

**A STUDY OF TWO REHABILITATION CENTRES FOR
CHILD LABOUR IN TARAON BLOCK OF
ALLAHABAD DISTRICT**

*Dissertation Submitted to Jawaharlal Nehru University
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MASTER OF PHILOSOPHY

ARUNENDRA NARAYAN



**CENTRE OF SOCIAL MEDICINE & COMMUNITY HEALTH
SCHOOL OF SOCIAL SCIENCE
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI-110067**

2006



*Dedicated to
My Sister*



CENTRE OF SOCIAL MEDICINE & COMMUNITY HEALTH
SCHOOL OF SOCIAL SCIENCES

JAWAHARLAL NEHRU UNIVERSITY

New Delhi-110067

CERTIFICATE

This dissertation entitled "A Study of Two Rehabilitation Centres for Child Labour in Taraon Block of Allahabad District" is submitted in partial fulfillment of six credits for the award of the Degree of **MASTER OF PHILOSOPHY (M.Phil.)** of this University. This dissertation has not been submitted for the award of any other degree of this University or any other University and is my original work.

Arunendra Narayan
(Arunendra Narayan)

We recommend that this dissertation be placed before the examiners for evaluation.

Imrana Qadeer
Prof. Imrana Qadeer
(Supervisor)

Ritu Priya Mehrotra
Dr. Ritu Priya Mehrotra
(Supervisor)

K.R. Chaturvedi
Chairperson
Centre of Social Medicine &
Community Health, SSS
Jawaharlal Nehru University
New Delhi-110067

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Arunendra Narayan.

Arunendra Narayan

INTRODUCTION

Childhood is a time for playing, learning and enjoying a carefree life. It is certainly not meant for shouldering the responsibility of earning a livelihood. But a sad hard reality is that children are forced by circumstances and most often by their own parents to work and earn not only to sustain themselves but also the other family members. This ruins the life of children by restricting their prospects of education, proper development and growth, and ultimately harming their prosperity and progress for all times to come. The moral, psychological, intellectual and social development of these children is hampered because they are deprived of their basic needs and rights of education, recreation, love affection and protection.

Basically these children belong to very poor and deprived families. They come from deprived region of Bihar and Eastern Uttar Pradesh. And Most of the children belong to historically deprived sections like SC, ST, OBC and minority sections like Muslim (OBC). They are working in most hazardous and harmful conditions like carpet weaving, stone mining, hazardous work in industries etc. This environment is very harmful for children's growth and their physical and mental balance in life. They are unknown to socialisation pattern and observational learning because they are engaged in work from childhood. Most affected areas of Uttar Pradesh in child labour are Allahabad, Bhadohi, Mirzapur and some other regions.

In my masters level studies I used to work with a branch of Diocesan Development and Welfare Society (DDWS) Allahabad, as a student volunteer. We worked with street children, with children who were rescued and with the personnel helping them organised rescue and finding the parents. Since then I have been interested the problem of child labour.

Another reason for taking up the study is that with increasing rural poverty and migration of families to cities the problem has intensified. The withdrawal of the state from welfare has affected financial inputs and the institutions working for child labour are negatively affected.

For these reasons I wanted to start small research on child labour. To understand the implications of financial cuts a much larger numbers of institutions of the state will have to be studied which is not possible at the M. Phil. Level. Hence, I have chosen to compare two different strategies of institution designed for different types of child labour. My association with DDWS also prompted me to study one of their village-based institutions. I hope to open up further area for exploration with my first field based research.

Chapter -1

CHILD LABOUR AND NATIONAL POLICY APPROACH: A REVIEW

CHILD LABOUR AND NATIONAL POLICY: A REVIEW

The phenomenon of child labour is not unique to the contemporary developing societies. It is prevalent even in developed countries like United Kingdom and United States. The Joseph Rowntree foundation and the New Policy Institute (Howarth, 1999) found that nearly one fifth of the children in the United Kingdom are living in households where there is no adult in paid work; and more than one third of children live in households where income is less than half of the national average. Lavelette (1994) too observed prevalence of child labour in the developed countries. In tribal and agrarian societies children play a significant role in the family economy (Redfield 1941).

The phenomenon of child labour received the attention of social scientists and social reformers in the period of the industrial revolution in the United Kingdom (Marx, Semslser, 1595). The introduction of power loom separated the labour of children from that of adults (parents). The worker and his family could no longer work on the traditional basis, which fused the family economy with other more general family functions. This new pattern of work resulted in many changes in their life. The rearing of children suffered and certain minimum responsibilities slipped from the family to the embryonic school system under factory acts. Besides this, responsibilities forced the family to reorganize its relationships (Semelser, 1959).

In the industrial revolution, technological changes in the production processes resulted in the differentiation of roles within the family and nature and place of work of the children and the adults. The acquiring of skill through apprenticeship among children within the families of artisans, weavers, and craftsmen declined in importance forcing children to join the labour market for subsistence of the family (Kumar, 2000; Singh, Kaura, & Khan, 1980).

It was observed that during this period a large proportion of children who worked in factories belonged to households where widows were not employed in any type of work, followed by those households where widows were employed in some form of work, and then by male headed household employed in work. (Semelser, 1995).

However, studies (Burra, 1995; Sekar, 1997; Jaiswal, 2000) have found that hazardous work (like carpet weaving, lock making, beedi, and matchstick making) involving children is carried out not only in factories but in a number of unregistered informal family based units, where the implementation of law is very difficult. Moreover, the law does not prohibit children helping their parents (within family economy) in non-hazardous works like farming, household chores, vegetable and fruit vending, basket making, embroidery, woodcarving and assisting in running the shop etc. As per the 1991 census, the total number of working children in the country was 11.28 million. However, the NSSO survey 1999-2000 has reflected the magnitude of child labour at 10.40 million.

DEFINITION AND FORMS OF CHILD LABOUR:

The government of India does not provide a specific definition of child labour, nor does it prohibit all child labour. According to the Child Labour (prohibition and regulation) Act (CLA) 1986, the minimum age for entry into the workforce is 14 years. However, the CLA prohibits employment of children in seventy occupation and processes that are considered to be hazardous. The act also regulates the condition of child employment in occupations and processes, which are not prohibited.

In this report, child labour refers to any person under age of 18 years working with or without wages, under conditions damaging to their physical social, emotional, and spiritual development.

According to ILO- "child labour" includes children leading adult like lives working long hours for low wages, under conditions demanding to their health and to the determinants of their physical and mental development. Some time separated from their families and frequently deprived of meaningful education and training opportunities that could open up for them a better future.

According to the United Nations –"child worker / labour is defined as a person in the age group of 5-14, employed child and child assisting his /her parents in their occupation for two or more hours a day"

"Any work by children that interfere with their physical development, their opportunities for a desirable minimum education or their needed recreation". - Homer Folks (chairman of United State National Labour Committee)

"Any works done by children in order to economically benefit their family or themselves directly or indirectly, at the cost of their physical, mental or social development". Tahir Hussan (1991)

"Child labour is a person who has not completed his 14th year of age". (Child Labour (prohibition and regulation) Act 1986)

"Working child is a child falling within the 5 to 15 age bracket and who is at remunerative work, may be paid or unpaid and busy at any hour on the day within or outside the family". (Operation Research Group, India)

This definition of child labour is broadly based on

Some normative basis of minimum age of employment.

A presumption of access to education implying that any child out of school should be counted as an existing or potential child worker.

A notion of rights implying thereby that children deprived of their rights constitute child workers.

The characteristics of child labour

Work by very young children,

Long hours of work on a regular full time basis,

Hazardous working conditions (physically or mentally)

Insufficient access, or attendance and progress in school

Abusive treatment by employee

Work in slave arrangements (bonded labour) child work refers to any work by children (under 14 years of age) paid or unpaid, that restricts their opportunities for a desirable level of education and recreation.

Different forms of child labour--

Domestic labour:

Children working as domestic servants are poorly paid and are prone to sexual and physical abuse. Children are shut away from the eyes of the world. The isolated nature of domestic work makes it difficult to make an accurate assessment of domestic child labour.

Bonded labour:

Children who have either been pledged by their parents for paltry sums of money or those working to pay off the inherited debts of their fathers. Bonded child labour is an acute problem in South Asia. Bonded children are in many ways the difficult to assist because they are inaccessible. If the carpet owner has bought them they cannot escape, if the middle class housewife has paid for them they cannot run away. If the land lord in the village owns them, they will spend their life in servitude till they get married and can, in turn sell their children.

According to "Free the slaves" (2005) bonded child labour occurs when a child is illegally employed in a prohibited occupation or process, and is required to repay or provide work as collateral against, a debt or advance. This applies even if the child's parent or guardian has given a middleman, contractor, or employer permission for the child to work for an employer. Given the framework under which such work is contracted it is assumed that it is additionally, damaging to their physical, social, emotional and spiritual development.

In this report, bonded child labour refers to any person under eighteen controlled by violence or its threat, receiving no remuneration beyond subsistence, and economically exploited, who is forced to work for an employment in exchange for an advance or loan, or in pursuance of obligation or social customs, in which the child is denied the freedom of movement and employment or other means of livelihood. It can also refer to those children caught up in work because their families are required to provide labour in exchange for an advance or loan, or in pursuance of obligation or social customs, in which the child is denied the freedom of movement and employment or other means of livelihood.

Commercial / sexual exploitation:

Direct links between the commercial sexual exploitation of children and other forms of exploitive work of children are numerous. Factories, workshops street corners, railway stations, bus stop and home where children work are common sites of sexual exploitation. Children are especially to resist abuse by employer either as perpetrators or intermediaries. Village loan sharks often act procurers for city brother; lending money to the family must be paid back through the daughters, work. Those whom

these children trust generally betray them. The physical (health, danger of HIV/AIDS, Sexually Transmitted Diseases) and psycho-socio inflicted commercial sexual exploitations make it one of the most hazardous forms of labour.

The Informal Traffic (Prevention) Act (ITPA), 1956 define prostitution as “sexual exploitation or abuse of persons for commercial purposes.” Yet there is no Indian law, including the ITPA, which prohibits it. It is not an offence if an adult women or men choose to be prostitute. The ITPA, however, prohibits certain activities associated with prostitution particularly those activities of an exploitative nature that are associated with organized prostitution of women and children, such as pimping, brothel keeping, trafficking, and living off the earning of a prostitute.

