent of child labourers in India are hard-to-reach, invisible and excluded, as they work largely in the unorganised sector, both rural and urban, within the family or household-based units. The work participation of children has come down by 0.4 percentage point between the decades i.e. from 5.4 percent to 5 percent. Whereas as per NSSO 2004-05 round, there are around 8.9 million child labourer in the country with workforce participation rate 3.4 percent<sup>4</sup>.

As Lieten (2002, 2011), rightly asserts that distinction is necessary between different categories of child work and child labour before doing any statistical analysis. He says mixing of apples, oranges and bananas in one basket will give large picture of the small problem. Therefore, category of child labour should be different from child work or child deprivation. According to him, child labour should be restricted to the sphere of production of goods and services that interfere with the normative development of child and household work should be excluded from the definition of labour. Therefore, the estimate of the child labour in India given by different agencies varies widely. Different definitions of child labour give different estimates and due to this, many working children remain uncounted as child labour. Not only this, many household activities in which girls play a vital role do not even form a part of economic activities. Similarly, other activities like prostitution, begging and smuggling etc. are also out of the scope of economic activities.

In order to curb different forms of child labour Govt. of India is not only following international convention laws (for e.g. convention Nos. 138 and 182), but also making constitutionally legal the right of child to get exempted from the hazardous form of child labour, Through enforcement of Child Labour (Prohibition and Regulation) Act 1986. Despite it, still noteworthy fractions of children in the country are engaged in hazardous and non-hazardous activities. Many researchers have disclosed many reasons for that like lack of monitoring department, poverty, educational level of household etc. apart from these reasons one more important reason is differences in the different act for age implementation.

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<sup>2</sup> Census of India survey conducted once in ten years of period whereas NSSO conducted survey on quinquennially basis.

<sup>3</sup> Children in India 2012- A Statistical Appraisal, Ministry of Statistics and Programme Implementation (MOSPI); 2012.

<sup>4</sup> Magnitude of Child Labour in India: An Analysis of Official Sources of Data (Draft); [ncpr.gov.in/view\\_file.php?fid=87](http://ncpr.gov.in/view_file.php?fid=87) as on 10/06/2015.

According to UNICEF (2011), there is inherent contradiction between National Child Labour (Prohibition and Regulation) Act, 1986 (NCLPR Act 1986) and Right To Education Act 2009 (RTE, 2009) as NCLPR Act 1986 does not ban all forms of child labour, but only hazardous while latter asserts that children between 5-14 age group must get free and compulsory education. Therefore, contradiction in the age implementation under different laws leads to weak implementation of the laws. As a result, even after twenty- five years of NCLPR Act 1986 into enactment, still 10 percent male child labourers in the rural sector and 21 percent in the urban sector are engaged in the hazardous occupation (Das, 2012).

The causes of child labour are largely explained from the supply side economics and less from the demand side economics. In the supply side economics most important factors that force household to send their children to work instead of school are subsistence poverty, capital market imperfection, labour market imperfection, credit constraint, household assets, fertility, cultural factors, land holding, direct and indirect cost of education, low quality of schooling, poor infrastructure of schools and discrimination on the ground of race, caste, gender and migrant category. Among these factors poverty is the most important reasons why children work. On the demand side economics most of the reasons of child labour are based on the micro studies, specific to certain industries where children are more demanded, hence based on these studies child labour factors put forward by the researcher are low wages, unskilled work, global competition, pecuniary and non-pecuniary and physical dexterity, absence of trade union (ILO 1998, Barge et al 2004).

The consequences of child labour can be explained on the basis of economic and social grounds. The economic consequences say it perpetuates a cycle of household poverty across generation. Moreover, child labour produces unskilled work force and low productivity. The social consequences say children as workers become susceptible to exploitative situations and acquire fewer skills for survival (ILO 2013). Within social ground consequences can largely be described on the health and education. Health consequences say child labour has harmful consequences for a child's physical and psychological health depending on the type of work they do. They are exposed to different serious illness at early ages and their individual advancement is hampered as they suffer from a low skills set and poor employment opportunities. Education consequences say child labour is a key barrier to accessing education and the vast majority of out-of-school children are indeed working (ibid).

In India, there have been two major schools of thought on child labour; one guided by poverty and the other by education. The proponents of the poverty school support the state's position that poverty and under-development are the main causes of child labour and argue

that the perpetuation of child labour is inextricably linked to the slow pace of poverty reduction. While, the proponents of the education school argue for the prohibition of child labour on the ground that the mere presence of child labour reflects the violation of the constitutionally guaranteed equality. They assert that children work because of the low quality of education, which in turn, is attributed to the policy failure (Gayathri and Chaudhri 2002).

As far as poverty school support is concerned this argument is most important reason among the other reasons in the developing countries. In the last three decades, there is a continuously decline in the percentage of poor people in India. In the 1983 NSSO round percentage of people below the poverty line was 45.7 percent and 40.8 percent in the rural and urban sector, respectively. This percentage, in 2011-12, has come down to 15.4 percent in rural and 13.9 percent in urban sector. It means overall there has been 30.30 percentage points decline in the poverty in the rural India and 26.90 percentage point decline in the urban India<sup>5</sup>.

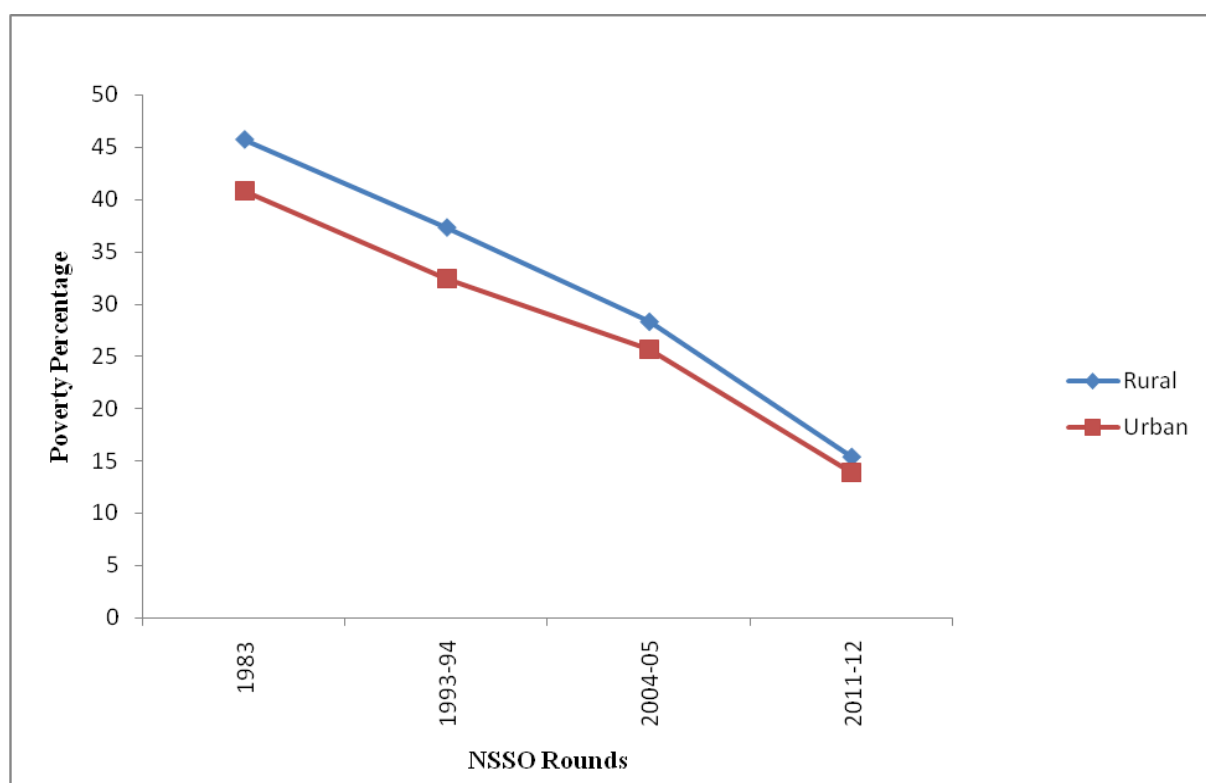
But, in absolute terms till 2004-05, 301.7 million people were living below the poverty line in India. Moreover, between 1983 and 2004-05 there is continuous increase in the urban poor people. It has increased by 9.9 million people in the urban sector while in the rural sector number of poor people has decreased in absolute number by 31.1 million. One of the reasons of increase in absolute number of poor people in the urban sector is migration of the poor and landless people to the urban sector in search of jobs. During 2004-05 and 2011-12 NSSO rounds, there is sharp decline in the incidence of poverty in both rural and urban sector and also in absolute term by 118.46 million. It shows that India is improving in both poor people numbers and incidence, which is generally quoted as one of the most important reason of child labour in India. But despite these achievements by the Govt. of India still 129.6 million people in the rural sector and 53.6 million in the urban sector have been living below the poverty line.

The supporters of second school of thought says it is the duty of the govt. to provide free and compulsory education to the children between 5-14 age and poverty alone is not the reason for child labour. Although, free and compulsory education to their children is the constitutional right, but it did not make good progress as the government officials merely give excuses on the excuses given by that poor people cannot send their children to school because they need additional hand to augment family income (Weiner, 1991).

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<sup>5</sup> Planning Commission (renamed as Niti Aayog) expert group 2014, based on the Lakdawala Method.

**Figure 1.1: Incidence of Poverty in India- 1983 to 2011-12**



Source: Based on table 1.3 in the appendix 1A.

In 2000, 189 members from different countries, including India, of UNDP set eight goals and made promise to achieve them by 2015. It is known as Millennium Development Goals (MDG). They made a promise to free human being from extreme poverty and multiple deprivations. The second MDG say achieve universal primary education by the end of 2015<sup>6</sup>. *India promised “ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary education”<sup>7</sup>”.*

Since 2000-01 till 2013-14 the overall increase in the primary education numbers is 18.6 million in the country with 14.0 million increase in the girls’ enrolment and 4.6 million in the boys. The increase in the primary education numbers has taken place till 2011-12 and then started decreasing. From 2011-12 till 2013-14, 4.7 million numbers has come down. One of the reasons for such decreasing trend quoted by policy makers is decrease in the population of 0-6 year children by 5.05 million between 2001 and 2011 census of India. If

<sup>6</sup> www.in.undp.org.

<sup>7</sup>GOI (2015) Millennium Development Goals India Country Report 2015, MOSPI.

this is the only reason for that then the per net enrolment ratio<sup>8</sup> (NER) of children in the primary education shows that till 2013-14 only 88.08 percent children are enrolled and rest 11.92 percent are nowhere. Similarly in the elementary education<sup>9</sup> during 2000-01 to 2013-14 the number of children increased by 42.3 million.

Therefore, during the last two decades, there has been an increase in the literacy rate, per capita income and decrease in the poverty rate in India. But despite these achievements, in absolute terms India contributes the largest number of child labourers in the South Asia (ILO 2004). Despite so much proactive role by the government and policy makers through Universalization of Elementary Education (UEE) and RTE in India to eradicate child labour, children are still working.

These two different schools of thought can be supported at the macro level of studies. Since, at the micro level there is heterogeneity between the individual and inclusions of heterogeneity give more transparency to support different school of thought. Causes, therefore, of child labour would be varied at micro level beyond these schools of thoughts.

Many studies in India have used NSSO and Census of India data to show different work participation rate (WPR) and magnitudes of the child labour in the last decade of twentieth century. Thorat and Sadhana (2004) found that during 2000, only 0.7 percent children in the 5-9 age group and 9.3 percent children in the 10-14 age group in rural sector of India were engaged in the economic activity. They also claimed that there is decreasing trend in magnitude and percent of children in the rural India since early 1960s, rural sector accounted for more than 90 percent of total child labour in India.

But, in India all these studies considered only involvement of children in the economic activities. Not only that, report on Employment and Unemployment (EUS) 2004-05 reveals that LFPR is almost nil in the 5-9 year age-group and 5 percent in 10-14 age group. But, LFPR is calculated from activity status code 11-81. It, therefore, excludes many children involved in non-economic activity known as 'no where' children in India. This concept is introduced by D. P. Chaudhri (1997).

In 2004-05 the participation rate of children in no-where were 11.51(boys), 13.05(Girls) and 12.24(Person), which came down to 6.85 percent, 6.62 percent and 6.70

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<sup>8</sup> “Net primary enrolment ratio is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in primary school to the total population of children of official school age” (Millennium Development Goals India Country Report 2015).

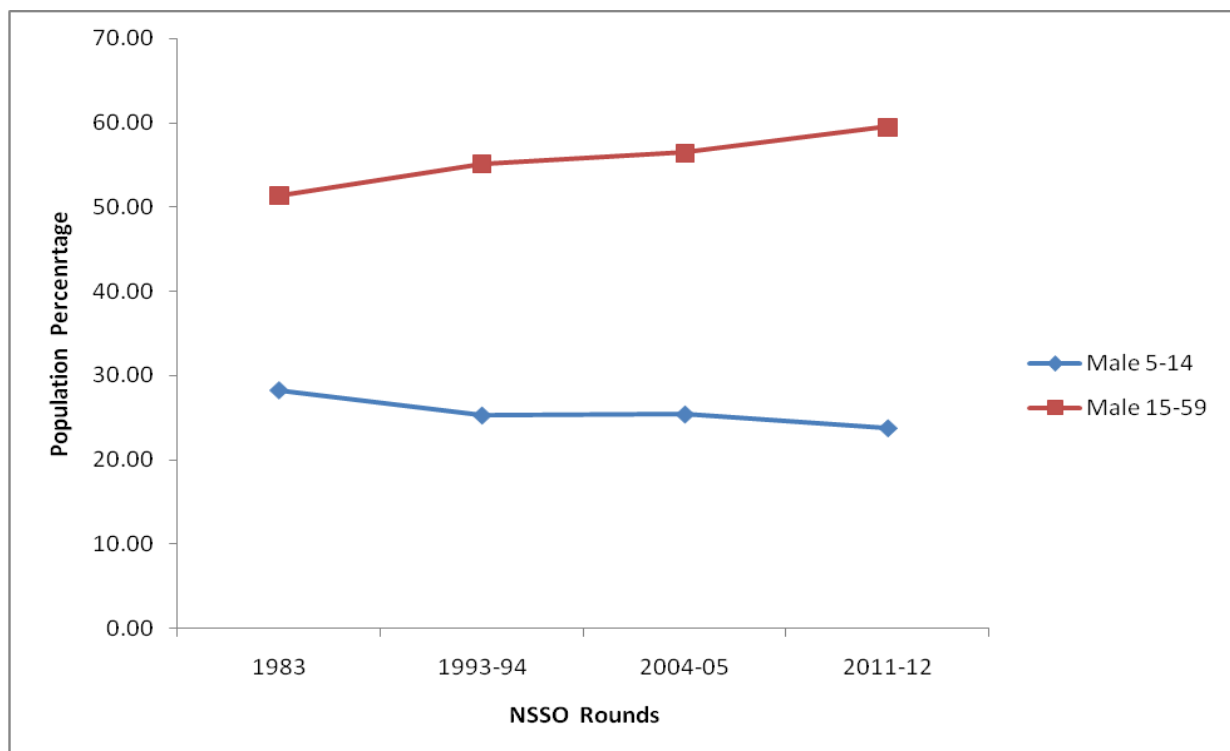
<sup>9</sup> Elementary education stands for children in the I-VIII class.



percent<sup>10</sup> in 2011-12. These innocent children might be involved in street begging etc. activities in order to support their families financially. Due to definitional problem of child labour, these children remain uncouncted. So, there is a need to revise the definition of the child labour.

The debate on child labour from demographic theories can largely be explained from pioneer work of quality-quantity trade off (Becker and Lewis 1973). It explains parents with large number of children are less likely to invest in quality schooling. Hence fertility behavior is a determinant of the supply of child labour (Grootaert and Kanbur 1995). If, we see the general trend of the population in India since 1983 then we can say that there is a continuous decrease in the population of children between 5-14 age group and increase in 15-59 age group working population. It shows that there is decrease in the dependent population and increase in the non- dependent population.

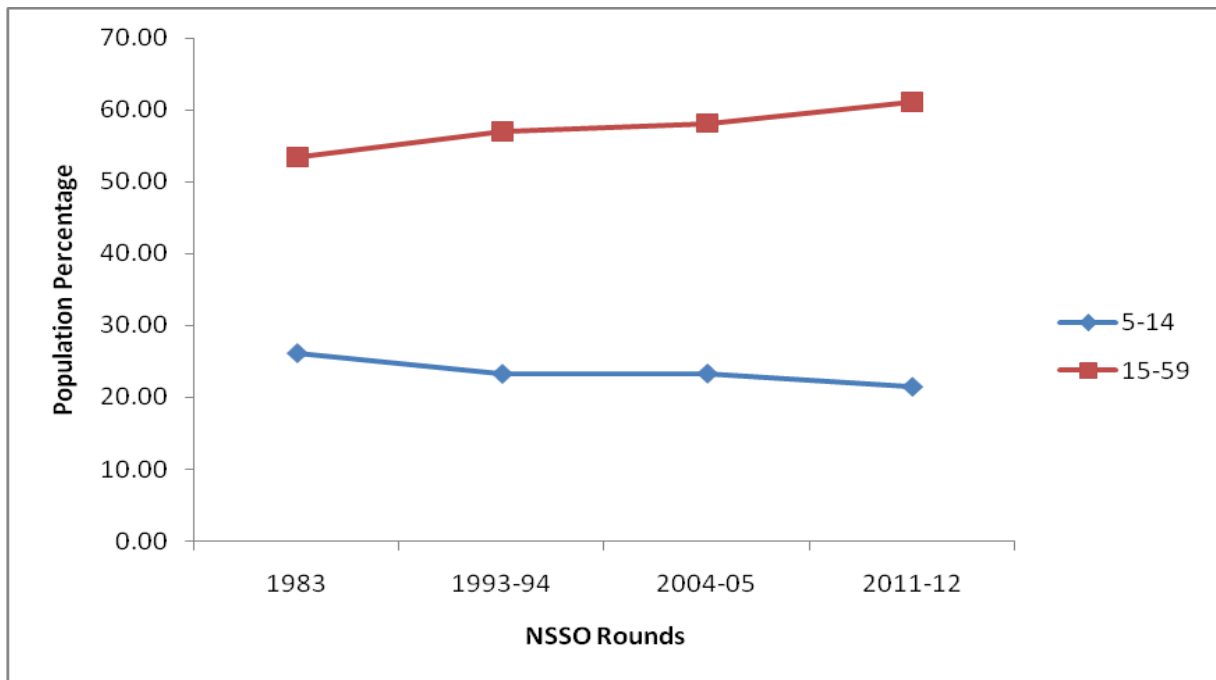
**Figure 1.2: Percentage Distribution of Rural Male Population: 5-14 and 15-59 Age Group**



Source: Based on table 1.1 in the appendix 1A.

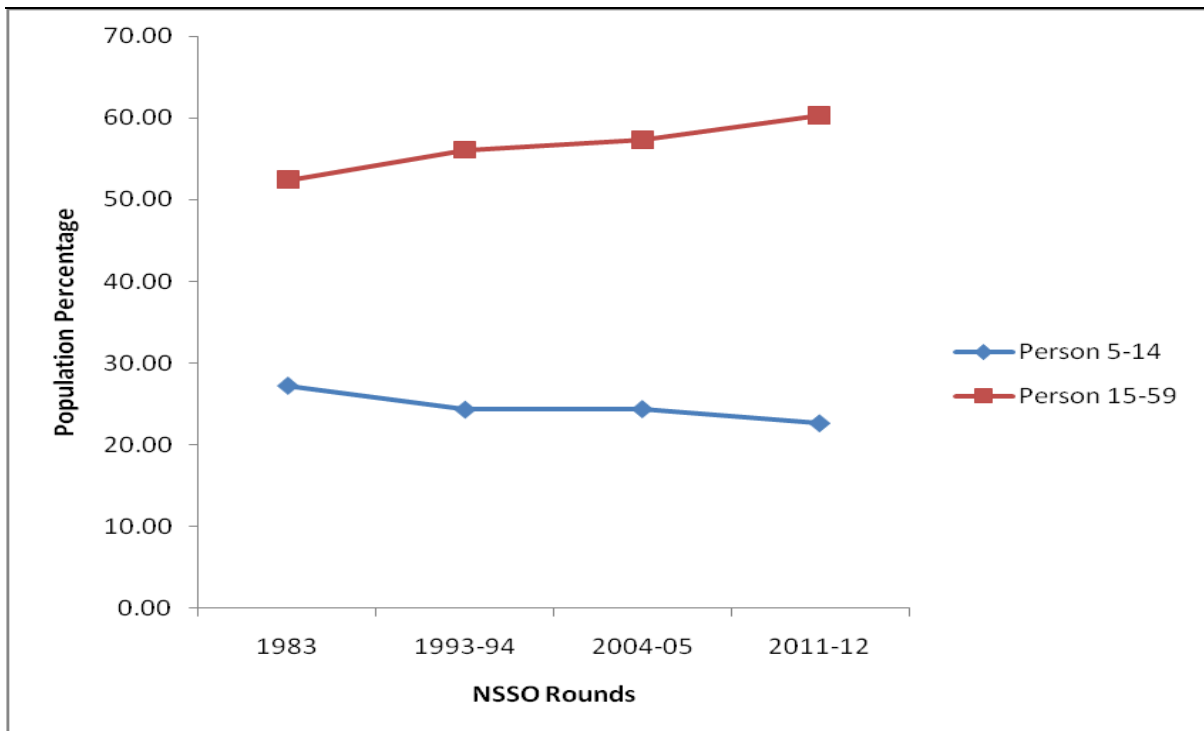
<sup>10</sup> The above percentages are based on the UPSS calculated from Unit level data.

**Figure 1.3: Percentage Distribution of Rural Female Population: 5-14 and 15-59 Age Group**



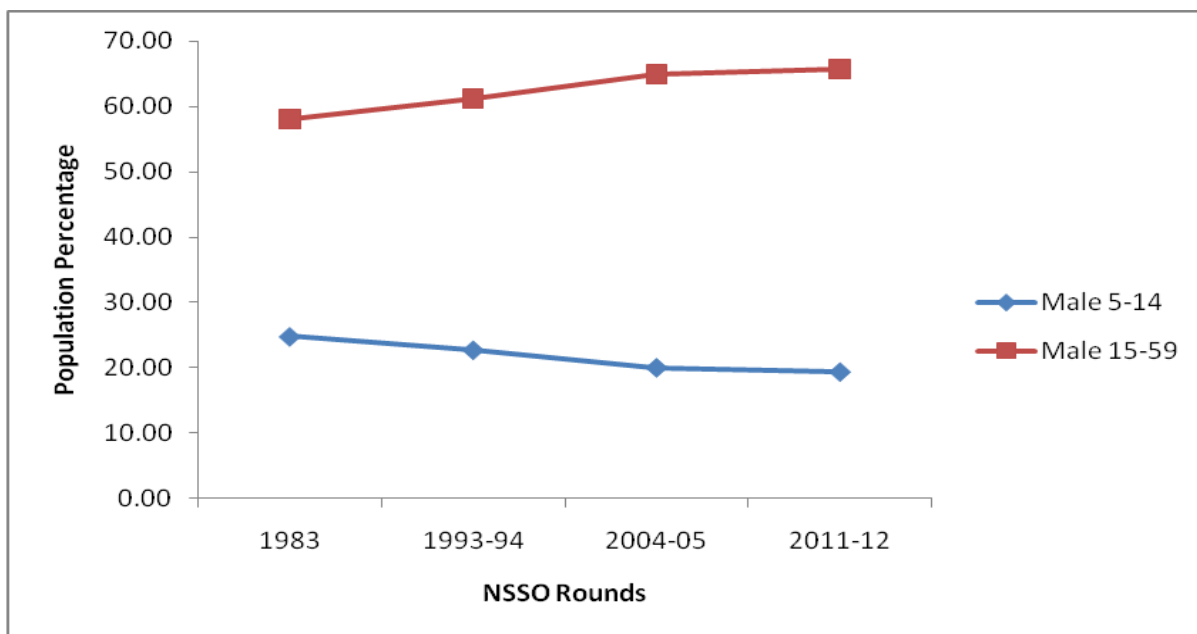
Source: Based on table 1.1 in the appendix 1A.

**Figure 1.4: Percentage Distribution of Rural Person Population : 5-14 and 15-59 Age Group**



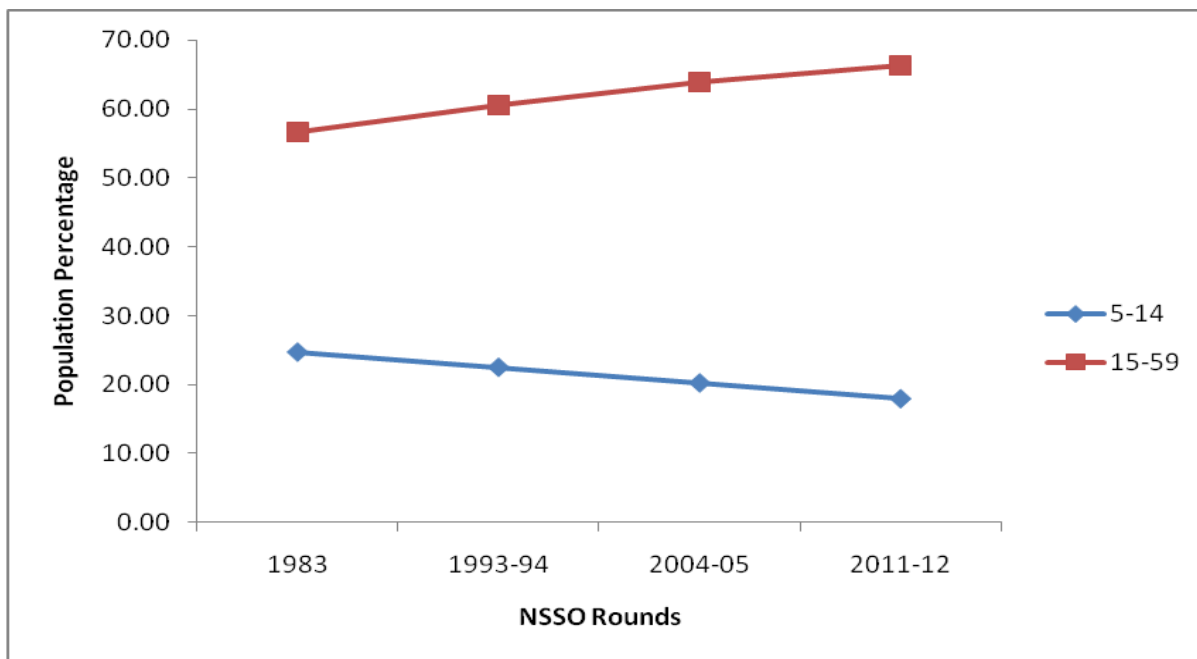
Source: Based on table 1.1 in the appendix 1A.

**Figure 1.5: Percentage Distribution of Urban Male Population : 5-14 and 15-59 Age Group**



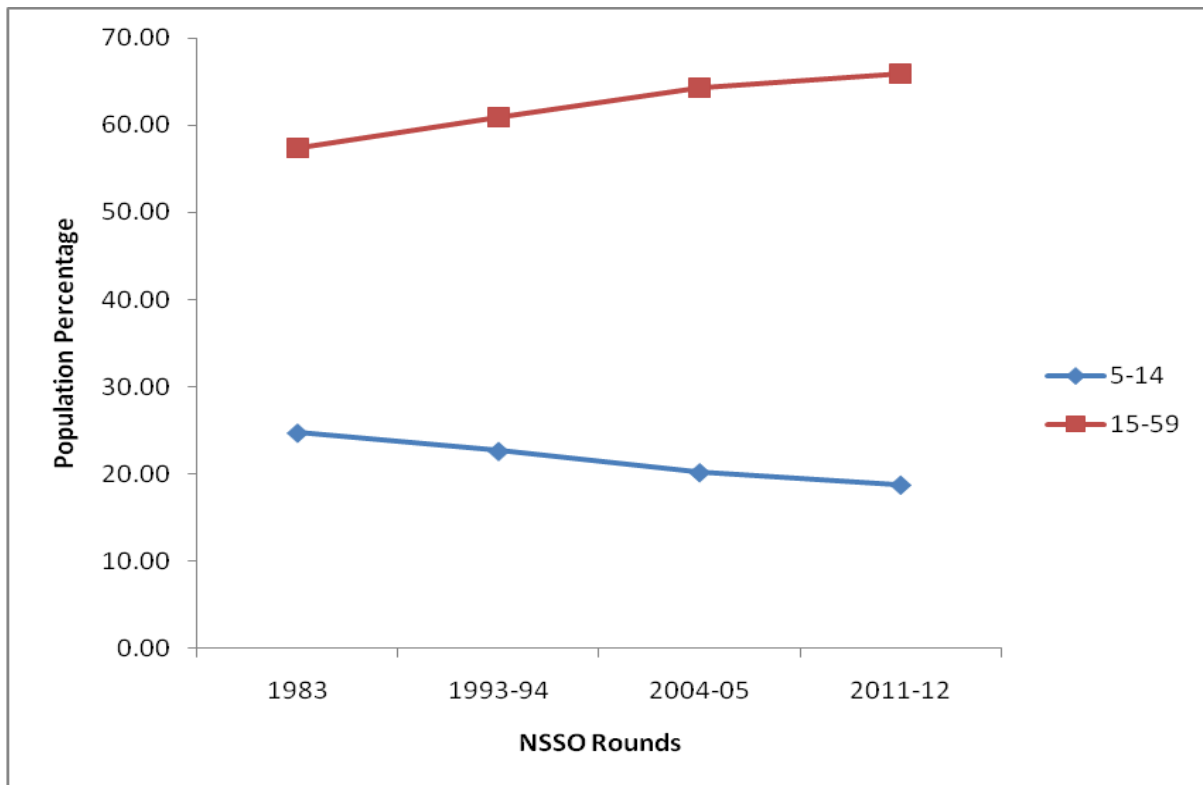
Source: Based on table 1.1 in the appendix 1A.

**Figure 1.6: Percentage Distribution of Urban Female Population : 5-14 and 15-59 Age Group**



Source: Based on table 1.1 in the appendix 1A.

**Figure 1.7: Percentage Distribution of Urban Person Population : 5-14 and 15-59 Age Group**



Source: Based on table 1.1 in the appendix 1A.

From figure 1.2 to 1.7 we can see the population trend of 5-14 and 15-59 age group over various NSSO rounds. It also shows that the gap between working and non- working population has been increasing. It shows that between 1983 to 2011-12 working population has increased by 7.94 percentage points and non- working population has decreased by 4.54 percentage points in the rural sector. Similarly in the urban sector, working population has increased by 8.63 percentage points and non- working population was decreased by 6.03 percentage points. In the urban sector female working population has increased more than the male working population. So considering this fact it is important to look at the causes of child labour from the angle of changing composition of population. We need to see how decrease in the fertility or household size is affecting the child labour positively or negatively in India.

According to the leading economist in India the most significant failure of Indian economic development after independence is the dependency of workforce on the agriculture. The ratio of labour force dependent on agriculture still remains at around 60 percent as

compared to 70 percent during 1951<sup>11</sup>. In the developing countries labour markets are usually imperfect (Bhalotra and Heady 2003, Basu et al 2010) and land owners who are unable to find labour for their farm have incentive to hire labour from home especially children (Bhalotra and Heady 2003). This scenario can be seen mostly among the small land owner in the agricultural sector. At sector level, in India nearly 68.84 percent of the population has been living in the rural sector and remaining 31.16 percent in the urban sector<sup>12</sup>. The degree of urbanization has increased by 3.35 percentage point since 2001 to 2011. It shows that still 2/3<sup>rd</sup> population has been living in the rural area in India where major occupation of the people is agriculture. Therefore, child labour and land holding relation needs to be testified in India, given the majority of the population have been living in the rural area.

In India the presence of larger section of child labour is in rural sector, especially in the agricultural sector, and small proportion is in the urban sector. Lot of research has been done so far in the rural sector and specific hazardous industries in India. But, very less study has been done in the urban sector keeping in mind laws and the activeness of government to monitor child labour in order to end it. But, lot of poor families, landless households and casual labourer has migrated from rural sector to the urban sector in order to job search<sup>13</sup>. Since cost of living is usually high in the urban sector, so they live in the slum area and the income of one family member is not sufficient to run a house. Therefore, many family members including female and children are working as a casual labourer. Females are doing manual work like domestic duties, sweepers, maid, baby sitter whereas children are working as unpaid family workers, restaurants, dhabha, hotels, hawkers, rag pickers etc.

It would, therefore, be worthwhile to revisit the issue, causes and consequences of child labour in India from the micro level perspective.

## 1.2 Objectives

The objective of this study is to document the incidence of child labour, causes and consequences of child labour, various determinants of child labour, relation between child labour and school attendance along the definitional issues, socio-cultural and religious

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<sup>11</sup> Magnitude of child labour in India An analysis of Official Sources of Data.

<sup>12</sup> <http://www.thehindu.com/news/national/about-70-per-cent-indians-live-in-rural-areas-census-report/article2230211.ece>.

<sup>13</sup> Not only poor family who migrated from rural to urban; as Sharma (2009) says *there is trend of child workers migrating from rural areas to urban areas and sometimes from rural area of one state to rural area of another state- migration from rural Bihar and Uttar Pradesh to Rural Punjab, Haryana, and Western Uttar Pradesh- and migrant child labourers are usually more illiterate and tender in age and belong to landless families.*

stratification and its temporal and spatial patterns in India. The objectives of this study, in detail, are:

- To examine the demand side and supply side factors that causes child labour and its consequences on child.
- To examine the participation of children in different economic and non economic activities.
- To examine the levels of and changes in the incidence of child labour across over time and space, social groups and religious groups as well as by gender in India.
- To identify the factors that could affect the school enrollment and child labour.
- To investigate the time involvement of children in schooling and different economic and non-economic activities.
- To examine the determinant of child labour in India.
- To examine the unobserved individual effect of household decision making on child labour and schooling.

### **1.3 Hypotheses**

On the basis of above objectives the following hypotheses could be empirically tested.

1.  $H_0$ : Child Labour can be curbed by two way forces: in supply side, rise in income of the household and compulsory education, and in demand side, legal interference by government in the labour market.
2.  $H_0$ : Incidence of child labour among the poorer households is more compared to the non-poor.
3.  $H_0$ : Parents education level and child labour are inversely related.
4.  $H_0$ : Self employed household children are more prone to become unpaid family workers.

### **1.4 Data and Methodology**

#### **1.4.1 Data Sources**

In this study, to examine three decades scenario of causes and consequences of child labour, we intend to use the household level survey data on Employment and Unemployment (EUS) in India.

The EUS data is the cross sectional data, its sampling method includes different stratum of the society. The EUS data was collected by the National Sample Survey Organization (NSSO). We are using its four recent quinquennial rounds of surveys: 1983 (38<sup>th</sup> round), 1993-94 (50<sup>th</sup> round), 2004-2005 (61<sup>st</sup> round) and 2011-12 (68<sup>th</sup> round).<sup>14</sup> The reference period for the survey during 38<sup>th</sup> round was the calendar year 1983 while remaining three were carried out on the basis of corresponding agricultural year.

In order to explore the quantum of children into the school and non-school, we will also use the Census population of the age cohorts 5-14 years pertaining to the years 1981, 1991, 2001 and 2011.

Finally, to analyse the situation of child labour in India at micro level we will do the primary survey. In this field survey we will collect primary data on the child labour from the slums of urban Delhi; where there is more demand of domestic workers. This survey will help us know the micro level causes and their consequences on child labour in India.

#### **1.4.2 Methodology**

Methodology in detail is given in each chapter where exercise is done. Here brief explanation is given about methodology. Besides cross tabulation and identification of correlates, to examine the impact of economic and socio-cultural, religious and demographic variables on child outcomes (various economic and non- economic activities), we will use Regression model. We will use Multinomial Logit Model (MLM). In this modelling, dependent variables have more than two binary options. We will divide all activity status, for the children between 5-14 age group, into four categories namely, Labour force, school, domestic duties and nowhere, keeping school as a reference category. This regression exercise will explain the various explanatory variables contributing for the children in either category.

From the primary data we will explain the various socio- economic, demographic, education level, employment status and involvement of children in different activities in the urban slum area. Certain important determinants of child labour that can not be looked into through NSSO data will be performed through another regression exercise using primary data is household– specific effects in the binary logit model. Earlier this Modelling has been used by Jensen and Nielsen (1997) on the Zambia household survey. This exercise will allow us to

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<sup>14</sup> The term ‘agricultural year’ implies the period starting from July of the first year until June the next year. However, the data for the 38<sup>th</sup> round was collected during the calendar year 1983.

take into account the unobserved household effects. The dependent variable is dichotomous in nature taking value either one or zero. We intend to examine these kinds of effects using Fixed Effect (FE) Model and Random Effect (RE) Model.

## **1.5 Chapter scheme**

This study is divided into seven chapters- first being the ‘Introduction’, data sources and methodology. Second chapter is the literature review ‘The Economics of Child Labour’; it will explain various demand side and supply side theories and explanation for the causes and consequences of child labour, international conventions, various laws of child labour implemented by Govt. of India to fight against child labour in India. In chapter three, ‘Participation of Children in Various Economic and Non-Economic Activities: A Dis-aggregated Analysis’ will be explained for major states of India, for rural and urban sector, sectoral distribution, religious group and social group. This chapter will help us to see the picture of past three decades of child labour scenario in India in relative term for the different age groups, namely 5-9 age group, 10-14 age group and 5-14 age group. Moreover, it will shed some on the contribution of various states, social group religious group sectoral distribution in India. Chapter four, ‘Incidence of Child Labour and School Attendance in South Delhi Slum Areas’ is based on our primary household survey in the urban Delhi slums area, which focuses on various socio economic conditions of the slum dwellers and presence of child labour in the slum area. This chapter will not only describe the school attendance and child labour in slum area but also explains how children are spending their time in various activities after school hours. This chapter will also include two case studies; Kabadiwala or Rag Picker and Dholwala. Chapter five, ‘Determinants of Child Labour in India’ is Multinomial Logit Model (MLM) Regression exercise to explain various determinants of child labour in India. In this chapter we will use four categories of children; work, education, domestic duties and nowhere, binary in nature. In chapter six, ‘Household-specific effects Model: Determinants of Child Labour or School Attendance in the Slums Area’, we will do logit regression of child labour and school attendance in slums of Delhi and explain how the unobserved household effect determines the child labour and schooling decision in the urban slum areas. The chapter seven summarizes the finding of the study, concludes and suggests and future policy options to curb child labour in India.



## Appendix - 1A

**Table 1.1: All - India distribution of the population for the age group: 5-9, 10-14, 5-14 and 15-59 for the 1983, 1993-94, 2004-05 and 2011-12 NSSO Rounds**

EUS Round		Rural				Urban				Total			
EUS Round	Sex	5-9	10-14	5-14	15-59	5-9	10-14	5-14	15-59	5-9	10-14	5-14	15-59
	1983	M	14.62	13.59	28.20	51.35	12.23	12.55	24.78	58.03	14.04	13.33	27.37
F		13.97	12.14	26.11	53.45	12.45	12.23	24.68	56.58	13.62	12.16	25.78	54.18
T		14.30	12.88	27.17	52.38	12.34	12.40	24.73	57.34	13.83	12.76	26.59	53.56
1993-94	M	13.22	12.01	25.23	55.14	11.23	11.49	22.73	61.25	12.72	11.88	24.60	56.68
	F	12.57	10.70	23.27	57.00	11.08	11.40	22.48	60.51	12.21	10.87	23.08	57.85
	T	12.90	11.38	24.28	56.04	11.16	11.45	22.61	60.89	12.47	11.39	23.87	57.25
2004-05	M	12.64	12.71	25.35	56.43	9.64	10.42	20.06	64.83	11.86	12.12	23.98	58.61
	F	12.02	11.29	23.31	58.19	9.47	10.75	20.22	63.77	11.38	11.15	22.54	59.59
	T	12.34	12.01	24.35	57.30	9.56	10.58	20.14	64.33	11.63	11.65	23.28	59.09
2011-12	M	11.22	12.50	23.73	59.51	8.77	10.63	19.40	65.70	10.51	11.96	22.46	61.32
	F	10.41	11.08	21.49	61.17	8.47	9.46	17.93	66.27	9.86	10.62	20.48	62.62
	T	10.83	11.81	22.63	60.32	8.63	10.07	18.70	65.97	10.19	11.31	21.50	61.95

Source: Author's calculation from unit level records.

**Table 1.2: All - India percentage point change in the population for the age group: 5-9, 10-14, 5-14 and 15-59 between 1983 to 1993-94, 1993-94 to 2004-05, 2004-05 to 2011-12 and 1983 to 2011-12**

Age Group	Rural				Urban			
	1983 to 1993-94	1993-94 to 2004-05	2004-05 to 2011-12	1983 to 2011-12	1983 to 1993-94	1993-94 to 2004-05	2004-05 to 2011-12	1983 to 2011-12
<b>Male</b>								
<b>5-9</b>	-1.40	-0.58	-1.42	-3.39	-1.00	-1.60	-0.86	-3.46
<b>10-14</b>	-1.57	0.70	-0.21	-1.08	-1.05	-1.07	0.21	-1.91
<b>5-14</b>	-2.97	0.12	-1.62	-4.48	-2.05	-2.67	-0.65	-5.37
<b>15-59</b>	3.79	1.30	3.08	8.17	3.21	3.59	0.87	7.67
<b>Female</b>								
<b>5-9</b>	-1.40	-0.55	-1.61	-3.56	-1.37	-1.61	-1.00	-3.98
<b>10-14</b>	-1.44	0.58	-0.21	-1.06	-0.83	-0.65	-1.29	-2.77
<b>5-14</b>	-2.83	0.03	-1.82	-4.62	-2.20	-2.26	-2.29	-6.75
<b>15-59</b>	3.54	1.20	2.98	7.71	3.93	3.27	2.49	9.69
<b>Person</b>								
<b>5-9</b>	-1.39	-0.57	-1.51	-3.47	-1.18	-1.60	-0.93	-3.71
<b>10-14</b>	-1.50	0.64	-0.21	-1.07	-0.94	-0.87	-0.51	-2.33
<b>5-14</b>	-2.89	0.07	-1.71	-4.54	-2.12	-2.47	-1.44	-6.03
<b>15-59</b>	3.66	1.26	3.03	7.94	3.55	3.43	1.65	8.63

Source: Calculated from table 1.1.

**Table 1.3: All - India incidence of poverty and absolute numbers of poor for 1983, 1993-94, 2004-05 and 2011-12**

Year	Poverty Ratio (%)		Number of Poor (million)		
	Rural	Urban	Rural	Urban	Total
1983	45.7	40.8	252	70.9	322.9
1993-94	37.3	32.4	244	76.3	320.3
2004-05	28.3	25.7	220.9	80.8	301.7
2011-12	15.4	13.9	129.6	53.6	183.2

Source: Niti Aayog (Planning Commission C. Rangarajan Methodology, 2014, and for 2011-12 Prof. Amaresh Dubey based on Lakdawala method).

**Table 1.4: All - India percentage point change in poverty between 1983 to 1993-94, 1993-94 to 2004-05 and 1983 to 2004-05**

Sector	1983 to 1993-94	1993-94 to 2004-05	2004-05 to 2011-12	1983 to 2011-12
<b>Rural</b>	-8.4	-9	-12.9	-30.3
<b>Urban</b>	-8.4	-6.7	-11.8	-26.9

Source: Calculated from table 1.3.

## Chapter - II

### Literature Review: The Economics of Child Labour

#### **2.1 Introduction**

In the Last two and a half decades, child-labour practices in developing countries especially in South Asia have become a focus for attention in the international arena (Brown et al 2003, Lieten et al 2004). Since child labour is not a new problem to our society, in fact, it has existed in different parts of the world, at different stages of history (Basu 1999). Presently, child labour is a serious problem in developing countries that has more than 70 percent of world's child labour in the rural area (ILO 2002). Due to child labour many children remain deprived from their right to education and leisure from work. It is one of major barriers to the human development and human capital. It has negative effect on children as well as on the economy.

The literature, earlier, on child labour can be grouped into two parts i.e. Contemporary macro aggregates and historical roots of the problem<sup>15</sup> (Basu 1999). But with the availability of good data sources at individual level child labour study is now focusing more on micro level especially after World War II (Heckman 2001). Since micro data shows heterogeneity of household decision making at individual level and give more transparent result than macro aggregate level. In contemporary scenario, child labour depends on the definition and availability of data from good sources (Basu 1999). Due to complexity of definitions magnitude of child labour varies. As Lieten (2002) asserts that various form of child labour are generally collapsed into one. Care should be taken to isolate child labour as a category separate from 'child work' and 'child deprivation'.

Initially poverty, low GDP, starvation, rapid population growth, high death rate of adult and high dependency ratio were the main causes of child labour (Humphries 2003). But now, there is growing theoretical and empirical literature concerning the causes and consequences of child labour above and beyond the poverty. Recently the five main strands of research into the causes of child labour are subsistence poverty, income inequality, credit market imperfections, land and labour market imperfections, and parental characteristics

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<sup>15</sup> The historical experience of child labour has been discussed in the introduction of chapter-I.

(Fors 2012). The factor that causes child labour can be grouped into two parts from theoretical perspective: Supply side Economics and Demand side Economics.

## **2.2 Supply Side Economics**

On supply side there are many economic, socio-economic, cultural, market imperfections, credit constraint, household assets, fertility, low quality of schooling, land holding and type of occupation factors that forced households to send their children in the labour market. Among these factors poverty is most the important reason why children work. The supply side theory can be explained with the following literature.

### **2.2.1 Theories of Child Labour**

Neoclassical models of household decision-making also known as unitary model are normally used in the analysis of child labour. Unitary model is applicable in case where one person in the household is decision maker and rest of household members have same utility function (Basu 1999). This raises the classic parental agency problem. While parents may make child labor decisions, they do not fully internalize the costs of these decisions (Edmonds 2007). There are, however, certain evidences that show household is not a single conflict-free unit of decision making but, bargaining power of decision making depends instead, on the resources each household members bring to the household and one's fallback options (Basu 1999).

Household models, therefore, of bargaining fall into two broad categories: those in which children have no bargaining power known as *extra-household bargaining* and those in which children have some intrinsic value in the family known as *intra-household bargaining* (Basu 1999, Brown et al 2003). In the extra-household bargaining models parents make decisions that serve their own interests, without regard for the impact on the child (Brown et al 2003) as adults decide according to rational economic criteria, for selfish reasons or out of ignorance (ILO 2002). This class of models lend analytical support for public policies that constrain the choices that parents are allowed to make for their children, eg., compulsory schooling, minimum age of work, a ban on bonded child labour, etc (Brown et al 2003). In the intra-household bargaining model child labour is the outcome of a bargaining process between members of the household, or the father and the mother. The bargaining power that each household member receives can depend upon their contribution to the family's resources. Collectively, child labour may be desirable because it contributes to the family

income, and it may be desirable to the child because it increases their bargaining power in the family decision function. Within this framework the key variables are those that determine the relative bargaining strength of different members of the household for example include wealth, the number, age, and gender of children, and wages (ibid).

### **2.2.2 Children as Household Assets**

Children without bargaining power are treated as assets in the household as parents use them for their own interest. Parents first must choose the number of children they will have. They then weigh whether to invest in the quality of the child or to extract a current stream of services (Brown et al 2003).

The pioneer work by Becker and Lewis (1973) found that in the quality-quantity trade off, parents who choose to have a large number of children are less likely to invest in quality schooling. That is, the number of children and investment in the human capital of children are substitutes. Else, parents may choose to have a large number of children in order to diversify the risk, formally educating some and putting others to work. In the similar thought, Grootaert and Kanbur (1995), say the number of children in the household determines the potential supply of child workers; hence fertility behaviour is a determinant of the supply of child labour. Also on the supply side, the role of risk management in the household is a factor influencing the extent of child labour.

Lloyd (1994) says on the household size and the parent decision making in the developing countries that larger household size increases the probability that a child will work and reduces parent's investment and the children participation and progress in the school. Contrary to Lloyd's result Aggarwal (2004) says if households are poor and small in size, then they tend to supply more child labour so as to compensate for the otherwise lesser number of earning members. On the other hand, large households have more available supply of child labour, as well as the need to send children to work.

Rosenzweig and Evenson (1977), using data from rural India, support the usefulness of the household time-allocative model in the LDC context and suggest the importance of price effects associated with the economic contribution of children as well as the mother in the allocation of family resources to children and child schooling. According to them, Family attributes are positively associated with the pecuniary returns to market work (size of landholdings, farm productivity, child wage rates) are positively associated with to fertility and market work and negatively associated to schooling. The female, however, wage rate

have opposite effect i.e. a negative effect on family size and a positive effect on the school enrolment rates of children.

The above finding is supported by Patrinos and Psacharopoulos' (1997) on Peru 1991 Living Standard Survey. Their analysis shows that family size is important. According to them the number of siblings acts as a proxy for wealth because it represents the need for family labour and a lack of resources. They tried to find ways of taking into account the life cycle effects of one's siblings on their schooling performance and labour force activity and suggest further research is needed on it. Their analysis also shows that the age structure of siblings is important, but in conjunction with their activities. To be precise, having a larger number of siblings implies less schooling, more age- grade distortion in the classroom and more child labour. Lastly, their finding also shows that relationship between child work and schooling is complex because former may have detrimental effect on schooling, without work many children may not be in school at all due to existing economic situations.

Gupta and Dubey (2006) using micro data of NSSO of India model fertility as endogenous to the family economic status. They have hypothesized and found that family size and economic status are jointly determined and fertility cannot be treated purely exogenous to household status. In developing countries poor households prefer to have bigger families for the reason that the children are treated as an economic asset in the absence of adequate public and private social insurance.

Fan (2004) tried to attempt a simple extension of the Becker-Lewis model by introducing child labour into this framework. Their model explains that the negative correlation between fertility and income can be obtained with much less reliance on the property of parents' utility function if child labour is considered. In particular, the model illustrates that, if both the quantity and the quality of children enter symmetrically into parents' utility function, without child labour, fertility may be a normal good so that it increases with parental income. However, when the role of child labour is taken into account, parental income and fertility has negative correlation i.e. as parental incomes rise, fertility decreases and children are better educated. This model also implies that fertility increases with the wage rate of child labour. Therefore, relative wage and parental income are both crucial in determining whether parent will send their children to work or not.

### 2.2.3 Poverty Forces Children to Work

One of the major arguments in child labour theory is poverty. An important implication of this is that it compels parents to deviate from their optimizing choices which may in fact, make children worse off. In this regard Baland and Robinson (2000) say that family make child labour decision to maximize the present discounted value of household's income. Child labour is only chosen if the return to education is not high enough to compensate families for the lost income of their children (Brown et al 2003).

In a pioneering work Basu and Van (1998) constructed parental decision- making model with the assumption of substitutability in production between child and adult which could result in multiple equilibria in the labour market. In this model they have defined two situations of children-child as luxury goods and substitution goods. When parents are getting wages above the minimum subsistence level then they don't allow their children to go to labour market for work i.e. high wages and children don't work; on the other hand, when wages fall below the subsistence level then parents allow children to go to labour market i.e. low wages and child work. In the latter situation children and adults are substitute in the labour market. It shows that poverty is driven force of child labour.

Swinerton and Roger (1999) commenting Basu and Van says that in addition to the two assumptions of micro level behavior, luxury axiom and substitution axiom, of households and firms there is also an essential macro level assumption which is distributional axiom<sup>16</sup>. They say if non- labour income is distributed with sufficient equality then market equilibrium with child labour cannot exist in Basu and Van model. It means inequality in income and wealth distributions are causes of child labour.

Jensen and Nielsen (1997) in their study of child labour and school attendance on Zambia found that both economic and sociological variables are important determinants for the choice between school attendance and child labour. According to them, child labour in LDCs may be explained within different theoretical frameworks: namely, poverty hypothesis, low quality of schooling and the capital market imperfection. Their empirical finding shows that poverty forces the households to keep their children away from school. Moreover, they also found support for the capital market imperfection argument; i.e. lack of access to borrowing induces parent not to send their children to school. But their empirical study does

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<sup>16</sup> Distribution axiom stands for income and wealth from non-labour resources which is concentrated in the hands of few agents.



not provide much support for the argument that low quality of education leads the households to send their children to work and not to school.

Psacharopoulos (1997) using household survey data on Bolivia and Venezuela did empirical study on child labour and educational attainment. In this study he tried to examine the issue of how early labour force participation might hurt the child's accumulation of human capital in terms of reduced educational attainment. They considered work status as the major determinant of educational attainment because every hour allocated to work diminishes the time available for schooling. They found that child labour force participation is significant in both the countries. They predict that if a child is working, then it reduces his or her educational attainment by about 2 years of schooling comparative to non-working children. They argue that in Latin America grade repetition is a common phenomenon and it is closely linked with child labour. Working children contribute significantly to total household income.

Nielsen and Dubey (2002) using four hypotheses (substitution, subsistence, capital market and parental education) examined the micro- economic perspective of child labour and say that child labour and education make competing claims on the children's time in rural India. They found that the low household expenditure and parental human capital were the two main factors responsible for child labour and non-enrolment of the children in schools. Hence the reduction in child labour and increase in school attendance from 1983 to 1999-2000 is closely associated with the increase in household incomes and education. They also showed that improved education among parental generation also plays a major role in increasing enrolment rates.

Wahba (2006) examined the influence of adult market wages and having parents who were child labourers on child labour, when this decision is jointly determined with child schooling. His study shows that market adult wage had strong negative pressure on likelihood of child working. Additionally parents who were child labourer themselves are on average 10percent more liable to send their children to work. Higher income inequality within a province also increases the likelihood of child labour. There exists trade off between child labour and child schooling. Moreover, low adult market wages are the key determinants of child labour and that social norms may be accountable for the intergenerational persistence of child labour.

Ray (2000) using unit record data finds that poverty acts as a strong stimulus to children taking up work, and losing out schooling. A poor household has almost twice the likelihood of working than one from a household that is above the poverty line. They also

found a child from backward class is more likely to be involved in wage based labour, and less likely to be enrolled in the schooling than other children.

Many researchers have shown that lack of income flow in the poor household forces children to be in the labour market. Edmonds and Scandy (2011) examine the child time allocation responses to experimental variation in a cash transfer program in Ecuador. They say that poverty plays central role in the child labour decision and relatively modest investment in poverty relief can affect the large changes in child labour. Their finding raises the prospect of large returns to poverty alleviation programs. A monetary transfer equivalent to 7 percent of monthly expenditures helped the poor household in Ecuador to reduce their children involvement in paid employment by 78 percent and unpaid economic activity inside their home by 32 percent. These declines in economic activity are accompanied by an increase in time in unpaid household services, but overall time spent working declines.

Vemuri and Sastry (1991, ch.2) using 1970-71 NSSO data examined child labour by age, sex and land holding in rural India. According to them, proportion of Schedule Castes (hereafter SC) and female literacy explain child labour in rural India. Moreover income and child labour are negatively correlated. SC usually have no agricultural land and it compel SC household to send their children to work for wages at early ages. A literate mother encourages children to attend the school and discourages child labour. Increase in female wage rate in the rural areas substantially decreases the economic activity of female children but increases their time in domestic work.

According to ILO (2004) one of the most influential aspects that determines where the children would be engaged is their immediate environment, which is largely based on their family structure. Most children start to work within their families, often within agricultural settings. Family poverty plays a significant role in determining whether a child will work or not. Other family-related factors, including family dysfunction and cultural influences, prove to be important in distinguishing the causes of child labour.

Adding to environment related aspects, especially in the rural areas, Lire Ersado(2005) using cross country empirical data of Nepal, Peru and Zimbabwe for the comparative study of child labour and schooling decision in urban and rural areas finds that causes of child labour in rural areas are mainly poverty but in the urban areas data is lacking in support of poverty hypothesis. Moreover other factors, such as access to credit, school quality, and labour market opportunities, play equal or even greater roles in child labour and schooling decisions.

Edmonds (2003) uses nonparametric decomposition approach on Vietnamese panel dataset (Vietnam Living Standards Surveys) to investigate the relationship between per capita expenditure and child labour. Their study contributes to the research that considers the role of low family income in the decision to have a child at work. Their finding shows that economic status improvement and child labour are negatively correlated. According to them during 1990s in Vietnam child labour declines in all household per capita expenditure groups but decline in child labour in poorer households were more than the rich households. Households that came out of the poverty between 1993 and 1998, through their improved per capita expenditure explain 80 percent decline in child labour.

Laskar (2000) did primary survey of lock industry in district Aligarh of Uttar Pradesh in India by mainly focusing on Muslim child labourers. Their study reveals that main causes of child labour in the area are economic compulsion, lose of father, no functional values of education and poor IQ level of children. Children are engaging in low wage and hazardous work and it has direct consequences on children's health and human capital like respiratory diseases tuberculosis, injury, weak eyesight and early drop-outs from primary schools.

Basu et al (2010) argues on the wealth paradox and developed a model which suggests the possibility of an inverted-U shape relationship among land holdings and child labour. They empirically tested this model on the unique data set from Himachal Pradesh and Uttaranchal, which included data on hours worked in various activities like domestic work and found that the turning point beyond which negative relationship between land holding and child labour occurs is around 4acre of land per household.

They argue that in developing countries labour markets are usually quite imperfect. It means that poor households who may want to send their children to work but cannot because of no access to labour markets near their homes. According to them "If the household's land-ownership continues to rise then surely beyond a point the household will be so well-off that it will not want to make its children work, even though it has plenty of land to work with. This is a consequence of the luxury axiom" (ibid).

#### **2.2.4 View beyond Poverty Hypotheses**

Child labour is a multi-facet problem, poverty is one of them. Many researchers have found causes and consequences beyond the poverty hypotheses. Many studies have explained poverty and low per capita income are the main causes of child labour but Weiner (1991) has argued that India is a significant exception to the global trend towards the removal of children

from the labour force and the establishment of compulsory universal primary school education. His main hypothesis is that low per capita income and economic situation are less relevant as an explanation for child labour, rather than the belief systems of the state bureaucracy, educators, social activists, trade unionists, academic researchers, and more broadly, by members of the India middle class.

The Indian position rests on deeply held beliefs that there is a division between people who work with their minds and rule and people who work with their hands and are ruled. These beliefs are closely tied to religious notions and to the premises that underlie India's hierarchical caste system. The "excessive and inappropriate" education for the poor would disrupt existing social arrangement. The school dropouts and child labour are a consequence, not a cause, of poverty, and that parents, not the state, should be the ultimate guardian of children (ibid).

In the contrary view to poverty hypothesis the study by Ray(2000) on Peru and Pakistan, has used Luxury and Substitution hypotheses to analyze the child labour and child schooling. They found that their result rejects both the hypotheses in case of Pakistan and they suggest that income and related variables do not have the expected negative effect on children's work input. They also found that rising wages of adult female labour in Pakistan, and falling adult male wage in Peru lead to increased participation of children in the labour market. Moreover, in both the countries adult female education and infrastructure investment in basic amenities can play a positive role in discouraging child labour and encouraging child schooling.

According to Sinha (1996) all non-school going children are child workers in one form or the other which is around 90 million. Agricultural child labour constitutes the core of the problem. Without tackling this issue, the more controversial issue of child labour in hazardous occupations cannot be handled. Child labour policies and education policies have to be formulated and be operated in tandem and not independent of each other. Moreover according to her, solely poverty can't be held responsible for the child labour because even today many poor parents are sending their children to school instead of work. Motivation and availability of infrastructure rather than poverty are the key factors. There is no other explanation as to why factors like parents' educational status make a difference in the literacy level of children

Swaminathan (1998) in her study of economic growth and child labour found that Gujarat is one of India's high income states which has many unregulated market for diamond cutting and ship breaking and there is large demand for child labour in these markets. So

despite good economic growth and literacy rate, there is demand for child labour. Two basic and inter related features of development are the spread of mass education and the elimination of child labour. The universalization of school education is well recognized as a precondition for the eradication of child labour. The debate among the policy makers on the appropriate policy response to child work, on the factors determining child work and on measures to end or protect child work is going on.

Ahmed (1999) uses quantitative empirical approach on cross country study to analyze the root cause of child labour. He uses seven macro explanatory indicators, namely, GNP per capita, poverty, income inequality, school enrolment, parental education, dominance of agriculture and age structure of the population to forecast the percentage change in employment of child labour resulting from a given percentage change in any one of above indicators. Their result explains that it is school enrolment and inequality rather than poverty that explains the high incidence of child labour. He also says school enrolment relation to child labour is to some extent imprecise because some children work with education and there is a possibility of overstated official school enrolment statistics and high school dropout.

Banerji (2000) did field survey in Mumbai and Delhi slum area to find the causes of child labour and schooling in the urban poor. She finds that the reason for so many slum children not being in school has less to do with their families' economic conditions than with the school system's problems. They also suggest that sometimes parental lack of interest in schooling is another major cause for children remaining out of school. Their field studies point out that without a new and flexible approach to cope with the schooling problems of the children of the urban poor, universal primary education is unlikely to be achieved.

Bhalotra and Heady (2003) challenged the common presumption that child labour emerges from the poorest household using wealth paradox<sup>17</sup> in the agrarian society where the land distribution is very unequal and coupled with failure of labour and land market. They have used survey data from rural Pakistan and Ghana. They suggest that not much attention has been given to labour and land market failure which may explain the wealth paradox. Moreover, credit market failure will have a propensity to weaken the strength of wealth paradox. According to them given the labour market imperfection land owners who are unable to hire labour for their farm have an incentive to employ their children. Since marginal product of labour is increasing in the farm size, this incentive is stronger between large

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<sup>17</sup> According to them wealth paradox means children of land rich households are more likely to work and less likely to attend school than children in land poor households.

owners. Even if perfect market exists, the problem of moral hazard with hired labour may generate the preference for family labour. Their finding shows that the wealth paradox persists for girls in both countries whereas, for boys, it disappears after conditioning on other covariates.

Beegle et al (2006) examines the extent to which transitory income shocks lead to increase in child labour and whether household asset holdings mitigate the effects of these shocks. They find both the relationships are significant. They use four rounds of household panel data from Tanzania with household fixed effects method. Their definition of child labour is the total hours spent working on economic activities and domestic chores during preceding week. According to them a negative crop shock could directly encourage an increased demand for child labour. The shock effect is weaker among households with a greater level of assets because they use a production technology that is less affected by crop shocks. Moreover their result also supports the wealth paradox hypothesis proposed by Bhalotra and Heady.

### **2.2.5 Capital Market Imperfection**

Subsistence poverty on your own does not necessarily imply that a child will be forced to work. If there exist a perfectly functioning credit markets, it ought to be theoretically possible for parents to borrow against their child's future earnings (Ersado 2005, Fors 2008).

Ranjan (1999) constructs a theoretical model of a developing economy to show that child labour arises due to the imperfections in the credit market. It also shows how banning child labour reduces the welfare of household who intend to send their children to work. She says that Basu model does not consider the education/ child labour trade-off. The most worrying aspect of child labour is the fact that many children in developing countries work full time instead of going to school. They claim that it is a combination of poverty and missing market for loans against future earnings that generates the phenomenon of child labour. They also show that a ban on child labour, even if perfectly enforceable, is welfare reducing for the household wishing to send their children to work. A ban can be effectively implemented in the formal sector only which lead to labour mobility in the informal sector and make their life worse. So, by providing income support to poor households we can improve their welfare and induce them to send their children to school (ibid).

Jacoby and Skoufias (1997) did an empirical work on financial market and human capital in a developing country with a case study on the rural India. According to them in underdeveloped countries, usually incomes are low and erratic, and the impact of imperfect

financial market on human capital accumulation is potentially large. They examined the response of human capital investment in children to fluctuation in income. According to Jacoby and Skoufias, poor agrarian household send their children to labour market when they fall short of income and there is missing capital market. Their study makes distinction between credit and insurance market failure by using data to estimate the anticipated and unanticipated components of idiosyncratic income changes (ibid).

They also claim that village level rainfall surprise is allowed to affect household differently. They found that small farm households were inadequately insured ex ante compared to the larger ones and unanticipated shock appears to significantly affect their children's school attendance. They also found that intra-village credit market constraints do play a role in human capital investment decision of both large and small farm households, though the evidence is less for the large farm households(ibid).

Edmonds and Scandy (2011) say liquidity constraints play an imperative part in child labour supply because child time involvement in different activities and household economic position are mutual outcome of a single decision making. Since schooling is purely an investment, liquidity constraints can create a link among income and child labour if liquidity constraints force families to opt less school than most favourable given the market return and opportunity costs to schooling. Therefore, extra income support let families to continue with schooling and reallocate child time from wage work to schooling with unpaid family work.

Commenting on previous research Baland and Robinson (2000) say no previous research have mentioned clear cut about welfare argument (e.g. Basu and Van 1998) and trade off between child labour and human capital accumulation in case of externalities (e.g. Grootaert and Kanbur 1995). They developed two new arguments about why child labour exists in equilibrium despite the fact that it may be socially inefficient. According to them, child labour which has poverty as one of its face and there is trade off between child labour and the accumulation of human capital. Child labour is socially inefficient when it has a sufficiently adverse effect on child's future earning ability as an adult, but it may nevertheless persist either when parents leave their children no bequests or when capital markets are imperfect. Both of these circumstances imply that parents fail to internalize the socially efficient trade-off between child labour and earning ability.

Jafarey and Lahiri (2002) built intertemporal<sup>18</sup> model of two-good and two-period to examine the interaction between credit markets, trade sanctions and the incidence of child labour. According to them both poverty and poor education quality, inter alia, are important determinants of child labour. The incidence of child labour decreases as we move from the case of borrowing constraints to the case in which poor households can borrow freely from rich ones and then to the case of perfect international credit markets. Trade sanctions can increase child labour, especially among poor households, a possibility that decreases as their access to credit improves. They argued that trade sanctions reduce the wage of working children which may give more pressure on low income households which forces very poor families to increase the amount of children's time spent in labour and reduce the time spending in education. At the same time, greater access of credit may reduce the possibility of this unintended effect.

Ray (2002) says the impact of inequality and credit constraints on child labour and child schooling in Nepal and Pakistan. According to him, the inequality could have impacted the child labour primarily in following ways. First, high inequality provides demand for child labour from the more affluent households. Second, such inequality offers a pool of child labour supply from among children in the less affluent households. Third, high inequality implies that credit is draw off to the more affluent leaving the less affluent households to rely on child labour to smooth their income fluctuations.

Therefore, many, therefore, researchers (Ersado 2005, Fors 2008) have suggested that factors such as credit market imperfection, and not poverty, play greater role in sending them to work. If there are perfectly functioning credit markets, it would be theoretically possible for parents to borrow against their child's future earnings.

### **2.2.6 Parental Characteristics**

Parental education plays a persistent and significant role in lowering the incidence of child labour, above and beyond the impact on family income. Several theoretical contributions on the determinants of child labour emphasize the importance of educating a single generation of parents and its long-term implications for decision-making for future generations (Brown et al 2003).

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<sup>18</sup> The intertemporal nature of decision-making means that child labour will not only be directly affected by credit markets, but also be affected via the response of credit market outcomes to trade sanctions.



Lire Ersado (2005) says parental educational levels are essential factors in child employment and education, with a significant contribution to reduction of child labour and improvement in the likelihood that children stay in school. According to Cigno et al (2002) there is a general perception that children of better educated parents are more likely to attend school and less likely to work on part or full time basis than the children of less educated parents. In rural India, the mother's level of education appears to have an influence on the parents' decision to make a child work or study (Cigno, Rosati, and Tzannatos, 2000, Vemuri and Sastry 1991, ch.2). On the contrary, the father's education does not appear to have a significant influence. Given the trade-off between education and current consumption, however, this does not necessarily mean that children of more educated mothers are more likely to go to school. Indeed, depending on circumstances, caring mothers might insist on their children working, and on using the additional income to improve their children's nutrition rather than on education. Another possible rationalization with mothers' education is that it increases the likelihood that the mother will find outside employment given the increase in wage rate and thus, her children will be called upon to substitute for her in the home particularly for girls to do domestic chores and looking after younger siblings (Vemuri and Sastry 1991, ch.2, Basu, 1993, Cigno et al 2002, Brown et al 2003).

Grootaert and Kanbur (1995) say school attendance and child labour cannot be considered as inversely related. In poor households, when mother enters the labour market the substitution effect relation persists especially between girls' schooling and mothers' participation in the labour force as girls have to perform domestic chores at a later stage as mother's income increases income effect relation persist and income effect outweigh substitution effect and child labour will decrease. Therefore according to them parental education is an important factor in determining child labour.

Commenting on the parental characteristics with special focus on the female role in the household behaviour Basu and Ray (2002) put collective household model hypothesis and examine it with household survey data from Nepal. They show the relation between the balance of power in the household and the incidence of child labour. According to them as the women's power rises, child labour will initially fall, but beyond a point it will tend to rise again. Thus the relationship between child labour and female power in the household is predicted to be U-shape. Moreover distribution of power with balance among husband and wife in the household is least likely to send its children to work. Their empirical test is consistent with the Nepal Living Standards Survey data. In another paper, on Nepal and Pakistan, Ray (2002) says growing education levels of the adult members in the household

and increased public awareness have a highly significant, positive impact on child schooling and, consequently, can play an important part in reducing the child's long labour hours.

### **2.2.7 Availability and Quality of Schooling**

Some study point to the importance of school quality as an important determinant of schooling and work (Brown et al 2003). Lack of access to school and low school quality could also affect child schooling and work decisions. For households rationally maximizing welfare, a low demand for schooling might arise because of low school quality or excessive costs. Due to excessive cost some children may have to work to afford the direct costs of schooling. Inaccessible or poor quality schools may thus spur parents to engage their children in more immediate and profitable pursuits as per Ersado (2005).

Commenting on the availability of schooling Grootaert and Kanbur (1995) say that with sufficient access to school, child labour may still continue to be a common phenomenon if the household decision making process gives more weight to income from a child's labour and less weight to a child's schooling because of other factors such as poverty. Jensen and Nielsen (1997) find that transportation costs of schooling are important variable in decision regarding child labour and school attendance.

Edmonds (2007) studies say the impact of child labour on schooling face the challenge of isolating some factor that affects child labour without simultaneously affecting schooling. It is difficult, because child labour, schooling, and leisure decisions are jointly determined. Choices of schooling, leisure, and all types of work depend on the shadow value of child time which is, in turn, a function of choices of schooling, leisure, and all types of work. Hence, without directly observing the shadow value of child time, there is no way to identify a causal impact of one type of activity on another without additional assumptions.

Ray (2000) says improvements in the schooling infrastructure, by making them more relevant to the child's needs as viewed by the parent, and locating them near places of child employment will be conducive to shorter working hours and encourage combination of child labour with child schooling to a greater extent than has happened in countries such as Pakistan in relation to Latin American countries such as Peru. The use of mid-day school meals and enrolment subsidy will encourage parents to keep their children in school and out of employment

Supply side theories, therefore, suggest that solely poverty can't be held responsible for the child labour in the contemporary scenario. De-facto, there are many more factors, like

parental education, decision making power, market imperfection, low wages, inequality, low female participation in workforce, lack of basic education amenities, transportation cost and govt. policy etc.

### **2.3 Demand Side Economics**

Most of the Research on the causes of child labour tends to concentrate on the supply side economics, both because of a justifiable preoccupation with the victims, the children, and because of the commonly shared view that poverty is the driving force. But flip side of the coin i.e. demands side economics for child labour also plays a critical role in determining the involvement of children in hazardous work (ILO 1998).

There is always demand for the child labourer by the employers in the certain industries in India for e.g. carpet industries, glass industries and diamond cutting and polishing industries. The common explanations that are being given are lowest cost, physical dexterity (often nimble finger). The other reasons are wage differential, pecuniary and non-pecuniary and global competition etc. (ILO 1998, Barge et.al 2004)

The literatures on child labour from demand side perspective are as follows:

Barge et.al (2004) examined the economies of child labour in the carpet and glass manufacturing and diamond cutting and polishing industries from perspective that seek to answer whether child labour is an economic gain or social cost. They found that the children do not provide irreplaceable skills and the nimble fingers, and this argument can no longer be used to justify child labour from demand side. They are not more productive than adults. Elimination of child labour would not greatly increase production costs. But, due to this loom owner would get affected greatly. According to them, continuing with the child labour is an economic gain for the industries that employ them and families that make their children available to these industries, but at a social cost. Due to this there is reduction in the school attendance, increase in morbidity and mortality and as a consequences of that increase in the birth rate and sex inequality in society. Since uses of child labour may be gainful in the short run but due to globalization there would be increase in the demand for skilled worker in the long run and as a result uses of child labour will be the looser in the long run.

Canagarajah and Neilsen (2001) say children, in general, have low productivity and are mostly unable to produce high-quality products, employers still tend to consider them to be cost-effective labor due to their low salary level. Levison et al. (1996) find that children are not necessary for the Indian carpet industry to survive and that only minor change in the

financial arrangements between loom owners, exporters, and importers could reduce the incentive to employ children. Moreover due to children's nonpecuniary characteristics, - children are less aware of their rights, less trouble- some, more willing to take orders and to do monotonous work without complaining, more trustworthy, less likely to steal, and less likely to be absent from work- industries continue to hire children, especially in the face of growing global resistance to products made using child labor.

Mello (2002) tried to develop a micro socio-economic model of the technologically backward small industrial capitalist enterprise that in a particular context has a propensity to employ child labour. He tries to link production as a social labour process of generation of the surplus with its distribution as a social process of snatching among and between the powerful stakeholders of the enterprise. According to his an analysis a capitalist competition at the industry level, wherein the backward capitalist enterprise has less space to accommodate rising wage rate because of less capital-intensive, higher unit materials cost and also have lower labour productivity. He says that relative political and economic bargaining power of productive labour has declined since 1991. As far as policy options are concerned he says that at the enterprise level technological change that increases the productivity of labour is very imperative. The state role is important to promote this. This will certainly improve the metaphorical space that allows the small industrial capitalist to be viable in competition with benchmark enterprise. Further, he says that collective bargaining is needed to improve the wage rates, working and living condition. He says that we need comprehensive alternative to neo-liberalism. The mere legislation of a ban on the worse form of child labour in law and making elementary education free and compulsory in law, but leaving intact the structures and institutions of neo-liberal, backward capitalism will not bring about any significant change in the direction of freedom for all.

Vijaybaskar (2002) tried to examine the imperative of competition that warrant the use of child labour in the export oriented cotton knitwear industry in Tiruppur. The availability of cheap labour, land and good quality water for bleaching and a better access to cotton yarn are cited to be the critical factors in drawing capital into hosiery production in Tiruppur. According to him children and women together constitute 40 percent of the total labour force. They are mainly employed into the less skilled jobs and getting lowest wages in the industry. The replacement of child labour with adult labour would give tough competition as rise in cost of production would undermine their competitiveness. So the use of child labour is implicated in a competitive strategy based on cost- cutting. Moreover, he observed that enforcement like a ban on the use of children in have a contrary impact by pushing them

into sectors where laws governing work are difficult to enforce. According to him, the policy measures to target the demand for child labour are limited without effort to improve household incomes.

According to Edmonds and Pavcnik (2005) contrary to popular opinion in advanced countries, most working children are employed by their parents rather than in manufacturing establishments or other forms of wage employment. Girls are more likely to work for long hours than are boys and the prevalence of all types of work, including over 40 hours per week, is higher in rural areas than in urban areas.

So demand side theory says that employers want child labour because of their dexterity and special physical characteristics. But, literatures suggest that there are non-pecuniary characteristics that force the employer to demand of child labour. These are global competition, comparative advantage child exploitation, low wages, unskilled work etc.

## **2.4 International Law and Conventions**

In the contemporary scenario for the fight against child labour, many laws and interventions have been constituted. We can distinguish among three kinds of interventions and institutions:

1. Supranational: supranational interventions are those attempted through international organizations, such as the ILO, the WTO, and UNICEF, which by establishing conventions, and encouraging nations to ratify them, have tried to curb child labour.
2. Extra-national: extra-national interventions are those legislation and actions which have been adopted by the developed countries as an attempt to curb child labour in the developing nations.
3. Intra-national: intra-national consists of the laws that a country enacts and interventions that it plans in order to control child labour within the national boundary.

In supranational interventions ILO established two conventions towards formalizing the right of child - the Minimum Age Convention (138) and the Worst Form of child Labour Convention (182). The first convention was established in 1973, but, because of its cultural bias, very few developing nation had ratified it until 1990s. While, the second was established in 1999. This attempt was to establish a common standard for child work, which developing countries would also find favourable for them (Gayathri and Chaudhri 2002). Whereas in

extra-national interventions, some developed countries has led to consider legislation and other action in their own countries that could curb child labour in developing nations for instance, the Child Labour Deterrence Act, or the so-called “Harkin’s bill”. In brief, this is a law that seeks to disallow the import into the US of goods that have been produced with the help of child labour. The other example of extra national intervention is “Sanders’ amendment”. Within intra-national intervention, education and compulsory schooling is very effective instrument in eradicating the child labour not only historically but in contemporary environment also. According to Weiner (1991) compulsory education can play a role in limiting child labour. Compulsory education can be possible only through government intervention.

For intra-national effort taken by government of India can be seen since the inception of independent India. *The Indian Constitution of 1950 “article 45” declared that “the state shall endeavor to provide, within a period of Ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years”.* Legislation restricting the employment of children in mines and factory was introduced by the British early in the century. More extensive legislation was passed following the recommendation of the Royal Commission on Labour in 1932. *The Indian Constitution contains a (article 24) number of provisions intended to protect children including a categorical ban that declares that “ no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment”*(Weiner, 1991).

But these efforts were not much fruitful because of prevailing poverty, social system and poor education quality. Over the period government of India make progressive steps to improve education system. The government of India has introduced many programmed; Elementary education, Sarva Shiksha Abhiyan (SSA) operational since 2000-2001, and latest Right to Education (RTE) came into effect on 1 April 2010<sup>19</sup>.