The ITPA define a child as a person under sixteen and a minor as a person between 16 and 18 years of age. The concept of child prostitution s not limited to the commercial sexual exploitation of children by customers who pay to have sexual intercourse with juveniles. The commercial sexual exploitation of children encompasses a variety of forms of sexual activity for the profit of others, including such action as involving children in the making of pornography or making children in bars perform dances involving stripping and touching.

Street children:

Children living on the street and off the street, such as shoeshine boys, rag pickers, newspaper-vendors, beggars, etc. The problem of street children is somewhat different from that of child labours in factories and workshop. Most children have some sort of home to go back in the evening or nights. While street children are completely alone and they are at the mercy of their employers. They live on the pavements, in the bus stations and railways stations. They have no permanent base and are often on the move. So their problem is more acute than that of children working in a factory and living at home.

There are thousands of children who live and work in the city streets of India. According to a study conducted among the street children in the city of Chennai (Madras), about 90% of them live with their parents in the streets. The same study also revealed that the largest group of street children in Chennai work as coolies

(22%). About 10.4% of them work in hotels (small restaurants and snack bars), 9.6% do rag picking, 8% pull rickshaws, and 7.1% sell flowers. A smaller percentage of children are employed in other areas of work, including prostitution (0.3%). They work for 10-12 hours a day and at the end of the day what they earn is barely enough for their survival. About 32% of them receive less than 100 rupees (about 2.5 U.S. dollars) per month as wages.

Contrary to the general conception that many street children are delinquents, the study revealed that only 6.6% of the total sample had served time in juvenile homes or correctional institutions. Studies in a few other Indian cities showed that the majority of the street children were doing rag picking for their living. Usually, these children are unable to submit references or pay deposits to their employers to obtain any work. They choose rag picking, as it is the most convenient way of earning something for their living that does not require much experience and investment.

Scavenging is the work that faces children with the most extreme risk. As many of them work with bare feet, they get cuts; they are also exposed to extreme weather conditions, sunstroke, pneumonia, influenza and malaria. These children also have to carry heavy loads, which hampers their physical growth. They face digestive disorders and food poisoning as they eat thrown away or left over food. A recent study conducted in Delhi found that they were at risk of catching Aids, as they may accidentally come into contact with infected needles.

Deposited in the refuse. Since animals scavenge in the same heaps of refuse, dog bites are quite common among these children.

The local police and even the municipal cleaners create great difficulties for the street children in India. For any petty thefts, they are the first ones to be accused by the police. The local municipal cleaners, in turn, demand money and labour from them. If the children refuse to comply, they are threatened with the police, who will compel them to pay even more. A memorandum presented at a 'street children's rally' in Bangalore alleged that the police extorted about half the earnings of the rag pickers as commission. The children also had to pay some staff members of the municipality to ease the way for rag picking.

The phenomenon of urban child labour includes street children these children belongs to three broad categories –

Children on the street: there are working children who have families but spend most of there time on streets. They earn for themselves and may not contribute to the family income.

Children off the street: these are working children who have left their families in village or smaller towns and migrated to cities. As they have no place to live, they spend their nights at railway platform, bus station, and public park etc. they live independently and spend whatever they earn.

Abandoned /Orphaned children: These are working children without families or whose families have abandoned them. They spend their lives on the streets and have no one to provide any kind of support.

Work for the family:

Most poor families expect their children to help in the household, whether preparing food, fetching water, groceries, and herding animals caring for siblings or performing more arduous work in the fields.

UNICEF (1996) has classified child work into three categories –

Within the family: These children are engaged in activities where they get no wages such as domestic/ household tasks, agriculture work and handicrafts / cottage industries.

Within the family but out side the home: These children may be living with their families but working outside the family to earn wages in activities like agricultural /pastoral work which consists of (seasonal/fulltime) migrant labour, local agriculture work construction work, quarries, mines, brick kilns, vegetable and fruit vending.

Out side the family: These children may be living out side the family and working in activities for wages such as carpet weaning, embroidery, brass /copper work industrial unskilled occupation and establishment like shops/restaurant.

CAUSES OF CHILD LABOUR:

Several factors are expected to be responsible for the participation of children in economic activities. The causes are poverty, caste tradition, size of family, absence of

schooling facilities, neighborhoods effect etc. these factors are interlinked and exert time influence directly and or indirectly on the work participation of children. (Denesh S.M., 1988)

Poverty:

Poverty is a common factor in developing countries where in considerable proportion of population lives below the poverty line & a large proportion of the poor are found in rural areas. Here also poverty compels millions of rural families to sell the labour of their children along with adults to make out bare subsistence. (K.Amandeep& K. Kuldip, 2003)

In a country like India where over 40% of the population is living in condition of extreme poverty, child labour is a complex issue, and employers gives certain justifications for employing children to suppress their guilt feelings. They say that the work keeps children away from starvation. They are prevented form committing crimes, which they would have indulged in if they had no job. The children either supplements their parent's income or are the only wage earners in the family. One of the most effective tools in tackling various factor related to child labour is the technique of "poverty mapping". This tool assumes that, only economic poverty dose not generate child labour, but also geographical, social and cultural and political poverty. (Avtar Singh, 2004)

Early training requirements:

Carpet weaving requires a certain amount of skill as a weaver might be considered to be an apprenticeship for a life long occupation. This argument is sometimes stretched further, when it is argued that this training must be received at an early age if the skill is to be adequately acquired.

The nimble fingers arguments

Children are claimed to be more skilled weavers than adults because of the dexterity of their nimble fingers, because of which they tend to make knots faster than adults. Children are also thought capable of making very fine carpets that adults cannot produce; with as 400 knots per square inch. First part of the nimble fingers argument

implies that children have higher relative productivity and the second part that they have superior skill.

Although the proportion of child labour rises with the size of firm, the proportion does not rise as the quality of carpet increases; in fact, children are more likely to work on low quality than on the highest-quality carpets. There is "no evidence that children dominate any particular design or quality niches". The opposite would be the case if the "nimble fingers" argument were true.

Rejection of the "nimble fingers" argument is reinforced by the ability of adults to master carpet-weaving skills. Many adolescents and young adults who attend government training centres go on to run their own weaving businesses, while weavers say it takes a year to become fully proficient, whether one starts as an adult or a child.

Wages:

There are some evidence that in wage price rates children are discriminated against relative to adults. While apprentices receive reduced wages for a number of months or years, even children who are fully trained may receive lower price rates. This is almost certainly true of bonded workers in general. Children in India have been found to receive wages and price rates which are about half those of adults. (Nangia, 1986)

Many children in the village were found to be under apprenticeship and were being paid only a meager amount per day- ranging between Rs. 2 and 5. Apart from learning the art of weaving, they were involved in arranging wool yarns. (Sharma A. N.2002)

The docility of child labour:

Employers are in better position to enforce certain behaviors among child workers than among adult workers. For example, children will work for longer hours without taking breaks & absenteeism is quite low among them. If child is bonded labour, employer's ability to impose security in the civil worker is still greater. (Deboran and A. Richard, 1998)

WORKING CONDITION OF CHILDREN:

According to survey concluded by Giri Institute of Development Studies, Lucknow, about socio-economic background of the 492 families in Mirzapur, which sent their children to work in carpet industry, the workers are from both the sexes and in the age group of 7-14 years. Most of them are illiterate and in poor health, and very few of them have attended school. They work because of the poor socio-economic status of their families most of the children live with their parents and are grossly under aid by their employers. (Mishra, G.P., Pande PN).

For the child worker in the carpet looms, the day begins with the first streak of sunlight bringing in the first hint of illumination in the dark confines of the factory. The day begins with a fistful of coarse rice with watery dal for each child. It ends around 9:00 pm with a Roti. The loom owners provide only as much as they think necessary to keep body and soul together for children. It is a business strategy to squeeze more by giving less for subsistence. (Bose, Tarun)

What about first aid or medical treatments in the events, of accidents? The normal answer would be a sarcastic laugh, "if finger gets cut we put some turmeric paste or mehndi paste and go back to work. Our fingers are bloodless- no blood falls". These children do not grow well physically, their legs loose their strength and they become incapable of any other work. Their body remains small, but the face looks old. They remain anemic and suffer from constant colds due to inhaling dust and wool fluff. Most children are suffering from poor eye condition. (Manju Gupta, 1991)

Children with 'Nimble finger' work faster and are able to produce more in comparison with adults, but they also make mistakes. The contractor, who takes a part as his commission, pays wages to the parents. Parents take large advances and loans then the child become almost a bonded laborer, never able to break away from the clutches of the contractor. It is observed that organized carpet units are gradually closing down and work is given to individuals working in their homes so as to avoid labour laws.

CHILD LABOUR IN CARPET INDUSTRY:

According to a study by Srivastav R.S. and Raj Nikil (2002), Bhadhoi has the highest number of children (81.43%) working in the carpet industry, while the district of Allahabad and Mirzapur are estimated to have 36.33 and 31.88% respectively. In the terms of the village-level incidence of child labour calculated for each district, Kaushambi is the lowest rung of the ladder having only 17.33% children working in the carpet industry.

At another level the study tried to assess the number of child labourers per loom covered in the sample. With 1151 children working on a total of 2397 looms, the number of child labourers in the carpet industry comes to 0.48% per loom. It is disaggregated level; Allahabad has the highest ratio (0.71 child labourers per loom in the sample) followed by Kaushambi (0.66) Mirzapur (0.58) and Bhadhoi (0.38).

A break-up of the workers in the carpet industry reveals that adults comprise only 42.29% against the children who constitute 57.71%. The proportion of children in the industry to the total child population in the sample is hereby 30.49%. Among the children in the age bracket of 6-14 years, the percentage is 42.20%. This study also brings out the fact that female children constitute nearly 30% of all children working and belonging to households with child labour in the carpet industry. It also found that the children from child labour households are generally from poorer economic backgrounds and most of the child labourers are drawn from either Muslim & Hindu backward classes or scheduled caste communities.

According to Ashok Kumar Singh (1991) In the survey of 492-child labour in carpet industry in Mirzapur district only 17 children in the 7 to 10 year age group and 138 children in the 11-14 years age group are educated. About 69% of the children in the sample area are illiterate; of the literate children only 17 have been educated up to the secondary level. Among female workers only 4 out of the 23 have been educated below the primary level. A research done in U.P., Allahabad about education and child labour in Bhadohi district has found that in only 28% of the cases all children in the study area had been enrolled in the school. The study has found that literacy rate of sample population is very low. Most of the children in his study are continuing either fathers or grand fathers occupation. Per household monthly income is around

Rs. 1152 and 14% of the household are in debt. This low level of income has forced many children to discontinue their education.