## **2.5 Summary**

The review of the existing literature in this section suggest that causes of child labour not only in India but also in many other developing countries can be explained from supply side as well as demand side. Poverty is only one facet of child labour and the other important

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<sup>19</sup> The details of each programme is taken from <http://mhrd.gov.in/schemes> 6:48P.M. 12/07/2014, given in the appendix.

causes of child labour is inequality, capital market imperfection, labour, market imperfection, fertility, parental characteristics, female education, bargaining power of the female in the household, agricultural shocks, quality of schooling, cost of education, non-pecuniary characteristics, discrimination on the ground of race, sex and caste, global competition and government's policies.

The consequences of child labour can be explained on the economic and social ground. The economic consequences says child labour perpetuate a cycle of household poverty across generation. The other economic consequences say in the short run it produces unemployment among the adults and in the long run it produces unskilled labour in the country. The social consequences explain the adverse impact of child labour on the health and education of children. Working in many hazardous industries means exposure to many dangerous diseases at early age and that leads to death at an early ages. The consequences on education say that children without accumulating of human capital will become unskilled workforce in any country.

## Appendix - 2A

### Elementary Education

*The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, Lok Jumbish Programme, Mahila Samakhya, District Primary Education Programme etc.*

*Currently, Sarva Shiksha Abhiyan (SSA) is implemented as India's main programme for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. These provisions need to be aligned with the legally mandated norms and standards and free entitlements mandated by the RTE Act.*

*The new law provides a justiciable legal framework that entitles all children between the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education. It provides for children's right to an education of equitable quality, based on principles of equity and non-discrimination. Most importantly, it provides for children's right to an education that is free from fear, stress and anxiety.*

### Sarva Shiksha Abhiyan

*SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. With the passage of the RTE Act, changes have been incorporated into the SSA approach,*



*strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:*

- (i) Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.*
- (ii) Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.*
- (iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.*
- (iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.*
- (v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.*
- (vi) Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.*
- (vii) Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.*

## **Right to Education**

*The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that*

*every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.*

*Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.*

*The RTE Act provides for the:*

- (i) Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.*
- (ii) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.*
- (iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.*
- (iv) It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.*
- (v) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.*
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial*

*census, elections to local authority, state legislatures and parliament, and disaster relief.*

- (vii) *It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.*
- (viii) *It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,*
- (ix) *It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.*

## Chapter - III

### Participation of Children in Economic and Non-Economic Activities: A Dis-aggregated Analysis

#### **3.1 Introduction**

In the Chapter II, which is literature review, we are able to cover our objective of examining various demand side and supply side causes and consequences of child labour based on various theories and empirical findings. Chapter III is based on the secondary data, in which we will be explaining the participation of children in various economic and non-economic activities. Moreover, this chapter seeks to examine the level of and changes in the incidence of child labour across over time and space, social groups and religious groups as well as by gender in India. Lastly, we will explain the magnitude of child labour in India.

#### **3.2 Data Sources and Definitional Issues**

In order to examine the above mentioned objectives we will use two official sources of data on child labour, namely Population Census (hereafter PC) and National Sample Survey Organization (hereafter NSSO). The PC is one of the prime sources of data on child labour and it is conducted after every ten years. There is available data dating back to 1872 however systematic comparable data on workers by age group has only been available since 1961 (Thorat, 2001). In this chapter we will cover four Census rounds, 1981, 1991, 2001 and 2011 to estimate the magnitude of child labour in India. The PC provides figures of the total population and working population by age groups including the age group 0-14 years. The total population is divided into workers (main and Marginal) and non-workers by age. Therefore it is possible to estimate the magnitude of child labour for main and marginal child workers in addition to the number of total workers (ibid)

Definitions of work, main workers, marginal workers and non-workers are given below:

1. **Work:** *“Work is defined as participation in any economically productive activity with or without compensation, wages or profit. Such participation may be physical and/or mental in nature. Work involves not only actual work but also includes effective supervision and direction of work. It even includes part time help or unpaid work on farm, family enterprise or in any other economic activity. All persons engaged in 'work' as defined above are workers. Persons*

*who are engaged in cultivation or milk production even solely for domestic consumption are also treated as workers.*

*Reference period for determining a person as worker and non-worker is one year preceding the date of enumeration (Census of India) ”<sup>20</sup>.*

2. **Main Workers:** *“Those workers who had worked for the major part of the reference period (i.e. 6 months or more) are termed as Main Workers” (ibid).*
3. **Marginal Workers:** *“Those workers who had not worked for the major part of the reference period (i.e. less than 6 months) are termed as Marginal Workers” (ibid).*
4. **Non-Workers:** *“A person who did not at all work during the reference period was treated as non-worker. The non-workers broadly constitute Students who did not participate in any economic activity paid or unpaid, household duties who were attending to daily household chores like cooking, cleaning utensils, looking after children, fetching water etc. and are not even helping in the unpaid work in the family form or cultivation or milching, dependant such as infants or very elderly people not included in the category of worker, pensioners those who are drawing pension after retirement and are not engaged in any economic activity. Beggars, vagrants, prostitutes and persons having unidentified source of income and with unspecified sources of subsistence and not engaged in any economically productive work during the reference period. Others, this category includes all Non-workers who may not come under the above categories such as rentiers, persons living on remittances, agricultural or non-agricultural royalty, convicts in jails or inmates of penal, mental or charitable institutions doing no paid or unpaid work and persons who are seeking/available for work” (ibid).*

The NSSO is another important source on child labour. Unlike PC which covers the entire population, the NSSO is based on sample surveys. The NSSO carries out large scale surveys on the whole India with sections on employment and unemployment in every five years. The systematic and comparable surveys on employment by age- group are available from 1974 onwards (Thorat, 2001). The large scale NSSO quinquennial surveys covering the entire country mainly aim at measuring the extent of employment and unemployment in quantitative terms. The population in NSSO is comprised of three components, that is (a) workers (or employed) (b) Seeking/available for work (or unemployed) and (c) not in labour force (or non- worker) (ibid).

In the present study, we will use unit level data of Employment and Unemployment Survey (hereafter EUS) pertaining to 1983, 1993-94, 2004-05 and 2011-12 rounds. We will use Usual Principal and Subsidiary Status (hereafter UPSS) approach to measure the

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<sup>20</sup> <http://censusindia.gov.in/Metadata/Metada.htm#2j>.

incidence of children in different activities at dis-aggregated level. Below are some of the important definitions given by NSSO.

1. **Workers (or employed):** According to NSSO, “persons who were engaged in any economic activity or who, despite their attachment to economic activity, abstained from work for reason of illness, injury or other physical disability, bad weather, festivals, social or religious functions or other contingencies necessitating temporary absence from work, constituted workers. Unpaid helpers who assisted in the operation of an economic activity in the household farm or non farm activities were also considered as workers <sup>21</sup>(Report No.515(61/10/1))”.
2. **Seeking or available for work (or unemployed):** Persons, who owing to lack of work, had not worked but either sought work through employment exchanges, intermediaries, friends or relatives or by making applications to prospective employers or expressed their willingness or availability for work under the prevailing conditions of work and remuneration, were considered as those who were ‘seeking or available for work’ (or unemployed) (ibid).
3. **Not in labour force (non- worker) :** Persons who were neither ‘working’ nor ‘seeking or available for work’ for various reasons during the reference period were considered as ‘not in labour force’. Persons under this category are students, those engaged in domestic duties, rentiers, pensioners, recipients of remittances, those living on alms, infirm or disabled persons, too young persons, prostitutes, etc. and casual labourers not working due to sickness (ibid).
4. **Usual principal activity status:** The usual activity status relates to the activity status of a person during the reference period of 365 days preceding the date of survey. The activity status on which a person spent relatively longer time (i.e. major time criterion) during the 365 days preceding the date of survey is considered as the usual principal activity status of the person (ibid).
5. **Usual Status (UPSS):** The usual status, determined on the basis of the usual principal activity and usual subsidiary economic activity of a person taken together, is considered as the usual activity status of the person. According to the usual status (ps+ss), workers are those who perform some work activity

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<sup>21</sup> See Employment and Unemployment Situation in India 2004-05, Report No. 515(61/10/1), Chapter-II.

*either in the principal status or in the subsidiary status. Thus, a person who is not a worker in the usual principal status is considered as worker according to the usual status (ps+ss), if the person pursues some subsidiary economic activity for 30 days or more during 365 days preceding the date of survey(ibid).*

For the purpose of analysis we will divide children in four broad categories according to the activity status codes (11, 12, 21, 31, 41, 51, 81, 91, 92, 93 and 97)<sup>22</sup>.

- Available for work (or labour force) (11-81)
- Attending educational institution (91)
- Attending domestic duties (92,93)
- Nowhere (97)

Basu et al (2010), Burra (2006) and Rustaugi (2009), emphasized that large no. girls' are invisible part of child labour because they are more prone to long domestic duties, cooking, care of sibling etc. Therefore ignoring domestic chores is not good from real magnitude and definitional point of view. Therefore we are making it a separate category instead of including in it the child labour category. As Lieten (2002, 2006) commented on the definitional issues of child labour that child labour and child work should be different, and clubbing of these two in to one will give nothing but huge magnitude of the problem.

The first group, available for the work includes workforce participation as well as those who are seeking or available for the work, in other words this group represents children in the labour force of the country. This portion has always remained the central focus point among the researchers and policy makers. Even as per ILO, economically active persons are those who are engaged in economic activities and producing goods and services that add value to the national product. The second group includes children, who are currently enrolled in the educational institutes. This group merely considers those children who are in the schools either private or government. The third group includes children, who are currently involved in household chores, like collection of firewood, fodder etc. If someone is doing

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<sup>22</sup> 11 worked (self-employed) in household enterprises as own-account worker, 12 worked (self-employed) in household enterprises as an employer, 21 worked (self-employed) in household enterprises as helper, 31 worked as regular salaried/wage employee, 41 worked as casual wage labour in public works, 51 worked as casual wage labour in other types of works, 81 sought work or did not seek but was available for work, 91 attended educational institutions, 92 attended to domestic duties only, 93 attended to domestic duties and was also engaged in free collection of goods(vegetables, roots, firewood, cattle feed, etc.), sewing, tailoring, weaving, etc. for household use and 97 others (including beggars, prostitutes, etc.).

some domestic work for self then it will not be considered as an economic activity even if it is productive but if the same work is being done for some monetary value then it is considered as an economic activity (NIC 2004). This is the reason behind choosing this group independently from nowhere group. The last group includes, nowhere children who are neither in the workforce nor in the educational institution nor in the domestic work. It includes children who are involved in begging, prostitution etc and sometimes hidden form of labour.

We would, therefore, first examine how the percentages of each of the above groups have changed in last three decades with the help of the unit level EUS data and will also try to find out which group still has the substantial percentage of child involvement. We would, moreover, try to explore the concentration of child labour in agriculture and non-agriculture sectors according to the National Industrial Classification 1987 (hereafter NIC 87). This sectoral distribution would not only help us discover which sector among agriculture and non-agriculture includes more child labour, but also, is there any labour transition from primary sector to secondary and tertiary sector and vice-versa in last three decades.

For the purpose of knowing the percentage distribution of children from the tables we are dividing children in three different age groups i.e. 5-9, 10-14 and 5-14. We are explaining it separately because literature in the previous chapter show that small age group children are hired more, in specific industries, because of their special body feature for e.g. nimble fingers and not because of pecuniary characteristics.

### **3.3 Children Participation in Different Activities**

#### **3.3.1 Population Census of India**

Figures in table 3.1 (a) to 3.6 (b) are based on the recently conducted 4 census surveys 1981, 1991, 2001 and 2011. These tables are especially given by the census to study the prevalence of child labour/ children in work in relation to school attendance. These tables give the population figure of children with those attending school and not attending school and among them ‘main workers’, ‘marginal workers’ and ‘non-workers’.

All India population trend show that in the rural sector, boys’ population in 1981 was 73.05 million and it increased to 99.70 million in 2001 for the 5-14 age groups. Between 2001 and 2011 census survey rural boys’ population decreased in absolute numbers by 0.39 million. Similarly rural girls in 5-14 age group was 67.10 million and it increased to 91.30 million in 2011. One important point to be noted between 2001 and 2011 census survey is that



there is decrease in population in the base age group as a result of which population in the age group 5-9 rural is decreased by 2.26 million for boys and 2.38 million for girls.

At the state level same trend can be seen in the rural sector i.e. increase in population between 1981 to 2001 and after that decrease in absolute numbers for boys and girls for most of the states except few like Bihar<sup>23</sup>, Jammu and Kashmir, Madhya Pradesh. There is increase in population between 1981 and 2001 census survey and after that decreased in absolute numbers in 5-9 age group. Due to this there is an overall decrease in population in 5-14 age group.

All India population trends of the urban sector shows that boys' population was 20.48 million in 1981 and it increased to 36.41 million in 2011. It is increased by 15.93 million in four decades for the entire 5-14 age groups. Among, this 5-9 age group population is increased by 7.18 million and 7.75 million for the 10-14 age group. While for the girls, it is increased by 13.66 million during the period. Out of 13.66 million increase in 5-14 age group, 5.95 million is for 5-9 age group and 7.71 million for 10-14 age group.

At the state level in the urban sector, general population trend is showing increase in population in absolute terms in all the census surveys for both boys and girls except Himachal Pradesh where population is more or less constant in 5-9, 10-14 and 5-14 age groups and Kerala where population is not showing increasing pattern in all the census surveys.

The bifurcation of total population into the attending school and not attending school show that in the 1981, out of total rural boys' population in 5-14 age group, 35.31 million were under attending school category and remaining 37.74 million were under not attending category. The numbers under attending school category show increasing trend in all the successive census surveys, in 2011 survey 75.40 million rural boys were under attending school head whereas not attending category is showing decrease in absolute numbers; in 2011 23.92 million rural boys were under this head. While rural girls' absolute numbers show that at all-India level, 19.09 million were attending school in 1981 and increased to 67.47 million in 2011. Between 1991 and 2001 census survey numbers of girls increased under school head to 24.62 million. Table shows girls under not attending school head were 48.66 million in 1981 and over the period it came down to 23.82 million. The performance of the rural girls' enrolment is impressive and better than rural boys.

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<sup>23</sup> Bihar, Madhya Pradesh and Uttar Pradesh stand for combined states Bihar plus Jharkhand, Madhya Pradesh plus Chhattisgarh and Uttar Pradesh plus Uttarakhand.

In the rural sector states are also following the same trend as all India is. Among the states Uttar Pradesh (hereafter UP) is showing maximum children population in all the census surveys followed by Bihar and Madhya Pradesh. In UP 6 million rural boys were under attending school head in 1981 and this number increased to 16.41 million. While not attending school rural boys figures were above 8 million since 1981 till 2001 census survey. In 2011 6 million rural boys were not attending school. UP rural girls' trend show that in 1981 out of 11.75 million girls in 5-14 age group population only 1.87 million were under attending school category and remaining were not attending school head. Although attending schools absolute numbers keeps increasing and in 2011 out of total rural girls' population 20.20 million, 14.28 million were under attending school head, but in the not attending schools head in the three consecutive surveys that is between 1981 till 2001 more than 9 million girls were under this head and in 2011 5.92 million girls were under this head.

In Bihar during 1981 census survey 3.73 million rural boys of 5-14 age groups were under attending school category. In the successive surveys trend is showing increasing pattern in this head and in 2011 11.71 million boys were under this category. The other category of not attending school is also showing the increasing trend, in 1981 5.48 million were under this category and it increases to 7.56 million in 2001 census survey. Thereafter it is showing decreasing trend, in 2011 5.27 rural boys were under not attending school head. While in case of rural girls in the same age group of Bihar it is showing the same trend. In 1981, 1.37 million girls were under attending school category and this number increased to 10.37 million in 2011. In case of not attending school, 6.81 million rural girls were under this category and it increased to 8.35 million in 2001 census survey and decreased to 5.32 million in 2011 census survey. The interesting part in case of the rural Bihar is that in both the cases, the no. of boys and girls not attending school increased in first three surveys i.e. till 2001 and then decreased to around 4 million in 2011 census survey. It shows that girls' numbers in not attending school category reduced faster than the boys in the last decade.

All India statistics of urban sector show that in 1981 census survey 14.21 million boys of 5-14 age groups were under attending school category and 6.27 million boys were under not attending school category. The numbers of attending school boys increased to 29 million in 2011, while trend of not attending school category is not uniform; it increased to 8.30 million in 1991 and then started declining to 7.41 million in 2011. In case of urban sector girls of same age group show that at all India level in 1981 11.50 million girls was under attending school category and it increased to 25.86 million in 2011. The numbers of girls in

not attending school category show fluctuating trend in all the census survey, however, it has come down to 6.76 million in 2011 from 7.49 million in 1981.

The state level trend of the urban sector shows that both boys and girls of 5-14 age group have increased in numbers in attending school category for all the states in all the census surveys except Kerala; where numbers have come down in case of boys by 0.03 million between 1991 and 2001 census survey due to fall in numbers in the 5-9 age groups and in case of girls by 0.04 million due to fall in both 5-9 and 10-14 age groups. In the case of not attending school category most of the states are showing increasing in trend for both urban boys and girls between 1981 and 1991 and thereafter decreases in numbers except for Gujarat, Haryana, Kerala, Maharashtra, Rajasthan and Delhi in case of boys and in case of girls Gujarat and Delhi, where fluctuating trend can be seen.

The further dis-aggregated classification of children attending school and not attending school into main workers, marginal workers and non-workers describes the presence of child labour in India. Many children although attending schools are simultaneously engaged in some kind of economic activity defined as main and marginal workers by census of India<sup>24</sup>. Table 3.3 (a) and 3.3 (b) explain classification of attending school and not attending school rural boys into main, marginal and non workers. At all India in 1981, in the 5-14 age group, along with school, 32.90 thousand boys were working as main workers and it increases to 4.14 lakh in 2001. In addition to that 2.18 lakh were working as marginal workers in 1981 and this number rose to 13.87 lakh in 2001. Non workers group show that it was 35.60 million in 1981 and it increased to 64.23 million.

In 1981 under not attending school category in the same age group 6.67 million boys were working as main workers and 4.86 million as marginal workers and remaining were under non- workers category at all India level. Main and marginal numbers were showing decreasing pattern over the successive census survey but non-workers showed increasing trend between 1981 and 1991 by 4.40 million and then decreased from 35.05 million in 1991 to 29.53 million in 2001. In 2001 survey 2.51 million rural boys were main workers and 1.61 million were marginal workers.

Table 3.4 (a) and 3.4 (b) explains classification of attending school and not attending school rural girls of 5-14 age group into main, marginal and non workers. All India rural girls' trend show that in 1981 around 7 thousand girls was working as main workers, 71.74 thousand as marginal workers and 18.36 million as non-workers with school attendance. The

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<sup>24</sup> Data for 2011 Census of India not yet released.

involvement of rural girls has increased in all the three activities over the period; in 2001 numbers for main, marginal and non-workers was 2.16 lakh, 10.22 lakh and 51 million, respectively. The numbers in the marginal workers and non-workers have increased tremendously between 1991 and 2001 by 9.09 million and 23.54 million, respectively. At all India level in 1981 out of girls not attending school in 5-14 age group 3.50 million girls were working as main workers, 1.65 million were working as marginal workers and 43.51 million were non-workers. The main workers girls reduced to 1.68 million in 2001, while marginal workers firstly reduced to 1.52 million in 1991 and then again increased to 2.50 million in 2001. The non-workers category remains to 43.60 million in 1991 and then decreased to 34.28 million in 2001.

The state level trend of 5-14 age group show that in case of rural boys in the attending school group Uttar Pradesh has maximum numbers in case of main and marginal workers while in the case of not attending school group main workers are maximum in Uttar Pradesh in all the survey round and in case of marginal workers in 1981 and 2001 Bihar has maximum boys and in 1991 Uttar Pradesh had it. In case of non-workers in the attending school head in absolute numbers Maharashtra had maximum numbers 3.41 million in 1981 and it increases to 5.24 million in 2001. The non-workers group in case of not attending school implies that these boys are neither in the school and nor in the workforce category. Among all states Uttar Pradesh has maximum numbers in all the census surveys followed by Bihar, Madhya Pradesh, West Bengal and Rajasthan.

Rural sector state level trend for girls' explain that in the attending school group Andhra Pradesh had maximum girls in the main workers along with attending school in 1981 and 1991. In 2001 Uttar Pradesh had maximum number in it. While the marginal workers numbers explain that in 1981 Jammu and Kashmir had maximum, in 1991 Maharashtra had maximum girls' numbers and in 2001 Uttar Pradesh had maximum girls number in marginal workers. In the non-workers category in 1981 Maharashtra had maximum 2.17 million girls in it and in 1991 and 2001 Uttar Pradesh had maximum numbers of girls 3.21 million and 9.34 million in absolute terms.

The presence of girls in main, marginal and non-workers under not attending school head explains that in rural sector among all the states Andhra Pradesh had maximum girls number in main workers and Madhya Pradesh had maximum rural girls number in marginal workers in all the census survey. In non-workers group Bihar had maximum rural girls number followed by West Bengal in all the census survey.

Table 3.5 (a) and 3.5 (b) describes the involvement of urban boys into main workers, marginal workers and non-workers under both attending school and not attending school heads. All India trend of attending school urban boys show that in 1981 4.53 thousand were working as main workers, 6.41 thousand were working as marginal workers and remaining 14.20 million as non-workers. These numbers increased to 1.2 lakh, 66.06 thousand and 24.89 million in 2001 respectively. In the non attending school head of urban boys all India trend show that in 1981 7.34 lakh boys were working as main workers and this numbers came down to 5.51 lakh in 2001. The other two groups show that in 1981 marginal workers were 25.14 thousand and non-workers were 5.51 million and these numbers increased to 1.44 lakh and 6.90 million in 2001 respectively.

All India trend of urban girls in table 3.6 (a) show that in 1981 out of attending school only 898 girls were working as main workers and 2.42 thousand were working as marginal workers and remaining 11.47 million were under non- workers category. The numbers under main workers have increased to 64.24 thousand and non-workers to 22.12 million in 2001 while marginal workers numbers first decreased to 9.96 thousand in 1991 and then increased to 51.51 thousand in 2001. All India trends of girls' absolute number in the non attending school head in table 3.6 (b) shows that in the urban sector in 1981, 2.52 lakh girls were working as main workers and it has decreased to 2.22 lakh in 2001. The marginal workers were 45.36 thousand in 1981 and girls' numbers increased to 1.03 lakh in 2001. Girls absolute numbers in case of non-workers was 7.19 million in 1981 and it came down to 6.70 million in 1991 then further increased to 7.10 million in 2001.

State level analysis of the urban sector show that in case of 5-14 age group boys out of attending school head in 1981 Uttar Pradesh and in 1991 census survey Maharashtra had maximum numbers in the main workers category and in 2001 Uttar Pradesh had maximum numbers in it. In the case of marginal workers in 1981 and 1991 survey Maharashtra had maximum absolute numbers and in 2001 again Uttar Pradesh had it. In the non- workers group Maharashtra had maximum absolute numbers in all the census survey followed by Uttar Pradesh. Similarly state level picture of urban boys in 5-14 age group in the not attending school category can be explained from table 3.5 (b). In the case of main workers Uttar Pradesh had maximum absolute numbers in all the census survey; in the marginal workers case in 1981 Maharashtra had maximum numbers and in remaining two census survey i.e. 1991 and 2001 Uttar Pradesh had it. In case of non-workers groups Uttar Pradesh had maximum absolute numbers in all the survey; in between 1981 and 1991 non-workers increased by 0.49 million and between 1991 and 2001 it is decreased by 0.05 million.

State level trend of 5-14 age group girls in the urban sector can be explained from table 3.6 (a) and 3.6 (b). At the state level in 1981 and 1991 census survey, Maharashtra had the maximum girls in the main workers out of attending school head and in 2001 Uttar Pradesh had it. The maximum numbers of marginal workers along with the attending school were in Maharashtra in 1981 and in 1991 and 2001 these were in Uttar Pradesh. In the case of non-workers category Maharashtra had maximum numbers in all the census survey followed by Uttar Pradesh. Girls' absolute numbers in the not attending school category for the 5-14 age group show that among the states in 1981 census Tamil Nadu had maximum girls in the main workers category followed by Andhra Pradesh; during 1991 survey Andhra Pradesh had maximum numbers in main workers followed by Tamil Nadu and Karnataka; in the 2001 census survey West Bengal had maximum numbers in the main workers category followed by Tamil Nadu and Andhra Pradesh.

In the case of marginal workers category in the 1981 census survey West Bengal had maximum girls' involvement; during 1991 and 2001 Uttar Pradesh had maximum absolute number in the marginal workers followed by Madhya Pradesh in 1991 and West Bengal in 2001. The non-workers girls under not attending school category in the 5-14 age group were maximum in Uttar Pradesh in all the census survey in absolute numbers. During 1981 it was 1.37 million which further rose to 1.80 million in 1991 and then decreased to 1.59 million in 2001 census survey.

Table 3.7 describes all India picture of the magnitude of children into child labour, school and non-workers. At all India level in the 1981 census survey 13.64 million children were child labour, out of that 12.57 million were in the rural sector and 1.07 million were in the urban sector. In 1991 census survey these numbers decreased to 11.29 million at all India level out of that 10.25 million were in the rural sector and remaining 1.03 million were in the urban sector. In 2001 census survey numbers again increased to 12.67 million at all India level and out of that 11.34 million were in the rural sector and 1.32 million were in the urban sector.

All India school attendance trend show that in 1981 census survey 79.09 million children were in the school and out of that 53.42 million were in the rural sector and 25.67 million were in the urban sector. These numbers in 2001 census has increased to 162.70 million out of that 115.69 million were in the rural sector and 47.01 were in the urban sector. The all India non- workers numbers show that in 1981 86.87 million were figured as non-workers out of that 74.16 million were in the rural sector and 12.70 million in the urban

sector. These numbers has decreased to 77.80 million in 2001 at all India level out of that 63.80 million were in the rural sector and 13.99 million in the urban sector.

### 3.3.2 NSSO: Employment and Unemployment Survey

Here, firstly, we will examine the percentage participation of children in different activities group define above. We will examine this percentages for four NSSO EUS round define above for 5-9, 10-14 and 5-14 age groups then we will explain magnitude of children in the above activities which is adjusted with the census of India population numbers.

Table 3.8 (a) shows participation of children between 5-9 age groups in different economic and non-economic activities in the rural sector in 1983. All India result shows 2.5 percent children are in the labour force, 41 percent are in education and 2 percent are in domestic duties and nowhere<sup>25</sup>. State level analysis shows Rajasthan has the maximum children in the labour force. It is also showing girls' participation is almost double than boys' in Rajasthan. Delhi shows nil participation of children in the labour force. In the education category, Kerala shows the maximum enrolment of around 86 percent in the school. The difference between enrolment of boys and girls is only one percentage point in Kerala in 1983 in rural sector whereas Bihar shows minimum enrolment of around 25 percent only in the school. The third category which is domestic duties shows that at all- India 2.04 percent children are involved with higher percentage of girls than boys. At the state level Andhra Pradesh has maximum around 3.30 percent involvement of children while Kerala has minimum 0.11 percent only. The children who are not included in above three categories come under nowhere category. At all – India 2.31 percent children come under this category. At state level West Bengal has the maximum nowhere children of around 12.85 percent while Himachal Pradesh has the minimum.

Table 3.8 (b) shows percentage of children in the age group of 10-14 in the rural sector in 1983. All India result shows 24.80 percent children in 10-14 age group are in the labour force. State-wise analysis shows Andhra Pradesh has the maximum involvement of around 41.84 percent children in the labour force while Kerala has the minimum around 6.02 percent involvement in the labour force. As far as education enrolment is concerned at all India level, only 45.56 percent children in 10-14 age group are going to school. It means more than 50 percent children in this age group are out of school.

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<sup>25</sup> In the 38<sup>th</sup> round of EUS percentage distribution of children in four above mentioned categories will not be add up to 100 percent because very large portion of children is under activity status- 94; which implies “ too young to work/ to wage/ to attend school/ to seek employment.

At state level, in the second category, Kerala has the maximum of around 88.34 percent children in the school while Rajasthan has the minimum of around 35.57 percent. In Kerala the ratio of both boys and girls in school is quite high while in Rajasthan 54.82 percent boys are in the school and only 13 percent girls are in the school. Not only Rajasthan many other states have the same scenario. It shows that parents prefer to send boys in schools than girls. The third category shows that at all India level 13.88 percent children fall under this category. Girls are more prone to domestic duties than boys with 26.90 and 2.67 percent respectively. At state level, Haryana has the maximum of around 18.67 percent involvement of children in domestic duties where 39.59 percent are girls and 0.74 percent is boys. Kerala has the minimum children of around 4.32 percent in domestic duties. It shows that boys' are involved more either in labour force or school while girls are involved more in domestic duties. The last group nowhere shows only 2.02 percent involvements of children at all India level. At state level, West Bengal has the maximum around 7.12 percent nowhere children while Delhi has nil.

Table 3.8 (c) shows percentage of children between 5-14 age groups involved in different activities for 1983 for the rural sector. The all India result shows 13.06 percent children in 5-14 age groups are in labour force. At state level, Rajasthan has the maximum children of around 22 percent as labour force while Kerala has the minimum of 3.3 percent. One important point to be noted here is that in Rajasthan girls' participation in labour force of around 26.98 percent is greater than boys' of around 17.74 percent. Hence it shows Rajasthan which is one among the BIMARU have more children in the labour force. As far as education is concerned in this age group, only 43.33 percent of India in rural sector is in school. At state level, Kerala has the maximum children in schools while Bihar has the minimum.

Table 3.9 (a) shows involvement of children in 5-9 age groups in different activities for 1983 for urban sector. All India result shows less than one percent children are in the labour force for urban sector. At state level all the states have less than one percent children participation in the labour force except Andhra Pradesh, Orissa, Rajasthan and Tamil Nadu. In the urban sector 68.02 percent children of 5-9 age group are in school at all India level. At state level 89.57 percent children in Kerala are enrolled in school being the highest among all the states. Bihar has minimum of around 44.40 percent children enrolled in school. In Kerala girls' percentage of being in school is higher than the boys'. At the state level, all the states have percentage of education higher than the avg. of all India level figures except for Assam, Bihar, Gujarat, Karnataka, Madhya Pradesh, Rajasthan and Uttar Pradesh. It shows that in the urban sector people are keen to provide education to their children regardless of gender. In



case of domestic duties, less than one percent children are involved in urban sector at all India level. But at state level, Bihar has the maximum 2.13 percent children in domestic duties while H.P. has zero percent children in the household chores. The nowhere category shows at all India level in the urban sector less than 2 percent children in 5-9 age groups are under this category. Interestingly, Haryana, Himachal Pradesh, Kerala have zero percent nowhere children while West Bengal and Delhi have more than 3 percent nowhere children. Therefore, it shows that at household level in the urban sector, children below 10 years are more in schools than in any other activities.

Table 3.9 (b) explains participation of children in age groups 10-14 in different economic and non- economic activities for urban sector. At all India level 9.79 percent children are in the labour force. State level analysis shows Andhra Pradesh has the maximum children in the labour force where 20.60 percent boys' and 9.89 percent girls' are involved. Himachal Pradesh has the minimum in the labour force with around 5.10 percent boys' and zero percent girls'. Education activity shows 72.10 percent children in 10-14 age groups in schools in the urban sector. At the state level, Himachal Pradesh has around 93.79 percent children in school followed by Kerala with 89.68 percent and Maharashtra with 83.58 percent. Uttar Pradesh has the minimum of around 58.66 percent children in the school. Lastly, we can say that in this age group children are more into education as in case of 5-9 age groups, but labour force and domestic duties also have substantial percentages. In domestic duties, girls are more prone to household chores than boys. At all- India level 17.68 percent girls and 1.01 percent boys are involved in the domestic duties. At the state level 28.85 percent girls' from Rajasthan are involved in household chores being the maximum among all the states while kerala has the minimum of around 4.13 percent involvement.

Table 3.9 (c) shows 5-14 age groups children in the urban sector for 1983 in different economic and non- economic activities. At all India level, 5.26 percent children are in the labour force. More boys are involved as compared to girls in the labour force. States' result show Andhra Pradesh has 8.41 percent children in the labour force which is the maximum among all the states followed by Tamil Nadu 7.59 percent and Rajasthan 7.04 percent while Himachal Pradesh has minimum 1.68 percent children in the labour force. As far as education is concerned in 5-14 age groups in the urban sector 70.06 percent of urban India children are in school. Kerala has the maximum 89.62 percent children in the school while Bihar has the minimum 53.44 percent. In terms of percentages, it shows that in the urban sector more children are in schools as compared to rural sector. More boys are in schools as compared to girls except in urban kerala.

In 5-14 age groups domestic duties show 4.90 percent children are involved in household chores with 9.58 percent girls and 0.68 percent boys at all India level. It shows that girls are more in domestic duties than boys in rural as well as urban sector. At the state level, Rajasthan has around 15.55 percent girls which is the maximum among the states and 7.93 percent person while Himachal Pradesh has the minimum 1.26 percent person in it. Considering all the states in totality except Bihar and Haryana boys' participation is less than one percent. In nowhere category, 1.40 percent children are involved in the urban sector at all India level. At state level Bihar, West Bengal, Delhi, Karnataka and Rajasthan have more than 2 percent children while others have less than 2 percent children involved under this category.

It shows that in 1980's major concentration of children are either in labour force or in education and domestic duties while nowhere has very less percentage of children. 5-9 age groups children are less in labour force in both the sectors. It is 10-14 age groups children who are more in labour force in both the sectors. It clearly indicates the inverse relationship between child labour and education in the case of boys. Moreover, it also shows that as the age of children increases they are more in the labour force than education. In the domestic duties it is more of girls than boys whereas in education more boys are enrolled as compared to girls. It indicates that in 1980s boys were given priority to be in school and girls to be at home. The reasons for this could be low per capita income in the eighties, followers of customs, especially in the rural India etc. The nowhere category shows in the rural sector, Assam, Bihar and West Bengal have high percentage of boys and girls than in other states. In the urban sector Delhi is also included in the above states.

Table 3.10 (a) to 3.11 (c) show a scenario after a decade. The tables show how things have changed for all the four categories in 1993-94. Table 3.10 (a) shows children between age groups 5-9 involved in different categories for the rural sector. It can be seen that at all India level only 1.27 percent children are in the labour force. At state level Andhra Pradesh, Karnataka, Rajasthan and Tamil Nadu have more than 2 percent children involved in labour force while rest of the states have less than that. Punjab and Delhi show no children in the labour force. It can be related to poverty which means the states performing well in reducing poverty have less child labour. In 5-9 age groups 61.83 percent children are in schools in rural sector. At state level, Kerala has 91.78 percent being the maximum percentage of children in schools. All the states have school enrolment percentage higher than the average of all India figure except Bihar, Madhya Pradesh, Rajasthan and West Bengal. Important point to be noted here is that the girls' enrolment in school has increased as compared to

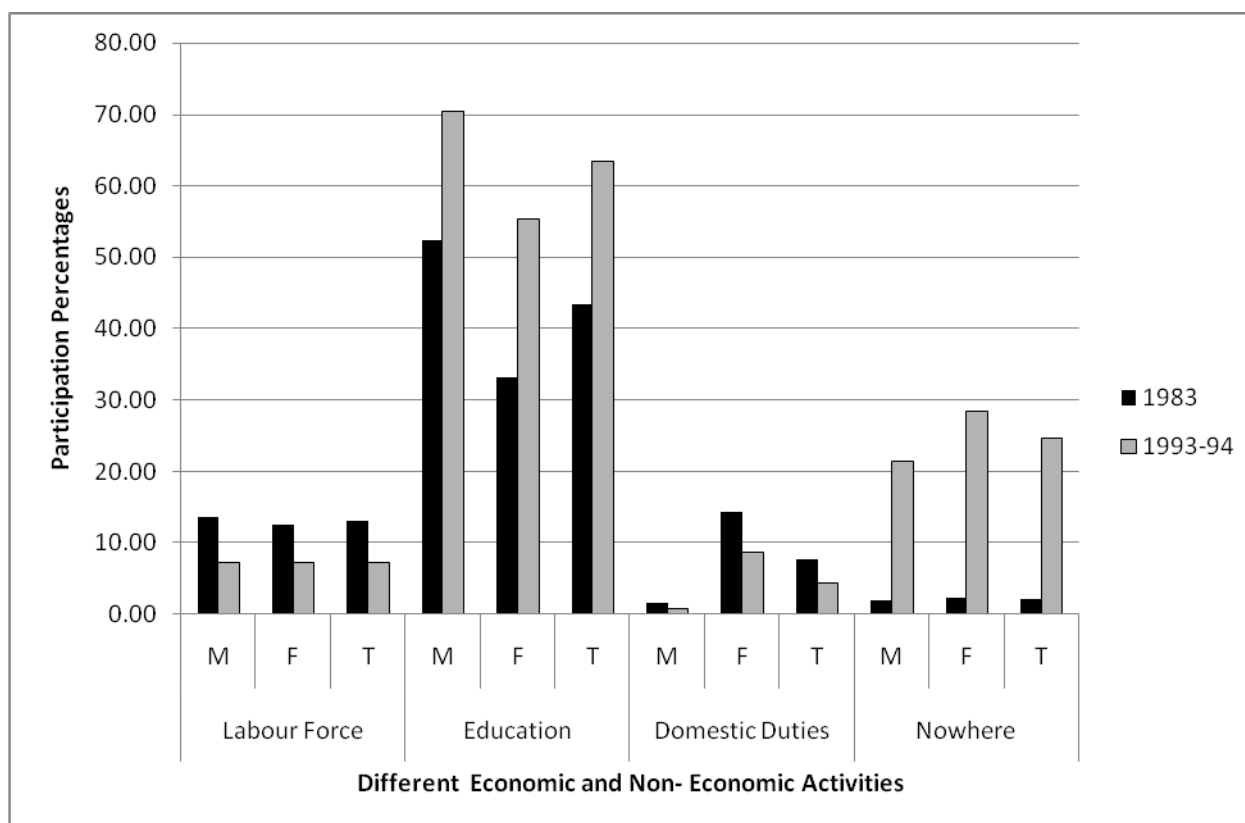
1983. This has led to the reduction in the gap between girls and boys schooling existing since 1983. It has also impressively increased the girls' ratio. In case of domestic duties, participation of children in 5-9 age groups is less than 1 percent at all India level. However it is still showing the same picture that the girls' percentage in domestic chores is higher than the boys'. Percentage of children under nowhere category has soared up tremendously to 35.84 percent in comparison to 2 percent in 1980 which is more than 33 percent increase. Bihar has more than 50 percent children in the nowhere category while Kerala has less than 10 percent. Therefore, in the rural sector major chunk of children between 5-9 age groups is either in school or nowhere.

Table 3.10 (b) describes children between 10-14 age groups in the rural sector for 1993-94. It shows 14.06 percent children are in the labour force at all India level. Andhra Pradesh has 34.51 percent children in the labour force which comprises of 37.20 percent girls and 31.91 percent boys. In Rajasthan girls' percentage is more than double the boys' in labour force; showing 37.12 and 16.69 percent, respectively. Delhi shows zero percent children in the labour force that means Delhi has achieved 100 percent literacy by 1990 in 10-14 age groups for the rural sector. In case of domestic duties, girls' percentage is multiple times higher than the boys'. 17.12 percent girls are involved in domestic duties while less than 2 percent boys are involved at all India level. In U.P. 27.94 percent girls are doing domestic duties followed by Bihar with 25.92 percent. In case of nowhere category, only 12 percent children between 10-14 age groups are involved at all India level which is less as compared to 5-9 age groups children. Bihar has 22.87 percent children under nowhere category.

Table 3.10 (c) explains children between 5-14 age groups in the rural sector for 1993-94. It shows 7.26 percent children are in the labour force where both boys and girls are equally involved. At the state level Andhra Pradesh has around 17.67 percent children in the labour force followed by Rajasthan and Himachal Pradesh with 14 percent each. These states have girls' ratio higher than the boys' in the labour force. Delhi is showing zero percent children in the labour force. As far as education is concerned around 63.45 percent children are in schools at all India level. Except Kerala all other states have more boys in school than girls. Among all states, Bihar and Rajasthan have huge gap between boys' and girls' enrolment in the school. Rajasthan has more than double the gap and Bihar has 20 percentage points gap in the boys' and girls' enrolment in the school. In case of domestic duties around 8.67 percent girls are doing domestic chores while less than 1 percent boys are involved in it at all India level. Except Bihar, all other states have less than 1 percent boys' participation in

domestic duties. Nowhere children category shows 28.42 percent girls and 21.41 percent boys at all India level. Girls' ratio is quite high in Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Delhi has around 8 percent children under this category.

**Figure: 3.1 Changes in participation of children 5-14 age group in economic and non – economic activities for the Rural sector: between 1983 to 1993-94**



Sources: Author's calculation from unit level data.

On comparing the data of 1983 and 1993-94 for rural sector, we find that nowhere category is highlighted especially among 5-9 age groups. There is around 29.53 percentage point increase in the nowhere activity. Labour force is showing a decrease by 1.22 percentage point. The school enrolment is increased. Total education ratio is increased by 19.09 percentage point and girls' ratio is increased more than boys'. From figure 3.1 we can see the changes in participation for overall 5-14 age groups children in the rural sector between 1983 to 1993-94 at all- India level. It shows 5.8 percentage point reduction in the labour force while education data shows 20.12 percentage point increase in overall schooling. Girls' schooling has increased more than boys'. In case of domestic duties around 2.27 percentage point decrease in children ratio can be seen while girls' ratio is decreased by 5.66 percentage

point between the decades. Nowhere category shows unexpected increasing trend. It shows increase in the ratio by 22.50 percentage point where girls' ratio increased more than boys'.

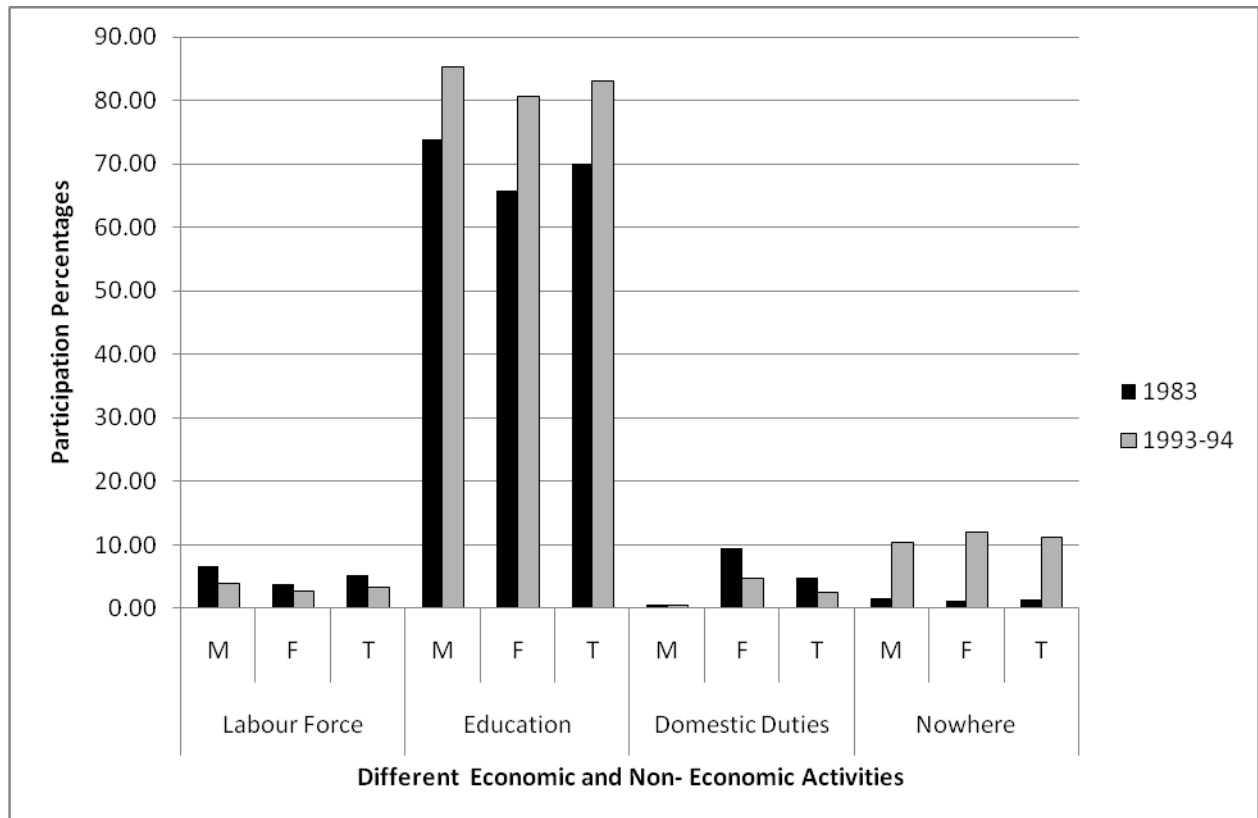
Table 3.11 (a) describes the percentage of children between 5-9 age groups in the urban sector for 1993-94. We can see from the table that in the labour force category less than 1 percent children are involved and 82.19 percent children are in the schools. Five states namely Himachal Pradesh, Jammu and Kashmir, Kerala, Punjab and Delhi are showing zero percent participation of children in the labour force. It clearly explains that children between 5-9 age groups are more in schools than in the labour force. After a decade, education percentage has increased by 14.17 points. Girls' enrolment in schools is higher than the boys'. In 5-9 age groups in urban sector, domestic duties activity shows less than 1 percent children are involved at all India level. The point to be noted here is that the Haryana, Himachal Pradesh and Delhi have zero percent participation of children in domestic duties as compared to 3.18 and 1.44 percent in 1983 data in case of Haryana and Delhi respectively. The other category which is showing huge concentration of children in 5-9 age groups in urban sector is nowhere where 16.80 percent children fall under this category. At all India level girls' participation with 18.61 percent is higher than the boys' with 15.19 percent. At state level, Bihar has maximum 30.31 percent children involved followed by Uttar Pradesh with 28.15 percent and Kerala has the minimum 4.88 percent children in nowhere category.

Table 3.11 (b) shows 10-14 age group children in the urban sector for 1993-94. This table shows 5.82 percent children are in the labour force. The involvement of the children in the labour force has come down by 3.97 percentage point over a decade. The boys' and girls' participation have reduced by 5.28 and 2.46 percentage points respectively. At the same time, in schools 11.94 percentage point enrolment has increased between 1983 to 1993-94. The girls' education has increased by 14.89 while boys' by 9.38 percentage points. Girls' participation in domestic duties is lower in the urban sector as compared to the rural sector in 10-14 age groups. This shows that the girls are more engaged in domestic chores in the rural sector than the urban sector. At All India level, 5 percent children are in nowhere category. Bihar state has the highest percent children of around 10.47 in this group while Himachal Pradesh has less than 1 percent.

Table 3.11 (c) shows overall participation of children between 5-14 age groups in the urban sector. At all India level, only 3.19 percent children are in the labour force while 83.13 percent are in the schools. The states having maximum number of children in the schools have least in the labour force. Girls' participation in domestic duties is higher than the boys'. At all India level, 4.75 percent girls and 0.32 percent boys are in the domestic duties. In the

school 85.36 percent boys and 80.64 percent girls are enrolled which shows boys are more preferred in school than girls. At all- India level 11.07 percent children come under the nowhere category. It shows in the urban sector around 10 percent children are neither in schools nor in the labour force.

**Figure: 3.2 Changes in participation of children 5-14 age group in economic and non – economic activities for the Urban sector: between 1983 to 1993-94**



Sources: Author's calculation from unit level data.

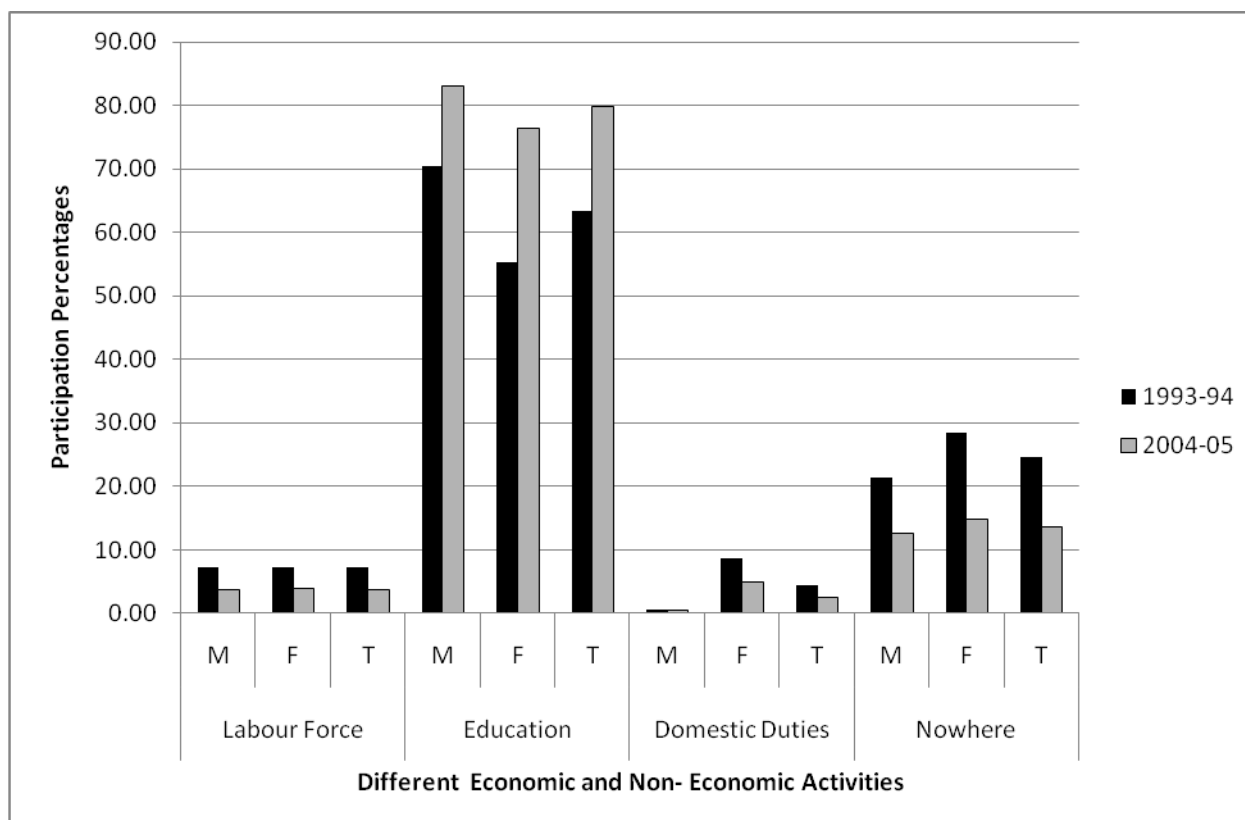
On comparing the data of 1983 and 1993-94 for urban sector, we find that 5-9 age groups show more children fall under nowhere category. It could be due to transparency in the definition of the nowhere children or more careful survey was done. It shows less participation of the children in the labour force in comparison to education, domestic duties and nowhere. Figure 3.2 describes the changes in participation for overall 5-14 age groups children in the urban sector between 1983 to 1993-94 at all- India level. We can see that between 1983 and 1993-94, there is an increasing trend in the education level for both boys and girls, especially girls. Apart from education level nowhere group is also showing increasing trends during the decade. Remaining categories i.e. labour force and domestic duties are showing decreasing trend.

Table 3.12 (a) to 3.13 (c) shows participation of children in different economic and non economic activities for both rural and urban sectors in 2004-05. Table 3.12 (a) shows, in the rural sector, between 5-9 age group labour force and domestic duties have less than 1 percent participation of children. Education category shows 78.60 percent children are in the schools at all India level. As compared to previous decade where states like Rajasthan and Bihar had fewer children in the schools earlier have now improved the enrollment substantially. In Bihar the enrolment of children in the school has increased to 60 percent. Bihar has 39.30 percent children in the nowhere category. At all India level, around 20 percent children fall under this category. Sometimes it happens due to the late admission in the schools.

Table 3.12 (b) shows participation of children between 10-14 age groups in rural sector. At all India level, 7.24 percent children are in the labour force. At state level Andhra Pradesh has maximum children in the labour force whereas Delhi has zero percent involvement of children in it. Delhi has 100 percent children in the schools in this age group whereas all India has 81.34 percent in the schools. At all India level still around 10 percent girls are involved in domestic duties. Rajasthan and Orissa show 13 percent girls in the domestic duties category being the maximum among the states. In the nowhere category around 6 percent children are involved at all India level. At the state level Bihar has the maximum involvement of the children under this category which is three times of the all India figure.

Table 3.12 (c) shows participation of children between 5-14 age groups in the rural sector. 3.71 percent children at all India level are in the labour force whereas 79.95 percent are in schools. Delhi has zero percent children in the labour force whereas A.P. has maximum around 7.81 percent children in the labour force. Delhi also has zero percent participation of children in the domestic duties. At all India level, around 13.62 percent children are in the nowhere category. Bihar has the highest around 30 percent children in this category.

**Figure: 3.3 Changes in participation of children 5-14 age group in economic and non – economic activities for the Rural sector: between 1993-94 to 2004-05**



Sources: Author's calculation from unit level data.

Figure 3.3 describes the changes in participation for overall 5-14 age groups children in the rural sector between 1993-94 to 2004-05 at all- India level. In the rural sector during 1993-94 to 2004-05, participation of the children in the labour force for 5-14 age groups has come down by 3.55 percentage point whereas for education it has increased by 16.50 percentage points. Girls' ratio in the education has increased by 21.08 percentage point whereas boys' participation by 12.57 percentage points. It shows that girls' enrolment in schools is increasing more than the boys'. This is a good sign of girls' empowerment. In domestic duties, girls' ratio has come down by 3.84 percentage points at all India level. Similarly, children's ratio in the nowhere category has come down by 11.05 percentage points between the decades.

Table 3.13 (a) shows participation of children between 5-9 age group in the urban sector for 2004-05. In the urban sector, less than half percent children are in the labour force at all India level. All the states have nearly zero percent involvement except west Bengal which has 1.29 percent children in the labour force. Similar pattern can be seen for domestic duties activity where also less than half percent children are involved. Education category

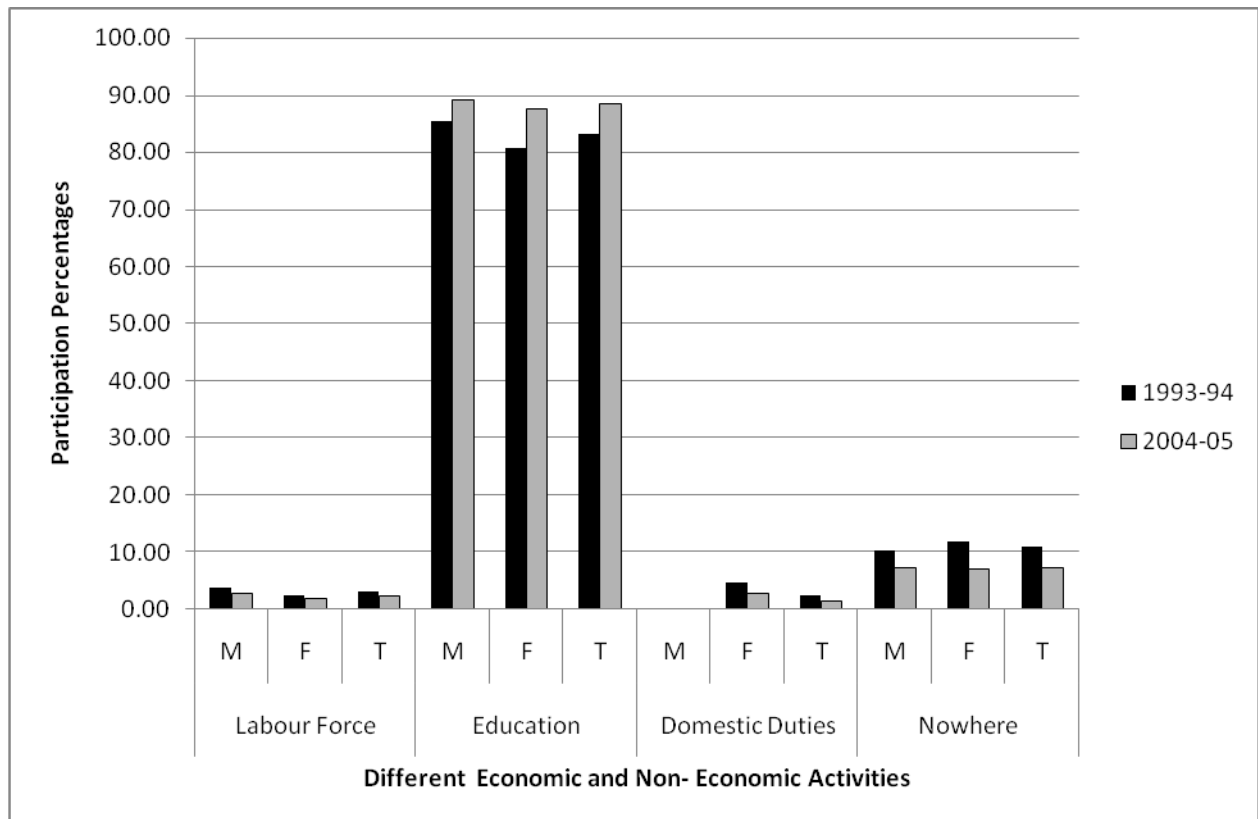


shows 88.09 percent children are attending schools in the urban sector. As compared to previous decade, Bihar is also doing well in this category with 78.75 percent children in the schools. In the nowhere category, in the urban sector, 11.28 percent children still fall under this. In Bihar still 20.65 percent children are in this category followed by Uttar Pradesh which has 20 percent children.

Table 3.13 (b) shows involvement of children between 10-14 age group in the urban sector for 2004-05. In this age group at all India level, 4.43 percent children are in the labour force. At state level Uttar Pradesh has the maximum 8.86 percent children in the labour force. Among the states, Jammu and Kashmir is showing much skewed picture of girls' participation in the labour force. It has 16.03 percent girls in the labour force whereas less than half percent boys in it. As far as education is concerned, at all India level, 88.81 percent children between 10-14 age groups are in the schools. At state level, all the states are doing well in literacy. It can be seen from the table that all the states have 80 percent and above children in the schools. Bihar which has the lowest percentage of children in the schools between 1983 to 1993-94 has now 84.23 percent children in the school which is greater than Rajasthan, Uttar Pradesh and West Bengal. In the urban sector, still 3.83 percent children between 10-14 age groups are under nowhere category at all India level. At state level, 8.05 percent children from Rajasthan are in nowhere category which is the highest among the states. Rajasthan has 10 percent girls under this category followed by Haryana which has 7.72 percent. Uttar Pradesh and West Bengal have around 8 percent boys in this category.

The overall participation of children in urban sector in 5-14 age groups can be explained with the help of Table 3.13 (c). This table shows 2.47 percent children are in the labour force at all India level. At the state level, Uttar Pradesh and West Bengal have the maximum of around 5 percent children in the labour force. In the education category, 88.47 percent children are in the school at all India level. Among all states, Bihar and Uttar Pradesh have 79 percent children in the school which is the minimum among the states as rest of the states has more than 80 percent children in the school. As far as domestic duties are concerned less than 2 percent children are engaged in it at all India level where girls' participation is more than the boys'. At the state level Andhra Pradesh, Punjab, Rajasthan and West Bengal have more than 2 percent children involved in the domestic chores. In the nowhere category, we can see involvement of 7.36 percent children at all India level. At state level Bihar has the maximum 17.31 percent children involved in it followed by Rajasthan and U.P. which has around 13 percent children under this category each.

**Figure: 3.4 Changes in participation of children 5-14 age group in economic and non – economic activities for the Urban sector: between 1993-94 to 2004-05**



Sources: Author's calculation from unit level data.

Figure 3.4 describes the changes in participation for overall 5-14 age groups children in the urban sector between 1993-94 to 2004-05 at all- India level. Between 1993-94 and 2004-05 in the urban sector labour force participation of the children between 5-14 age groups has gone down by 0.72 percentage point whereas education has increased by 5.34 percentage points. Girls' ratio in the education has increased by 6.97 percentage points whereas boys participation by 3.91 percentage points. It shows girls' enrolment in the education is increasing more than boys'. In the domestic duties 0.91 percentage point children ratio has come down at all India level. Similarly 3.71 percentage point children ratio in the nowhere category has come down between the decades. It shows that education trend is positively increasing whereas trend of rest of the activities is negatively decreasing between the decades.

Table 3.14 (a) to 3.15 (c) shows participation of children in different economic and non economic activities for both rural and urban sectors in 2011-12. Table 3.14 (a) depicts children between 5-9 age groups in the rural sector for 2011-12. We can see from the table that less than one percent children are involved in the labour force and domestic duties at all

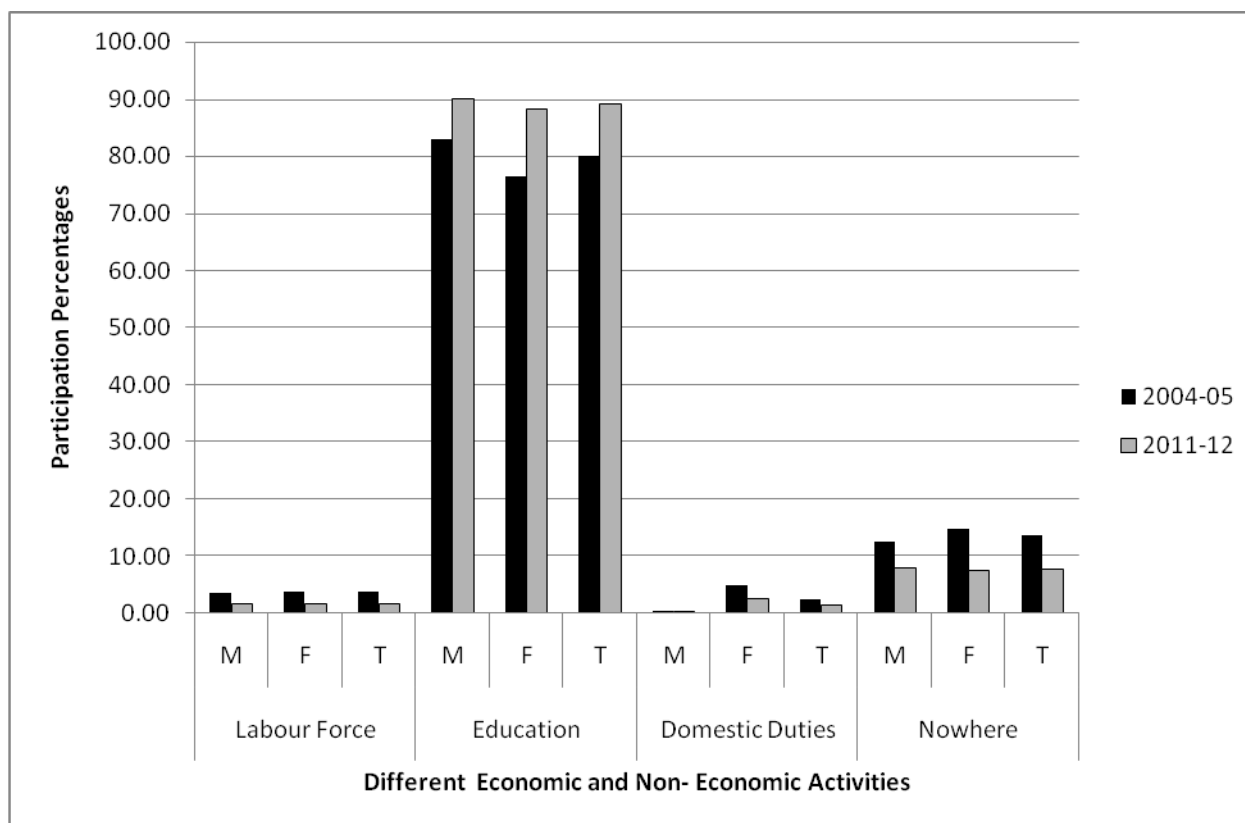
India level. At state level most of the states have zero percent participation in both the above categories. As far as education is concerned 86.94 percent children are in schools at all India level. At the state level, Delhi is showing 100 percent girls are in schools in the rural sector. At all India level 12.57 percent children are still in the nowhere category. At state level Uttar Pradesh has the maximum around 18.60 percent children in this category followed by Bihar.

Table 3.14 (b) shows involvement of children between 10-14 age groups in different activities for the rural sector. At all India level around 3 percent children are in the labour force and domestic duties each. Both these groups show girls' participation more than the boys'. At state level Delhi has zero percent participation on both the fronts. In the education category, 91.36 percent children are in schools at all India level. Himachal Pradesh and Delhi are two states which have 100 percent boys in the schools among the states followed by Kerala which also has around 100 percent boys in the schools. If we see the nowhere category, for this age group, still 3 percent children are falling in it at all India level. Among the states, Bihar has the maximum 7 percent children in it.

Table 3.14 (c) describes overall participation of children between 5-14 age groups in the rural sector. At all India level less than 2 percent children are engaged in the labour force and domestic duties each. At state level, Andhra Pradesh, Gujarat, Uttar Pradesh and West Bengal have more than 2 percent children in the labour force. In the domestic duties, Bihar, Gujarat, Haryana, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal have more than 2 percent girls' participation. In the education category, at all India level 89.24 percent children are in the schools. All the states have more than the all India education percent except Bihar, Rajasthan and Uttar Pradesh. The nowhere category all India level shows 7.64 percent children are still in it. Both the boys and girls have 7 percent participation in it. Among the states both Bihar and Rajasthan have more than 11 percent children participating in it.

Figure 3.5 describes the changes in participation for overall 5-14 age groups children in the rural sector between 2004-05 to 2011-12 at all- India level. We can see from chart that labour force participation of the children in the rural sector has come down by 2.13 percentage points. Education enrolment of children has increased by 9.29 percentage points out of which girls' enrolment is 4.73 percentage points higher than the boys during the period. In the domestic chores boys' involvement was already very low in the 2004-05 but girls' participation has come down by 2.38 percentage points. In the nowhere groups during the period 5.98 percentage point children ratio has come down. Girls' ratio in the nowhere group has decreased more compare to boys' ratio.

**Figure: 3.5 Changes in participation of children 5-14 age group in economic and non – economic activities for the Rural sector: between 2004-05 to 2011-12**



Sources: Author's calculation from unit level data.

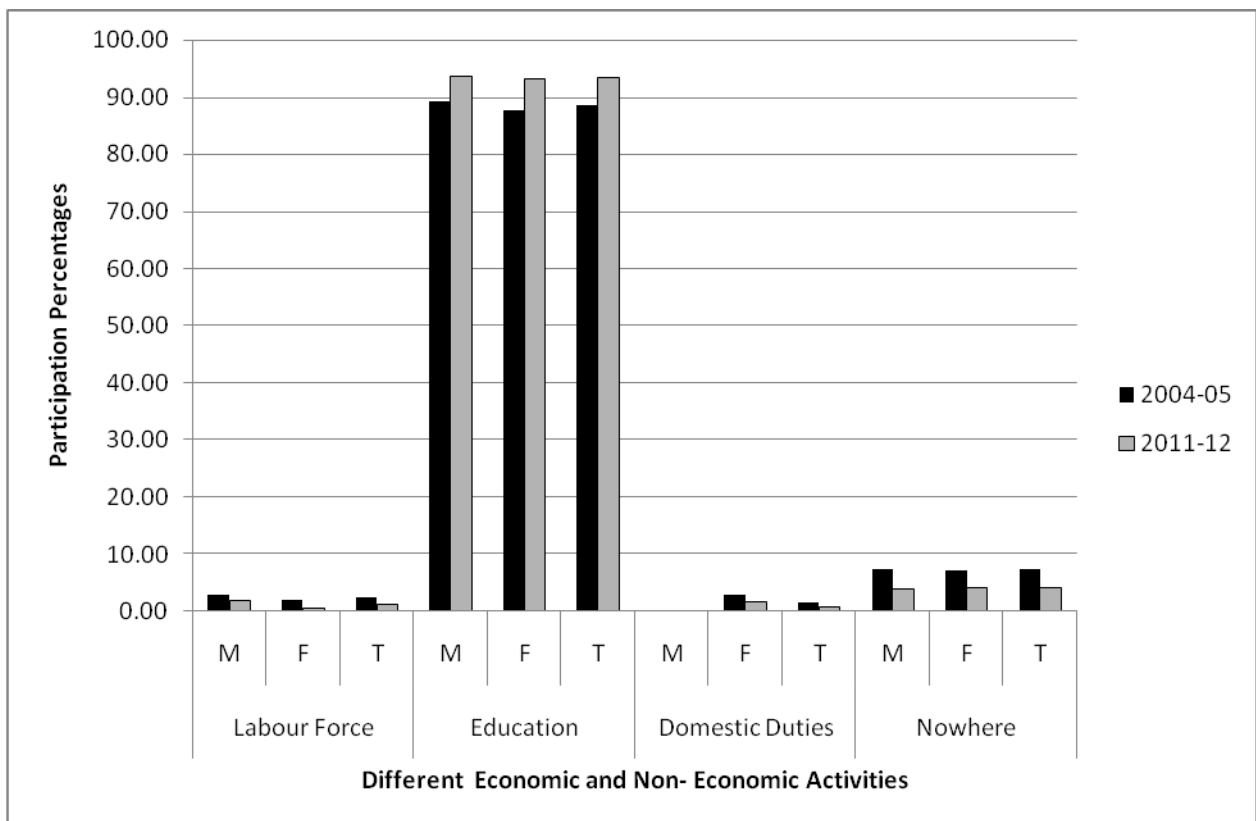
Table 3.15 (a) shows children between 5-9 age groups in the urban sector. At all India level nearly zero percent participation of children is present in the labour force and domestic duties. 92.91 percent children are in schools and remaining percent children which is 6.65 are nowhere. Table 3.15 (b) shows participation of children between 10-14 age groups in the urban sector. At all India level 2.33 percent children are still in the labour force in this age group. Among the states West Bengal has the highest 12.91 percent children in the labour force. West Bengal is showing increasing trend of boys' participation in the labour force which is 20.52 percent. In the education category 94.10 percent children are in schools at all India level. West Bengal has 84.31 percent children in the school which is lowest among the states. Both the domestic duties and nowhere category show less than 2 percent children each involved in it at all India level. In the nowhere category Rajasthan has 10.84 percent girls' participation which is the maximum among the states.

Table 3.15 (c) shows children between 5-14 age groups in the urban sector involved in different economic and non-economic activities. At all India level less than 2 percent children are in the labour force. Among the states, West Bengal has 7.44 percent children in

the labour force where 12.37 percent boys and 1.46 percent girls are engaged. At all India level 93.33 percent children are in schools. Both boys and girls have same enrolment ratio. Domestic duties show less than 1 percent children are in it. Girls' participation is more than the boys'. In the nowhere group, 4.06 percent children are involved in it. Among the states, Uttar Pradesh has the maximum 9.83 percent participation in the nowhere category. Girls' participation is more than the boys' in it.

Figure 3.6 describes the changes in participation for overall 5-14 age groups children in the urban sector between 2004-05 to 2011-12 at all- India level. We can see that labour force participation of children has come down by 1.17 percentage point. In the same period enrolment of children in the school has increased by 5.08 percentage points. In the domestic duties participation of the children was already very low in 2004-05. Therefore, it has come down by less than 1 percent. In the nowhere group children ratio has decreased by 3.30 percentage points.

**Figure: 3.6 Changes in participation of children 5-14 age group in economic and non – economic activities for the Urban sector: between 2004-05 to 2011-12**



Sources: Author's calculation from unit level data.

### **3.4 Children Workforce Participation According to the National Industrial Classification (NIC) 1987**

National Industrial Classification (hereafter NIC) 1987 divides industries into ten sections at one digit level which are given below<sup>26</sup>:

Section 0: Agriculture, Hunting, Forestry and Fishing

Section 1: Mining and Quarrying

Section 2 & 3: Manufacturing

Section 4: Electricity, Gas and Water

Section 5: Construction

Section 6: Wholesale Trade and Retail Trade and Restaurants and Hotels

Section 7: Transport, Storage and Communication

Section 8: Financing, Insurance, Real Estate and Business Services

Section 9: Community, Social and Personal Services

Section X: Activities not adequately defined

To make these division of industries into agriculture and non-agriculture categories, we put section 0 as agriculture and rest sections into non- agriculture. Since NSSO use different NIC base in different rounds; in 38<sup>th</sup> EUS round NIC 1970, 50<sup>th</sup> EUS round NIC 1987, 61<sup>st</sup> EUS round NIC 1998 and 68<sup>th</sup> EUS round NIC 2008; in order to make these rounds competitive we use concordance tables given by Ministry of Statistics and Programme Implementation (MOSPI) and put all in the NIC 1987 division

Table 3.16 and 3.17 are showing state wise workforce participation of children in the age groups 5-14 in agriculture and non-agriculture sector wise for 1983 EUS round on NIC 1987 basis for both rural and urban sector. In the rural sector children are more prone to agricultural activities than non-agricultural activities. At all India level, 11.45 percent children are involved in the agricultural activities. Both boys and girls have same percentage. Among the states, Rajasthan has the maximum children 21.17 percent in the agriculture where girls have 26.33 percent and boys have 16.76 percent children. A.P. and Karnataka succeeding Rajasthan have 18.98 and 17.11 percent children participation respectively. Kerala and Assam have less than 3 percent children participation in the agriculture which is least among the states. In the rural sector, the data of non agricultural activities show less than 2 percent children involvement at all India level. Among the states Tamil Nadu has the

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<sup>26</sup> For more detail please see Report no. 409: Employment and Unemployment in India, 1993-94: NSS 50<sup>th</sup> Round.

highest 3.90 percent children participation whereas H.P. has the minimum 0.14 percent participation.

In the urban sector children participation in the non-agricultural activities is more than the agricultural. In the agricultural activities less than 2 percent children at all India level are involved. H.P. and Delhi have zero percent participation whereas Rajasthan has 3.87 percent participation of children in the agricultural activities which is the maximum among the states. Rajasthan has more girls 5.63 percent than boys 2.25 percent in the agricultural activities. In the non-agricultural activities at all India level around 4 percent children are involved. Among the states A.P. has the maximum 6.13 percent children involved followed by Tamil Nadu with 5.5 percent in the non- agricultural activities. Kerala has the minimum 1.28 percent children involvement and H.P. has second lowest percentage of 1.68.

Table 3.18 and 3.19 shows workforce percentages of children between 5-14 age groups for 1993-94 on NIC 1987 basis for rural and urban sector. In the rural sector at all India level, 6 percent children are involved in agricultural activities. Among the states, A.P. and H.P. have more than 14 percent children in the agricultural activities followed by Rajasthan which has 13.68 percent children in it. Delhi has zero percent participation in both agricultural and non-agricultural activities. In the non-agriculture less than 2 percent children are involve at all India level. As far as states' participation is concerned all the states have less than 1 percent participation in the non-agricultural activities except A.P., Karnataka, Orissa, Tamil Nadu and U.P. In the urban sector agricultural activities show less than 1 percent children participation at all India level. All the states have less than 1 percent children involved in agricultural activities except A.P. and Karnataka. In non-agricultural activities less than 3 percent children at all India level are involved. Among the states Andhra Pradesh and Tamil Nadu have more than 4 percent children participation which is the maximum whereas Kerala with less than 1 percent children involved in it is the minimum.

Table 3.20 and 3.21 shows workforce percentages of children between 5-14 age groups for 2004-05 on NIC 1987 basis for rural and urban sector. In the rural sector around 3 percent children are in the agricultural activities at all India level. Among the states Karnataka, Maharashtra and Rajasthan have more than 4 percent children engaged in agricultural activities. In all above states girls' participation is more than the boys'. Kerala and Delhi have zero participation of children in agricultural activities. At all India level less than 1 percent children are involved in non-agricultural activities. All the states have less than 1 percent participation in the non-agricultural activities except Andhra Pradesh, Odisha and

West Bengal which have more than 1 percent participation. Delhi has zero percent participation in both agricultural and non-agricultural activities.

In the urban sector at all India level less than half percent children are in the agricultural activities. All the states have less than 1 percent participation in it. Jammu and Kashmir and Delhi have zero percent participation in the agricultural activities. In the non-agricultural activities less than 2 percent children are involved at all India level in the urban sector. Boys' participation is more than the girls' at all India level. At the state level West Bengal and Jammu and Kashmir have more than 4 percent children participation in non-agricultural activities. Jammu and Kashmir has more than 8 percent girls involved which are the maximum as compared to boys which has 0.12 percent.

Table 3.22 and 3.23 shows workforce percentages of children in 5-14 age groups for 2011-12 EUS round on NIC 1987 basis for the rural and the urban sectors. In the rural sector at all India level one percent children are in the agricultural activities. Girls' participation is higher than the boys'. As far as state level analysis is concerned, Gujarat has the maximum 2.06 percent children participation in the agricultural activities whereas Delhi has no participation at all. A.P. has the highest participation of girls being 3.38 percent in agriculture activities. In the rural sector non-agriculture activities show less than half percent children at all India level are involved. Similarly at the state level all the states have less than one percent participation in non- agriculture activities except W. Bengal which has 1.13 percent children.

In the urban sector at all India level 0.10 percent children are participating in agricultural activities. All the states have nearly zero percent participation in agricultural activities except Orissa with 1.27 percent. In non-agricultural activities 1 percent children are involved at all India level in 5-14 age groups. All the states are showing less than 1 percent participation except U.P. and W.B. W.B. has the maximum participation with 1.02 percent boys and 1.46 percent girls in non-agricultural activities. Data is showing that W.B. has 2.51 percentage points increase between 2004-5 and 2011-12 in non-agricultural activities for the urban sector.

These tables show that in the rural sector children are more prone to agricultural activities whereas in the urban sector in non-agricultural activities. All the states have performed well in reducing child labour. But W.B. is showing increasing trend in non-agricultural activities. Between 1983 and 1993-94, in the rural sector in agricultural activities percentage of working children has come down by 5.46 percentage point. While in the non-agricultural activities participation of children is more or less constant. In the urban sector



participation of children in both agricultural and non-agricultural activities has come down by 0.78 and 1.11 percentage points respectively.

In the next decade that is between 1993-94 and 2004-05, participation of working children in the both agricultural and non-agricultural activities has come down by 3.18 and 0.37 percentage points respectively in the rural sector and 0.31 and 0.45 percentage points respectively in the urban sector. The similar downward trend of working children can be seen between 2004-05 and 2011-12. In the rural sector participation in the agricultural activities has come down by 1.80 percentage point and 0.36 percentage point for non-agricultural activities. Similarly in the urban sector the participation has come down by 0.16 and 0.86 percentage point respectively.

### **3.5 Participation of Children in Economic and Non- Economic Activities: Religion and Social Group Wise**

In India, population is divided on the basis of religions and castes. There are several individuals who are underprivileged from the basic right to education and start working at an early age. Similarly, certain religions are such, where children start apprentices at early ages. As Weiner (1991) asserted that the Indian position rests on deeply held beliefs that there is a division between people who work with their minds and rule and people who work with their hands and are ruled. These beliefs are closely tied to religious notions and to the premises that underlie India's hierarchical caste system. Therefore, it is worthwhile to see the participation of children in different activities according to their religion and caste.

Table 3.24 and 3.25<sup>27</sup> show percentage of children for the age groups 5-14 by religion involved in different economic and non-economic activities at all India level for 1983 EUS round. We can see from the table 3.24 that in the rural sector among all religions, Hindu has the maximum working children with 13.43 percent in the labour force followed by others with 12.86 percent. Boys' participation is the highest 14.89 percent in the others. Muslim has the least 7.36 percent in the labour force and also 36.18 percent in the school. Others have the maximum 61.81 percent enrolment in the school followed by Hindu 43.15 percent. In domestic duties Muslim has the highest 9.32 percent involvement with 17.01 percent girls being the maximum. Others have the minimum participation 5.05 in this category. In the nowhere category again Muslim has the maximum 4.54 percent children and others have

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<sup>27</sup> Although NSSO gives data on the basis of religion for Hindu, Muslim, Christian, Sikhism, Jain, Buddhism, Zoroastrianism and others but the sample sizes for the religion are small except Hindu and Muslims. Therefore we are clubbing these religions together into others category.

0.94 percent minimum participation. In the urban sector Muslim religion has the maximum percentage in the labour force with 7.09 percent, domestic duties with 7.98 percent and nowhere 2.08 percent. It has minimum 52.63 percent enrolment in school. In the school others category children have maximum enrollment with 84.53 percent followed by the Hindu with 73.11 percent.

Table 3.26 and 3.27 show percentage of children between 5-14 age groups by religion involved in different economic and non-economic activities for 1993-94 EUS round at all India level. We can see from the table 3.26 that in the rural sector Hindu shows maximum children participation 7.71 in the labour force followed by others category 5.57 percent. Boys and girls participation is more or less similar in the case of Hindu while in the others boys' participation is higher than the girls. In the education, others have the maximum 76.33 percent children enrolled in schools followed by Hindu 63.75 percent. Muslim has lowest children in the school which is 56.10 percent. In the domestic duties category, Muslims have more than 5 percent children participation which is maximum compared to the different groups followed by Hindu children which is 4.34 percent. Boys' participation in all the three religions is approximately one percent while girls' participation is quite high; Muslim girls' have 10.37 percent, Hindu 8.61 percent and others 5.38 percent, respectively. In the nowhere category Muslims have the maximum 33.71 percent children participation followed by Hindu 23.95 percent. Girls' participation is higher than the boys' in the three religions. In the urban sector Muslim children have maximum participation being 5.45, 4.11 and 18.81 percent in the labour force, domestic duties and nowhere respectively and minimum in the education category being 71.21 percent. Boys' participation is higher than the girls' in the labour force and education on the other hand in the domestic duties and nowhere category girls' participation is higher than the boys'.

Table 3.28 and 3.29 show percentage of children between 5-14 age groups by religion involved in different economic and non-economic activities for 2004-05 EUS round at all India level. In the rural sector Muslim children are more in the labour force compare to rest of religious group. Girls' participation in the labour force is higher for the Hindu and others category while boys' participation is high for the Muslim group. In the education others group has the maximum 86.90 percent children participation and Muslim has the minimum 73.58 percent children participation. Boys' enrolment is higher than the girls in all the three religious groups. In the domestic duties same pattern can be seen as we saw in the 1993-94 round boys' are less in the domestic duties than girls. Muslims girls have maximum 5.82 percent in the domestic duties followed by the Hindu with 4.77 percent, respectively. In

the nowhere category Muslim children have more than 19 percent participation followed by Hindu 13.02 percent. Girls percentages in the nowhere group is higher than boys in case of Hindu and Muslim religion while in case of others it is opposite. In the urban sector Muslims children have maximum with 5.06, 2.16 and 12.48 percent participation in the labour force, domestic duties and nowhere category respectively and minimum participation in education with 80.08 percent. Others group has maximum 94.64 percent participation in the education.

Table 3.30 and 3.31 show percentage of children between 5-14 age groups by religion involved in different economic and non-economic activities for 2011-12 EUS round at all India level. The table 3.30 shows that Muslims and others children participation rate is more than 2 percent in the labour force at all India level in the rural sector. In the education sector Hindu and others religious groups children have more than 90 percent enrolment. In the domestic duties girls' participation is higher than the boys in all the religious groups. Muslims children have maximum participation being 1.75 and 13.74 percent in domestic duties and nowhere category respectively. In the urban sector Muslims children have maximum participation with 3.52 percent in labour force, 1.77 in domestic duties and 7.49 percent in nowhere except education. In the education category others group children have highest in percentage followed by Hindu.

In the rural sector in the 1983 and 1993 Hindu's children are more in the labour force compare to other religious groups while in the 2004-05 and 2011-12 Hindu's children participation came down compare to Muslims and others groups. In the case of domestic duties and nowhere groups girls' participation is higher than the boys in all the EUS round in both the sectors. Muslims children participation is more than the other religious group children in the domestic duties. In the urban sector Muslim children are less in school and more in other categories compare to other religious groups.

Table 3.32 to 3.33 show percentages of children between 5-14 age groups by social group involved in different economic and non-economic activities for 1983, 1993-94, 2004-05 and 2011-12 for EUS round in rural and urban sector. Table 3.32 and 3.33 shows involvement of children in both rural and urban sectors in 1983. In the rural sector, Scheduled Tribes (ST hereafter) have maximum participation of children in labour force with 19.56 percent and minimum enrolment in the school with 28.65 percent. The similar pattern is followed by the Scheduled Caste (SC hereafter) group. In the case of domestic duties and nowhere categories SC has maximum children participation 8.67 percent and 3.20 percent, respectively. It is followed by ST group with 7.57 and 2.20 percent respectively. In the urban sector the similar pattern can be seen for the 1983 round.

For the 1993-94 round result can be seen from the tables 3.34 and 3.35. In the rural sector all the social groups are showing decreasing trend in the labour force, but still ST shows maximum 13.14 percent children involvement followed by SC group with 7.95 percent. In the education category ST has minimum 49.21 percent and SC has 55 percent children involvement. In the domestic duties SC has 5.40 percent children involvement which is the minimum among all the groups followed by ST. In the nowhere category ST has the maximum 33.07 percent followed by SC with 30.84 percent children involvement. In the urban sector again ST has the maximum participation in the labour force with 4.52 percent among all the social groups. Maximum SC children are in domestic duties with 3.51 percent and in nowhere group with 19.25 percent. In the education both SC and ST children have same ratio of involvement 74 percent which is minimum among the group.

Table 3.36 and 3.37 shows involvement of children in 2004-05 for both rural and urban sector. Similar trend can be seen for the rural and urban sector as it is in previous round. In the rural sector children belonging to ST group are the maximum in the labour force, domestic duties and nowhere with 6.51, 3.16 and 17.75 percent respectively among all the social groups followed by SC. In the urban sector ST has the maximum 4.21 percent participation in the labour force followed by SC with 2.51 percent. In case of education, SC has the minimum enrolment with 82.35 percent in school. In domestic duties and nowhere groups, SC has more than 10 percent children involvement which is the maximum.

Table 3.38 and 3.39 shows participation of children between 5-14 age groups in different activities for 2011-12 for both rural and urban sectors at all India level. We can see from the data of the rural sector that children belonging to ST social group are involved maximum in the labour force with 2.43 percent. In the education, others category has 91.90 percent children which is maximum. In the domestic duties, girls' participation is higher among all the social groups. Out of all social groups, ST's have maximum 2.17 percent children in it. In the nowhere activities still around 8 percent children are involved in the rural sector. As far as urban sector is concerned, others social group has maximum 1.77 percent children in the labour force. Education enrolment shows that by summing the data of all social groups, more than 90 percent children are in the schools. In the domestic duties again girls' are more involved than boys'. ST's have maximum 1.50 percent children involved. At all India level still 4 percent children are in the nowhere category in the urban sector. ST and SC each have more than 5 percent children in the nowhere activities.

It shows that in all the decades between 1983 and 2011-12, ST group has maximum children in the labour force in both the sectors which is being followed by SC group. In case of education, ST has minimum participation from rural sector and more participation under domestic duties and nowhere categories. In the urban sector education percentage of ST group is showing increasing trend and well performance in comparison to SC group.

### **3.6 Magnitude of the child labour in India**

The NSSO absolute numbers adjusted with Census population are depicted from tables 3.40 (a) to 3.47 (c). Table 3.40 (c) explains the magnitude of rural children 5-14 between age group involved in different economic and non- economic activities in India. At all India level in 1983 in the rural sector, 18.84 million children were in the labour force, 62.31 million in the education, 11.17million in the domestic duties and 3.14 million in the nowhere activities. While in the urban sector, table 3.41 (c) explains that in the same age group 2.19 million are in the labour force, 29.20 million in the education, 2.07 million in the domestic duties and 0.58 million in the nowhere activities.

In 1993-94 these activities show that in the rural sector 12.17 million children were involved in labour force, 105.96 million in the education, 7.51 in the domestic duties and 41.48 million in the nowhere group. It shows that there is huge increase in the education enrolment and nowhere categories in the rural sector of the India. On the other hand labour force and domestic duties are showing decreasing pattern in the absolute numbers. Similarly in the urban sector same trend can be seen. In the urban sector, during 1993-94, 1.70 million children between 5-14 age group were in the labour force; 44.49 million were in the education; 1.31 million in the domestic duties and 5.93 million were in the nowhere.

In the 2004-05, the absolute numbers of children between 5-14 age group involved in different activities in the rural sector show that at all India level 7.08 million were in the labour force, 152.40 million in education, 4.75 million in the domestic duties and 26.02 million in the nowhere group. Whereas urban sector shows that 1.60 million were in the labour force, 57.30 million in the education, 9.58 lakh in the domestic duties and 4.77 million in nowhere group.

In the 2011-12, NSSO round shows that in the rural sector 3.00 million children between 5-14 age group are involved in the labour force at all India level while 170.04 million were in the education, 2.51 million in the domestic duties and 14.56 million in the nowhere group. On the other hand urban sector trend shows that 8.87 lakh were in the labour

force, 65.07 million in the education, 6.08 lakh in the domestic duties and 2.83 million in the nowhere activity.

This trend shows that between 1983 to 2011-12 at all India level 15.84 million children has come out of labour force in the rural sector; 107.73 million children has increased in the school enrolment in India and in the domestic duties 8.66 million children has come down. Although children in nowhere group were only 3.14 million in the 1983 at all India level then it rose up to 41.48 million in the 1993-94, after that it has come down to 14.56 million in the 2011-12 i.e. by 26.92 million. In the urban sector at all India level same trend can also be seen. At all India level 1.31 million were decreased in the labour force; 35.87 million increased in the education enrolment; and 1.46 million were decreased in the domestic duties. Similar to rural sector urban sector is also showing same pattern in case of nowhere children. In 1983, 0.58 million children were in the nowhere category then it increased to 5.93 million in 1993-94 after that it came down to 2.83 million in the 2011-12 NSSO round i.e. by 3.10 million children.

This trend is compatible with the progress of India over the last three decades i.e. decrease in poverty in both the rural and urban sector; increase in the public awareness of education system and positive steps taken by government to curb the child labour in India. Despite all such progressive steps in India still 20.07 million<sup>28</sup> children in the rural sector are out of schools in the 5-14 age groups. Similarly in the urban sector 4.33 million children are out of school. It is a great concern for the govt. of India for as long as these children remain out of school we will not be able to achieve MDG.

### **3.7 Summary**

The analysis of the two nodal sources; PC and NSSO, give trend of children in the past four decades i.e. from 1981 to 2011. The PC shows that quantum of population of children between 5-14 age group has increased over the period by 26.26 million for boys and 24.20 million for girls in the rural sector; and in the urban sector 15.93 million for the boys and 13.66 million for the girls. The bifurcation of this population shows in the rural sector in 1981, 12.57 million children were working and this number has come down to 11.34 million in 2001, while in the urban sector since 1981 till 2001 census survey more than one million children has been working.

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<sup>28</sup> This figure includes all the categories except education as we discussed above i.e. labour force, domestic duties and nowhere children.

In the rural sector, schooling numbers has increased to twice of what it was in 1981 i.e. from 53.42 million to 115.69 million and non-workers numbers has decreased by 10.36 million. The numbers in the urban sector show that number of children in school is almost near to double of 1981 figure i.e. from 25.67 million to 47.01 million and non-workers has increased by 1.29 million i.e. from 12.70 million to 13.99 million. It means still around 14 million are under non-worker category in the urban sector.

The NSSO trend shows that children between 5-9 age group are more in the education and nowhere category whereas 10-14 children are more in the labour force along with the education and domestic duties. It shows that as age of children increases they are more into labour force. Girls are more in the domestic duties in the rural sector than in the urban sector. In the backward states girls' participation in the labour force is also quite high. However, the overall participation trend is showing the reduction in percentage of involvement in the labour force, domestic duties and nowhere. Education is showing increasing trend between 1983 to 2011-12. The percentages of children involvement in different activities on the basis of NIC1987 classification show that in the rural sector children are more prone to be in the agricultural and allied activities while in the urban sector in non-agricultural activities.

On the basis of religion in the rural sector we cannot comment on any common trend of labour force for any particular religion in all the rounds. However, in the 1980s and 1990s participation of children belonging to Hindu religion were maximum in the labour force followed by others and Muslims; in the previous decade Muslim religion children had maximum participation followed by Hindu and Others; in the latest decades others religion children had maximum participation followed by Muslim. In the last three decades Hindu children participation in labour force has come down by 12.03 percentage points; Muslims by 7.85 percentage points and others by 10.48 percentage points. Girls' participation in the domestic duties is maximum in all the religions in both the sectors; moreover in the latest period in the urban sector Muslim girl participation is maximum. In the urban sector, Muslim children are more prone to be in labour force, domestic duties and nowhere than in the education in all the NSSO rounds. In the education, others religion children had maximum participation in all the rounds in both the sectors followed by Hindu and Muslims respectively. Social group participation shows that between 1983 to 2011-12, ST group has maximum labour force participation of the children in both rural and urban sectors followed by SC group. In the case of education, ST has minimum participation in it and more in the domestic duties. In the urban sector percentage of ST group in education is showing increasing trend and well performance in comparison to SC group.

The magnitude of children between 5-14 age group in different activities based on the NSSO percentages adjusted to the population of India show that in 1983, at all India level 18.84 million in the labour force, 62.31 million in the education, 11.17 million in the domestic duties and 3.14 million in the nowhere category in the rural sector; 2.19 million in the labour force, 29.20 million in the education, 2.07 million in the domestic duties and 0.58 million in the nowhere activity in the urban sector, respectively. In 2011-12, these activities show that in the rural sector 3 million in the labour force, 170.04 million in the education, 2.51million in the domestic duties and 14.56 million in the nowhere category; while 8.87 lakh in the labour force, 65.07 million in the education, 6.08 lakh in the domestic duties and 2.83 million in the nowhere category in the urban sector, respectively.

In absolute terms there is decrease in the number of children in the labour force and domestic duties and increase in the education and nowhere group in both the sector. But despite these achievements, still at all India level 3.88 million children are in the labour force, 3.12 million in the domestic duties and 17.39 million in the nowhere group.



### Appendix - 3A

**Table 3.1(a): Children Total Population, Attending School and Not Attending School in Rural Areas: Census Figures for 1981, 1991, 2001 and 2011 (by State; Rural Male) (Figures in Million)**

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
India <sup>a</sup>	5-9	37.97	44.13	51.09	48.83	15.10	16.95	28.38	31.39	22.87	27.18	22.72	17.43
	10-14	35.08	39.01	48.60	50.49	20.21	25.97	37.67	44.00	14.87	13.04	10.93	6.48
	5-14	73.05	83.14	99.70	99.31	35.31	42.92	66.04	75.40	37.74	40.22	33.65	23.92
Andhra Pradesh	5-9	2.96	3.35	3.44	2.56	1.25	1.45	2.53	1.90	1.71	1.90	0.91	0.66
	10-14	2.59	2.92	3.30	2.86	0.16	1.77	2.59	2.59	1.44	1.16	0.71	0.27
	5-14	5.56	6.27	6.75	5.42	1.41	3.21	5.13	4.49	3.15	3.06	1.62	0.93
Assam	5-9		1.52	1.67	1.62		0.52	0.83	0.99		1.01	0.83	0.64
	10-14		1.25	1.52	1.59		0.81	1.03	1.27		0.43	0.49	0.32
	5-14		2.77	3.19	3.21		1.33	1.87	2.26		1.44	1.32	0.96
Bihar	5-9	4.93	5.97	7.74	8.75	1.48	1.50	2.78	4.91	3.45	4.46	4.96	3.84
	10-14	4.28	5.00	6.78	8.23	2.24	2.86	4.17	6.80	2.03	2.13	2.61	1.43
	5-14	9.20	10.96	14.52	16.98	3.73	4.37	6.96	11.71	5.48	6.60	7.56	5.27
Gujarat	5-9	1.69	1.75	1.99	1.90	0.76	0.84	1.25	1.36	0.92	0.91	0.73	0.55
	10-14	1.66	1.69	1.92	1.99	1.10	1.25	1.54	1.74	0.56	0.44	0.37	0.25
	5-14	3.35	3.44	3.91	3.89	1.86	2.09	2.80	3.10	1.49	1.35	1.11	0.79
Haryana	5-9	0.80	0.91	1.05	0.92	0.34	0.42	0.63	0.65	0.46	0.48	0.42	0.27
	10-14	0.80	0.88	1.04	1.00	0.55	0.71	0.92	0.93	0.24	0.16	0.13	0.07
	5-14	1.60	1.78	2.09	1.92	0.89	1.13	1.55	1.58	0.71	0.65	0.55	0.34
Himachal Pradesh	5-9	0.28	0.28	0.29	0.28	0.16	0.17	0.22	0.21	0.12	0.11	0.08	0.07
	10-14	0.27	0.30	0.33	0.31	0.22	0.27	0.32	0.29	0.04	0.03	0.01	0.01
	5-14	0.55	0.58	0.62	0.59	0.38	0.44	0.53	0.51	0.17	0.14	0.09	0.08
Jammu and Kashmir	5-9	0.37		0.53	0.58	0.14		0.27	0.37	0.23		0.26	0.22

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
	10-14	0.33		0.55	0.58	0.20		0.41	0.52	0.13		0.14	0.06
	5-14	0.69		1.08	1.16	0.33		0.68	0.88	0.36		0.40	0.28
	5-9	1.89	2.04	1.98	1.70	0.81	0.99	1.21	1.13	1.07	1.05	0.77	0.57
Karnataka	10-14	1.77	1.91	2.18	1.89	0.95	1.31	1.72	1.71	0.84	0.60	0.46	0.18
	5-14	3.66	3.95	4.16	3.59	1.75	2.29	2.93	2.84	1.91	1.66	1.23	0.75
	5-9	1.22	1.09	0.97	0.69	0.91	0.83	0.77	0.53	0.31	0.27	0.20	0.16
Kerala	10-14	1.35	1.16	1.15	0.76	1.18	1.10	1.12	0.74	0.17	0.07	0.03	0.02
	5-14	2.56	2.25	2.12	1.45	2.08	1.92	1.88	1.27	0.48	0.34	0.24	0.18
	5-9	3.19	3.65	4.32	4.41	1.06	1.29	2.37	2.93	2.13	2.36	1.95	1.48
Madhya Pradesh	10-14	2.87	3.09	4.15	4.49	1.42	1.96	3.30	4.00	1.45	1.14	0.84	0.49
	5-14	6.07	6.74	8.47	8.90	2.48	3.25	5.68	6.93	3.59	3.50	2.79	1.98
	5-9	2.91	3.18	3.22	2.97	1.52	1.67	2.14	2.10	1.40	1.51	1.07	0.87
Maharashtra	10-14	2.86	2.91	3.59	3.29	1.92	2.32	3.22	3.04	0.93	0.60	0.37	0.25
	5-14	5.77	6.10	6.81	6.26	3.44	3.99	5.36	5.13	2.33	2.11	1.45	1.13
	5-9	1.68	1.84	1.95	1.78	0.80	0.86	1.15	1.23	0.89	0.98	0.80	0.56
Odisha	10-14	1.58	1.54	1.85	1.87	0.85	1.01	1.39	1.59	0.73	0.54	0.46	0.28
	5-14	3.26	3.38	3.81	3.66	1.65	1.86	2.54	2.82	1.62	1.52	1.26	0.84
	5-9	0.82	0.88	1.00	0.83	0.42	0.43	0.65	0.60	0.35	0.45	0.35	0.22
Punjab	10-14	0.84	0.89	1.01	0.93	0.56	0.68	0.86	0.84	0.33	0.20	0.15	0.09
	5-14	1.66	1.76	2.01	1.76	0.98	1.11	1.51	1.44	0.68	0.65	0.50	0.32
	5-9	2.16	2.67	3.38	3.34	0.70	0.87	2.09	2.08	1.46	1.80	1.30	1.26
Rajasthan	10-14	1.94	2.32	2.98	3.45	1.05	1.53	2.51	3.05	0.89	0.79	0.47	0.39
	5-14	4.10	4.99	6.36	6.78	1.75	2.40	4.59	5.14	2.35	2.58	1.77	1.65
	5-9	1.98	2.05	1.70	1.53	1.18	1.35	1.39	1.25	0.80	0.71	0.32	0.27
Tamil Nadu	10-14	1.96	2.06	1.79	1.73	1.18	1.60	1.56	1.63	0.79	0.46	0.23	0.10

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
	5-14	3.95	4.11	3.50	3.26	2.36	2.94	2.95	2.88	1.59	1.17	0.55	0.37
Uttar Pradesh	5-9	7.58	8.66	11.24	11.15	2.28	2.38	5.54	6.68	5.30	6.28	5.70	4.47
	10-14	6.58	7.38	9.92	11.40	3.72	4.45	7.59	9.73	2.86	2.93	2.33	1.66
	5-14	14.16	16.05	21.16	22.55	6.00	6.83	13.12	16.41	8.16	9.21	8.03	6.14
West Bengal	5-9	2.97	3.61	3.83	3.09	1.06	1.13	2.12	2.00	1.92	2.47	1.72	1.09
	10-14	2.89	3.08	3.73	3.40	1.60	1.90	2.78	2.88	1.29	1.18	0.95	0.52
	5-14	5.87	6.68	7.56	6.49	2.66	3.03	4.89	4.88	3.21	3.65	2.67	1.61
Delhi	5-9	0.03	0.07	0.06	0.02	0.02	0.04	0.04	0.02	0.01	0.03	0.02	0.01
	10-14	0.03	0.06	0.06	0.03	0.03	0.05	0.06	0.02	0.00	0.01	0.01	0.00
	5-14	0.07	0.13	0.13	0.05	0.05	0.09	0.10	0.04	0.02	0.04	0.03	0.01

Sources: Census of India 1981, 1991, 2001 table C-4 and 2011. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions.

**Table 3.1(b): Children Total Population, Attending School and Not Attending School in Rural Areas: Census Figures for 1981, 1991, 2001 and 2011 (by State; Rural Female) (Figures in Million)**

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
India <sup>1</sup>	5-9	35.72	41.42	47.36	44.98	9.26	12.52	24.01	28.42	26.45	28.90	23.35	16.56
	10-14	31.38	34.88	43.78	46.32	9.18	15.54	28.67	39.05	22.21	19.33	15.11	7.26
	5-14	67.10	76.29	91.14	91.30	18.44	28.06	52.68	67.47	48.66	48.24	38.46	23.82
Andhra Pradesh	5-9	2.94	3.28	3.33	2.42	0.81	1.08	2.34	1.78	2.13	2.20	0.99	0.63
	10-14	2.44	2.62	3.07	2.71	0.51	0.96	2.00	2.37	1.92	1.71	1.07	0.33
	5-14	5.38	5.90	6.39	5.12	1.32	2.04	4.34	4.16	4.05	3.91	2.06	0.96
Assam	5-9		1.49	1.60	1.57		0.45	0.76	0.95		1.04	0.84	0.62
	10-14		1.18	1.43	1.51		0.66	0.93	1.23		0.53	0.50	0.28
	5-14		2.67	3.03	3.08		1.10	1.69	2.18		1.57	1.34	0.90
Bihar	5-9	4.62	5.52	7.12	8.21	0.68	0.85	2.01	4.44	3.94	4.67	5.11	3.77
	10-14	3.56	4.11	5.86	7.48	0.69	1.25	2.62	5.93	2.87	2.86	3.24	1.55
	5-14	8.18	9.62	12.98	15.69	1.37	2.10	4.63	10.37	6.81	7.53	8.35	5.32
Gujarat	5-9	1.57	1.65	1.80	1.71	0.52	0.66	1.04	1.19	1.05	0.99	0.77	0.52
	10-14	1.48	1.53	1.70	1.80	0.60	0.83	1.12	1.45	0.88	0.70	0.59	0.35
	5-14	3.05	3.18	3.51	3.51	1.12	1.49	2.16	2.64	1.93	1.69	1.35	0.87
Haryana	5-9	0.70	0.80	0.88	0.76	0.17	0.30	0.50	0.52	0.53	0.49	0.39	0.24
	10-14	0.69	0.74	0.91	0.82	0.19	0.43	0.71	0.73	0.49	0.31	0.20	0.09
	5-14	1.38	1.53	1.80	1.58	0.36	0.74	1.21	1.25	1.02	0.80	0.59	0.32
Himachal Pradesh	5-9	0.27	0.28	0.27	0.26	0.12	0.15	0.20	0.19	0.15	0.13	0.07	0.06
	10-14	0.26	0.29	0.32	0.27	0.14	0.23	0.30	0.26	0.12	0.06	0.02	0.01
	5-14	0.53	0.56	0.59	0.53	0.26	0.38	0.49	0.45	0.27	0.19	0.10	0.08
Jammu and Kashmir	5-9	0.35		0.51	0.52	0.07		0.22	0.31	0.28		0.29	0.21
	10-14	0.30		0.52	0.52	0.08		0.31	0.44	0.22		0.21	0.08

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
	5-14	0.65		1.02	1.05	0.15		0.53	0.75	0.50		0.50	0.29
Karnataka	5-9	1.89	2.02	1.92	1.61	0.58	0.82	1.13	1.07	1.31	1.20	0.79	0.54
	10-14	1.76	1.86	2.07	1.77	0.49	0.89	1.44	1.56	1.27	0.96	0.64	0.21
	5-14	3.65	3.87	3.99	3.38	1.07	1.71	2.57	2.63	2.58	2.16	1.42	0.76
Kerala	5-9	1.19	1.08	0.94	0.66	0.88	0.82	0.75	0.51	0.31	0.25	0.19	0.15
	10-14	1.32	1.16	1.10	0.74	1.10	1.07	1.07	0.72	0.22	0.08	0.03	0.02
	5-14	2.51	2.24	2.04	1.40	1.98	1.89	1.82	1.23	0.53	0.33	0.22	0.17
Madhya Pradesh	5-9	3.07	3.48	4.11	4.14	0.47	0.91	2.04	2.76	2.59	2.56	2.07	1.39
	10-14	2.55	2.77	3.74	4.28	0.40	0.99	2.40	3.74	2.15	1.77	1.34	0.54
	5-14	5.62	6.24	7.84	8.42	0.87	1.91	4.44	6.50	4.75	4.34	3.41	1.92
Maharashtra	5-9	3.04	3.05	3.01	2.68	1.11	1.38	1.98	1.88	1.73	1.66	1.03	0.80
	10-14	2.48	2.69	3.28	2.97	1.07	1.67	2.78	2.69	1.61	1.03	0.50	0.28
	5-14	5.53	5.74	6.29	5.65	2.18	3.05	4.76	4.57	3.35	2.69	1.53	1.08
Odisha	5-9	1.70	1.79	1.87	1.71	0.54	0.67	1.00	1.17	1.16	1.13	0.87	0.55
	10-14	1.55	1.54	1.79	1.83	0.42	0.68	1.13	1.51	1.13	0.86	0.66	0.32
	5-14	3.25	3.33	3.65	3.55	0.96	1.35	2.13	2.68	2.29	1.99	1.53	0.86
Punjab	5-9	0.71	0.77	0.83	0.68	0.32	0.35	0.52	0.49	0.36	0.42	0.31	0.19
	10-14	0.73	0.78	0.88	0.74	0.36	0.51	0.72	0.65	0.40	0.27	0.17	0.09
	5-14	1.44	1.56	1.71	1.42	0.68	0.86	1.24	1.14	0.77	0.69	0.47	0.28
Rajasthan	5-9	1.97	2.41	3.06	2.99	0.19	0.36	1.53	1.73	1.78	2.05	1.54	1.26
	10-14	1.72	2.02	2.63	3.09	0.18	0.42	1.46	2.37	1.54	1.60	1.17	0.72
	5-14	3.68	4.43	5.69	6.08	0.37	0.78	2.99	4.10	3.32	3.65	2.71	1.98
Tamil Nadu	5-9	1.92	1.97	1.60	1.44	0.92	1.21	1.29	1.18	1.11	0.76	0.31	0.26
	10-14	1.90	1.95	1.68	1.60	0.65	1.22	1.41	1.50	1.14	0.73	0.28	0.10
	5-14	3.82	3.93	3.29	3.04	1.57	2.43	2.70	2.69	2.25	1.49	0.59	0.35

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
Uttar Pradesh	5-9	6.54	7.70	10.08	9.98	0.89	1.33	4.35	5.86	5.65	6.37	5.72	4.13
	10-14	5.21	6.07	8.53	10.21	0.98	1.90	5.22	8.42	4.23	4.17	3.32	1.79
	5-14	11.75	13.77	18.61	20.20	1.87	3.23	9.57	14.28	9.88	10.54	9.04	5.92
West Bengal	5-9	2.92	3.50	3.69	2.96	0.79	0.94	1.97	1.93	2.12	2.55	1.72	1.03
	10-14	2.76	2.94	3.52	3.28	1.05	1.45	2.49	2.86	1.71	1.48	1.02	0.42
	5-14	5.67	6.43	7.20	6.24	1.84	2.40	4.46	4.79	3.83	4.04	2.74	1.45
Delhi	5-9	0.03	0.06	0.06	0.02	0.02	0.03	0.04	0.01	0.01	0.03	0.02	0.01
	10-14	0.03	0.05	0.05	0.02	0.02	0.04	0.05	0.02	0.01	0.01	0.01	0.00
	5-14	0.06	0.11	0.11	0.04	0.03	0.07	0.08	0.03	0.02	0.04	0.03	0.01

Sources: Census of India 1981, 1991, 2001 table C-4 and 2011. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions.

**Table 3.2(a): Children Total Population, Attending School and Not Attending School in Rural Areas: Census Figures for 1981, 1991, 2001 and 2011 (by State; Urban Male) (Figures in Million)**

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
India <sup>1</sup>	5-9	10.30	13.29	15.64	17.48	6.36	7.44	10.60	12.15	3.93	5.85	5.04	5.33
	10-14	10.18	12.94	17.03	18.93	7.84	10.49	14.47	16.85	2.34	2.45	2.56	2.08
	5-14	20.48	26.23	32.67	36.41	14.21	17.93	25.08	29.00	6.27	8.30	7.59	7.41
Andhra Pradesh	5-9	0.85	1.17	1.13	1.20	0.55	0.70	0.84	0.90	0.30	0.47	0.28	0.30
	10-14	0.78	1.09	1.20	1.35	0.58	0.87	1.02	1.23	0.20	0.23	0.19	0.12
	5-14	1.63	2.26	2.33	2.55	1.13	1.57	1.86	2.13	0.50	0.69	0.47	0.42
Assam	5-9		0.14	0.17	0.18		0.07	0.13	0.13		0.07	0.05	0.05
	10-14		0.14	0.19	0.20		0.12	0.17	0.18		0.02	0.03	0.02
	5-14		0.28	0.37	0.38		0.19	0.29	0.31		0.09	0.07	0.07
Bihar	5-9	0.65	0.79	0.97	1.16	0.37	0.37	0.56	0.73	0.24	0.42	0.41	0.43
	10-14	0.63	0.80	1.04	1.21	0.47	0.63	0.83	1.05	0.19	0.16	0.21	0.16
	5-14	1.27	1.58	2.01	2.37	0.84	1.00	1.39	1.78	0.43	0.58	0.62	0.59
Gujarat	5-9	0.68	0.89	1.02	1.22	0.41	0.49	0.68	0.84	0.27	0.41	0.35	0.39
	10-14	0.68	1.94	1.10	1.29	0.55	0.69	0.95	1.15	0.13	0.16	0.15	0.14
	5-14	1.36	2.83	2.12	2.52	0.96	1.17	1.62	1.99	0.40	0.56	0.49	0.53
Haryana	5-9	0.19	0.28	0.38	0.45	0.12	0.17	0.26	0.32	0.07	0.11	0.12	0.13
	10-14	0.18	0.26	0.39	0.48	0.15	0.22	0.35	0.44	0.04	0.03	0.05	0.04
	5-14	0.37	0.53	0.77	0.93	0.27	0.39	0.61	0.76	0.10	0.14	0.16	0.17
Himachal Pradesh	5-9	0.02	0.02	0.03	0.03	0.01	0.02	0.02	0.02	0.00	0.01	0.01	0.01
	10-14	0.02	0.03	0.03	0.03	0.02	0.02	0.03	0.03	0.00	0.00	0.00	0.00
	5-14	0.04	0.05	0.06	0.06	0.03	0.04	0.05	0.05	0.01	0.01	0.01	0.01
Jammu and Kashmir	5-9	0.09		0.14	0.16	0.05		0.09	0.11	0.04		0.04	0.05
	10-14	0.09		0.16	0.17	0.06		0.14	0.15	0.02		0.02	0.01

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
	5-14	0.17		0.29	0.33	0.11		0.23	0.27	0.06		0.06	0.06
Karnataka	5-9	0.71	0.83	0.91	1.00	0.43	0.51	0.61	0.69	0.27	0.32	0.30	0.31
	10-14	0.69	0.82	1.01	1.07	0.51	0.67	0.86	0.97	0.18	0.16	0.15	0.09
	5-14	1.39	1.65	1.92	2.06	0.94	1.18	1.47	1.66	0.45	0.47	0.45	0.40
Kerala	5-9	0.26	0.36	0.32	0.62	0.21	0.29	0.26	0.48	0.05	0.08	0.06	0.13
	10-14	0.30	0.40	0.38	0.68	0.27	0.37	0.37	0.66	0.03	0.02	0.01	0.02
	5-14	0.56	0.76	0.70	1.29	0.48	0.66	0.63	1.14	0.08	0.10	0.07	0.15
Madhya Pradesh	5-9	0.71	1.00	1.21	1.30	0.42	0.57	0.82	0.90	0.29	0.43	0.39	0.41
	10-14	0.71	0.95	1.31	1.41	0.56	0.80	1.15	1.28	0.15	0.16	0.16	0.13
	5-14	1.43	1.95	2.52	2.71	0.99	1.37	1.97	2.17	0.44	0.58	0.55	0.54
Maharashtra	5-9	1.37	1.81	2.09	2.21	0.95	1.15	1.51	1.57	0.42	0.66	0.58	0.64
	10-14	1.38	1.73	2.35	2.37	1.17	1.51	2.15	2.20	0.21	0.22	0.20	0.18
	5-14	2.75	3.54	4.44	4.58	2.11	2.66	3.66	3.77	0.63	0.88	0.78	0.81
Odisha	5-9	0.21	0.26	0.29	0.30	0.13	0.15	0.20	0.22	0.08	0.11	0.09	0.09
	10-14	0.20	0.25	0.32	0.33	0.15	0.20	0.27	0.29	0.05	0.05	0.05	0.04
	5-14	0.42	0.51	0.61	0.63	0.28	0.35	0.46	0.51	0.14	0.16	0.14	0.12
Punjab	5-9	0.30	0.38	0.46	0.47	0.20	0.21	0.32	0.34	0.10	0.16	0.14	0.13
	10-14	0.28	0.35	0.51	0.51	0.22	0.29	0.44	0.46	0.06	0.06	0.07	0.06
	5-14	0.58	0.73	0.97	0.99	0.41	0.51	0.76	0.80	0.17	0.22	0.21	0.19
Rajasthan	5-9	0.52	0.71	0.86	0.92	0.29	0.38	0.59	0.62	0.23	0.33	0.27	0.30
	10-14	0.49	0.65	0.87	0.98	0.38	0.52	0.75	0.87	0.12	0.12	0.12	0.11
	5-14	1.01	1.36	1.73	1.91	0.66	0.90	1.34	1.49	0.35	0.46	0.39	0.41
Tamil Nadu	5-9	0.95	0.99	1.17	1.32	0.69	0.69	0.94	1.08	0.27	0.29	0.23	0.24
	10-14	0.97	1.01	1.30	1.46	0.75	0.85	1.15	1.38	0.21	0.16	0.15	0.08
	5-14	1.92	2.00	2.47	2.79	1.44	1.54	2.09	2.46	0.48	0.46	0.38	0.32



States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
Uttar Pradesh	5-9	1.46	1.94	2.46	2.66	0.68	0.76	1.40	1.60	0.78	1.18	1.06	1.06
	10-14	1.39	1.85	2.63	2.89	0.91	1.26	1.98	2.28	0.48	0.58	0.65	0.61
	5-14	2.85	3.79	5.10	5.55	1.59	2.02	3.38	3.88	1.26	1.77	1.71	1.67
West Bengal	5-9	0.82	0.99	1.02	1.13	0.49	0.47	0.65	0.77	0.33	0.52	0.37	0.36
	10-14	0.91	1.07	1.19	1.28	0.70	0.85	0.95	1.10	0.21	0.21	0.23	0.18
	5-14	1.73	2.06	2.20	2.41	1.19	1.32	1.60	1.87	0.54	0.73	0.61	0.54
Delhi	5-9	0.37	0.53	0.76	0.81	0.26	0.31	0.53	0.57	0.11	0.21	0.23	0.24
	10-14	0.35	0.48	0.77	0.87	0.29	0.42	0.68	0.81	0.06	0.07	0.10	0.06
	5-14	0.72	1.01	1.54	1.68	0.55	0.73	1.21	1.38	0.16	0.28	0.33	0.30

Sources: Census of India 1981, 1991, 2001 table C-4 and 2011. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.2(b): Children Total Population, Attending School and Not Attending School in Rural Areas: Census Figures for 1981, 1991, 2001 and 2011 (by State; Urban Female) (Figures in Million)**

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
India <sup>a</sup>	5-9	9.70	12.46	14.22	15.65	5.42	6.59	9.47	10.83	4.29	3.87	4.75	4.81
	10-14	9.26	11.87	15.43	16.97	6.06	8.76	12.76	15.03	3.20	3.11	2.67	1.95
	5-14	18.96	24.32	29.65	32.62	11.48	15.35	22.23	25.86	7.49	6.97	7.42	6.76
Andhra Pradesh	5-9	0.83	1.13	1.08	1.13	0.47	0.64	0.80	0.85	0.36	0.49	0.28	0.28
	10-14	0.74	1.04	1.16	1.29	0.44	0.73	0.95	1.16	0.30	0.31	0.20	0.12
	5-14	1.58	2.17	2.24	2.41	0.91	1.37	1.76	2.01	0.66	0.80	0.49	0.40
Assam	5-9		0.13	0.16	0.17		0.07	0.11	0.12		0.07	0.05	0.05
	10-14		0.14	0.19	0.19		0.11	0.15	0.17		0.03	0.03	0.02
	5-14		0.27	0.35	0.36		0.18	0.27	0.30		0.10	0.08	0.07
Bihar	5-9	0.59	0.74	0.88	1.05	0.28	0.30	0.48	0.65	0.32	0.43	0.40	0.40
	10-14	0.53	0.60	0.92	1.10	0.32	0.46	0.70	0.96	0.21	0.22	0.22	0.15
	5-14	1.12	1.33	1.80	2.15	0.60	0.77	1.18	1.61	0.53	0.65	0.62	0.54
Gujarat	5-9	0.63	0.83	0.87	1.00	0.35	0.43	0.56	0.67	0.28	0.40	0.31	0.33
	10-14	0.60	0.77	0.95	1.07	0.43	0.57	0.78	0.91	0.18	0.20	0.17	0.16
	5-14	1.23	1.60	1.82	2.07	0.77	1.00	1.34	1.58	0.46	0.60	0.48	0.49
Haryana	5-9	0.17	0.24	0.31	0.37	0.10	0.14	0.20	0.26	0.07	0.10	0.10	0.11
	10-14	0.16	0.22	0.33	0.38	0.11	0.18	0.29	0.34	0.05	0.04	0.04	0.04
	5-14	0.33	0.46	0.64	0.75	0.21	0.32	0.50	0.60	0.12	0.14	0.15	0.15
Himachal Pradesh	5-9	0.02	0.02	0.02	0.02	0.01	0.02	0.02	0.02	0.00	0.01	0.01	0.01
	10-14	0.02	0.02	0.03	0.03	0.01	0.02	0.03	0.03	0.00	0.00	0.00	0.00
	5-14	0.03	0.04	0.05	0.05	0.03	0.04	0.05	0.04	0.01	0.01	0.01	0.01
Jammu and Kashmir	5-9	0.08		0.12	0.14	0.04		0.08	0.10	0.04		0.04	0.04
	10-14	0.08		0.14	0.15	0.05		0.12	0.13	0.03		0.02	0.01

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
	5-14	0.16		0.26	0.29	0.09		0.20	0.23	0.07		0.06	0.06
Karnataka	5-9	0.70	0.81	0.87	0.94	0.40	0.48	0.59	0.65	0.30	0.32	0.28	0.29
	10-14	0.66	0.80	0.96	1.01	0.42	0.60	0.81	0.92	0.24	0.20	0.15	0.09
	5-14	1.35	1.61	1.83	1.94	0.81	1.08	1.40	1.57	0.54	0.53	0.43	0.37
Kerala	5-9	0.25	0.35	0.31	0.59	0.20	0.28	0.25	0.46	0.05	0.07	0.06	0.13
	10-14	0.29	0.38	0.36	0.65	0.26	0.36	0.35	0.63	0.03	0.02	0.01	0.02
	5-14	0.54	0.73	0.67	1.24	0.46	0.64	0.60	1.09	0.09	0.09	0.07	0.14
Madhya Pradesh	5-9	0.68	0.94	1.11	1.17	0.35	0.50	0.74	0.81	0.33	0.44	0.37	0.36
	10-14	0.65	0.86	1.18	1.27	0.41	0.64	1.00	1.16	0.23	0.23	0.18	0.11
	5-14	1.33	1.80	2.29	2.44	0.76	1.14	1.74	1.96	0.57	0.67	0.56	0.48
Maharashtra	5-9	1.30	1.69	1.91	1.96	0.84	1.04	1.38	1.40	0.46	0.65	0.53	0.57
	10-14	1.26	1.59	2.11	2.10	0.95	1.31	1.91	1.94	0.31	0.27	0.20	0.17
	5-14	2.56	3.28	4.03	4.07	1.79	2.35	3.29	3.34	0.77	0.92	0.74	0.73
Odisha	5-9	0.21	0.24	0.27	0.28	0.11	0.13	0.18	0.20	0.10	0.12	0.09	0.08
	10-14	0.19	0.24	0.30	0.31	0.11	0.17	0.24	0.28	0.08	0.07	0.06	0.04
	5-14	0.40	0.48	0.57	0.59	0.22	0.30	0.42	0.47	0.17	0.18	0.15	0.12
Punjab	5-9	0.27	0.33	0.37	0.39	0.17	0.19	0.25	0.28	0.10	0.15	0.12	0.11
	10-14	0.25	0.32	0.42	0.40	0.19	0.26	0.37	0.35	0.06	0.06	0.06	0.05
	5-14	0.52	0.65	0.80	0.79	0.36	0.44	0.62	0.63	0.16	0.21	0.18	0.16
Rajasthan	5-9	0.49	0.64	0.76	0.79	0.21	0.29	0.49	0.52	0.28	0.35	0.27	0.27
	10-14	0.44	0.58	0.77	0.86	0.23	0.36	0.59	0.73	0.21	0.22	0.17	0.13
	5-14	0.93	1.22	1.53	1.65	0.43	0.65	1.08	1.25	0.49	0.57	0.45	0.41
Tamil Nadu	5-9	0.75	0.95	1.12	1.26	0.63	0.67	0.90	1.04	0.31	0.29	0.22	0.22
	10-14	1.11	0.99	1.24	1.39	0.61	0.78	1.09	1.31	0.30	0.21	0.15	0.08
	5-14	1.86	1.94	2.36	2.65	1.25	1.45	2.00	2.35	0.61	0.49	0.37	0.30

States	Age Groups	Total Population				Attending School				Not Attending School			
		1981	1991	2001	2011	1981	1991	2001	2011	1981	1991	2001	2011
Uttar Pradesh	5-9	1.33	1.78	2.19	2.33	0.52	0.62	1.19	1.37	0.81	1.16	0.99	0.96
	10-14	1.19	1.63	2.32	2.52	0.62	0.96	1.68	1.97	0.57	0.67	0.64	0.55
	5-14	2.52	3.41	4.51	4.85	1.14	1.58	2.87	3.34	1.38	1.83	1.63	1.50
West Bengal	5-9	0.76	0.95	0.95	1.07	0.41	0.42	0.59	0.73	0.35	0.52	0.36	0.34
	10-14	0.84	0.99	1.11	1.20	0.57	0.72	0.87	1.05	0.26	0.27	0.24	0.15
	5-14	1.59	1.94	2.06	2.27	0.98	1.14	1.46	1.79	0.61	0.79	0.60	0.49
Delhi	5-9	0.33	0.48	0.67	0.69	0.22	0.27	0.46	0.48	0.11	0.20	0.21	0.20
	10-14	0.30	0.42	0.67	0.73	0.23	0.35	0.59	0.68	0.06	0.07	0.09	0.06
	5-14	0.63	0.90	1.34	1.42	0.45	0.62	1.04	1.16	0.17	0.27	0.30	0.26

Sources: Census of India 1981, 1991, 2001 table C-4 and 2011. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.3(a): Children School Attendance and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Rural Male)**

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India <sup>1</sup>	5-9	2,047	14,936	105,882	26,296	26,684	247,323	15,069,617	16,907,404	28,023,312
	10-14	30,850	84,149	308,136	191,480	162,054	1,139,281	19,990,942	25,725,105	36,220,641
	5-14	32,897	99,085	414,018	217,776	188,738	1,386,604	35,060,558	42,632,509	64,243,953
Andhra Pradesh	5-9	388	810	9,940	1,228	1,560	7,269	1,249,514	1,443,980	2,514,009
	10-14	3,942	6,430	25,561	5,481	4,770	21,751	147,593	1,754,168	2,547,665
	5-14	4,330	7,240	35,501	6,709	6,330	29,020	1,397,107	3,198,148	5,061,674
Assam	5-9		320	4,120		452	10,523		514,934	819,726
	10-14		4,490	10,767		3,210	39,665		806,715	983,576
	5-14		4,810	14,887		3,662	50,188		1,321,649	1,803,302
Bihar	5-9	167	1,950	11,537	2,155	1,599	19,408	1,480,422	1,500,799	2,752,465
	10-14	2,695	10,040	45,436	15,955	5,710	101,447	2,224,121	2,845,595	4,025,962
	5-14	2,862	11,990	56,973	18,110	7,309	120,855	3,704,543	4,346,394	6,778,427
Gujarat	5-9	58	230	2,116	1,507	700	4,682	762,426	837,580	1,247,394
	10-14	483	1,950	6,607	12,429	4,190	24,619	1,082,753	1,247,615	1,513,182
	5-14	541	2,180	8,723	13,936	4,890	29,301	1,845,179	2,085,195	2,760,576
Haryana	5-9	20	210	1,281	414	120	7,347	338,305	419,920	621,467
	10-14	550	1,090	4,319	5,543	1,850	51,557	544,661	710,095	860,693
	5-14	570	1,300	5,600	5,957	1,970	58,904	882,966	1,130,015	1,482,160
Himachal Pradesh	5-9	7	60	598	1,451	799	7,856	157,953	169,530	209,893
	10-14	91	298	1,792	10,282	6,171	34,621	211,225	266,318	279,556
	5-14	98	358	2,390	11,733	6,970	42,477	369,178	435,848	489,449
Jammu and Kashmir	5-9	32		1,555	4,570		5,573	132,924		258,560
	10-14	480		3,674	24,030		24,329	170,976		383,368

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	5-14	512		5,229	28,600		29,902	303,900		641,928
Karnataka	5-9	133	560	3,926	1,462	2,661	7,686	804,054	982,479	1,199,794
	10-14	2,050	5,200	11,898	7,792	17,475	38,644	935,800	1,284,212	1,666,595
	5-14	2,183	5,760	15,824	9,254	20,136	46,330	1,739,854	2,266,691	2,866,389
Kerala	5-9	5	0	771	161	70	563	905,034	826,609	767,890
	10-14	244	160	1,401	3,044	630	1,496	1,172,025	1,096,270	1,112,547
	5-14	249	160	2,172	3,205	700	2,059	2,077,059	1,922,879	1,880,437
Madhya Pradesh	5-9	147	870	6,399	3,084	3,710	29,918	1,054,334	1,281,622	2,334,280
	10-14	2,643	7,320	23,642	22,921	26,040	153,245	1,394,037	1,925,784	3,127,605
	5-14	2,790	8,190	30,041	26,005	29,750	183,163	2,448,371	3,207,406	5,461,885
Maharashtra	5-9	213	1,910	6,093	4,010	4,530	13,721	1,510,812	1,666,215	2,123,182
	10-14	2,729	8,030	17,450	23,583	36,660	80,454	1,896,329	2,272,771	3,120,869
	5-14	2,942	9,940	23,543	27,593	41,190	94,175	3,407,141	3,938,986	5,244,051
Odisha	5-9	70	440	2,358	807	570	4,963	794,378	854,730	1,145,402
	10-14	963	2,370	5,896	4,408	2,200	20,664	846,752	1,000,650	1,364,055
	5-14	1,033	2,810	8,254	5,215	2,770	25,627	1,641,130	1,855,380	2,509,457
Punjab	5-9	40	880	3,353	41	60	2,406	418,647	429,064	641,711
	10-14	630	2,966	7,616	960	240	10,646	563,244	681,429	845,518
	5-14	670	3,846	10,969	1,001	300	13,052	981,891	1,110,493	1,487,229
Rajasthan	5-9	110	1,360	6,712	1,591	2,470	50,158	695,768	870,490	2,030,894
	10-14	1,462	7,140	19,286	15,107	17,650	193,136	1,036,821	1,505,390	2,293,307
	5-14	1,572	8,500	25,998	16,698	20,120	243,294	1,732,589	2,375,880	4,324,201
Tamil Nadu	5-9	15	1,410	8,555	532	310	5,023	1,183,994	1,346,238	1,372,295
	10-14	604	3,540	15,479	3,494	640	11,984	1,171,044	1,590,980	1,535,476

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	5-14	619	4,950	24,034	4,026	950	17,007	2,355,038	2,937,218	2,907,771
Uttar Pradesh	5-9	442	2,990	29,912	2,368	4,580	51,139	2,272,827	2,372,818	5,457,048
	10-14	7,833	16,270	84,355	27,196	21,040	235,129	3,688,656	4,414,801	7,266,596
	5-14	8,275	19,260	114,267	29,564	25,620	286,268	5,961,483	6,787,619	12,723,644
West Bengal	5-9	152	640	4,390	393	1,990	12,854	1,055,045	1,132,009	2,098,519
	10-14	2,845	5,120	15,856	5,055	10,300	67,113	1,592,969	1,883,392	2,695,565
	5-14	2,997	5,760	20,246	5,448	12,290	79,967	2,648,014	3,015,401	4,794,084
Delhi	5-9	0	25	47	17	2	41	21,769	38,527	44,139
	10-14	6	75	113	87	2	240	28,156	50,644	55,481
	5-14	6	100	160	104	4	281	49,925	89,171	99,620

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.3(b): Children Not Attending School and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Rural Male)**

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India†	5-9	321,982	369,766	292,696	45,209	65,315	212,811	22,504,808	26,741,803	22,212,674
	10-14	6,341,498	4,491,540	2,219,848	381,079	242,607	1,398,451	8,144,987	8,307,098	7,316,388
	5-14	6,663,436	4,861,306	2,512,544	426,287	307,922	1,611,262	30,649,796	35,048,901	29,529,062
Andhra Pradesh	5-9	61,437	57,277	33,159	4,931	4,040	12,327	1,645,285	1,841,384	867,691
	10-14	860,105	624,536	338,067	28,394	17,391	104,608	549,019	517,456	266,155
	5-14	921,542	681,813	371,226	33,325	21,431	116,935	2,194,304	2,358,840	1,133,846
Assam	5-9		10,605	8,317		1,800	8,572		994,736	815,768
	10-14		167,531	63,500		10,933	57,834		256,265	368,522
	5-14		178,136	71,817		12,733	66,406		1,251,001	1,184,290
Bihar	5-9	27,019	47,300	53,737	5,238	7,663	42,178	3,413,833	4,407,767	4,861,073
	10-14	607,358	490,991	344,084	47,673	16,342	252,112	1,377,943	1,627,316	2,010,937
	5-14	634,377	538,291	397,821	52,911	24,005	294,290	4,791,776	6,035,083	6,872,010
Gujarat	5-9	9,706	11,380	5,378	1,512	1,740	5,236	912,395	896,029	722,674
	10-14	272,654	190,112	86,129	15,588	9,569	57,149	275,505	236,668	231,560
	5-14	282,360	201,492	91,507	17,100	11,309	62,385	1,187,900	1,132,697	954,234
Haryana	5-9	2,957	6,670	3,949	429	360	2,768	459,570	477,911	414,101
	10-14	101,995	52,080	28,354	6,854	1,631	19,281	136,016	109,860	77,927
	5-14	104,952	58,750	32,303	7,283	1,991	22,049	595,586	587,771	492,028
Himachal Pradesh	5-9	1,338	1,768	523	452	310	535	119,100	111,872	74,912
	10-14	22,881	10,987	3,574	2,895	1,491	2,098	18,693	13,692	7,472
	5-14	24,219	12,755	4,097	3,347	1,801	2,633	137,793	125,564	82,384
Jammu and	5-9	4,999		4,373	3,095		5,130	219,852		253,727



States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
Kashmir	10-14	68,717		18,207	13,293		19,064	49,441		98,017
	5-14	73,716		22,580	16,388		24,194	269,293		351,744
Karnataka	5-9	27,493	24,170	17,948	2,854	2,900	7,685	1,039,795	1,025,420	747,886
	10-14	500,549	357,534	194,318	18,812	12,283	74,295	322,663	234,945	192,083
	5-14	528,042	381,704	212,266	21,666	15,183	81,980	1,362,458	1,260,365	939,969
Kerala	5-9	537	490	2,047	59	110	705	311,448	267,241	200,875
	10-14	28,351	11,910	3,704	8,418	1,860	1,873	133,869	58,640	27,359
	5-14	28,888	12,400	5,751	8,477	1,970	2,578	445,317	325,881	228,234
Madhya Pradesh	5-9	39,823	45,900	20,856	7,633	11,990	25,175	2,086,153	2,301,602	1,902,027
	10-14	735,282	480,642	219,770	51,363	43,247	169,737	667,717	611,690	453,955
	5-14	775,105	526,542	240,626	58,996	55,237	194,912	2,753,870	2,913,292	2,355,982
Maharashtra	5-9	35,053	24,320	11,748	5,239	4,630	5,702	1,357,646	1,482,574	1,055,452
	10-14	579,130	295,280	123,871	39,098	21,436	57,008	315,386	279,675	191,559
	5-14	614,183	319,600	135,619	44,337	26,066	62,710	1,673,032	1,762,249	1,247,011
Odisha	5-9	18,658	12,200	5,875	4,372	3,500	9,030	865,267	964,201	785,082
	10-14	348,748	191,042	45,917	38,292	19,852	75,236	341,538	325,462	341,726
	5-14	367,406	203,242	51,792	42,664	23,352	84,266	1,206,805	1,289,663	1,126,808
Punjab	5-9	16,506	5,220	4,877	1,560	370	2,089	329,653	440,516	342,077
	10-14	132,376	93,570	40,489	5,702	890	14,641	191,084	107,402	95,451
	5-14	148,882	98,790	45,366	7,262	1,260	16,730	520,737	547,918	437,528
Rajasthan	5-9	18,315	18,260	16,711	3,533	6,551	17,445	1,436,488	1,772,069	1,261,362
	10-14	346,529	221,057	126,038	30,979	24,692	91,340	511,048	541,550	257,107
	5-14	364,844	239,317	142,749	34,512	31,243	108,785	1,947,536	2,313,619	1,518,469
Tamil Nadu	5-9	52,109	13,310	9,461	3,673	950	2,735	748,725	691,818	306,408

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	347,827	190,615	74,615	17,395	5,423	21,271	419,852	268,452	132,960
	5-14	399,936	203,925	84,076	21,068	6,373	24,006	1,168,577	960,270	439,368
Uttar Pradesh	5-9	35,810	64,110	76,209	2,272	12,809	49,608	5,264,331	6,203,368	5,574,269
	10-14	910,984	699,312	315,100	22,458	27,938	227,022	1,925,392	2,205,310	1,791,155
	5-14	946,794	763,422	391,309	24,730	40,747	276,630	7,189,723	8,408,678	7,365,424
West Bengal	5-9	12,364	22,300	11,365	1,057	5,032	11,503	1,902,771	2,443,132	1,694,392
	10-14	369,408	367,635	163,967	26,782	24,536	135,711	897,295	784,051	650,593
	5-14	381,772	389,935	175,332	27,839	29,568	147,214	2,800,066	3,227,183	2,344,985
Delhi	5-9	60	88	157	3	19	35	12,691	32,434	20,385
	10-14	1,392	1,570	1,121	79	38	287	3,118	5,849	4,854
	5-14	1,452	1,658	1,278	82	57	322	15,809	38,283	25,239

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.4(a): Children School Attendance and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Rural Female)**

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India†	5-9	627	7,929	65,807	12,765	20,365	209,024	9,251,463	12,490,713	23,738,582
	10-14	6,291	37,014	150,154	58,974	92,866	813,202	9,110,239	15,410,294	27,706,387
	5-14	6,918	44,943	215,961	71,739	113,231	1,022,226	18,361,701	27,901,007	51,444,969
Andhra Pradesh	5-9	174	470	7,544	520	990	7,128	806,715	1,078,679	2,325,068
	10-14	1,132	3,740	18,672	1,771	2,800	20,125	511,156	953,330	1,958,251
	5-14	1,306	4,210	26,216	2,291	3,790	27,253	1,317,871	2,032,009	4,283,319
Assam	5-9		130	2,619		430	9,938		445,933	750,658
	10-14		1,720	5,376		2,850	33,264		651,300	887,241
	5-14		1,850	7,995		3,280	43,202		1,097,233	1,637,899
Bihar	5-9	24	610	4,809	795	1,420	13,975	683,082	846,820	1,990,015
	10-14	231	2,410	11,341	3,250	3,330	53,135	686,367	1,242,140	2,554,741
	5-14	255	3,020	16,150	4,045	4,750	67,110	1,369,449	2,088,960	4,544,756
Gujarat	5-9	20	130	1,213	823	550	4,523	516,949	658,108	1,031,919
	10-14	159	840	2,931	5,484	3,000	19,935	594,467	825,701	1,095,418
	5-14	179	970	4,144	6,307	3,550	24,458	1,111,416	1,483,809	2,127,337
Haryana	5-9	0	100	824	170	100	6,445	169,547	304,541	488,165
	10-14	50	310	2,524	1,346	890	41,192	193,243	429,680	668,615
	5-14	50	410	3,348	1,516	990	47,637	362,790	734,221	1,156,780
Himachal Pradesh	5-9	6	54	493	1,047	623	7,805	120,836	149,108	189,450
	10-14	44	258	1,417	5,179	4,803	34,771	133,109	222,193	258,903
	5-14	50	312	1,910	6,226	5,426	42,576	253,945	371,301	448,353
Jammu and Kashmir	5-9	5		907	2,502		4,313	69,200		210,664

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	48		1,855	9,946		15,843	71,683		293,036
	5-14	53		2,762	12,448		20,156	140,883		503,700
Karnataka	5-9	51	350	2,783	876	1,890	7,171	580,146	818,263	1,120,995
	10-14	651	3,295	6,754	3,256	10,010	31,389	486,608	879,640	1,399,857
	5-14	702	3,645	9,537	4,132	11,900	38,560	1,066,754	1,697,903	2,520,852
Kerala	5-9	5	0	575	189	70	398	880,726	822,373	746,544
	10-14	162	160	845	2,341	360	1,078	1,099,786	1,069,930	1,070,234
	5-14	167	160	1,420	2,530	430	1,476	1,980,512	1,892,303	1,816,778
Madhya Pradesh	5-9	40	640	4,525	1,126	3,200	26,279	472,251	910,341	2,005,123
	10-14	478	3,820	11,306	4,152	10,980	104,446	393,898	979,380	2,285,439
	5-14	518	4,460	15,831	5,278	14,180	130,725	866,149	1,889,721	4,290,562
Maharashtra	5-9	81	1,420	4,638	1,974	3,890	13,861	1,106,436	1,376,325	1,960,576
	10-14	1,456	6,390	12,714	8,537	26,110	74,223	1,061,670	1,634,290	2,693,598
	5-14	1,537	7,810	17,352	10,511	30,000	88,084	2,168,106	3,010,615	4,654,174
Odisha	5-9	14	140	1,365	416	340	4,359	536,537	664,530	992,955
	10-14	135	980	2,674	1,064	1,260	16,303	420,794	680,150	1,108,567
	5-14	149	1,120	4,039	1,480	1,600	20,662	957,331	1,344,680	2,101,522
Punjab	5-9	3	370	2,012	27	140	1,984	316,241	352,357	516,090
	10-14	17	708	4,311	509	120	7,926	362,258	510,090	706,993
	5-14	20	1,078	6,323	536	260	9,910	678,499	862,447	1,223,083
Rajasthan	5-9	28	720	4,961	502	1,060	37,141	187,426	355,787	1,484,586
	10-14	154	3,590	14,903	2,000	5,030	119,939	175,176	413,280	1,326,012
	5-14	182	4,310	19,864	2,502	6,090	157,080	362,602	769,067	2,810,598
Tamil Nadu	5-9	30	1,210	6,365	310	420	4,800	922,266	1,212,866	1,280,618

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	171	2,688	10,813	1,030	640	11,438	650,256	1,217,140	1,385,317
	5-14	201	3,898	17,178	1,340	1,060	16,238	1,572,522	2,430,006	2,665,935
Uttar Pradesh	5-9	79	1,000	15,383	914	2,990	39,692	891,649	1,324,485	4,298,557
	10-14	552	3,270	26,498	4,729	10,960	142,772	973,910	1,885,784	5,045,733
	5-14	631	4,270	41,881	5,643	13,950	182,464	1,865,559	3,210,269	9,344,290
West Bengal	5-9	32	340	2,992	190	1,790	12,905	793,787	941,916	1,953,602
	10-14	347	1,510	9,397	1,494	6,810	57,143	1,048,166	1,444,540	2,427,439
	5-14	379	1,850	12,389	1,684	8,600	70,048	1,841,953	2,386,456	4,381,041
Delhi	5-9	0	14	22	1	2	39	15,492	31,326	36,991
	10-14	3	19	42	59	4	200	16,580	38,932	46,111
	5-14	3	33	64	60	6	239	32,072	70,258	83,102

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.4(b): Children Not Attending School and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Rural Female)**

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India <sup>a</sup>	5-9	192,884	234,783	192,648	123,959	165,023	296,835	26,135,490	28,501,073	22,858,651
	10-14	3,304,768	2,887,089	1,487,289	1,525,944	1,351,080	2,205,566	17,378,463	15,096,738	11,416,979
	5-14	3,497,651	3,121,872	1,679,937	1,649,903	1,516,103	2,502,401	43,513,952	43,597,811	34,275,630
Andhra Pradesh	5-9	41,539	54,080	34,418	11,501	9,420	20,085	2,076,696	2,138,531	933,526
	10-14	651,697	658,179	372,242	136,023	78,406	195,531	1,136,828	969,900	500,761
	5-14	693,236	712,259	406,660	147,524	87,826	215,616	3,213,524	3,108,431	1,434,287
Assam	5-9		3,870	4,793		3,520	8,209		1,033,867	828,729
	10-14		55,662	19,122		43,950	43,225		429,386	440,261
	5-14		59,532	23,915		47,470	51,434		1,463,253	1,268,990
Bihar	5-9	11,353	19,330	26,911	10,626	16,420	50,112	3,917,138	4,632,454	5,034,752
	10-14	199,518	178,775	129,791	119,145	91,342	295,110	2,552,756	2,587,359	2,810,943
	5-14	210,871	198,105	156,702	129,771	107,762	345,222	6,469,894	7,219,813	7,845,695
Gujarat	5-9	5,649	6,510	3,687	6,703	10,770	10,060	1,037,301	971,332	752,374
	10-14	127,327	111,827	57,706	107,258	114,619	127,330	644,336	475,922	401,214
	5-14	132,976	118,337	61,393	113,961	125,389	137,390	1,681,637	1,447,254	1,153,588
Haryana	5-9	1,187	2,770	1,983	1,598	810	4,383	523,615	487,431	382,696
	10-14	25,056	14,823	14,991	34,588	14,520	40,215	430,879	276,730	145,792
	5-14	26,243	17,593	16,974	36,186	15,330	44,598	954,494	764,161	528,488
Himachal Pradesh	5-9	2,085	1,465	463	1,258	1,095	729	145,927	124,236	73,147
	10-14	32,923	14,911	3,664	16,413	10,071	5,253	67,834	34,847	11,874
	5-14	35,008	16,376	4,127	17,671	11,166	5,982	213,761	159,083	85,021
Jammu and	5-9	2,228		3,136	9,911		7,381	266,866		282,035

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
Kashmir	10-14	18,093		11,969	78,608		35,971	124,460		157,790
	5-14	20,321		15,105	88,519		43,352	391,326		439,825
Karnataka	5-9	17,354	20,830	11,178	9,346	10,170	11,022	1,286,669	1,167,430	766,513
	10-14	301,871	297,068	141,066	112,570	95,817	130,833	853,616	570,138	363,408
	5-14	319,225	317,898	152,244	121,916	105,987	141,855	2,140,285	1,737,568	1,129,921
Kerala	5-9	435	260	627	148	160	372	305,390	253,131	189,204
	10-14	27,198	9,010	2,307	8,332	2,040	1,360	186,012	68,500	26,766
	5-14	27,633	9,270	2,934	8,480	2,200	1,732	491,402	321,631	215,970
Madhya Pradesh	5-9	27,548	29,110	16,508	18,627	29,270	39,031	2,548,661	2,506,308	2,015,952
	10-14	505,406	371,784	165,967	210,855	217,129	334,259	1,435,388	1,182,232	834,946
	5-14	532,954	400,894	182,475	229,482	246,399	373,290	3,984,049	3,688,540	2,850,898
Maharashtra	5-9	29,120	24,726	9,560	18,290	15,620	7,968	1,687,508	1,619,289	1,016,272
	10-14	516,343	348,532	115,165	182,818	139,078	94,089	912,887	540,489	289,566
	5-14	545,463	373,258	124,725	201,108	154,698	102,057	2,600,395	2,159,778	1,305,838
Odisha	5-9	6,658	6,110	3,555	10,963	8,820	12,837	1,145,693	1,110,156	852,771
	10-14	113,646	94,652	28,433	122,995	88,805	116,887	894,690	678,919	513,986
	5-14	120,304	100,762	31,988	133,958	97,625	129,724	2,040,383	1,789,075	1,366,757
Punjab	5-9	953	970	2,456	4,010	660	1,927	358,833	419,964	300,929
	10-14	5,629	6,130	14,047	23,496	7,586	15,715	372,114	258,009	135,331
	5-14	6,582	7,100	16,503	27,506	8,246	17,642	730,947	677,973	436,260
Rajasthan	5-9	13,850	17,515	17,179	10,054	21,163	42,465	1,756,346	2,010,616	1,478,213
	10-14	169,561	183,186	147,325	161,700	199,401	298,034	1,207,916	1,217,602	722,610
	5-14	183,411	200,701	164,504	171,754	220,564	340,499	2,964,262	3,228,218	2,200,823
Tamil Nadu	5-9	48,472	12,330	7,659	12,402	2,910	3,654	1,047,533	744,401	297,976

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	276,455	199,637	67,742	58,590	40,700	30,718	803,431	491,966	178,767
	5-14	324,927	211,967	75,401	70,992	43,610	34,372	1,850,964	1,236,367	476,743
Uttar Pradesh	5-9	10,243	22,123	36,050	6,627	26,120	58,181	5,628,689	6,321,423	5,627,189
	10-14	174,845	184,279	93,800	98,265	144,200	291,518	3,959,494	3,844,061	2,930,058
	5-14	185,088	206,402	129,850	104,892	170,320	349,699	9,588,183	10,165,484	8,557,247
West Bengal	5-9	2,854	8,643	7,015	1,606	7,180	13,356	2,117,116	2,535,649	1,697,481
	10-14	72,735	117,388	77,243	34,086	55,785	127,694	1,598,438	1,310,850	818,296
	5-14	75,589	126,031	84,258	35,692	62,965	141,050	3,715,554	3,846,499	2,515,777
Delhi	5-9	37	35	32	11	15	20	13,893	30,592	18,353
	10-14	615	312	235	239	34	119	9,825	9,481	6,256
	5-14	652	347	267	250	49	139	23,718	40,073	24,609

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions



**Table 3.5(a): Children School Attendance and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Urban Male)**

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India <sup>a</sup>	5-9	253	4,694	40,052	621	2,349	16,721	6,363,895	7,431,657	10,546,340
	10-14	4,277	16,452	78,970	5,785	8,416	49,337	7,828,879	10,463,741	14,344,476
	5-14	4,530	21,146	119,022	6,406	10,765	66,058	14,197,775	17,895,398	24,890,816
Andhra Pradesh	5-9	48	120	5,125	36	98	1,659	550,722	701,574	835,298
	10-14	395	1,260	8,615	186	357	2,892	576,125	865,131	1,005,292
	5-14	443	1,380	13,740	222	455	4,551	1,126,847	1,566,705	1,840,590
Assam	5-9		30	851		20	181		74,272	124,552
	10-14		230	1,355		10	458		119,882	164,694
	5-14		260	2,206		30	639		194,154	289,246
Bihar	5-9	0	300	1,491	7	45	775	367,168	371,802	555,972
	10-14	187	1,280	3,946	219	200	3,133	470,888	629,912	826,484
	5-14	187	1,580	5,437	226	245	3,908	838,056	1,001,714	1,382,456
Gujarat	5-9	0	170	1,691	13	90	513	410,879	486,438	675,189
	10-14	98	612	4,015	236	400	1,686	549,419	686,443	941,758
	5-14	98	782	5,706	249	490	2,199	960,298	1,172,881	1,616,947
Haryana	5-9	5	90	555	20	20	303	122,675	167,317	258,954
	10-14	56	200	1,010	103	73	1,103	145,888	222,842	347,150
	5-14	61	290	1,565	123	93	1,406	268,563	390,159	606,104
Himachal Pradesh	5-9	0	11	46	11	11	22	14,205	17,500	22,583
	10-14	7	16	93	62	173	108	16,592	24,218	30,309
	5-14	7	27	139	73	184	130	30,797	41,718	52,892
Jammu and Kashmir	5-9	2		625	69		209	51,446		93,822

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	28		1,105	558		638	60,515		134,055
	5-14	30		1,730	627		847	111,961		227,877
Karnataka	5-9	15	180	2,341	90	120	852	434,853	511,058	607,097
	10-14	333	770	4,591	608	480	2,342	505,815	664,968	853,806
	5-14	348	950	6,932	698	600	3,194	940,668	1,176,026	1,460,903
Kerala	5-9	0	0	300	10	30	127	210,420	287,691	260,955
	10-14	51	30	509	216	70	279	265,493	374,270	365,145
	5-14	51	30	809	226	100	406	475,913	661,961	626,100
Madhya Pradesh	5-9	39	330	1,912	58	290	1,038	421,092	568,830	817,846
	10-14	517	980	4,568	698	980	4,640	563,614	796,407	1,136,174
	5-14	556	1,310	6,480	756	1,270	5,678	984,706	1,365,237	1,954,020
Maharashtra	5-9	36	1,030	3,587	175	360	958	946,171	1,144,707	1,503,981
	10-14	494	3,090	7,462	1,310	1,720	3,238	1,164,295	1,505,593	2,139,723
	5-14	530	4,120	11,049	1,485	2,080	4,196	2,110,466	2,650,300	3,643,704
Odisha	5-9	0	60	457	33	40	247	132,417	150,836	196,609
	10-14	58	170	938	202	40	633	149,980	203,460	265,971
	5-14	58	230	1,395	235	80	880	282,397	354,296	462,580
Punjab	5-9	0	340	1,621	0	60	646	196,489	213,897	320,475
	10-14	188	620	2,867	3	68	1,455	217,223	293,438	432,927
	5-14	188	960	4,488	3	128	2,101	413,712	507,335	753,402
Rajasthan	5-9	14	500	1,589	11	50	975	285,059	375,592	584,557
	10-14	221	1,340	3,265	212	384	3,395	377,097	522,260	741,704
	5-14	235	1,840	4,854	223	434	4,370	662,156	897,852	1,326,261
Tamil Nadu	5-9	19	320	5,838	7	64	2,008	687,353	692,474	934,804

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	148	699	9,406	174	115	3,317	752,471	847,803	1,135,070
	5-14	167	1,019	15,244	181	179	5,325	1,439,824	1,540,277	2,069,874
Uttar Pradesh	5-9	54	700	7,200	38	470	3,668	682,665	758,408	1,388,986
	10-14	890	3,250	15,539	451	1,128	11,282	904,076	1,260,145	1,956,692
	5-14	944	3,950	22,739	489	1,598	14,950	1,586,741	2,018,553	3,345,678
West Bengal	5-9	14	147	3,123	16	260	1,180	485,539	472,326	641,205
	10-14	482	860	6,471	191	640	3,794	702,215	849,720	940,911
	5-14	496	1,007	9,594	207	900	4,974	1,187,754	1,322,046	1,582,116
Delhi	5-9	8	200	881	0	34	351	260,495	312,375	531,697
	10-14	70	607	1,833	29	53	1,010	291,212	415,302	675,717
	5-14	78	807	2,714	29	87	1,361	551,707	727,677	1,207,414

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.5(b): Children Not Attending School and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Urban Male)**

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India <sup>1</sup>	5-9	32,488	52,230	68,481	1,335	4,896	17,897	3,899,065	5,797,430	4,950,644
	10-14	701,848	629,459	482,839	23,807	14,287	125,611	1,614,860	1,802,722	1,948,899
	5-14	734,335	681,689	551,320	25,143	19,183	143,508	5,513,925	7,600,152	6,899,543
Andhra Pradesh	5-9	6,106	7,040	6,843	199	220	1,565	289,448	461,068	276,267
	10-14	85,758	79,415	47,735	1,872	1,178	10,767	116,364	145,666	128,613
	5-14	91,864	86,455	54,578	2,071	1,398	12,332	405,812	606,734	404,880
Assam	5-9		370	845		60	149		66,533	44,629
	10-14		7,589	5,748		100	1,377		15,373	20,473
	5-14		7,959	6,593		160	1,526		81,906	65,102
Bihar	5-9	1,453	3,470	3,985	115	172	1,564	242,420	411,882	402,423
	10-14	35,780	31,510	24,531	1,383	506	9,965	152,477	132,718	174,392
	5-14	37,233	34,980	28,516	1,498	678	11,529	394,897	544,600	576,815
Gujarat	5-9	1,145	3,477	3,046	34	280	572	269,899	403,114	341,787
	10-14	37,329	37,189	30,176	1,187	918	5,207	89,339	118,994	112,334
	5-14	38,474	40,666	33,222	1,221	1,198	5,779	359,238	522,108	454,121
Haryana	5-9	299	1,430	1,277	21	33	354	67,638	106,133	117,280
	10-14	9,381	7,626	8,514	262	64	2,857	27,056	25,121	33,682
	5-14	9,680	9,056	9,791	283	97	3,211	94,694	131,254	150,962
Himachal Pradesh	5-9	26	110	73	2	3	13	4,536	6,477	6,004
	10-14	674	505	571	26	14	88	1,001	950	975
	5-14	700	615	644	28	17	101	5,537	7,427	6,979
Jammu and Kashmir	5-9	816		783	56		207	34,325		39,916