Sharma V.R. (1998) discusses the economics of child labour in the carpet industry. First of all many myths which surround this industry must be completely dispelled, the first of which is the nimble finger theory, that nimble fingers are necessary for making the finest carpets. This theory clearly states that children are the worst weavers and therefore their elimination from workforce will have only a positive impact upon the carpet industry. The Centre for Operations Research and Training (CORT) / ILO report itself shows that the higher quality carpets are also woven by adults thus proving that nimble fingers and slender bodies have nothing to do with carpet weaving. The wages for higher quality carpets are obviously much closer together and higher than for low knotted carpets on which children are normally trained. The wage rates of low-knotted carpets are much further apart. It is clear that nimble finger have nothing to do with good quality weaving. "Slender bodies" also has nothing to do with carpet weaving as one weaver takes up to at least two feet or more of the warps in width for weaving, which is sufficient for adults as well.

Another study by (Manju Gupta, 1991) conducted on child laborers in the carpet industry in Rajsthan reported that roughly 30,000 workers are employed in this industry, of whom those working on the looms are in houses or in small sheds not registered, and hence technically, do not exist. Labour inspectors never bother to visit them.

The weavers are mostly Muslim or belong to scheduled castes that either own small pieces of land where they barely manage to produce some course grain, or won not land practice their traditional crafts such as slaughtering animals making shoes and weaving cloth. Most of these families took to carpet weaving 12 to 15 years ago when there was a need in the industry.

According to Mishra and Pande (1996), 97 % of the household were not in a position to fulfill their subsistence requirements and needed supplementary income for which children were sent to earn. This study also shows that an inverse relationship also exists between the household size and the percentage of working children to the total

children below 14 years. As the size of the family increases, the percentage of working children below 14 years decrease. As regard the socio-economic conditions of working children, the study estimated that of the 492 children of the sample, 301 got jobs in the age group of 7-11 years. Female workers in the sample were few and most of them entered the recent jobs between seven to eleven years of age. About 67% of the children in the sample were reported to be illiterate in term of pattern of income and child labour –use, Mishra and Pandey estimated that around 88.43% of the total children earned between from Rs. 75 and Rs. 400 per month. By and large in most of these cases, a large number work for longer hours per day in order to get a given income level. In other words it also measures the exploitation of child labour in terms of lengthening the duration of work by the employer.

According to Whittaker, (1988) in the carpet belt in Uttar Pradesh, India's largest provincial state, ironically is around the holy city of Varanasi –there are some 100,000 malnourished children working in cramped conditions in badly –lit and badly –ventilated sheds. Some around 15% of these children have been sold in to debt bondage.

These child weavers are boys, and some are as young as seven or eight. They produce the carpet that is all otherwise they are invisible. They work, usually one or two to a shed, in a remote area in inaccessible villages and earth at most a few premises a day; some are paid nothing at all.

A study by slavery for the protection of human rights, 1978: Children as young as 7 years old are working up to 72 hours a week. Moroccan factories making carpets for export to prosperous western nations. Some are paid as little as equivalent price of a loaf of bread in Morocco. But the vast majority of those who are classed, as “apprentices” are paid nothing. The conditions in which these children work are often appalling and far from being a hangover from the past that may soon fade away. The need for cheap child labour in Morocco is growing as international demand for the country's relatively low-priced carpet increases.

Teams sent by the Anti-Slavery Society to Morocco in 1975 to investigate the exploitation of children in the carpet industry observed such realities. The team

visited 79 private factories and state centers in 17 Moroccan cities and towns. The teams spoke to children, their parents, employers, crafts women supervisor –Maalemas-the controversial crafts women who hire the children and observe their work and officials. This is the team's detailed and disturbing report. The anti-slavery society urges that the Moroccan government should extend fine control over private carpet factories to bring conditions at least up to the standard now existing in the government factories. Secondly, the labour inspectorate should be given the means to carry out its task in carpet factories and other crafts establishments effectively and in particular to enforce existing legislation on the minimum age for employment on hours of work, and on hygienic and safety.

According to Gauri Pradhan, 1993: an estimated 16.5% of the children born in Nepal every year, die in infancy and 10.7% die before they reach the age of five, usually, because of malnutrition, low birth-weight and problems during delivery etc. Those who survive do not enjoy childhood rights. Child labours in the carpet factories are a blazing example of injustice servitude and exploitation. They are brought from the rural and mountain areas where they herd cattle to contribute towards the family's income. Being away from their family and friends, these children work 13 hours a day on an average and subsist on simple watery meals.

As the biggest foreign currency earner and employer, the carpet industry is an important element of Nepal's future development and should be protected and promoted but at what cost? The beautiful handcrafted carpets contrast with the exploitation –long working hours, poor wages or no wages, malnutrition, ill health, unhygienic working conditions. In her study Manju Gupta (1999) indicates that in the production process, child labour is mainly used for weaving. There are different categories of child labour those who work as part of the family, and those working on other people's looms but from the same villages or neighboring villages. There are also migrant child labours procured from distant villages of U.P. or the neighboring state of Bihar or the foothills of Nepal.

Juyal (1993) finds that, according to a primary census made in five different segments, the ratio between adult and child workers worked out to be 1:2. Thus, in an estimated population of 5,00,000 weavers, child workers should number around

3,50,000 in the loom. The estimate may need a closer scrutiny but there can no doubt that the current official estimate of about 75,000, mostly family based, child labourers must be for lower than the reality. It also shows inadequate awareness of the real magnitude of the problem and the scale of intervention needed to effectively tackle it.

It has been reported that many child labour have to put long hours of work in the loom. As a result, their opportunity for education and other childhood activities are lost. Most of the child labours being hailed from poor families; find it difficult to leave the work, as they remain mostly debt bonded.

The state has attempted to control the entering of young children into labour force as well as to improve their conditions through a set of policies and programmes that the following sections present.

POLICIES TOWARDS CHILD LABOUR:

(a) India has a policy of tackling the problem of child labour, and has always stood for constitutional, statutory and developmental measures that are required to eliminate child labour. India has ratified six ILO conventions relating to child labour and three of them as early as in the first quarter of the twentieth century. Legislative provisions have been made in various laws to protect children from exploitation at work and to improve their working conditions.

(b) The problem of child labour continues to pose a challenge before the nation despite the Government taking various pro-active measures to tackle this problem. Considering the magnitude and extent of the problem. It is essentially a socio-economic problem inextricably linked to poverty and illiteracy; it requires concentrated efforts from all sections of the society to make a dent in the problem. Major steps by government include.

(c) Way back in 1979, Government formed the first committee called Gurupadswamy Committee to study the issue of child labour and to suggest measures to tackle it. The Committee examined the problem in detail and made some far-reaching recommendations. It observed that as long as poverty continued, it would be difficult to totally eliminate child labour and hence, any attempt to abolish it through legal

recourse would not be a practical proposition. The Committee felt that in the circumstances, the only alternative left was to ban child labour in hazardous areas and to regulate and ameliorate the conditions of work in other areas. It recommended that a multiple policy approach was required in dealing with the problems of working children.

Based on the recommendations of Gurupadaswamy Committee, the Child Labour (Prohibition & Regulation) Act was enacted in 1986. The Act prohibits employment of children in certain specified hazardous occupations and processes and regulates the working conditions in others. The list of hazardous occupations and processes is progressively being expanded on the recommendation of Child Labour Technical Advisory Committee constituted under the Act.

(d) Through a Notification dated 27 January 1999, the Schedule of the Act has been substantially enlarged bringing the total number of occupations and processes listed in the Schedule to 13 and 51 respectively.

(e) In consonance with the above approach, a National Policy on Child Labour was formulated in 1987. Which apart from requiring enforcement of legal provisions to protect the interests of children envisages focusing of general development programmes for the benefit of child labour and project-based plan of action in areas of high concentration of child labour. The Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations & processes in the first instance. The Action Plan outlined in the Policy for tackling this problem is as follows:

Legislative Action Plan for strict enforcement of Child Labour Act and other labour laws to ensure that children are not employed in hazardous employments, and that the working conditions of children working in non-hazardous areas are regulated in accordance with the provisions of the Child Labour Act. It also entails further identification of additional occupations and processes, which are detrimental to the health and safety of the children.

Shifting focus to General Developmental Programmes for Benefiting Child Labour – one finds that poverty is the root cause of child labour, the action plan emphasizes the

need to cover these children and their families also under various poverty alleviation and employment generation scheme of the children.

Project Based Plan of Action envisages starting of projects in areas of high concentration of child labour. Pursuant to this, in 1988, the National Child Labour Project (NCLP) Scheme was launched in 9 districts of high child labour intensity in the country. The Scheme envisages running of special schools for child labour withdrawn from work. In the special schools, these children are provided formal/non-formal education along with vocational training, a stipend of Rs.100 per month, supplementary nutrition and regular health check ups so as to prepare them to join regular mainstream schools. Under the Scheme, funds are given to the District Collectors for running special schools for child labour. Most of these schools are run by the NGOs in the district.

Government has accordingly been taking proactive steps to tackle this problem through strict enforcement of legislative provisions along with simultaneous rehabilitative measures. State Governments, which are the appropriate implementing authorities, have been conducting regular inspections and raids to detect cases of violations. Since poverty is the root cause of this problem, and enforcement alone cannot help solve it, Government has been laying a lot of emphasis on the rehabilitation of these children and on improving the economic conditions of their families.

(f) The coverage of the NCLP Scheme has increased from 12 districts in 1988 to 100 districts in the 9th Plan to 250 districts during the 10th Plan.

(g) Under the project action plan of the policy, National Child Labour Project (NCLP) has been set up in different areas to rehabilitate child labour. A major activity undertaken under the NCLP is the establishment of special schools to provide non-formal education, vocational training, supplementary nutrition, etc., to children withdrawn from employment. The programme for the elimination of child labour received further impetus after the announcement of the new programme for the rehabilitation of children working in hazardous employments. Under the programme, 77 projects have been sanctioned to cover around 1.5 lakh working children in Andhra

Pradesh, Madhya Pradesh, Gujarat, Orissa, West Bengal, Bihar, Rajasthan, Uttar Pradesh, Maharashtra, Karnataka and Tamil Nadu. The Cabinet Committee on Economic Affairs (CCEA) in their meeting on 20 January 1999 approved continuance of the scheme of National Child Labour Projects (NCLP) during the Ninth Plan period. The CCEA also approved increase in number of the projects from 76 to 100.