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	10,863		3,548	337		879	13,006		15,953
	5-14	11,679		4,331	393		1,086	47,331		55,869
Karnataka	5-9	4,597	4,880	6,411	202	120	1,336	266,599	314,091	290,515
	10-14	75,835	68,148	54,149	2,525	1,160	10,987	100,098	86,219	85,525
	5-14	80,432	73,028	60,560	2,727	1,280	12,323	366,697	400,310	376,040
Kerala	5-9	105	160	675	4	10	154	53,371	77,062	60,617
	10-14	5,706	3,502	1,385	923	330	437	24,817	17,080	7,707
	5-14	5,811	3,662	2,060	927	340	591	78,188	94,142	68,324
Madhya Pradesh	5-9	1,928	4,240	3,245	107	426	983	288,244	422,894	385,759
	10-14	39,994	35,353	25,722	2,031	1,374	9,206	106,871	119,599	128,467
	5-14	41,922	39,593	28,967	2,138	1,800	10,189	395,115	542,493	514,226
Maharashtra	5-9	2,370	3,930	5,173	217	589	971	420,880	658,381	571,965
	10-14	68,076	60,955	51,099	3,527	2,672	10,111	138,345	156,541	143,073
	5-14	70,446	64,885	56,272	3,744	3,261	11,082	559,225	814,922	715,038
Odisha	5-9	719	800	849	101	110	400	80,717	109,242	89,624
	10-14	18,613	11,359	7,111	1,068	470	2,696	34,047	36,717	40,256
	5-14	19,332	12,159	7,960	1,169	580	3,096	114,764	145,959	129,880
Punjab	5-9	955	1,172	2,206	28	60	553	100,248	161,701	136,950
	10-14	20,702	17,370	17,605	471	20	3,261	43,737	42,813	50,423
	5-14	21,657	18,542	19,811	499	80	3,814	143,985	204,514	187,373
Rajasthan	5-9	1,483	2,040	3,472	31	324	936	230,636	332,147	267,696
	10-14	30,849	24,622	18,895	938	591	6,873	84,248	96,605	93,072
	5-14	32,332	26,662	22,367	969	915	7,809	314,884	428,752	360,768
Tamil Nadu	5-9	10,125	3,350	5,873	227	260	1,049	259,802	288,883	221,345

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	82,972	57,605	42,654	1,736	573	5,765	129,652	106,476	98,806
	5-14	93,097	60,955	48,527	1,963	833	6,814	389,454	395,359	320,151
Uttar Pradesh	5-9	4,421	10,680	14,708	82	1,482	4,942	772,692	1,171,891	1,044,250
	10-14	105,964	118,438	76,510	1,828	2,385	28,401	375,731	463,752	544,538
	5-14	110,385	129,118	91,218	1,910	3,867	33,343	1,148,423	1,635,643	1,588,788
West Bengal	5-9	1,631	3,499	5,498	39	510	1,446	331,916	512,634	365,650
	10-14	41,474	42,506	41,108	3,005	1,265	12,048	165,517	170,682	181,615
	5-14	43,105	46,005	46,606	3,044	1,775	13,494	497,433	683,316	547,265
Delhi	5-9	610	1,202	2,682	6	114	426	106,853	212,538	228,508
	10-14	19,227	19,607	20,472	228	140	3,249	36,298	47,339	71,993
	5-14	19,837	20,809	23,154	234	254	3,675	143,151	259,877	300,501

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.6(a): Children School Attendance and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Urban Female)**

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India†	5-9	101	2,636	23,810	379	2,859	14,203	5,415,251	6,585,120	9,433,853
	10-14	796	6,513	40,426	2,073	7,099	37,305	6,057,843	8,748,744	12,684,349
	5-14	898	9,149	64,236	2,452	9,958	51,508	11,473,095	15,333,864	22,118,202
Andhra Pradesh	5-9	18	30	3,349	4	140	1,527	474,153	636,682	796,799
	10-14	111	310	4,857	104	400	2,433	440,215	733,810	947,458
	5-14	129	340	8,206	108	540	3,960	914,368	1,370,492	1,744,257
Assam	5-9		50	531		10	163		68,544	114,143
	10-14		120	879		30	399		109,190	153,085
	5-14		170	1,410		40	562		177,734	267,228
Bihar	5-9	15	240	779	13	130	591	278,072	301,654	555,972
	10-14	8	410	1,487	20	270	1,741	317,228	463,240	826,484
	5-14	23	650	2,266	33	400	2,332	595,300	764,894	1,382,456
Gujarat	5-9	0	90	680	12	230	458	347,128	429,777	561,008
	10-14	22	210	1,533	95	520	1,496	424,983	568,890	778,004
	5-14	22	300	2,213	107	750	1,954	772,111	998,667	1,339,012
Haryana	5-9	4	30	274	0	20	253	101,059	138,542	204,387
	10-14	0	50	513	6	20	859	113,032	179,810	288,972
	5-14	4	80	787	6	40	1,112	214,091	318,352	493,359
Himachal Pradesh	5-9	0	3	24	16	9	23	12,371	15,448	18,699
	10-14	0	13	73	57	101	98	14,306	21,219	26,369
	5-14	0	16	97	73	110	121	26,677	36,667	45,068
Jammu and Kashmir	5-9	0		392	32		232	42,263		80,318

States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	7		650	228		524	46,873		116,960
	5-14	7		1,042	260		756	89,136		197,278
Karnataka	5-9	5	70	1,409	62	50	728	396,182	482,779	585,236
	10-14	81	400	2,499	142	300	1,707	414,854	598,030	805,844
	5-14	86	470	3,908	204	350	2,435	811,036	1,080,809	1,391,080
Kerala	5-9	0	0	187	0	20	115	202,311	274,980	252,374
	10-14	25	40	276	121	60	226	256,371	363,810	351,776
	5-14	25	40	463	121	80	341	458,682	638,790	604,150
Madhya Pradesh	5-9	5	130	1,163	28	550	786	351,663	499,591	737,242
	10-14	91	460	2,188	190	900	3,053	411,349	634,220	993,106
	5-14	96	590	3,351	218	1,450	3,839	763,012	1,133,811	1,730,348
Maharashtra	5-9	12	760	2,099	127	410	769	842,746	1,037,289	1,381,214
	10-14	156	1,590	3,429	423	1,100	2,301	949,709	1,310,870	1,901,959
	5-14	168	2,350	5,528	550	1,510	3,070	1,792,455	2,348,159	3,283,173
Odisha	5-9	0	0	272	23	60	187	112,001	129,135	177,147
	10-14	0	30	417	52	20	410	112,453	168,340	238,705
	5-14	0	30	689	75	80	597	224,454	297,475	415,852
Punjab	5-9	3	230	882	0	30	449	169,715	185,163	252,448
	10-14	15	408	1,461	0	30	1,019	188,043	257,200	364,160
	5-14	18	638	2,343	0	60	1,468	357,758	442,363	616,608
Rajasthan	5-9	0	210	992	0	120	711	205,395	287,783	486,416
	10-14	35	540	1,449	70	240	2,263	227,127	359,090	589,070
	5-14	35	750	2,441	70	360	2,974	432,522	646,873	1,075,486
Tamil Nadu	5-9	0	170	3,924	0	50	1,860	633,375	665,028	898,301



States	Age Groups	Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	35	400	6,218	127	80	3,079	613,472	779,540	1,085,039
	5-14	35	570	10,142	127	130	4,939	1,246,847	1,444,568	1,983,340
Uttar Pradesh	5-9	22	370	4,071	20	570	2,889	523,239	621,419	1,183,679
	10-14	62	830	6,915	84	1,090	7,420	620,585	959,040	1,667,323
	5-14	84	1,200	10,986	104	1,660	10,309	1,143,824	1,580,459	2,851,002
West Bengal	5-9	11	80	1,765	0	140	1,108	407,290	420,090	589,816
	10-14	102	360	3,778	126	430	3,622	572,873	723,670	862,299
	5-14	113	440	5,543	126	570	4,730	980,163	1,143,760	1,452,115
Delhi	5-9	3	140	431	0	26	293	220,225	274,155	457,091
	10-14	15	196	748	6	32	727	230,870	350,368	585,468
	5-14	18	336	1,179	6	58	1,020	451,095	624,523	1,042,559

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.6(b): Children Not Attending School and Economic Activity in Rural Areas: Census Figures for 1981, 1991 and 2001 (by State; Urban Female)**

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
India <sup>1</sup>	5-9	13,999	18,588	30,674	2,239	6,112	14,816	4,269,101	3,840,367	4,703,054
	10-14	237,591	224,363	191,279	43,128	31,196	89,003	2,919,975	2,851,272	2,392,042
	5-14	251,590	242,951	221,953	45,364	37,308	103,819	7,189,077	6,691,639	7,095,096
Andhra Pradesh	5-9	2,909	3,103	3,772	449	314	1,449	356,644	489,884	274,974
	10-14	38,233	40,493	23,577	4,420	2,563	8,747	260,706	262,018	172,598
	5-14	41,142	43,596	27,349	4,869	2,877	10,196	617,350	751,902	447,572
Assam	5-9		845	820		50	210		64,699	44,655
	10-14		6,391	6,034		220	1,572		23,247	24,216
	5-14		7,236	6,854		270	1,782		87,946	68,871
Bihar	5-9	584	935	1,555	116	470	1,231	314,475	431,626	397,361
	10-14	6,800	5,893	6,923	1,404	1,182	5,880	202,935	210,460	210,244
	5-14	7,384	6,828	8,478	1,520	1,652	7,111	517,410	642,086	607,605
Gujarat	5-9	240	420	1,005	37	410	589	278,153	396,021	304,228
	10-14	7,350	7,880	8,609	1,756	2,572	4,953	168,650	190,577	159,925
	5-14	7,590	8,300	9,614	1,793	2,982	5,542	446,803	586,598	464,153
Haryana	5-9	49	270	434	18	0	276	69,839	104,259	103,209
	10-14	954	1,281	1,936	253	150	1,560	47,236	38,490	39,660
	5-14	1,003	1,551	2,370	271	150	1,836	117,075	142,749	142,869
Himachal Pradesh	5-9	11	29	48	2	14	10	4,702	6,306	5,215
	10-14	309	283	239	70	29	53	1,910	1,331	1,068
	5-14	320	312	287	72	43	63	6,612	7,637	6,283
Jammu and Kashmir	5-9	228		420	159		204	38,740		38,281

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	2,528		1,082	1,970		852	26,974		21,290
	5-14	2,756		1,502	2,129		1,056	65,714		59,571
Karnataka	5-9	2,016	2,170	2,761	313	190	902	296,728	322,529	277,256
	10-14	33,300	32,534	23,313	4,275	2,462	7,691	206,254	165,383	117,982
	5-14	35,316	34,704	26,074	4,588	2,652	8,593	502,982	487,912	395,238
Kerala	5-9	91	110	256	11	40	76	51,645	74,229	57,774
	10-14	5,215	2,758	801	749	350	231	28,455	17,310	7,458
	5-14	5,306	2,868	1,057	760	390	307	80,100	91,539	65,232
Madhya Pradesh	5-9	764	1,380	1,426	236	641	893	330,573	439,096	370,668
	10-14	17,362	14,981	9,973	3,420	3,896	7,972	213,263	208,488	164,960
	5-14	18,126	16,361	11,399	3,656	4,537	8,865	543,836	647,584	535,628
Maharashtra	5-9	1,246	1,770	1,970	208	730	791	456,900	647,356	527,839
	10-14	27,278	22,114	16,128	4,428	3,036	5,724	280,610	249,284	182,629
	5-14	28,524	23,884	18,098	4,636	3,766	6,515	737,510	896,640	710,468
Odisha	5-9	442	460	423	147	160	408	95,610	114,931	90,430
	10-14	6,624	4,437	3,220	1,997	897	2,574	69,261	62,908	53,335
	5-14	7,066	4,897	3,643	2,144	1,057	2,982	164,871	177,839	143,765
Punjab	5-9	144	270	1,071	12	40	388	95,317	148,889	117,768
	10-14	1,244	1,190	3,764	715	80	1,525	60,828	58,076	52,619
	5-14	1,388	1,460	4,835	727	120	1,913	156,145	206,965	170,387
Rajasthan	5-9	448	890	1,192	187	520	882	279,591	353,321	270,825
	10-14	6,683	7,552	6,051	2,948	3,431	6,857	205,116	204,540	160,010
	5-14	7,131	8,442	7,243	3,135	3,951	7,739	484,707	557,861	430,835
Tamil Nadu	5-9	7,623	1,960	3,462	516	220	934	303,495	286,029	215,139

States	Age Groups	Not Attending School								
		Main Workers			Marginal Workers			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
	10-14	44,577	33,881	26,275	3,514	2,409	4,827	253,928	170,400	115,290
	5-14	52,200	35,841	29,737	4,030	2,629	5,761	557,423	456,429	330,429
Uttar Pradesh	5-9	538	2,165	5,895	141	1,670	3,706	806,002	1,154,791	985,356
	10-14	9,396	15,300	16,871	2,393	5,567	15,795	559,025	649,466	606,942
	5-14	9,934	17,465	22,766	2,534	7,237	19,501	1,365,027	1,804,257	1,592,298
West Bengal	5-9	706	1,190	2,961	5	420	1,304	349,704	523,303	355,178
	10-14	18,351	20,967	28,026	7,689	1,216	9,351	236,361	245,868	199,496
	5-14	19,057	22,157	30,987	7,694	1,636	10,655	586,065	769,171	554,674
Delhi	5-9	153	330	607	4	94	243	109,549	202,596	208,808
	10-14	2,662	2,250	4,063	93	72	1,133	62,146	65,472	81,327
	5-14	2,815	2,580	4,670	97	166	1,376	171,695	268,068	290,135

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.7 : All India Child Labour, School and Non-Workers: Census figures for 1981, 1991 and 2001 (Figures in Million)**

India†	Age Groups	Child Labour			School			Non Workers		
		1981	1991	2001	1981	1991	2001	1981	1991	2001
Rural Boys	5-9	0.40	0.48	0.86	15.07	16.91	28.02	22.50	26.74	22.21
	10-14	6.94	4.98	5.07	19.99	25.73	36.22	8.14	8.31	7.32
	5-14	7.34	5.46	5.92	35.06	42.63	64.24	30.65	35.05	29.53
Rural Girls	5-9	0.33	0.43	0.76	9.25	12.49	23.74	26.14	28.50	22.86
	10-14	4.90	4.37	4.66	9.11	15.41	27.71	17.38	15.10	11.42
	5-14	5.23	4.80	5.42	18.36	27.90	51.44	43.51	43.60	34.28
Rural Total	5-9	0.73	0.90	1.62	24.32	29.40	51.76	48.64	55.24	45.07
	10-14	11.84	9.35	9.72	29.10	41.14	63.93	25.52	23.40	18.73
	5-14	12.57	10.25	11.34	53.42	70.53	115.69	74.16	78.65	63.80
Urban Boys	5-9	0.03	0.06	0.14	6.36	7.43	10.55	3.90	5.80	4.95
	10-14	0.74	0.67	0.74	7.83	10.46	14.34	1.61	1.80	1.95
	5-14	0.77	0.73	0.88	14.20	17.90	24.89	5.51	7.60	6.90
Urban Girls	5-9	0.02	0.03	0.08	5.42	6.59	9.43	4.27	3.84	4.70
	10-14	0.28	0.27	0.36	6.06	8.75	12.68	2.92	2.85	2.39
	5-14	0.30	0.30	0.44	11.47	15.33	22.12	7.19	6.69	7.10
Urban Total	5-9	0.05	0.09	0.23	11.78	14.02	19.98	8.17	9.64	9.65
	10-14	1.02	0.94	1.09	13.89	19.21	27.03	4.53	4.65	4.34
	5-14	1.07	1.03	1.32	25.67	33.23	47.01	12.70	14.29	13.99
Total (Rural+Urban)	5-9	0.78	1.00	1.85	36.10	43.41	71.74	56.81	64.88	54.73
	10-14	12.86	10.29	10.82	42.99	60.35	90.96	30.06	28.06	23.07
	5-14	13.64	11.29	12.67	79.09	103.76	162.70	86.87	92.94	77.80

Sources: Census of India 1981, 1991 and 2001 table C-4. † India excludes Assam in 1981 and Jammu and Kashmir in 1991 as Census could not be conducted in the state due to disturbed conditions

**Table 3.8(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	5.64	4.05	4.86	58.77	39.94	49.49	0.33	6.35	3.30	0.53	0.62	0.57
Assam	0.57	0.19	0.39	45.89	45.49	45.71	0.75	1.08	0.90	3.45	2.62	3.06
Bihar	2.10	2.20	2.15	32.90	16.89	25.26	2.57	5.38	3.91	2.06	3.13	2.57
Gujarat	1.92	1.37	1.66	47.34	40.22	44.00	1.06	4.47	2.66	1.08	1.88	1.46
Haryana	0.78	1.19	0.95	54.95	35.60	46.73	0.00	1.89	0.80	0.68	0.00	0.39
Himachal Pradesh	3.04	4.99	4.04	70.46	54.27	62.16	0.00	0.94	0.48	0.20	0.00	0.10
Jammu & Kashmir	2.91	4.91	3.85	41.55	26.66	34.56	0.40	2.40	1.34	0.43	1.11	0.75
Karnataka	4.78	3.65	4.20	48.48	34.88	41.48	0.84	4.69	2.82	1.53	2.68	2.12
Kerala	0.58	0.67	0.63	86.58	85.62	86.10	0.23	0.00	0.11	0.32	0.24	0.28
Madhya Pradesh	2.58	1.70	2.16	41.25	23.97	32.88	0.75	2.99	1.83	0.55	0.49	0.52
Maharashtra	2.77	2.94	2.85	61.73	47.30	54.60	0.63	2.63	1.62	0.22	0.50	0.36
Orissa	1.88	2.16	2.02	50.88	36.03	43.51	0.34	3.49	1.90	0.75	1.62	1.18
Punjab	5.75	1.93	3.95	56.39	55.06	55.76	0.46	2.74	1.53	0.80	1.85	1.29
Rajasthan	4.23	8.47	6.19	39.17	13.96	27.51	1.14	5.07	2.96	2.85	6.44	4.51
Tamil Nadu	2.73	2.98	2.85	79.90	69.87	74.92	0.36	2.56	1.45	0.21	0.28	0.24
Uttar Pradesh	1.67	1.60	1.64	39.45	21.29	31.11	0.31	2.45	1.29	0.96	1.21	1.07
West Bengal	1.31	1.03	1.17	39.80	35.09	37.49	0.79	2.13	1.45	12.75	12.96	12.85
Delhi	0.00	0.00	0.00	71.74	70.16	71.15	2.84	0.00	1.78	0.00	0.00	0.00
All- India	2.52	2.46	2.49	47.88	34.20	41.32	0.80	3.40	2.04	2.04	2.60	2.31

Sources: Author's calculation from unit level data.

**Table 3.8(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	42.78	40.75	41.84	46.24	24.48	36.15	1.53	24.63	12.24	1.13	1.10	1.12
Assam	10.36	4.33	7.59	69.41	62.21	66.10	4.66	19.30	11.39	3.49	3.44	3.46
Bihar	17.17	15.78	16.55	50.61	19.89	36.89	6.94	36.67	20.22	3.07	3.29	3.17
Gujarat	20.96	23.64	22.24	63.81	40.96	52.85	3.74	22.60	12.79	1.14	1.21	1.17
Haryana	16.33	17.39	16.82	73.80	28.79	53.02	0.74	39.59	18.67	2.30	0.00	1.24
Himachal Pradesh	15.53	28.63	21.98	79.55	53.72	66.84	0.21	11.22	5.63	0.19	0.00	0.09
Jammu & Kashmir	22.18	22.58	22.37	59.00	31.47	45.62	1.61	22.18	11.61	1.69	0.49	1.11
Karnataka	37.08	34.39	35.75	47.19	26.84	37.11	3.34	25.97	14.54	1.24	1.07	1.15
Kerala	6.50	5.48	6.02	88.08	84.37	86.34	1.40	7.64	4.32	1.57	1.06	1.33
Madhya Pradesh	30.67	32.69	31.59	53.91	19.73	38.33	2.11	27.53	13.70	0.71	0.73	0.72
Maharashtra	26.88	30.12	28.41	65.08	42.27	54.29	1.27	18.00	9.18	0.75	0.86	0.80
Orissa	31.04	25.05	28.03	49.37	25.91	37.58	2.07	30.10	16.15	1.57	2.26	1.92
Punjab	36.20	19.84	28.75	54.77	52.63	53.80	1.08	19.73	9.58	1.13	1.10	1.12
Rajasthan	32.48	47.36	39.33	54.82	13.00	35.57	2.15	24.67	12.52	1.28	2.15	1.68
Tamil Nadu	28.34	33.09	30.70	59.28	33.59	46.50	0.39	19.46	9.87	0.73	0.62	0.67
Uttar Pradesh	23.81	17.99	21.29	54.30	21.45	40.07	2.59	34.26	16.31	1.60	1.53	1.57
West Bengal	21.61	10.14	16.29	56.54	45.73	51.53	2.83	29.37	15.14	7.47	6.71	7.12
Delhi	6.91	14.79	10.00	90.96	56.10	77.28	2.13	21.88	9.88	0.00	0.00	0.00
All- India	25.44	24.06	24.80	57.17	32.08	45.56	2.67	26.90	13.88	2.08	1.95	2.02

Sources: Author's calculation from unit level data.

**Table 3.8(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	23.30	20.44	21.93	52.81	33.04	43.33	0.90	14.51	7.43	0.81	0.83	0.82
Assam	5.22	2.13	3.79	57.07	53.34	55.34	2.61	9.63	5.86	3.46	3.00	3.25
Bihar	9.00	8.00	8.54	41.00	18.17	30.42	4.57	18.76	11.15	2.52	3.20	2.83
Gujarat	11.10	12.36	11.70	55.28	40.58	48.32	2.35	13.42	7.60	1.11	1.55	1.32
Haryana	8.39	9.73	8.98	64.18	32.01	49.91	0.36	21.75	9.85	1.47	0.00	0.82
Himachal Pradesh	9.65	17.01	13.35	75.27	53.99	64.59	0.11	6.17	3.15	0.19	0.00	0.10
Jammu & Kashmir	11.93	13.47	12.67	49.72	28.99	39.83	0.97	11.99	6.23	1.02	0.81	0.92
Karnataka	20.25	17.78	19.00	47.86	31.18	39.43	2.03	14.47	8.32	1.39	1.94	1.67
Kerala	3.85	3.18	3.53	87.41	84.97	86.23	0.87	3.99	2.38	1.01	0.67	0.85
Madhya Pradesh	15.20	14.75	14.99	46.94	22.19	35.26	1.36	13.32	7.00	0.63	0.59	0.61
Maharashtra	15.01	16.14	15.56	63.43	44.86	54.45	0.96	10.10	5.38	0.49	0.67	0.58
Orissa	15.88	13.28	14.58	50.16	31.11	40.65	1.17	16.42	8.78	1.14	1.93	1.54
Punjab	21.11	10.70	16.29	55.57	53.87	54.79	0.78	11.05	5.53	0.96	1.48	1.21
Rajasthan	17.74	26.98	22.00	46.66	13.51	31.36	1.62	14.40	7.52	2.10	4.39	3.16
Tamil Nadu	15.33	17.83	16.57	69.76	51.97	60.92	0.37	10.89	5.60	0.46	0.45	0.45
Uttar Pradesh	12.19	8.95	10.74	46.50	21.36	35.25	1.39	16.71	8.25	1.27	1.35	1.30
West Bengal	11.59	5.39	8.63	48.28	40.18	44.41	1.82	15.17	8.20	10.08	9.97	10.03
Delhi	3.95	8.75	5.79	82.72	61.85	74.70	2.43	12.94	6.47	0.00	0.00	0.00
All- India	13.56	12.50	13.06	52.35	33.21	43.33	1.70	14.33	7.65	2.06	2.30	2.17

Sources: Author's calculation from unit level data.

**Table 3.9(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	2.23	0.83	1.56	77.81	73.42	75.71	0.27	2.11	1.15	0.62	0.47	0.55
Assam	0.40	0.65	0.52	60.26	71.16	65.19	0.82	0.78	0.80	0.86	0.67	0.78
Bihar	1.25	0.33	0.78	49.77	39.19	44.40	0.72	3.51	2.13	0.64	4.06	2.38
Gujarat	0.39	0.25	0.33	68.08	66.90	67.52	0.49	1.33	0.89	0.73	0.52	0.63
Haryana	0.33	0.00	0.18	73.82	64.73	69.72	0.00	3.18	1.43	0.00	0.00	0.00
Himachal Pradesh	0.00	0.00	0.00	80.20	80.35	80.27	0.00	0.00	0.00	0.00	0.00	0.00
Jammu & Kashmir	0.57	0.77	0.67	63.42	57.28	60.41	0.41	1.75	1.07	0.20	0.83	0.51
Karnataka	0.98	0.87	0.93	65.47	66.75	66.10	0.17	1.82	0.99	2.86	1.33	2.10
Kerala	1.14	0.00	0.59	87.16	92.09	89.57	0.15	0.14	0.15	0.00	0.00	0.00
Madhya Pradesh	0.47	0.27	0.38	71.86	60.09	66.35	0.60	1.21	0.89	0.57	0.17	0.38
Maharashtra	0.25	0.06	0.16	77.22	75.67	76.49	0.35	1.16	0.73	0.39	0.68	0.53
Orissa	1.18	1.36	1.27	69.92	63.53	66.84	0.38	2.68	1.49	0.44	1.10	0.76
Punjab	0.61	0.00	0.33	84.02	74.85	79.81	0.00	0.69	0.32	0.51	0.32	0.42
Rajasthan	1.21	2.10	1.64	58.17	46.32	52.44	0.72	2.94	1.79	2.18	3.51	2.82
Tamil Nadu	0.71	1.49	1.10	86.91	84.16	85.52	0.17	1.31	0.75	0.59	0.14	0.36
Uttar Pradesh	0.50	0.71	0.60	58.83	49.53	54.43	0.25	1.62	0.90	0.74	0.37	0.57
West Bengal	0.26	0.33	0.29	71.37	64.90	68.21	0.26	0.43	0.34	2.75	4.98	3.84
Delhi	1.41	0.20	0.86	82.38	81.33	81.90	0.00	1.44	0.65	3.20	3.37	3.28
All- India	0.78	0.65	0.72	70.57	65.26	68.02	0.34	1.63	0.96	1.05	1.29	1.17

Sources: Author's calculation from unit level data.

**Table 3.9(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	20.60	9.89	15.46	72.49	61.53	67.23	0.31	21.50	10.49	1.49	1.29	1.39
Assam	4.39	6.03	5.25	86.54	78.46	82.27	0.35	6.24	3.46	2.26	0.98	1.58
Bihar	12.32	6.27	9.60	72.15	53.29	63.68	3.44	22.63	12.05	3.58	1.33	2.57
Gujarat	13.23	4.13	8.96	78.88	73.83	76.51	0.91	16.08	8.04	1.06	1.14	1.10
Haryana	11.38	6.40	8.79	79.73	63.89	71.50	3.59	22.96	13.66	0.00	0.00	0.00
Himachal Pradesh	5.10	0.00	2.96	93.86	93.69	93.79	0.00	5.29	2.22	0.00	0.00	0.00
Jammu & Kashmir	12.32	6.92	9.91	74.86	65.97	70.89	1.01	10.56	5.28	1.75	0.00	0.97
Karnataka	13.90	10.02	12.03	76.03	66.98	71.66	0.92	15.65	8.03	3.65	1.76	2.73
Kerala	5.06	3.10	4.07	89.20	90.13	89.68	1.16	4.13	2.67	1.82	0.32	1.06
Madhya Pradesh	9.29	6.15	7.90	82.69	67.02	75.75	0.73	20.33	9.40	1.25	0.48	0.91
Maharashtra	7.97	3.12	5.81	87.07	79.26	83.58	0.44	12.97	6.03	0.79	0.22	0.54
Orissa	10.98	6.61	8.90	70.30	62.65	66.66	1.50	18.88	9.77	1.67	1.85	1.76
Punjab	11.32	4.28	7.99	75.05	77.94	76.42	0.21	12.77	6.15	1.54	0.20	0.91
Rajasthan	10.92	14.52	12.62	74.99	45.90	61.22	1.13	28.85	14.26	3.82	3.47	3.65
Tamil Nadu	16.79	10.34	13.81	76.49	62.89	70.21	0.39	17.58	8.33	1.10	0.46	0.80
Uttar Pradesh	14.71	4.97	9.95	63.37	53.73	58.66	1.45	23.73	12.33	2.24	1.13	1.69
West Bengal	9.48	10.60	10.01	81.34	73.67	77.72	0.81	9.32	4.83	3.33	2.68	3.02
Delhi	5.79	1.50	3.88	84.80	78.93	82.19	1.85	15.20	7.79	4.82	1.32	3.26
All- India	12.20	7.06	9.79	77.23	66.29	72.10	1.01	17.68	8.83	2.04	1.17	1.63

Sources: Author's calculation from unit level data.

**Table 3.9(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	11.28	5.30	8.41	75.19	67.56	71.53	0.29	11.66	5.75	1.05	0.88	0.96
Assam	2.32	3.65	2.97	72.89	75.23	74.04	0.59	3.82	2.18	1.53	0.85	1.19
Bihar	6.75	2.93	4.92	60.89	45.38	53.44	2.07	11.90	6.79	2.10	2.86	2.47
Gujarat	6.98	2.24	4.75	73.62	70.44	72.12	0.71	8.88	4.55	0.90	0.84	0.87
Haryana	4.99	3.14	4.10	76.32	64.32	70.53	1.52	12.89	7.00	0.00	0.00	0.00
Himachal Pradesh	3.01	0.00	1.68	88.27	87.54	87.95	0.00	2.85	1.26	0.00	0.00	0.00
Jammu & Kashmir	6.92	3.83	5.47	69.60	61.60	65.86	0.73	6.13	3.26	1.04	0.42	0.75
Karnataka	7.59	5.44	6.54	70.87	66.86	68.91	0.55	8.73	4.55	3.26	1.54	2.42
Kerala	3.23	1.70	2.47	88.24	91.02	89.62	0.69	2.33	1.51	0.96	0.18	0.57
Madhya Pradesh	4.82	3.01	3.99	77.20	63.32	70.87	0.66	10.13	4.98	0.91	0.31	0.64
Maharashtra	4.37	1.61	3.10	82.48	77.48	80.18	0.40	7.13	3.49	0.61	0.45	0.53
Orissa	6.06	3.94	5.04	70.11	63.10	66.75	0.94	10.64	5.58	1.05	1.47	1.25
Punjab	5.84	2.15	4.12	79.64	76.40	78.13	0.10	6.75	3.20	1.02	0.26	0.66
Rajasthan	6.03	8.14	7.04	66.52	46.12	56.76	0.92	15.55	7.93	3.00	3.49	3.23
Tamil Nadu	9.27	5.80	7.59	81.36	73.80	77.71	0.29	9.23	4.62	0.86	0.29	0.59
Uttar Pradesh	7.36	2.83	5.18	61.02	51.62	56.50	0.83	12.63	6.50	1.47	0.75	1.12
West Bengal	5.14	5.62	5.37	76.65	69.41	73.18	0.55	5.00	2.69	3.05	3.79	3.41
Delhi	3.65	0.85	2.39	83.62	80.13	82.05	0.94	8.34	4.27	4.03	2.34	3.27
All- India	6.56	3.83	5.26	73.94	65.77	70.06	0.68	9.58	4.90	1.55	1.23	1.40

Sources: Author's calculation from unit level data.



**Table 3.10(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	4.02	3.10	3.55	73.07	60.07	66.38	0.31	2.86	1.62	22.60	33.62	28.27
Assam	0.48	0.19	0.34	66.22	62.03	64.26	0.00	0.50	0.23	33.08	37.29	35.04
Bihar	0.55	0.34	0.45	51.65	37.09	45.17	0.72	2.51	1.52	46.96	59.96	52.74
Gujarat	0.10	0.39	0.24	73.10	61.92	67.94	0.00	1.61	0.74	26.75	36.08	31.06
Haryana	0.31	0.00	0.15	73.75	64.19	68.92	0.00	0.00	0.00	25.35	35.55	30.50
Himachal Pradesh	1.89	2.02	1.96	85.62	79.00	82.17	0.14	0.35	0.25	12.36	18.11	15.35
Jammu & Kashmir	0.28	0.31	0.30	79.21	70.08	75.09	0.00	1.27	0.57	20.51	27.94	23.87
Karnataka	3.30	3.82	3.56	73.29	66.44	69.93	0.00	1.32	0.65	23.41	28.40	25.86
Kerala	0.24	0.00	0.13	91.75	91.81	91.78	0.00	0.00	0.00	8.01	7.69	7.86
Madhya Pradesh	1.37	0.75	1.07	55.42	43.16	49.56	0.15	1.39	0.74	42.93	54.49	48.46
Maharashtra	0.74	1.28	1.00	80.68	73.46	77.17	0.00	1.31	0.64	18.36	23.86	21.04
Orissa	1.19	1.12	1.16	68.39	56.66	62.66	0.11	1.52	0.80	30.21	40.59	35.29
Punjab	0.00	0.00	0.00	81.09	71.40	76.73	0.00	1.02	0.46	18.67	27.34	22.58
Rajasthan	2.98	7.00	4.87	65.91	35.83	51.70	0.00	1.94	0.92	29.09	52.65	40.22
Tamil Nadu	1.35	2.96	2.14	90.28	87.49	88.91	0.00	1.53	0.75	8.11	8.02	8.07
Uttar Pradesh	0.29	0.64	0.45	62.09	45.26	54.58	0.19	1.30	0.69	37.24	52.64	44.11
West Bengal	0.92	0.47	0.70	62.23	59.53	60.91	0.23	0.75	0.48	36.51	39.17	37.80
Delhi	0.00	0.00	0.00	88.80	86.40	87.84	0.00	0.00	0.00	11.20	13.60	12.16
All- India	1.14	1.42	1.27	66.97	56.09	61.83	0.19	1.48	0.80	31.45	40.73	35.84

Sources: Author's calculation from unit level data.

**Table 3.10(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	31.91	37.20	34.51	61.33	38.77	50.28	0.49	14.02	7.12	6.03	9.49	7.72
Assam	6.01	3.87	5.13	82.94	80.02	81.74	0.56	6.21	2.89	10.41	9.74	10.13
Bihar	9.43	4.86	7.49	67.85	41.74	56.76	3.02	25.92	12.75	19.57	27.34	22.87
Gujarat	7.80	9.45	8.56	81.49	59.51	71.36	0.53	19.75	9.39	10.05	10.88	10.43
Haryana	3.85	6.93	5.15	88.14	69.28	80.17	0.33	13.68	5.97	7.67	9.99	8.65
Himachal Pradesh	24.79	27.25	26.01	72.93	65.46	69.22	0.14	3.97	2.04	1.87	3.33	2.59
Jammu & Kashmir	11.00	11.94	11.45	86.72	70.39	78.91	0.04	10.57	5.07	2.25	7.10	4.56
Karnataka	25.03	25.13	25.07	69.21	56.44	63.00	1.36	13.42	7.22	4.26	4.39	4.32
Kerala	1.41	1.78	1.60	95.71	96.13	95.92	0.14	1.17	0.66	2.74	0.92	1.82
Madhya Pradesh	19.06	15.14	17.34	66.42	44.00	56.55	1.91	19.79	9.78	12.53	20.98	16.25
Maharashtra	10.45	15.25	12.68	85.45	71.13	78.80	0.08	7.98	3.75	3.51	5.42	4.40
Orissa	16.56	12.55	14.66	68.24	54.88	61.91	1.17	14.33	7.41	13.98	18.24	16.00
Punjab	7.87	2.89	5.50	80.68	74.40	77.70	0.41	15.33	7.50	10.26	7.17	8.79
Rajasthan	16.69	37.12	25.48	75.22	29.04	55.35	1.02	17.45	8.09	7.07	16.18	10.99
Tamil Nadu	14.69	22.13	18.28	77.63	62.07	70.12	0.35	9.12	4.58	7.11	6.05	6.60
Uttar Pradesh	12.66	7.93	10.56	72.64	44.74	60.25	1.32	27.94	13.14	12.89	19.32	15.75
West Bengal	13.43	7.32	10.52	74.85	62.47	68.94	0.67	15.88	7.92	11.06	14.21	12.56
Delhi	0.00	0.00	0.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
All- India	13.98	14.14	14.06	74.30	54.57	65.29	1.13	17.12	8.44	10.36	13.95	12.00

Sources: Author's calculation from unit level data.

**Table 3.10(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	17.09	18.24	17.67	67.57	50.61	59.03	0.39	7.82	4.13	14.84	22.90	18.90
Assam	3.36	1.90	2.72	74.94	70.39	72.94	0.29	3.16	1.55	21.25	24.48	22.67
Bihar	4.59	2.31	3.60	59.03	39.12	50.35	1.77	12.71	6.54	34.48	45.75	39.39
Gujarat	3.77	4.70	4.20	77.10	60.78	69.57	0.25	10.24	4.86	18.79	24.08	21.23
Haryana	2.18	3.08	2.60	81.35	66.46	74.43	0.18	6.09	2.92	16.01	24.18	19.81
Himachal Pradesh	14.02	14.78	14.41	78.90	72.15	75.47	0.14	2.18	1.18	6.80	10.63	8.75
Jammu & Kashmir	5.16	5.90	5.50	82.63	70.23	76.87	0.02	5.74	2.67	12.20	17.93	14.86
Karnataka	13.76	13.98	13.86	71.32	61.67	66.61	0.66	7.09	3.80	14.19	16.95	15.54
Kerala	0.87	1.00	0.93	93.88	94.24	94.06	0.08	0.66	0.36	5.18	3.88	4.54
Madhya Pradesh	9.60	6.90	8.35	60.54	43.52	52.69	0.97	9.25	4.79	28.79	40.17	34.04
Maharashtra	5.51	7.81	6.60	83.02	72.37	77.95	0.04	4.43	2.13	11.08	15.24	13.06
Orissa	8.60	6.46	7.57	68.32	55.83	62.30	0.62	7.50	3.94	22.39	30.15	26.13
Punjab	3.86	1.49	2.76	80.89	72.95	77.21	0.20	8.39	3.99	14.55	16.95	15.66
Rajasthan	9.67	20.43	14.54	70.46	32.80	53.41	0.50	8.86	4.28	18.34	36.38	26.50
Tamil Nadu	8.25	12.72	10.43	83.73	74.55	79.26	0.18	5.39	2.72	7.59	7.02	7.31
Uttar Pradesh	5.97	3.97	5.08	66.94	45.02	57.18	0.71	13.49	6.40	26.05	37.40	31.10
West Bengal	6.56	3.49	5.07	67.92	60.83	64.49	0.43	7.42	3.80	25.04	28.17	26.55
Delhi	0.00	0.00	0.00	91.69	91.40	91.56	0.00	0.00	0.00	8.31	8.60	8.44
All- India	7.25	7.27	7.26	70.46	55.39	63.45	0.64	8.67	4.38	21.41	28.42	24.67

Sources: Author's calculation from unit level data.

**Table 3.11(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	1.64	0.88	1.28	89.91	85.77	87.93	0.17	0.63	0.39	8.28	12.72	10.40
Assam	0.00	0.41	0.20	75.96	84.49	80.10	0.00	0.55	0.27	24.04	14.56	19.44
Bihar	0.20	0.24	0.22	69.59	67.03	68.40	0.37	1.87	1.07	29.84	30.85	30.31
Gujarat	0.65	0.23	0.45	84.40	80.42	82.57	0.09	0.58	0.32	14.86	18.37	16.48
Haryana	1.02	0.00	0.60	84.07	86.67	85.16	0.00	0.00	0.00	14.90	13.33	14.25
Himachal Pradesh	0.00	0.00	0.00	93.06	93.66	93.36	0.00	0.00	0.00	6.94	6.34	6.64
Jammu & Kashmir	0.00	0.00	0.00	90.00	93.41	91.43	0.00	1.72	0.72	10.00	4.87	7.86
Karnataka	1.55	0.11	0.80	88.63	87.74	88.17	0.13	0.99	0.58	9.69	11.16	10.45
Kerala	0.00	0.00	0.00	95.05	94.73	94.90	0.00	0.45	0.22	4.95	4.82	4.88
Madhya Pradesh	0.17	1.02	0.57	82.96	76.63	80.00	0.08	0.33	0.20	16.65	22.00	19.15
Maharashtra	0.00	0.25	0.12	88.97	84.80	86.93	0.09	0.52	0.30	10.86	14.42	12.60
Orissa	0.57	0.00	0.29	76.48	76.24	76.36	0.78	1.94	1.34	22.17	21.82	22.00
Punjab	0.00	0.00	0.00	89.80	87.61	88.76	0.00	1.04	0.50	9.90	10.82	10.34
Rajasthan	0.16	1.06	0.56	81.98	69.19	76.22	0.18	0.46	0.31	15.82	28.60	21.58
Tamil Nadu	0.80	0.52	0.67	95.12	93.96	94.58	0.00	0.21	0.10	4.07	5.13	4.57
Uttar Pradesh	0.41	0.42	0.42	75.35	65.87	70.88	0.00	0.97	0.46	24.20	32.58	28.15
West Bengal	0.21	1.10	0.62	78.64	76.46	77.65	0.00	0.91	0.41	21.15	21.34	21.24
Delhi	0.00	0.00	0.00	88.71	91.54	89.89	0.00	0.00	0.00	11.00	8.46	9.94
All- India	0.50	0.48	0.49	84.07	80.08	82.19	0.09	0.70	0.38	15.19	18.61	16.80

Sources: Author's calculation from unit level data.

**Table 3.11(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	14.70	11.01	12.87	79.71	73.99	76.87	0.21	9.37	4.75	5.33	5.44	5.38
Assam	5.33	7.98	6.67	89.90	81.43	85.63	0.00	4.98	2.52	4.76	5.60	5.19
Bihar	3.18	1.74	2.55	83.27	77.19	80.61	2.17	11.52	6.27	11.38	9.29	10.47
Gujarat	4.56	2.36	3.42	89.40	84.53	86.88	0.46	10.49	5.66	5.22	2.40	3.76
Haryana	5.40	2.48	4.08	85.96	85.57	85.78	0.00	3.62	1.64	8.16	8.33	8.24
Himachal Pradesh	4.59	3.42	4.14	94.26	94.75	94.44	0.05	1.84	0.73	1.10	0.00	0.68
Jammu & Kashmir	3.92	1.05	2.64	94.82	94.53	94.69	0.00	3.56	1.59	1.26	0.87	1.08
Karnataka	10.92	4.52	7.96	85.52	83.49	84.58	0.61	8.51	4.26	2.49	2.97	2.72
Kerala	1.67	1.03	1.35	94.70	96.47	95.58	0.37	0.60	0.49	3.06	1.51	2.29
Madhya Pradesh	2.63	2.16	2.41	91.26	85.19	88.46	0.13	7.31	3.45	5.87	5.33	5.62
Maharashtra	5.86	2.30	4.21	90.97	87.65	89.43	0.34	7.10	3.48	2.48	2.50	2.49
Orissa	5.62	4.69	5.14	86.68	74.16	80.22	1.14	9.75	5.58	5.62	11.41	8.61
Punjab	5.82	1.19	3.59	88.60	87.33	87.99	0.00	8.78	4.23	5.58	2.70	4.19
Rajasthan	5.07	7.45	6.18	86.32	70.97	79.15	1.46	13.70	7.17	6.87	7.32	7.08
Tamil Nadu	11.36	7.83	9.47	85.58	84.98	85.26	0.47	4.76	2.77	2.26	2.29	2.28
Uttar Pradesh	9.06	3.17	6.40	80.80	70.92	76.34	0.61	14.66	6.95	9.12	10.95	9.95
West Bengal	5.25	9.08	6.97	87.81	77.23	83.06	0.74	7.26	3.67	5.97	6.42	6.17
Delhi	2.58	0.62	1.84	87.96	88.12	88.02	0.00	7.46	2.80	9.47	3.26	7.14
All- India	6.92	4.60	5.82	86.61	81.18	84.04	0.55	8.68	4.39	5.64	5.30	5.48

Sources: Author's calculation from unit level data.

**Table 3.11(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	7.73	5.77	6.78	85.15	80.08	82.68	0.19	4.85	2.46	6.90	9.20	8.02
Assam	3.00	4.82	3.91	83.81	82.71	83.26	0.00	3.13	1.55	13.19	9.34	11.28
Bihar	1.67	0.94	1.34	76.34	71.77	74.27	1.26	6.36	3.57	20.73	20.81	20.77
Gujarat	2.60	1.41	2.01	86.89	82.70	84.83	0.27	6.08	3.13	10.06	9.50	9.78
Haryana	3.19	1.31	2.37	85.00	86.09	85.48	0.00	1.92	0.83	11.57	10.68	11.18
Himachal Pradesh	2.88	1.75	2.40	93.81	94.22	93.99	0.03	0.94	0.42	3.27	3.09	3.19
Jammu & Kashmir	1.94	0.55	1.34	92.38	94.00	93.08	0.00	2.68	1.16	5.68	2.77	4.43
Karnataka	6.43	2.16	4.33	87.01	85.77	86.40	0.38	4.47	2.39	5.94	7.37	6.64
Kerala	0.90	0.56	0.73	94.86	95.68	95.27	0.20	0.53	0.36	3.94	3.02	3.48
Madhya Pradesh	1.41	1.59	1.49	87.13	80.88	84.22	0.11	3.79	1.82	11.23	13.72	12.39
Maharashtra	3.12	1.29	2.25	90.03	86.25	88.23	0.23	3.86	1.95	6.40	8.38	7.34
Orissa	3.12	2.51	2.82	81.64	75.12	78.37	0.96	6.13	3.55	13.80	16.24	15.02
Punjab	2.88	0.60	1.79	89.20	87.47	88.38	0.00	4.93	2.36	7.76	6.74	7.27
Rajasthan	2.47	4.17	3.25	84.02	70.06	77.62	0.78	6.91	3.59	11.61	18.24	14.65
Tamil Nadu	6.39	4.85	5.61	90.07	88.64	89.35	0.25	2.91	1.60	3.11	3.45	3.28
Uttar Pradesh	4.67	1.72	3.30	78.03	68.25	73.52	0.30	7.43	3.59	16.78	22.37	19.36
West Bengal	2.82	5.18	3.89	83.39	76.85	80.44	0.38	4.16	2.09	13.28	13.71	13.47
Delhi	1.30	0.29	0.90	88.33	89.96	88.98	0.00	3.44	1.36	10.23	6.06	8.58
All- India	3.75	2.57	3.19	85.36	80.64	83.13	0.32	4.75	2.41	10.36	11.86	11.07

Sources: Author's calculation from unit level data.

**Table 3.12(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.81	0.63	0.72	95.18	92.74	93.96	0.12	0.24	0.18	3.83	6.16	4.99
Assam	0.11	0.27	0.18	85.23	82.79	84.10	0.16	0.63	0.38	14.36	16.31	15.26
Bihar	0.10	0.19	0.14	63.77	55.80	60.15	0.32	0.49	0.40	35.79	43.52	39.30
Gujarat	0.15	0.00	0.08	85.23	83.22	84.26	0.00	1.37	0.66	13.67	15.41	14.51
Haryana	0.00	0.00	0.00	86.32	81.24	83.83	0.00	0.69	0.34	13.68	18.07	15.84
Himachal Pradesh	0.16	0.18	0.17	93.21	92.38	92.81	0.00	0.30	0.14	6.27	7.14	6.69
Jammu & Kashmir	0.00	0.00	0.00	85.38	73.94	79.59	0.00	0.00	0.00	14.19	25.79	20.06
Karnataka	0.54	0.00	0.29	87.04	89.37	88.14	0.00	0.54	0.26	12.41	9.57	11.08
Kerala	0.00	0.00	0.00	95.73	95.56	95.65	0.00	0.00	0.00	4.20	4.06	4.13
Madhya Pradesh	0.28	0.17	0.23	75.88	70.91	73.48	0.02	0.50	0.25	23.62	28.31	25.88
Maharashtra	0.13	0.59	0.34	85.34	88.99	86.99	0.36	0.67	0.50	13.65	9.27	11.67
Orissa	0.70	0.47	0.59	84.35	78.49	81.48	0.00	0.87	0.43	14.80	19.86	17.27
Punjab	0.12	0.00	0.07	92.02	90.30	91.27	0.05	0.27	0.15	7.49	9.43	8.34
Rajasthan	0.28	0.71	0.49	80.76	70.34	75.69	0.53	1.17	0.84	18.07	27.72	22.76
Tamil Nadu	0.00	0.00	0.00	98.47	96.74	97.62	0.00	0.00	0.00	1.16	3.20	2.17
Uttar Pradesh	0.35	0.32	0.33	76.54	73.52	75.09	0.14	0.44	0.29	22.80	25.57	24.12
West Bengal	0.10	0.14	0.12	83.19	80.66	81.91	0.33	0.65	0.49	16.10	18.36	17.24
Delhi	0.00	0.00	0.00	93.79	79.67	87.47	0.00	0.00	0.00	6.20	20.33	12.53
All-India	0.26	0.28	0.27	80.20	76.85	78.60	0.18	0.55	0.36	19.13	22.17	20.58

Sources: Author's calculation from unit level data.

**Table 3.12(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	12.61	17.06	14.65	84.92	72.52	79.24	0.11	6.28	2.94	1.67	3.37	2.45
Assam	5.45	1.97	3.84	90.54	90.55	90.55	0.99	4.14	2.45	3.02	3.34	3.17
Bihar	4.77	2.23	3.66	79.31	65.64	73.32	0.73	10.58	5.05	14.8	21.5	17.76
Gujarat	5.45	5.64	5.53	86.04	71.81	79.71	0.6	17.12	7.95	7.55	5.43	6.61
Haryana	3.02	5.15	4.01	92.42	79.94	86.61	0.52	9.64	4.77	3.78	3.94	3.86
Himachal Pradesh	3.91	6.9	5.34	95.6	91.17	93.48	0	0.92	0.44	0.42	0.77	0.59
Jammu & Kashmir	3.59	4.57	4.05	93.93	89.13	91.65	0.11	3	1.48	2.37	3.07	2.7
Karnataka	10.32	12.09	11.18	86.76	78.33	82.7	0.73	5.36	2.96	2.08	4.14	3.07
Kerala	0.89	0	0.47	97.22	99.8	98.41	0	0.06	0.03	1.37	0.14	0.8
Madhya Pradesh	5.66	9.34	7.4	87.2	71.54	79.8	0.74	11.96	6.04	5.96	6.92	6.42
Maharashtra	8.55	9.9	9.19	88.21	84.02	86.23	0.24	4.69	2.34	2.65	1.23	1.98
Orissa	10.73	9.85	10.31	79.23	70.26	74.89	0.97	12.72	6.65	8.33	6.79	7.58
Punjab	5.36	3.3	4.43	88.65	86.63	87.73	0	6.09	2.76	5.61	3.59	4.69
Rajasthan	7.1	14.27	10.46	88.99	65.24	77.85	0.54	12.96	6.36	3.14	7.47	5.17
Tamil Nadu	2.1	3.66	2.81	97.06	91.67	94.6	0	3.37	1.54	0.32	0.45	0.38
Uttar Pradesh	8.36	6.79	7.66	83.84	73.22	79.11	0.39	12.84	5.94	6.91	6.94	6.92
West Bengal	7.6	5.5	6.57	82.62	81.16	81.9	0.97	7.99	4.41	8.37	5.09	6.76
Delhi	0.00	0.00	0.00	100.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
All-India	7.05	7.46	7.24	85.84	76.08	81.34	0.52	9.39	4.61	6.18	6.82	6.47

Sources: Author's calculation from unit level data.

**Table 3.12(c) : Percentages of the Children age group 5-14 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	7.05	8.64	7.81	89.76	82.88	86.47	0.12	3.18	1.58	2.69	4.80	3.70
Assam	2.76	1.11	2.00	87.86	86.65	87.30	0.57	2.37	1.40	8.73	9.86	9.25
Bihar	2.25	1.09	1.73	70.91	60.17	66.11	0.51	4.97	2.50	26.15	33.76	29.55
Gujarat	2.91	2.74	2.83	85.65	77.68	81.96	0.31	9.03	4.34	10.49	10.56	10.52
Haryana	1.58	2.57	2.06	89.52	80.59	85.25	0.27	5.16	2.61	8.49	11.01	9.69
Himachal Pradesh	2.17	3.76	2.93	94.49	91.74	93.17	0.00	0.63	0.30	3.13	3.75	3.43
Jammu & Kashmir	2.09	2.51	2.29	90.35	82.28	86.41	0.06	1.65	0.84	7.32	13.32	10.25
Karnataka	5.82	6.66	6.22	86.89	83.29	85.17	0.39	3.19	1.73	6.83	6.58	6.71
Kerala	0.46	0.00	0.24	96.51	97.68	97.07	0.00	0.03	0.01	2.71	2.10	2.42
Madhya Pradesh	2.86	4.48	3.63	81.31	71.20	76.48	0.36	5.88	3.00	15.15	18.27	16.64
Maharashtra	4.44	5.53	4.95	86.81	86.35	86.60	0.30	2.81	1.46	8.02	5.00	6.62
Orissa	5.77	5.16	5.47	81.76	74.37	78.17	0.49	6.79	3.55	11.53	13.32	12.40
Punjab	2.92	1.81	2.42	90.22	88.29	89.36	0.02	3.46	1.56	6.49	6.23	6.37
Rajasthan	3.70	7.27	5.41	84.89	67.87	76.76	0.53	6.88	3.56	10.58	17.92	14.09
Tamil Nadu	1.16	1.89	1.51	97.69	94.12	96.00	0.00	1.74	0.82	0.70	1.78	1.21
Uttar Pradesh	4.26	3.27	3.80	80.11	73.38	76.99	0.27	6.09	2.96	15.03	17.08	15.98
West Bengal	3.96	2.82	3.39	82.89	80.91	81.91	0.66	4.31	2.48	12.12	11.73	11.93
Delhi	0.00	0.00	0.00	97.04	90.79	94.16	0.00	0.00	0.00	2.96	9.21	5.84
All-India	3.67	3.76	3.71	83.03	76.47	79.95	0.35	4.83	2.45	12.64	14.73	13.62

Sources: Author's calculation from unit level data.

**Table 3.13(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.06	0.00	0.03	93.10	94.42	93.74	0.37	1.51	0.93	6.46	4.03	5.28
Assam	0.20	0.14	0.17	83.90	81.32	82.64	0.00	0.00	0.00	15.81	18.54	17.14
Bihar	0.16	0.50	0.32	79.35	78.08	78.75	0.00	0.30	0.14	20.24	21.09	20.65
Gujarat	0.52	0.00	0.28	90.99	90.44	90.74	0.00	0.00	0.00	8.49	8.61	8.55
Haryana	0.00	0.00	0.00	89.21	87.61	88.60	0.00	0.67	0.25	10.56	11.73	11.00
Himachal Pradesh	0.00	0.00	0.00	100.00	86.54	93.09	0.00	0.00	0.00	0.00	13.45	6.91
Jammu & Kashmir	0.00	0.00	0.00	96.32	91.86	94.16	0.00	0.00	0.00	3.68	7.28	5.42
Karnataka	0.00	0.00	0.00	94.54	91.89	93.34	0.00	0.00	0.00	5.46	7.91	6.57
Kerala	0.00	0.00	0.00	98.41	98.79	98.59	0.38	0.00	0.20	1.22	1.21	1.21
Madhya Pradesh	0.03	0.00	0.01	90.49	85.13	87.99	0.44	0.10	0.28	9.01	14.57	11.60
Maharashtra	0.00	0.00	0.00	93.91	92.54	93.26	0.04	0.02	0.03	5.93	6.96	6.42
Orissa	0.00	0.00	0.00	85.67	86.30	85.96	0.00	1.83	0.86	13.73	11.87	12.86
Punjab	0.04	0.00	0.02	92.14	88.65	90.62	0.00	1.24	0.54	7.82	10.11	8.81
Rajasthan	0.17	0.15	0.16	80.06	80.63	80.36	0.00	0.27	0.14	19.77	18.96	19.34
Tamil Nadu	0.00	0.00	0.00	99.07	97.88	98.50	0.00	0.30	0.14	0.62	1.82	1.19
Uttar Pradesh	1.05	0.74	0.90	79.56	78.10	78.86	0.00	0.52	0.25	19.29	20.63	19.93
West Bengal	0.49	2.02	1.29	88.85	89.12	88.99	0.00	0.12	0.06	10.66	8.44	9.50
Delhi	0.00	0.00	0.00	84.80	85.60	85.14	0.00	0.00	0.00	15.17	14.01	14.67
All-India	0.27	0.30	0.29	88.71	87.40	88.09	0.08	0.36	0.21	10.85	11.75	11.28

Sources: Author's calculation from unit level data.

**Table 3.13(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	6.83	5.59	6.21	91.03	86.53	88.79	0.61	5.96	3.27	1.10	0.97	1.04
Assam	1.52	1.91	1.73	97.24	88.61	92.51	0.00	5.12	2.81	1.24	3.50	2.48
Bihar	7.60	2.22	4.89	86.60	84.23	85.41	0.14	5.43	2.81	8.04	9.46	8.75
Gujarat	3.85	2.55	3.28	93.55	90.50	92.21	0.00	4.95	2.18	2.12	1.76	1.96
Haryana	2.00	1.04	1.59	94.24	87.30	91.27	0.00	3.63	1.56	3.77	7.72	5.46
Himachal Pradesh	0.00	1.92	0.82	96.55	98.08	97.21	0.00	0.00	0.00	0.00	0.00	0.00
Jammu & Kashmir	0.35	16.03	8.16	99.16	80.09	89.66	0.00	1.03	0.52	0.49	1.51	1.00
Karnataka	2.48	1.67	2.08	95.49	93.42	94.48	0.48	2.88	1.66	1.06	1.44	1.24
Kerala	0.58	0.71	0.64	99.09	99.29	99.18	0.00	0.00	0.00	0.28	0.00	0.16
Madhya Pradesh	4.88	3.51	4.24	92.44	89.16	90.91	0.31	5.40	2.69	3.99	1.76	2.95
Maharashtra	2.59	2.00	2.30	92.64	90.88	91.78	0.57	5.08	2.78	3.73	1.51	2.64
Orissa	4.68	2.43	3.56	90.71	90.31	90.51	0.00	4.44	2.20	4.61	2.01	3.32
Punjab	5.16	0.27	2.75	90.92	90.39	90.66	0.61	6.35	3.44	3.07	2.84	2.96
Rajasthan	8.35	3.92	6.08	85.22	77.53	81.28	0.29	8.56	4.52	6.04	9.97	8.05
Tamil Nadu	3.13	3.33	3.23	96.32	93.87	95.08	0.08	1.83	0.96	0.45	0.90	0.68
Uttar Pradesh	11.60	6.13	8.86	79.20	81.45	80.33	0.45	6.48	3.47	8.71	5.95	7.33
West Bengal	9.55	6.73	8.13	81.78	82.87	82.32	0.22	7.74	3.98	8.29	2.67	5.48
Delhi	1.20	0.37	0.82	92.35	97.02	94.51	0.00	1.55	0.71	6.45	1.06	3.96
All-India	5.33	3.49	4.43	89.78	87.79	88.81	0.33	5.11	2.66	4.31	3.31	3.83

Sources: Author's calculation from unit level data.

**Table 3.13(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	3.57	2.96	3.27	92.03	90.24	91.15	0.50	3.86	2.16	3.69	2.41	3.06
Assam	0.85	1.12	0.99	90.51	85.38	87.84	0.00	2.85	1.48	8.59	10.17	9.41
Bihar	3.83	1.49	2.68	81.33	77.72	79.56	0.07	2.98	1.50	15.82	18.85	17.31
Gujarat	2.27	1.30	1.84	92.34	90.47	91.50	0.00	2.53	1.13	5.13	5.12	5.13
Haryana	1.05	0.60	0.86	91.84	87.43	90.05	0.00	2.37	0.96	7.00	9.43	7.99
Himachal Pradesh	0.00	0.97	0.45	97.97	92.38	95.35	0.00	0.00	0.00	0.00	6.65	3.11
Jammu & Kashmir	0.18	8.53	4.29	97.80	85.59	91.79	0.00	0.55	0.27	2.02	4.21	3.10
Karnataka	1.25	0.90	1.08	95.02	92.72	93.93	0.24	1.56	0.86	3.24	4.41	3.79
Kerala	0.30	0.34	0.32	98.77	99.03	98.89	0.18	0.00	0.10	0.72	0.63	0.68
Madhya Pradesh	2.54	1.85	2.22	91.39	87.20	89.46	0.41	2.91	1.56	6.48	7.95	7.16
Maharashtra	1.39	1.11	1.25	93.23	91.62	92.45	0.33	2.83	1.53	4.75	3.93	4.35
Orissa	2.32	1.27	1.82	88.17	88.40	88.28	0.00	3.20	1.54	9.20	6.70	8.00
Punjab	2.66	0.16	1.49	91.52	89.64	90.64	0.31	4.15	2.10	5.39	5.97	5.66
Rajasthan	4.29	1.98	3.09	82.66	79.12	80.82	0.15	4.30	2.31	12.85	14.58	13.75
Tamil Nadu	1.61	1.80	1.70	97.66	95.71	96.70	0.04	1.13	0.57	0.53	1.32	0.92
Uttar Pradesh	6.40	3.58	5.01	79.11	79.71	79.41	0.23	3.65	1.91	14.19	13.06	13.64
West Bengal	5.59	4.56	5.07	84.86	85.74	85.31	0.12	4.24	2.23	9.33	5.32	7.28
Delhi	0.60	0.20	0.43	88.60	91.77	90.01	0.00	0.84	0.37	10.78	7.01	9.10
All-India	2.90	2.00	2.47	89.27	87.61	88.47	0.21	2.89	1.50	7.45	7.26	7.36

Sources: Author's calculation from unit level data.

**Table 3.14(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 2011-12 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.01	0.04	0.02	96.19	95.31	95.78	0.00	0.00	0.00	3.10	4.65	3.82
Assam	0.00	0.00	0.00	94.35	89.62	92.28	0.08	0.00	0.05	5.57	10.19	7.59
Bihar	0.00	0.00	0.00	79.50	85.00	82.08	0.24	0.38	0.31	19.58	14.00	16.96
Gujarat	0.00	0.08	0.04	91.18	85.76	88.53	0.00	0.00	0.00	8.66	14.16	11.35
Haryana	0.27	0.00	0.15	94.53	86.46	91.01	0.04	1.24	0.56	5.16	11.95	8.12
Himachal Pradesh	0.00	0.35	0.15	99.19	99.07	99.14	0.00	0.00	0.00	0.81	0.59	0.71
Jammu & Kashmir	0.00	0.00	0.00	93.77	88.50	91.23	0.00	1.11	0.53	6.23	9.59	7.85
Karnataka	0.00	0.00	0.00	90.78	90.06	90.43	0.05	0.21	0.13	8.95	9.71	9.32
Kerala	0.00	0.00	0.00	98.29	96.25	97.19	0.00	0.17	0.09	1.71	3.57	2.72
Madhya Pradesh	0.00	0.09	0.04	84.38	87.95	86.11	0.25	0.29	0.27	15.24	11.17	13.27
Maharashtra	0.00	0.00	0.00	91.82	89.93	90.98	0.01	0.00	0.01	7.85	10.05	8.83
Orissa	0.00	0.00	0.00	93.43	92.09	92.76	0.09	0.00	0.05	5.95	7.74	6.85
Punjab	0.00	0.00	0.00	96.49	96.95	96.70	0.00	0.00	0.00	3.51	3.05	3.30
Rajasthan	0.00	0.00	0.00	85.65	84.74	85.23	0.34	0.40	0.37	13.86	14.83	14.30
Tamil Nadu	0.00	0.00	0.00	99.70	98.60	99.12	0.00	0.00	0.00	0.30	1.40	0.88
Uttar Pradesh	0.13	0.08	0.11	81.51	80.41	81.01	0.00	0.26	0.12	18.13	19.16	18.60
West Bengal	0.00	0.53	0.26	89.33	88.15	88.76	0.00	0.54	0.26	10.43	10.27	10.35
Delhi	0.00	0.00	0.00	94.19	100.00	96.75	0.00	0.00	0.00	5.81	0.00	3.25
All-India	0.04	0.07	0.06	86.85	87.03	86.94	0.09	0.26	0.17	12.72	12.40	12.57

Sources: Author's calculation from unit level data.

**Table 3.14(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 2011-12 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	1.00	6.74	3.83	97.89	89.76	93.88	0.00	2.92	1.44	0.03	0.28	0.15
Assam	0.75	1.05	0.88	96.95	93.22	95.28	0.67	2.60	1.53	1.29	3.08	2.09
Bihar	2.71	2.97	2.83	88.35	83.32	86.10	0.97	5.66	3.06	7.90	7.54	7.74
Gujarat	4.74	3.81	4.32	90.09	88.84	89.52	0.03	5.63	2.57	5.14	1.65	3.55
Haryana	0.79	0.00	0.49	96.22	95.73	96.03	0.07	4.23	1.65	2.55	0.00	1.58
Himachal Pradesh	0.00	0.96	0.42	100.00	98.41	99.30	0.00	0.45	0.20	0.00	0.18	0.08
Jammu & Kashmir	1.47	1.81	1.63	95.46	90.51	93.10	0.09	2.65	1.31	2.07	4.83	3.39
Karnataka	4.58	2.46	3.55	94.10	93.73	93.92	0.00	0.29	0.14	1.27	1.25	1.26
Kerala	0.00	0.15	0.08	99.66	98.99	99.32	0.00	0.00	0.00	0.34	0.38	0.36
Madhya Pradesh	1.79	1.00	1.40	95.26	94.61	94.94	0.34	3.56	1.94	2.60	0.75	1.68
Maharashtra	3.82	2.56	3.26	95.39	92.65	94.16	0.00	2.44	1.09	0.78	2.27	1.45
Orissa	2.72	2.90	2.80	95.77	90.63	93.27	0.21	4.12	2.11	1.29	1.90	1.59
Punjab	3.20	1.62	2.48	96.61	96.11	96.38	0.00	1.38	0.63	0.06	0.00	0.03
Rajasthan	2.25	4.79	3.31	93.31	83.56	89.26	1.97	8.65	4.74	2.24	2.83	2.49
Tamil Nadu	0.97	0.59	0.80	96.93	99.04	97.90	0.00	0.04	0.02	1.96	0.00	1.07
Uttar Pradesh	4.15	3.85	4.01	90.51	86.56	88.73	0.30	6.93	3.29	4.91	2.67	3.90
West Bengal	4.66	4.40	4.54	92.21	87.26	89.92	0.16	4.88	2.34	2.40	3.09	2.72
Delhi	0.00	0.00	0.00	100.00	99.90	99.98	0.00	0.10	0.02	0.00	0.00	0.00
All-India	2.91	3.03	2.97	93.00	89.42	91.36	0.43	4.52	2.31	3.47	2.73	3.13

Sources: Author's calculation from unit level data.

**Table 3.14(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 2011-12 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.54	3.79	2.10	97.10	92.20	94.74	0.00	1.63	0.79	1.46	2.20	1.82
Assam	0.38	0.53	0.45	95.65	91.46	93.80	0.38	1.33	0.80	3.42	6.56	4.81
Bihar	1.43	1.50	1.46	84.15	84.16	84.15	0.62	3.04	1.73	13.45	10.75	12.21
Gujarat	2.36	1.81	2.10	90.64	87.19	89.01	0.01	2.61	1.24	6.91	8.36	7.59
Haryana	0.56	0.00	0.33	95.46	91.04	93.66	0.05	2.72	1.14	3.72	6.05	4.67
Himachal Pradesh	0.00	0.71	0.31	99.65	98.68	99.23	0.00	0.26	0.11	0.35	0.35	0.35
Jammu & Kashmir	0.82	1.01	0.91	94.72	89.62	92.27	0.05	1.96	0.97	3.90	6.95	5.36
Karnataka	2.51	1.32	1.93	92.60	92.04	92.33	0.02	0.25	0.13	4.73	5.16	4.94
Kerala	0.00	0.08	0.04	99.06	97.72	98.35	0.00	0.08	0.04	0.94	1.86	1.43
Madhya Pradesh	0.95	0.59	0.77	90.17	91.59	90.86	0.30	2.08	1.17	8.52	5.48	7.03
Maharashtra	2.14	1.45	1.83	93.82	91.47	92.77	0.01	1.38	0.62	3.89	5.65	4.68
Orissa	1.48	1.52	1.50	94.70	91.32	93.03	0.16	2.17	1.15	3.41	4.67	4.03
Punjab	1.69	0.86	1.31	96.55	96.51	96.53	0.00	0.72	0.33	1.69	1.45	1.58
Rajasthan	1.18	2.33	1.68	89.67	84.17	87.28	1.20	4.41	2.59	7.76	9.00	8.29
Tamil Nadu	0.58	0.30	0.44	98.06	98.83	98.44	0.00	0.02	0.01	1.28	0.67	0.99
Uttar Pradesh	2.13	1.92	2.04	85.98	83.42	84.82	0.15	3.53	1.68	11.56	11.08	11.35
West Bengal	2.54	2.56	2.55	90.90	87.68	89.38	0.09	2.82	1.37	6.05	6.51	6.27
Delhi	0.00	0.00	0.00	97.18	99.98	98.10	0.00	0.02	0.01	2.82	0.00	1.89
All-India	1.55	1.60	1.57	90.09	88.26	89.24	0.27	2.45	1.28	7.84	7.41	7.64

Sources: Author's calculation from unit level data.

**Table 3.15(a): Percentages of the Children age group 5-9 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.00	0.00	0.00	97.52	96.19	96.86	0.00	0.00	0.00	2.34	3.77	3.06
Assam	0.00	0.00	0.00	95.59	97.58	96.48	0.00	0.00	0.00	4.41	2.42	3.52
Bihar	0.00	0.06	0.03	88.99	90.15	89.52	0.10	0.19	0.14	10.34	9.53	9.97
Gujarat	0.00	0.00	0.00	96.41	91.52	94.15	0.00	0.00	0.00	2.89	7.81	5.16
Haryana	0.00	0.00	0.00	94.43	94.71	94.57	0.00	0.00	0.00	5.14	5.29	5.21
Himachal Pradesh	0.00	0.00	0.00	94.00	94.49	94.28	0.00	5.32	3.00	6.00	0.19	2.72
Jammu & Kashmir	0.00	0.00	0.00	95.32	96.44	95.86	0.00	0.37	0.18	3.85	2.92	3.40
Karnataka	0.00	0.00	0.00	96.46	96.27	96.37	0.00	0.00	0.00	3.54	3.73	3.63
Kerala	0.00	0.00	0.00	97.63	96.33	96.94	0.00	0.00	0.00	2.37	3.67	3.06
Madhya Pradesh	0.00	0.14	0.07	93.98	92.20	93.13	0.09	0.16	0.12	5.63	7.17	6.36
Maharashtra	0.00	0.00	0.00	96.25	95.25	95.80	0.00	0.12	0.06	3.52	4.58	4.00
Orissa	0.00	0.00	0.00	91.48	94.80	92.96	0.00	0.00	0.00	7.48	5.20	6.46
Punjab	0.21	0.46	0.33	92.37	92.84	92.59	0.00	1.93	0.93	6.36	4.77	5.59
Rajasthan	0.00	0.00	0.00	84.69	92.87	88.08	0.34	0.20	0.28	14.42	6.93	11.32
Tamil Nadu	0.00	0.00	0.00	99.66	97.78	98.67	0.00	0.00	0.00	0.34	2.22	1.33
Uttar Pradesh	0.51	0.22	0.37	85.78	81.14	83.62	0.00	0.56	0.26	13.71	17.87	15.65
West Bengal	0.00	0.00	0.00	95.47	94.79	95.14	0.00	0.00	0.00	3.13	5.21	4.14
Delhi	0.00	0.00	0.00	97.67	96.99	97.38	0.00	0.79	0.34	2.33	2.22	2.29
All-India	0.10	0.06	0.08	93.40	92.36	92.91	0.03	0.24	0.13	6.15	7.21	6.65

Sources: Author's calculation from unit level data.



**Table 3.15(b): Percentages of the Children age group 10-14 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	1.75	0.39	1.10	97.26	95.74	96.53	0.04	2.94	1.42	0.95	0.34	0.66
Assam	2.38	0.00	1.34	93.56	90.04	92.02	0.00	4.57	2.00	0.15	0.38	0.25
Bihar	1.60	1.01	1.35	95.78	93.64	94.87	0.00	3.54	1.51	2.54	1.82	2.23
Gujarat	2.66	1.68	2.17	95.89	95.96	95.93	0.00	1.72	0.85	1.45	0.64	1.04
Haryana	0.68	0.00	0.39	98.83	95.13	97.27	0.00	3.10	1.31	0.49	1.77	1.03
Himachal Pradesh	0.00	0.00	0.00	98.90	98.83	98.87	0.00	0.94	0.40	0.00	0.23	0.10
Jammu & Kashmir	1.29	0.05	0.73	97.95	99.16	98.50	0.37	0.65	0.50	0.35	0.13	0.25
Karnataka	1.27	0.00	0.62	97.53	97.70	97.62	0.43	1.34	0.90	0.76	0.23	0.49
Kerala	0.70	0.00	0.40	99.10	100.00	99.48	0.00	0.00	0.00	0.20	0.00	0.12
Madhya Pradesh	1.28	0.58	0.97	96.99	95.00	96.11	0.08	2.55	1.17	1.19	1.85	1.48
Maharashtra	1.11	0.00	0.62	97.53	98.66	98.03	0.20	0.78	0.46	0.58	0.40	0.50
Orissa	6.06	2.69	4.60	88.57	93.47	90.69	0.00	2.77	1.20	4.37	1.07	2.94
Punjab	0.90	1.53	1.18	94.44	92.27	93.48	0.00	4.96	2.20	4.66	1.02	3.04
Rajasthan	1.62	0.98	1.34	92.63	83.44	88.56	1.21	4.73	2.77	4.35	10.84	7.23
Tamil Nadu	0.48	0.28	0.39	98.95	98.71	98.84	0.00	0.85	0.38	0.40	0.00	0.22
Uttar Pradesh	6.34	2.26	4.51	87.69	85.97	86.92	0.20	8.30	3.84	5.66	3.15	4.53
West Bengal	20.52	2.68	12.91	77.00	94.15	84.31	0.00	2.09	0.89	1.62	1.07	1.38
Delhi	0.29	0.00	0.17	98.18	98.79	98.43	0.52	1.09	0.75	1.01	0.12	0.65
All-India	3.46	0.95	2.33	94.02	94.19	94.10	0.18	3.05	1.47	2.07	1.57	1.85

Sources: Author's calculation from unit level data.

**Table 3.15(c): Percentages of the Children age group 5-14 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Andhra Pradesh	0.98	0.21	0.61	97.37	95.95	96.68	0.02	1.58	0.78	1.56	1.93	1.74
Assam	1.31	0.00	0.73	94.48	93.52	94.05	0.00	2.46	1.09	2.08	1.33	1.74
Bihar	0.91	0.57	0.76	92.85	92.01	92.48	0.04	1.98	0.90	5.90	5.41	5.68
Gujarat	1.40	0.95	1.18	96.14	94.02	95.12	0.00	0.97	0.46	2.13	3.77	2.92
Haryana	0.38	0.00	0.21	96.88	94.92	96.00	0.00	1.54	0.69	2.55	3.54	3.00
Himachal Pradesh	0.00	0.00	0.00	96.72	96.30	96.51	0.00	3.49	1.74	2.68	0.20	1.45
Jammu & Kashmir	0.69	0.03	0.38	96.73	97.83	97.24	0.20	0.52	0.35	1.97	1.50	1.75
Karnataka	0.62	0.00	0.31	96.98	97.03	97.00	0.21	0.71	0.46	2.20	1.87	2.03
Kerala	0.41	0.00	0.22	98.49	98.08	98.30	0.00	0.00	0.00	1.11	1.92	1.49
Madhya Pradesh	0.69	0.36	0.54	95.60	93.61	94.69	0.08	1.37	0.67	3.24	4.49	3.81
Maharashtra	0.61	0.00	0.34	96.95	97.09	97.01	0.11	0.48	0.27	1.91	2.33	2.10
Orissa	3.23	1.40	2.43	89.93	94.11	91.76	0.00	1.44	0.63	5.82	3.05	4.60
Punjab	0.58	0.99	0.77	93.47	92.56	93.05	0.00	3.42	1.58	5.46	2.92	4.28
Rajasthan	0.88	0.56	0.74	88.99	87.49	88.34	0.81	2.78	1.66	8.97	9.17	9.05
Tamil Nadu	0.27	0.14	0.20	99.26	98.23	98.76	0.00	0.41	0.20	0.38	1.13	0.74
Uttar Pradesh	3.60	1.27	2.54	86.80	83.62	85.35	0.11	4.54	2.13	9.44	10.30	9.83
West Bengal	12.37	1.46	7.44	84.33	94.44	88.90	0.00	1.14	0.51	2.22	2.95	2.55
Delhi	0.17	0.00	0.10	97.97	98.01	97.99	0.31	0.96	0.58	1.56	1.03	1.34
All-India	1.94	0.53	1.29	93.74	93.33	93.55	0.11	1.73	0.85	3.91	4.24	4.06

Sources: Author's calculation from unit level data.

**Table 3.16: Percentages of the children age group 5-14 in  
Agriculture and Non-Agriculture Sectors by NIC 1987 for 1983  
Rural Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	21.07	16.72	18.98	2.04	3.59	2.78
Assam	3.89	1.35	2.71	0.81	0.62	0.72
Bihar	7.76	7.08	7.44	1.00	0.77	0.89
Gujarat	10.13	11.72	10.88	0.72	0.54	0.63
Haryana	6.95	9.29	7.99	0.63	0.30	0.48
Himachal Pradesh	9.42	16.93	13.19	0.18	0.09	0.14
Jammu & Kashmir	9.70	12.79	11.18	2.02	0.59	1.34
Karnataka	18.15	16.10	17.11	1.94	1.52	1.73
Kerala	2.32	1.74	2.04	1.12	1.39	1.25
Madhya Pradesh	14.26	13.93	14.10	0.88	0.78	0.83
Maharashtra	14.06	14.89	14.46	0.81	1.17	0.98
Orissa	13.95	11.11	12.53	1.76	2.07	1.91
Punjab	19.10	9.44	14.62	1.58	0.97	1.30
Rajasthan	16.76	26.33	21.17	0.79	0.61	0.71
Tamil Nadu	10.90	13.81	12.35	4.01	3.78	3.90
Uttar Pradesh	10.24	8.18	9.32	1.83	0.75	1.35
West Bengal	8.87	3.89	6.49	1.67	1.41	1.54
Delhi	3.95	4.37	4.11	0.00	4.37	1.68
All- India	11.79	11.07	11.45	1.48	1.33	1.41

Sources: Author's calculation from unit level data.

**Table 3.17: Percentages of the children age group 5-14 in  
Agriculture and Non-Agriculture Sectors by NIC 1987 for 1983  
Urban Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	1.91	1.63	1.78	8.50	3.57	6.13
Assam	0.28	0.00	0.14	1.66	3.59	2.61
Bihar	1.01	0.26	0.65	5.27	2.67	4.03
Gujarat	3.58	0.99	2.36	2.87	1.13	2.05
Haryana	1.99	0.95	1.49	2.94	2.19	2.58
Himachal Pradesh	0.00	0.00	0.00	3.01	0.00	1.68
Jammu & Kashmir	1.57	1.51	1.54	4.45	2.24	3.41
Karnataka	1.46	2.18	1.81	5.44	3.16	4.33
Kerala	0.66	0.77	0.72	2.08	0.48	1.28
Madhya Pradesh	0.93	1.34	1.12	3.79	1.56	2.77
Maharashtra	1.08	0.45	0.79	2.72	1.11	1.98
Orissa	2.43	0.73	1.62	3.19	2.58	2.90
Punjab	1.39	0.74	1.09	3.71	1.20	2.54
Rajasthan	2.25	5.63	3.87	3.51	2.40	2.98
Tamil Nadu	0.94	1.70	1.31	7.12	3.87	5.55
Uttar Pradesh	1.14	0.74	0.95	5.80	2.09	4.02
West Bengal	0.65	1.18	0.90	3.35	4.25	3.78
Delhi	0.20	0.00	0.11	3.28	0.85	2.19
All- India	1.38	1.31	1.35	4.60	2.40	3.55

Sources: Author's calculation from unit level data.

**Table 3.18: Percentages of the children age group 5-14 in Agriculture and Non-Agriculture Sectors by NIC 1987 for 1993-94 Rural Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	14.52	14.85	14.69	2.28	3.30	2.79
Assam	2.39	1.26	1.89	0.74	0.26	0.53
Bihar	3.89	1.91	3.02	0.69	0.33	0.53
Gujarat	2.79	4.41	3.54	0.82	0.21	0.54
Haryana	1.97	2.96	2.43	0.21	0.12	0.17
Himachal Pradesh	13.48	14.62	14.06	0.30	0.00	0.15
Jammu & Kashmir	5.12	5.90	5.48	0.04	0.00	0.02
Karnataka	11.06	12.24	11.64	2.69	1.74	2.23
Kerala	0.42	0.00	0.22	0.19	0.93	0.55
Madhya Pradesh	9.02	6.51	7.86	0.53	0.30	0.43
Maharashtra	5.03	7.01	5.97	0.42	0.59	0.50
Orissa	7.40	4.85	6.17	1.00	1.55	1.27
Punjab	3.40	1.41	2.48	0.30	0.08	0.20
Rajasthan	8.94	19.41	13.68	0.66	0.89	0.76
Tamil Nadu	4.94	8.21	6.53	3.32	4.45	3.87
Uttar Pradesh	4.53	3.46	4.06	1.23	0.48	0.89
West Bengal	4.37	1.71	3.09	1.97	1.70	1.84
Delhi	0.00	0.00	0.00	0.00	0.00	0.00
All-India	5.92	6.06	5.99	1.19	1.12	1.16

Sources: Author's calculation from unit level data.

**Table 3.19: Percentages of the children age group 5-14 in Agriculture and Non-Agriculture Sectors by NIC 1987 for 1993-94 Urban Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	1.55	2.13	1.83	5.81	3.65	4.76
Assam	0.00	0.19	0.09	2.55	4.04	3.29
Bihar	0.27	0.26	0.27	1.15	0.68	0.94
Gujarat	0.45	0.24	0.35	1.99	1.17	1.59
Haryana	0.39	0.58	0.47	2.80	0.74	1.90
Himachal Pradesh	0.26	0.92	0.54	2.62	0.83	1.85
Jammu & Kashmir	0.46	0.55	0.50	0.97	0.00	0.55
Karnataka	1.15	0.91	1.03	5.24	1.16	3.23
Kerala	0.36	0.00	0.18	0.54	0.22	0.38
Madhya Pradesh	0.31	0.50	0.40	0.98	1.09	1.03
Maharashtra	0.48	0.13	0.31	2.42	1.16	1.82
Orissa	0.82	0.76	0.79	2.30	1.76	2.03
Punjab	0.13	0.12	0.13	2.58	0.48	1.58
Rajasthan	0.38	1.42	0.86	2.09	2.47	2.26
Tamil Nadu	0.39	0.51	0.45	5.23	4.18	4.70
Uttar Pradesh	0.64	0.48	0.57	3.83	1.24	2.63
West Bengal	0.42	0.57	0.49	2.19	3.34	2.71
Delhi	0.00	0.00	0.00	1.30	0.29	0.90
All-India	0.55	0.59	0.57	2.98	1.83	2.44

Sources: Author's calculation from unit level data.

**Table 3.20: Percentages of the children age group 5-14 in Agriculture and Non-Agriculture Sectors by NIC 1987 for 2004-05 Rural Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	5.02	7.04	5.98	2.03	1.54	1.79
Assam	1.86	0.63	1.29	0.86	0.17	0.54
Bihar	1.52	0.84	1.22	0.52	0.25	0.40
Gujarat	2.51	2.59	2.54	0.40	0.15	0.29
Haryana	1.03	1.88	1.43	0.56	0.59	0.57
Himachal Pradesh	1.62	3.60	2.57	0.55	0.16	0.36
Jammu & Kashmir	1.57	1.54	1.56	0.52	0.96	0.73
Karnataka	5.20	5.54	5.36	0.49	1.12	0.79
Kerala	0.04	0.00	0.02	0.12	0.00	0.06
Madhya Pradesh	2.51	4.12	3.28	0.28	0.35	0.32
Maharashtra	3.59	5.16	4.32	0.71	0.37	0.55
Orissa	4.66	3.20	3.95	0.97	1.78	1.36
Punjab	2.06	1.08	1.62	0.27	0.47	0.36
Rajasthan	2.64	6.60	4.53	0.88	0.52	0.71
Tamil Nadu	0.41	1.30	0.83	0.75	0.59	0.67
Uttar Pradesh	3.21	2.41	2.84	1.00	0.84	0.93
West Bengal	1.72	0.98	1.35	1.73	1.56	1.65
Delhi	0.00	0.00	0.00	0.00	0.00	0.00
All-India	2.67	2.97	2.81	0.85	0.72	0.79

Sources: Author's calculation from unit level data.

**Table 3.21: Percentages of the children age group 5-14 in Agriculture and Non-Agriculture Sectors by NIC 1987 for 2004-05 Urban Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	0.10	0.29	0.19	3.15	2.58	2.87
Assam	0.11	0.00	0.05	0.73	1.12	0.93
Bihar	0.39	0.15	0.28	1.86	0.86	1.37
Gujarat	0.38	0.78	0.56	1.85	0.52	1.25
Haryana	0.04	0.49	0.22	0.99	0.11	0.63
Himachal Pradesh	0.00	0.75	0.35	0.00	0.22	0.10
Jammu & Kashmir	0.00	0.00	0.00	0.12	8.53	4.26
Karnataka	0.00	0.36	0.17	1.15	0.54	0.86
Kerala	0.11	0.09	0.10	0.19	0.25	0.22
Madhya Pradesh	0.37	0.69	0.52	1.69	0.84	1.29
Maharashtra	0.17	0.32	0.24	1.02	0.25	0.65
Orissa	1.03	0.55	0.80	1.13	0.71	0.93
Punjab	0.00	0.07	0.03	1.87	0.08	1.04
Rajasthan	0.00	0.52	0.27	4.29	1.47	2.82
Tamil Nadu	0.20	0.11	0.15	1.03	1.69	1.36
Uttar Pradesh	0.41	0.20	0.31	4.64	3.23	3.95
West Bengal	0.13	0.00	0.06	4.93	4.56	4.74
Delhi	0.00	0.00	0.00	0.36	0.20	0.29
All-India	0.22	0.30	0.26	2.33	1.62	1.99

Sources: Author's calculation from unit level data.

**Table 3.22: Percentages of the children age group 5-14 in  
Agriculture and Non-Agriculture Sectors by NIC 1987 for 2011-12  
Rural Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	0.36	3.38	1.82	0.14	0.41	0.27
Assam	0.20	0.36	0.27	0.18	0.18	0.18
Bihar	0.99	0.86	0.93	0.22	0.20	0.21
Gujarat	2.35	1.73	2.06	0.01	0.04	0.02
Haryana	0.36	0.00	0.21	0.02	0.00	0.01
Himachal Pradesh	0.00	0.56	0.24	0.00	0.00	0.00
Jammu & Kashmir	0.67	0.96	0.81	0.12	0.01	0.07
Karnataka	1.84	1.26	1.56	0.06	0.06	0.06
Kerala	0.00	0.00	0.00	0.00	0.00	0.00
Madhya Pradesh	0.85	0.46	0.65	0.07	0.13	0.10
Maharashtra	1.38	1.44	1.41	0.63	0.01	0.35
Orissa	0.62	0.95	0.79	0.43	0.57	0.50
Punjab	0.45	0.53	0.48	1.14	0.33	0.76
Rajasthan	0.37	1.83	1.00	0.78	0.32	0.58
Tamil Nadu	0.26	0.00	0.13	0.32	0.30	0.31
Uttar Pradesh	1.15	1.37	1.25	0.95	0.54	0.76
West Bengal	1.07	0.75	0.92	0.72	1.59	1.13
Delhi	0.00	0.00	0.00	0.00	0.00	0.00
All-India	0.93	1.12	1.01	0.48	0.38	0.43

Sources: Author's calculation from unit level data.

**Table 3.23: Percentages of the children age group 5-14 in  
Agriculture and Non-Agriculture Sectors by NIC 1987 for 2011-12  
Urban Sector**

States	Agriculture			Non-Agriculture		
	M	F	T	M	F	T
Andhra Pradesh	0.11	0.01	0.06	0.74	0.20	0.48
Assam	0.45	0.00	0.25	0.86	0.00	0.48
Bihar	0.00	0.18	0.08	0.87	0.36	0.65
Gujarat	0.28	0.49	0.38	1.12	0.46	0.80
Haryana	0.00	0.00	0.00	0.38	0.00	0.21
Himachal Pradesh	0.00	0.00	0.00	0.00	0.00	0.00
Jammu & Kashmir	0.22	0.00	0.12	0.47	0.03	0.26
Karnataka	0.00	0.00	0.00	0.62	0.00	0.31
Kerala	0.41	0.00	0.22	0.00	0.00	0.00
Madhya Pradesh	0.00	0.00	0.00	0.62	0.36	0.50
Maharashtra	0.01	0.00	0.01	0.56	0.00	0.31
Orissa	1.33	1.20	1.27	1.61	0.02	0.92
Punjab	0.00	0.00	0.00	0.38	0.99	0.66
Rajasthan	0.01	0.01	0.01	0.76	0.55	0.67
Tamil Nadu	0.00	0.00	0.00	0.21	0.14	0.18
Uttar Pradesh	0.26	0.11	0.19	3.05	1.16	2.19
West Bengal	0.00	0.00	0.00	12.02	1.46	7.25
Delhi	0.00	0.00	0.00	0.17	0.00	0.10
All-India	0.11	0.08	0.10	1.72	0.44	1.13

Sources: Author's calculation from unit level data.

**Table 3.24: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Rural Sector for 1983 on UPSS Basis**

Rural Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	13.61	13.23	13.43	52.81	32.33	43.15	1.62	14.27	7.59	1.87	2.05	1.95
Muslim	12.64	7.36	10.18	43.18	28.16	36.18	2.60	17.01	9.32	4.22	4.90	4.54
Others*	14.89	10.58	12.86	64.05	59.32	61.81	1.11	9.44	5.05	0.79	1.10	0.94
All-India	13.57	12.50	13.07	52.35	33.21	43.33	1.70	14.32	7.65	2.06	2.30	2.17

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.25: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Urban Sector for 1983 on UPSS Basis**

Urban Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	6.01	3.85	4.99	76.78	69.00	73.11	0.64	8.49	4.34	1.49	1.08	1.30
Muslim	9.88	4.19	7.09	57.58	47.47	52.63	1.03	15.22	7.98	2.10	2.06	2.08
Others*	3.84	2.45	3.19	86.15	82.69	84.53	0.17	5.43	2.64	0.79	0.54	0.67
All-India	6.56	3.83	5.26	73.94	65.77	70.07	0.68	9.58	4.90	1.55	1.23	1.40

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.26: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Rural Sector for 1993-94 on UPSS Basis**

Rural Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	7.48	7.98	7.71	71.22	55.14	63.75	0.64	8.61	4.34	20.43	28.02	23.95
Muslim	5.83	3.44	4.70	61.59	49.98	56.10	0.64	10.37	5.24	31.70	35.96	33.71
Others*	6.70	4.28	5.57	78.67	73.67	76.33	0.69	5.38	2.89	13.76	16.47	15.03
All-India	7.25	7.27	7.26	70.46	55.39	63.45	0.64	8.67	4.38	21.41	28.42	24.67

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.27: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Urban Sector for 1993-94 on UPSS Basis**

Urban Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	2.96	2.53	2.75	87.62	82.83	85.36	0.32	4.05	2.08	8.95	10.45	9.66
Muslim	7.21	3.47	5.45	73.98	68.10	71.21	0.30	8.39	4.11	17.99	19.73	18.81
Others*	3.25	0.36	1.86	91.35	90.72	91.05	0.35	2.69	1.47	5.01	6.00	5.48
All-India	3.75	2.57	3.19	85.36	80.64	83.13	0.32	4.75	2.41	10.36	11.86	11.07

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.28: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Rural Sector for 2004-05 on UPSS Basis**

Rural Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	3.57	3.83	3.70	83.92	76.87	80.61	0.33	4.77	2.42	11.87	14.31	13.02
Muslim	4.55	3.49	4.05	75.93	70.92	73.58	0.53	5.82	3.01	18.55	19.63	19.06
All-India	2.73	3.20	2.94	87.61	86.03	86.90	0.12	2.98	1.40	9.28	7.69	8.57

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.29: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Urban Sector for 2004-05 on UPSS Basis**

Urban Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	2.12	1.48	1.81	91.55	89.05	90.35	0.15	2.71	1.38	6.02	6.51	6.25
Muslim	5.89	4.15	5.06	79.89	80.30	80.08	0.44	4.03	2.16	13.64	11.21	12.48
Others*	2.18	0.88	1.52	94.06	95.21	94.64	0.13	1.07	0.60	3.36	2.84	3.10
All-India	2.90	2.00	2.47	89.27	87.61	88.47	0.21	2.89	1.50	7.45	7.26	7.36

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.30: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Rural Sector for 2011-12 on UPSS Basis**

Rural Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	1.39	1.42	1.40	91.10	89.51	90.36	0.23	2.30	1.19	7.06	6.52	6.81
Muslim	2.21	2.48	2.33	83.14	80.51	81.90	0.55	3.10	1.75	13.82	13.64	13.74
Others*	2.56	2.16	2.38	94.01	91.24	92.78	0.05	3.34	1.51	2.71	2.66	2.69
All-India	1.55	1.60	1.57	90.09	88.26	89.24	0.27	2.45	1.28	7.84	7.41	7.64

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.31: Percentage of Children by Religion: All-India for the Age Group 5-14 in The Urban Sector for 2011-12 on UPSS Basis**

Urban Religion	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Hindu	1.01	0.38	0.72	95.45	94.92	95.20	0.12	1.24	0.63	3.10	3.33	3.20
Muslim	5.64	1.12	3.52	86.75	87.21	86.96	0.11	3.66	1.77	7.26	7.75	7.49
Others*	0.20	0.16	0.18	97.80	96.91	97.42	0.02	0.39	0.18	1.94	2.04	1.98
All-India	1.94	0.53	1.29	93.74	93.33	93.55	0.11	1.73	0.85	3.91	4.24	4.06

Others\*= Christianity+ Sikhism+ Jainism+ Buddhism+ Zoroastrianism+ Others  
Sources: Author's calculation from unit level data.

**Table 3.32: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Rural Sector for 1983 on UPSS Basis**

Rural Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	19.40	19.73	19.56	37.04	19.52	28.65	2.73	12.84	7.57	2.02	2.40	2.20
Scheduled Caste	14.21	13.64	13.95	46.15	24.33	36.13	2.14	16.35	8.67	3.25	3.26	3.25
Neo-Buddhist	13.20	19.13	16.08	62.69	40.33	51.84	2.09	12.68	7.23	0.00	0.49	0.24
Others	12.58	11.13	11.90	56.07	37.37	47.22	1.43	14.03	7.39	1.76	2.05	1.90
Others*	12.59	11.19	11.93	56.12	37.39	47.25	1.44	14.02	7.39	1.75	2.04	1.89
All-India	13.57	12.50	13.07	52.35	33.21	43.33	1.70	14.32	7.65	2.06	2.30	2.17

Others\*=Neo-Buddhist+Others  
Sources: Author's calculation from unit level data.

**Table 3.33: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Urban Sector for 1983 on UPSS Basis**

Urban Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	11.63	7.36	9.74	66.30	53.00	60.41	0.80	11.34	5.47	1.17	2.21	1.63
Scheduled Caste	6.47	4.74	5.66	66.41	51.58	59.48	0.87	13.97	6.99	3.36	1.82	2.64
Neo-Buddhist	1.42	2.62	2.03	89.60	73.24	81.30	0.00	4.53	2.30	0.43	1.85	1.15
Others	6.41	3.57	5.06	75.37	68.39	72.04	0.65	8.87	4.57	1.28	1.10	1.20
Others*	6.38	3.56	5.04	75.47	68.42	72.11	0.64	8.84	4.55	1.27	1.11	1.20
All-India	6.56	3.83	5.26	73.94	65.77	70.07	0.68	9.58	4.90	1.55	1.23	1.40

Sources: Author's calculation from unit level data.

**Table 3.34: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Rural Sector for 1993-94 on UPSS Basis**

Rural Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	13.12	13.16	13.14	57.11	40.43	49.21	1.10	8.16	4.44	28.54	38.10	33.07
Scheduled Caste	7.99	7.90	7.95	63.66	45.88	55.52	0.87	10.78	5.40	27.14	35.23	30.84
Others	6.17	6.20	6.19	74.46	60.41	67.91	0.51	8.14	4.07	18.65	24.98	21.60
All-India	7.25	7.27	7.26	70.46	55.39	63.45	0.64	8.67	4.38	21.41	28.42	24.67

Sources: Author calculation from unit level data

**Table 3.35: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Urban Sector for 1993-94 on UPSS Basis**

Urban Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	4.16	4.89	4.52	79.06	69.49	74.42	0.50	5.04	2.70	16.19	20.40	18.23
Scheduled Caste	3.01	2.62	2.83	78.30	69.35	74.20	0.68	6.87	3.51	17.80	20.96	19.25
Others	3.86	2.47	3.20	86.80	82.88	84.94	0.25	4.40	2.22	8.87	10.07	9.44
All-India	3.75	2.57	3.19	85.36	80.64	83.13	0.32	4.75	2.41	10.36	11.86	11.07

Sources: Author's calculation from unit level data.

**Table 3.36: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Rural Sector for 2004-05 on UPSS Basis**

Rural Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	5.65	7.50	6.51	76.32	67.64	72.29	0.83	5.86	3.16	16.85	18.79	17.75
Scheduled Caste	3.96	3.25	3.63	80.08	73.32	76.87	0.41	5.72	2.93	15.17	17.32	16.19
Other Backward Class	3.23	3.88	3.53	83.87	76.11	80.25	0.30	4.89	2.44	12.29	14.98	13.55
Others	3.30	2.35	2.85	87.34	84.06	85.79	0.17	3.42	1.70	8.93	10.04	9.45
Others*	3.26	3.34	3.30	85.08	78.91	82.19	0.25	4.37	2.18	11.12	13.24	12.11
All-India	3.67	3.76	3.71	83.04	76.47	79.96	0.35	4.83	2.45	12.62	14.74	13.62

Others\*=OBC+Others;

Sources: Author's calculation from unit level data.



**Table 3.37: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Urban Sector for 2004-05 on UPSS Basis**

Urban Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	4.42	3.99	4.21	87.61	84.93	86.27	0.46	3.46	1.96	7.12	6.75	6.94
Scheduled Caste	3.35	1.61	2.51	85.34	79.19	82.35	0.16	5.96	2.98	10.99	12.83	11.88
Other Backward Class	3.27	2.55	2.93	88.48	87.38	87.96	0.08	2.42	1.19	8.05	7.44	7.76
Others	2.28	1.49	1.90	91.57	91.23	91.41	0.32	2.09	1.17	5.63	5.03	5.34
Others*	2.75	1.98	2.38	90.11	89.43	89.78	0.21	2.24	1.18	6.77	6.16	6.48
All-India	2.90	2.00	2.47	89.27	87.61	88.47	0.21	2.89	1.50	7.45	7.26	7.36

*Others\*=OBC+Others*

Sources: Author's calculation from unit level data.

**Table 3.38: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Rural Sector for 2011-12 on UPSS Basis**

Rural Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	2.87	1.90	2.43	87.97	86.42	87.26	0.72	3.88	2.17	8.15	7.20	7.71
Scheduled Caste	1.96	1.92	1.94	89.23	87.41	88.38	0.23	2.31	1.20	8.31	8.16	8.24
Other Backward Class	1.13	1.63	1.36	89.83	87.91	88.93	0.25	2.47	1.29	8.60	7.75	8.20
Others	1.34	1.03	1.20	92.70	90.95	91.90	0.11	1.80	0.89	5.55	5.99	5.75
Others*	1.20	1.45	1.31	90.73	88.85	89.86	0.21	2.26	1.16	7.64	7.21	7.44
All-India	1.55	1.60	1.57	90.09	88.26	89.24	0.27	2.45	1.28	7.84	7.41	7.64

*Others\*=OBC+Others*

Sources: Author's calculation from unit level data.

**Table 3.39: Percentage of Children by Social Group: All-India for the Age Group 5-14 in The Urban Sector for 2011-12 on UPSS Basis**

Urban Social Group	Labour Force			Education			Domestic Duties			Nowhere		
	M	F	T	M	F	T	M	F	T	M	F	T
Scheduled Tribe	0.37	0.55	0.45	92.33	92.60	92.44	0.87	2.35	1.50	6.33	4.24	5.44
Scheduled Caste	0.72	0.66	0.69	93.14	90.73	91.99	0.17	2.50	1.28	5.54	5.99	5.75
Other Backward Class	1.62	0.65	1.17	93.73	92.39	93.11	0.06	1.93	0.93	4.43	4.87	4.63
Others	2.95	0.32	1.77	94.13	95.67	94.82	0.07	1.08	0.52	2.43	2.70	2.55
Others*	2.24	0.50	1.44	93.91	93.86	93.89	0.06	1.55	0.74	3.50	3.90	3.68
All-India	1.94	0.53	1.29	93.74	93.33	93.55	0.11	1.73	0.85	3.91	4.24	4.06

*Others\*=OBC+Others*

Sources: Author's calculation from unit level data.

**Table 3.40(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	171,848	121,871	293,719	1,789,871	1,202,686	2,992,557	10,200	191,242	201,442	16,036	18,602	34,637
Bihar	108,206	105,600	213,806	1,692,666	812,406	2,505,072	132,335	258,660	390,995	106,084	150,429	256,513
Gujarat	32,727	21,723	54,449	805,141	637,484	1,442,625	17,978	70,871	88,849	18,391	29,849	48,240
Haryana	6,407	8,564	14,971	452,739	255,379	708,117	0	13,560	13,560	5,582	0	5,582
Himachal Pradesh	8,562	13,604	22,166	198,136	147,989	346,125	0	2,568	2,568	561	0	561
Jammu & Kashmir	10,621	17,233	27,854	151,838	93,510	245,349	1,475	8,426	9,901	1,588	3,879	5,467
Karnataka	92,029	70,235	162,264	933,449	670,283	1,603,732	16,124	90,084	106,209	29,401	51,477	80,878
Kerala	6,899	7,788	14,687	1,029,000	994,036	2,023,036	2,711	0	2,711	3,842	2,749	6,591
Madhya Pradesh	84,973	53,797	138,771	1,356,467	756,561	2,113,028	24,772	94,216	118,988	18,212	15,433	33,645
Maharashtra	82,344	89,421	171,765	1,834,570	1,440,159	3,274,728	18,822	80,107	98,929	6,475	15,231	21,706
Odisha	32,311	37,230	69,542	873,471	619,708	1,493,180	5,850	59,983	65,833	12,862	27,829	40,691
Punjab	47,699	14,045	61,744	467,949	399,754	867,703	3,830	19,875	23,705	6,613	13,426	20,038
Rajasthan	95,793	174,333	270,126	886,235	287,592	1,173,828	25,830	104,314	130,143	64,547	132,553	197,101
Tamil Nadu	54,512	57,758	112,270	1,597,928	1,352,225	2,950,153	7,175	49,514	56,689	4,121	5,340	9,461
Uttar Pradesh	130,647	108,610	239,257	3,081,170	1,444,202	4,525,372	24,169	166,367	190,536	75,019	82,002	157,020
West Bengal	40,714	31,354	72,068	1,235,435	1,065,556	2,300,991	24,479	64,824	89,303	395,728	393,479	789,207
Delhi	0	0	0	29,014	24,419	53,433	1,148	0	1,148	0	0	0
All- India	990,842	909,101	1,899,943	18,805,990	12,628,433	31,434,423	312,770	1,254,879	1,567,649	801,504	959,785	1,761,290

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.40(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	1,140,260	1,009,969	2,150,229	1,232,579	606,839	1,839,419	40,714	610,495	651,209	30,052	27,294	57,347
Bihar	760,132	580,369	1,340,501	2,241,251	731,487	2,972,738	307,198	1,348,485	1,655,684	135,856	120,963	256,819
Gujarat	349,179	352,366	701,545	1,063,295	610,591	1,673,886	62,385	336,886	399,270	18,960	18,000	36,960
Haryana	132,757	121,117	253,874	600,127	200,485	800,612	5,982	275,725	281,708	18,699	0	18,699
Himachal Pradesh	42,426	75,004	117,430	217,290	140,740	358,029	586	29,390	29,977	510	0	510
Jammu & Kashmir	72,520	68,377	140,897	192,887	95,289	288,176	5,279	67,174	72,453	5,540	1,491	7,031
Karnataka	667,667	612,103	1,279,769	849,744	477,730	1,327,474	60,064	462,334	522,398	22,288	18,960	41,248
Kerala	84,601	70,415	155,017	1,146,248	1,084,349	2,230,597	18,154	98,142	116,296	20,441	13,641	34,081
Madhya Pradesh	896,339	849,079	1,745,418	1,575,523	512,390	2,087,913	61,769	714,906	776,675	20,862	19,052	39,914
Maharashtra	771,329	762,005	1,533,334	1,867,161	1,069,213	2,936,373	36,438	455,257	491,695	21,649	21,664	43,313
Odisha	487,823	388,513	876,337	776,012	401,882	1,177,894	32,469	466,804	499,274	24,660	35,070	59,730
Punjab	308,765	147,351	456,116	467,242	390,902	858,144	9,240	146,529	155,769	9,629	8,197	17,826
Rajasthan	656,424	843,370	1,499,795	1,107,844	231,552	1,339,396	43,420	439,427	482,847	25,864	38,230	64,094
Tamil Nadu	562,824	631,673	1,194,497	1,177,254	641,194	1,818,449	7,708	371,440	379,149	14,446	11,842	26,288
Uttar Pradesh	1,608,587	970,426	2,579,013	3,667,631	1,157,152	4,824,783	175,226	1,848,024	2,023,250	108,278	82,269	190,547
West Bengal	634,208	283,378	917,586	1,659,051	1,278,213	2,937,264	83,017	821,059	904,076	219,240	187,464	406,705
Delhi	2,592	4,605	7,197	34,138	17,463	51,601	799	6,812	7,611	0	0	0
All- India	9,141,568	7,731,879	16,873,447	20,539,129	10,308,992	30,848,121	957,870	8,645,605	9,603,475	747,115	626,189	1,373,304

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.40(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 1983 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	1,330,919	1,121,983	2,452,902	3,016,107	1,813,750	4,829,857	51,518	796,835	848,353	46,392	45,767	92,159
Bihar	861,236	679,428	1,540,664	3,925,643	1,542,482	5,468,125	437,481	1,592,081	2,029,561	241,471	271,320	512,791
Gujarat	373,695	380,188	753,882	1,861,337	1,248,283	3,109,620	79,204	412,722	491,926	37,326	47,664	84,991
Haryana	137,356	137,521	274,877	1,050,686	452,607	1,503,293	5,897	307,531	313,428	24,093	0	24,093
Himachal Pradesh	53,501	90,990	144,491	417,343	288,737	706,079	629	32,993	33,622	1,069	0	1,069
Jammu & Kashmir	82,603	88,061	170,664	344,238	189,465	533,703	6,721	78,344	85,065	7,092	5,285	12,377
Karnataka	754,585	658,033	1,412,618	1,783,398	1,154,374	2,937,771	75,793	535,585	611,378	51,735	71,713	123,448
Kerala	95,834	77,868	173,702	2,176,434	2,078,523	4,254,957	21,720	97,608	119,328	25,196	16,333	41,528
Madhya Pradesh	943,994	848,545	1,792,539	2,915,358	1,276,446	4,191,804	84,736	766,098	850,834	38,864	34,058	72,921
Maharashtra	876,949	900,023	1,776,971	3,705,332	2,500,735	6,206,067	55,878	562,839	618,716	28,643	37,535	66,178
Odisha	522,189	434,574	956,762	1,649,830	1,017,776	2,667,607	38,443	537,056	575,499	37,586	63,151	100,737
Punjab	355,283	157,097	512,379	935,262	791,243	1,726,505	13,046	162,324	175,370	16,229	21,802	38,031
Rajasthan	760,046	1,036,019	1,796,065	1,998,465	518,707	2,517,172	69,530	552,976	622,507	89,979	168,772	258,751
Tamil Nadu	611,071	685,645	1,296,716	2,780,237	1,997,984	4,778,221	14,876	418,829	433,705	18,440	17,139	35,578
Uttar Pradesh	1,774,840	1,089,359	2,864,199	6,772,710	2,601,461	9,374,171	203,068	2,034,427	2,237,496	184,331	164,470	348,801
West Bengal	699,909	314,358	1,014,267	2,915,982	2,343,924	5,259,906	110,023	884,746	994,768	608,776	581,440	1,190,216
Delhi	3,078	5,770	8,848	64,537	40,802	105,340	1,899	8,534	10,433	0	0	0
All- India	10,200,864	8,635,692	18,836,557	39,374,330	22,938,883	62,313,213	1,276,243	9,894,749	11,170,991	1,548,800	1,586,206	3,135,006

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.41(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	20,303	7,417	27,720	708,486	655,862	1,364,348	2,469	18,838	21,308	5,604	4,241	9,845
Bihar	8,425	2,037	10,462	336,163	244,307	580,470	4,866	21,878	26,744	4,327	25,340	29,667
Gujarat	2,825	1,689	4,514	493,361	445,630	938,991	3,551	8,888	12,439	5,265	3,479	8,744
Haryana	679	0	679	152,838	119,784	272,621	0	5,891	5,891	0	0	0
Himachal Pradesh	0	0	0	15,932	14,515	30,447	0	0	0	0	0	0
Jammu & Kashmir	492	626	1,118	54,993	46,637	101,630	354	1,423	1,777	171	672	843
Karnataka	7,189	6,254	13,443	479,617	480,045	959,663	1,274	13,113	14,387	20,919	9,594	30,513
Kerala	3,249	0	3,249	247,421	251,342	498,762	433	383	816	0	0	0
Madhya Pradesh	3,591	2,004	5,594	551,618	441,279	992,897	4,584	8,910	13,494	4,376	1,262	5,638
Maharashtra	3,633	896	4,529	1,126,083	1,044,092	2,170,175	5,065	16,036	21,101	5,722	9,382	15,104
Odisha	2,641	2,945	5,586	156,458	137,183	293,641	856	5,796	6,652	991	2,378	3,369
Punjab	1,915	0	1,915	263,839	209,148	472,988	0	1,922	1,922	1,601	904	2,505
Rajasthan	6,735	10,849	17,584	323,150	239,604	562,755	3,979	15,207	19,187	12,122	18,143	30,266
Tamil Nadu	6,780	11,798	18,579	833,733	666,682	1,500,415	1,596	10,372	11,968	5,671	1,081	6,752
Uttar Pradesh	7,728	10,109	17,837	916,031	703,497	1,619,528	3,952	22,974	26,925	11,593	5,250	16,844
West Bengal	2,199	2,599	4,798	609,983	516,823	1,126,807	2,186	3,439	5,625	23,490	39,645	63,135
Delhi	5,633	732	6,366	328,562	291,590	620,152	0	5,164	5,164	12,776	12,088	24,864
All- India	85,313	66,865	152,177	7,696,736	6,697,600	14,394,336	37,438	166,874	204,312	115,053	132,883	247,936

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.41(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	173,488	79,336	252,824	610,450	493,461	1,103,911	2,646	172,419	175,065	12,561	10,321	22,882
Bihar	81,390	34,021	115,411	476,805	289,115	765,921	22,724	122,769	145,493	23,628	7,204	30,831
Gujarat	113,611	26,338	139,950	677,247	470,341	1,147,588	7,837	102,446	110,284	9,112	7,270	16,382
Haryana	22,528	11,082	33,610	157,846	110,582	268,428	7,112	39,748	46,860	0	0	0
Himachal Pradesh	1,011	0	1,011	18,610	16,772	35,382	0	946	946	0	0	0
Jammu & Kashmir	10,509	5,439	15,949	63,859	51,840	115,699	859	8,301	9,160	1,497	0	1,497
Karnataka	99,229	68,953	168,182	542,681	460,892	1,003,573	6,538	107,712	114,250	26,035	12,082	38,117
Kerala	16,047	9,615	25,662	282,688	279,185	561,873	3,680	12,800	16,480	5,755	994	6,750
Madhya Pradesh	70,802	42,368	113,170	630,114	461,881	1,091,995	5,568	140,130	145,698	9,563	3,281	12,844
Maharashtra	115,499	41,459	156,958	1,261,518	1,053,702	2,315,220	6,411	172,410	178,821	11,466	2,974	14,441
Odisha	23,502	13,209	36,712	150,402	125,262	275,664	3,220	37,740	40,960	3,574	3,703	7,277
Punjab	33,635	11,304	44,940	223,006	206,086	429,091	622	33,777	34,399	4,588	526	5,114
Rajasthan	57,250	68,096	125,345	393,179	215,290	608,469	5,950	135,324	141,274	20,035	16,257	36,292
Tamil Nadu	164,848	111,820	276,669	750,913	679,877	1,430,790	3,873	190,026	193,900	10,757	4,932	15,689
Uttar Pradesh	217,841	63,537	281,379	938,639	687,116	1,625,754	21,436	303,474	324,910	33,138	14,411	47,548
West Bengal	89,645	92,108	181,753	768,868	639,879	1,408,746	7,628	80,933	88,562	31,451	23,240	54,691
Delhi	21,631	4,801	26,432	317,057	252,422	569,478	6,914	48,598	55,512	18,003	4,234	22,237
All- India	1,310,843	691,725	2,002,567	8,300,454	6,491,540	14,791,995	108,352	1,730,978	1,839,330	218,832	114,884	333,716

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.41(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 1983 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	197,709	89,785	287,493	1,317,806	1,145,371	2,463,178	5,125	197,742	202,867	18,352	14,835	33,186
Bihar	90,149	34,226	124,375	813,668	529,149	1,342,818	27,672	138,760	166,432	28,043	33,395	61,438
Gujarat	111,896	29,186	141,082	1,180,732	918,059	2,098,792	11,337	115,737	127,074	14,406	10,934	25,341
Haryana	20,230	11,254	31,484	309,099	230,353	539,452	6,144	46,171	52,315	0	0	0
Himachal Pradesh	1,196	0	1,196	35,043	31,488	66,531	0	1,024	1,024	0	0	0
Jammu & Kashmir	11,899	6,122	18,022	119,727	98,557	218,284	1,258	9,806	11,064	1,787	664	2,451
Karnataka	109,838	76,586	186,424	1,025,099	941,010	1,966,109	8,009	122,910	130,919	47,164	21,741	68,905
Kerala	19,379	9,928	29,307	530,170	530,350	1,060,519	4,135	13,584	17,719	5,794	1,027	6,821
Madhya Pradesh	73,658	42,909	116,567	1,180,882	901,453	2,082,335	10,141	144,280	154,421	13,882	4,467	18,349
Maharashtra	127,143	43,581	170,724	2,397,933	2,099,277	4,497,211	11,575	193,188	204,763	17,602	12,174	29,776
Odisha	26,507	16,385	42,893	306,876	262,425	569,300	4,117	44,248	48,365	4,611	6,115	10,725
Punjab	35,693	11,669	47,363	486,727	415,498	902,225	625	36,731	37,356	6,203	1,419	7,622
Rajasthan	65,169	80,310	145,480	718,414	454,851	1,173,265	9,981	153,382	163,362	32,358	34,396	66,754
Tamil Nadu	179,873	108,974	288,848	1,579,304	1,386,232	2,965,536	5,586	173,419	179,004	16,687	5,488	22,175
Uttar Pradesh	223,536	76,427	299,963	1,854,021	1,393,369	3,247,390	25,217	340,890	366,107	44,517	20,156	64,673
West Bengal	92,545	93,493	186,037	1,379,640	1,155,721	2,535,361	9,857	83,322	93,179	54,986	63,162	118,147
Delhi	28,167	5,798	33,965	646,130	543,528	1,189,659	7,296	56,567	63,863	31,113	15,905	47,017
All- India	1,420,994	767,920	2,188,914	16,011,777	13,190,629	29,202,406	147,237	1,921,206	2,068,443	336,022	247,590	583,612

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.42(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	135,799	102,233	238,032	2,466,060	1,978,966	4,445,025	10,350	94,382	104,732	762,797	1,107,572	1,870,369
Assam	7,438	2,903	10,342	1,033,783	942,222	1,976,005	0	7,569	7,569	516,370	566,404	1,082,774
Bihar	34,954	20,009	54,963	3,310,434	2,195,047	5,505,481	45,922	148,820	194,742	3,010,013	3,548,501	6,558,515
Gujarat	1,889	6,599	8,488	1,323,545	1,045,890	2,369,435	0	27,167	27,167	484,339	609,345	1,093,684
Haryana	2,909	0	2,909	695,478	525,851	1,221,329	0	0	0	239,051	291,212	530,263
Himachal Pradesh	5,414	5,559	10,972	245,764	217,508	463,272	397	969	1,367	35,472	49,850	85,322
Karnataka	66,737	76,155	142,892	1,482,935	1,322,985	2,805,921	0	26,338	26,338	473,729	565,513	1,039,242
Kerala	2,580	0	2,580	972,216	951,225	1,923,441	0	0	0	84,824	79,715	164,539
Madhya Pradesh	52,462	27,215	79,677	2,116,878	1,571,739	3,688,617	5,700	50,708	56,408	1,639,777	1,984,404	3,624,181
Maharashtra	23,618	38,789	62,407	2,575,969	2,232,284	4,808,252	0	39,760	39,760	586,339	725,074	1,311,413
Odisha	22,288	20,343	42,631	1,276,892	1,026,159	2,303,050	2,075	27,563	29,638	564,127	735,179	1,299,306
Punjab	0	0	0	736,077	562,761	1,298,838	0	8,063	8,063	169,509	215,466	384,975
Rajasthan	84,826	179,954	264,780	1,878,693	921,693	2,800,386	0	50,005	50,005	829,176	1,354,215	2,183,392
Tamil Nadu	26,341	55,223	81,564	1,761,707	1,630,423	3,392,129	0	28,494	28,494	158,191	149,498	307,689
Uttar Pradesh	27,157	53,246	80,403	5,776,859	3,751,799	9,528,659	18,111	107,789	125,900	3,464,873	4,363,807	7,828,679
West Bengal	33,700	16,511	50,211	2,281,641	2,111,610	4,393,250	8,336	26,588	34,925	1,338,481	1,389,456	2,727,937
Delhi	0	0	0	61,547	51,942	113,489	0	0	0	7,760	8,174	15,934
All- India	523,302	612,098	1,135,399	10,767,161	8,410,612	19,177,773	88,657	634,457	723,114	4,450,431	7,505,469	11,955,900

Source: Author's calculation based on various NSSO unit level records and Census of India.



**Table 3.42(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	965,233	1,018,162	1,983,395	1,854,986	1,060,999	2,915,985	14,894	383,727	398,622	182,228	259,611	441,840
Assam	79,251	48,289	127,540	1,094,219	998,100	2,092,320	7,375	77,524	84,899	137,290	121,497	258,786
Bihar	512,470	220,033	732,503	3,686,930	1,889,225	5,576,155	164,055	1,173,320	1,337,375	1,063,432	1,237,434	2,300,866
Gujarat	136,449	149,099	285,548	1,426,289	938,831	2,365,121	9,296	311,549	320,845	175,909	171,591	347,500
Haryana	35,437	54,178	89,615	810,278	541,628	1,351,905	3,079	106,909	109,988	70,517	78,128	148,645
Himachal Pradesh	76,107	80,302	156,408	223,872	192,932	416,804	436	11,696	12,132	5,752	9,801	15,554
Karnataka	495,853	480,766	976,619	1,371,269	1,079,822	2,451,090	26,965	256,784	283,750	84,372	83,952	168,324
Kerala	16,291	20,386	36,677	1,106,369	1,100,089	2,206,458	1,630	13,414	15,043	31,622	10,524	42,146
Madhya Pradesh	639,384	454,887	1,094,271	2,228,018	1,321,873	3,549,891	64,074	594,443	658,517	420,245	630,236	1,050,481
Maharashtra	322,604	433,870	756,474	2,637,142	2,023,159	4,660,300	2,611	227,106	229,717	108,378	154,218	262,596
Odisha	268,519	201,626	470,144	1,106,611	881,507	1,988,118	19,002	230,263	249,265	226,793	292,962	519,754
Punjab	72,372	23,417	95,789	742,195	602,166	1,344,361	3,814	124,040	127,855	94,418	58,043	152,461
Rajasthan	414,471	806,822	1,221,293	1,868,119	631,053	2,499,172	25,334	379,330	404,665	175,519	351,629	527,148
Tamil Nadu	291,096	414,962	706,057	1,538,758	1,163,937	2,702,695	6,883	171,017	177,900	140,993	113,453	254,446
Uttar Pradesh	1,013,552	528,440	1,541,992	5,817,658	2,982,979	8,800,637	105,819	1,862,745	1,968,564	1,032,487	1,288,007	2,320,494
West Bengal	435,330	226,043	661,373	2,426,811	1,928,062	4,354,873	21,596	490,124	511,720	358,710	438,451	797,160
Delhi	0	0	0	59,230	49,898	109,128	0	0	0	0	0	0
All- India	5,795,170	5,250,087	11,045,258	30,792,916	20,258,514	51,051,430	470,050	6,356,773	6,826,822	4,293,739	5,180,841	9,474,580

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.42(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 1993-94 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	1,093,841	1,100,954	2,194,795	4,325,119	3,053,992	7,379,111	25,200	471,805	497,005	949,647	1,382,030	2,331,678
Assam	96,882	52,650	149,532	2,159,358	1,947,965	4,107,322	8,405	87,359	95,764	612,177	677,318	1,289,495
Bihar	544,136	241,153	785,288	6,991,669	4,086,353	11,078,023	209,129	1,327,909	1,537,037	4,083,873	4,779,519	8,863,392
Gujarat	134,281	153,624	287,906	2,745,409	1,985,287	4,730,696	9,016	334,566	343,582	669,058	786,707	1,455,765
Haryana	40,628	49,385	90,013	1,515,031	1,064,258	2,579,289	3,295	97,453	100,747	298,199	387,178	685,377
Himachal Pradesh	83,318	84,255	167,573	468,690	411,443	880,133	834	12,436	13,270	40,411	60,626	101,037
Karnataka	551,246	546,167	1,097,414	2,858,150	2,409,584	5,267,735	26,250	276,992	303,242	568,746	662,415	1,231,161
Kerala	19,244	21,885	41,129	2,080,442	2,055,316	4,135,757	1,674	14,400	16,075	114,822	84,569	199,391
Madhya Pradesh	688,870	458,657	1,147,527	4,344,530	2,893,529	7,238,059	69,478	615,203	684,681	2,066,368	2,670,902	4,737,270
Maharashtra	346,052	460,231	806,283	5,218,009	4,262,192	9,480,201	2,609	260,975	263,583	696,187	897,311	1,593,497
Odisha	300,084	220,814	520,898	2,384,300	1,908,371	4,292,671	21,719	256,533	278,251	781,529	1,030,794	1,812,323
Punjab	70,586	23,820	94,407	1,478,368	1,165,441	2,643,809	3,720	134,098	137,818	265,836	270,735	536,571
Rajasthan	515,925	969,580	1,485,505	3,758,129	1,556,645	5,314,774	26,571	420,483	447,054	978,006	1,726,693	2,704,699
Tamil Nadu	324,687	475,593	800,280	3,293,786	2,787,514	6,081,299	7,072	201,654	208,726	298,661	262,424	561,086
Uttar Pradesh	1,034,372	594,546	1,628,918	11,589,426	6,734,695	18,324,121	123,354	2,017,550	2,140,903	4,510,035	5,593,996	10,104,030
West Bengal	453,130	231,388	684,518	4,694,235	4,036,450	8,730,685	29,381	492,073	521,454	1,730,678	1,869,627	3,600,305
Delhi	0	0	0	117,926	100,649	218,575	0	0	0	10,690	9,467	20,157
All- India	6,339,492	5,826,509	12,166,001	61,579,789	44,378,661	105,958,450	560,260	6,947,289	7,507,549	18,713,526	22,769,010	41,482,536

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.43(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	19,047	9,850	28,897	1,041,154	958,062	1,999,216	2,000	7,009	9,009	95,832	142,066	237,898
Assam	0	574	574	113,143	119,104	232,248	0	772	772	35,808	20,522	56,329
Bihar	1,663	1,889	3,552	579,792	517,928	1,097,720	3,090	14,438	17,528	248,646	238,388	487,034
Gujarat	6,005	1,908	7,913	782,698	673,968	1,456,665	848	4,845	5,693	137,833	153,927	291,759
Haryana	3,075	0	3,075	252,487	225,054	477,541	0	0	0	44,757	34,600	79,357
Himachal Pradesh	0	0	0	23,549	20,976	44,525	0	0	0	1,756	1,420	3,176
Karnataka	13,182	923	14,106	754,452	722,965	1,477,418	1,114	8,144	9,257	82,484	91,962	174,446
Kerala	0	0	0	335,398	320,495	655,893	0	1,514	1,514	17,451	16,302	33,753
Madhya Pradesh	1,819	10,076	11,895	872,503	755,206	1,627,709	843	3,260	4,104	175,068	216,778	391,846
Maharashtra	0	4,422	4,422	1,673,839	1,482,100	3,155,939	1,780	9,137	10,917	204,318	252,095	456,413
Odisha	1,531	0	1,531	205,172	191,473	396,645	2,088	4,878	6,966	59,484	54,804	114,289
Punjab	0	0	0	358,256	302,062	660,318	0	3,600	3,600	39,501	37,292	76,794
Rajasthan	1,196	7,128	8,324	613,836	465,915	1,079,750	1,369	3,069	4,438	118,436	192,596	311,031
Tamil Nadu	8,300	5,213	13,513	982,843	937,295	1,920,138	0	2,135	2,135	42,090	51,167	93,257
Uttar Pradesh	8,609	7,920	16,529	1,563,201	1,241,118	2,804,318	0	18,275	18,275	502,041	613,818	1,115,859
West Bengal	2,121	10,444	12,565	784,190	724,147	1,508,337	0	8,612	8,612	210,883	202,111	412,994
Delhi	0	0	0	517,512	479,164	996,676	0	0	0	64,179	44,281	108,460
All- India	68,978	61,659	130,637	11,686,763	10,344,407	22,031,170	12,758	90,823	103,581	2,111,817	2,404,471	4,516,288

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.43(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	164,992	117,947	282,939	894,740	792,616	1,687,355	2,376	100,383	102,759	59,772	58,228	118,001
Assam	8,302	12,033	20,335	139,964	122,794	262,758	0	7,510	7,510	7,415	8,451	15,866
Bihar	27,243	11,719	38,962	713,905	520,041	1,233,946	18,638	77,594	96,233	97,599	62,618	160,218
Gujarat	75,601	19,253	94,854	1,482,125	690,904	2,173,028	7,545	85,710	93,254	86,557	19,614	106,171
Haryana	15,568	6,108	21,676	247,753	210,935	458,688	0	8,923	8,923	23,531	20,537	44,068
Himachal Pradesh	1,259	828	2,087	25,853	22,963	48,816	15	445	459	302	0	302
Karnataka	95,031	38,016	133,047	744,059	701,476	1,445,535	5,320	71,509	76,828	21,699	24,984	46,683
Kerala	6,518	3,905	10,423	369,072	364,359	733,431	1,444	2,272	3,717	11,936	5,690	17,626
Madhya Pradesh	27,341	20,364	47,705	950,185	801,466	1,751,651	1,405	68,769	70,174	61,112	50,121	111,233
Maharashtra	110,323	39,497	149,820	1,713,478	1,505,464	3,218,943	6,453	121,981	128,434	46,730	42,893	89,622
Odisha	15,089	11,836	26,926	232,936	187,076	420,013	3,063	24,593	27,656	15,108	28,772	43,881
Punjab	22,777	4,097	26,874	346,723	299,973	646,696	0	30,160	30,160	21,843	9,272	31,116
Rajasthan	35,522	46,387	81,909	604,508	441,757	1,046,264	10,199	85,264	95,463	48,088	45,585	93,673
Tamil Nadu	123,131	82,232	205,364	927,728	893,051	1,820,779	5,108	49,972	55,080	24,517	24,095	48,612
Uttar Pradesh	184,583	57,003	241,586	1,646,581	1,274,699	2,921,281	12,363	263,427	275,790	185,862	196,758	382,619
West Bengal	57,587	92,869	150,456	963,650	789,948	1,753,598	8,124	74,285	82,409	65,511	65,699	131,209
Delhi	14,163	2,976	17,139	483,731	420,268	904,000	0	35,559	35,559	52,077	15,531	67,608
All- India	965,710	586,614	1,552,324	12,083,806	10,357,066	22,440,872	76,325	1,107,294	1,183,618	787,435	676,249	1,463,684

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.43(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 1993-94 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	176,395	126,411	302,806	1,942,798	1,753,402	3,696,200	4,353	106,194	110,547	157,420	201,462	358,882
Assam	9,149	14,072	23,221	255,394	241,386	496,780	0	9,139	9,139	40,180	27,255	67,436
Bihar	28,224	13,629	41,853	1,290,683	1,039,591	2,330,274	21,316	92,179	113,495	350,535	301,468	652,002
Gujarat	67,910	23,351	91,262	2,272,782	1,370,004	3,642,786	7,129	100,752	107,881	263,156	157,325	420,481
Haryana	18,769	6,653	25,422	500,447	436,091	936,539	0	9,720	9,720	68,125	54,090	122,215
Himachal Pradesh	1,521	817	2,338	49,473	43,946	93,419	18	439	456	1,725	1,441	3,166
Karnataka	110,712	35,892	146,604	1,498,211	1,427,821	2,926,032	6,562	74,460	81,022	102,329	122,657	224,987
Kerala	6,666	4,027	10,693	704,528	685,107	1,389,635	1,477	3,805	5,282	29,224	21,602	50,826
Madhya Pradesh	29,441	30,632	60,073	1,824,269	1,558,817	3,383,086	2,255	73,130	75,385	235,079	264,507	499,586
Maharashtra	117,470	44,753	162,223	3,392,043	2,990,582	6,382,625	8,538	133,795	142,333	241,102	290,472	531,573
Odisha	16,781	12,666	29,447	438,606	378,364	816,970	5,164	30,857	36,021	74,126	81,786	155,912
Punjab	22,805	4,129	26,934	705,413	602,535	1,307,948	0	33,974	33,974	61,372	46,408	107,781
Rajasthan	35,812	54,095	89,908	1,217,869	908,137	2,126,006	11,334	89,525	100,859	168,240	236,392	404,631
Tamil Nadu	135,330	99,386	234,716	1,907,316	1,815,859	3,723,176	5,282	59,533	64,815	65,949	70,635	136,585
Uttar Pradesh	191,917	63,303	255,220	3,210,019	2,514,155	5,724,174	12,273	273,619	285,892	690,471	824,036	1,514,507
West Bengal	59,151	102,122	161,272	1,747,075	1,514,364	3,261,440	8,042	81,948	89,990	278,141	270,155	548,297
Delhi	14,718	2,881	17,600	1,001,324	900,399	1,901,723	0	34,428	34,428	115,954	60,643	176,597
All- India	1,043,617	659,536	1,703,153	23,781,464	20,713,150	44,494,615	89,719	1,219,895	1,309,614	2,887,385	3,046,513	5,933,898

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.44(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	25,092	18,667	43,759	2,932,865	2,737,684	5,670,548	3,646	7,149	10,794	118,017	181,757	299,773
Assam	1,811	4,266	6,077	1,407,097	1,316,766	2,723,863	2,643	9,961	12,603	237,026	259,455	496,481
Bihar	7,513	13,069	20,582	4,767,858	3,855,529	8,623,388	23,671	34,190	57,861	2,676,245	3,007,231	5,683,476
Gujarat	2,899	0	2,899	1,666,224	1,470,213	3,136,438	0	24,278	24,278	267,324	272,204	539,528
Haryana	0	0	0	863,123	678,627	1,541,750	0	5,734	5,734	136,839	150,980	287,819
Himachal Pradesh	475	471	946	270,128	245,369	515,497	0	796	796	18,168	18,960	37,128
Jammu & Kashmir	0	0	0	469,003	380,248	849,251	0	0	0	77,917	132,620	210,537
Karnataka	10,145	0	10,145	1,630,452	1,605,758	3,236,209	0	9,771	9,771	232,532	171,949	404,481
Kerala	0	0	0	817,406	786,047	1,603,453	0	0	0	35,858	33,362	69,220
Madhya Pradesh	10,928	6,369	17,297	2,959,967	2,606,664	5,566,631	590	18,367	18,957	921,300	1,040,753	1,962,053
Maharashtra	4,107	16,867	20,974	2,664,495	2,565,667	5,230,163	11,355	19,432	30,787	426,160	267,337	693,498
Odisha	13,220	8,436	21,656	1,591,692	1,419,030	3,010,722	0	15,750	15,750	279,273	358,993	638,266
Punjab	1,160	0	1,160	855,404	692,769	1,548,172	439	2,073	2,512	69,641	72,333	141,974
Rajasthan	9,415	21,478	30,894	2,718,143	2,135,476	4,853,619	17,817	35,477	53,294	608,166	841,688	1,449,854
Tamil Nadu	0	0	0	1,611,412	1,488,307	3,099,719	0	0	0	18,966	49,252	68,217
Uttar Pradesh	38,356	31,768	70,125	8,457,842	7,279,251	15,737,093	16,013	43,542	59,555	2,519,199	2,531,477	5,050,676
West Bengal	3,489	4,858	8,347	2,939,455	2,740,099	5,679,555	11,749	21,996	33,744	568,776	623,798	1,192,575
Delhi	0	0	0	41,682	29,506	71,188	0	0	0	2,757	7,529	10,286
All-India	132,075	129,557	261,633	40,288,109	35,699,224	75,987,333	90,096	256,744	346,840	9,611,049	10,297,913	19,908,962

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.44(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	394,586	499,101	893,686	2,657,882	2,121,333	4,779,215	3,519	183,641	187,160	52,312	98,660	150,973
Assam	84,287	28,718	113,005	1,401,157	1,321,388	2,722,545	15,272	60,421	75,693	46,662	48,724	95,387
Bihar	319,496	130,783	450,279	5,312,015	3,856,400	9,168,416	49,121	621,674	670,795	992,832	1,265,193	2,258,025
Gujarat	106,065	98,042	204,107	1,673,655	1,248,932	2,922,587	11,589	297,814	309,403	146,960	94,394	241,354
Haryana	30,956	45,068	76,025	946,918	700,163	1,647,081	5,345	84,415	89,760	38,762	34,536	73,298
Himachal Pradesh	12,510	20,693	33,202	305,963	273,317	579,280	0	2,771	2,771	1,331	2,322	3,653
Jammu & Kashmir	20,026	23,672	43,698	523,453	462,067	985,520	612	15,554	16,166	13,214	15,931	29,145
Karnataka	213,132	236,460	449,593	1,791,478	1,531,378	3,322,856	15,063	104,699	119,762	42,936	80,984	123,920
Kerala	8,726	0	8,726	957,675	945,795	1,903,471	0	583	583	13,452	1,354	14,806
Madhya Pradesh	216,304	326,965	543,269	3,334,244	2,505,011	5,839,255	28,172	418,865	447,036	227,966	242,411	470,377
Maharashtra	297,146	312,617	609,763	3,064,687	2,654,047	5,718,734	8,465	148,144	156,609	91,902	38,802	130,704
Odisha	199,717	177,771	377,488	1,474,206	1,267,398	2,741,603	18,074	229,453	247,528	154,900	122,399	277,299
Punjab	52,694	27,235	79,930	870,876	715,617	1,586,493	0	50,325	50,325	55,117	29,643	84,760
Rajasthan	223,536	398,570	622,106	2,800,661	1,822,224	4,622,885	16,924	361,957	378,882	98,787	208,712	307,500
Tamil Nadu	37,071	60,420	97,491	1,714,981	1,514,523	3,229,504	0	55,667	55,667	5,721	7,451	13,172
Uttar Pradesh	860,926	610,423	1,471,350	8,633,753	6,582,547	15,216,300	40,545	1,154,416	1,194,961	711,259	623,948	1,335,207
West Bengal	273,704	188,262	461,966	2,976,133	2,779,574	5,755,707	34,800	273,516	308,316	301,648	174,382	476,031
Delhi	0	0	0	44,461	37,036	81,498	0	0	0	0	0	0
All-India	3,475,100	3,337,546	6,812,645	42,319,912	34,016,944	76,336,855	255,691	4,198,246	4,453,937	3,047,495	3,048,366	6,095,861

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.44(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 2004-05 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	437,936	508,410	946,347	5,578,932	4,876,625	10,455,558	7,161	187,353	194,514	167,156	282,411	449,567
Assam	88,187	33,969	122,156	2,810,690	2,643,132	5,453,822	18,239	72,419	90,658	279,310	300,768	580,078
Bihar	318,587	139,823	458,410	10,052,787	7,694,087	17,746,874	72,044	635,898	707,942	3,707,444	4,317,266	8,024,710
Gujarat	113,581	96,073	209,654	3,341,204	2,724,147	6,065,352	12,107	316,606	328,713	409,059	370,272	779,330
Haryana	32,095	44,022	76,117	1,812,730	1,379,121	3,191,850	5,542	88,332	93,873	171,932	188,403	360,335
Himachal Pradesh	13,241	21,269	34,510	576,273	518,753	1,095,026	0	3,575	3,575	19,099	21,189	40,288
Jammu & Kashmir	23,103	25,873	48,976	999,837	849,644	1,849,481	706	17,000	17,706	81,027	137,603	218,631
Karnataka	229,251	249,814	479,065	3,421,770	3,124,981	6,546,751	15,509	119,782	135,291	269,158	246,945	516,103
Kerala	8,547	0	8,547	1,774,971	1,729,303	3,504,274	0	544	544	49,891	37,204	87,095
Madhya Pradesh	220,845	321,354	542,199	6,281,262	5,113,108	11,394,370	27,904	422,258	450,162	1,170,398	1,312,038	2,482,436
Maharashtra	292,923	334,349	627,272	5,726,363	5,217,164	10,943,527	19,940	169,674	189,614	528,949	301,943	830,892
Odisha	216,321	186,436	402,757	3,065,128	2,687,280	5,752,407	18,401	245,496	263,897	432,161	481,347	913,508
Punjab	55,802	28,795	84,597	1,725,541	1,406,654	3,132,195	422	55,152	55,574	124,100	99,214	223,314
Rajasthan	241,295	424,421	665,716	5,532,755	3,960,251	9,493,006	34,777	401,268	436,045	689,600	1,045,579	1,735,180
Tamil Nadu	39,563	60,266	99,828	3,325,217	3,003,307	6,328,525	0	55,525	55,525	23,701	56,828	80,529
Uttar Pradesh	910,871	617,838	1,528,709	17,112,152	13,877,036	30,989,188	56,935	1,151,238	1,208,173	3,210,556	3,230,634	6,441,190
West Bengal	282,455	192,394	474,849	5,917,902	5,523,116	11,441,018	47,004	294,534	341,538	865,535	800,797	1,666,332
Delhi	0	0	0	86,301	67,278	153,579	0	0	0	2,634	6,826	9,460
All-India	3,648,888	3,427,770	7,076,657	82,658,915	69,744,274	152,403,189	347,907	4,406,684	4,754,590	12,582,917	13,437,381	26,020,298

Source: Author's calculation based on various NSSO unit level records and Census of India.



**Table 3.45(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	717	0	717	1,074,517	1,037,059	2,111,576	4,320	16,554	20,874	74,599	44,313	118,912
Assam	357	235	592	146,886	133,790	280,676	0	0	0	27,674	30,498	58,172
Bihar	1,436	3,967	5,403	693,190	619,857	1,313,046	0	2,344	2,344	176,819	167,441	344,261
Gujarat	5,651	0	5,651	995,590	828,656	1,824,246	0	0	0	92,922	78,892	171,813
Haryana	0	0	0	360,843	288,810	649,652	0	2,193	2,193	42,708	38,653	81,361
Himachal Pradesh	0	0	0	28,844	20,975	49,819	0	0	0	0	3,260	3,260
Jammu & Kashmir	0	0	0	139,544	117,041	256,585	0	0	0	5,325	9,275	14,600
Karnataka	0	0	0	889,105	820,586	1,709,691	0	0	0	51,319	70,677	121,996
Kerala	0	0	0	404,820	390,639	795,459	1,546	0	1,546	5,000	4,795	9,795
Madhya Pradesh	284	0	284	1,026,459	875,034	1,901,493	5,023	1,004	6,027	102,255	149,761	252,015
Maharashtra	0	0	0	2,000,871	1,788,774	3,789,645	917	306	1,223	126,414	134,578	260,992
Odisha	0	0	0	251,522	234,630	486,152	0	4,987	4,987	40,318	32,273	72,591
Punjab	184	0	184	429,998	335,334	765,332	0	4,698	4,698	36,485	38,241	74,726
Rajasthan	1,465	1,130	2,595	706,326	623,596	1,329,922	0	2,054	2,054	174,419	146,613	321,032
Tamil Nadu	0	0	0	1,214,163	1,148,184	2,362,347	0	3,512	3,512	7,598	21,378	28,976
Uttar Pradesh	26,079	16,241	42,319	1,972,562	1,709,257	3,681,819	0	11,480	11,480	478,256	451,590	929,846
West Bengal	5,152	20,044	25,196	941,080	885,759	1,826,839	0	1,188	1,188	112,963	83,852	196,814
Delhi	0	0	0	661,255	577,765	1,239,020	0	0	0	118,271	94,526	212,797
All-India	44,447	44,820	89,266	14,463,675	12,881,183	27,344,858	12,514	53,319	65,834	1,769,053	1,731,348	3,500,401

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table3.45(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	85,842	67,427	153,269	1,143,714	1,043,443	2,187,157	7,694	71,818	79,512	13,851	11,720	25,571
Assam	2,986	3,581	6,567	191,461	166,346	357,807	0	9,613	9,613	2,440	6,577	9,017
Bihar	70,362	18,299	88,661	801,828	695,172	1,496,999	1,275	44,853	46,128	74,426	78,032	152,458
Gujarat	44,836	25,403	70,239	1,090,869	900,707	1,991,576	0	49,269	49,269	24,694	17,536	42,230
Haryana	8,463	3,648	12,112	399,409	305,085	704,494	0	12,694	12,694	15,971	26,984	42,954
Himachal Pradesh	0	522	522	31,249	26,735	57,984	0	0	0	0	0	0
Jammu & Kashmir	564	23,007	23,571	159,645	114,961	274,606	0	1,484	1,484	783	2,165	2,948
Karnataka	25,579	16,315	41,894	984,890	913,027	1,897,917	4,977	28,160	33,137	10,887	14,036	24,923
Kerala	2,713	3,179	5,892	463,856	446,041	909,897	0	0	0	1,288	0	1,288
Madhya Pradesh	59,918	38,681	98,599	1,133,950	982,847	2,116,797	3,822	59,562	63,384	48,886	19,394	68,280
Maharashtra	61,101	42,144	103,246	2,188,190	1,916,827	4,105,017	13,521	107,118	120,639	88,021	31,827	119,848
Odisha	15,101	7,371	22,472	292,590	274,261	566,852	0	13,489	13,489	14,870	6,112	20,982
Punjab	26,367	1,133	27,501	464,272	375,432	839,704	3,098	26,386	29,484	15,696	11,779	27,475
Rajasthan	75,923	31,329	107,252	774,842	619,875	1,394,717	2,648	68,426	71,073	54,894	79,704	134,598
Tamil Nadu	42,392	43,145	85,537	1,305,650	1,215,153	2,520,803	1,092	23,695	24,788	6,099	11,671	17,770
Uttar Pradesh	309,001	143,683	452,684	2,110,041	1,908,100	4,018,142	12,042	151,821	163,863	232,150	139,446	371,595
West Bengal	116,404	76,788	193,191	996,993	946,155	1,943,148	2,645	88,342	90,987	101,118	30,490	131,607
Delhi	9,688	2,605	12,293	746,980	674,271	1,421,250	0	10,741	10,741	52,192	7,336	59,527
All-India	944,832	557,683	1,502,515	15,908,981	14,042,351	29,951,332	58,195	817,529	875,724	764,164	529,789	1,293,953

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.45(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 2004-05 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	86,064	68,243	154,307	2,218,545	2,079,611	4,298,157	11,997	89,025	101,022	88,853	55,597	144,450
Assam	3,179	3,962	7,140	336,678	300,761	637,438	0	10,040	10,040	31,942	35,823	67,765
Bihar	68,870	24,063	92,933	1,463,619	1,258,479	2,722,098	1,208	48,231	49,438	284,642	305,194	589,835
Gujarat	51,311	24,894	76,205	2,087,105	1,729,407	3,816,512	0	48,281	48,281	116,038	97,800	213,838
Haryana	8,665	4,063	12,728	760,767	593,814	1,354,581	0	16,062	16,062	57,992	64,055	122,047
Himachal Pradesh	0	499	499	59,966	47,580	107,546	0	0	0	0	3,426	3,426
Jammu & Kashmir	557	23,130	23,687	299,208	232,020	531,228	0	1,492	1,492	6,180	11,404	17,584
Karnataka	24,583	16,878	41,461	1,873,701	1,734,158	3,607,859	4,783	29,131	33,914	63,979	82,534	146,512
Kerala	2,670	2,862	5,532	868,711	836,534	1,705,245	1,574	0	1,574	6,359	5,339	11,698
Madhya Pradesh	59,941	39,504	99,445	2,157,802	1,857,626	4,015,428	9,609	62,005	71,614	153,097	169,270	322,367
Maharashtra	62,363	44,917	107,281	4,188,724	3,703,382	7,892,107	14,696	114,450	129,147	213,376	158,845	372,221
Odisha	14,323	7,329	21,652	543,273	508,825	1,052,098	0	18,432	18,432	56,706	38,556	95,262
Punjab	26,022	1,234	27,256	894,401	711,596	1,605,996	3,036	32,962	35,998	52,670	47,373	100,043
Rajasthan	76,813	31,199	108,012	1,480,936	1,244,702	2,725,639	2,627	67,709	70,336	230,311	229,366	459,678
Tamil Nadu	41,503	44,420	85,923	2,520,596	2,361,801	4,882,397	1,069	27,793	28,863	13,745	32,696	46,441
Uttar Pradesh	329,142	162,187	491,328	4,069,271	3,611,968	7,681,239	11,728	165,538	177,266	729,841	591,988	1,321,828
West Bengal	127,470	97,461	224,931	1,933,522	1,831,135	3,764,657	2,787	90,547	93,334	212,540	113,577	326,118
Delhi	9,586	2,775	12,361	1,407,755	1,257,303	2,665,058	0	11,440	11,440	171,232	96,020	267,252
All-India	987,204	613,642	1,600,846	30,372,240	26,924,929	57,297,169	70,606	887,474	958,080	2,535,898	2,231,613	4,767,511

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.46(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 2011-12 for Rural Sector**

<b>Rural</b>	<b>Labour Force</b>			<b>Education</b>			<b>Domestic Duties</b>			<b>Nowhere</b>		
<b>States</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Andhra Pradesh	289	828	1,117	2,407,288	2,249,904	4,657,191	0	0	0	77,460	109,805	187,265
Assam	0	0	0	1,529,839	1,401,409	2,931,248	1,334	0	1,334	90,309	159,304	249,612
Bihar	0	317	317	5,572,085	5,553,665	11,125,749	16,732	24,837	41,569	1,372,644	914,468	2,287,112
Gujarat	0	1,320	1,320	1,728,564	1,457,512	3,186,076	0	0	0	164,166	240,672	404,839
Haryana	2,499	0	2,499	861,561	649,105	1,510,667	320	9,333	9,652	46,988	89,747	136,736
Himachal Pradesh	0	886	886	279,294	251,516	530,811	0	0	0	2,275	1,488	3,764
Jammu & Kashmir	0	0	0	552,699	464,874	1,017,574	0	5,826	5,826	36,732	50,371	87,104
Karnataka	0	0	0	1,526,037	1,430,052	2,956,090	800	3,287	4,087	150,386	154,128	304,514
Kerala	0	0	0	657,939	619,891	1,277,830	0	1,118	1,118	11,448	23,013	34,461
Madhya Pradesh	0	2,656	2,656	2,722,176	2,628,330	5,350,505	8,024	8,721	16,746	491,593	333,875	825,467
Maharashtra	0	0	0	2,712,607	2,387,955	5,100,562	403	0	403	231,921	266,957	498,878
Odisha	0	0	0	1,654,101	1,566,720	3,220,821	1,612	0	1,612	105,283	131,662	236,945
Punjab	0	0	0	787,822	648,830	1,436,652	0	0	0	28,652	20,424	49,076
Rajasthan	0	0	0	2,855,047	2,528,455	5,383,503	11,316	11,910	23,226	462,120	442,454	904,574
Tamil Nadu	0	0	0	1,512,060	1,408,108	2,920,168	0	0	0	4,481	20,040	24,522
Uttar Pradesh	14,455	7,338	21,793	8,728,412	7,706,718	16,435,131	0	25,315	25,315	1,941,537	1,836,372	3,777,909
West Bengal	0	15,462	15,462	2,711,530	2,569,625	5,281,155	0	15,871	15,871	316,463	299,357	615,820
Delhi	0	0	0	20,699	17,430	38,129	0	0	0	1,277	0	1,277
All-India	19,697	33,090	52,787	42,262,149	38,998,211	81,260,360	44,658	115,836	160,494	6,189,203	5,555,004	11,744,208

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.46(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 2011-12 for Rural Sector**

Rural States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	28,245	180,540	208,785	2,769,399	2,405,801	5,175,201	0	78,155	78,155	966	7,387	8,353
Assam	11,921	15,878	27,799	1,544,081	1,415,473	2,959,555	10,674	39,524	50,198	20,483	46,823	67,306
Bihar	177,699	175,592	353,292	5,785,235	4,926,974	10,712,208	63,273	334,538	397,811	517,513	446,107	963,620
Gujarat	94,562	68,755	163,317	1,797,095	1,604,241	3,401,336	528	101,688	102,215	102,558	29,724	132,282
Haryana	7,870	0	7,870	955,177	775,352	1,730,529	657	34,226	34,882	25,358	0	25,358
Himachal Pradesh	0	2,607	2,607	303,799	267,593	571,392	0	1,216	1,216	0	490	490
Jammu & Kashmir	8,499	9,469	17,968	551,523	472,562	1,024,086	493	13,839	14,333	11,958	25,224	37,182
Karnataka	85,568	43,020	128,587	1,759,475	1,642,195	3,401,669	0	4,995	4,995	23,670	21,879	45,549
Kerala	0	1,094	1,094	737,356	707,287	1,444,643	0	0	0	2,495	2,742	5,237
Madhya Pradesh	58,873	31,036	89,909	3,128,379	2,935,204	6,063,583	11,104	110,543	121,647	85,493	23,142	108,635
Maharashtra	124,855	75,551	200,406	3,116,003	2,729,131	5,845,134	0	71,838	71,838	25,628	66,727	92,355
Odisha	50,907	53,187	104,094	1,794,650	1,664,328	3,458,978	4,015	75,643	79,658	24,200	34,853	59,053
Punjab	29,590	11,816	41,407	894,026	699,218	1,593,244	0	10,018	10,018	572	0	572
Rajasthan	78,551	149,862	228,414	3,251,330	2,613,946	5,865,276	68,590	270,461	339,051	78,215	88,453	166,668
Tamil Nadu	16,729	9,331	26,060	1,668,579	1,577,514	3,246,093	0	709	709	33,766	0	33,766
Uttar Pradesh	458,493	381,483	839,977	9,996,493	8,582,128	18,578,621	33,550	687,129	720,679	542,206	264,394	806,599
West Bengal	157,545	143,409	300,954	3,114,450	2,843,580	5,958,030	5,326	159,031	164,357	80,925	100,677	181,602
Delhi	0	0	0	23,832	18,976	42,809	0	19	19	0	0	0
All-India	1,474,404	1,409,769	2,884,172	47,086,618	41,591,251	88,677,869	217,687	2,101,195	2,318,883	1,756,076	1,268,976	3,025,051

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.46(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 2011-12 for Rural Sector**

Rural	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	28,703	190,786	219,489	5,175,772	4,646,067	9,821,839	0	82,254	82,254	77,864	110,952	188,816
Assam	12,054	16,445	28,499	3,074,246	2,818,652	5,892,898	12,113	40,936	53,049	110,021	202,253	312,275
Bihar	193,272	186,464	379,736	11,407,739	10,473,815	21,881,554	84,179	378,163	462,342	1,823,039	1,337,463	3,160,503
Gujarat	91,948	63,337	155,285	3,526,029	3,055,828	6,581,858	513	91,515	92,028	268,642	292,946	561,589
Haryana	10,667	0	10,667	1,817,570	1,420,807	3,238,378	994	42,391	43,385	70,841	94,423	165,265
Himachal Pradesh	0	3,719	3,719	583,312	518,836	1,102,148	0	1,382	1,382	2,050	1,828	3,878
Jammu & Kashmir	9,605	10,530	20,135	1,105,470	938,606	2,044,076	557	20,567	21,125	45,560	72,811	118,371
Karnataka	89,154	44,107	133,261	3,288,110	3,073,858	6,361,969	763	8,317	9,079	168,037	172,260	340,297
Kerala	0	1,116	1,116	1,395,880	1,327,532	2,723,412	0	1,094	1,094	13,305	25,297	38,602
Madhya Pradesh	62,051	35,700	97,751	5,869,663	5,577,386	11,447,049	19,286	126,471	145,758	554,659	333,933	888,592
Maharashtra	133,297	81,146	214,443	5,836,501	5,122,986	10,959,487	373	77,157	77,530	241,942	316,693	558,635
Odisha	53,849	53,908	107,757	3,450,926	3,230,270	6,681,196	5,760	76,669	82,429	124,418	165,026	289,444
Punjab	29,457	11,942	41,399	1,681,675	1,347,981	3,029,655	0	10,125	10,125	29,363	20,186	49,549
Rajasthan	80,748	142,265	223,013	6,112,351	5,142,453	11,254,804	81,488	269,284	350,772	528,770	549,622	1,078,392
Tamil Nadu	18,637	9,202	27,839	3,175,036	2,985,436	6,160,472	0	700	700	41,519	20,348	61,867
Uttar Pradesh	463,214	374,868	838,082	18,699,361	16,260,627	34,959,988	32,814	687,770	720,584	2,514,934	2,160,464	4,675,398
West Bengal	162,959	157,846	320,805	5,828,424	5,412,246	11,240,670	5,509	173,754	179,263	387,963	401,783	789,746
Delhi	0	0	0	44,511	36,412	80,922	0	8	8	1,291	0	1,291
All-India	1,542,615	1,459,394	3,002,009	89,446,507	80,593,500	170,040,007	268,053	2,240,831	2,508,884	7,788,087	6,768,559	14,556,645

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.47(a): Absolute numbers of the Children age group 5-9 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	0	0	0	1,177,215	1,086,654	2,263,869	0	0	0	28,236	42,558	70,794
Assam	0	0	0	174,491	168,085	342,576	0	0	0	8,053	4,175	12,228
Bihar	0	359	359	643,961	588,955	1,232,916	709	1,214	1,923	74,821	62,235	137,056
Gujarat	0	0	0	1,196,367	927,829	2,124,196	0	0	0	35,846	79,169	115,015
Haryana	0	0	0	431,880	352,662	784,541	0	0	0	23,493	19,687	43,180
Himachal Pradesh	0	0	0	27,294	23,288	50,582	0	1,312	1,312	1,743	46	1,789
Jammu & Kashmir	0	0	0	156,317	137,748	294,066	0	535	535	6,306	4,171	10,477
Karnataka	0	0	0	967,433	905,969	1,873,402	0	0	0	35,513	35,142	70,655
Kerala	0	0	0	631,407	597,180	1,228,587	0	0	0	15,306	22,776	38,082
Madhya Pradesh	0	1,245	1,245	943,781	818,087	1,761,867	890	1,464	2,354	56,509	63,650	120,159
Maharashtra	0	0	0	2,132,441	1,874,039	4,006,481	0	2,449	2,449	78,061	90,142	168,204
Odisha	0	0	0	278,062	263,199	541,262	0	0	0	22,731	14,425	37,156
Punjab	1,020	1,799	2,818	438,403	360,509	798,912	0	7,480	7,480	30,171	18,520	48,691
Rajasthan	0	0	0	784,879	740,212	1,525,091	3,134	1,560	4,694	133,604	55,262	188,866
Tamil Nadu	0	0	0	1,329,872	1,243,073	2,572,945	0	0	0	4,584	28,211	32,795
Uttar Pradesh	12,725	4,787	17,512	2,152,244	1,780,367	3,932,611	0	12,242	12,242	343,937	392,078	736,015
West Bengal	0	0	0	1,088,741	1,020,919	2,109,660	0	0	0	35,747	56,060	91,807
Delhi	0	0	0	790,116	668,348	1,458,464	0	5,450	5,450	18,853	15,324	34,177
All-India	18,121	10,124	28,244	16,457,931	14,554,392	31,012,324	5,400	37,913	43,312	1,083,141	1,135,944	2,219,085

Source: Author's calculation based on various NSSO unit level records and Census of India.