The number of working children who have been covered by special schools is a miniscule of the total number of working children waiting to be released and rehabilitated. The ultimate objective of the National Child Labour Projects is to convert working children into productive and participative members of society. Considering the magnitude of the problem and paucity of resources -human, material and financial, a sequential, gradual but integrated approach has been adopted.

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The Government commitment to addressing the problem of child labour is reflected in the announcement made in the National Agenda for Government (1998). The agenda states that the aim is to ensure that no child remains illiterate, hungry or lacks medical care and that measures are taken to eliminate child labour. The Supreme Court has also emphasized the need for time-bound action. The Supreme Court of India, in its judgment dated 10 December 1996 in Writ Petition (Civil) No. 465/1986 has given certain directions regarding the manner in which Labour children working in hazardous occupations are to be regulated and improved upon. The important directions given in this judgment include payment of compensation amounting to Rs 20,000 by the offending employers for every child employed in hazardous occupation, constitution of the Child Labour Rehabilitation-cum-Welfare Fund giving alternative employment to an adult member of the family in place of the child withdrawn from the hazardous occupation or payment of an amount of Rs 5,000 for each child employed in hazardous employment by the appropriate Government, completion of the survey of working children within a period of six months (i.e., by 10 June, 1997), payment of interest on the corpus of Rs 25,000 (Rs 20,000 to be paid by the employer and Rs 5,000 to be contributed by the appropriate government) to the family of the child withdrawn from work, provision of education in a suitable institution for the child withdrawn from work, etc. The Government has already initiated steps for giving effect to the directions of the Supreme Court.



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Thus the national policies and the five-year plans have set on motion several programs to protect children and address their problems, we examine these here in greater detail.

INITIATIVES TOWARDS: ELIMINATION OF CHILD LABOUR:

National Child Labour Project (NCLP):

This is currently the major scheme for rehabilitation of child labour. Under the scheme, Project Societies at the district level are fully funded for opening up of special school/Rehabilitation Centres for the rehabilitation of child labour.

The special schools/rehabilitation Centres provide non-formal education, vocational training, supplementary nutrition, stipend etc. to children withdrawn from employment.

The child workers identified in the survey are put in the special schools and provided the following facilities:

- a) Non-formal/formal education
- b) Skilled/craft training
- c) Supplementary nutrition @ Rs. 5/- per child per day
- d) Stipend @ Rs. 100/- per child per month
- e) Health care facilities through a doctor appointed for a group of 20 schools.

The NCLP Scheme started in 1988. Till 9th Plan 100 Projects were sanctioned for covering about 2.11 lakh children in 13 States.

Under the Scheme 4002 schools have been sanctioned in 100 NCLPs during the Ninth Plan and it is expected to increase to 10,000 schools during the 10th Plan. So far 4,00,200 working children have been covered under the scheme. About 3.08 lakh children have been mainstreamed into formal education system so far.

The Scheme has been expanded to 150 districts more in the 10th Plan, thereby covering a total of 250 districts in the country under the NCLP Scheme. On 14.1.2004, 50 new NCLPs were launched in a function held in Vigyan Bhawan.

Strategy for the elimination of child labour under the 10th Plan-

The Government and the Ministry of Labour & Employment in particular, are rather serious in their efforts to fight and succeed in this direction. The number of districts covered under the NCLP Scheme has been increased from 100 to 250, as mentioned above in this note. In addition, 21 districts have been covered under INDUS, a similar Scheme for rehabilitation of child labour in cooperation with US Department of Labour. Implementation of this Project was recently reviewed during the visit of Mr. Steven Law, Deputy Secretary of State, from the USA. For the Districts not covered under these two Schemes, Government is also providing funds directly to the NGOs under the Ministry's Grants-in-aid Scheme for running Special Schools for rehabilitation of child labour, thereby providing for a greater role and cooperation of the civil society in combating this menace.

Elimination of child labour is the single largest programme in this Ministry's activities. Apart from a major increase in the number of districts covered under the scheme, the priority of the Government in this direction is evident in the quantum jump in budgetary allocation during the 10th Plan. Government has allocated Rs. 602 crores for the Scheme during the 10th Plan, as against an expenditure of Rs. 178 crores in the 9th Plan. The resources set aside for combating this evil in the Ministry is around 50 per cent of its total annual budget.

The Government is committed to eliminate child labour in all its forms and is moving in this direction in a targeted manner. The multipronged strategy being followed by the Government to achieve this objective also found its echo during the recent discussions held in the Parliament on the Private Member's Bill tabled by Shri Iqbal Ahmed Saradgi. It was unanimously recognized therein that the problem of child labour, being inextricably linked with poverty and illiteracy, cannot be solved by legislation alone, and that a holistic, multipronged and concerted effort to tackle this problem will bring in the desired results. Within these guidelines for 10th plan, certain expansion took place along with more refined guidelines and strategy formulation. The next section deals with that.

Scheme of National Child Labour Project revised-2003:

Programme Component:

Under the National Child Labour Projects, it is proposed to focus on different developmental and welfare programmes for the benefit of child labour in the project

area. Effective convergence and an integrated approach of the relevant social sector schemes need to be carried out to achieve the project goals. The activities to be taken up under the project in the 10th Plan are:

- i) Stepping up of enforcement of child labour laws
- ii) Formal Non- formal education
- iii) Provision of Vocational Training
- iv) Income and employment generation activities
- v) Direct rehabilitation of child labour
- vi) Raising of public awareness
- vii) Survey and evaluation.

Some of the important components are elaborated in the subsequent paragraphs.

Special Schools (Child Labour Rehabilitation-cum-Welfare Centres):

Rehabilitation of working children is an important activity, which is the direct responsibility of the project authorities. Under this activity, Child labour special schools (Rehabilitation-cum-Welfare Centres) are to be set up by encouraging voluntary efforts for imparting formal/non-formal education and pre-vocational/craft training. The children in the centres will also be provided with supplementary nutrition, stipend, health care services, etc. These Centres essentially will act as bridge institutions to enable children withdrawn from work to join mainstream education.

Apart from direct rehabilitation of working children, it is also necessary to prevent fresh entry of children to work by arousing and awakening the critical consciousness of the public against the evils of child labour. In order to achieve this' objective, continuous and sustained awareness generation programmes will have to be carried out on regular basis. For this purpose an enhanced budgetary provision amounting upto Rs. 1.25 lakhs per year has been earmarked in respect of each NCLP.

Convergence of Services:

In the Tenth Plan, child labour elimination efforts would be linked with the Scheme of Sarva Shiksha Abhiyan of the Department of Elementary Education and Literacy Ministry of Human Resource Development (HRD). The intention is to ensure that all children in the age group of 5-8 years get directly linked to the formal school

education system through a close, coordinated attempt with the Sarva Shiksha Abhiyan (SSA). Poverty, apart from illiteracy, being the main cause of child labour, it is necessary to raise the economic standard of the parents of working children by exploiting the synergy of benefits of various schemes under implementation at the district level. A substantial number of parents of working children could be covered under the Department of Rural Development's self-employment and poverty alleviation schemes. In the context of the above objectives concerted, focused and rigorous efforts at converging important activities at the Central Government, State Government and the District level would be needed to be put in place. Similarly, convergence with ongoing schemes of other Departments such as Health, Women and Child Development, Social Welfare, Tribal Welfare, Labour etc could be critical for the ultimate attainment of the objective of elimination of child labour in a time-bound manner.

Enforcement of Legal Action:

It is felt that a more focused and effective enforcement of the provisions of the Child Labour (Prevention & Regulation) Act, 1986 needs to be put in place in the districts during the 10th Plan period. Concerted and serious efforts should be made to enforce the law at the state and district level. In order to achieve this objective, the enforcement machinery will have to be geared up and activated suitably.

Operationalisation of child labour special schools:

In view of the crucial role of education in prevention and elimination of child labour, a component of education is provided in the project. As the working children are from diverse backgrounds, skill and experience, it is important that the children in the special schools are imparted education on a formal/non-formal pattern with a condensed syllabus for a maximum period of 3 years after which the children are expected to reach a level of 5th standard. The children are also to be imparted craft and pre-vocational training as considered appropriate to their age. After completion of formal/non-formal education, the children are expected to join the formal stream of education in the 6th standard. Some children, who are capable of being mainstreamed before the completion of three years of education, could be encouraged to be mainstreamed earlier than the prescribed maximum period of three years. Flexibility in this regard could be exercised by the concerned NCLP. The choice of Vocational

Training should be available to those children who wish to take up skill-based work after the initial training in the special schools. Apart from education, children are also provided with a package of welfare inputs such as supplementary nutrition and health and care through special schools to meet their 'special' need of care, affection and guidance.

Focus of enrollment should be on children in the age group of 9-14 years. The working children in the lower age group should be motivated to join formal school system (primary and upper primary) directly.

The curriculum, course content and textual material should be finalized at the District/State level by associating the SCERT, DIET, DRU and non-governmental organizations working in the field of child labour and other related areas. The State Governmental/District Child Labour Project Societies have the freedom to decide the ground conditions. The training of volunteers in the form of a brief orientation programme should be organized at the district level with the help of DIETs and DRUs.

Considering the nature of work the children are employed in, it is necessary to ensure that the special schools are run in a manner so as to effectively prevent children from taking up, prohibited employment and enable them to be mainstreamed into the regular education system. Therefore, the Project Societies/Implementing Agencies are permitted some amount of flexibility, in terms of timing and duration of the special schools with a view to ensure reduction in the number of children going to work.

The child labour project has a specific time frame and it will not continue indefinitely. The teaching volunteers for the special schools and other staff of the project, society should be engaged with the clear understanding/agreement that they will be paid only a consolidated amount of honorarium for their services which are more or less voluntary in nature and in no case be considered permanent. No regular scale of pay is prescribed. There should not be any centralized system of recruitment of teaching volunteers at the district head quarters level. The volunteers should be from the local community/village to be selected and engaged by the implementing Agencies/NGOs. The main criteria for their selection would be their commitment to

the cause of community service. Minimum level of qualification of the teaching volunteers could be prescribed by the project societies.