**Table 3.47(b): Absolute numbers of the Children age group 10-14 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	23,822	5,111	28,932	1,323,273	1,241,953	2,565,226	601	38,123	38,723	12,893	4,397	17,290
Assam	4,821	0	4,821	189,169	171,669	360,838	0	8,713	8,713	308	728	1,036
Bihar	11,902	6,785	18,687	710,735	629,362	1,340,096	0	23,770	23,770	18,831	12,215	31,046
Gujarat	34,881	18,062	52,943	1,256,964	1,032,606	2,289,571	0	18,459	18,459	18,943	6,861	25,804
Haryana	3,296	0	3,296	479,322	362,731	842,053	0	11,838	11,838	2,385	6,747	9,132
Himachal Pradesh	0	0	0	32,425	25,792	58,217	0	245	245	0	60	60
Jammu & Kashmir	2,195	78	2,274	166,879	146,492	313,371	625	965	1,590	604	193	797
Karnataka	13,621	0	13,621	1,043,365	989,094	2,032,459	4,611	13,558	18,169	8,144	2,298	10,442
Kerala	4,931	0	4,931	700,151	676,437	1,376,587	0	0	0	1,421	0	1,421
Madhya Pradesh	13,886	5,611	19,497	1,054,336	920,305	1,974,641	828	24,663	25,491	12,912	17,961	30,873
Maharashtra	26,380	0	26,380	2,316,850	2,075,693	4,392,543	4,730	16,420	21,151	13,857	8,455	22,312
Odisha	20,107	8,414	28,521	294,081	292,830	586,911	0	8,671	8,671	14,495	3,365	17,860
Punjab	4,617	6,099	10,716	485,985	367,857	853,842	0	19,756	19,756	23,987	4,069	28,056
Rajasthan	16,136	8,518	24,654	920,139	723,311	1,643,450	11,989	41,004	52,993	43,231	94,002	137,233
Tamil Nadu	7,032	3,899	10,932	1,460,730	1,383,332	2,844,061	0	11,873	11,873	5,899	0	5,899
Uttar Pradesh	172,561	53,959	226,520	2,388,108	2,049,055	4,437,162	5,392	197,759	203,151	154,128	75,105	229,233
West Bengal	263,346	32,500	295,846	988,295	1,139,657	2,127,952	0	25,287	25,287	20,752	12,947	33,700
Delhi	2,539	0	2,539	861,588	728,031	1,589,618	4,575	8,002	12,578	8,902	878	9,780
All-India	660,301	161,954	822,255	17,939,577	16,102,856	34,042,433	33,958	522,159	556,117	395,070	268,992	664,063

Source: Author's calculation based on various NSSO unit level records and Census of India.



**Table 3.47(c): Absolute numbers of the Children age group 5-14 in different activity status according to the UPSS for 2011-12 for Urban Sector**

Urban States	Labour Force			Education			Domestic Duties			Nowhere		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	25,205	5,128	30,334	2,500,213	2,328,490	4,828,704	636	38,255	38,891	40,028	46,797	86,825
Assam	5,028	0	5,028	363,482	339,404	702,886	0	8,920	8,920	7,991	4,810	12,801
Bihar	13,377	7,491	20,869	1,360,912	1,219,581	2,580,493	619	26,201	26,820	86,475	71,648	158,123
Gujarat	35,796	19,753	55,549	2,453,150	1,964,886	4,418,036	0	20,188	20,188	54,292	78,804	133,097
Haryana	3,566	0	3,566	912,945	715,343	1,628,288	0	11,596	11,596	24,032	26,710	50,742
Himachal Pradesh	0	0	0	59,792	48,864	108,655	0	1,772	1,772	1,656	104	1,759
Jammu & Kashmir	2,308	78	2,387	323,397	284,199	607,596	657	1,500	2,157	6,602	4,362	10,964
Karnataka	12,769	0	12,769	2,010,046	1,895,456	3,905,501	4,322	13,937	18,260	45,515	36,447	81,961
Kerala	5,500	0	5,500	1,332,709	1,271,480	2,604,188	0	0	0	14,962	24,869	39,831
Madhya Pradesh	14,370	6,710	21,080	1,999,257	1,737,449	3,736,705	1,714	25,336	27,049	67,741	83,377	151,118
Maharashtra	27,955	0	27,955	4,451,006	3,952,694	8,403,700	5,013	19,444	24,457	87,745	94,930	182,676
Odisha	20,544	8,266	28,811	571,933	556,101	1,128,034	0	8,519	8,519	37,000	18,014	55,014
Punjab	5,710	7,788	13,498	924,606	728,356	1,652,963	0	26,925	26,925	53,977	22,969	76,946
Rajasthan	16,882	9,330	26,212	1,708,615	1,455,650	3,164,265	15,521	46,313	61,834	172,204	152,491	324,694
Tamil Nadu	7,587	3,637	11,224	2,789,776	2,625,530	5,415,306	0	11,073	11,073	10,548	30,306	40,854
Uttar Pradesh	188,475	58,145	246,620	4,541,386	3,827,988	8,369,374	5,501	207,730	213,231	493,660	471,499	965,160
West Bengal	299,910	33,429	333,339	2,044,089	2,160,331	4,204,420	0	26,010	26,010	53,793	67,576	121,369
Delhi	2,864	0	2,864	1,652,207	1,397,648	3,049,855	5,162	13,665	18,827	26,273	14,678	40,951
All-India	712,997	174,188	887,185	34,403,857	30,661,621	65,065,478	40,875	566,792	607,667	1,436,232	1,391,474	2,827,705

Source: Author's calculation based on various NSSO unit level records and Census of India.

## Chapter - IV

### Incidence of Child Labor or School Attendance in South Delhi Slum Areas

#### 4.1 Introduction

In the previous chapter we have described disaggregated level analysis of role of children in different economic and non-economic activities using data from census of India and NSSO EUS. Since the magnitude and incidence of child labour are declining in the several states including Delhi, but observationally we found children in Delhi are working in many places like posh localities, market areas, railway stations, dhaba etc. A large number of people migrate to Delhi in search of work and the availability of better job opportunities. Some people are forced to move out of their native place because of natural calamities like flood, famines etc. (Mishra and Mishra, 2004, ch.5). Hence, they start working at an early age to support their families.

It, therefore, shows that there is a gap between the government recodes and visual reality which elicits the gap in the research about child labour. In order to get some more information on child labour, we have conducted a field survey in the slums of Delhi. The field survey was started with multiple objectives like, to investigate the causes and consequences of child labor, the reasons for decrease in the ratio of child labour, the kind (hazardous and non-hazardous) of child labour still persisting in cities like Delhi, time involvement of children in schooling and different economic and non-economic activities and to identify the factors that could affect school enrollment and child labour to name a few. This was all answered satisfactorily with the help of enough data.

Geographically Delhi is located at  $28.61^{\circ}\text{N } 77.23^{\circ}\text{E}$ , and lies in Northern India. It has its border touching the other Indian state Haryana on the north, west and south and Uttar Pradesh (UP) to the east. The National Capital Territory of Delhi covers an area of  $1,484 \text{ km}^2$ , of which  $783 \text{ km}^2$  is designated rural and  $700 \text{ km}^2$  urban therefore making it the largest city in terms of area in the country. It has a length of 51.9 km (32 mi) and a width of 48.48 km (30 mi)<sup>29</sup>.

Delhi region can be split into three parts which is based on the trifurcation of MCD of Delhi; North Delhi Municipal Corporation (NDMC), South Delhi Municipal Corporation

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<sup>29</sup> <https://en.wikipedia.org/wiki/Delhi> as on 29/03/2016.

(SDMC) and East Delhi Municipal Corporation (EDMC). These divisions can be seen from the map attached in the appendix 4C. As an individual we can not cover all the three divisions, therefore we chose south Delhi area for the field survey. We conducted a field survey in the slum areas around the posh colonies of South Delhi. There are three main reasons to choose these areas for the survey, firstly, most of the studies that have been conducted in India since the child labour came in the lime light were in the selected Hazardous industries e.g. Shivakasi match box and cracker industries, carpet industries in Sant Ravidas Nagar<sup>30</sup> but very few were in Delhi; secondly, since 1983 to 2010-12 NSSO EUS data shows that involvement of children belonging to urban sector of Delhi is almost zero. Finally, the third and the most important reason is that most of the women are working as housekeeping in the posh colonies where their children are assisting them either as unpaid family worker or full time worker which has remained out of the sight of researchers completely. We are, therefore, trying to find out the verity.

## 4.2 Methodology and Sampling of Field Survey

We started our field survey in the March 2013 and completed it in August 2013<sup>31</sup>. We did our survey at household level in South Delhi slums surrounded by the posh colonies like Vasant Vihar, Vasant Kunj, Som Vihar and Central Government colonies in R.K. Puram. We started our field work with 1003 household listing. The total number of households listed in each slum area can be seen from table 4.1 given in the appendix of this chapter. To complete 1003 households listing we covered 9 slum areas, located, one in Munirka, one in R. K. Puram Sector-1, one in R. K. Puram Sector-3, three in R. K. Puram Sector-7, one in Vasant Kunj and two in Vasant Vihar<sup>32</sup> (namely Motilal Nehru Camp, Hanuman Mazdoor Camp, Saraswati Camp, Malai Mandir Camp, Nehru Ekta Colony, Ekta Vihar, Harijan Basti Camp, Couli Camp Priya, and Shiva Camp). After completing household listing we selected those households where at least one child is in the age groups of 5-14. We found that out of 1003 households' 550 households have either one child or more than one child in the 5-14 age

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<sup>30</sup> Sant Ravidas Nagar District was created on June 30, 1994 as the 65th district of the State. It is the smallest district by area of [Uttar Pradesh](#). Sant Ravidas Nagar's (S.R.N.) old name was [Bhadohi](#). [http://en.wikipedia.org/wiki/Sant\\_Ravidas\\_Nagar\\_district](http://en.wikipedia.org/wiki/Sant_Ravidas_Nagar_district) as on 25/01/2015.

<sup>31</sup> At the time of household listing we put certain important question in the household listing form and after the interaction of the slum residents we incorporate many other questions in the final questionnaire.

<sup>32</sup> Location of each slum area is mentioned in the table 4.1.

groups. For the final field survey we took one fourth of total listed households i.e. 251 households (rounded off to 250 households)<sup>33</sup>.

### **4.3 Demographic Characteristics of the Household**

Table 4.2 to 4.7 describes the demographic characteristics of the households covered in the survey. It shows 1395 persons are covered which is the total number of persons in the selected sample out of which 717 (51.40 percent) are males and 678 (48.60 percent) are females. During the survey, we found 52.80 percent of total population<sup>34</sup> is doing regular wage work. Most of these people neither have any social security like provident Fund facility nor do they have any paid leaves. 31.60 percent population is engaged in self employment like petty shop, vegetable vendor, street hawkers, rag pickers, etc. 14.80 percent is working as casual labour and rest are engaged in other categories.

We also found that around 46.40 percent of the head of the households and 66.38 percent spouses of the heads are not literate. In the similar pattern, 3.20 percent and 2.13 percent are educated below primary, 19.60 percent and 16.17 percent are educated till the primary level and 14.80 percent and 8.94 percent are educated till the middle level. 13.20 percent heads and 5.96 percent spouse of head have till secondary level education only. Interestingly, only one head is graduated out of the total sample. Hence it shows that in the slum areas most of the household heads are either not literate or barely educated.

In the slum area, 91.25 percent Hindu, 6.81 percent Muslim and remaining 1.68 percent Christian have been living. Most of the people have been migrated from Uttar Pradesh (hereafter U.P.) and Tamil Nadu. As far as social group is concerned, 50.68 percent of the population belongs to Schedule Cast (hereafter SC), 32.76 percent to Other Backward Classes (hereafter OBC), 9.53 percent to Others Castes, especially Muslim and Christians, 4.66 percent to Forward Castes and 2.37 percent to Schedule Tribes (hereafter ST). Hence it is showing that majority of the slums population is either SC or OBC.

Table 4.7 shows distribution of persons by age- group. We can see from the table that 41.72 percent population come under 5-14 age group out of which 24.37 percent come under 10-14 age group and 17.35 percent come under 5-9 age group. The remaining population distribution shows that 6.38 percent come under 15- 17 age group and 44.73 percent in the age group of 18 and above.

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<sup>33</sup> Household listing form and final questionnaire is given in the appendix of chapter 4.

<sup>34</sup> Total population here stands for the total numbers of persons which is 1395 covered in the survey. Hereafter we will use total population in the chapter.

#### 4.4 Participation of Children in Different Activities

Table 4.8 shows participation of children between age group 5-14 according to Usual Principal Status (hereafter UPS). We can see that 83.68 percent children are enrolled in schools out of which majority of children are in the government schools. 4.64 percent are working in the household enterprise while 5.15 percent children are working as a wage employee. It is showing that around 10 percent children are still working as child labor. If we bifurcate this data age wise then we will find that 1.65 percent and 15.59 percent children are working in 5-9 and 10-14 age group respectively. 6.01 percent children are in the others categories i.e. neither in school nor at work.

Table 4.9 describes participation of children between 5-14 age group according to Subsidiary Status<sup>35</sup> (hereafter SS<sup>36</sup>). We can see from the UPS data that around 83.68 percent children are in the school which may not be true according to SS. 75 children are engaged in the SS activities out of which 11.51 percent are working in the household enterprises, 0.69 percent as wage employee and 0.69 percent as casual labour. Among those, 11.51 percent children involved in household enterprise, 14.15 percent are boys and 8.49 percent are girls. It means boys are more engaged than girls in the household enterprise activity. If we see the SS participation by age group, then we can see that 10- 14 age groups children are more involved in it than 5-9 age groups, which is 10.82 percent and 2.06 percent, respectively.

Table 4.10 shows participation of children on the basis of Usual Status<sup>37</sup> (hereafter UPSS). According to UPSS 70.96 percent children are in the school in the 5-14 age group out of which 73.43 percent are girls and 68.81 percent are boys. It shows that in the slum areas more girls are in the school than the boys. In the 5-9 age group 82.23 percent children are in the school while in the 10-14 age group 62.94 percent children are in the school as per UPSS. It means 10-14 age group children are more towards quitting school and starting to work. UPSS shows that 16.15 percent children are engaged in the household enterprises where boys' participation is almost double to the girls'. 5.84 percent children are working as wage

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<sup>35</sup> According to NSSO; *Usual subsidiary economic activity status*: A person whose usual principal status was determined on the basis of the major time criterion could have pursued some economic activity for a shorter time throughout the reference year of 365 days preceding the date of survey or for a minor period, which is not less than 30 days, during the reference year. The status in which such economic activity was pursued was the subsidiary economic activity status of that person. Activity status codes 11-51 only were applicable for the subsidiary economic activity performed by a person.

<sup>36</sup> We are using SS activity even if the child is working for less than 30 days.

<sup>37</sup> UPSS is stood for Usual Principal Status plus Subsidiary Status.

employee and 6.01 percent children are in the other category i.e. neither in the school nor at work.

Table 4.11 describes the percentage of children on the basis of work, study and both for 5-9, 10-14 and 5-14 age groups. In the 5-9 age group, 92.56 percent children study only 5.58 percent do work and study simultaneously and 1.86 percent work only. In 10-14 age group 65.05 percent children study only, 18.84 percent work and study only and 16.11 percent work only. The overall 5-14 age group children percentage show that 75.92 study only, 13.60 work and study and 10.48 work only. It shows that children in 10-14 age group are more prone to work and work and study compared to 5-9 age group children. This result is showing as age increases children will be more exposed to work in the slum area.

#### **4.4.1 Numbers of Days and Time Involvement at Work**

In our survey, we have tried to capture the time spent by the children between 5-14 age group to see the actual time involvement by them in different activities. Table 4.12 shows cross tabulation percentages of working minutes and working days of the children between 5-14 age group. This table is based on time involvement during past 30days. We found that out of 582 children 132 are working either on part time or full time basis. Children working on part time basis are mostly engaged as unpaid family workers. We can see from the table that out of 132 children 3.03 percent are working for 4 days between 180 and 240 minutes. 5.30 percent children have been working for 5days out of which 3.03 percent between 60 and 120 minutes and 2.27 percent between 180 and 240 minutes. 6.06 percent children have been working for 10days between 120 and 180 minutes. 1.52 percent children have been working for 15days between 240 and 300minutes in past 30days and similar percentage of children are working for 26days between 600 and 660 minutes. Out of 132 children, 107 i.e. 81.06 percent children have been working for past 30days completely, out of which 32.58 percent have been working between 120 and 180 minutes, 12.88 percent between 240 and 300 minutes, 24.24 percent between 360 and 480 minutes and 11.36 percent between 540 and 660 minutes.

#### **4.4.2 Distribution of the Working Children on the Basis of National Classification of Occupations (NCO) 2004**

Table 4.13 to 4.15 shows the distribution of the working children on the NCO 2004 basis. Table 4.13 shows NCO classification on the basis of UPS. We can see from the table that among the boys 38.89 percent are involved in the rag picking work. This particularly is

located in the Hanuman Mazdoor Camp. 13.89 percent are involved as street vendor. 11.11 percent are involved in the house keeping related work. 8.33 percent boys are involved in the sweeping and cleaning related work and the same percentage is involved in the salesmanship mainly in the shops. 5.56 percent boys each are involved in the sewer cleaning related work and bandwala work. As far as girls are concerned, out of 21 working girls according to UPS, 61.9 percent are in the house keeping and related work, 14.29 percent are in the street vendor work and the same percentage is in the rag picking work. 9.52 percent girls are in the child care related work.

So overall distribution shows around 29.82 percent children are in the house keeping related work and same percentage is in the rag picking work. Around 15 percent children are in the street vendor work. It shows that in the South Delhi slum area children are mainly involved in the house keeping and rag picking work. The children involved in the street vendor work are mainly related to hawker work. Children are in the house keeping work because most of the slum areas are located near the posh colonies where they find such type of work quite easily.

Table 4.14 shows distribution of the work by subsidiary status in NCO 2004. The children are majorly involved in education as they are enrolled in the school. However after the school or on the holiday they do SS work. Out of 45 boys involved in the subsidiary work, 40 percent are involved in the rag picking work. They work with their family on daily basis after school hours. 28.89 percent are involved in the merchant and shop keeping activity, retail trade, etc. Mostly work on their fathers' shop like hawkers, juicewala, and vegetable vendor etc. 24.44 percent are involved in the street vendor work. Street vendor are those who don't have any fixed street, place or location for the work. 2.22 percent children are involved in cooking, tailoring and cylinder supply work.

As far as girls are concerned, we can see from SS NCO 2004 data that 33.33 percent girls are involved in the rag picking occupation, 26.67 percent are involved in the merchant and shop keeping, retail trade occupation, 13.33 percent are in the cooking occupation and 10 percent are in the garland making work. Most of the girls that are involved in the garland work belong to the households being migrated from South India especially Tamil Nadu. 6.67 percent girls are involved in the street vendor work. 3.33 percent girls are involved in the child care, sales, shop assistant and tailoring related work. Hence it shows that majority of children involved in the SS NCO occupation are rag pickers followed by the merchant and shop keeper, retail trade occupation and street vendor occupation.

Table 4.15 shows distribution of the working children by UPSS on the basis of NCO 2004. In case of slum out of working boys in the 5-14 age group 39.51 percent are involved in the rag picking work. Approximately 20 percent are involved in the street vendor work. 16.05 percent children are in the merchant and shop keeping, retail trade work. 6.17 percent boys are involved in the cooking related work. 3.7 percent boys are involved in the salesman and shop assistant related work. 3.7 percent are involved as sweepers, cleaners and related work. In case of girls, we can see that out of 51 girls, around 33.33 percent are involved in cooking related work, 25.49 percent are involved in the rag picking occupation, 15.69 percent are involved in merchant and shop keeping, retail trade occupation, 5.88 percent are involved as child care worker and garland worker, and 1.96 percent each are in the salesman, shop assistant etc. and tailoring related work.

Considering combined participation of both boys and girls we will find that 34.09 percent children which is the maximum are working as rag picker. Other than this, cooking, merchant and shop keeping, retail trade, street vendor occupation contains around 15 percent working children in each occupation. Child care work, tailor work, sweeper, cleaner and related work and garland worker contains 2.27 working children each. Salesman, shop assistant etc., occupation has 3.03 percent working children. Sewer cleaner and bandwala has 1.52 percent working children. It, therefore, shows that the slum area we have covered in our primary survey has maximum percentage of working children involved in rag picking and domestic duties occupation.

#### **4.5 Involvement of Children in various Non-Economic Activities**

In our questionnaire the time involvement method is used to know the exact time investment by the children of the slum areas in different non-economic activities. We have included the broad activities performed on a daily basis like daily routine, cooking, child care, fetching water, etc<sup>38</sup>. We asked children about their time involvement during past 30 days. Table 4.16.a and 4.16.b. explain the participation of boys and girls in different non-economic activities<sup>39</sup>. There are 582 children in 5-14 age group out of which 311 are boys and 271 are girls. These tables consider only those children who have answered yes to these activities (which means yes they have performed the mentioned activity). These tables explain the participating minutes and time of children in each activity.

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<sup>38</sup> All the activities that we include can be seen in the questionnaire.

<sup>39</sup> We will describe each activity except daily routine and sleeping.



Table 4.16.a. explains participation of boys in 5-14 age group in non-economic activities. Out of 13 boys 38.46 percent are doing cooking activity around 5 days a month out of which 15.38 percent are doing for 30minutes and 23.08 percent for 60minutes. 15.38percent are doing cooking for 6 to 10 days. 46.15percent boys are doing cooking for 26 to 30 days out of which 38.46percent for 60minutes and 7.69percent for 120minutes. In the case of child care 10 boys are involved out of which 90 percent are doing this for 60 minutes and 10 percent for 90 minutes for 26 to 30days. Fetching water is one of most important activities performed by the children in the slum areas. There are 167 boys involved in the fetching water activity out of which 3percent are doing it for less than 5days for 15 to 60minutes, around 2 percent for 30minutes for 11 to 15days and 95.21 percent for 26 to 30days out of which majority of children i.e. 61.08percent are doing it for 30minutes and 27.54 percent for 60minutes.

House cleaning is usually girls' oriented activity in the slum areas, which includes brooming and mopping the floor, cleaning of utensils and washing clothes, but in some households we found boys are also doing this because either they don't have girls in their family or have smaller to them in age to perform such duties. 40 boys are doing this activity out of which 12.50 percent are doing it for less than 5days for 15 to 90minutes, 30 percent are doing it for 11 to 15days for 10 to 30minutes and 45percent are doing it for 26 to 30days out of which 38percent are doing it for less than 30minutes and around 8 percent for 60 to 90minutes.

In case of buying household items which is an outdoor activity 145 boys are involved in it. Out of 145 boys around 7percent are doing it for less than 5days out of 30days mostly for 30 to 90minutes, 16.55percent for 6 to 10days out of which around 5percent are doing it for 15minutes and 11.73percent for 30 to 60minutes. Similar percentage i.e. 16.55percent boys are doing it for 11 to 15days out of which 2 percent are doing for 15minutes and 14.48percent for 30 to 60minutes. 58.62percent boys are doing this activity for 26 to 30days out of which 44.83percent are doing it for 30minutes and 13.79percent for 10 to 20minutes. In case of teaching sibling activity only one boy is performing this activity for 26 to 30days for 30minutes. Usually children sit together for studying but they don't teach their siblings.

In the slum areas the primary source of fuel for domestic consumption is LPG and wood being the secondary source. Other sources include kerosene. Only 7 boys are involved in the firewood collection activity out of which 71.43percent do this activity for less than 5 days for 60 to 240 minutes and 14.29 percent do this for 6 to 10 days and 11 to 15days, respectively. Leisure activity involves playing time, spare time with friends which is good for

a child's mental and physical development. Out of 301 boys 98.34 percent do this activity for 26 to 30 days out of which 77.34 percent do this for 60 to 180 minutes, 14.62 percent for 240 minutes while rest have given varied answer for 300 minutes and above. Around 2 percent boys are doing this activity for less than 5 days for 60 to 240 minutes. Main source of entertainment in the slum areas is Television. Out of 287 boys 99.65 percent boys watch T.V. for 26 to 30 days out of which 13.59 percent are watching for 30 to 90 minutes, 83.62 percent for 120 to 240 minutes and less than 3 percent for 300 to 360 minutes. Reading books other than school books includes magazine, comic, religious book etc. Out of 8 boys 87.50 percent are reading it for 26 to 30 days out of which 62.50 percent are reading for 15 to 60 minutes and 25 percent for 120 minutes. 12.50 percent are reading for 6 to 10 days for 20 minutes. It means very few boys are either interested or have available reading materials.

School days activity shows the number of days children went to the school in past 30 days. Out of 311 boys 258<sup>40</sup> boys are enrolled in the school. 0.39 percent attended school for less than 5 days, 1.16 percent for 6 to 10 days, 4.65 percent for 10 to 15 days, 25.58 percent for 16 to 20 days, 33.72 percent for 21 to 25 days and 34.50 percent for 26 to 30 days. It means most of the boys are going to school for 20 days and more. Homework and Tuition activity shows involvement of children in education which is other than their school time. Out of 205 boys 2.93 percent are involved for not more than 5 days for 30 minutes, 15.12 percent for 6 to 10 days for 30 to 60 minutes, 12.68 percent for 11 to 15 days out of which 10.73 percent for 15 to 60 minutes and 1.95 percent for 120 minutes, 25.37 percent for 16 to 20 days out of which 18.54 percent for 30 to 60 minutes, 5.85 percent for 90 to 120 minutes and 0.98 percent for 180 minutes, 37.56 percent for 21 to 25 days out of which 14.15 percent for 30 to 90 minutes and 23.41 percent for 120 to 180 minutes and 6.34 percent for 26 to 30 days for 5.85 percent for 30 to 120 minutes and 0.49 percent for 180 minutes. Boys whose time involvement is more than 60 minutes are also attending tuition.

Table 4.16.b. explains participation of girls between 5-14 age group in various non-economic activities. Out of 90 girls, 7.78 percent are involved in cooking activity for around 5 days in a month between 30 and 60 minutes, 10 percent are doing it for 6 to 10 days out of which 8.89 percent between 30 and 60 minutes, 4.44 percent are doing it between 30 and 60 minutes and 76.67 percent are doing cooking between 26 and 30 days out of which 56.67 percent girls are doing it between 30 and 60 minutes and 20 percent between 90 and

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<sup>40</sup> There are 259 boys in the school but one boy although enrolled in the school is not going to school. We asked him the reason then he said his father has gone to village and he is performing duty (cylinder supply) on his fathers' behalf.

120 minutes. In the child care activity 20 girls are involved out of which 5 percent are doing it for around 5 days and rest 95 percent are doing it for 26 to 30 days out of which 20 percent are doing it for less than 30 minutes, 40 percent between 90 and 120 percent, 30 percent between 180 and 240 minutes and 5 percent for around 360 minutes. It shows that girls are doing this activity for more than 25 days in past 30 days.

In case of fetching water activity, 139 girls are involved out of which 3.60 percent are doing it between 6 and 10 days, 2.16 percent between 11 and 15 days and 93.53 percent are doing it between 26 and 30 days out of which 84.89 percent are doing it between 30 and 60 minutes. Since water is a necessity, therefore, girls also have to perform this activity on a daily basis. House cleaning, as mentioned above in case of boys, is an indoor activity. 120 girls out of total girls are doing it. Out of 120 girls 9.17 percent are doing it for around 5 days between 30 and 60 minutes, 13.33 percent girls are doing it between 30 and 60 minutes, 7.50 percent for 11 to 15 days for 30 minutes and 70 percent are doing it between 26 to 30 days out of which 11.67 percent between 10 and 20 minutes; 52.50 percent for 30 to 60 minutes and 5.83 between 90 and 120 minutes. It again shows that majority of girls are doing it for more than 26 days out of past 30 days.

The buying household item, which is an outdoor activity in nature, shows that 64 girls are doing it. It means out of total girls less than 25 percent girls are involved in it. Out of 64 girls 10.94 percent are doing it for around 5 days for not more than 90 minutes, 28.13 percent are doing it for 6 to 10 days between 15 and 30 minutes, 10.94 percent are doing it for 11 to 15 days between 15 and 30 minutes and 50 percent are doing it for 26 to 30 days between 15 and 30 days. It shows that fewer girls perform outdoor activity. Also only those girls are doing it on a daily basis who have either brothers' younger to them or no brother at all. In case of teaching siblings only 3 girls out of total girls are doing it.

Leisure activity shows that out of 260 girls 259 are doing it for 26 to 30 days during past 30 days. In 259 girls, 15.77 percent are doing it between 30 for 90 minutes; 73.46 percent between 120 and 240 minutes and 10.38 percent are doing it for 300 minutes and above. It shows that majority of girls spend 2 to 4 hours in leisure activity like playing, talking to friends etc. Watching T.V. is very common non economic activity among the girls. Out of 271 girls 245 are watching T.V. between 26 and 30 days. Out of 245 girls around 15 percent are watching T.V. between 30 and 90 minutes; 37.96 percent for 120 minutes; 35.10 percent between 150 and 180 and 12.65 percent are watching T.V. for around 240 minutes and above. Reading books activity other than school books shows that in case of girls only 10 girls are doing it. Out of 10 girls 30 percent are doing it for around 5 days between 15 and 60 minutes;

10 percent for 16 to 20 days for around 60 minutes and 60 percent for 26 to 30 days out of which 50 percent between 10 and 20 days and remaining 10 percent for 60 minutes. It shows, hence, that in case of girls' they read fewer books other than school books.

In case of school days 228 girls have attended school. 1.75 percent girls attended schools for 6 to 10 days in past 30days, 5.26 percent for 11 to 15 days, 23.25 percent for 16 to 20 days, 29.82 percent for 21 to 25 days and 39.91 percent for 26 to 30 days. It shows that 30.26 percent girls are attending school only for less than 20days. This data raises doubt about what these girls are doing if not going to schools; are they staying at home only or helping their mothers in doing domestic work at the employer's house as unpaid family worker.

Homework and tuition activity shows that 190 girls are doing it. Out of 190 girls 12.63 percent are doing it for 6 to 10days between 30 and 60 minutes, 13.16 percent for 11 to 15 days between 15 and 120 minutes, 31.05 percent are doing it for 16 to 20 days out of which 23.16 percent between 30 and 60 minutes, 5.79 between 90 and 120 minutes and 2.11 percent between 180 and 240 minutes; 37.37 percent girls are doing it for 21 to 25 days out of which 16.84 between 30 and 90 minutes, 12.11 percent between 120 and 150 minutes and 8.42 percent for around 180 minutes; and 4.74 percent are doing it for 26 to 30 days.

On comparing table 4.15.a. and 4.15.b. we can see that girls are more active in the household chores than the boys. They are more active in indoor works like cooking, cleaning etc; and boys are more active in outdoor activities like buying household items, fetching water, firewood etc. but undoubtedly girls' ratio in fetching water is also quite high. It shows that households don't allow girls to do more of the outdoor activities.

#### **4.6 Education Pattern in the Slum Areas**

In this section we have tried to explain the education pattern in the slum area of South Delhi. This section covers the type of schools in which children are enrolled, benefits they are getting from the government, additional expenditure which they are incurring, medium of education (instruction) and distance from the school etc. Table 4.17 depicts the level of current attendance in the slum areas. We can see from the table, 59.96 percent children are studying at the primary level, 32.24 percent children are studying at the middle level and 6.16 percent are at the secondary level. It shows that majority of the children i.e. 93.63 percent are enrolled at the below secondary level in the South Delhi slum area.

Table 4.18 explains the type of schools in which slum children are going<sup>41</sup>. Out of 487 schools going children in the 5-14 age group 95.48 percent are going in the government schools and remaining 4.52 percent children are going in the private schools. The children who are going to the private schools are getting benefit under the Economically Weaker Section (EWS) scheme. Under this scheme poor parents are fully exempted from paying the tuition fee, which is quite high, but they have to pay for the other expenditures like dress, books, stationary, transportation and other activities.

Table 4.19 shows the medium of education in the schools. It can be seen that 84.80 percent children are studying through Hindi medium while 15.20 percent are studying through English Medium. In the government schools for each class they have kept 2-3 sections for English medium while rest for Hindi medium. Parents have the option to choose the medium of education for their children. If they want that their children should study in the English medium then their children have to sit for the test, if they are able to qualify that test then they can study in the English medium otherwise they have to continue in the Hindi medium. Children who are studying in the state finance school like Central School, DTEA etc. they have medium of education as English only.

According to the Right to Education (RTE) Act 2009, every child in the 5-14 age groups must be in the school. Apart from this, children till the primary level will get every essential item for the education in the government school like free stationary books, dress etc. For the middle level every child will get free books and money for the stationery. In the similar manner till higher secondary students will get money for the dress, books etc.

Table 4.20 shows that 82.14 percent children say that they are getting free education while 17.86 percent children say they are not. From 9<sup>th</sup> class onwards they have to pay tuition fee in the government school which is around Rs. 20 per month. As far as government scholarship/stipend is concerned table 4.21 explains that 94.46 percent children are getting stipend from the government while remaining 5.54 percent are not getting it. Although every child in the school is getting stipend but sometimes there is delay in its payment. Many children who have recently joined the government school i.e. at the time of our survey come under no stipend category. The average stipend of all the students is around Rs.650 annually with the minimum of Rs.80 and maximum of Rs. 2800 annually<sup>42</sup>.

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<sup>41</sup> Government schools include all the Delhi Government schools, Municipal Schools and other State Finance schools like Delhi Tamil Education Association (DTEA).

<sup>42</sup> Table 4.17 explains this average stipend of all the students. During our survey we found few students agreed that they are getting stipend from the school but didn't receive yet. That is why in the table only 446 observations are taken.

Government of Delhi, although, is providing many different types of stipend schemes for the welfare of the children and their education, like Rs.1,000 annually for the SC, ST, OBC minorities in addition to the common stipend for all the children. It helps in increasing the number of enrolment in the school. Table 4.23 explains the reasons for receiving the scholarship. 98.26 percent are getting stipend which is common for the all the students regardless of social group, only 1.74 percent are getting scholarship on the basis of social group. As we can see from the table 4.6 that 2.36 percent are ST, 50.68 percent are SC and 34.05 are percent OBC, but only 1.75 percent children are getting social group benefit in addition to the common scholarship for all the students. During our survey we asked this to those households who are not getting the benefit of this scheme. The reason found behind this was that although they belonged to that particular category, SC, ST and OBC, but since they have migrated from other states to Delhi and do not hold caste certificate belonging to Delhi they are not entitled to avail this facility. Households migrated long back 30 years but are not able to avail the facility is very awful.

Apart from stipend the other benefits that children are getting in the schools are free books and stationery. We can see it from the table 4.24, 80.29 percent children are getting free text books and 49.49 percent free stationary while around 19.71 percent are not getting free text book and around 50.51 percent are not getting free stationary. Till the primary education level all books and stationery are provided free by the schools, for middle level all books are free but not stationery and secondary level onwards only money is provided to get the books from the market. In fact, schools are also providing money for the purchase of two dresses in the year (for summer and winter) but mentioned earlier sometimes there is delay in the payment. Since we started our survey in last week of July2013 as per which the survey period fell between the sessions.

Despite this stipend most of the households have to incur additional expenditures to buy dresses, books etc. not only this they are not satisfied with the quality of education provided in government schools. In order to compensate the quality of education they have to spend additional amount in private tuitions for the children. According to the parents, they have put their children in the Government school for they cannot afford private school. Table 4.25 shows additional expenditure by the parents on the education of their children. The average expenditure for 361 children is Rs. 1377 where minimum expenditure is around Rs.11 and maximum is around Rs. 11000<sup>43</sup>.

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<sup>43</sup> The maximum value of additional expenditure may be due to new admission of children in the private school.

## **4.7 Factors Contributing towards the Reduction of Child Labour**

In the survey conducted, we were not only interested in finding the child labour in the slum areas of South Delhi but also in the factors responsible for reducing the child labour, if any. During the survey, we found that there is no doubt in the reduction of child labour in Delhi and even if it is still persisting then it is not hazardous. It is existing at the household level mostly as the unpaid family worker. So we tried to find out the factors behind it. We acquired the opinion of the households about the same which are being explained below briefly.

### **4.7.1 Parent's Perspective about Education**

The first and foremost important factor that is helping in reducing child labour and increasing literacy rate is the parent's perspective about education. We asked certain sets of questions regarding education of the children which Table 4.26 describes. We asked every household why they think their children should be in the school. Out of 250 household 221 household i.e. 88.40 percent answered for the bright future of their children, 1.20 percent said because of the free education available and 10.40 percent had no answer for it. According to them literacy is very important nowadays to get a good job. According to them they are doing low pay and casual work because they are not educated enough. They are learning from their experience in the labour market. One of common statements given by the households were "humare time mein to bina pade likhe bhi naukri mil jati thi par ab to pade likhe ko bhi naukri nahi mil pa rahi hai, jitna jyada humare bachche padenge unko utni achchhi naukri mil sakti hai". It is clearly indicating that people are learning from their past experience and want their children should not face the same due to lack of education. It means despite low and unhygienic living condition, people are now aware of the value of education in human being's life. They know that if they want their children to get jobs in the labour market, then education is an essential condition for that. We will try to explain in the next chapter how this preference of education can give a new direction to the economics of child labour.

We asked to the household till what standard their children should get education. Out of 250 households 119 households i.e. 47.6 percent said up to higher secondary, 29.6 percent said graduation and above, 14.8 percent up to secondary, 5.2 percent don't have any idea and 2.8 percent up to primary class. It means 77.20 percent households want that their children should get education till higher secondary or above. Those 44 households who expressed

their interest of educating their children till secondary level were again asked the reason behind it. 52.27 percent told because of poverty, 45.45 told this is enough education and 2.27 percent had no idea. What is the possibility of getting a good job after getting education was the next question put before the households. Out of 250 households 90 i.e. 36 percent said yes, 10.8 percent said no and 53.2 percent were not sure. It shows that parents want their children should get good education but they are not sure about the job possibilities in the labour market.

#### **4.7.2 Role of Non-Government Organizations (NGOs) in Literacy Improvement in the Slum Areas**

We have included some questions in our questionnaire about the opinion of the households in respect of NGOs. Table 4.27 explains the role of NGOs in the slum areas. We asked to the households about any active NGO in their slum areas. Out of 250 households only 67 households i.e. 26.8 percent said yes while 56.40 percent said no, 16.80 percent don't know. It is very shocking that either most of the people said no or they don't know about it. Despite its large numbers of NGOs are active in south Delhi for e.g. ASHA, sampark society, Bachpan bachao etc. People have given varied answer about the role of NGO. Many households said earlier NGOs were active in our area but not now. Those households who said yes about active NGOs when we asked about the frequency of the visit of the NGOs, out of 67 households 38.18 percent said weekly and fortnightly, 11.94 percent don't have any idea, 4.48 percent said monthly visit and 5.97 percent said irregular visit in the slum area. We asked the households about the role of NGOs in getting admission of their children in the schools. Out of 67 households 47 households i.e. 70.15 percent said yes NGOs do help them while 14.93 percent said no and don't know each. Another question we asked to same households about the role of NGOs in the improvement of the literacy rate in the slum areas, 68.66 percent said yes while 2.99 percent said no and 28.36 percent has no idea.

It is clearly indicating that only those households said yes to our question who took help from the NGOs in case of their children while rest don't have any idea about the NGOs in their slum area. It means that we cannot say very confidently whether NGOs have any important role in the improvement of literacy rate in the slum areas or not.



### **4.7.3 Role of the Media in spreading the awareness about education in the Slum Areas**

Media plays a very crucial role in the lives of all specially those who are not literate enough to read and write but yes definitely can watch and listen information through various medium of media. Talking further on the same lines yes media plays a pivotal role in slum areas where literacy rate is very less. This role is being explained in Table 4.28. Out of 250 households 206 i.e. 82.4 percent said they watch T.V. while 4 percent said they listen to Radio, 2 percent read Newspaper and 11.60 percent nothing. Media is also a good source of information about the value of the education other than entertainment. Nowadays government of India is giving many advertisements about the value of education through any of the above sources of media.

When asked the households about their chance of watching social awareness programmes, 86.40 percent households said yes while 13.60 percent said no to this question. It means that in the slum areas people are listening to various awareness programmes like stop bal mazdoori, stop child marriages, saksharta abhiyaan, school chale hum, polio drop etc. which has positive and favourable impact on the minds of the people. Those households who were not watching or listening such type of programmes when asked the source of getting information 34 households answered out of which 11.76 percent households get information on the job, 2.94 percent through employer, NGO and children, respectively. 79.41 percent said through neighbour.

Hence during our field survey we found that parents' perspective about education, role of NGOs and role of media are the factors that help in the increasing literacy rate and reducing child labour in the South Delhi slum areas. Parents' perspective about education is the most important among all the factors.

## **4.8 Field Experience**

In our field survey we encountered many realities about the educational schemes of the Government, the existence of child labour and its form in the slum areas of Delhi. In the following sections, we are sharing some of our experiences about the field and also case studies of two camps.

#### **4.8.1 General Overview of the Field**

In our survey, we have found that in all the slum areas most of the people have migrated from Uttar Pradesh, Madhya Pradesh and Tamil Nadu. In most of the slum areas people are doing similar type of jobs e.g. salesman, car driver, housekeeping, cooking, etc. The households are getting regular salary but there is no job security. There are few slum areas where people are self employed and most of the family members are engaged in the same activity either on full time or part time basis.

During our field survey, we found that very less percentage of children are involved in full time work if they are living with their family in comparison to those children who have migrated from other states with other male workers of their village. These children have migrated to work with them either as construction labour, or Dhaba labour or street fruit vendor like coconut water wala.

Most of the children are enrolled in the schools; sometimes children get admission in the school at the age of 7. Most of the children are studying in the government schools and they are getting stipend from the Government. As far as basic amenity of life is concerned in all the slum areas people are getting electricity, water, pakka road, sulabh shochalya etc. These, therefore, are the basic characteristics of the slum dwellers in the South Delhi, which we have covered in the survey.

#### **4.8.2 The welfare scheme for the children by Delhi Government: Myth and Reality**

The government of Delhi is giving stipend/scholarship to all the children studying in Government schools. As per the welfare scheme, every student must be getting, annually, minimum amount of Rs. 500 till primary, Rs. 600-800 till middle and Rs. 1000-1200 till Secondary<sup>44</sup> level of education, and also for other expenditures like uniform and some sort of stationary. But when asked to the parents about the scholarship and stipend scheme given by Delhi government especially in 5-14 age group, we found that in some cases children are getting partial amount e.g. Rs.80 out of Rs. 500. The reason behind such irregularity in the payment as given by the teachers of the Government school were firstly, sometimes there is a time lag in receiving the fund from Govt. and secondly to make children come to school regularly as there is absenteeism many times after getting the scholarship amount. Some parents also mentioned that the additional fund they receive for purchasing the uniform or

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<sup>44</sup> According to the Government scheme children will get free dress, books and stationary till primary school; free books and dress till middle school; free dress till senior secondary. If student will not get these benefits in kind then they will receive monetary benefits so that they can buy it from the market.

stationary for their children is not sufficient at times and they do have to spend from their pockets.

In addition to the above scheme, Delhi Government is providing Mid-Day meal facility to all the students up to the middle level. According to this facility, children will get food in the school. When asked to the parents, during our survey, they said they don't allow their children to eat that food because of poor and unhygienic quality, rather they provide lunch to their children from the home. This kind of feedback from the parents could be the result of the case happened in Bihar where children got hospitalized by eating mid-day meal in the school.

Apart from the above two schemes, govt. is also providing scholarship of Rs.1,000 annually to the children belonging to reserved category (SC/ST) and minority, but with two stipulations, first, they should have caste certificate that verifies that the person belongs to that particular social group and second, they must have Delhi based caste certificate only. During our survey in the slum areas of south Delhi we found that most of the poor people living in the slum areas belong to reserved category but their children are not entitled to the benefits of this scheme, for, either they do not have the caste certificate or if they do have then it is not Delhi based (they have such certificate of some other state from where they have migrated) However, many households have migrated to Delhi long back 20- 25 years.

Mere enrolling in the school doesn't mean that children are getting the quality education. Most of the children reported us that in their schools, teachers don't teach them properly neither do they explain the subject matter in the classroom they simply chalk down on the board.

#### **4.8.3 Changing Literacy Rate Due to Change in Parents perception**

So far most of the theories and research experiences show that poverty, big families, missing financial market are the major factors for the child labour. But during our field survey we have found that parents' working location (posh colonies), regular source of income, parents' learning from their past experiences (illiteracy is a major hurdle in improving their standard of living) and stringent laws by the Government for education and monetary benefits given to the enrolled students are the major factors in south Delhi to combat child labour. Undoubtedly, many children are still working at the household level but the form of child labour has changed from full time and hazardous to part time and non-hazardous work.

## **4.9 Case Studies**

Here we are discussing about two slum areas out of all where the presence of child labour is prominent.

### **4.9.1 Kabadiwala or Rag Picker**

Out of all the slum areas of the south Delhi covered in our survey, the slum that caught our attention for further study was the one where almost all the households were involved in the rag picking work. This camp is completely unhygienic and stinky. We visited there for four days to complete our survey. At the time of listing we were in the impression that they are kabadiwala only but after interacting with the people of that slum we came to know that they are more in rag picking work than the kabadiwala.

We did our survey for four days from 23Aug13 to 26Aug13 at R. K. Puram sector 1. When we were doing our field work we saw many children between 10-14 age group helping their parents in their work. We, therefore, asked few households about the procedure of this work and how do they go about it. One of the household members, named Dayaram, helped us to know the procedure of rag picking work. According to him, rag picking work is divided into several stages. In the first stage, in the early morning, they visit to the bins (kudedan) of different places like residential colonies, market areas, where they get garbage from. Secondly, they pick the material from that garbage they need and bring it with them to the slum area. These above two exercises take around 5-6 hours daily. Once they bring garbage to the slum area they put it as it is, so that it gets dried and the smell wipes out. Third very important and careful procedure is the division of the material (i.e. chhatai). This procedure involves every member of the family including females and children between 10-14 age group. When all of them are involved then it takes around 4-5 hours daily. Usually children give their average time of around 3-4 hours either after coming from the school or sometimes by missing the school. The head of the household earns around Rs.350- 500 per day where he has to pay nothing for the material but only put his labour. Lastly, the head sells it to the contractor (Thekedar) who sells it further by charging his commission on it.

The role of the contractor is very crucial in this whole job. Firstly, let us know who is a contractor. Contractor is a person who supplies used materials like plastic, wines bottles, news papers, caps etc., to big business units who recycle these materials, by charging his commission on the value of material purchased from the rag pickers. Mostly the people living

in this camp are migrated from the district Bijnor, Uttar Pradesh. The contractors hire the workers, provide them the areas to reside in the slum and bear their expenses like electricity apart from their material values. But these facilities are provided with one stipulation i.e. they have to sale their material to that contractor only. Since most of the workers have been living with their family, in this way the contractor has been outsourcing the rag picking work to the households.

Now there are two important points to be noted; firstly, outsourcing will help the contractor to completely escape from the child labour laws, secondly, most of the workers have been living with their family and the earning is neither constant nor very high, they, therefore, take help from their family members including female and children. Every week day females and children work for 3-4 hrs and for long hours in the weekend as unpaid family workers. Most of the children are going to schools but at the same time they are working as unpaid family members. Since this work needs more manual labour with low profit contractor cannot hire child labour due to strict labour laws in Delhi. Outsourcing of work at household level helps contractor as well as households because most of the children are enrolled in the school as per government records but after school hours they are working as unpaid family member.

#### **4.9.2 Dholwala**

Another slum area that caught our attention during the field survey was in R.K. Puram Sector 7. Majority of people working in this slum area are Dholwala. At the time of household listing we covered 40 samples and in survey we took just 10 samples. The ratio of bandwala community and other communities in this camp is approximately around 70 to 30. In both the visits, we found that many school aged children are at home and doing nothing rather playing or sitting idle. However at the time of household listing we came to know that many 5-14 age groups children are either not enrolled in the school or not going to school if at all they are enrolled. Our observation method at the time of listing gave us some useful insight about prevalent child labour in this camp. At the time, therefore, of survey apart from sample households, we asked many key persons, about their community, profession and life style, out of which two were from other communities but living in the same slum area since past 40 years.

Most of the houses are semi- pakka. This slum area has electricity with street light facility, concrete road. The slum area is unhygienic and stinky due to open drainage system

which gets blocked with much littering openly. They people have migrated from Rajasthan and belong to Bhand/ Rana caste, one of the sub castes in the Schedule Caste category. In this slum there are approximately 60-70 houses with population of around 1200-1500 persons. They have been living in this camp from last 35- 40 years. They live in joint families with 15-20 people on an average spending around Rs. 20000 – 25000 as their monthly expenditure.

Playing Band is their family profession which they are doing since more than 15 dynasties. They get this work during marriage season only which starts from September and ends nearly in March as per Hindu custom. In these 4-5 months period they get on an average 13 to 15 works in one month, sometimes even 20. The earning from each marriage function is not fixed as it depends on the booking amount of the functions and the prize (Inam or nek or money varna at the time of marriage). It varies from Rupees 5000 to 150000 per function. When we asked how many persons get involved in one function, one respondent Vikram said that it depends on the demand of the booking party and explained the earning criteria according to the number of persons engaged. Booking amount for 4 dholwala is Rs 16000 per function; Bhangra party -11 people where 4 dholwale, 6 dancers and 1 fire man is engaged, Rs 41000 per function plus Inam and money spent by the organiser during the dance ceremony.

Talking about their food habit they normally consume Non-veg item on a daily basis, e.g. 5 kg Non-veg food for 35 persons daily. They manage the expenditure of their non-earning months through the earnings of their business months. If in any season they don't earn handsome amount to save for their non-earning months then during off season they take loan either from other community members or private money lender @ Rs 10 on per Rs 100 per month as interest rate but they don't compromise for their food habits and others like, intoxicant, liquors, smoking ganja etc.

When we asked the respondent about the training they need for this work then he/she replied that children do not need any special training as they start learning it when they are around 7-9 years of age and start joining this profession once they reach 11-12 years of age. Usually number of hours for dholwala work is 10 hours as they start in the evening from 4-5 pm till 2 am in the morning. It includes children between 10-12 age groups for collecting money known as varna spent usually by baratis at dance ceremony.

This community is so conservative that they don't allow their ladies or girl child to work or even to school. Not only this, there are cases of child marriages also for according to them the ideal age of marriage for girls is 15 and for boys it is 20 years. Literacy rate is almost nil as around 4-5 children out of every 100 children are in schools. Maximum children

are educated till middle level i.e. till 8 if at all studying, and after that they start joining family profession. Children start earning since childhood. Below the age of 10, children go for the boot polish work. After attaining the age of 10 they start going to marriage parties to collect money, play chena band and hold lights. Now due to community profession children start working at the early ages and work for 10-12 hours. It starts from evening till morning. Not only these children also start adopting bad habits like chewing gutka, smoking.

When we asked why they don't send their children to schools, then one respondent answered that in schooling a child spends at least 10-12 years of his life and after that there is no surety of job. But at the same time if children invest this time in our profession then he can earn good amount of money during this time span. It, therefore, shows that opportunity cost of putting children in schools is higher than putting them in their family profession.

#### **4.10 Summary**

The analysis of field survey shows us that in the slum areas of South Delhi 83.68 percent children are going to school based on UPS status; while the remaining 10 percent are working as full time and 6.52 percent are doing nothing. But many children are working as unpaid family workers, where households are working as self employed. Children are doing these activities along with schooling.

Although, many head of the households and their spouses are not literate, but they are sending their children to school because of their positive perspective about education and awareness about education. Apart from this government of Delhi has taken steps to curb child labour. The increase in the enrollment ratio due to various schemes launched by the government is also appreciable. Cost of living in the urban areas is high therefore most of the adult members of the slums are working. Most of the females in the slums are doing housekeeping work in the posh colonies near to their homes which increases the household domestic work responsibilities on the shoulders of girls. After school hours many children are spending their time into household chores like cleaning, fetching water, working as unpaid family worker, watching T.V., taking care of sibling, Tuition etc.

Therefore, we can say that in the slums area most of the children are going to schools despite their poor or non- poor status. The factors why child labour is still persisting are parents' preferences and their attitude towards education, environment of the places, earning of the household and poverty. Lastly, opportunity cost of education and work explains child labour in the slum areas.

## Appendix - 4A

**Table 4.1: Household Listing and Sample Selection in the South Delhi 9 Slums Camp**

Sr. No.	Location of Slums	HH Listed	Sample*	Percentage of Final Sample©
1	Munirka	140	59	35
2	R.K. Puram Sec.1	157	82	39
3	R.K. Puram Sec.3	132	74	33
4	R.K. Puram Sec.7-I	94	51	24
5	R.K. Puram Sec.7-II	140	91	35
6	R.K. Puram Sec.7-III	36	25	9
7	Rangpuri Pahari Vasant Kunj	84	52	21
8	Vasant Vihar-I	117	60	29
9	Vasant Vihar-II	103	56	26
All		1003	550	251

*Sample\*- It includes only those household that has atleast one child in the age group 5-14*

*Final Sample©- Final sample for the survey will be 1/4 of total household listed*

**Table 4.2: Percentages of Persons of Selected Sample in Each Slum Area**

Location of Slums	Male	Female
Munirka	49.01	50.99
R.K. Puram Sec.1	56.22	43.78
R.K. Puram Sec.3	51.10	48.90
R.K. Puram Sec.7-I	51.30	48.70
R.K. Puram Sec.7-II	50.00	50.00
R.K. Puram Sec.7-III	51.35	48.65
Rangpuri Pahari Vasant Kunj	52.29	47.71
Vasant Vihar-I	50.63	49.38
Vasant Vihar-II	49.32	50.68
Total	51.40	48.60



**Table 4.3: Percentages of Selected Sample by Household Type in Each Slum Area**

Location of Slums	Self employed	Regular wage	casual labour	others
Munirka	11.43	71.43	17.14	0.00
R.K. Puram Sec.1	92.31	7.69	0.00	0.00
R.K. Puram Sec.3	21.21	69.70	9.09	0.00
R.K. Puram Sec.7-I	8.33	75.00	16.67	0.00
R.K. Puram Sec.7-II	17.14	68.57	14.29	0.00
R.K. Puram Sec.7-III	100.00	0.00	0.00	0.00
Rangpuri Pahari Vasant Kunj	23.81	52.38	19.05	4.76
Vasant Vihar-I	20.69	41.38	37.93	0.00
Vasant Vihar-II	19.23	61.54	15.38	3.85
Total	31.60	52.80	14.80	0.80

**Table 4.4: Education Level of the Head of Household and Spouse of Head**

Education Level	Head		Spouse of Head	
	Freq.	Percent	Freq.	Percent
Not Literate	116	46.4	156	66.38
Below Primary	8	3.2	5	2.13
Primary	49	19.6	38	16.17
Middle	37	14.8	21	8.94
Secondary	33	13.2	14	5.96
Higher Secondary	6	2.4	1	0.43
Graduate	1	0.4		
Total	250	100	235	100

**Table 4.5: Percentages of Persons by Religion of the Selected Sample In Each Slum Area**

Religion	Hindu			Muslim			Christian		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Munirka	44.55	48.02	92.57	4.46	2.97	7.43	0	0	0
R.K. Puram Sec.1	48.07	35.19	83.26	8.15	8.58	16.74	0	0	0
R.K. Puram Sec.3	46.15	44.51	90.66	2.2	1.65	3.85	2.75	2.75	5.49
R.K. Puram Sec.7-I	40.87	40	80.87	2.61	1.74	4.35	7.83	6.96	14.78
R.K. Puram Sec.7-II	49.42	48.26	97.67	0.58	1.74	2.33	0	0	0
R.K. Puram Sec.7-III	45.95	41.89	87.84	5.41	6.76	12.16	0	0	0
Rangpuri Pahari Vasant Kunj	52.29	47.71	100	0	0	0	0	0	0
Vasant Vihar-I	42.5	47.5	90	8.13	1.88	10	0	0	0
Vasant Vihar-II	49.32	50.68	100	0	0	0	0	0	0
Total	46.59	44.66	91.25	3.8	3.01	6.81	1	0.93	1.94

**Table 4.6: Percentages of Persons by Social-Group of the Selected Sample In Each Slum Area**

ST	SC	OBC	Forward	Others
0	23.27	64.85	4.46	7.43
0	37.34	45.92	0	16.74
3.85	56.04	24.73	6.04	9.34
0	46.96	20.87	3.48	28.7
0	40.7	44.77	12.21	2.33
35.14	52.7	0	0	12.16
0	81.65	18.35	0	0
0	48.75	33.13	8.13	10
0	95.27	0	4.73	0
2.37	50.68	32.76	4.66	9.53

**Table 4.7: Distribution of Persons: by Age-Group of the Selected Sample**

Sex	Age-Group					
	Below 4	5 to 9	10 to 14	5 to 14	15 to 17	18 Above
Male	7.25	16.88	26.5	43.38	5.16	44.21
Female	7.08	17.85	22.12	39.97	7.67	45.28
Total	7.17	17.35	24.37	41.72	6.38	44.73

**Table 4.8: Percentages of Children by the UPS Activities for the Age-Group 5 to 9, 10 to 14 and 5 to 14**

Age-Group Activities Status	5 to 9			10 to 14			5 to 14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11	0.00	0.00	0.00	1.05	0.00	0.59	0.64	0.00	0.34
21	3.31	0.00	1.65	7.89	4.00	6.18	6.11	2.21	4.30
31	0.00	0.00	0.00	7.89	10.00	8.82	4.82	5.54	5.15
91	88.43	85.95	87.19	80.00	82.67	81.18	83.28	84.13	83.68
92	0.00	0.00	0.00	0.00	0.67	0.29	0.00	0.37	0.17
95	0.00	0.83	0.41	0.53	0.00	0.29	0.32	0.37	0.34
97	8.26	13.22	10.74	2.63	2.67	2.65	4.82	7.38	6.01
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

**Table 4.9: Percentages of Children by the Subsidiary Activities for the Age-Group 5 to 9, 10 to 14 and 5 to 14**

Age-Group Activities Status	5 to 9			10 to 14			5 to 14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
21	2.25	1.85	2.06	11.90	6.64	9.45	14.15	8.49	11.51
31	0.00	0.00	0.00	0.00	1.48	0.69	0.00	1.48	0.69
51	0.00	0.00	0.00	0.32	1.11	0.69	0.32	1.11	0.69
Total	2.25	1.85	2.06	12.22	9.23	10.82	14.47	11.07	12.89

**Table 4.10: Percentages of Children by the UPSS Activities for the Age-Group 5 to 9, 10 to 14 and 5 to 14**

<b>Age-Group Activities Status</b>	<b>5 to 9</b>			<b>10 to 14</b>			<b>5 to 14</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
11	0.00	0.00	0.00	1.05	0.00	0.59	0.64	0.00	0.34
21	9.09	4.13	6.61	27.37	16.00	22.35	20.26	10.70	15.81
31	0.00	0.00	0.00	7.89	12.67	10.00	4.82	7.01	5.84
51	0.00	0.00	0.00	0.53	2.00	1.18	0.32	1.11	0.69
91	82.64	81.82	82.23	60.00	66.67	62.94	68.81	73.43	70.96
95	0.00	0.83	0.41	0.53	0.00	0.29	0.32	0.37	0.34
97	8.26	13.22	10.74	2.63	2.67	2.65	4.82	7.38	6.01
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

**Table 4.11: Work/Study Status of Children by Sex (%)**

<b>Sex</b>	<b>Work</b>	<b>Study</b>	<b>Work and Study</b>
<b>5-9</b>			
<b>Boys</b>	3.60	90.09	6.31
<b>Girls</b>	0.00	95.19	4.81
<b>Total</b>	1.86	92.56	5.58
<b>10-14</b>			
<b>Boys</b>	17.39	61.96	20.65
<b>Girls</b>	14.48	68.97	16.55
<b>Total</b>	16.11	65.05	18.84
<b>5-14</b>			
<b>Boys</b>	12.20	72.54	15.25
<b>Girls</b>	8.43	79.92	11.65
<b>Total</b>	10.48	75.92	13.60

**Table 4.12: Percentages of Cross Tabulation of Working Minutes and Working Days for the Children 5 to 14 Age-Group**

Working Minutes	Working Days								Total
	4	5	8	10	15	20	26	30	
<b>60</b>		0.76							0.76
<b>120</b>		2.27	0.76	4.55				9.85	17.42
<b>180</b>	2.27	0.76		1.52				22.73	27.27
<b>240</b>	0.76	1.52			0.76	0.76		6.06	9.85
<b>270</b>								0.76	0.76
<b>300</b>					0.76			6.06	6.82
<b>360</b>								9.85	9.85
<b>420</b>								2.27	2.27
<b>480</b>								12.12	12.12
<b>540</b>								1.52	1.52
<b>600</b>							0.76	9.09	9.85
<b>660</b>							0.76	0.76	1.52
<b>Total</b>	3.03	5.30	0.76	6.06	1.52	0.76	1.52	81.06	100.00

**Table4.13: Distribution of The Working Children: By UPS on The Basis of National Classification of Occupations 2004 for The Age- Group 5-14**

Divisions NCO 2004	UPS	Boys			Girls			Total		
	Occupations	Freq.	Percent	Cum.	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Service Workers And Shop & Market Sales Workers	House Keeping and Related Service Supervisors, Other	4	11.11	11.11	13	61.9	61.9	17	29.82	29.82
	Child Care Workers				2	9.52	71.43	2	3.51	33.33
	Hair Dressers, Barbers, Beauticians and Related Workers	1	2.78	13.89				1	1.75	35.09
	Salesman, Retail	3	8.33	22.22				3	5.26	40.35
Craft And Related Trades Workers	Tailor	1	2.78	25				1	1.75	42.11
Elementary Occupations	Street Vendor	5	13.89	38.89	3	14.29	85.71	8	14.04	56.14
	Boot Polisher	1	2.78	41.67				1	1.75	57.89
	Rag picker	14	38.89	80.56	3	14.29	100	17	29.82	87.72
	Sewer Cleaner	2	5.56	86.11				2	3.51	91.23
	Sweepers, Cleaners and Related Workers, Other	3	8.33	94.44				3	5.26	96.49
Workers Not Classified By Occupations	Bandwala	2	5.56	100				2	3.51	100
	Total	36	100		21	100		57	100	

**Table4.14: Distribution of The Working Children: By SS on The Basis of National Classification of Occupations 2004 for The Age-Group 5-14**

Divisions NCO 2004	SS Occupations	Boys			Girls			Total		
		Freq.	Percent	Cum.	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Service Workers And Shop & Market Sales Workers	Cook	1	2.22	2.22	4	13.33	13.33	5	6.67	6.67
	Child Care Workers				1	3.33	16.67	1	1.33	8
	Merchant and Shop Keeper, Retail Trade	13	28.89	31.11	8	26.67	43.33	21	28	36
	Salesmen, Shop Assistants and Related Workmen, Other				1	3.33	46.67	1	1.33	37.33
Craft And Related Trades Workers	Tailor	1	2.22	33.33	1	3.33	50	2	2.67	40
Elementary Occupations	Street Vendor	11	24.44	57.78	2	6.67	56.67	13	17.33	57.33
	Rag picker	18	40	97.78	10	33.33	90	28	37.33	94.67
Workers Not Classified By Occupations	Cylinder Supplier	1	2.22	100				1	1.33	96
	Garland Labour				3	10	100	3	4	100
	Total	45	100		30	100		75	100	

**Table4.15: Distribution of The Working Children: By UPSS on The Basis of National Classification of Occupations 2004 for The Age-Group 5-14**

Divisions NCO 2004	UPSS Occupations	Boys			Girls			Total		
		Freq.	Percent	Cum.	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Service Workers And Shop & Market Sales Workers	Cook	5	6.17	6.17	17	33.33	33.33	22	16.67	16.67
	Child Care Workers				3	5.88	39.22	3	2.27	18.94
	Hair Dressers, Barbers, Beauticians and Related Workers	1	1.23	7.41				1	0.76	19.7
	Merchant and Shop Keeper, Retail Trade	13	16.05	23.46	8	15.69	54.9	21	15.91	35.61
	Salesmen, Shop Assistants and Related Workmen, Other	3	3.7	27.16	1	1.96	56.86	4	3.03	38.64
Craft And Related Trades Workers	Tailor	2	2.47	29.63	1	1.96	58.82	3	2.27	40.91
Elementary Occupations	Street Vendor	16	19.75	49.38	5	9.8	68.63	21	15.91	56.82
	Boot Polisher	1	1.23	50.62				1	0.76	57.58
	Rag picker	32	39.51	90.12	13	25.49	94.12	45	34.09	91.67
	Sewer Cleaner	2	2.47	92.59				2	1.52	93.18
	Sweepers, Cleaners and Related Workers, Other	3	3.7	96.3				3	2.27	95.45
Workers Not Classified By Occupations	Bandwala	2	2.47	98.77				2	1.52	96.97
	Cylinder Supplier	1	1.23	100				1	0.76	97.73
	Garland Labour				3	5.88	100	3	2.27	100
	Total	81	100		51	100		132	100	

**Table 4.16.a: Cross Tabulation of Time Involvement of Boys in Different Non-Economic Activities in Slum Areas**

Activities	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
	Minutes	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys
Daily Routine	60											13	4.18	13
	90											208	66.88	208
	120											89	28.62	89
	150											1	0.32	1
	<b>Total</b>												<b>311</b>	<b>100</b>
Cooking	30	2	15.38	2	15.38									4
	60	3	23.08									5	38.46	8
	120											1	7.69	1
	<b>Total</b>	<b>5</b>	<b>38.46</b>	<b>2</b>	<b>15.38</b>							<b>6</b>	<b>46.15</b>	<b>13</b>
Child Care	60											9	90	9
	90											1	10	1
	<b>Total</b>											<b>10</b>	<b>100</b>	<b>10</b>
Fetching Water	10											2	1.2	2
	15			1	0.6							5	2.99	6
	30			3	1.8	3	1.8					102	61.08	108
	60			1	0.6							46	27.54	47
	90											3	1.8	3
	120											1	0.6	1
	<b>Total</b>				<b>5</b>	<b>2.99</b>	<b>3</b>	<b>1.8</b>					<b>159</b>	<b>95.21</b>



	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
Activities	Minutes	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys
<b>House Cleaning</b>	10			1	2.5	1	2.5							2
	15	1	2.5									5	12.5	6
	30	2	5	4	10	11	27.5					10	25	27
	60	1	2.5									2	5	3
	90	1	2.5									1	2.5	2
	<b>Total</b>	<b>5</b>	<b>12.5</b>	<b>5</b>	<b>12.5</b>	<b>12</b>	<b>30</b>						<b>18</b>	<b>45</b>
<b>Buying Household Items</b>	10	1	0.69									2	1.38	3
	15			7	4.83	3	2.07	1	0.69			14	9.66	25
	20											3	2.07	3
	30	4	2.76	14	9.66	19	13.1	1	0.69			65	44.83	103
	60	4	2.76	3	2.07	2	1.38					1	0.69	10
	90	1	0.69											1
	<b>Total</b>	<b>10</b>	<b>6.9</b>	<b>24</b>	<b>16.55</b>	<b>24</b>	<b>16.55</b>	<b>2</b>	<b>1.38</b>				<b>85</b>	<b>58.62</b>
<b>Teaching Siblings</b>	30											1	100	1
	<b>Total</b>											<b>1</b>	<b>100</b>	<b>1</b>
<b>Firewood</b>	30					1	14.29							1
	60	1	14.29	1	14.29									2
	120	2	28.57											2
	180	1	14.29											1
	240	1	14.29											1
	<b>Total</b>	<b>5</b>	<b>71.43</b>	<b>1</b>	<b>14.29</b>	<b>1</b>	<b>14.29</b>							

Activities	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
	Minutes	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys
Leisure	60	1	0.33									24	7.97	25
	120	1	0.33									107	35.55	108
	180											100	33.22	100
	240	2	0.66									44	14.62	46
	300					1	0.33					6	1.99	7
	360											6	1.99	6
	420											2	0.66	2
	480											4	1.33	4
	600											3	1	3
	<b>Total</b>		<b>4</b>	1.33			<b>1</b>	0.33					<b>296</b>	98.34
Watching TV	30											2	0.7	2
	60											35	12.2	35
	90											2	0.7	2
	120							1	0.35			125	43.55	126
	180											92	32.06	92
	240											23	8.01	23
	300											4	1.39	4
	360											3	1.05	3
	<b>Total</b>								<b>1</b>	0.35			<b>286</b>	99.65
Reading Books	15											2	25	2
	20			1	12.5							1	12.5	2
	30											1	12.5	1
	60											1	12.5	1
	120											2	25	2
	<b>Total</b>				<b>1</b>	12.5							<b>7</b>	87.5

	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
Activities	Minutes	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys	%	Boys
<b>School Days</b>	300							2	0.78	3	1.16			5
	360	1	0.39	3	1.16	10	3.88	35	13.57	45	17.44	51	19.77	145
	420					2	0.78	29	11.24	38	14.73	38	14.73	107
	450									1	0.39			1
	<b>Total</b>	<b>1</b>	<b>0.39</b>	<b>3</b>	<b>1.16</b>	<b>12</b>	<b>4.65</b>	<b>66</b>	<b>25.58</b>	<b>87</b>	<b>33.72</b>	<b>89</b>	<b>34.5</b>	<b>258</b>
<b>Homework/ Tuition</b>	15					2	0.98							2
	30	6	2.93	25	12.2	12	5.85	6	2.93	5	2.44	2	0.98	56
	60			6	2.93	8	3.9	32	15.61	23	11.22	6	2.93	75
	90							3	1.46	1	0.49	2	0.98	6
	120					4	1.95	9	4.39	33	16.1	2	0.98	48
	150									3	1.46			3
	180							2	0.98	12	5.85	1	0.49	15
<b>Total</b>	<b>6</b>	<b>2.93</b>	<b>31</b>	<b>15.12</b>	<b>26</b>	<b>12.68</b>	<b>52</b>	<b>25.37</b>	<b>77</b>	<b>37.56</b>	<b>13</b>	<b>6.34</b>	<b>205</b>	
<b>Sleeping</b>	420											4	1.29	4
	480											150	48.23	150
	540											134	43.09	134
	600											21	6.75	21
	660											1	0.32	1
	720											1	0.32	1
	<b>Total</b>												<b>311</b>	<b>100</b>

**Table 4.16.b: Cross Tabulation of Time Involvement of Girls in Different Non-Economic Activities in Slum Areas**

Activities	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
	Minutes	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls
Daily Routine	60											7	2.58	7
	90											143	52.77	143
	120											120	44.28	120
	180											1	0.37	1
	<b>Total</b>												<b>271</b>	<b>100</b>
Cooking	30	2	2.22	6	6.67	1	1.11	1	1.11			15	16.67	25
	60	5	5.56	2	2.22	3	3.33					36	40	46
	90											3	3.33	3
	120			1	1.11							15	16.67	16
	<b>Total</b>	<b>7</b>	<b>7.78</b>	<b>9</b>	<b>10</b>	<b>4</b>	<b>4.44</b>	<b>1</b>	<b>1.11</b>				<b>69</b>	<b>76.67</b>
Child Care	15											2	10	2
	30											2	10	2
	60	1	5									7	35	8
	90											1	5	1
	120											1	5	1
	180											5	25	5
	360											1	5	1
	<b>Total</b>	<b>1</b>	<b>5</b>										<b>19</b>	<b>95</b>
Fetching Water	10											4	2.88	4
	15			2	1.44							4	2.88	6
	30			2	1.44	3	2.16					81	58.27	86
	60	1	0.72	1	0.72							37	26.62	39
	90											3	2.16	3
	120											1	0.72	1
	<b>Total</b>	<b>1</b>	<b>0.72</b>	<b>5</b>	<b>3.6</b>	<b>3</b>	<b>2.16</b>						<b>130</b>	<b>93.53</b>

	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
Activities	Minutes	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls
House Cleaning	10											4	3.33	4
	15											8	6.67	8
	20											2	1.67	2
	30	7	5.83	11	9.17	9	7.5					45	37.5	72
	60	3	2.5	5	4.17							18	15	26
	90											1	0.83	1
	120											6	5	6
	180	1	0.83											1
	<b>Total</b>		<b>11</b>	<b>9.17</b>	<b>16</b>	<b>13.33</b>	<b>9</b>	<b>7.5</b>					<b>84</b>	<b>70</b>
Buying Household Items	10	3	4.69											3
	15			4	6.25	4	6.25					10	15.63	18
	20			1	1.56							2	3.13	3
	30	2	3.13	13	20.31	3	4.69					20	31.25	38
	60	1	1.56											1
	90	1	1.56											1
	<b>Total</b>		<b>7</b>	<b>10.94</b>	<b>18</b>	<b>28.13</b>	<b>7</b>	<b>10.94</b>					<b>32</b>	<b>50</b>
Teaching Siblings	30			1	33.33							2	66.67	3
	<b>Total</b>			<b>1</b>	<b>33.33</b>							<b>2</b>	<b>66.67</b>	<b>3</b>
Leisure	30											2	0.77	2
	60					1	0.38					36	13.85	37
	90											3	1.15	3
	120											86	33.08	86
	180											66	25.38	66
	240											39	15	39
	300											12	4.62	12
	360											8	3.08	8
	420											3	1.15	3
	480											2	0.77	2
	540											1	0.38	1
	600											1	0.38	1
720											0	0	0	

	Days	<=5		6 to 10		11 to 15		16 to 20		21 to 25		26 to 30		Total
Activities	Minutes	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls
<b>Leisure</b>	<b>Total</b>					<b>1</b>	0.38					<b>259</b>	99.62	<b>260</b>
<b>Watching TV</b>	30											2	0.82	2
	60											29	11.84	29
	90											4	1.63	4
	120											93	37.96	93
	150											1	0.41	1
	180											85	34.69	85
	240											20	8.16	20
	300											8	3.27	8
	360											3	1.22	3
	<b>Total</b>												<b>245</b>	100
<b>Reading Books</b>	10											2	20	2
	15	1	10									2	20	3
	20											1	10	1
	30	1	10					1	10					2
	60	1	10									1	10	2
	<b>Total</b>	<b>3</b>	30						<b>1</b>	10			<b>6</b>	60
<b>School Days</b>	270											1	0.44	1
	300					1	0.44	4	1.75			1	0.44	6
	360			2	0.88	5	2.19	26	11.4	32	14.04	61	26.75	126
	420			2	0.88	6	2.63	23	10.09	36	15.79	28	12.28	95
	<b>Total</b>			<b>4</b>	1.75	<b>12</b>	5.26	<b>53</b>	23.25	<b>68</b>	29.82	<b>91</b>	39.91	<b>228</b>
<b>Homework/ Tuition</b>	15					4	2.11							4
	30	2	1.05	20	10.53	11	5.79	4	2.11	6	3.16			43
	60			4	2.11	6	3.16	40	21.05	22	11.58	3	1.58	75
	90					2	1.05	2	1.05	4	2.11			8
	120					2	1.05	9	4.74	18	9.47	4	2.11	33
	150									5	2.63			5
	180							3	1.58	16	8.42	2	1.05	21

Activities	Minutes	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls	%	Girls
<b>Homework/ Tuition</b>	240							1	0.53					1
	<b>Total</b>	<b>2</b>	1.05	<b>24</b>	12.63	<b>25</b>	13.16	<b>59</b>	31.05	<b>71</b>	37.37	<b>9</b>	4.74	<b>190</b>
<b>Sleeping</b>	420											7	2.58	7
	480											130	47.97	130
	540											103	38.01	103
	600											30	11.07	30
	720											1	0.37	1
	<b>Total</b>												<b>271</b>	100

**Table 4.17: Level of Current Attendance of Children 5-14 Age- Group**

Education	Freq.	Percent	Cum.
Below Primary	7	1.44	1.44
Primary	292	59.96	61.4
Middle	157	32.24	93.63
Secondary	30	6.16	99.79
Higher Secondary	1	0.21	100
Total	487	100	

**Table 4.18: Type of School Enrollment of Children 5-14 Age- Group**

	Freq.	Percent	Cum.
Government	465	95.48	95.48
Private	22	4.52	100
Total	487	100	

**Table 4.19: Medium of Education Children 5-14 Age- Group**

Languages	Freq.	Percent	Cum.
Hindi	413	84.8	84.8
English	74	15.2	100
Total	487	100	

**Table 4.20: Free Education Children 5-14 Age- Group**

	Freq.	Percent	Cum.
Yes	400	82.14	82.14
No	87	17.86	100
Total	487	100	

**Table 4.21: Government Scholarship to Children 5-14 Age- Group**

	Freq.	Percent	Cum.
Yes	460	94.46	94.46
No	27	5.54	100
Total	487	100	



**Table 4.22: Amount of Scholarship Received by the Children 5-14 Age- Group**

Variable	Obs.	Mean	Std. Dev.	Min	Max
Amt. Received	446	659.3498	336.0341	80	2800

**Table 4.23: Reasons for Scholarship Received by the Children 5-14 Age- Group**

	Freq.	Percent	Cum.
SC	5	1.09	1.09
OBC	3	0.65	1.74
Others	452	98.26	100
Total	460	100	

**Table 4.24: Text Book and Stationary Received by the Children 5-14 Age- Group**

	Text Book			Stationary		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
All- Free	391	80.29	80.29	241	49.49	49.49
Not Received	96	19.71	100	246	50.51	100
Total	487	100		487	100	

**Table 4.25: Additional Expenditure Incurred Education of the Children 5-14 Age- Group**

Variable	Obs	Mean	Std. Dev.	Min	Max
Additional Expenditure	361	1376.906	1672.955	11	11000

**Table 4.26: Parents Perspective About  
Child(ren)Education**

<b>Why do you think that children should be in school</b>			
	Freq.	Percent	Cum.
Bright Future	221	88.4	88.4
Government Pressure			
Free Education	3	1.2	89.6
Don't Know	26	10.4	100
Total	250	100	
<b>Till what standard children should get education</b>			
	Freq.	Percent	Cum.
up to class V	7	2.8	2.8
up to class X	37	14.8	17.6
up to class XII	119	47.6	65.2
Don't Know	13	5.2	70.4
graduation & above	74	29.6	100
Total	250	100	
<b>Reason for Education Till Secondary</b>			
	Freq.	Percent	Cum.
Compulsory Education			
Poverty	23	52.27	52.27
Enough	20	45.45	97.73
Don't Know	1	2.27	100
Total	44	100	
<b>Possibility of Getting Good Job</b>			
	Freq.	Percent	Cum.
Yes	90	36	36
No	27	10.8	46.8
Don't Know	133	53.2	100
Total	250	100	

**Table 4.27: Role of The NGO in The Improvement of The Literacy Rate in The Slums Area**

<b>Any Active NGO in Your Area</b>			
	Freq.	Percent	Cum.
Yes	67	26.8	26.8
No	141	56.4	83.2
Don't Know	42	16.8	100
Total	250	100	
<b>Frequency of The Visit of NGO</b>			
	Freq.	Percent	Cum.
Weekly	26	38.81	38.81
Fortnightly	26	38.81	77.61
Don't Know	8	11.94	89.55
Once a Month	3	4.48	94.03
Irregular Visit	4	5.97	100
Total	67	100	
<b>Role of The NGO in Getting Admission in The School</b>			
	Freq.	Percent	Cum.
Yes	47	70.15	70.15
No	10	14.93	85.07
Don't Know	10	14.93	100
Total	67	100	
<b>Role of The NGO in The Improvement in The Literacy Rate in The Slum Areas</b>			
	Freq.	Percent	Cum.
Yes	46	68.66	68.66
No	2	2.99	71.64
Don't Know	19	28.36	100
Total	67	100	

**Table 4.28: Role of The Media About The Awareness of Education in The Slums Area**

<b>Do You Watch T.V. Etc</b>			
	Freq.	Percent	Cum.
T.V.	206	82.4	82.4
Radio	10	4	86.4
Newspaper	5	2	88.4
Nothing	29	11.6	100
Total	250	100	
<b>Do You Watch/Listen Social Awareness Programme</b>			
	Freq.	Percent	Cum.
Yes	216	86.4	86.4
No	34	13.6	100
Total	250	100	
<b>Source of Getting Awareness Information</b>			
	Freq.	Percent	Cum.
On Job	4	11.76	11.76
Through Employer	1	2.94	14.71
Through NGO	1	2.94	17.65
Through children	1	2.94	20.59
Through neighbour	27	79.41	100
Total	34	100	

## Appendix - 4B

**Table: 4B Examples of Hazardous and Non-Hazardous Occupations and Their Consequences on the Health of Working Children**

Enterprise/Industry/Sector	Task	Hazards	Health consequences
Scavenging and rag-picking	Reclaiming usable material from garbage heaps.	Cuts from glass/metal; exposure to hazardous substances including waste from hospital; inhaling stench from putrefied matter; infestations of flies; temptation to eat leftover food; insanitary conditions (water, food and shelter); risk of being run over by big trucks or bulldozers; living near the dumpsite.	Cuts, burns, tetanus; chemical poisoning; infectious diseases (HIV/AIDS, hepatitis, etc); food poisoning; malnutrition; injuries and death.
Street work	Hawking and vending goods; carrying drugs; shoe polishing; begging; cleaning car windows; red-light performances; delivering goods; being messengers.	Exposure to drugs, violence and criminal activities and prostitution; exposure to traffic accidents, danger to health and morals.	Motor vehicle injuries; victims of drug addiction; branded as social outcasts (reconvicted criminals); long working hours, fatigue, malnutrition; AIDS and other sexually transmitted diseases; psychosocial disorders; unwanted pregnancy.
Dholwala / marriage parties	Pushing Horse cart, pushing generator, holding light.	Falls; long hours of work; night work; danger of expose to electricity current, irregular meals; sexual and moral abuse; sometimes beaten by employer; early exposure to bad habit like	Injuries, health effects of long working hours; mental stress, behavioural disorders; early prone to dangerous diseases Tuberculosis and cancer.

		smoking, drinking alcohol and chewing gutka.	
Domestic service/housework	All type of domestic work, including child care.	At the mercy of master/ mistress; long hours of work; lack of minimum facilities to sleep or rest; abuse of health and morals (sexual or physical abuse, demeaning work); isolation from society; irregular meals, corporal punishment.	Health effects of long hours of work and insufficient rest; malnutrition; psychological stress (from sexual abuse, confinement, fear of destitution); physical injury.
Petty Shops/unpaid family workers	All the work as performed by other household members after their school hours	Long hours of work beyond the capacity of child	Hurdle in physical and mental development

Source: Valentina Forastieri (1997): Children at Work Health and Safety Risk, ILO; author's experience from the field survey.

## Appendix - 4C

Figure: 4.1 Map of Delhi MCD Corporation



Sources: <http://www.mapsofindia.com/maps/delhi/mcd-corporation.html>

## **Chapter-V**

### **Determinants of Child Labour in India**

#### **5.1 Introduction**

In this chapter we will examine the various important determinants of child labour in India with reference to various important theories reviewed in chapter II. This chapter will investigate household level variables with the help of NSSO EUS data as mentioned in the next section. However, certain other important variables cannot be covered with the help of NSSO data, like distance to school, cost of education, parent perspective etc. Therefore, similar exercise is extended to the primary survey data in the next chapter. As we came to know from the review of literature that determinants of child labour can be seen with reference to four hypotheses namely, the substitution, subsistence, capital market and parental education. For this reason we will use certain important variables to know how child labour and other activities can be explained.

#### **5.2 Data and Variables**

In order to investigate the determinants of children between 5-14 age group in child labour and other activities, we use employment and unemployment survey in India. The survey was conducted by NSSO during agricultural years 1983<sup>45</sup>, 1993-94, 2004-05 and 2011-12 for all the states and union territories. Since in each survey approximately 120000 households<sup>46</sup> are taken as sample from the entire country which is based on the stratum sampling, therefore, capture heterogeneity at individual level or at the micro level. For our analysis purpose we have filtered the data and picked up only those sample households that have children in the 5-14 age group.

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<sup>45</sup> 1983 year survey was calendar year survey i.e. January to December while rest of survey were conducted July to June.

<sup>46</sup> According to NSSO a household means “A group of persons who normally lived together and took food from a common kitchen constituted a household. The adverb “normally” means that temporary visitors and guests (whose total period of stay in the household was expected to be less than 6 months) were excluded but temporary stay-away (whose total period of absence from the household was expected to be less than 6 months) were included” NSSO Report No. 515(61/10/1).



### 5.2.1 Dependant Variable

NSSO has defined different activities which fall either into economic activities or non-economic activities, since in this chapter we want to do multinomial logit model regression (MLM Model hereafter) that's why we make four broad mutually exclusive categories namely, working, education, domestic duties and nowhere categories<sup>47</sup> from various activities. The dependent variable will take value one if children is working, two if attending school, three if involved in domestic chores and four if in nowhere category. Among the dependent variable categories maximum numbers of children are observed to be in the school category which can be seen from the summary and statistics tables of all the NSSO rounds. In the 38<sup>th</sup> round 68 percent sample of 5-14 age group in the rural and 87 percent in the urban sector are in the education categories. This trend rose to 92 percent in the rural sector and 94 percent in the urban sector for the 68<sup>th</sup> round, respectively. We are, therefore, using education category as a reference/ base category for the comparison purpose in MNL regression.

### 5.2.2 Summary Statistics of the Variables

Variables given in the table 5 are taken to analyze child labour and other activities within the framework of poverty hypotheses, substitution hypotheses, capital market hypotheses and human capital hypotheses. Among the individual variables, girl variable explains about the gender biasness in the household while taking decision about the school enrollment and the work. As in the review of literature we found that many researchers support this view that girls are more prone to be in domestic duties category as they take care of young siblings if female is working and preference is given to boys for schooling and working outside the home. Age variable shows that how household decision changes over the changes in the age of the child as many a times household prefers to enroll their children in the school at the later stage, though the ideal age for children enrollment in the primary school is 5years as per Indian school standards. Similarly, many households prefer to send their children to work at the age 10 and onwards. This shows why percentage of children in the nowhere group fall under the 5-9 age group than 10- 14 age group who are more in the labour force. As Cigno and Rosati (2004) explain that the probability of children being in the

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<sup>47</sup> Detail description of each broad activity is given in the chapter-III. We are also excluding few activities like disables, retired and pensioner and too young for work.

labour force increases with the increase in the age while proportion of children involved in both work and study at the same time has a U- shape contour.

**Table 5: Definitions of Variables**

<b>Variable Name</b>	<b>Definition</b>
<b>Individual Characteristics</b>	
CHILD_WORK	Variable taking value one if child is working or available for work
CHILD_EDU	Variable taking value two if child is attending educational institution
CHILD_DDUTIES	Variable taking value three if child is doing domestic duties
CHILD_NOWHERE	Variable taking value four if child is doing nothing
GIRL	Variable taking value one if child is female
AGE	Age in years
<b>Household Head Characteristics</b>	
AHEAD	Age of head of household
MRSTATUS	Variable taking value one if head is married
HH_NOSCL	Variable taking value one if head is not literate
HH_PSCL	Variable taking value one if head has upto primary education
HH_MSCL	Variable taking value one if head has middle schooling
HH_SSCL	Variable taking value one if head has secondary schooling
HH_MSSCL	Variable taking value one if head has more than secondary schooling
HFEMALE	Variable taking value one if head is female
HWORK	Variable taking value one if head is working
HSEMP	Variable taking value one if head is working as self employed
HCAS_AGLABOUR	Variable taking value one if head is working as casual agricultural labour (rural only)
<b>Household Characteristics</b>	
HHSIZE	Household size
HINRELG	Variable taking value one if head is Hindu
MUSRELG	Variable taking value one if head is Muslim
SCGRP	Variable taking value one if head is Schedule caste
STGRP	Variable taking value one if head is Schedule Tribe
MPCE	Monthly Per Capita Expenditure
LAND_ACRES	Variable taking value one if head has upto 4acres of land (Rural only)
FEMALELIT	Variable taking value one if female is literate

In the explanatory variables household head characteristics reflect personal characteristics of head. These variables are crucial in the decision making process, for instance, education level of head, age of head. Gender of head is also very important, if female is the head then she is more interested in sending children to school than work (vemuri and sastry 1991, Neilsen and Dubey 2002). But if we see the percentage of women's

share in the household decision making then as this share rises the child labour declines initially and then it starts increasing. So it is U shaped relation between the woman share in the household decision making and child labour (Basu 2006). Age of head of household is important variable because it explains the relationship between number of children and parents expectation to assume them their old age of security. The marital status of the household head variable explains the impact of the decision taken by the married head for the involvement of their children into work or education as compared to those heads who are either widow, divorced or separated from their spouse.

The household heads education variable explains the earning potential of the household, which is indirectly explaining the subsistence level of the household. Therefore, the household head variables, Head\_Work, Head\_Semp and Head\_Aglabour show the household head contribution to the house and in case the head is unemployed or there is an economic shock then wages earned by the children are valuable addition to the house. These variables, therefore, show probability of children involved in work or education if head is working.

To analyse the relation between land holding and child labour in the rural area we are using household variable LAND\_ACRES. Bhalotra and Heady (2003) using data from Pakistan and Ghana argued that child labour is more prone to land-rich households as compared to land-poor households due to imperfection or failure of market for labour and land. This relation is explained as wealth paradox. Basu et al (2010), however, using data from Himachal Pradesh and Uttaranchal say that there is a possibility of inverted-U shape relationship among land holding and child labour. According to them the turning point is around 4acres of land per household beyond which negative relationship between land holding and child labour occurs.

The household characteristics variables SCGRP and STGRP explain the probability of children of deprived sections being into child labour. As vemuri and sastry 1991 asserted that in the rural area SC households usually come under landless households and, therefore, their children go out to work for wages. Variable MPCE is used as a proxy of household income and status of poverty of household. FEMALELIT is another important variable as it determines the bargaining power of the female in the household.

### 5.3 Econometric Modeling

As we mentioned above that we will use MLM model to explain the determinant of child labour in India, therefore following regression equation will be used:

$$Y_{ij} = \alpha + \beta_1 X_{i1} + \beta_2 X_{i2} + \dots + \beta_k X_{ik}$$

$$Y_{ij} = 1, \text{ if the child } i \text{ chooses alternative } j (j= 1, 2, 3 \text{ and } 4)$$

$$= 0, \text{ otherwise}$$

Since we have more than one variable, therefore X represent a vector of variables and  $\beta$  will be a vector of coefficients. The three probabilities estimated from equation above may have different coefficient for the regressor.

Further, let

$$\pi_{ij} = \Pr(Y_{ij}=1) ; \text{ where Pr stands for probability.}$$

Therefore,  $\pi_{i1}$ ,  $\pi_{i2}$ ,  $\pi_{i3}$  and  $\pi_{i4}$  represent the probabilities that children  $i$  chooses alternative 1, 2, 3 or 4, respectively. Since these probabilities are mutually exclusive, therefore, sum of response probabilities must be 1.

$$\pi_{i1} + \pi_{i2} + \pi_{i3} + \pi_{i4} = 1$$

Definition of each variable has been given in the table 5.1.

We can write MLM as:

$$\pi_{ij} = \frac{e^{\alpha_j + \beta_j X_i}}{\sum_{j=1}^4 e^{\alpha_j + \beta_j X_i}}$$

Where the subscript  $j$  on the intercept and the slope coefficient explain that the values of these coefficients can differ from choice to choice.

### 5.4 Results

In the 38<sup>th</sup> round of the rural sector, in the panel 1 (work<sup>48</sup>), coefficient of variable girl shows positive sign which implies that probability of girl getting involved in workforce is more as compared to boys with reference to education. It implies that girls are more prone to work if household takes decision between work and school. Similarly age coefficient shows that as the age of child increases they are more involved in the work compared to the school. In the household characteristics variables, age of household head shows that if age of head of household increases then children is more likely to be in the school than in the work. Marital

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<sup>48</sup> Work and Labour force will be used interchangeably, similarly, Education and School will be used interchangeably.

status of household shows that if household head is not unmarried then children will be in the education sector than in to be part of the work force.

Among the household head education variables, illiterate household head's children are more likely to be in the working status compared to literate household heads. As head of the household will be educated, there more chances that children will be a part of education system. As far as occupational status is concerned, in the rural sector if head of household is working as either self employed or agricultural casual labourer then children are more likely to be in work rather than in the education in comparison with regular salaried employees.

In the rural households as the household size increases children are more likely to be in the school and less in the work. According to the variables of religion described that the children of Hindu and Muslim religion are more likely to be in the work category with reference to the education compared to the children belonging to the other religion. Similarly in case of social group, children of deprived communities SC and STs are more likely to do work compared to forward social groups whose children are more likely to be in the schools.

In the rural sector as area of land holding increases beyond 4 acres children are less likely to do work and more into the education. It shows that children of landless people and those holding less area of land take manual labour from the family itself. One important variable in the case of decision making in the household is female head. If female is head then there are chances that children are in the school and not in the working category. Similarly female literacy variable has positive impact on the accumulation of human capital rather than starting work at an early age.

In the 2<sup>nd</sup> panel domestic duties is explained with reference to education. Girls' variable value is strongly positive in favour of domestic duties with reference to education compared to boys. Age variable coefficient is also in favour of domestic duties as per year age increases in comparison to education. Household heads' variables like age of head and marital status show that children will be less likely to perform domestic duties as head age increases and head is married and they will be more involved in the education attainment. Other variables relating to the head of the household like education of head explains that if the head is illiterate then there are more chances that children will do domestic duties and as education of head of household increases then children will be more likely to attend school than to do domestic duties. Household head occupation in the rural sector shows that if head is engaged either in the self employed or casual agricultural labour in comparison to those who are regular employees then there are more chances that children will perform domestic duties and be less involved in the education.

Household size variable coefficient value shows that if household size increases then children are more likely to perform domestic duties rather than attaining education. The household religion variables show that children of Hindu and Muslim religion in comparison to other religions are more likely to do domestic duties and less likely to join schools. Similarly social groups coefficients show that children of deprived section of the communities are more likely to do domestic duties and less involved in the education system in comparison to forward castes. MPCE which is used as a proxy of poverty shows the positive coefficient, but meagre value, hence explains that if MPCE increases then children will perform more domestic duties in comparison to attaining school. Two variables that explain the role of female in household decision making are head is female or literacy rate of female, both the variables are showing that if female is the head and literate then children are less likely to be involved in the domestic duties and are more involved in the education.

In the 3<sup>rd</sup> panel which explains the variable coefficient for the nowhere children in comparison to education, suggest that girls are more prone to be a part of the nowhere category rather than to be in school compared to boys. The age of children and age of the head of household explain that as their age increases children are less likely to be in the nowhere group and more in education. If head of household is married then children will be less involved in the nowhere category and more in the school.

As far as education of the household head is concerned, we can say that children belong to such household where the head does not have any formal education, are more likely to be in the nowhere category in comparison to the head with formal education. Head with self employed status shows that their children are less likely to be involved in the nowhere category in comparison to the casual agriculture labourer whose children are less in the school and more in the nowhere category.

The household characteristics show that as household size increases more children will be in nowhere category and less in the school. Religion coefficients show that children of Hindu and Muslim are more involved in the nowhere category as compared to other religions of India. Similarly social group coefficients show that children of deprived communities are more likely to be in the nowhere category than compare to the forward castes in India. If female is head of household and female is literate then children of that household are less likely to be in the nowhere category and more in the school.

In the 38<sup>th</sup> round urban sector in the work panel, coefficient of girl's variable has a sign different what it was in case of rural sector. It shows girls are less involved in the work

and more in the education with compared to boys. The age variable coefficient is showing that as age increases than probability to do work increases in comparison to attending school.

Age of household head shows that as one year age of head of household increases there is one percent less chances for children to do work and more probability to attend school. Similarly marital status of household shows that if household is married then there are more chance that children will attend school and less involved in the work. In the urban sector coefficient of education of the head of household shows that if head is not literate then there are more chances that child will more likely to do work and be less involved in the education. Where as if head literacy increases from primary to more than senior secondary then the probability that the child will be involved in the work is less. In the urban sector if household head is self employed then the probability that children will do work and not get enrolled in the school increases as compared to the regular employees.

Household size variable coefficient variable shows that if family increases then there probability that children will be more in the school and less in the work force. The household religion shows that there are more probability for Hindu children and for the Muslim children to do work and less involve in the education as compared to other religious groups. As far as coefficient of social groups is concerned it shows that there are more chances for SCs and STs children to join workforce in the early ages instead of joining schools as compared to other social groups.

Coefficient of female literacy and head is female explain that there are more probability that children will not join the work force and attain education in the early ages compared to those females who are not literate and are not taking household decisions.

In the second panel, domestic duties, of the urban sector in the 38<sup>th</sup> round explains that if there is a girl child in the family then the probability for her to do domestic duties is higher instead of attending as school compared to boys. Coefficient of age variable says that as age grows by one year, probability of children to do domestic chores increases compare to attending school.

Variable of age of household head explains that one year increase in the age leads to a decrease in probability of children to do domestic duties as compared to attending school. Similarly if head is married then the probability of child being involved in domestic duties is decreased. The likelihood of children in the domestic duties is more in case of not literate head as compared to the literate head. If the head is literate more than primary schooling than there are more chances of their children being into the school. Working head children are less likely to be in the domestic duties categories compared to unemployed head. The probability

of children being in to domestic duties is more if head is self employed in the urban sector as compared to regular employed. Female head household children are less involved in the domestic duties compared to male household head. Similarly if female is literate in the house then more children attend school rather than doing domestic duties.

As the size of the household increases, the probability of children doing domestic duties decreases with reference to education. The coefficient of religious groups shows that if children are from Hindu and Muslim religion then children are more likely to do domestic duties rather than attending school compared to other religions. In this case Muslim religion children have more probability to do domestic duties in particular. The probability of deprived communities' children to do domestic duties is more as compared to forward communities with reference to education. The coefficient of MPCE is significant and positive in case of domestic duties with reference to education but not so strong.

In the third panel, which is nowhere the age coefficient explains that one year change in age brings more chances of children in the nowhere category in comparison to attend school. The household head characteristics variables explain that as head age increases the probability of children being into the nowhere category decreases. Similarly if head is married then there are fewer chances of children to come under nowhere group in comparison to the education. Head education level explains that the likelihood of children in the nowhere category is higher for not literate head compared to literate head with reference to education. Head with more than primary education level have children more in the schools and less in the nowhere group. Similarly if head is female then there is less probability of children to be in the nowhere group with reference to the education. Household head employment status explain that if head is self employed then there is more percent probability that children will be in nowhere group compared to other employment status with reference to education. However, the P value is not significant.

The likelihood of children being into nowhere group is higher if child belongs to Hindu and Muslim religion as compared to other religions. However, Muslim children have higher probability to come under nowhere group as compared to Hindu group. Social group coefficient explains that the likelihood of Children belonging to SCs and STs group as compared to other social group is more with reference to education. Again the coefficient of MPCE is significant and positive, but not so strong.

In the 50<sup>th</sup> round rural sector panel1 which is work explains coefficient with reference to education which is the base category. Individual variable girl explains that the likelihood of girls to be in the work force as compared to boys is more with reference to education.



Other individual variable age explains that one year increase in the age increases the probability of children to be in the work as compared to education. Household head variables age of head and marital status explain that there is less likelihood of children to be in the work as age of head increases and head is married with reference to education. Literacy levels of head explain that the probability of children of not literate head to be in the work is more compared to literate head. The likelihood of children to be in the workforce is less with reference to the education if head is female. The coefficient of head employment status explains that if head is self employed then the children are more likely to join workforce in the early ages as compared to heads with regular employment status with reference to the education. Similarly if head is working as a casual agricultural labour then children are more likely to do work rather to attend school.

The coefficient of household size variable which is a part of household characteristics explains that if household size increases then likelihood of children joining workforce decreases by with reference to the education. Religion of household explains that the probability to join workforce increases if household belongs to Hindu and Muslim religion as compared to other religion with reference to education. The coefficient of SCs and STs explain that the likelihood to join workforce is more for the deprived communities as compared to forward castes in India with reference to education. The assets holding as explained by household owned land in acres explains that if household possesses land of more than 4 acres then likelihood of children joining workforce decreases with reference to education. The coefficient of female literacy explains that if female is literate in the household then there are less likely chances that children will join workforce as compared to male literacy level in the household.

The 2<sup>nd</sup> panel of the 50<sup>th</sup> round rural sector explain the involvement of the children in the domestic duties with reference to the education in the rural sector. The likelihood of girls' involvement in the domestic duties is very high compared to the boys with reference to education. Similarly age coefficient of children explains that there are more chances to get involved in the domestic duties as age increases.

The variables of household heads explain that if age of head increases the likelihood of children to do domestic chores decreases with reference to education. Similarly, if the household head is married then the probability of children doing domestic duties decreases with reference to the education. The coefficient of household heads literacy level explains that the likelihood of children to do domestic duties is more if head is not literate as compared to literate head whose children are more in the schools. Coefficient of female head

explains that if female is the head in the household then there are less chances that children will do domestic duties compared to male head. If head is working as a self employed then there are some chances that children will do domestic duties with reference to education. Similarly if head is working as casual agricultural labour then there are great chances that children will do domestic chores.

The coefficient value of our household characteristics variable household size is significant explaining increase in household size leads to more participation of children in domestic duties. The religion coefficients explain that the likelihood of children involvement in the domestic duties increases in case of Hindu and Muslim religion as compared to other religion with reference to education. Similarly likelihood of children belonging to deprived sections to do domestic duties is higher compared to higher castes with reference to education. The coefficient of assets holding variable explains that if household possesses more than 4 acres of land then likelihood of children to be engaged in domestic duties is less compared to those household having less than 4 acres of land with reference to education. If female is literate in the household then there less probability that children will do domestic duties compared to not literate female or literate male. Our MPCE variable coefficient is significant but not explaining any strong relationship.

The third panel explain the coefficient of variables of nowhere group with reference to the education group. Coefficient of variable girl explains that the probability of girls coming under nowhere category is more as compared to the boys with reference to the education. As children age grows in years the likelihood to come in nowhere category decreases with reference to the education. Household head variable age of head explains as age of head increases the likelihood of children to be under nowhere group decreases. Similarly if head is married then children will be less in the nowhere category and more in the schools. The other household head variables explain the educational status coefficient of head. The likelihood of children to come under nowhere category is more in case of not literate head compared to literate head with reference to education. If female is the head in the household then probability of children to be a part of nowhere group decreases as compared to a male head with reference to education. The household head employment status variable coefficient explains that the likelihood of children in the nowhere category is higher for self employment and casual agricultural labourer in comparison with to regular employees in the rural sector with reference to the education.

The household characteristic variable like household size coefficient explains that if household size increases the likelihood of children getting involved in the nowhere category

will be more compared to education as reference category. The religion group coefficient explains that the likelihood of children to be in nowhere group is more in case of Muslim and Hindu compared to other religion groups. Muslim group children probability is even higher compared to Hindu. The coefficient of SCs and STs variables explain that the likelihood of deprived communities children to be in nowhere group is higher compared to forward castes of India with reference to education. The MPCE variable is significant but not explaining any strong result for nowhere group. The other variable household land in acres explains that if household possesses more than 4 acres of land then the likelihood of children to be part of nowhere group decreases compared to the household with less than 4 acres of land. The coefficient of female literacy explain that the probability of children being part of nowhere group is decreases if female is literate in the house as compared to those households where female are not literate with reference to education.

The same exercise has been done for the 50<sup>th</sup> round urban sector. In the panel 1, the coefficient sign of variable girl is opposite what it was in case of rural sector and explains that the likelihood of girl to join workforce is decreased in the early age as compared to boys with reference to education. The individual variable age explains that the probability of children to join work force will increase as age increases. Among the household head variable though age of head variable is significant but does not explain any strong relation between age of head and probability of children joining the workforce. Head marital status explain that the children is less likely to join work force if household head is married compared to widow, separated and not married head with reference to education.

The literacy level of household head explains that if household is not literate the likelihood of children being into workforce is quite high as compared to the literate head where the coefficient is negatively related to work group. If female is the household head then there are less chances that children will join work compared to male household head with education as base. The coefficient of employment of household head explain that if head is working as self employed in the urban sector then there are more probability that children will join work force compared to other source of employment with reference to education.

The household characteristic variable household size explains that the likelihood of children joining work will decrease if household size increases as compared to education. The religion group explains that the probability of children joining work is higher for Muslim and Hindu religion compared to other religion. The chances of deprived communities' children to do work are less likely compared to forward castes in the urban sector with reference to education. This could be due to the affirmative action taken by the government which is

comparatively higher in the urban sector than rural sector of the India. Female literacy variable explains that there are less chances of children being part of work if female is literate in the house compared to literate male in the house with reference to education.

The second panel explains the coefficient value for domestic duties with reference to the education in the urban sector. The likelihood of girls to perform domestic duties is quite high as compared to boys of the same age group with reference to education. The age variable coefficient explains that as age will grow in the years the probability of children getting involved in the domestic duties will increase with reference to the education.

Household head variable age of head explains that as age of head will increase the likelihood of children getting involved in the domestic duties will decrease. Similarly if head is married the probability of children to do domestic duties will decrease as compared to those who are not married with reference to education. The literacy level of head explains that there are more chances for children to do domestic duties in case of not literate head as compared to literate head with reference to education. If household head is female then the likelihood of children to do domestic duties decreases compared to male head with reference to education.

The household variable household size explains that if household size increases by one member then the chance for children to do domestic duties increases with reference to education. Religion group variable coefficients explain that the likelihood of children to do domestic chores is high in case of Muslim and Hindu religion as compared to other religions. The probability of SCs children to do domestic duties is likely to be more as compared to other social group with reference to education. If female is literate in the house then there are less chances for the children to do domestic duties as compared to the literate male in the house with reference to education.

The third panel explains the variable for the nowhere children with reference to the education in the urban sector for the 50<sup>th</sup> round. The value of coefficient girl variable explains that there are more chances for girl to be in nowhere category compared to boys with reference to the education. As the age of children increases the likelihood to be in the nowhere group decreases compared to education. The household head variable age of head and marital status explain that as age of head increases and if head is married then the probability of children to be in the nowhere group decreases. The likelihood of children being in the nowhere group increases if head is not literate in comparison to the literate head with reference to education as base. If head is female then there are less chances that children will be in the nowhere group compare to the male head with reference to the education.

The coefficient of household size explains that if household size increases then likelihood of children to be in the nowhere group increases with reference to the education. The likelihood of Hindu and Muslim religion children in the nowhere group is higher compared to other religion with reference to education. Similarly the probability of deprived communities' children is higher compare to forward castes of social group in India. The coefficient of female literacy explain that if female is literate in the household then there are less chances for children to be in the nowhere children compared to male literacy with reference to education as the base.

In the panel one of 61<sup>st</sup> round rural sector the variables are explained for work with reference to education. The variable girls' coefficient explains that in the rural sector girls are more likely to be involved in the work compared to boys with reference to education. The other individual variable age explains that one year increase in the ages the probability of children to be a part of the workforce with reference to education. The household head variable age of head explains that the likelihood of children to be a part of work decreases as age of head increases. The marital status variable explains that the probability of children to be a part of workforce decreases if head is married. The education level of household head explains that the likelihood of children to be a part of workforce is more if head is not literate compared to literate head with reference of education. If female is the head of household then the probability for children to do work is decreases as compared to the situation where male is head in the house with reference to education as base. The household head employment status variable coefficient explains that in the rural sector if household head is working as either self employed or casual agricultural labour then the likelihood of children to be a part of workforce is higher as compared to other employment opportunities with reference to education.

In the household characteristic variables household size variable coefficient explains that in the rural sector if household size increases by one member then the probability of children to do work increases in comparison with education. The coefficient of household religion explains that the likelihood of children to do work is more in case of Hindu and Muslim religion as compared to other religion with reference to education. Similarly coefficient of SC and ST variable explains that the likelihood of children to do work is more if children belong to deprived communities as compared to forward castes of India with reference to education. The coefficient of variable Land-acre explains that in the rural sector if a household has more than 4 acres of land then the probability of their children to do work decreases as compared to those households with less than 4 acres of land. The household

characteristic variable female literacy coefficient explains that if female is literate then the probability of children to do work decreases as compared to male literate and not literate female with reference to education.

The second panel of 61<sup>st</sup> round rural sector explains variables for domestic duties of children with reference to education. The coefficient of girl variable explains that the likelihood to do domestic duties is quite high for girls in the rural sector compared to boys with reference to education. As the age of child increases the likelihood to do domestic chores is more as compared to education. Household head variable explains that as the age of the head increases the probability of children to do domestic duties decreases with reference to education. Similarly if household head is married then the probability of children to do domestic duties is likely to be less as compared to not married head with reference to education. The likelihood of children to do domestic duties is more if head is not literate compared to literate household head with reference to education. If head is female then the probability of children to do domestic chores less as compared to male head with reference to education as base. The coefficient of household employment status explain that if household is self employed then the probability of children to do domestic duties decreases compared to other employment opportunities. If head is working as casual agricultural labour then the likelihood of children to do domestic duties is higher as compared to other employment opportunities with reference to education.

The coefficient of household size explains that if household size increases by one person then the probability of children to do domestic duties increases. If children belong to Hindu and Muslim religion then the likelihood of children to get involved in the domestic chores is high as compared to other religion groups with reference to education. Similarly if children belong to deprived communities then the likelihood for them to do domestic duties is high as compared to other forward social groups in India with reference to education as base. The coefficient of land holding variable explains that if a household has more than 4 acres of owned land in the rural sector then the probability of children to do domestic duties is less compared to household have less than 4 acres of own land with reference to education. The coefficient of female literacy explains that if female is literate then the probability of children to do domestic duties less compared to female not literate and male literate with reference to education as base.

The third panel of the 61<sup>st</sup> round of rural sector explains variables for the nowhere children with reference to education. The coefficient of girl variable explains that the likelihood of girls to be in nowhere children is more as compared to boys of the same age

group with reference to education. As the age of a child increase by one year then the probability of the child to be in nowhere group decreases with reference to education. The household head variable age of head explain that as age of head increases by one year the likelihood of children to be a part of nowhere group decreases by one percent with reference to education. The coefficient of variable education of household head explains that the likelihood of children to be in nowhere group is higher for not literate head compared to literate head with reference to education. If head of household is female then the likelihood of children to be a part of nowhere group is less as compared to male head in the house with reference to education. Employment status of household head in the rural sector explains that if head is self employed then the likelihood of children to be a part of nowhere group is more compared to heads of other employment status with reference to education. Similarly if head is casual agricultural labour then the likelihood of children to be in nowhere grouped is more compared to other employment opportunities with reference to education.

The household characteristic variable household size coefficient explains that if household size increases by one person then the likelihood of the children to be a part of nowhere group increases as compared to education. Religion variables explain that if household belong to Hindu religion then the likelihood of children to be in the nowhere category is less compared to other religion with reference to education. However if a child belongs to Muslim household then the likelihood of child to be in nowhere group is high compared to other religion with reference to education. Social group variable coefficient explains that if children belong to deprived communities then the likelihood of children to come under nowhere category is higher as compared to other social groups with reference to education. The household land owned variable coefficient explains that if household possesses more than 4 acres of land then the likelihood of children to be a part of nowhere group is more as compared to those households with less than 4 acres of land with reference to education.

In the urban sector of 61<sup>st</sup> round, panel 1, explains variable coefficients for the work category with reference to education. The coefficient of girl variable has opposite sign in the urban sector compared to the rural coefficient sign. The likelihood of girl to do work in comparison to boys is less in the urban sector with reference to education. As the age of the child increases by one year the likelihood to do work is more with reference to education.

The household head variable age of head explains that the likelihood of children to do work decreases as age of head increases by one year with reference to education. Similarly if head is married then the likelihood of children to do work decreases as compared to not

married head with reference to education. Head literacy level variable explains that the likelihood of children to do work is more in case of not literate head compared to literate head with reference to education. If household head is female then there are less chances for children to join workforce in the early ages compared to the household with male head with reference to education. Household head employment status variable coefficient explains that the likelihood of children to join workforce is more in case of self employed household head as compared to other employment opportunities to head with reference to education.

Household characteristics variable household size explains that the likelihood of children to be a part of workforce is more if household size increases by one person with comparison to education. Religious group coefficient explains that the likelihood of children to join workforce is more in case of Hindu and Muslim religion compared to other religion groups with reference to education. Similarly social group variables coefficient explains that the likelihood of children to do work is more in case of ST communities in urban India compare to other social group with reference to education. Whereas SC social group shows opposite result i.e. less chances for their children to join workforce as compared to other social group with reference to education. Female literacy coefficient explains that the likelihood of children to join workforce is less in case of literate female in comparison with not literate female and male literacy in the household with reference to education.

The second panel of the 61<sup>st</sup> urban sector explains variables for the domestic duties with reference to the education. The coefficient of girl variable explains that the likelihood of girls doing domestic duties is quite high compared to the boys of the same age group with reference to education. As the age of the child increases by one year the likelihood to do domestic duties is more with reference to education.

Household head variable age of head explains that as age of head increases the likelihood of children to do domestic chores decreases with reference to education. Similarly if household head is married then the likelihood of children to do domestic duties is less likely as compared to widow, separated and unmarried head with reference to education as base. Household head education level variables explain that the likelihood of children to do domestic duties is more if head is not literate compared to the literate head with reference to education. Similarly, if household head is female then likelihood of children to do domestic duties is less compared to male head with reference to education. The coefficient of household head employment status explains that the likelihood of children to do domestic duties is less if head is self employed compared to other employment opportunities with reference to education.



The household characteristic variable household size explains that the likelihood of children to do domestic chores is quite more as one member of household increases with reference to education. The religion group variable explains that the likelihood of children getting involved in the domestic duties is more in case of Hindu and Muslim religion as compared to children of other religion with reference to education. Similarly the coefficient of social group explains that the likelihood of children to do domestic duties is more in case of deprived communities as compared to other social groups with reference to education. The coefficient of female literacy explains that children are less likely to do domestic duties if female is literate in the household compared to not literate female and male literate with reference to education.

In the third panel variables are explained for the nowhere children with reference to education. The coefficient of variable girl explains that the likelihood of girls to be in the nowhere category as compared to boys is less with reference to education. Similarly as age grows by one year the likelihood of children to be under nowhere category is less with reference to education as base. The household head variable age of head explains that the children are less likely to be in nowhere group as age of head increases. Similarly household marital status explains that the children are less likely to be under nowhere groups if head is married compared to unmarried head with reference to education. The coefficient of household head literacy explains that the likelihood of children to be in the nowhere group is more in case of not literate head as compared to literate head of household with reference to education. If household head is female then the likelihood of children to be in the nowhere group is quite less as compared to male head with reference to education. The coefficient of the household head employment status explains that the children are more likely to be under nowhere group if head is working as self employed compared to other employment status like regular employed in the urban sector with reference to education.

The household characteristic variable household size explains that children are more likely to be a part of nowhere group if household size increases by one member with reference to education in the urban sector of India. The household religion group variable explains that the likelihood of children to be a part of nowhere group is more in case of Hindu and Muslim religion compared to other religion group with reference to education. Similarly the social group variable explains that likelihood of children to be in the nowhere category is more for the SC and ST children compared to other social group in India with reference to education. The female literacy variable explains that the probability of children to be under

nowhere group is less if female is literate in the household compared to not literate female and literate male in the household with reference to education in the urban sector.

The same above exercise has been done for the 68<sup>th</sup> round of NSSO by using education as the reference category. In the rural sector of the 68<sup>th</sup> round in the panel one variable has been explained for the work with reference to education as base. The coefficient sign of variable girls is not consistent with the previous rounds for the panel work, it is explain that girls are less likely engaged in the work compare to the boys in the rural sector with reference to education. The other individual variable age suggests that the probability of work increases with increase in the age with reference to the education.

The marital status of head explains that the likelihood of children to do work is less if head is married compared to unmarried head. The coefficient of literacy level of head explains that the likelihood of children to do work is more in case of not literate head compared to literate head with reference to education. Coefficients sign of the Household variables age of head, marital status of head, head literacy level are consistent with the previous rounds but not significant. While the coefficient of female head is showing opposite sign compared to previous rounds results, implies if female is head of household then more children will be in the work with reference to education. Head casual labour and household land holding is not significant result. The employment status of household head explains that the children are more likely to join workforce in case of self employed head compared to other employment opportunities with reference to education.

The probability for children doing work increases if household size increases by one more members with reference to education. The likelihood of children to enter in the workforce is more in case of Muslim religion while coefficient of Hindu religion is not significant compared to other religion groups with reference to education. The social group variable coefficients explain that the likelihood of children to do work increases in case of deprived section of society compared to non-deprived communities with reference to education. The other household variable female literacy explain that if female is literate in the household then there are less chances for children to join workforce compared to not literate female and literate male with reference to education.

The second panel of the 68<sup>th</sup> round rural sector explains the variables for the domestic duties with reference to education. The variable girl explains that the likelihood of children to do domestic chores is more in case of girls compared to boys with reference to education as base. As the age of the child increases, the probability of child doing domestic duties increases with reference to education.

Head literacy variables show that with more literate households we have less children engaged in domestic duties and more in the schools compared to less literate household head. Household size variable has positive coefficient showing increase in household size by one member lead to increase in the probability for children to do more domestic duties compared to education. The religious variable Muslim shows that Muslim children are more prone to do domestic duties compared to other religious group with reference to education. Social group shows that ST Children is more in the domestic work compared to other social group with reference to education.

In the third panel of the 68<sup>th</sup> round variables have been explained for the nowhere group with reference to the education for the rural sector. Age variable coefficient explains that the probability of children being in nowhere group decreases as age increases with reference to education. Household head variable age of head explains that age of head increases, the likelihood of children to be into the nowhere group decreases compared to education. The household with no literacy variable coefficient explains that children will be more in nowhere group compared to education while the literate variable coefficient is showing opposite relation but their p-value is not significant. Variable head work explains that if head is working then children will be more in the nowhere group compared to unemployed head. Similarly if head is self employed then children are less likely to be in the nowhere group compared to education.

Household characteristic variable household size explains that the probability of children being in the nowhere group increases as household size increases with one member compared to education. Religious group variable Muslim explains that the likelihood of children being into nowhere category is more compared to other religious group with reference to education. Similarly social group variable explains that children belonging to deprived communities are more likely to be in the nowhere group compared to the upper castes with reference to education. Female literacy and household head female variable coefficient explain that children are less likely to be in the nowhere group compared to male literacy and if male is household head with reference to education.

In the urban sector of the 68<sup>th</sup> EUS round panel one explains work group with reference to education. The individual variable girls' coefficient explains that in the urban sector girls are less likelihood to be involved in the work as compared to boys with reference to education. The other individual variable age of child explains that one year increase in the age of child increases the probability of children to do work compare to education.

The household head marital status variable coefficient explains that the probability of children to be a part of workforce decreases if head is married compared to unmarried with reference to education. The literacy variable of head explains that children will be less in the workforce if head is literate compared to the not literate head with reference to education. Household head employment status variable coefficient explains that if head is self employed then probability of children being in the workforce increases in the urban sector compared to the education.

Household characteristics variable household size explains that increase in the household size compels children to do work instead of attending education. The other household characteristics variable i.e. religious group explains that Muslim children in the urban sector are more likely to be a part of the workforce compared to other religious group with reference to education. Female literacy variable explain that if female is literate in the household then probability of children to join workforce is less compared to literate male with reference to education.

In the second panel variables are explained for the domestic duties with reference to education. The individual variable girl explains that girls are more prone to do domestic duties compared to boys even in the urban sector as well with reference to education. As the age of the child increases, the probability for the child to do domestic duties increases with reference to education. Our household head variables are showing a consistent sign to previous rounds but are not significant except age of head. Age of head variable coefficient explains that as age of head increases probability of children to do domestic duties decreases.

Household size variable explains that as the household size increases the probability of children to do domestic duties increases with reference to education. Religious group variable explains that the probability of children to do domestic duties is more likely found for the Muslim compared to other religious group. Similarly probability for children from deprived communities to do domestic duties is more likely compared to the forward castes in India. Coefficient of the female literacy variable explains that children are likely to do domestic duties if female is literate compared to the literate father and non- literate mother with reference to education.

In the third panel of the 68<sup>th</sup> round variables have been explained for the nowhere group with reference to the education for the urban sector. Individual variable age explains that the likelihood of children to be in nowhere group decreases as age increases compared to education. Similar relation can be seen from the household variable, age of head. Household marital status explains that the probability of children to be a part of nowhere group is less if

household head is married compared to the widow, separated and non-married head with reference to the education. Literacy variables coefficient explains that if the household head is literate then the percentage of children in nowhere group decreases in comparison with non-literate household head with reference to the education.

Variable female head coefficient explains that if the household head is female then the likelihood of children to be in the nowhere group is less as compared to male head with reference to the education. Similarly if female in the household is literate then the percentage of the children in the nowhere group is less compared to the male literate and female non-literate head with reference to the education. Coefficient of household characteristic variable household size explains that the probability of children in the nowhere group increases if household size increases with reference to the education. Social group variable SC group explains that probability of to be in the nowhere group is more for children from deprived communities as compared to the upper castes children with reference to the education.

## **5.5 Marginal Effects of the Explanatory Variables**

In table 5.11 to 5.18 we have explained marginal effects of the explanatory variables on the probability of the labour force, education, domestic duties and nowhere for the rural and urban sectors on 1983, 1993-94, 2004-05 and 2011-12 employment and unemployment rounds. In tables, where the explanatory variable is continuous, the marginal effect is computed as a derivative. Where the explanatory variable is categorical, the marginal effect is calculated by difference for a finite change.

Variable girl explains that increase in the sex ratio in favour of girls while controlling other factors leads to 4 percent more chance for girls to be in the labour force, 16 percent in the domestic duties and 1 percent in the nowhere group and 22 percent less chance of being in the education compared to boys in the rural sector in 1983. This marginal effect has turned negative and nil in case of labour force in 2011-12. Marginal effect of coefficient education is still showing the negative relation but almost nil in 2011-12. Domestic duties still showing same trend but probability for girls being part of it, has come down sharply. So we can say that increase in sex ratio in favour of girl results in more involvement in all activities in all the rounds but this seems to be changing for labour force in current scenario.

The marginal effect of the age variable explains that keeping other factors constant one year increase in age leads to 5 percent increase in chances of children being in the labour force, 2 percent increase in the domestic duties whereas 6 percent less in the education and

one percent in the nowhere children in the 1983 for the rural sector. This relationship is still valid based on the 2011-12 NSSO round for the labour force, domestic duties and nowhere group but sign for the education has changed. It implies that increasing age of children does not mean less enrolment in the school rather they enroll for higher education.

Variable household head age explains that other things being constant as the age of head increases children will be more in the school and less in the other activities in the rural sector. Household head marital status variable implies that in the 1980s keeping other variables constant if household head is married then there are 2 percent less chances for children to be in the labour force and 1 percent less chances to be in the domestic duties whereas there are 3 percent more chances to be in the education compared to non- married head. This relationship is valid in all the rounds.

Marginal effects of the variable related to household head schooling implies that keeping other variables constant if head is not literate then there are 9 percent more chances for children being in labour force, 2 percent in the domestic duties and 1 percent in the nowhere group whereas 12 percent less likely to be in the education. While for heads with schooling upto primary and more children are less likely to be in the labour force, domestic duties and nowhere group and more likely to be in the education. This relationship is still valid as in 1980s; children of non- literate heads are less in the school and more in the other activities as compared to literate heads whose children are more likely in the schools and less likely in other activities.

Variable head work explains that keeping other variables constant if head is working then only 1 percent chance is there that the child is in the labour force and less likely to be in the other activities. This relationship is still consistent with what it was in 1980s. Variable self employed head explains that if head is self employed then controlling other factors, children are 4 percent more likely to be in the labour force and 4 percent less likely to be in the education in the 1980s. This relationship is still persistent for the labour force participation of children but for the education it is turning reverse as compared to 1980s on comparing with regular salaried employees and casual labour. If household head is working as an agricultural labour then in the 1980s keeping other variables constant children are 9 percent more likely to be in the labour force, 3 percent in the domestic duties and 1 percent in the nowhere group while 13 percent less likely to be in the education compared to the households with regular salaried and self employed workers. In the latest 2011-12 round of NSSO all the categories group i.e. labour force, education, domestic duties and nowhere are not significant.

Marginal effects of the household size variable explains that keeping other variables constant, increase in size by one member leads to one percent less participation in the labour force while more in other activities in 1980s. While in the latest survey participation in the labour force, domestic duties and nowhere is likely to be more and less likely in case of education. It shows that compare to the 1980s period now increase in the household size increases the chance of children more into the labour force and less into the education.

Marginal effects of variable religion implies that keeping other factors in control, if children is from Hindu and Muslim religion compared to other religions then they are 5 percent and 4 percent more likely to be in the labour force; 3 percent and 8 percent more likely to be in the domestic duties; 2 percent and 9 percent more likely to be in the nowhere children categories whereas 10 percent and 21 percent less likely to be in the education during the 1980s respectively. It shows that chances of participation of the Muslim children in the school is twice less likely than the Hindu children. In the latest period this relation does not hold true in case of Hindu religion but persists same in the case of Muslim religion. Social group variables SC and ST describe that keeping other variables constant being a part of deprived community children are less likely to be in the school and more likely in to be other activities compared to non-deprived or forward castes in India in 1980s and this pattern has remained the same for deprived community even today.

MPCE variable explains that keeping other factors constant, rise in MPCE leads to more participation in the education and less in the other activities. This implies that MPCE which is used as a proxy of poverty explains that poverty has a positive marginal effect on the probability of a child being in the labour force, domestic duties and nowhere. On the contrary, it has a negative marginal effect on the probability of a child being in the education. Marginal effects of household land acres variable explains that keeping other factors constant rise in the land owned above 4 acres leads to less participation of children in labour force and probability of participation in other activities is more likely as compared to land owned by less than 4 acres. Female literacy variable explains that in 1980s keeping other variables constant, a literate female in the household may result in 3 percent less involvement of children in the labour force, 1 percent in the domestic duties and nowhere whereas 5 percent more likely in the education compare to male literacy. This result is very significant and consistent in all the rounds. This implies female literacy is one of the very important factors in curbing child labour.

In the urban sector during 1980s marginal effects of the variable girl explains that holding other factors as constant, a girl has less than 1 percent chance to be in labour force, 3

percent less chance to be in the education and 4 percent more chance to be in the domestic duties as compared to boys. This relationship can still be found for girls in the urban sector at the present time. Age variable explains that keeping other variables constant, one year increase in the age decreases the probability of children participation in the labour force by 2 percent whereas one percent more likely in other activities. This relationship is still valid for all the activities except nowhere category which has negative coefficient of marginal effect. Age of the household head variable implies that keeping other variables constant, increase in the age of the head leads to more chances for children to be into education and less likely to be in other activities. Similarly if the head is married more children will be in the schools and less in other activities. These results are significant and consistent in all the rounds. Variables related to household head literacy implies that if head is not literate then keeping other factors as constant less than 3 percent children will be in the schools and more than 1 percent in other activities in 1980s. On the other hand if head's literacy is primary and more then keeping other variables constant, approximately more than 3 percent children will be in the schools and less likely to be in other activities and this relationship is valid in all the rounds.

Marginal effects of variable female head explains that if female is the head of the household then probability of children being in the education will be more and participation in the other activities will be less compared to the male head of the household. This relationship is significant in all the rounds. In the urban sector if head is working then keeping other factors controlled more children will involved in labour force and nowhere groups and less will be in the schools and domestic duties. Marginal effects of the variable head working as self employed implies that probability of children to be in the labour force will be more and less for the schooling keeping other factors constant in comparison with regular salaried employed and casual labour. In the urban sector during 1980s increase in household size implies more children in the education and less in the labour force keeping other variable constant. In the latest round it implies less children will be in the education and more in the labour force and other activities.

Marginal effect of household religion variable explains that other things being constant, probability of a child belonging to Hindu and Muslim religion is less than 1 percent and 5 percent respectively to be in the education and more than 1 percent and 2 percent respectively in the labour force and positively in other activities during 1980s compared to other religions. This relationship is still valid in case of urban Muslim but for Hindu, coefficient of marginal effects is not significant.



Marginal effects of the social group variables SC and ST explain that keeping other variables constant, children from deprived section of the society are less likely to be in education and more likely to be in other activities during 1980s. Now it is showing that children of SCs are more likely to be in domestic duties and nowhere and less likely to be in the education. In the case of STs marginal effects coefficient are not significant. MPCE variable implies that other things being constant a marginal effect of a rise in MPCE leads to more children in the schools and less in the other activities. This relationship is strongly valid in all the rounds for the urban sectors. It shows that poverty which is one of the major arguments propounded by researchers and policy makers is valid for both rural and urban sector. Female literacy implies that other thing being constant a marginal effect of a literate female in the household leads to more children in the schools and less in the other activities compared to literate male in the household. This relationship is strongly valid in all the rounds. It shows that female literacy plays a very contributory role in increasing the children enrolment in the education in both rural and urban sectors.

## **5.6 Summary**

After analyzing various determinants of children which explain their participation in various economic and non-economic activities, we can summarize them in the following points. In the rural sector we can see girl are more likely to be in the non-school activities rather than being in school. We found girls are more prone to do domestic duties compared to boys. Girls have to do regular household chores. Households consider it important as the girls should know these works before they get married as per Indian culture. In the urban sector variable girl explains negative relation for work and education, which is opposite of rural result for 1983, 1993-94 and 2004-05, However, for the rural 2011-12 both the sectors coefficient are negative. Similarly the age variable explains that the probability of children is more likely to do work and domestic duties and less likely to be in the nowhere category with reference to education. It shows that as age of children will increase he/she will be more involved in the labour force and domestic duties and less in the nowhere category. This result is similar to the Cigno and Rosati (2005).

Household head characteristics variables explain that as age of the head of household increases in year children are more likely to be in the school compared to other economic and non-economic activities. Similarly, marital status of the head of household shows that if head is married then children are more likely to be in the school rather than to other economics and

non-economic activities compared to widow, separated and unmarried head. As far as the schooling of the household head schooling is concerned, we found that children of illiterate households are less likely to be in the school than non-schooling activities. On the contrary children of literate parents are more likely to be in the school compared to other activities. However, in the latest round most of the coefficients of heads education variable are following consistent sign but not significant for work and nowhere group in the rural sector and work and domestic duties group in the urban sector. Type of occupation of the head of household largely explains child labour in India. If head is working as a self employed or casual agricultural labour then children are more likely to be engaged in the child labour, unpaid family workers and in the non-economic activities rather than enrolled in the schools compared to regular salaried employees. This result is consistent for all the rounds. Since head of household plays important role in decision making, therefore, household head variable is important independent variable. If household head is female then it shows that probability of children being in the school is more on comparing with others activities. It means if power of decision making of female increases from male in the household then children will be better off in accumulating human capital.

The variable `hh_size` can be used as a proxy of dependency ratio. It is implicitly explained more household size means more money is needed to retain a household above or equal to the subsistence level. In the rural sector in the 1980s and 1990s an increase in household member would decrease the probability of children to do non-schooling activities compared to schooling. This result is showing contradictory to the commonly held view quantity and quality trade-off. The result is supporting the result obtained by the Neilsen & Dubey (2002). They explained that these result could be due to either economics of scale in the consumption expenditure or presence of household members' age over 60 years which decrease the probability of children engaged in the non- schooling activities. However, in the last and half decades, it is showing increase in the household size implies less in schooling and more in non-schooling activities

In case of Hindu and Muslim religion, the presence of children in the labour force and other non- schooling activities is more compared to other religions. In addition to that Muslim children presence is more compared to Hindu children. Similarly children belonging to SC and ST group have more probability to be in the non- schooling activities compared to the higher castes in the India whose children are more likely to be in the schooling activities. Female literacy variable is also very important determinant of explaining child labour and school attendance relations. If female is literate in the household then children will be more in

the school and less in the work. These results are compatible to the earlier empirical research and findings of Vemuri and Shastry(1991).

The variable MPCE, which is mainly used to calculate the poverty or Head Count Ratio (HCR) in India is also an important factor from the theoretical background of the child labour. Most of the researchers support the poverty hypothesis. Our MPCE variable is strongly significant and implies rise in the MPCE helps more children to enrol in the school and less in other activities. We used the variable `hhland_acres` for the rural sector only to examine the argument of the wealth paradox given by the Bhalotra and Heady (2003) at the state level. We found that as the size of owned land increases beyond 4 acres then probability of children in the non- schooling category decreases as compared to the schooling attendance. Our result is following Basu et. al (2010) argument.

Therefore, all the variables are important and explained the presence of the child in labour market and other schooling and non-schooling activities in India

## Appendix - 5A

**Table 5.1: Descriptive Statistics, 5-14 years old for the rural sector of India**

Variables	1983		1993-94		2004-05		2011-12	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Child_Depvar	1.98	0.64	2.41	0.90	2.21	0.66	2.11	0.48
Child_Work	0.18	0.39	0.06	0.24	0.03	0.17	0.01	0.10
Child_Edu	0.68	0.47	0.68	0.47	0.84	0.36	0.92	0.26
Child_Dduties	0.11	0.31	0.04	0.19	0.02	0.14	0.01	0.09
Child_Nowhere	0.03	0.17	0.22	0.41	0.11	0.31	0.06	0.23
Girl	0.45	0.50	0.47	0.50	0.47	0.50	0.47	0.50
Age	10.15	2.58	9.23	2.79	9.42	2.87	9.56	2.87
Hh_Ahead	45.01	12.01	44.37	12.02	44.55	11.81	44.70	11.90
Hh_Mrstatus	0.91	0.29	0.92	0.27	0.93	0.26	0.92	0.26
Head_Noscl	0.51	0.50	0.46	0.50	0.38	0.49	0.30	0.46
Head_Pscl	0.29	0.45	0.28	0.45	0.26	0.44	0.26	0.44
Head_Mscl	0.09	0.29	0.11	0.32	0.15	0.35	0.17	0.37
Head_Sscl	0.05	0.22	0.07	0.25	0.08	0.28	0.12	0.33
Head_Msscl	0.01	0.12	0.06	0.23	0.10	0.29	0.14	0.35
Head_Female	0.09	0.28	0.07	0.25	0.08	0.27	0.08	0.27
Head_Work	0.93	0.26	0.94	0.24	0.93	0.26	0.92	0.28
Head_Semp	0.62	0.49	0.61	0.49	0.62	0.49	0.57	0.50
Headcas_Aglabour	0.22	0.41	0.21	0.41	0.14	0.34	0.08	0.26
Hh_Size	7.12	2.95	6.92	3.06	6.73	3.01	6.18	2.64
Hindurelg	0.80	0.40	0.80	0.40	0.74	0.44	0.73	0.44
Muslimrelg	0.11	0.31	0.11	0.31	0.14	0.35	0.15	0.36
Otherrelg	0.09	0.29	0.09	0.29	0.12	0.32	0.12	0.32
Scgrp	0.16	0.36	0.17	0.38	0.18	0.38	0.17	0.38
Stgrp	0.11	0.32	0.12	0.33	0.16	0.37	0.17	0.38
Mpce	146.20	1226.94	288.67	342.48	3631.59	2493.47	1216.15	795.27
Hhland_Acres	0.72	0.45	0.91	0.28	0.95	0.22	0.95	0.21
Fem_Literacy	0.87	1.52	2.91	2.73	3.75	3.13	4.80	3.38
Sample Size	72,688		80,399		91,755		59,207	

Sources: Author's calculation from unit level data.

**Table 5.2: Descriptive Statistics, 5-14 years old for the urban sector of India**

Variables	1983		1993-94		2004-05		2011-12	
	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.	Mean	Std.Dev.
Child_Depvar	2.02	0.41	2.20	0.65	2.15	0.58	2.08	0.41
Child_Work	0.06	0.23	0.03	0.16	0.02	0.15	0.01	0.09
Child_Edu	0.87	0.33	0.85	0.36	0.88	0.32	0.94	0.23
Child_Dduties	0.05	0.23	0.02	0.14	0.01	0.12	0.01	0.09
Child_Nowhere	0.01	0.12	0.10	0.31	0.08	0.27	0.04	0.19
Girl	0.47	0.50	0.47	0.50	0.48	0.50	0.46	0.50
Age	9.86	2.72	9.47	2.81	9.54	2.89	9.63	2.85
Hh_Ahead	43.64	10.77	42.94	10.48	43.75	11.24	44.26	11.49
Hh_Mrstatus	0.92	0.27	0.93	0.26	0.91	0.29	0.91	0.29
Head_Noscl	0.21	0.41	0.22	0.41	0.24	0.43	0.19	0.39
Head_Pscl	0.29	0.45	0.25	0.43	0.24	0.43	0.19	0.39
Head_Mscl	0.17	0.38	0.16	0.37	0.17	0.37	0.17	0.38
Head_Sscl	0.20	0.40	0.14	0.35	0.12	0.33	0.15	0.36
Head_Msscl	0.10	0.29	0.21	0.41	0.21	0.41	0.29	0.45
Head_Female	0.07	0.26	0.08	0.27	0.10	0.30	0.10	0.30
Head_Work	0.91	0.28	0.91	0.28	0.88	0.32	0.87	0.33
Head_Semp	0.41	0.49	0.41	0.49	0.46	0.50	0.45	0.50
Hh_Size	6.97	2.73	6.28	2.39	6.26	2.63	5.83	2.42
Hindurelg	0.73	0.44	0.72	0.45	0.70	0.46	0.68	0.47
Muslimrelg	0.18	0.38	0.18	0.39	0.20	0.40	0.21	0.41
Otherrelg	0.09	0.29	0.10	0.30	0.11	0.31	0.11	0.31
Scgrp	0.10	0.30	0.12	0.32	0.16	0.36	0.14	0.35
Stgrp	0.04	0.20	0.07	0.25	0.09	0.29	0.10	0.30
Mpce	166.95	561.26	422.67	371.28	4670.20	6945.00	1806.76	1506.78
Fem_Literacy	2.32	2.31	5.05	3.62	5.40	3.65	6.48	3.72
Sample Size	40,674		44,714		42,504		33,241	

Sources: Author's calculation from unit level data.

**Table 5.3: Results from Estimation Multinomial Logit Model for 5-14 years old, for 1983 Rural Sector of India**

Multinomial logistic regression	Number of obs.	=	72688
	LR chi2(63)	=	31658.69
	Prob > chi2	=	0.0000
Log likelihood = -50721.115	Pseudo R2	=	0.2379

Variables	Labour Force	Domestic Duties	Nowhere
Girl	0.669*** (0.0233)	2.829*** (0.0382)	0.766*** (0.0447)
Age	0.491*** (0.00565)	0.416*** (0.00676)	-0.0534*** (0.00930)
Hh_Ahead	-0.0163*** (0.00109)	-0.0166*** (0.00137)	-0.0127*** (0.00216)
Hh_Mrstatus	-0.232*** (0.0421)	-0.240*** (0.0535)	-0.0128 (0.0899)
Head_noscl	0.868*** (0.0607)	0.524*** (0.0699)	0.443*** (0.109)
Head_pscl	-0.0784 (0.0635)	-0.409*** (0.0735)	-0.502*** (0.117)
Head_mscl	-0.494*** (0.0773)	-0.662*** (0.0894)	-1.105*** (0.162)
Head_sscl	-0.604*** (0.0961)	-1.166*** (0.121)	-1.097*** (0.201)
Head_msscl	-0.738*** (0.183)	-1.206*** (0.226)	-1.449*** (0.427)
Head_female	-0.488*** (0.0478)	-0.710*** (0.0617)	-0.488*** (0.0972)
Head_work	0.112** (0.0500)	-0.0408 (0.0603)	-0.0327 (0.0941)
Head_semp	0.354*** (0.0382)	0.0783* (0.0452)	-0.0614 (0.0698)
Headcas_aglabr	0.797*** (0.0415)	0.706*** (0.0487)	0.468*** (0.0727)
Hh_size	-0.0364*** (0.00460)	0.00256 (0.00565)	0.0370*** (0.00849)
Hindurelg	0.597*** (0.0437)	0.917*** (0.0622)	1.020*** (0.118)
Muslimrelg	0.569*** (0.0566)	1.351*** (0.0736)	1.980*** (0.129)
SCgrp	0.156*** (0.0320)	0.180*** (0.0396)	0.546*** (0.0580)
STgrp	0.576*** (0.0349)	0.181*** (0.0483)	0.414*** (0.0763)
MPCE	-9.41e-06 (1.39e-05)	2.47e-05** (1.03e-05)	2.77e-05** (1.12e-05)
HHland_acres	-0.355*** (0.0276)	0.00961 (0.0366)	0.329*** (0.0643)
Fem_literacy	-0.340*** (0.0119)	-0.363*** (0.0147)	-0.246*** (0.0244)

Constant	-6.780*** (0.136)	-8.091*** (0.171)	-3.984*** (0.262)
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(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.4: Results from Estimation Multinomial Logit Model for 5-14 years old, for 1983 Urban Sector of India**

Multinomial logistic regression	Number of obs.	=	40574
	LR chi2(57)	=	10677.63
	Prob > chi2	=	0.0000
Log likelihood = -15035.193	Pseudo R2	=	0.2620

Variables	Labour Force	Domestic Duties	Nowhere
Girl	-0.192*** (0.0476)	2.901*** (0.0836)	0.0199 (0.0868)
Age	0.485*** (0.0120)	0.467*** (0.0127)	0.0638*** (0.0170)
Hh_Ahead	-0.0107*** (0.00237)	-0.0147*** (0.00261)	-0.0104** (0.00436)
Hh_Mrstatus	-0.219** (0.0938)	-0.246** (0.103)	-0.405** (0.172)
Head_noscl	0.674*** (0.128)	0.349*** (0.124)	0.502** (0.226)
Head_pscl	-0.277** (0.130)	-0.497*** (0.126)	-0.286 (0.232)
Head_mscl	-0.812*** (0.143)	-1.003*** (0.141)	-1.145*** (0.280)
Head_sscl	-1.320*** (0.157)	-1.628*** (0.160)	-1.200*** (0.298)
Head_msscl	-0.692*** (0.176)	-1.377*** (0.209)	-0.965** (0.397)
Head_female	-0.159 (0.106)	-0.650*** (0.122)	-0.312 (0.200)
Head_work	0.202** (0.0928)	-0.207** (0.0985)	0.0874 (0.170)
Head_semp	0.436*** (0.0479)	0.0709 (0.0529)	0.0941 (0.0893)
Hh_size	-0.0431*** (0.00993)	-0.00553 (0.0104)	0.00602 (0.0177)
Hindurelg	0.396*** (0.105)	0.389*** (0.120)	0.429** (0.215)
Muslimrelg	0.794*** (0.114)	1.066*** (0.129)	1.011*** (0.230)
SCgrp	0.0715 (0.0730)	0.368*** (0.0751)	0.708*** (0.114)
STgrp	0.419*** (0.116)	0.355*** (0.133)	0.718*** (0.200)
MPCE	-0.000840*** (0.000273)	-0.00287*** (0.000405)	-0.00367*** (0.000812)
Fem_literacy	-0.150***	-0.258***	-0.248***

	(0.0161)	(0.0188)	(0.0354)
Constant	-7.298***	-8.258***	-3.681***
	(0.280)	(0.309)	(0.488)
Observations	40,574	40,574	40,574

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.5: Results from Estimation Multinomial Logit Model for 5-14 years old, for 1993-94 Rural Sector of India**

Multinomial logistic regression	Number of obs.	=	80399
	LR chi2(63)	=	34446.71
	Prob > chi2	=	0.0000
Log likelihood = -54129.401	Pseudo R2	=	0.2414

Variables	Labour Force	Domestic Duties	Nowhere
Girl	0.426*** (0.0325)	2.937*** (0.0676)	0.550*** (0.0199)
Age	0.494*** (0.00829)	0.471*** (0.0103)	-0.303*** (0.00430)
Hh_Ahead	-0.0141*** (0.00171)	-0.0139*** (0.00218)	-0.00907*** (0.00102)
Hh_Mrstatus	-0.214*** (0.0653)	-0.227*** (0.0842)	-0.0575 (0.0430)
Head_noscl	0.686*** (0.129)	0.714*** (0.169)	0.606*** (0.0774)
Head_pscl	-0.0907 (0.131)	-0.112 (0.172)	-0.178** (0.0787)
Head_mscl	-0.621*** (0.144)	-0.361* (0.185)	-0.355*** (0.0846)
Head_sscl	-0.664*** (0.158)	-0.510** (0.203)	-0.448*** (0.0935)
Head_msscl	-0.833*** (0.174)	-0.610*** (0.222)	-0.511*** (0.101)
Head_female	-0.210*** (0.0703)	-0.451*** (0.0945)	-0.348*** (0.0476)
Head_work	0.245*** (0.0839)	0.0440 (0.0997)	0.125** (0.0487)
Head_semp	0.271*** (0.0510)	0.0968 (0.0635)	0.0598** (0.0297)
Headcas_aglabr	0.434*** (0.0560)	0.415*** (0.0693)	0.238*** (0.0328)
Hh_size	-0.0343*** (0.00715)	0.0148* (0.00826)	0.0313*** (0.00383)
Hindurelg	0.892*** (0.0696)	0.383*** (0.0830)	0.142*** (0.0382)
Muslimrelg	0.692*** (0.0895)	0.709*** (0.101)	0.754*** (0.0468)
SCgrp	0.133***	0.254***	0.278***



	(0.0436)	(0.0543)	(0.0266)
STgrp	0.664***	0.0609	0.391***
	(0.0466)	(0.0690)	(0.0307)
MPCE	-0.000379***	-0.00116***	-0.00217***
	(0.000104)	(0.000169)	(9.47e-05)
HHland_acres	-0.139**	-0.0244	-0.0375
	(0.0575)	(0.0757)	(0.0356)
Fem_literacy	-0.165***	-0.237***	-0.197***
	(0.00912)	(0.0122)	(0.00545)
Constant	-7.872***	-9.283***	1.747***
	(0.234)	(0.302)	(0.132)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.6: Results from Estimation Multinomial Logit Model for 5-14 years old, for 1993-94 Urban Sector of India**

Multinomial logistic regression	Number of obs.	=	44714
	LR chi2(57)	=	12869.15
	Prob > chi2	=	0.0000
Log likelihood = -18448.062	Pseudo R2	=	0.2586

Variables	Labour Force	Domestic Duties	Nowhere
Girl	-0.214*** (0.0630)	2.780*** (0.126)	0.201*** (0.0348)
Age	0.482*** (0.0162)	0.492*** (0.0188)	-0.272*** (0.00729)
Hh_Ahead	-0.00146 (0.00358)	-0.00598 (0.00427)	-0.00780*** (0.00202)
Hh_Mrstatus	-0.464*** (0.136)	-0.195 (0.170)	-0.174* (0.0898)
Head_noscl	1.030*** (0.234)	0.603*** (0.229)	0.365*** (0.108)
Head_pscl	0.243 (0.236)	-0.153 (0.232)	-0.430*** (0.110)
Head_mscl	-0.679*** (0.255)	-0.718*** (0.251)	-0.742*** (0.117)
Head_sscl	-1.379*** (0.288)	-1.160*** (0.277)	-1.047*** (0.129)
Head_msscl	-0.622** (0.264)	-0.892*** (0.276)	-0.805*** (0.129)
Head_female	-0.210 (0.145)	-0.358* (0.185)	-0.397*** (0.0938)
Head_work	0.553*** (0.138)	0.487*** (0.162)	0.275*** (0.0794)
Head_semp	0.353*** (0.0641)	0.0799 (0.0751)	0.0164 (0.0366)
Hh_size	-0.0827*** (0.0163)	0.0299* (0.0160)	0.0378*** (0.00798)
Hindurelg	0.453***	0.468**	0.298***

	(0.150)	(0.182)	(0.0850)
Muslimrelg	0.969***	0.960***	0.807***
	(0.159)	(0.192)	(0.0907)
SCgrp	-0.179*	0.368***	0.396***
	(0.0982)	(0.0989)	(0.0474)
STgrp	-0.177	-0.137	0.426***
	(0.155)	(0.183)	(0.0756)
MPCE	-0.000276*	-0.00100***	-0.00247***
	(0.000155)	(0.000248)	(0.000149)
Fem_literacy	-0.111***	-0.169***	-0.167***
	(0.0136)	(0.0161)	(0.00780)
Constant	-8.395***	-10.81***	1.376***
	(0.430)	(0.503)	(0.222)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.7: Results from Estimation Multinomial Logit Model for 5-14 years old, for 2004-05 Rural Sector of India**

Multinomial logistic regression	Number of obs.	=	91755
	LR chi2(63)	=	23776.69
	Prob > chi2	=	0.0000
Log likelihood = -40151.324	Pseudo R2	=	0.2284

Variables	Labour Force	Domestic Duties	Nowhere
Girl	0.189*** (0.0408)	2.490*** (0.0835)	0.204*** (0.0233)
Age	0.629*** (0.0127)	0.520*** (0.0140)	-0.359*** (0.00521)
Hh_Ahead	-0.0110*** (0.00239)	-0.0175*** (0.00306)	-0.00550*** (0.00128)
Hh_Mrstatus	-0.262*** (0.0901)	-0.190 (0.120)	0.00938 (0.0553)
Head_noscl	0.702*** (0.113)	0.492*** (0.133)	0.234*** (0.0580)
Head_pscl	0.133 (0.117)	-0.0793 (0.140)	-0.424*** (0.0614)
Head_mscl	-0.195 (0.131)	-0.174 (0.154)	-0.567*** (0.0686)
Head_sscl	-0.446*** (0.159)	-0.729*** (0.204)	-0.495*** (0.0793)
Head_msscl	-0.490*** (0.166)	-0.896*** (0.220)	-0.433*** (0.0809)
Head_female	-0.0462 (0.0914)	-0.256** (0.123)	-0.180*** (0.0551)
Head_work	0.287*** (0.104)	0.220* (0.129)	0.0315 (0.0531)
Head_semp	0.477*** (0.0603)	-0.0567 (0.0694)	0.0532* (0.0309)
Headcas_aglabr	0.623***	0.255***	0.172***

Hh_size	(0.0712) 0.0658***	(0.0816) 0.172***	(0.0381) 0.131***
Hindurelg	(0.0100) 0.315***	(0.0123) 0.213**	(0.00586) -0.119***
Muslimrelg	(0.0767) 0.475***	(0.105) 0.501***	(0.0446) 0.413***
SCgrp	(0.0957) 0.0588	(0.126) 0.136**	(0.0538) 0.141***
STgrp	(0.0566) 0.680***	(0.0684) 0.332***	(0.0316) 0.313***
MPCE	(0.0580) -0.000107***	(0.0791) -0.000237***	(0.0353) -0.000241***
HHland_acres	(1.61e-05) -0.242**	(2.34e-05) -0.194	(1.07e-05) 0.139**
Fem_literacy	(0.0968) -0.159***	(0.123) -0.193***	(0.0600) -0.152***
Constant	(0.0104) -10.65***	(0.0138) -10.74***	(0.00550) 1.229***
	(0.297)	(0.364)	(0.143)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.8: Results from Estimation Multinomial Logit Model for 5-14 years old, for 2004-05 Urban Sector of India**

Multinomial logistic regression	Number of obs .	=	42504
	LR chi2(57)	=	9760.31
	Prob > chi2	=	0.0000
Log likelihood = -14547.293	Pseudo R2	=	0.2512

Variables	Labour Force	Domestic Duties	Nowhere
Girl	-0.405*** (0.0726)	2.682*** (0.155)	-0.0631 (0.0392)
Age	0.615*** (0.0222)	0.566*** (0.0250)	-0.284*** (0.00809)
Hh_Ahead	-0.00774* (0.00425)	-0.0117** (0.00522)	-0.0130*** (0.00232)
Hh_Mrstatus	-0.618*** (0.158)	-0.217 (0.201)	-0.138 (0.0961)
Head_noscl	0.500*** (0.188)	0.563** (0.237)	0.495*** (0.109)
Head_pscl	-0.0753 (0.193)	-0.0195 (0.243)	-0.203* (0.112)
Head_mscl	-0.623*** (0.219)	-0.483* (0.272)	-0.287** (0.121)
Head_sscl	-1.076*** (0.266)	-0.628** (0.310)	-0.272** (0.132)
Head_msscl	-0.687*** (0.248)	-0.625* (0.321)	-0.328** (0.138)
Head_female	-0.328* (0.169)	-0.274 (0.211)	-0.155 (0.0990)

Head_work	0.234 (0.143)	-0.120 (0.166)	-0.143* (0.0782)
Head_ semp	0.196*** (0.0735)	-0.0620 (0.0893)	0.0559 (0.0405)
Hh_size	0.0724*** (0.0172)	0.139*** (0.0211)	0.176*** (0.00969)
Hindurelg	0.296 (0.181)	0.669*** (0.226)	0.349*** (0.104)
Muslimrelg	0.870*** (0.195)	1.094*** (0.247)	0.731*** (0.112)
SCgrp	-0.0304 (0.102)	0.652*** (0.109)	0.271*** (0.0515)
STgrp	0.260* (0.150)	0.691*** (0.174)	0.245*** (0.0853)
MPCE	-9.23e-05*** (2.32e-05)	-0.000156*** (3.13e-05)	-0.000249*** (1.57e-05)
Fem_literacy	-0.174*** (0.0162)	-0.188*** (0.0199)	-0.165*** (0.00848)
Constant	-9.743*** (0.491)	-12.17*** (0.607)	0.760*** (0.241)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.9: Results from Estimation Multinomial Logit Model for 5-14 years old, for 2011-12 Rural Sector of India**

Multinomial logistic regression	Number of obs.	=	59207
	LR chi2(63)	=	8347.11
	Prob > chi2	=	0.0000
Log likelihood = -15158.279	Pseudo R2	=	0.2159

Variables	Labour Force	Domestic Duties	Nowhere
Girl	-0.150* (0.0816)	2.256*** (0.140)	-0.0404 (0.0383)
Age	0.581*** (0.0253)	0.484*** (0.0246)	-0.434*** (0.00921)
Hh_Ahead	-0.00293 (0.00481)	-0.0130** (0.00543)	-0.00866*** (0.00209)
Hh_Mrstatus	-0.294* (0.178)	-0.382* (0.206)	-0.0314 (0.0944)
Head_noscl	0.379 (0.393)	-0.352 (0.314)	0.490** (0.208)
Head_pscl	-0.210 (0.399)	-0.943*** (0.323)	-0.0947 (0.210)
Head_mscl	-0.181 (0.410)	-1.894*** (0.374)	-0.198 (0.214)
Head_sscl	-0.560 (0.435)	-1.162*** (0.368)	-0.274 (0.220)
Head_msscl	-0.473 (0.447)	-1.654*** (0.419)	-0.201 (0.222)
Head_female	0.303* (0.150)	-0.147 (0.174)	-0.125 (0.0853)