The timing and the duration of the Centres are flexible. The timing of the centres should be adjusted to suit the convenience of the children who are the target group under the project. While the duration of the special schools could be around five hours a day, the duration of duty of each of the project personnel/volunteers should not exceed five hours a. day to enable them to work elsewhere also. While deciding on the timing, duration and working hours of the volunteers, the project society must keep in view the convenience of the target group and the objective of the project, which is sought to be achieved.

If a situation arises where building and other infrastructure for the special schools are not available in a particular area in the district, the special schools could also be run in the buildings of the regular schools after the regular school hours are over,

Certain important and enhanced parameters that introduced in the scheme now are as under:

Stipend: In the existing arrangement, the stipend of Rs.100/- per child per month was being disbursed every month. As per the revised scheme, the monthly stipend of Rs.100/- per month per child will be disbursed only after the child is successfully mainstreamed into formal system of schooling. Till that period, the amount of stipend will be regularly deposited in the Bank Account of the child. The accumulated stipend amount could be handed over to the child at the time of her/his getting mainstreamed.

Nutrition: The amount for provision of nutrition to the children in the special schools has been doubled from Rs. 2.50/- per child per day to Rs. 5/- per child per day.

Health component: In the existing scheme, there was no separate budgetary provision for any health component to take care of the health- related aspects of the children. In the revised scheme an amount of honorarium (Rs. 5,000/- per month for one doctor for every 20 schools) has been provided to put in place an institutionalized mechanism for regular and periodical effective health care of the children by a doctor.

The NCLP may give clear guidelines to the doctor to the effect that he/she should give more emphasis to the normal growth -related aspects of the child including weight, height etc. A health card in respect of every child also needs to be maintained with all the necessary entries.

Vocational Training: In the existing scheme, there was no separate budgetary provision for the services of any Master Trainer for imparting training to the children/teachers. In the revised scheme, budgetary provision (Rs. 5,000/- for one Master Trainer for each NCLP) has been provided to hire the services of a Master Trainer for each NCLP.

Training for educational teachers: In the existing scheme, there was no separate budgetary provision for providing training to the educational teachers. In the revised scheme, budgetary provision has been provided to impart training to the teachers twice during the 10th Plan period.

In the revised Scheme, provision (Rs. 2.75 lakh per survey) has been made to conduct surveys of working children two times during the 10th Plan period.

Project Implementation:

The entire project is required to be implemented through a registered society under the Chairmanship of the administrative head of the district namely, District Magistrate/Collector/Dy. Commissioner of the district. Members of the society may be drawn from concerned Government Departments, representatives of Panchayati Raj Institutions, NGOs, Trade Unions, etc.

It is necessary to involve suitable voluntary organizations in the implementation of the project, especially in the running of the special schools. However, the project society can itself directly execute some of the programme activities. The project society would draw up its own criteria regarding the eligibility of NGOs for associating them in the project activities.

The rehabilitation of child labour calls, for a lot of voluntarism and a high level of motivation on the part of those implementing the scheme. Therefore, the running of

special schools should be entrusted to good, reliable and reputed non-governmental organizations, including Panchayati Raj institutions and Trade Unions. Experiment of running special schools through small implementing agencies like Yuvak Sangh, Women's Group, Village Club, Youth Club etc. have been found to be successful. Implementing Agencies, with adequate checks and balances, should be encouraged by the project societies to take up running of the special schools. In case adequate number of good NGOs or implementing agencies is not available, the Project Society only as a temporary measure could run the centres. However, running of these special school should be progressively passed on to NGOs, and other implementing agencies.

Monitoring & Evaluation:

Regular monitoring at the Central, State and district level is important for the effective implementation of the project. At the national level, a Central Monitoring Committee has been set up under the Chairmanship of Union Labour Secretary for overall supervision, monitoring and evaluation of various child labour projects. At the District Level, the Chairperson should review the functioning of the project continuously. The functioning of the child labour projects are to be monitored and reviewed at the State level by the State Department of Labour (or any other designated Department). In addition, the State Governments are expected to oversee the enforcement of protective legal provisions and act as a focal point for child labour issues in the State and be instrumental in the coordination of the developmental programmes for the benefit of the child labour which is an essential part of the National Child Labour Policy. Apart from regular monitoring of the projects, periodic evaluations are required to be undertaken to take mid-course corrective measure and also to assess the overall efficacy of the projects.

Role of the State Government:

There are a number of areas in which the intervention of the State Government is essential. Few of them are illustrated below:

- a. Finalization of uniform curriculum, course content and textual material through involvement of the Department of Education, SCERT, SIET, etc.
- b. Coordination with the State Education Department for facilitating the enrolment of children passing out of the Special schools/ Rehabilitation Centres into the mainstream education system.

- c. Finalization of craft and pre-vocational training module for children enrolled in the special schools.
- d. Ensuring inspection of the child labour projects and sending periodic (at least once a year) inspection reports to the Ministry of Labour.
- e. Regular interaction with project societies for ensuring timely submission of Audited Accounts and Utilization Certificates by the project societies. The State Government must review the progress in the implementation of the child labour programme twice every year.
- f. Brief training of the volunteers by way of orientation programmes.
- g. National Child Labour Project is a demonstration project, which cover limited number of working children. State Governments should find ways and means for rehabilitating other working children either through their enrolment in the formal system or through any other methods deemed appropriate.

Funding:

Since the projects have been taken up in the Central Sector, the entire funding is done by the Central Government (Ministry of Labour). Funds are released to the concerned project societies depending upon the progress of project activities. The release of funds for a financial year will be made in two equal installments. The first installment for the months of April-September will be released, in case it is proposed to continue the project in that financial year. The second installment will be sanctioned after the receipt of Audited Accounts, Utilization Certificates of the grants released earlier in the previous financial year and a progress report in the prescribed format for the period ending on 31st March of the previous financial year.

Project staffing and Budget:

The project society must confirm approved model budget and any change in the pattern and norms of expenditure either on project personnel or on welfare inputs must be with prior and express approval of the Ministry of Labour, Government of India. The pattern of budget, engagement of personnel/volunteers etc under the existing project should progressively conform to the revised pattern.

In short the focus of the 10th plan is as follows-

- Focused and reinforced action to eliminate child labour in the hazardous occupations by the end of the Plan period.
- Expansion of the NCLP to additional 150 districts during the Plan.
- Ensuring that the NCLP have a focused time frame of 5 years with clearly defined targets.
- Linking the child labour elimination efforts with the scheme of Sarva Shiksha Abhiyan of the MHRD an attempt to ensure that small children in the age group of 5-8 years get directly linked to school and the older children are mainstreamed to the formal education system through the rehabilitation centres. Increased efforts to provide vocational training to the older children.
- Strengthening of the formal school mechanism in the endemic child labour areas in the country both in terms of quality and numbers in such a manner as to provide an attractive schooling system to the child labour force and its parents so that motivational levels of both the parents and such children are high and sending these children to school becomes an attractive proposition.
- Effective provision for health care for all children would be made.
- Implementation of the Child Labour (Prohibition & Regulation) Act would be made much more effective.
- The monitoring system would be further systematized with the close involvement of the State Government to ensure that the project is able to attain its objectives within the given period.
- Equal importance would be paid to the aspect of continuous awareness generation through print, folk and electronic media. Requisite training and sensitization of workshops would be conducted for officials at all levels.
- The task of elimination of child labour be placed on the top of the nation's Agenda and given a "Mission Mode".
- Convergence with the ongoing schemes of the Dept. of Education, Rural Development, Health and women & Child Development would be critical for the ultimate attainment of the objective of elimination of child labour in a time bound manner.

Large-scale involvement of the voluntary organizations at the district level to assist in the running of the NCLP schools. The attempt during this Plan would be to encourage the running of the rehabilitation schools only through accepted and committed NGOs so that the Government machinery is not burdened with running of such schools.

Chapter –2

METHODOLOGY

METHODOLOGY

This chapter is divided into two sections the conceptualisation and the design. The conceptualisation has been drawn from the review of literature and the focus of research is on understanding strategies to prevent child labour as well as to improve their lives. The design subsequently is drawn from the conceptualization.

CONCEPTUALISATION:

When we look at the cases of child labour it is clear that the complex processes of poverty, unemployment, displacement and lack of supportive services play a key role in generating processes within families that compel children to join the labour force. Inevitably this child labour cannot enter the formal sector. Their vulnerability is exploited by the informal sector as they are made to work under dangerous conditions for long hours and negligible remunerations. Under these conditions even if children are 'freed' from bondage, they actually have no place to go because their families are not in a position to take care of them and they are not skilled or prepared enough to take alternative employments and the welfare sector has very few institutional answers to their problems.

The states effort to create schools, homes and training programmes has provided some relief but is often only a means of delaying their re-entry into the informal sector. The question arises are they spared for periods sufficient to help them grow out of their childhood before they reenter workforce? Does the break help them acquire education or skills? Does it provide physical and emotional security? What is the coverage by these institutions and how effective they are in performing the benevolent role conceptualised for them? These are some of the questions that we ask? And to do that we have chosen two schools in the Taraon block of Allahabad district, one of the carpet weavers and the other for bidi workers. While the former is a rescue centre plus school the latter is only a day school. They permit us to examine two very different strategies of a broad policy one of total rehabilitation and the other of education. While the first is run by a missionary NGO the other is a regular NCPL school under the district centre.

We propose to study the background of children, their socio-demographic composition and their experiences at work and with the school. In addition the school working and its management would also be explored to assess pilferage and quality of services.

There are three schools of thought. One proposes that poverty deters school, the other thinks that it is not the poverty that matters as children contribute little, it is actually the school system and its problems that deter children's education. The third viewpoint is that isolating children from families and only educating them is a poor idea as it is antithetical to our social system. Children should be permitted to work but in safe environment, for fix time and ensured education (Roy 1998). We would like to explore which of those views is valid in our study area.

This study basically covers children who live in Taraon block and come from poor families whose economic condition is very poor. Their families are basically daily wage labour most of them don't have agricultural land and even if they have any, it is totally barren. Their families are nuclear and very often they don't have a helping hand. Due to poor economic condition their children don't go to school and even if they go to school they don't study more than two or three classes. After that they start working, even they are sold by their parents to brokers. Distribution of land in this area is very skewed. Landowners have rice mills, which make this difference bigger. Common people are not well educated due to that they lack awareness of legal rights and are often cheated. They also lose their children to these people as bonded child labour.