	(0.177)	(0.209)	(0.0935)
Head_work	0.501**	0.276	0.270***
	(0.200)	(0.220)	(0.0896)
Head_semp	0.331***	-0.0189	-0.100**
	(0.0955)	(0.103)	(0.0428)
Headcas_aglabr	0.177	0.0924	-0.0464
	(0.144)	(0.148)	(0.0692)
Hh_size	0.0522***	0.0511**	0.0590***
	(0.0180)	(0.0201)	(0.00782)
Hindurelg	-0.135	0.363*	0.0143
	(0.152)	(0.200)	(0.0825)
Muslimrelg	0.397**	0.908***	0.547***
	(0.178)	(0.223)	(0.0931)
SCgrp	0.227**	-0.0838	0.102*
	(0.112)	(0.130)	(0.0526)
STgrp	0.400***	0.414***	0.0440
	(0.119)	(0.131)	(0.0602)
MPCE	-0.000402***	-0.000689***	-0.000689***
	(9.72e-05)	(0.000125)	(5.16e-05)
HHland_acres	-0.0108	0.209	-0.135
	(0.207)	(0.248)	(0.0889)
Fem_literacy	-0.209***	-0.188***	-0.111***
	(0.0195)	(0.0221)	(0.00781)
Constant	-10.62***	-9.846***	1.621***
	(0.692)	(0.702)	(0.305)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.10: Results from Estimation Multinomial Logit Model for 5-14 years old, for 2011-12 Urban Sector of India**

Multinomial logistic regression	Number of obs.	=	33241
	LR chi2(57)	=	4161.14
	Prob > chi2	=	0.0000
Log likelihood = -6555.446	Pseudo R2	=	0.2409

Variables	Labour Force	Domestic Duties	Nowhere
Girl	-0.700*** (0.137)	2.424*** (0.209)	-0.0713 (0.0602)
Age	0.502*** (0.0358)	0.464*** (0.0339)	-0.376*** (0.0136)
Hh_Ahead	-0.0122 (0.00789)	-0.0234*** (0.00806)	-0.0223*** (0.00363)
Hh_Mrstatus	-0.711** (0.291)	-0.468* (0.284)	-0.303** (0.147)
Head_noscl	0.279 (0.729)	0.0402 (0.614)	-0.365 (0.263)
Head_pscl	-0.248 (0.736)	-0.523 (0.624)	-1.075*** (0.268)
Head_mscl	-0.728 (0.754)	-1.078* (0.646)	-1.105*** (0.273)

Head_sscl	-1.455*	-0.941	-1.292***
	(0.811)	(0.671)	(0.284)
Head_msscl	-0.645	-0.871	-0.830***
	(0.776)	(0.683)	(0.280)
Head_female	0.0220	-0.0649	-0.361**
	(0.316)	(0.306)	(0.161)
Head_work	0.816***	-0.0391	-0.0275
	(0.299)	(0.269)	(0.130)
Head_semp	0.329**	0.167	-0.0354
	(0.131)	(0.132)	(0.0624)
Hh_size	0.0812***	0.0604*	0.0884***
	(0.0303)	(0.0312)	(0.0137)
Hindurelg	0.578	0.785*	-0.125
	(0.415)	(0.419)	(0.139)
Muslimrelg	0.970**	1.183***	0.180
	(0.433)	(0.444)	(0.152)
SCgrp	-0.113	0.603***	0.320***
	(0.191)	(0.170)	(0.0827)
STgrp	-0.395	0.426	0.0988
	(0.317)	(0.269)	(0.124)
MPCE	-0.000326***	-0.000682***	-0.000490***
	(0.000115)	(0.000147)	(5.79e-05)
Fem_literacy	-0.196***	-0.225***	-0.152***
	(0.0277)	(0.0293)	(0.0118)
Constant	-9.429***	-9.394***	2.977***
	(1.126)	(1.058)	(0.427)

(Child\_depvar==Education (2) is the base outcome)

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.11: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 1983 Rural Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	0.0452812*** (0.00251)	-0.2242517*** (0.00358)	0.1671831*** (0.00264)	0.0117873*** (0.00114)
Age	0.052154*** (0.00059)	-0.0645641*** (0.00071)	0.0158816*** (0.00036)	-0.0034715*** (0.00022)
Hh_Ahead	-0.0016624*** (0.00012)	0.0025429*** (0.00015)	-0.0006341*** (0.00006)	-0.0002463*** (0.00005)
Hh_Mrstatus <sup>δ</sup>	-0.0257394*** (0.00516)	0.0349943*** (0.00643)	-0.0100656*** (0.00271)	0.0008107 (0.00219)
Head_noscl <sup>δ</sup>	0.0919943*** (0.00676)	-0.1172173*** (0.00792)	0.0176605*** (0.00308)	0.0075625*** (0.00272)
Head_pscl <sup>δ</sup>	-0.0048543 (0.00683)	0.03207*** (0.0079)	-0.0162724*** (0.00284)	-0.0109433*** (0.00248)
Head_mscl <sup>δ</sup>	-0.0428724*** (0.00642)	0.0823398*** (0.00738)	-0.0214585*** (0.00261)	-0.0180088*** (0.00191)
Head_sscl <sup>δ</sup>	-0.0500326*** (0.00721)	0.0994517*** (0.008)	-0.0324498*** (0.00228)	-0.0169694*** (0.00219)

Head_msscl <sup>δ</sup>	-0.0584047*** (0.01193)	0.1094399*** (0.01294)	-0.0317212*** (0.00373)	-0.0193141*** (0.00308)
Head_female <sup>δ</sup>	-0.0430103*** (0.00393)	0.0748133*** (0.00493)	-0.0230337*** (0.00173)	-0.0087694*** (0.00178)
Head_work <sup>δ</sup>	0.0122804** (0.00505)	-0.0086367 (0.00644)	-0.0024971*** (0.00276)	-0.0011467 (0.00244)
Head_semp <sup>δ</sup>	0.0379102*** (0.00392)	-0.0366465*** (0.00481)	0.0015382 (0.00197)	-0.0028019 (0.00179)
Headcas_aglabr <sup>δ</sup>	0.0947244*** (0.00596)	-0.1322148*** (0.00679)	0.0292979*** (0.00285)	0.0081924*** (0.00213)
Hh_size	-0.004168*** (0.0005)	0.0028287*** (0.00061)	0.0002892 (0.00025)	0.0010501*** (0.00021)
Hindurelg <sup>δ</sup>	0.0524902*** (0.00377)	-0.1010841*** (0.00471)	0.030324*** (0.00188)	0.0182699*** (0.00186)
Muslimrelg <sup>δ</sup>	0.038123*** (0.00734)	-0.2094334*** (0.01211)	0.0780125*** (0.00707)	0.0932979*** (0.01149)
SCgrp <sup>δ</sup>	0.0144561*** (0.00367)	-0.0365783*** (0.00474)	0.0066378*** (0.00188)	0.0154844*** (0.00204)
STgrp <sup>δ</sup>	0.071391*** (0.00504)	-0.0837566*** (0.0061)	0.0034888 (0.0022)	0.0088769*** (0.0024)
MPCE	-0.00000128 (0.0000)	-0.000000555 (0.0000)	0.00000114** (0.0000)	0.0000007** (0.0000)
Hhland_acres <sup>δ</sup>	-0.0429394*** (0.00336)	0.0317527*** (0.00405)	0.0023275 (0.00157)	0.0088593*** (0.00139)
Fem_literacy	-0.034727*** (0.00126)	0.0534039*** (0.00149)	-0.0140382*** (0.00066)	-0.0046387*** (0.0006)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.12: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 1983 Urban Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	-0.0054897*** (0.00112)	-0.0331789*** (0.00217)	0.0387838*** (0.00176)	-0.0001151 (0.00065)
Age	0.0114883*** (0.00033)	-0.0159736*** (0.00041)	0.0041237*** (0.00022)	0.0003616*** (0.00013)
Hh_Ahead	-0.0002507*** (0.00006)	0.0004573*** (0.00007)	-0.0001306*** (0.00002)	-0.000076** (0.00003)
Hh_Mrstatus <sup>δ</sup>	-0.0055387** (0.00266)	0.0114911*** (0.00363)	-0.0023739** (0.00114)	-0.0035785* (0.00184)
Head_noscl <sup>δ</sup>	0.0193585*** (0.00451)	-0.0267819*** (0.00541)	0.0032322** (0.00137)	0.0041911* (0.0023)

Head_pscld <sup>δ</sup>	-0.0061464** (0.0028)	0.0121787*** (0.0035)	-0.0040456*** (0.00098)	-0.0019867 (0.00159)
Head_mscl <sup>δ</sup>	-0.0151893*** (0.0022)	0.0281307*** (0.00271)	-0.0067132*** (0.00081)	-0.0062281*** (0.00118)
Head_sscl <sup>δ</sup>	-0.0227793*** (0.0021)	0.0393578*** (0.00268)	-0.009964*** (0.00087)	-0.0066145*** (0.0013)
Head_msscl <sup>δ</sup>	-0.0127022*** (0.00255)	0.0255194*** (0.00312)	-0.0077123*** (0.00081)	-0.0051048*** (0.00149)
Head_female <sup>δ</sup>	-0.0034289 (0.00225)	0.0099981*** (0.00277)	-0.0045289*** (0.00069)	-0.0020403* (0.00119)
Head_work <sup>δ</sup>	0.0044998** (0.0019)	-0.0030212 (0.00263)	-0.0021029** (0.00106)	0.0006244 (0.00121)
Head_semp <sup>δ</sup>	0.0108898*** (0.00129)	-0.0120567*** (0.0016)	0.0005366 (0.00048)	0.0006304 (0.00069)
Hh_size	-0.0010319*** (0.00024)	0.0010184*** (0.0003)	-0.0000409 (0.00009)	0.0000544 (0.00013)
Hindurelg <sup>δ</sup>	0.0085995*** (0.00214)	-0.0146539*** (0.00279)	0.0031559** (0.00094)	0.0028985** (0.00138)
Muslimrelg <sup>δ</sup>	0.0236563*** (0.00447)	-0.0474943*** (0.00615)	0.013428*** (0.00241)	0.0104101*** (0.00341)
SCgrp <sup>δ</sup>	0.0014692 (0.00182)	-0.0124121*** (0.0027)	0.003767*** (0.00092)	0.0071759*** (0.00157)
STgrp <sup>δ</sup>	0.0116996*** (0.00397)	-0.0227131*** (0.00541)	0.0035415** (0.00164)	0.0074721** (0.0029)
MPCE	-0.0000188*** (0.00001)	0.0000719*** (0.00001)	-0.0000256*** (0)	-0.0000276*** (0.00001)
Fem_literacy	-0.0034829*** (0.00039)	0.0076136*** (0.00051)	-0.0022916*** (0.00019)	-0.0018391*** (0.00026)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.13: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 1993-94 Rural Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	0.0078706*** (0.00087)	-0.1072379*** (0.0029)	0.0352717*** (0.00124)	0.0640956*** (0.00263)
Age	0.0141743*** (0.00027)	0.0236375*** (0.00058)	0.0042836*** (0.00017)	-0.0420954*** (0.00052)
Hh_Ahead	-0.0003303*** (0.00005)	0.0015357*** (0.00014)	-0.0001024*** (0.00002)	-0.001103*** (0.00013)
Hh_Mrstatus <sup>δ</sup>	-0.0058087*** (0.00201)	0.0140344** (0.00602)	-0.0019625** (0.00085)	-0.0062632 (0.00571)



Head_noscl <sup>δ</sup>	0.0157231*** (0.00365)	-0.0970745*** (0.01076)	0.0052218*** (0.00155)	0.0761296*** (0.01041)
Head_pscl <sup>δ</sup>	-0.0016243 (0.00336)	0.0243888** (0.01011)	-0.0006934 (0.0014)	-0.0220711** (0.00969)
Head_mscl <sup>δ</sup>	-0.0122933*** (0.00253)	0.0544108*** (0.00942)	-0.00226* (0.00125)	-0.0398575*** (0.00911)
Head_sscl <sup>δ</sup>	-0.0124897*** (0.00256)	0.0643284*** (0.00957)	-0.0030926** (0.00119)	-0.048746*** (0.00925)
Head_msscl <sup>δ</sup>	-0.0148547*** (0.00244)	0.0728612*** (0.00978)	-0.0035915*** (0.0012)	-0.0544151*** (0.00951)
Head_female <sup>δ</sup>	-0.0038992** (0.00162)	0.0464154*** (0.00529)	-0.0028712*** (0.00058)	-0.0396449*** (0.005)
Head_work <sup>δ</sup>	0.0054113*** (0.00183)	-0.0203637*** (0.00613)	0.0001625 (0.00083)	0.01479** (0.00586)
Head_semp <sup>δ</sup>	0.0067097*** (0.00128)	-0.0139144*** (0.00399)	0.0006764 (0.00053)	0.0065284* (0.00382)
Headcas_aglabr <sup>δ</sup>	0.0114777*** (0.00183)	-0.044354*** (0.0049)	0.0034191*** (0.00073)	0.0294572*** (0.00462)
Hh_size	-0.0010383*** (0.00019)	-0.003246*** (0.00052)	0.000092 (0.00007)	0.0041923*** (0.0005)
Hindurelg <sup>δ</sup>	0.0183843*** (0.00124)	-0.0356998*** (0.00486)	0.0026344*** (0.00059)	0.0146811*** (0.00472)
Muslimrelg <sup>δ</sup>	0.0170899*** (0.00349)	-0.1345979*** (0.0087)	0.0056223*** (0.00131)	0.1118857*** (0.00852)
SCgrp <sup>δ</sup>	0.0022556* (0.0012)	-0.0415554*** (0.00404)	0.0018471*** (0.00053)	0.0374527*** (0.00388)
STgrp <sup>δ</sup>	0.0195125*** (0.0019)	-0.0710998*** (0.00501)	-0.0002534 (0.00057)	0.0518408*** (0.00474)
MPCE	-0.000000696 (0.0000)	0.0002861*** (0.00001)	-0.00000687*** (0.0000)	-0.0002786*** (0.00001)
Hhland_acres <sup>δ</sup>	-0.0036994** (0.00167)	0.0080953 (0.00497)	-0.0001235 (0.00064)	-0.0042724 (0.00468)
Fem_literacy	-0.0034805*** (0.00024)	0.0297745*** (0.00071)	-0.0017121*** (0.00012)	-0.024582*** (0.00069)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.14: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 1993-94 Urban Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	-0.0020529*** (0.00055)	-0.0181521*** (0.00183)	0.0121065*** (0.0009)	0.0080985*** (0.0015)

Age	0.0043299*** (0.00019)	0.0060017*** (0.00042)	0.0015051*** (0.00012)	-0.0118367*** (0.00036)
Hh_Ahead	-0.0000096 (0.00003)	0.000357*** (0.00009)	-0.0000169 (0.00001)	-0.0003304*** (0.00009)
Hh_Mrstatus <sup>δ</sup>	-0.0048756*** (0.00177)	0.0131136*** (0.00478)	-0.0005931 (0.0006)	-0.0076449* (0.00434)
Head_noscl <sup>δ</sup>	0.0121632*** (0.00384)	-0.0304973*** (0.00677)	0.0020446** (0.00099)	0.0162895*** (0.00551)
Head_pscl <sup>δ</sup>	0.0024496 (0.00237)	0.0146794*** (0.00465)	-0.0004007 (0.00066)	-0.0167282*** (0.0039)
Head_mscl <sup>δ</sup>	-0.0046707*** (0.0015)	0.0315891*** (0.0037)	-0.0016676*** (0.00051)	-0.0252508*** (0.0033)
Head_sscl <sup>δ</sup>	-0.0078806*** (0.00116)	0.0426508*** (0.00327)	-0.0023738*** (0.00046)	-0.0323964*** (0.00301)
Head_msscl <sup>δ</sup>	-0.0044354** (0.00171)	0.0344822*** (0.0042)	-0.0020751*** (0.00056)	-0.0279716*** (0.00376)
Head_female <sup>δ</sup>	-0.0015727 (0.00109)	0.0169609*** (0.00325)	-0.0008949** (0.00043)	-0.0144933*** (0.00297)
Head_work <sup>δ</sup>	0.0038606*** (0.00081)	-0.0154116*** (0.00293)	0.001182*** (0.00035)	0.010369*** (0.00277)
Head_semp <sup>δ</sup>	0.0032046*** (0.00062)	-0.0039789** (0.00171)	0.0002301 (0.00023)	0.0005443 (0.00156)
Hh_size	-0.0007423*** (0.00015)	-0.0009817*** (0.00038)	0.0000872* (0.00005)	0.0016369*** (0.00034)
Hindurelg <sup>δ</sup>	0.0035327*** (0.00112)	-0.0165544*** (0.00345)	0.0012411*** (0.00047)	0.0117805*** (0.00324)
Muslimrelg <sup>δ</sup>	0.01107*** (0.00261)	-0.0576284*** (0.00671)	0.0037186*** (0.00109)	0.0428398*** (0.00621)
SCgrp <sup>δ</sup>	-0.0016425** (0.00075)	-0.0189775*** (0.00284)	0.001204*** (0.0004)	0.0194159*** (0.00268)
STgrp <sup>δ</sup>	-0.001615 (0.00115)	-0.0195568*** (0.00467)	-0.0004469 (0.00048)	0.0216187*** (0.00449)
MPCE	-0.00000142 (0.0000)	0.000109*** (0.00001)	-0.00000268*** (0.0000)	-0.0001049*** (0.00001)
Fem_literacy	-0.0009066*** (0.00012)	0.0084057*** (0.00037)	-0.0004845*** (0.00006)	-0.0070147*** (0.00034)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.15: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 2004-05 Rural Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	0.0011639*** (0.00029)	-0.0215451*** (0.00141)	0.0100118*** (0.00057)	0.0103694*** (0.00127)
Age	0.0045133*** (0.00015)	0.0135507*** (0.00032)	0.0015913*** (0.00009)	-0.0196553*** (0.00027)
Hh_Ahead	-0.0000737*** (0.00002)	0.0004134*** (0.00007)	-0.0000508*** (0.00001)	-0.0002889*** (0.00007)
Hh_Mrstatus <sup>δ</sup>	-0.0020411** (0.00079)	0.0019922 (0.00307)	-0.000606 (0.00042)	0.0006548 (0.00295)
Head_noscl <sup>δ</sup>	0.0052716*** (0.00099)	-0.0192545*** (0.00344)	0.0014961*** (0.00046)	0.0124867*** (0.00329)
Head_pscl <sup>δ</sup>	0.0011256 (0.00088)	0.0200136*** (0.00294)	-0.0001697 (0.0004)	-0.0209694*** (0.00279)
Head_mscl <sup>δ</sup>	-0.0011007 (0.00081)	0.027196*** (0.00277)	-0.0004088 (0.00041)	-0.0256865*** (0.00262)
Head_sscl <sup>δ</sup>	-0.0024823*** (0.00079)	0.0262512*** (0.00309)	-0.0015891*** (0.00035)	-0.0221798*** (0.00297)
Head_msscl <sup>δ</sup>	-0.0027182*** (0.00081)	0.0244585*** (0.00331)	-0.0018779*** (0.00035)	-0.0198624*** (0.00321)
Head_female <sup>δ</sup>	-0.0002456 (0.00062)	0.0099425*** (0.00268)	-0.0006598** (0.0003)	-0.0090371*** (0.0026)
Head_work <sup>δ</sup>	0.001763*** (0.00058)	-0.0038913 (0.00287)	0.0005874* (0.00032)	0.0015409 (0.0028)
Head_semp <sup>δ</sup>	0.0031442*** (0.0004)	-0.0056356*** (0.0017)	-0.0001881 (0.00021)	0.0026795 (0.00165)
Headcas_aglabr <sup>δ</sup>	0.005385*** (0.00081)	-0.0155475*** (0.00242)	0.000774*** (0.00029)	0.0093886*** (0.00228)
Hh_size	0.0004021*** (0.00007)	-0.0078868*** (0.00032)	0.0004875*** (0.00004)	0.0069971*** (0.00031)
Hindurelg <sup>δ</sup>	0.0020804*** (0.00047)	0.0040147 (0.00258)	0.0006139** (0.00028)	-0.0067089*** (0.00253)
Muslimrelg <sup>δ</sup>	0.0036664*** (0.00093)	-0.0303676*** (0.00389)	0.001664*** (0.00054)	0.0250371*** (0.00377)
SCgrp <sup>δ</sup>	0.0003529 (0.00041)	-0.008602*** (0.0019)	0.0003924* (0.00022)	0.0078567*** (0.00185)
STgrp <sup>δ</sup>	0.0058113*** (0.00068)	-0.0248919*** (0.00239)	0.0010085*** (0.00029)	0.0180721*** (0.00229)
MPCE	-0.000000645*** (0.0000)	0.0000142*** (0.0000)	-0.000000659*** (0.0000)	-0.0000129*** (0.0000)
Hhland_acres <sup>δ</sup>	-0.0019375** (0.00084)	-0.0046118 (0.00303)	-0.000649 (0.00044)	0.0071982** (0.00289)

Fem_literacy	-0.0010422*** (0.00008)	0.0096909*** (0.00031)	-0.0005426*** (0.00005)	-0.0081062*** (0.0003)
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(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.16: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 2004-05 Urban Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	-0.0015946*** (0.00031)	-0.0015192 (0.0014)	0.0052487*** (0.00056)	-0.0021349* (0.00125)
Age	0.0024473*** (0.00016)	0.005951*** (0.00035)	0.0007972*** (0.00009)	-0.0091956*** (0.00031)
Hh_Ahead	-0.0000286* (0.00002)	0.0004591*** (0.00008)	-0.0000156** (0.00001)	-0.0004149*** (0.00007)
Hh_Mrstatus <sup>δ</sup>	-0.0031248*** (0.00105)	0.0079788** (0.0036)	-0.000317 (0.00033)	-0.0045371 (0.00341)
Head_noscl <sup>δ</sup>	0.0021545** (0.00098)	-0.0209259*** (0.00465)	0.0008774* (0.00046)	0.017894*** (0.00452)
Head_psc <sup>δ</sup>	-0.0002654 (0.00073)	0.0064799* (0.00338)	-0.0000178 (0.00034)	-0.0061968* (0.00327)
Head_msc <sup>δ</sup>	-0.0019948*** (0.00061)	0.0109006*** (0.00333)	-0.0005662* (0.00029)	-0.0083397** (0.00325)
Head_ssc <sup>δ</sup>	-0.0029391*** (0.00055)	0.0114582*** (0.00357)	-0.0006904** (0.00029)	-0.0078287** (0.00351)
Head_mssc <sup>δ</sup>	-0.0022181*** (0.0007)	0.0124919*** (0.00379)	-0.0007237** (0.00033)	-0.0095502** (0.00371)
Head_female <sup>δ</sup>	-0.0011175** (0.00052)	0.0060895** (0.0029)	-0.0003357 (0.00024)	-0.0046363 (0.00283)
Head_work <sup>δ</sup>	0.0008571* (0.00047)	0.0041595 (0.00284)	-0.0001677 (0.00025)	-0.0048489* (0.00277)
Head_semp <sup>δ</sup>	0.0007687** (0.0003)	-0.0024495* (0.00135)	-0.0000896 (0.00012)	0.0017704 (0.0013)
Hh_size	0.0002601*** (0.00007)	-0.0060605*** (0.00032)	0.0001842*** (0.00003)	0.0056161*** (0.0003)
Hindurelg <sup>δ</sup>	0.0010583 (0.00064)	-0.0123329*** (0.00303)	0.0008157*** (0.00027)	0.0104589*** (0.00295)
Muslimrelg <sup>δ</sup>	0.004343*** (0.00135)	-0.0353604*** (0.00571)	0.0021224*** (0.00072)	0.028895*** (0.00553)
SCgrp <sup>δ</sup>	-0.0001603 (0.00039)	-0.010424*** (0.00204)	0.0011321*** (0.00027)	0.0094521*** (0.00198)
STgrp <sup>δ</sup>	0.0010843 (0.00072)	-0.0108877*** (0.00342)	0.0012746*** (0.00044)	0.0085288** (0.0033)

MPCE	-0.000000329*** (0.0000)	0.00000848*** (0.0000)	-0.000000205*** (0.0000)	-0.00000794*** (0.0000)
Fem_literacy	-0.0006605*** (0.00008)	0.0061603*** (0.0003)	-0.0002528*** (0.00004)	-0.0052469*** (0.00029)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.17: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 2011-12 Rural Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	-0.0003399* (0.00018)	-0.0023599** (0.00095)	0.0036615*** (0.0004)	-0.0009617 (0.00084)
Age	0.0013224*** (0.0001)	0.0076561*** (0.00026)	0.0006069*** (0.00006)	-0.0095854*** (0.00023)
Hh_Ahead	-0.0000061 (0.00001)	0.0002119*** (0.00005)	-0.0000157** (0.00001)	-0.00019*** (0.00005)
Hh_Mrstatus <sup>δ</sup>	-0.0007462 (0.00052)	0.0019698 (0.00222)	-0.0005546 (0.00036)	-0.0006689 (0.00213)
Head_noscl <sup>δ</sup>	0.0008893 (0.00103)	-0.0124008** (0.00573)	-0.0004207 (0.00034)	0.0119322** (0.00563)
Head_psc <sup>δ</sup>	-0.0004417 (0.00081)	0.0034095 (0.00452)	-0.0009579*** (0.0003)	-0.0020099 (0.00444)
Head_msc <sup>δ</sup>	-0.0003718 (0.00082)	0.0058666 (0.00426)	-0.0014415*** (0.00024)	-0.0040533 (0.00418)
Head_ssc <sup>δ</sup>	-0.0010208 (0.00066)	0.007444* (0.00406)	-0.0009761*** (0.00024)	-0.0054471 (0.004)
Head_mssc <sup>δ</sup>	-0.0008939 (0.00073)	0.0062429 (0.00435)	-0.0012581*** (0.00023)	-0.0040909 (0.00428)
Head_female <sup>δ</sup>	0.0007816 (0.00052)	0.0020227 (0.00195)	-0.0001684 (0.00023)	-0.0026359 (0.00186)
Head_work <sup>δ</sup>	0.0009123*** (0.00031)	-0.0065434*** (0.00164)	0.0002982 (0.00022)	0.0053328*** (0.0016)
Head_semp <sup>δ</sup>	0.0007334*** (0.00022)	0.0015224 (0.00099)	-0.0000215 (0.00013)	-0.0022343** (0.00096)
Headcas_aglabr <sup>δ</sup>	0.0004314 (0.00038)	0.0004638 (0.00153)	0.0001194 (0.0002)	-0.0010146 (0.00147)
Hh_size	0.0001139*** (0.00004)	-0.0014692*** (0.00018)	0.0000613** (0.00003)	0.001294*** (0.00017)
Hindurelg <sup>δ</sup>	-0.0003129 (0.00036)	-0.0004131 (0.00185)	0.0004147* (0.00022)	0.0003113 (0.0018)
Muslimrelg <sup>δ</sup>	0.0009776* (0.00053)	-0.0170172*** (0.00307)	0.0015448** (0.00055)	0.0144947*** (0.00298)

SCgrp <sup>δ</sup>	0.0005423* (0.00029)	-0.0027447** (0.00128)	-0.0001041 (0.00015)	0.0023065* (0.00123)
STgrp <sup>δ</sup>	0.0010233*** (0.00036)	-0.0025535 (0.00142)	0.000585*** (0.00022)	0.0009451 (0.00136)
MPCE	-0.000000863*** (0.0000)	0.0000168*** (0.0000)	-0.00000083*** (0.0000)	-0.0000151*** (0.0000)
Hhland_acres <sup>δ</sup>	-0.0000175 (0.00047)	0.0029389 (0.00226)	0.0002384 (0.00025)	-0.0031598 (0.0022)
Fem_literacy	-0.0004622*** (0.00005)	0.0031108*** (0.00019)	-0.0002277*** (0.00003)	-0.0024208*** (0.00018)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Table 5.18: Marginal effects of the explanatory variables on the probability of Labour Force, Education, Domestic Duties and Nowhere: 2011-12 Urban Sector**

Variables	Labour Force	Education	Domestic Duties	Nowhere
Girl <sup>δ</sup>	-0.0009284*** (0.00022)	-0.0002715 (0.00093)	0.0021855*** (0.00039)	-0.0009856 (0.00082)
Age	0.0006751*** (0.00009)	0.0041568*** (0.00026)	0.0003066*** (0.00005)	-0.0051385*** (0.00024)
Hh_Ahead	-0.0000158 (0.00001)	0.0003346*** (0.00005)	-0.0000151** (0.00001)	-0.0003037*** (0.00005)
Hh_Mrstatus <sup>δ</sup>	-0.0012757* (0.00071)	0.0062822** (0.00267)	-0.0003674 (0.00028)	-0.0046391 (0.00255)
Head_noscl <sup>δ</sup>	0.0004129 (0.00116)	0.004038 (0.00319)	0.0000294 (0.00041)	-0.0044803 (0.00291)
Head_psc1 <sup>δ</sup>	-0.000293 (0.00085)	0.0116524*** (0.00238)	-0.0002887 (0.00031)	-0.0110707*** (0.00218)
Head_msc1 <sup>δ</sup>	-0.0007698 (0.00066)	0.0123476*** (0.00223)	-0.0005147** (0.00025)	-0.0110631*** (0.0021)
Head_ssc1 <sup>δ</sup>	-0.0012627** (0.0005)	0.013775*** (0.002)	-0.000454* (0.00026)	-0.0120582*** (0.00191)
Head_mssc1 <sup>δ</sup>	-0.0007513 (0.00083)	0.0109988*** (0.0031)	-0.0004828 (0.00034)	-0.0097647** (0.00295)
Head_female <sup>δ</sup>	0.0000356 (0.00043)	0.004296** (0.00174)	-0.0000386 (0.00019)	-0.0042929* (0.00167)
Head_work <sup>δ</sup>	0.0008235*** (0.00025)	-0.0004082 (0.00183)	-0.0000262 (0.00018)	-0.0003891 (0.0018)
Head_semp <sup>δ</sup>	0.0004473** (0.00019)	-0.0000686 (0.00088)	0.0001099 (0.00009)	-0.0004887 (0.00085)
Hh_size	0.0001065** (0.00004)	-0.0013464*** (0.0002)	0.0000386* (0.00002)	0.0012013*** (0.00019)

Hindurelg <sup>δ</sup>	0.0007033 (0.00047)	0.0005956 (0.00205)	0.0004562* (0.00023)	-0.0017551 (0.00198)
Muslimrelg <sup>δ</sup>	0.0017681 (0.00108)	-0.0054475** (0.00262)	0.0011466* (0.00065)	0.0025328 (0.0023)
SCgrp <sup>δ</sup>	-0.0001514 (0.00023)	-0.0052255*** (0.00146)	0.0004923** (0.00019)	0.0048847** (0.00143)
STgrp <sup>δ</sup>	-0.0004541 (0.00031)	-0.0012779 (0.00187)	0.0003321 (0.00025)	0.0013999 (0.00182)
MPCE	-0.000000424*** (0.0000)	0.00000753*** (0.0000)	-0.000000441*** (0.0000)	-0.00000667*** (0.0000)
Fem_literacy	-0.0002583*** (0.00005)	0.002464*** (0.00019)	-0.0001455*** (0.00003)	-0.0020602*** (0.00018)

(<sup>δ</sup>) dy/dx is for discrete change of dummy variable from 0 to 1

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Sources: Author's calculation from unit level data.

**Chapter - VI**  
**Household-Specific Effects Model:**  
**Determinants of Child labour or School Attendance**  
**In the Slums area**

## **6.1 Introduction**

In this chapter we will use primary survey data to incorporate certain important variables that cannot be looked into from the NSSO data. Moreover, we will try to examine the linkages between the child labour and school attendance in the slum areas of South Delhi. The primary survey has been explained in detail in the chapter four. Based on the results from the secondary data we can say that children are more engaged in schools than in other activities at all India as well as state level and the percentage of children out of school is very less. As we have seen from the exiting literature that there is a trade-off between child labour and school attendance. But less has been discussed on the relation between the child labour and hours after school timings. In this chapter we will not only try to find out the relation between the child labour and school attendance but also the relationship between after school hours and child labour.

## **6.2 Methodology**

In this chapter we will use the logit model with household-specific effects. This methodology is used by Jensen and Nielsen (1997) on the household data from Zambia. We will estimate household-specific effects model with both fixed effects and Random effects. We will estimate both the model by Chamberlain's conditional maximum likelihood (CML) methods. Household specific effect model is good to capture the unobserved heterogeneity among the individuals. The household-specific effect is estimated by the incidental parameters,  $\alpha$ , which is not observed with the structural parameters  $\beta$  (ibid).

Let  $Y_{hi}$  be the binary dependent variable which takes the value 1 if the child attends the school and the value 0 otherwise. Define the vector of observations from household  $h$  to



be  $Y_h = (Y_{h1}, \dots, Y_{hN_h})'$ . The log probability function for the logit model with household-specific effects is

$$\log f(Y_{hi}\beta, \alpha_h) = \sum_i Y_{hi} x_{hi}\beta + \alpha_h \sum_i Y_{hi} - \sum_i \log(1 + \exp(x_{hi}\beta + \alpha_h)) \dots\dots(1)$$

where  $x_{hi} = (Y_{hi1}, \dots, x_{hiK})$  is the vector containing the values of the  $K$  explanatory variables for the individual  $i$  from household  $h$ ,  $\beta$  is the corresponding coefficient vector, and  $\alpha_h$ , is the household-specific effect.

The household-specific effect,  $\alpha_1, \dots, \alpha_H$  may be treated as fixed effects or a random effects. We have selected to estimate both fixed effects and random effects models, even though the random effects model is preferable as discussed below. However, the fixed effect model has been applied by other researchers and we contain it here for comparison purposes (Jensen and Nielsen, 1997).

### 6.2.1 The Fixed Effect Model (FE)

In the fixed effect model, the household-specific effects,  $\alpha_1, \dots, \alpha_H$ , are treated as parameters to be estimated. However, for fixed  $N_h$ 's there are only a restricted numbers of observations to estimate each of the incidental parameters,  $\alpha_1, \dots, \alpha_H$ , and therefore the MLE of the  $\alpha_h$ 's are not consistent. The inconsistency of the  $\alpha^h$ 's transmits to the  $\beta^h$ 's as the  $\alpha^h$ 's and the  $\beta^h$ 's are dependent on each other. If minimum sufficient statistics for the incidental parameters,  $\alpha_1, \dots, \alpha_H$ , exist and are not dependent on  $\beta$ , then conditioning on these statistics removes the incidental parameters. It is seen from equation (1) that a sufficient statistics for  $\alpha_h$  exists and is given by

$$\tau_h = \sum_{i=1}^{N_h} Y_{hi} \dots\dots\dots (2)$$

It can be demonstrate that maximizing the conditional likelihood,  $l(\beta/\tau)$ , result in a consistent estimate of  $\beta$ . The conditional fixed effects model is estimated by the Chamberlain's conditional maximum likelihood (CML) estimator (Jensen and Nielsen, 1997).

The most significant benefit of the fixed effect model in comparison compared to the random effect model is that the parameters can be estimated consistently without making any assumption about the correlation between the household-specific effect and the explanatory variables, specifically without assuming that the correlation is zero. There are three practical drawbacks of conditional fixed effects model; first in the household where either all the

children go to school ( $\tau_h=0$ ) or no children go to school ( $\tau_h=Nh$ ) do not give any information for the inference of structural parameter  $\beta$ . secondly, explanatory variables that do not differ over individuals from the same household are eliminated in the conditional probability. Thirdly, in an unbalanced panel containing households with only one child, the conditional probability  $f(Yh | \tau_h)$  for these type of households will also be equal to one. Hence much important information is expelled to find the consistent CML estimator (ibid).

### 6.2.2 The Random Effect Model (RE)

In RE model since incidental parameter or household specific unobserved effects  $\alpha h$  are uncorrelated to the other explanatory variables. The RE maximum likelihood estimator (MLE) assumes that household specific effects are normally distributed, with  $\alpha h \sim N(0, \sigma_\alpha^2)^{49}$ .

The RE MLE of  $\beta$  and  $\sigma_\alpha^2$  maximizes the log-likelihood

$$\sum_{i=1}^{Nh} \ln f(Y_{hi} | X_{hi}\beta, \sigma_\alpha^2)$$

Where

$$f(Y_{hi} | X_{hi}\beta, \sigma_\alpha^2) = \int (Y_{hi} | X_{hi}\beta, \sigma_\alpha^2) \frac{1}{\sqrt{2\pi\sigma_\alpha^2}} \exp\left(\frac{-\alpha h}{2\sigma_\alpha^2}\right) \cdot d\alpha h \quad \dots \quad (3)$$

where  $f(Y_{hi} | X_{hi}\beta, \sigma_\alpha^2)$  is given in equation (1). There is no closed -form for the integral equation (3) and it is standard to compute it numerically using quadrature method (Cameron and Trivedi, 2005). All the estimations have been performed using STATA programme.

The parameters in the random effects model are estimated under the assumption of zero correlation between the household-specific effect and the explanatory variables. If this assumption is not satisfied, then it entails a risk of obtaining inconsistent estimates.

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<sup>49</sup>For detail see Cameron and Trivedi (2005), Microeconometrics methods and applications, chapter 23<sup>rd</sup> page 795.

## 6.3 Definition of Variables

**Table 6.1: Definitions of Variables**

Variable Name	Definition
<b>Individual Characteristics</b>	
Child_School	variable taking the value 1 if the child is in school, 0 otherwise
Child_Girl	variable taking the value 1 if the child is girl in school, 0 otherwise
Child_Age	age in years
Child_Costedu	variable taking value 1 if child education is free
Distschool	distance to the nearest school from home
<b>Household Characteristics</b>	
MPCE	monthly per capita expenditure
HHSIZE	household size
Religion	variable taking value 1 if head is Hindu; 0 otherwise
Social_Groups	variable taking value 1 if head is SCs ; 0 otherwise
Female_Spouse_Lfparticipation	variable taking value 1 if female is spouse of head and she is working; 0 otherwise
<b>Household Head</b>	
Headedu_illiterate	variable taking value 1 if head is not literate; 0 otherwise
Headedu_uptoprimary	variable taking value 1 if head is literate upto primary; 0 otherwise
Headedu_uptosecondary	variable taking value 1 if head is literate upto secondary; 0 otherwise
Headfem	variable taking value 1 if household head is female; 0 otherwise
Headselfemp	variable taking value 1 if household head is self employed; 0 otherwise
Headcasualemp	variable taking value 1 if household head is casual employed; 0 otherwise
<b>Other Variables</b>	
Parent_perspective	variable taking value 1 if parents support education for bright future; 0 otherwise
Education_children	variable taking value 1 if parents are in favour of education level senior secondary and above; 0 otherwise
Source_entertainment	variable taking value 1 if household has any source of entertainment like TV/ Radio/News Paper; 0 otherwise
Awareness_programme	variable taking value 1 if household has information about awareness programmes and various schemes launched by State Government; 0 otherwise

### 6.3.1 Individual Characteristics

Child school is our dependent variable in the model, it is binary in the nature which takes value one if the child is in school or zero otherwise. It explains the degree of decision making in the household regarding sending the children either in the school or in the work.

The Child\_Girl is chosen as an independent variable because usually in poor households boys are given priority to attend schools over girls and girls are asked to perform household chores. There are two reasons behind this first, poor can't manage to give education to all of their children; secondly girls should know domestic chores before marriage as per cultural factor. Child\_Age variable is inversely related to the schooling for child age increases either they are about to complete their education or they are legally entitled to do job. The probability of children to do wage work and unpaid family work increases with the age, especially among the 10-14 age group. Their involvement in other activities, like leisure, playing with friends etc., declines with the increasing age, and these effects are most often stronger for girls than boys (ILO 2004).

The next variable is Child\_Costedu which implies cost of education of the child. This means higher the cost of schooling lower will be the enrolment number of children in the school. This cost of education includes both direct cost of schooling like school fees, books, uniforms, transportation and indirect cost of schooling implies opportunity cost of staying in the school rather in the work. The last individual characteristics variable is distance to school although it is a part of cost of education but it is important to use this variable separately from the point of view of poverty explanation as the poverty forces the household not to send their children to school even if schools are very close to their home.

### **6.3.2 Household Characteristics**

The household characteristics variable MPCE implies the proxy for the poverty. In India as we do not have actual income data, so we use consumption expenditure to derive implicitly income of the individual. The variable household size explains two counter-acting forces i.e. earning potential of household and need of resources in the household<sup>50</sup>. Religious group and social group variables imply that children of Muslim religion and children of deprived communities are more involved in the child labour activities<sup>51</sup>. Female spouse labour force participation variable implies the earning potential of the female and also their share in the decision making in the household. As we mentioned in the literature review that increase in female participation in the labour force help in the decreasing in the child labour but on the other hand it will increase the burden of responsibility on the girl child in the household, if any.

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<sup>50</sup> Jensen and Nielsen (1997), Child Labour and school attendance? Evidence from Zambia, pp417.

<sup>51</sup> These variables are based on our previous chapter V.

### 6.3.3 Household Head

Household head variables include information related to the head of the house. Head is the sole decision maker in the household. Therefore household head specific variables are important in case of decision making for the children. Whether children will go to school or to the work depend on the household head. Household head education implies the earning potential of the head and can be used as a proxy of the poverty (ibid). More educated head implies good earning potential of the head and favorable decision bright future of children. Similarly household employment status define the presence of children in any activity; if head is self employed then there are great chances that children will be engaged in the work as an unpaid family labour with or without schooling while regular salaried employees' children will be more in the school.

### 6.3.4 Other Variables

The other variables explicitly imply the willingness of the household about the education of their children residing in the slum areas. There is no doubt that government of India is creating awareness about education to the people through media but how these communication is helping public and changing their mind set about education is a big question. Unless the parents' perspective about education change the various programme and laws run by the Govt. will not be helpful to end child labour in the country. We, therefore, use some variable that describe parents' perspective about the education in the slum areas.

## 6.4 Results

### 6.4.1 FE Model

**Table 6.2: Results from estimation of Conditional fixed-effects logistic regression**

Conditional fixed-effects logistic regression

Number of obs. = 170  
Number of groups = 49  
LR chi2(6) = 93.59  
Prob > chi2 = 0.000

Log likelihood = -17.1781

Variables	child_school
child_girl	0.473 (0.69)
child_age	-0.693*** (-3.61)
child_costedu	5.783*** (3.32)
distschool	0.718 (0.60)
MPCE	-0.101 (0.00)
hh_size	-9.119 (0.00)

Figures in parentheses are t statistics

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Table 6.2 explain the result on the basis of Chamberlain conditional fixed effects model. The coefficient child girl is showing positive sign which implies that girls are more involved into the education contrary to what has been said in earlier para. This could be due to the various schemes run by the government of Delhi to increase the girls' enrolment in the education sector for e.g. Ladli schemes in the government school if girl is born in the Delhi only and also able to pass XII class then she is entitled to get Rs One Lakh for higher education. However, our result is not significant. The child age variable coefficient is negative, implying that the probability of child to quit school increases with the increase in the ages and children join workforce. Our result is supporting the result suggested by Cigno and Rosati (2005) using Indian Human Development Survey of National Council of Applied Economic Research (NCAER)

Child cost of education variable is very strongly significant, as the above child age variable is. This variable explains that children enrollment in the school is positively related to the free education provided by Govt. to the children in the government school. This shows that as many researchers suggested in the policy that child education should be free and compulsory with conditional cash transfer in many developing countries. In the government schools of Delhi, children are getting free education, dresses, stationary and stipend till middle school and after that free dresses and stipend for the books and stationary. Moreover, mid day meals facility till the middle school is also available. RTE act is the contributory factor that helps to promote education level in the poor people. Due to the above mentioned reasons parents' additional expenditure on education which was earlier coming out of MPCE

basket is completely saved. Distance to school variable explains that if distance to school is within one kms. from the home then the probability of children being into the school increases rather than in the workforce. As ILO (2015) suggested that to increase enrolment ratio school should be in reach of the household, which is also one important determinant to increase children participation in the school.

MPCE and household size variables are not significant at all. MPCE which is used as a proxy of income implies that rise in MPCE leads to increase in the school enrolment and less of child labour. A basic argument of poverty forces household to send their children to the work. However our FE model result is explaining, rise in the income leads to decreases in the school attendance and increase in the child labour. This result is giving similar result of Ersado (2005) who says poverty is responsible factor for increasing child labour and decreasing school attendance in the rural area but not in the urban area. Household size variable coefficient is also not significant but showing expected negative sign which implies that an increase in the household member leads to decrease in the school enrolment in the urban areas. The reason behind this coefficient is in the urban areas cost of living is very high and in order to survive or live above the poverty line all the adult members have to work. In fact, apart from adult male members, not only female is working as domestic servant but adolescent children are also working. We are therefore, finding this negative relation between Household size, and school attendance.

#### **6.4.2 RE Model**

Table 6.3 gives the results of binary logit model using random effects model. Child age variable is explaining negative relation with child schooling variable. It is showing that as child age increases they are more prone to quit schooling and join labour market. Variable child cost of education explains that if children schooling is free then more will get enrolled in comparison to the situation when it is not free. The reason for this in the urban area is mentioned above in the fixed effect model. The variable distance to school explain that if education institution is nearer to the home then children will be more into the school as compared to the school far away from the home. Our result is following the result of Das (2012).

MPCE coefficient explains that increase in the monthly per capita expenditure of the slum people leads to increase in the school attendance rather than joining the workforce. This is strongly supporting the luxury axiom of Basu and Van (1998) i.e. increase in income leads

to withdrawal of children from the labour market and enrolment in the school. The other household characteristics variable household size implies that increase in the size of household compels the household to send their children to the work instead of school in the urban area.

**Table 6.3: Results from estimation of Random-effects model**

Random Effects Model Number of obs. = 577  
Number of groups = 248  
Wald chi2(14)= 96.40  
Prob > chi2 = 0.000

Log likelihood = -148.07193

Variables	child_school
child_girl	0.0649 (0.393)
child_age	-0.469*** (0.0867)
child_costedu	4.831*** (0.704)
distschool	1.286** (0.573)
MPCE	-0.000430 (0.000516)
hh_size	-0.0712 (0.160)
head_illiterate	-0.492 (0.496)
female_head	0.453 (0.907)
headselfemp	-3.303*** (0.622)
head_sc	-0.0451 (0.497)
parents_perspective	1.398* (0.781)
awareness_prog	0.575 (0.679)
headcasualemp	-1.086 (0.793)
fem_spouse_lfp	-0.424 (0.570)
Constant	3.862** (1.913)

Standard errors in parentheses  
\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

The household head education level specific variable explains that if household head is not literate then children will be less in the school and more in the working children



category as compared to the literate household. This is very important determinant because it implies that to break vicious circle of poverty and child labour relations we need one generation to be get educated so that the education will get transferred from one generation to next generation and so on. Female head variable explain that if female is the household head then the probability of children to get education is higher as compared to the male household head. Therefore, it explains that increase in the share of household decision making is fruitful for the future of the children.

The variable of the employment status of household head is highly significant. It explains that in the urban area if head is self employed then children are more likely to be out of schools and more in the work compared to regular employees. This implies that even after the strict laws in the urban areas children of the self employed parent are working as unpaid family workers. Sometimes children do not take admission into the school because opportunity cost to remain in the school is high for them; even those children who are in the schools either do unpaid family work after school or sometimes absent from the school for e.g. street hawkers. Merely showing that children are in the school does not mean that children do not work at all. Similarly casual employment status of the household head implies that children of casual employed household head are less likely to be in the school as compared to the regular employed household.

Female spouse of head variable explain the participation of the female in the workforce in the urban sector will help in augmenting family income and children will be more in the school. But, it is showing opposite sign which implies that participation of female spouse of the head leads to decrease in the child enrolment in the school and more in the workforce. One reason for this could be the type of employment female is doing. As mentioned above that self employment increases that probability of children to do work as compared to education. If in the slum area female is more engaged in the self employed status then this could be the valid sign. However, p- value of the variable is not significant. Social group variable SC explains that children from the deprived communities are more prone to work compared to forwards social group in India. Mostly people living in the slum areas in the urban sector belong to deprived communities like SC and Other Backward Class (OBC).

The other variables explain the parents' willingness, awareness and perspective about education and benefit of the human capital. Variable parent perspective coefficient is positive which implies parents are more interested in the education of their children rather than sending them to work in slum area. They know that accumulation of human capital is important for the bright future of their children. The other variable awareness programme

implies that the probability of children being into school increases with the increase in the awareness due to various awareness programme run by Government. In the slum areas mostly people are fully aware about the various schemes given by the govt. of India to increase the enrolment ratio in the schools. Here the credit for this goes to Delhi govt. various active NGOs and various awareness advertisements in the radio and television are also given by the government in India.

## 6.5 Hausman Test

In order to check which model suits best for the household –specific effects model in our FE and RE models we do Hausman test.

**Table 6.4: Results from estimation of Hausman Test**

	Coefficients			
	(b) fixed	(B) random	(b-B) Difference	sqrt(diag(V_b-V_B)) S.E.
child_girl	0.472684	0.064901	0.407782	0.5583773
child_age	-0.69288	-0.46863	-0.22425	0.1713345
child_cost~u	5.782688	4.831001	0.951688	1.595402
distschool	0.718387	1.285625	-0.56724	1.059566
MPCE	-0.20848	-0.00043	-0.20805	977978.5
hausman fixed random				
b = consistent under Ho and Ha; obtained from xtlogit				
B = inconsistent under Ha, efficient under Ho; obtained from xtlogit				
Test: Ho: difference in coefficients not systematic				
$\chi^2(1) = (b-B)'[(V_b-V_B)^{-1}](b-B)$				
0				
Prob>chi2 = 1.0000				

Our Hausman test shows that it is not significant so we are accepting the null hypotheses. Therefore we are choosing RE model which is best suiting in our modelling. Moreover as we have mentioned above the drawbacks of fixed effects model we, therefore using RE model instead of FE model. However for the comparison purpose we are giving results of all namely; FE model, RE model, Hausman test.

## 6.6 Summary

We have used Household –specific effects model to find out determinants of child involvement either in school or work in the Delhi slums area. Probability of girls to be in school is more as compared to boys because of the various schemes provided by the Govt. to increase the participation of girls in the school. Variable age child\_age, which is highly significant, implies as the age of children increases they will be less in the school and more in the work.

Cost of education is very important determinant for the decision making in the household regarding involvement of children in school or at work. If education is provided free then more children will be in the school rather than at work. Because of the free and compulsory education being provided under the RTE Act, number of children has increased in the schools. Distance to school is another important variable that explains presence of child labour and school attendance. If distance to school is within one km. from home then probability of children to be in the school is more compared to work.

Parent employment status variable explains that if household head is self employed then the probability of children to be in the work is more rather than school as compared to the children of regular employee. Children of self employed household in the slums area are involved as unpaid family workers along with the schooling. It shows that there is a trade off between leisure and work rather than school and work in the urban slums area. Parent perspective variable implies if parent have positive attitude towards education then likelihood of children to be in the school will be more and less into education. Similarly, probability of children to be in the school is more and less at work if household members listen or watch awareness programme.

Therefore, we can say that cost of education, distance to school, age of child, parents education, employment status, parents perspective, awareness programme explain child labour and school attendance in the slums area.

## Chapter-VII

### Summary and Conclusion

#### **7.1 Introduction**

This study is based on the causes and consequences of the child labour in India from a micro level perspective. This study is important because in the contemporary scenario, child labour is largely a problem of developing countries where despite the active laws to avoid these kinds of activities it is still persisting in one or the other form. The magnitude of child labour at the world level, according to latest statistics, was 120.5 million in 2012 between 5 and 14 age group. At the regional level, still APAC (Asia Pacific) contributes the maximum numbers of child labour which is 52.7 million, while Sub-Saharan Africa region has the maximum incidence of child labour which is 21.7 in 2012. Many researchers and policy makers have been putting forward the supply side and demand side causes and consequences of child labour and its impact on child as well as on the economy in the short run and in the long run. These suggestions vary from country to country based on the economic, social and cultural environment of the country.

Although, article 45 and 24 of the constitution of India, protect the right of children by providing them free and compulsory education and banning the presence of children up to the age of fourteen in the hazardous work. But despite it as per Census of India 2001, 12.67 million children were working. Over the period, the Government of India introduced NCLPR Act 1986, SSA and latest RTE Act to tackle the child labour problem more efficiently. These acts help to increase number of children to get enrolled in the school, but still substantial number of children are either working or come under nowhere category. Many children are still working in the hazardous industry as hidden and many in the form of unpaid family workers, domestic workers and at restaurants. So there is a need to look into the issue of child labour again on the basis of various causes and consequences of it subject to changing economic conditions and the steps taken by the Government that stain negatively on it.

We have examined this study from theoretical as well as empirical aspect. For the theoretical purpose, we reviewed the exiting literature that depicts various supply sides and demand sides theoretical and empirical suggestions for the causes and consequences of child labour. For the empirical purposes, we used both secondary as well as primary data sources.

For the secondary data sources, we have used two official sources of data on child labour, namely Population Census and National Sample Survey Organization. The PC is one of the prime sources of data on child labour and it is conducted after every ten years. We have covered four Census rounds, 1981, 1991, 2001 and 2011 to estimate the magnitude of child labour in India. The NSSO is another important source on child labour. Unlike PC, which covers the entire population, the NSSO is based on sample surveys. The NSSO carries out large scale surveys on the whole India with sections on employment and unemployment in every five years. In the present study, we have used unit level data of Employment and Unemployment Survey pertaining to 1983, 1993-94, 2004-05 and 2011-12 rounds. We used Usual Principal and Subsidiary Status (UPSS) approach to measure the incidence of children in different economic and non- economic activities at dis-aggregated level. Apart from two official data sources, we also conducted a field survey in the slums of Delhi to monitor a gap between the governments' records and visual reality which elicits the gap in the research about child labour. We interviewed 250 households in the survey in South Delhi slums surrounded by the posh colonies.

The objective of this study is to document the incidence of child labour, causes and consequences of child labour, various determinants of child labour, relation between child labour and school attendance along the definitional issues, socio-cultural and religious stratification and its temporal and spatial patterns in India. The objectives of this study, in detail, are:

- To examine the demand side and supply side factors that causes child labour and its consequences on child.
- To examine the participation of children in different economic and non economic activities.
- To examine the levels of and changes in the incidence of child labour across over time and space, social groups and religious groups as well as by gender in India.
- To identify the factors that could affect the school enrollment and child labour.
- To investigate the time involvement of children in schooling and different economic and non-economic activities.
- To examine the determinant of child labour in India.
- To examine the unobserved individual effect of household decision making on child labour and schooling.

Objective first has been explained with the help of exiting literature on the child labour, while objective second, third and sixth have been examined with the secondary data; and objective fourth, fifth and seventh have been examined with the primary data.

On the basis of above objectives the following hypotheses is empirically tested.

1.  $H_0$ : Child Labour can be curbed by two way forces: in supply side, rise in income of the household and compulsory education, and in demand side, legal interference by government in the labour market.
2.  $H_0$ : Incidence of child labour among the poorer households is more compared to the non-poor
3.  $H_0$ : Parents education level and child labour are inversely related.
4.  $H_0$ : Self employed household children are more prone to become unpaid family workers.

Besides cross tabulation and identification of correlates, to examine the impact of economic and socio-cultural, religious and demographic variables on child outcomes (various economic and non- economic activities), we also did two Regression exercises to get the answers of objective sixth and seven. For the sixth objective we have used Multinomial Logit Model (MLM) on the Employment and Unemployment Survey data pertaining to 1983, 1993-94, 2004-05 and 2011-12 rounds. In this modelling, dependent variables have more than two binary options. We divided all activity status, for the children between 5-14 age group, into four categories namely, Labour force(work), school(education), domestic duties and nowhere, keeping school as a reference category.

For the objective seventh we have used household– specific effects in the binary logit model on the primary data. Earlier this Modelling has been used by Jensen and Nielsen (1997) on the Zambia household survey. This exercise has allowed us to take into account the unobserved household effects. The dependent variable is dichotomous in nature taking value either one or zero. We have examined these kinds of effects using Fixed Effect (FE) Model and Random Effect (RE) Model.

## **7.2 Summary of the Study**

This study is conducted with seven broad objectives that were necessary for the child labour issues. Our objectives are based on the prevailing economic conditions and situation of child labour in India.

Based on exiting literature, we found that the causes of child labour in India can be looked beneath and above the poverty issues. Poverty is only one face of child labour in India. The other important factors that explain child labour are inequality, capital market imperfection, labour market imperfection, fertility, parental characteristics, female education, bargaining power of the female in the household, agricultural shocks, quality and availability of schooling, cost of education, non-pecuniary characteristics, discrimination on the ground of gender, race and caste, global competition and Governmental policies.

Due to the above mentioned supply side and demand side causes of child labour the consequences of it on child in India can be explained on the basis of social and economic grounds. The social consequences say it has an adverse impact on the health of the child due to the involvement in hazardous work. They will be exposed to many dangerous diseases at an early age which may lead to early death. The other social consequences will be on the education as child will not be able to receive education which is necessary for being a part of the skilled workforce. The economic consequences say it perpetuates a cycle of household poverty across generation. The other economic consequences say in the short run it produces unemployment among the adults and in the long run it produces unskilled labour in the country.

The second and third objectives was put to examine the participation of the children in different economic and non-economic activities and changes in the incidence of child labour across over time and space, social groups and religious groups as well as by gender in India. Keeping in mind the definitional issues, which resulted in many children remaining uncounted under domestic duties and nowhere category, we have not only considered participation of working children but also not working between 1983 and 2011-12.

We have found that between period 1983 to 2011-12, children between 5-9 age group are more in the education and nowhere category whereas 10 to 14 age group children are more in the labour force along with the education and domestic duties. As age of children increases they are more into labour force. Moreover, girls are more in the domestic duties in the rural sector than in the urban sector. In the backward states, girls' participation in the labour force is also quite high. However, the overall participation trend shows the reduction in percentage of children's involvement in the labour force, domestic duties and nowhere category, on the other hand participation in education shows increasing trend between 1983 and 2011-12.

Since the major source of employment in the rural sector of India is agriculture, we also found that working children in the rural sector are more prone to be in agriculture and

allied activities while in the urban sector they are in non-agriculture activities. In 1980s, 12 percent of total working children in the rural sector were engaged in the agriculture and allied activities on the other hand, in the urban sector 4 percent of total working children were engaged in the non-agriculture activities. However, over the period, there is a sharp reduction in the participation in both the sectors, but, still around one percent children are involved in rural and urban sector.

Incidence of child labour on the basis of religion in the rural sector is not common for any particular religion in the last three decades whereas, in the urban sector, participation of Muslim religion children is maximum in the labour force, domestic duties and nowhere except education. During 1980s and 1990s period, the participation of children belonging to Hindu religion was maximum in the labour force; while in the previous decade Muslim religion children had maximum participation in the labour force and in the latest decades others religion children have maximum participation in the labour force. On the basis of gender, we have found that participation of girls' in domestic duties is maximum for all the religions in both the sectors; moreover in the latest period in the urban sector Muslim girls' participation is maximum. In the last three decades, participation of Hindu children in labour force has come down by 12.03 percentage points; Muslims by 7.85 percentage points and others by 10.48 percentage points.

Social group participation shows that between 1983 and 2011-12, ST group has maximum labour force participation of the children in both rural and urban sectors followed by SC group. In the case of education, in the rural sector ST children has minimum participation in it and more in the domestic duties. In the urban sector percentage of ST group in education is showing increasing trend and well performance in comparison with SC group. The analysis of the two nodal sources; PC and NSSO, give trend of children in the past four decades i.e. from 1981 to 2011. The PC shows that quantum of population of children between 5-14 age group has increased over the period by 26.26 million for boys and 24.20 million for girls in the rural sector; and in the urban sector 15.93 million for the boys and 13.66 million for the girls. The bifurcation of this population shows in the rural sector in 1981, 12.57 million children were working and this number has come down to 11.34 million in 2001, while in the urban sector since 1981 till 2001 census survey more than one million children has been working. In the rural sector, schooling numbers has increased to twice of what it was in 1981 i.e. from 53.42 million to 115.69 million and non-workers numbers has decreased by 10.36 million. The numbers in the urban sector show that number of children in school is almost near to double of 1981 figure i.e. from 25.67 million to 47.01 million and



non-workers has increased by 1.29 million i.e. from 12.70 million to 13.99 million. It means still around 14 million are under non-worker category in the urban sector.

The magnitude of children between 5-14 age group in different activities based on the NSSO percentages adjusted to the population of India show that in 1983, at all India level 18.84 million in the labour force, 62.31 million in the education, 11.17 million in the domestic duties and 3.14 million in the nowhere category in the rural sector; 2.19 million in the labour force, 29.20 million in the education, 2.07 million in the domestic duties and 0.58 million in the nowhere activity in the urban sector, respectively. In 2011-12, these activities show that in the rural sector 3 million in the labour force, 170.04 million in the education, 2.51 million in the domestic duties and 14.56 million in the nowhere category; while 8.87 lakh in the labour force, 65.07 million in the education, 6.08 lakh in the domestic duties and 2.83 million in the nowhere category in the urban sector, respectively. In absolute terms there is decrease in the number of children in the labour force and domestic duties and increase in the education and nowhere group in both the sector. But despite these achievements, still at all India level 3.88 million children are in the labour force, 3.12 million in the domestic duties and 17.39 million in the nowhere group.

Objectives four and five were tested at the micro level. The information and data were collected at the household level through field work in the slums area of South Delhi. Factors that could affect the school enrollment and child labour decision among the households are type of work, parents' perspective about education, awareness about education, various schemes launched by the Govt. to promote education, environment of the places, earning potential of the household, parents' preferences and opportunity cost and poverty.

Most of the children of the self employed households work as unpaid family workers along with the schooling. Since, cost of living in the urban areas is high therefore most of the adult members of the slums are working. Females do domestic and housekeeping works transferring the domestic chores burden on the shoulders of the eldest girl in the household. It shows that there is a trade-off between leisure and work rather than school and work in the urban areas. After school hours many children spend their time into household chores like cleaning, fetching water, working as unpaid family worker, watching T.V., taking care of siblings, Tuition etc. Therefore, we can say that in the slums area most of the children are going to schools despite their poor or non- poor status.

In objective six we have tested some important determinants of child labour in India on the EUS data using MLM regression approach. We have selected some individual characteristics variables, household head characteristics variables and household

characteristics variables which are important at the time of decision making in the household about the child, whether to enroll the child in the school or other economic and non-economic activities.

In case of variable girl, we found, in the rural sector girls are more likely to be in the non-schooling activities while in the urban sector girls are less involved in the work and education and more in the domestic duties and nowhere categories as compared to boys. Girls perform more domestic duties compared to boys because of the gender biasness and cultural factor in the Indian society. Age of the child and participation of children in the education and nowhere category are inversely related. As the age of children increases the probability of their involvement in the education and nowhere decreases, while with work and domestic duties increases. This result is similar to the Cigno and Rosati (2005).

Household head characteristic variable age of the head determines if the age of the head increases then children are more likely to be in the school and less in the economic and non-economic category. It implies probability of younger children to be in school is more as compared to elder children in the household. We also found that if household head is married then chances of children to be in school is more rather than to be in other economic and non-economic activities compared to widow, separated and unmarried head of the household. Literacy level of the household head explains that children of illiterate households are less likely to be in the school rather than in non-schooling activities. On the contrary, children of literate parents are more likely to be in the school than in other activities. However, in the latest round most of the coefficients of heads education variable are following consistent sign but not significant for work and nowhere group in the rural sector and work and domestic duties group in the urban sector. It implies that literacy of one generation of the household head is necessary condition to break child labour and poverty relation.

Type of occupation of the head of household largely explains child labour in India. If head is working as a self employed or casual agricultural labour then children are more likely to be engaged in the child labour, as unpaid family workers and in the non-economic activities rather than getting enrolled in the schools compared to regular salaried employees. The head of household plays an important role in decision making in the household. We found that if household head is female then the probability of children being in the school is more rather than in others activities as compared to male head. It explains that if power of decision making of female increases in the household then children will be better off in accumulating human capital.

Household characteristics variable household size which is used as a proxy of dependency ratio implies more household size means more income is needed to retain household above or equal to subsistence level. Our result describes that in the rural sector during 1980s and 1990s an increase in household member would decrease the probability of children to do non-schooling activities rather than schooling, which is contradicting to the commonly held view of quantity and quality trade-off. Our result is supporting to the result obtained by the Neilsen & Dubey (2002). These results could be due to either economics of scale in the consumption expenditure or presence of household members' age over 60 years which decreases the probability of children getting engaged in the non-schooling activities. However, in the last and half decades, our result is showing that increase in the household size is implying less involvement in schooling and more in non-schooling activities

The occurrence of children in the labour force and other non-schooling activities is more for Hindu and Muslim religion children compared to other religions. In addition to that presence of Muslim children is more in these activities compared to Hindu children. Social group variables explain that children belonging to SC and ST group have more probability to be in the non-schooling activities compared to the higher castes in the India whose children are more likely to be in the schooling activities. Female literacy variable is also very important determinant for explaining child labour and school attendance relations. If female is literate in the household then children will be more in the school and less at work. These results are compatible to the earlier empirical research and findings of Vemuri and Shastry(1991).

The variable MPCE, which is mainly used to calculate the poverty or Head Count Ratio (HCR) in India is an important factor from the theoretical background of the child labour. Most of the researchers support the poverty hypothesis. Our MPCE variable is strongly significant and implies rise in the MPCE helps more children to enrol themselves in the school and less in other activities. Variable hhland\_acres examine the argument of the wealth paradox given by the Bhalotra and Heady (2003) for rural sector only. We found that as the size of owned land increases beyond 4 acres then probability of children to be in the non-schooling category decreases as compared to the schooling attendance. Our result is following Basu et. al (2010) argument. Therefore, all the variables are important and explain the presence of the child in labour market and other schooling and non-schooling activities in India.

In objective seven we have examined micro level unobserved individual effect of household decision making on child labour and schooling. We have used Household –

specific effects model to find out determinants of child involvement either in school or work in the Delhi slums area.

We found that the Probability of girls to be in school is more as compared to boys because of the various schemes provided by the Govt. to increase the participation of girls in the school. Variable age child\_age, which is highly significant, implies as the age of children increases they will be less in the school and more in the work. Cost of education is very important determinant for the decision making in the household regarding involvement of children in school or at work. If education is provided free then more children will be in the school rather than at work. Because of the free and compulsory education being provided under the RTE Act, numbers of children has increased in the schools. Distance to school is another important variable that explains presence of child labour and school attendance. If distance to school is within one km. from home then probability of children to be in the school is more compared to work.

Parent employment status variable explains that if household head is self employed then the probability of children to be in the work is more rather than school as compared to regular employees' children. Children of self employed household in the slums area are involved as unpaid family workers along with the schooling. It shows that there is a trade off between leisure and work rather than school and work in the urban slums area. Parent perspective variable implies if parent have positive attitude towards education then likelihood of children to be in the school will be more and less into education. Similarly, probability of children to be in to the school is more and less at work if household members listen or watch awareness programme. Therefore, we can say that cost of education, distance to school, age of child, parents education, employment status, parents perspective, awareness programme explain child labour and school attendance in the slums area.

### **7.3 Conclusion and Policy Implication**

On the basis of the summary of the study we can conclude that in the last three and half decades there is sharp reduction in the magnitude as well as percentages of participation of the children in the workforce. On the other hand, percentages of people living below the poverty line in these decades has come down by 30.30 percent in the rural sector and 26.90 percent in the urban sector. The implementation of the NCLPR Act 1986, SSA and latest RTE Act by the Government of India has tackled the child labour problem more efficiently. Decrease in the child labour participation and poverty percentage in common trend implies

children of poor household are more prone to child labour and less in the schooling. Parent education variable both from secondary and primary data show that parent education is an important element in curbing child labour problem. Therefore, one generation education is necessary to break the vicious circle of poverty and child labour problem. Children of self employed household head are working as unpaid family labour with or without schooling. Despite all such achievements, our research based on the secondary data show that still at all India level, 3.89 million children are in labour force, 3.12 million come under domestic duties and 17.39 million under nowhere group.

Therefore, it is still an important area of research as there are many children involved as rag pickers, wandering on the street, working in dhabas and as hidden workers in many industries. Merely enrolling in the school does not mean that children are not working rather, they are found helping the households as unpaid family workers in their family business along with schooling but forgoing their leisure time. So, there is a scope of future research on the children involved in the above mentioned activities.

Implementation of the RTE Act by the Govt. has proved to be very fruitful and it is certainly going to help children belonging to poor households in near future. However, Govt. needs to take steps for rehabilitation of the families living under flyovers, as they are surviving by begging on the streets with their children. Moreover, monitoring agency is needed for the rag picker as there is a large chain of contractors who are outsourcing this work just to escape from the child labour laws.

#### **7.4 Limitation of the Study**

Existing literature on the child labour is very vast so it was not possible to cover all of it within the limited time frame. Delhi is divided into the three zones, being an individual researcher it was not feasible to cover all the zones of Delhi, which could have shown better results. As per 65<sup>th</sup> round (2008-09) of NSSO on the urban slums, estimated number of slums in Delhi is 3133 including both notified 1058 and non-notified 2075. Our sample size is 250 households covering 9 slums area of South Delhi which is quite small so we can not predict much on the basis of that.

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# **Annexure**



**Jawaharlal Nehru University**

**Ph.D. Work**

**Household Questionnaire**

**Socio- Economic conditions of Slum dwellers in Delhi**

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<b>Table 1: Descriptive identification and characteristics of sample household</b>		
(1)	(2)	(3)
1	State/UT	Delhi
2	Sector (Rural- 1, Urban- 2)	2
3	District	New Delhi
4	Zone	
5	Slum Name	
6	Ward No.	
7	Name of the head of household	
8	Name of the informant	
9	HH Size	
10	Principal Industry- 2008 -Description -Code	
11	Principal occupation- 2004 -Description -Code	
12	HH Type (Code)	
13	Religion (Code)	
14	Social Group (Code)	
15	Monthly expenditure of household (Rs.)	
16	Change in standard of living during last 5 years (Code)	

**Codes for Table 1**

Item 12: Household type: for urban areas: Self employed-1, Regular wage/salary earning-2, casual labour-3, others-9

Item 13: Religion: Hinduism-1, Islam-2, Christianity-3, Sikhism-4, Others-9

Item 14: Social group: Scheduled Tribe-1, Scheduled caste-2, other backward class-3, forward-4, Others-9

Item 16: Change in standard of living: Yes-1, No-2, Same-3, Don't know-4, worse off-5

<b>Table 2: Demographic and other particulars of household members</b>							
Sl.no	Name	Relation to head (code)	Sex (male-1, female -2)	Age (year)	Marital status	Educational level (code)	Present involvement of household members
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

**Codes for table2.**

**Col. (3):** relation to head: self-1, spouse of head-2, married child-3, spouse of married child-4, unmarried child-5, grandchild-6, father/mother/father-in-law/mother-in-law-7, brother/sister/brother-in-law/sister-in-law/otherrelatives-8, servants/employees/other non-relatives-9

**Col.(6) :** marital status: never married – 1, currently married – 2, widowed – 3, divorced/separated – 4

**Col. (7) :** educational level : not literate -01, literate without any schooling: 02, literate without formal schooling: through NFEC/AIEP -03, literate though TLC/AEC -04,others -05; literate with formal schooling including EGS: below primary -06, primary -07, upper primary/middle -08, secondary -10, higher secondary -11,diploma/certificate course -12, graduate -13, postgraduate and above -14.

**Col. (8) :**Present involvement of household members: Studying-1; not studying/drop out-2; working -3, housewife-4, below five years-5, others -9



1	Serial no. (as in above table1.)				
2	Age (years)				
3	Age at entry in school (years)				
4	Type of current education (code)				
5	Present class/grade (code)				
6	Class/grade in the previous year (code)				
7	Level of current attendance(code)				
8	Type of school (code)				
9	Medium of instruction (code) (if not English then ask 10 otherwise skip)				
10	From which standard English is taught				
11	Is education free? (yes-1, no-2)				
12	If '2' in 11, whether tuition fee waives? (code)				
13	If yes in '12' then- annual amount waived(Rs.)				
14	Reason for waiver (code)				
15	Received scholarship/stipend (yes-1, no-2)				
16	If yes then, annual amount received (Rs.)				
17	Reason for receiving (code)				
18	Received textbooks(code)				
19	Received stationery? (code)				
20	Additional expenditure on education (Rs.)(e.g. pvt. Tuition, uniform shoes etc.)				
21	Is free mid-day meal provided(yes=1, no=2)				
22	If code 1 in item 21, then do children eat (yes=1, no=2)				
23	If code 2 in item 22, then reasons (code)				
24	Distance of school from home				
25	Mode of transport				
26	If (code3 in item 25), then whether concession received? (yes-1, no-2)				
27	Changed educational institution during last one year? (code)				
28	If (code3 in item 27), then whether concession Received? (yes-1, no-2)				
29	Do teachers give answer to all your queries? (yes-1, no-2)				

**Codes for table3.**

Item 4: **type of current education:** general-1, professional/technical-2, vocational-3, NGO Volunteers classes-4, others-9  
 items 5 & 6: **present class/grade/year of study( class/grade/year of study in the previous year/academic session):** below primary-0, class-I-X: 01-10;beyond X: 10+no. of years of study

Item 7 : **level of current attendance :** below primary-0, primary (class I to IV/ V)-07, upper primary/middle-08, secondary-10, higher secondary-11 , other subjects -59

Item 8: **type of school:** Government-1, private School-2, others-9

Item 9: **medium of instruction:** Hindi -01, English-02,, Punjabi -18,Tamil -23, Urdu -25, , others-9

Item 12: **whether tuition fee waives:** yes fully -1, yes partly-2 ; not waived-3

Item 14 : **reason for waiver:** ST-1,SC-2,OBC-3, handicapped-4, merit-5, financially weak-6, others -9

Item 17: **reason for receiving benefits:** ST-1, SC-2,OBC-3, handicapped-4, merit-5, financially weak-6, others -9

Items 18 &19: **received text-books / stationery:** all free-1, some free-2, all subsidised-3,some subsidised-4, some free and some subsidised -5; not received-6

Item 23: **Mid day meal reasons:** Unhygienic-1, Poor Quality-2, both-3, not interested-4

Item 24: **distance (d) of the institution from the place of residence:**  $d < 1km$  :1;  $1km \leq d < 2$  kms :2;  $2km \leq d < 3$  kms: 3;  $3km \leq d < 5$  kms :4; $d \geq 5$  kms: 5

Item 25: **mode of transport:** on foot-1, school/institution bus-2, public transport-3, bicycle-4, others-9

Item 27: **changed educational institution during last one year?** no-1, yes: govt. to private-2, private to govt -3, govt to govt-4, private to private-5

**Table 4: Time spent during last 30 days by the children in the age group 5-14**

Table 4: Time spent during last 30 days by the children in the age group 5-14													
Srl. no													
Activity	yes-1, No-2	No. of days in the month	Approximate minutes worked in a day (when done)	yes-1, No-2	No. of days in the month	Approximate minutes worked in a day (when done)	yes-1, No-2	No. of days in the month	Approximate minutes worked in a day (when done)	yes-1, No-2	No. of days in the month	Approximate minutes worked in a day (when done)	
1	Daily Routine work												
2	Cooking												
3	Child care												
4	Fetching/Filling water												
5	House cleaning*												
6	Buying household items												
7	Teaching siblings												
8	Animal care												
9	Firewood collection/Dung cake making												
10	Leisure time with friends/ Playing sports												
11	Watching TV/ Listening to music												
12	Reading books(excluding school books)												
13	School												
14	Home Work/Private tuition												
15	Participating in extra curricular activities such as Scout, NCC, NSS												
16	Sleeping												
17	Working												

\*Note: House cleaning includes cleaning of clothes, utensils, etc





➤ IF Codes 11, 12 & 21 in table 5A and 5B then ask table 6 ,skip otherwise

**Table 6: Household Non-farm Business**

<b>Who in the household worked in this business last year? Please include women and children.</b>					<b>What was the gross receipt from this business over the last 30 days?</b>	<b>Did you hire any worker last year? Yes-1, No-2</b>	<b>If yes in col.7, Total no. of workers hired</b>	<b>How much was paid to all the workers in total</b>	<b>How much was paid for all other expenses, such as the cost of materials, rent, interest on loans, etc. (Rs.)</b>
<b>srl. No</b>	<b>Name</b>	<b>How many days did they work in the last 30 days?</b>	<b>How many hours in a day? &lt;1hour=1</b>	<b>How much you have to pay if you hire a worker instead of family member (In Rs.)</b>					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

**Table-7: Parents perspective about education**

<b>Why do you think that children should be in school (code)?</b> <i>[If child(ren) is(are) studying then only ask skip otherwise]</i>	<b>Till what standard children should get education (code)?</b>	<b>If code 2 in col. 2 then why (code)</b>	<b>Do you think your children will get good job?</b> (Yes-1, No-2, don't know-4 )
<b>(It is necessary for bright future-1, Govt. pressure-2, free education available-3, Don't know-4)</b>	<b>(up to class V-1, up to class X-2, up to class XII-3, , Don't know-4 graduation &amp; above-5)</b>	<b>(Compulsory edu.-1, poverty-2, enough-3, don't know-4, any other-5)</b>	
(1)	(2)	(3)	(4)

**Table-8: Role of NGO**

<b>Is there any NGO active in your area to give information about education and its benefits to the children and household?</b> (Yes-1, No-2 don't know-4)	<b>If yes, name of the NGO and how often they come to you (code)?</b> (Daily-1, Weekly-2, fortnightly-3, Don't Know-4, Once a month-5, irregular visit-6)	<b>Do they help your child (ren) to get admission in the school?</b> (Yes-1, No-2)	<b>Do you think NGOs' play important role in improving education among child(ren) in your area?</b> (Yes-1, No-2, don't know-4)
(1)	(2)	(3)	(4)

**Table-9: Household Expenditure**

<b>How much you spent on food items during last 30 days? (in Rs.)</b> (e.g. wheat, rice, pulse etc.)	<b>How much you spent on Non-food items during last 30 days? (in Rs.)</b> (e.g. cloths, bed, T.V. refrigerator, cooler etc.)	<b>How much you spent on education, travelling, medicine &amp; intoxicant during last 30 days? (in Rs.)</b>	<b>How much you spent on children's education (all ages) during last 365 days? (in Rs.)</b>
(1)	(2)	(3)	(4)

**Table-10: Role of Media**

<b>Do you watch T.V. or listen to Radio or read newspaper? (code) T.V-1, Radio-2, Newspaper-3, All-4, Nothing-5</b>	<b>How many hours in a day?</b>	<b>Do you watch/listen/read general awareness (especially education) related news programme? (yes-1, no-2)</b>	<b>If code 5 in col. 1, then where do you get general information from?</b>
(1)	(2)	(3)	(4)