In Bal Vikas Ashram children are brought from many places such as carpet looms, stone mines, tea stalls, and agricultural fields etc, which are rescued during police raids. During the rehabilitation process they have been given education and taught many economical skills.

National child labour program school is an institution, which is run by the state government. The funds come from the centre's scheme NCLP. Children are lured by some facilities such as 100 rupees per month and mid day meal. This is government's

initiative to restrain the increase of child labour. This program is running in many states.

The reason of taking two different schools was to analyze the potentials of two different strategies, which are implemented in same block in different ways and with different work structure even those while basic objective is the same to rehabilitate children. While NCLP can provide only education (basic and vocational) and nutrition, BVA provides other basic amenities like housing, clothing, emotional and physical security etc.

OBJECTIVE:

To understand the problems of institutions engaged in rescuing children from hazardous work, their rehabilitation and education and to explore the feasibility of various strategies of institutions.

DESIGN:

This is an area dense with child labour. This place is situated in between Allahabad and Mirzapur. Due to its distance and deferent terrain, the region is out of sight of administration. In spite of this governmental and non-governmental organisation are trying to eradicate child labour. Two schools are run here. One of them is run by in governmental program whereas another one is run by NGO. Both of them are situated in same region. These two different types of schools with different strategies towards rehabilitation were selected in Taraon. District with which the researcher was familiar. The selection therefore was purposive. One of these, the Bal Vikas Ashram was run by a missionary institution and did total rehabilitation while the other was a school that let the children continue their work (at home units or units out side home) but provided education as well as nutrition. The selection thus helped us Asses which of the two strategies works better. We have attempted to develop two case studies through this design.

Children are selected by purposive selection focusing on those released from carpet industries this constituted 50% of schools children were selected. All of them are not taken due to either lack of availability or lack of their cooperation. This school is situated in Taraon block that is town. Children were selected purposively priority

because in Bal Vikas Ashram over 50% came from carpet industry and in NCLP School the majority were Bidi workers. They constituted the sample therefore although in NCLP we also included tea stall workers and agricultural workers. Some children were too scared or too non-communicative that also made random sampling difficult. We have taken about 50% of the children from both the institution –24 from BVA and 21 from the NCLP school. All employees directly attached with these institutions have been interviewed.

DATA REQUIRMENT:

I used two types of data in this study secondary data and primary data. This is as follows-

Secondary data: I used government document and surveys and research and journals in library or documentation at different institutions like National Labour Library, UNICEF and ILO documentation in policies and child labour rehabilitation program. There are many type of studies that helped in this study to evaluate institutional rehabilitation program, institutional structure, personnel, children behaviour, Curing facilities and other related factors.

Primary data: the primary data required for this study was as follows-

- ❖ Demographic information: sex/age
- ❖ Socio background: Kaccha house and Packka house, caste agricultural land, relatives, their relationship.
- ❖ Psychological aspect: perception, aspirations, leisure time activity, group affiliation and social interaction.
- ❖ Economic aspect: source of income, wages, amount spent on self, exploitation and condition of work.
- ❖ Affiliation: with other children, family support, affiliation with staffs, daily activities and basic facilities.
- ❖ Perception of children: About rehabilitation centre, family, friends, perception of work employer and about future aspirations.

TOOLS:

Several tools were used to collect the above data. These were:

1. Observation:

This is a best medium to understand their life, behaviour, perception and aspiration. This is a mainly non-participatory observation of children and their behavioural activity and daily life activity to understand their lives to be a person as a child labour and a part of his group.

2. Interview schedule:

There I used semi structured and open ended schedule. The interview schedule had questions concerning child labour's background, present condition at rehabilitation center, family, different problem in their life, personality development as well as important facts about their aspiration.

3. Group discussion:

Main emphasis is on general opinion of the child labour on particular issues including family support, expectation, aspirations, and their attitudes towards family, institutions and society.

4. Interviews: all teachers were interviewed as well as the school in- charge and employers.

5. Case Report:

A case report is a detailed study of a single event or a unit. The social unit is usually located in one physical place, the people making up the social unit being differentiated from others who are not part of it. In short, the unit has clear boundaries, which make it easy to identify. The case report touched major phases of the concerned child laborer's actual condition, working experience, health problem and social adjustment problem.

Field notes:

Specifically, it was used to record the qualitative data collected in the research setting, i.e. the two village schools. Field notes were prepared as a crucial aid in field observation and for keeping records of interviews and discussion.

Phasing of the study:

The first three months were invested in reviewing literature and collecting secondary data.

The next four months were used in selection of schools, building rapport and then collecting data.

The next three months were spent in analyzing the qualitative data and quantifying some aspects and updating review. The next two months were spent in writing the formal dissertation.

Limitations of study:

1. Given the very high level of insecurities among children, it needs greater rapport building and time.
2. Children who were living for long periods may not always remember things from their past. There was a resistance to recall unhappy experience.
3. The new children were too insecure to talk to any one.
4. Our study being qualitative we cannot generalize it. Its biggest limitation is that the NCLP School was of extremely poor quality and therefore it did not give any idea of the potentials of this strategy.
5. It is not possible to assess how many of the NCLP Schools of this quality or for that matter how total rehabilitation Schools can match Bal Vikas Ashram.

Chapter-3

BAL VIKAS ASHRAM: A RESCUE CENTRE FOR CHILD LABOUR OF TARAON BLOCK

BACKGROUND OF INSTITUTION:

Location:

Bal Vikas Ashram (BVA) is situated in village Taraon, which is in Allahabad district at 70 km from the city. The home has the capacity to accommodate 60 male children. The home started functioning on 11th December 1999 with the arrival of four children and was formally inaugurated on 19th February 2000.

Whenever Diocesan Development Welfare Society (DDWS) rescued children, there was no proper place to house them. Either they were sent home and forgotten or kept in a Government Juvenile home along with the delinquents. This, they had found from experience, was a sad response to the problem of child labour and the remedy was worse than the cure. With this scenario in mind DDWS decided to set up a good transit home for those children providing them with basic clean amenities and help in the process of rehabilitation.

It is estimated that more than 20,000 boys are trapped in the carpet belt the eastern UP. 98% child laborers are lured through middleman, being promised golden opportunities – money, food and employment. The Diocesan Development and Welfare Society (DDWS), with the help of the legal cell of “SAHYOG” an NGO, decided to intervene in this area of migrant and bonded child labour in 1995.

The real place for a child is at his own home with his family. Therefore, the stay of the freed child at the transit home is for an optimum period of six months to one year, it is felt that this time will be needed to overcome the negative effects of the loom, for acquiring functional literacy, and skill for rural oriented work. In case of orphans and children where parents could not be traced, the period of stay at the transit home maybe longer, till alternative arrangements could be made. Here the children learn various things like yoga and other skills relevant to rural economy by using the method of “learning by doing”.

BVA works in close co-ordination with administration, Labour Department, Medical Department, Police Department and Judiciary, for rescue operation, rehabilitation of the released children, effective prosecutions and convictions of the slaveholders. Liberation of the migrant child laborers from bondedness and reintegration of the released is the main concern of ashram.

Bal Vikas Ashram is working continuously for the last six and half years for release and rehabilitation of the migrant child labourers and also for the deprived and helpless children who are in need of special care and protection. The ashram focuses on the complete personality development of a child through its guidance and training programme that child is able to become self reliant and they avoid falling again into the trap of bondedness.

An Overview of BVA:

From Allahabad it takes 3-4 hours by bus to Taraon and then two kilometers takes us to BVS. It is a single floor building with 12 rooms enclosing an open space. The rooms in the right side row of the quadrangle house the Director and the offices of the officers as well as the managers living quarters. The open space has a few bushes & flowers. Behind the building there is a much larger space with trees- guava, mango, papaya, banana and so on. The children also do gardening there. The row of rooms in the backside has rooms for carpentry, tailors, electricity work where children are taught these skills. The rooms on the left side are used for classes, sleeping and living space for children and cooking and eating. The front of this quadrangle is open with a low wall, a hedge and an iron door.

Of the teachers, the coordinator was the most experienced. He is associated with the school since it was started by the missionaries. With his MSW background he is appropriate for the place and is known to be the best teacher and the most caring individual. The teachers who give vocational training come only for two hours in the evening. They are not much involved in other activities.

Lal Mani, the supervisor teacher is a 24 hour resident of Taraon and spends 8-10 hours daily in the school. He is good with the children and also goes for rescue operation. He also does public relation and mediation for the school with village Panchayat, police etc. He has teaching responsibilities as well as house keeping work. The caretaker came seven years back and is one of the old team member. The director and the manager (a nun) have come only a year back. The latter has come from a missionary school, she has no experience of dealing with special children and her initial stay was difficult as neither she was competent to deal with the situation nor the children liked her. The other teachers too resented her. The director father Raymond has come from south and therefore was unable to communicate but he has picked up the language over the past year and now communicates and mixes well. The other staff apart from their prescribed duties can be given any additional work when necessary.

On the whole it is good team that is trying to help bonded labour. Initially the presence of the new sister (the nun) created a lot of problems for the children but with the intervention of the Director things have settled down. Compared to official homes, children get better food and are looked after well.

A team of fifteen people runs the institution. Their qualifications and value of work is given in table I.

Table 1.1 – Qualification & Work Responsibilities of Personnel

Post	Qualifications	Nature of work and experience
Director	M.A., M.B.A.	Managements of projects and acts as a mediator between missionary and society
Manager (Sister)	B.A.	Just a manager of transit home and she has an experience as a teacher in public school.
Co-ordinator	M.A., L.L.B.	Helps the director, teaching and rescue operation

Supervisor teacher	B.A.,	Supervises and manages all the programme which is related to study and skill
Caretaker	Inter mediate	Manages all the basic facilities like food, clothes, living condition etc.
Tailoring teacher	8 th class	Skill trainer
Carpenter teacher	Intermediate	Skill trainer
Teacher	B.A.	Teaching and care
Electric teacher	B.A.	Skill trainer
Driver	10 th class	Driving
Gardener	Literate	Skill trainer
Gatekeeper	Literate	For Security
Gardener	Literate	Skill trainer
Cook	8 th class	Cooking food

Education and Training Programme:

For education the school uses books of Eklavya Prakashan. This is a set of books for non-formal education that does not divide children into classes. They can zero in where ever they can and teachers help in finding their level. They are divided in groups and they are taught to help each other and learn from each other. While the teacher supervises, he also teaches the seniors.

Vocational training is given for six months to make them skilled and self-sufficient. Animal husbandry, soap making and agricultural skills are also taught.

BACKGROUNDS OF THE RESIDENT CHILDREN:

Children (Only boys) in the age group of 9-14 are admitted in Bal Vikas Ashram (BVA). In rare cases only, boys above 14 and below 18 are admitted and receive hospitality at ashram. Rescued children stay for optimum period of six months in some cases such as when child does not remembers his home address and if child is not mentally and physically prepared to go back. At the time of study, there were 40 boys in the ashram

Table –1.2 Age of child labour in Bal Vikas Ashram

Age	9-11	12-14	Total
Number	3	21	24

The result in Table-1.3 shows that majority of child labour belong to Muslim (58.33%) rather Hindu (41.66%) religious community. The result Table-1.4 shows that majority of child labours belong to Scheduled caste (33.33%) followed by Other Backward Caste (8.33%).

Table –1.3 Religion of child labour in Bal Vikas Ashram

Religion	Number	Percent
Hindu	10	41.66
Muslim	14	58.33
Total	24	100

Table –1.4 Caste of child labour in Bal Vikas Ashram

Caste	Number	Percent
SC	8	33.33
OBC	2	8.33
Muslim (OBC)	14	58.33
Total	24	100

Most of the children are rescued from the carpet industry and have been trafficked mainly from Bihar to Uttar Pradesh, who are bonded and are forced to work. Some of the children in the Ashram were also rescued from sari industry, brackens, hotels and dhabas, shops at railway stations, forced beggary, stone mines, agricultural labour etc.

Table-1.5 Family size of child labour in Bal Vikas Ashram

Family size	4-6	7-9	10- above	Total
Number	10	10	4	24

Most of the child labours are belong to large families. Of the 40 children 24 case studies had been worked out. These 24 children belong to carpet loom unit where they were working as child labour. Of these 24 case studies, parents sold 10 children as bonded labour, 8 children were sent for work as a normal process, one child had run away from home. The remaining five lived with their families. There are many children who have only one parent, mother or father. In this study 6 children have no father and some children have a second father. The main cause of this is low life span because of poverty and lack of basic health facility. The government is not serious about this problem as the institutions are neither monitored nor supported adequately.

Children before rescue operation use to be in a very poor condition under the custody of slaveholders. Most of the children were compelled to become slave due to the money the traffickers/brokers gave to their parents, poor economic condition of the family, illiteracy, lack of food to, health facilities, and no future in the village, etc. Most of the poor families get tricked by slaveholders/brokers through false promises of giving food, education and money and send their children to get into the trap of slavery. Sometimes children themselves come to work without informing their parents without knowing the consequences of migrating. Once they migrate from their native places, circle of exploitation starts. They are sold from one hand to another, each and every time they get susceptible to the exploitation. Some of the children were enslaved for more than three years.

In carpet industries and silk industries these children were made to wake up early in the morning at 5 a.m. & work late at night even until 12.30 a.m. depending on the pressure of work. They were given only a break of 2 hrs in which either they can take their lunch and dinner, or they can take little bit of rest and then again start working sitting continuously on a bench for knitting the carpet. While knitting they get rashes on the tender and delicate fingers. Children are not allowed to go anywhere. They are not allowed to play. The slaveholders beat them very harshly if the work is not finished or if during work they do any mistake. Sometimes cruelty is of such a great extent that these children's fingers are put into hot oil; they are tied hanging with the tree and beaten with iron rods. In brick tins, glass factories, and color factories they are made to sit in front of the fire and work. In hot season their condition becomes worse.

HEALTH OF CHILDREN:

Physical condition of the children --When children get rescued, their physical condition is poor. It has been found that most of the children show retarded growth due to malnutrition. Children do not get food in terms of quality as well as quantity when they are enslaved. Sometimes children are so weak that they can't stand even for five minutes also. Due to malnutrition and lack of vitamins disease of night blindness is also seen in the children.

According to Lal Mani, teacher at BVA, diseases such as tuberculosis, jaundice, skin diseases, bleeding from nose, swelling in head, worm infection, yellowness of teeth, weakness, etc are very common in the rescued children due to lack of proper working and hygienic condition. Indigestion is the major problem that is commonly seen in the children staying at Bal Vikas Ashram. It has been found that these children get insufficient food to eat when they are enslaved and when they start getting sufficient food to eat; they get indigestion and stomach pain.

According to the security guard of the ashram who gives duty at night, some times these children shout while sleeping due to feeling of insecurity. They are so much afraid of these owners that they always see nightmares in which they feel that they are given good beatings, they are made to walk on glasses and fire, they see that some one is separating them from their families.

Signs of physical torture such as cuts and rashes on their skins, burn marks are also seen. It has been found that sometimes owners burn their skins with matchsticks, put their fingers in hot oil, black patches on skin of the child due to beating with an iron rod

Psychological status of the children--When these children are rescued they are very much afraid of the rescue team, they are not able to speak, they weep, sometimes they start shouting because they feel that again they will be taken to another owner, who may treat them more badly than the previous owner. They feel themselves lonely in this world. They do not believe any one since everyone has cheated them and exploited them for vested interest. All these affect the physical and mental health status of these children and hence overall development

Fear of slaveholders/brokers has a major affect on the psychosocial status of the children. It has been observed and found through interaction with the rescued children, that they do not go alone at dark places. The reason is not an imagined devil very much common in the normal children (not enslaved) but the reason is that they feel some slaveholders/brokers will come in dark and take them away. Instead of

going alone in the dark places these children go along with each other to support each other psychologically.

A new child in the ashram often remains silent. He keeps himself aloof from other & does not involve himself in any activities of the ashram. His memory power is very weak because of fear and he remembers the exploitation by the owners. He does not understand things easily and sometimes does not want any support also to overcome the problem. It has been also observed that these children get angry at once and start fighting with the other children, in rare cases they fight with the caretakers also. He does not want to listen to anyone and wants to sit quietly. A new child at ashram is not able to communicate freely; he hesitates to talk with anyone in the ashram. He stammers while speaking and with no facial expression. He feels uncomfortable. Most of the time, expressions of fear are seen on the faces of the children rescued. In some cases it has been seen that a child doesn't like the environment of the ashram and tries to escape from it.

When some time is spent at the ashram and he starts getting socialized with the other children of the ashram, he starts feeling comfortable. But he doesn't initiate conversation with the other children and staff members of the Ashram.

To overcome his hesitation, the staff members try to involve them in the activities such as gardening, cooking, farming, etc so that curiosity emerges in his soul and compels him to speak. They also observe other children playing in the ashram. At that time they feel themselves freer. Old children at ashram use to involve new children with them to play, to work, to enjoy and whatever they wish to do freely.

After some time the child is able to converse with other children freely. And is now able to make his preferences in terms of games he wants to play, food he wants to eat, book he wants to read, work he wants to do, and dreams the dream for his future. He also starts expressing his feelings to other children.

REHABILITATION OF CHILDREN AT THE ASHRAM:

Counseling session of the children -- According to co-ordinator --“Ashram gives special attention to the treatment of the children rescued that helps them to raise their physical and mental health status. In therapeutic mode special attention is given on child’s preferences, making him feel secure, developing a sense of identity, assessing each child’s condition, and treating the diseases.”

Once the child is socialized with the Ashram’s culture, he becomes quite friendly with the staff members and other children in the Ashram. He is able to express his likes and dislikes. For instance the child feels easy to demand for his basic amenities such as slate and pencil, to study, clothes to wear, food to eat.

According to the co-ordinator “A positive result is seen due to dedicated efforts of the caregivers who make child feel safe at ashram where he is free to do what he wishes. It’s a very great task to make child feel safe because if the child doesn’t feels safe he will not be able to bring a change in him. Most of the Children used to have very bad experience in the custody of the slaveholders. Mental and physical harassment by the slaveholder totally affects the development of the children, which makes them feel insecure even after the rescue operation. Hence caregivers try to counsel him and make him feel easy at the Ashram.” They use mainly two methods to do counseling, which are as follows:

Individual counseling:

The method caregiver tries to know complete detail of child, including family background, social, economic & cultural background and above all his personal problems that he is not able to share with others. Staff involved in it focuses on the feeling of the child before and after rescue operation and tries to help them in recovering from bad experiences, which they have. Love and affection shown by the counselor plays a crucial role in recovery of the child.

Group counseling:

In this method the children are made to sit together and case of each child is discussed one by one. During the discussion of the case children themselves give their strategies to stop and prevent child abuse and child labour. In one instance it was observed that children in the group collectively said that if they will come to know about any slaveholder taking work from children in their villages, they will report it to the ashram and will also report it to the police station. They said that they would beat very harshly the slaveholders and traffickers. Children themselves start supporting each other and there a child starts feeling safe at ashram.

According to coordinator “When the child first comes to ashram, he is introduced to the local police officer. Police officer talks very gently to the child and convinces him that nothing will be done wrong with him and is assured of being protected from the slaveholders and traffickers. This experiment makes child to feel that police is with him hence no need to get worried.”

Old children also convince new comers by telling their stories of enslavement, getting rescued and finally at ashram. These old children tell them that they were also crying and trying to escape when they first came to ashram but after seeing the protection given by the ashram they start feeling safe. By listening to stories of the old ones, new children feel easy and safe. They start feeling free in the Ashram’s environment. They enjoys in Ashram while studying and playing with the other children. Child feels himself so free to earn express his feelings that he doesn’t want to study after the timing of the classes.

According to the manager (Anshita) the timetable of the Ashram is well planed, children have to wake up early in the morning at 6:00 a.m. followed by PT exercises and yoga. At 7:30 a.m. they get their breakfast and 8.00 a.m. their classes starts. Again at 12:30 p.m. they eat their lunch and take rest till 2:00 p.m. Their classes start again at 2 p.m. and end at 3 p.m. After 3 they go to play because now its time for their enjoyment and relaxation. At 4:30 p.m. they get fruits and snacks and at 7:30 p.m. they have their dinner. This timetable is implemented keeping in view the importance of punctuality and regularity for the children to make them successful in their coming future. Its main principle is: early to bed and early to rise makes man healthy, wealthy and wise.

EDUCATION AND TRAININGS OF THE CHILDREN:

According to the manager, education and vocational training plays an imperative role in making the child self-reliant. Vocational training not only provides practical knowledge but also vision to think and analyze the existing situation. Vocational training at BVA is provided keeping in view resources available at the home villages and type of requirement of the villagers. Ashram is providing them training on two aspects. This in brief is as follows:

Art of living

Physical Training and exercises: Most of the children are physically weak when they come to the transit home after getting liberated from slavery. Hence proper attention is being given by staff on their diet, P.T. exercises, yoga, and games to make them physically healthy and strong.

Discipline and silent prayer: Children residing at ashram had come from the society where no such special attention is being given on this aspect; ashram is trying to fulfill this incompleteness. They are been told how to live a simple life and to think for others.

Social education: Special emphasis is given on making children aware of various social evils such as child labour, bonded labour, dowry etc. Knowledge of government plans, functioning of gram panchayat as well as responsibilities and rights of Government officials, Ministers.

Cultural Education: Children are learning to present their creativity in the form of cultural programmes on social issues such as child labour, bonded labour, untouchables, increase in population, environment.

Agricultural training: Up to date knowledge on improved farming, horticulture, vegetable farming, animal husbandry, dairy farming, bee keeping, solar energy and biogas is imparted simultaneously to the children.

Management: Under the supervision of the transit home in-charge four committees of children have been formed for food, cleanliness, security and discipline which dissolves after every 15 days. Through these committees Children at ashram learn how to manage things effectively for their own learning.

Self- employment Training and Education:

According to caretaker, most of the children are illiterate. It's very essential to make them literate hence special attention is being given on their education. Children who have aptitude are given further education and made to appear in examination in near by schools.

Vocational training like tailoring, carpentry, hand pump repairing, electrical appliances repairing and agriculture forming, cultivation of fruit tree and other courses found suitable which can contribute to economic development and which are needed in the home area of the child is being given to the children at ashram.

PROBLEMS FACED BY THE ASHRAM:

There are many problems that are faced by the Ashram for example infrastructural problems, bureaucratic problems, problems created by trafficker and problems created by the children etc. These are explained at below –

From Government--Local administration, police, Ashram coordinator and other Ashram office bearer do the raid operations. Operations mainly involve a district magistrate, local police and ashram office bearer. They have freed all the children who have been involved in this type of child labour with hazardous work but there are many problems in this process, for example—unavailability of police officer at that

time, less cooperation of administration in this operation and information leakage is very frequent phenomena to some informer.

From Employer of Children--This type of employer indulge in corruption. They are very careful about police, administration and local people, who can be harmful for them. They give some 'hafta' (weekly bribe) to local police. In this scenario police sometimes play the role of caretaker of traffickers. They are very careless about exploitation of children. After the rescue of children, some times traffickers have attacked the Ashram for releasing the children.

From Children--When they are new in this ashram, they behave abnormally and feel fear in this ashram. When children are rescued they are even afraid of the rescue team, they cry, sometimes they start shouting. They are difficult to interact with or involve in any activity. It takes a lot of intense emotional energy & time to bring them to a normal state

New children in ashram keep silent and stay alienated from other children. They do not involve themselves in any of the activities of the ashram. They do not understand things easily and sometimes do not want any support also to overcome the problem. These children get angry suddenly and starts fighting with the other children and in rare cases they fight with the caretakers also. Child does not want to listen to anyone and wants to sit quietly.

EXPERIENCES OF CHILDREN:

General feeling as it was at the loom: All the children have very poor experience about work at the loom. They have no time for play, no good food, no clothes, no ventilation and no sun light during the working period. In the words of Sandip- "When I came to loom, I know that agent was owner's younger brother, when I entered the loom I was told very harshly to learn and weave carpet of the required length. It was very bad experience for me. There at my work place work time was 5 a.m. at morning to 11 p.m. at night, only two hours of break for daily activities and lunch as well as

dinner. Food times were there twice a day. That food was not good. There we suffer mental torture and lack of rest. They don't allow us to go out side." According to Ranbo-"At the loom owner's place no good food was given to boys. They give us watery "dal aur roti" was not permitted to go out side for playing or any other matter. He did not give any paisa for work and said that this money already send at your home, I will not give money to you." All the children had to work for long period, and they had no rest. In the word of Shahanwaz-" "Most of the time that broker was supervising our work. I never dreamt of such a poor condition at this age when other children used to play and enjoy, I was working continuously on loom for more than 16 hrs daily."

General feeling about ashram-- The general concern of children is mainly future security, present plan and food clothes etc. They all are happy to come at the Ashram this is reflected in all the case studies for example –in the words of Rambo "Here at this ashram I came three years ago and I did not like this place but after meeting other boys I feel better at this place. Here I learned many things which are related to carpentry, gardening, tailoring etc. My guru ji said that these skills would support me in future to earn money." In the word of Shatrughan Kumar "I am very happy at this ashram because here I have time to play and I can call my parents on phone. Here guru ji gives toffees to all of us. Ashram's food is good and delicious, here we learned a rural economical skill, which will help us in future in earning money." In the words of Jai Nandan-" Here after being rescued I got friends for playing. Here I enjoy my life but every time miss my parents'. At the Ashram I eat good food and fruits, which we grow in our ashram. Here I read play and learn more skill which will help in future to earn some money. Here we learn skills e.g.-carpentry, tailoring electrician's work etc."

Initial reaction ---When they came here they feel a bit unhappy and very uncomfortable in the presence of unknown person and routine that firstly irritates them but after some time they adjust themselves and they feel happy in this environment. Here they have friends for playing, good clothes, food and sufficient time for sleep.

What they like and dislike about the ashram -- Here they are very happy but at the first time when they came to ashram they were not happy in the sense of unknown persons and adjustment at new place. In the word of Biran-“ Here at ashram I have studied and learned about electricity. Here I am residing in this ashram for 6 to 7 month and I was also in carpet loom for 6 to 7 month. My elder brother was also in the same carpet loom due to that reason I was not beaten by the owner .He also allowed me to go to out side to the market once in two weeks.”

“Here no one comes to meet me because my home is at far place in Katihar, Bihar. I can talk to our parents on phone. Here at ashram I have learned about skills, which will support me in future. Guru ji said that if you learn this skill then you would be able to earn nearly 100 rupees per day”.

Their concerns and Aspirations--They are very serious about their future. They are dreaming to be a teacher, electrician, carpenter etc Rakesh Kumar answers when he was asked whether he wants to return back to his home? He answered, “I just don’t want to go back since my father without caring about me sold me to the owner. How can I go back? I will not go before two years. At this ashram I have better conditions of food, cloth and future prospects. Ashram work as a mediator for government donations and loan.” Here he is learning many skills about rural economic activity for future. After that he may be in good condition. As far as Irshad is concerned here at the ashram he feels comfort with his condition related to at loom in carpet industry. Here he is learning about carpentry, electricity and honey bee, cow and poultry farm which support in future for better life and support in taking loan. Here he is also interested about studies that he receives in ashram.

PROBLEMS FACED BY THE CHILDREN:

Children in loom industry are in a very critical condition. They have no time for play or for any activity and they have no time for proper sleep. They have four to five hours in the total 24 hours for leisure. They have no proper food facilities in the looms so they all suffered malnutrition and stomach problem. They survive in very inhuman condition. There was no cross ventilation in work place as well as no sunlight.

Earlier at Ashram they feel unhappy because they are not familiar with the Ashram and the most important factor is this that there is no for familiar person and no familiar place. They feel alone in the Ashram and a deep desire for home, friends, and relatives is a common. Physical tortures such as cuts, rashes and burn marks can also be seen on their skins. They are suffering from sleeping disorder, nightmares and some psychological disorder like depression and mental stress etc. they suffer from many diseases like tuberculosis, jaundice, skin diseases etc. (see appendix-1)

Chapter -4
SCHOOL UNDER THE NCLP SCHEME: THE
CASE OF TARAON VILLAGE

COVERAGE AND WORKING OF NCLP:

According to National human rights commission report by Shri Chaman Lal, there were three major aspects of rehabilitation.

Educational Rehabilitation of Detected Children

24261 out of a total of 29752 children identified in hazardous occupations have been admitted to Formal or non-Formal System of Schooling. This gives a fairly satisfactory percentage of 82.7%. In the non-hazardous category, it comes to 89.2%. Excluding the number of children belonging to migrant families, (8210), only 797 out of a total of 65749 that is 1.2% have not been admitted to Schools.

Although the picture can be described as too good to be true and does not take into account the actual retention of these children in Schools after enrolment, with the efforts of the Labour and Education Department, the overall situation of education of identified child labourers in the State has certainly shown some improvement during the period of review.

Economic Rehabilitation of Affected Families

The number of affected families in respect of total detection of 29752 children employed in hazardous work (till 30th June 2005) is 24233. Of these, only 4962 that are 16.67% have actually been provided some rehabilitation in compliance with the directions of the Supreme Court. Of the remaining, 7384 families have been shown as already rehabilitated, 5441 unwilling to take assistance available under the Normal Schemes and 5662 migrant families. This leaves a balance of 784 families, which need rehabilitation. It is worth mentioning that the number of families awaiting rehabilitation was 2303 in the last Review made in March 2004. A number of pending cases of rehabilitation are reported to have been cleared during the period of Review.

Recoveries from Offending Employers

The number of employers involved in the total detection of 29752 children in hazardous work is 10,741. 7877 prosecutions have been launched against the employers since the First Survey of 1996-97 ordered by the Supreme Court. 7176 R.Cs have been issued for recovering a total amount of Rs. 32,40,60,000. The Court

has stayed 1471 R.Cs, 1406 have been quashed/returned. A total amount of Rs. 1,03,49,632 has been collected which includes Rs.8, 29,783 collected after the last Review (March, 2004). The total collection in the Districts of the Carpet Belt is Rs. 15,38,164 (14.86%). The statement received from the Labour Commissioner, UP shows that a total of Rs. 14,00,06,225 is recoverable against R.Cs, which have neither been stayed, nor quashed/returned. The number of these R.Cs could not be furnished. Special efforts need to be made to settle. These R.Cs, which have not been contested and are pending execution. The Labour Commissioner was advised to write to the D.Ms in this connection. (Chaman Lal)

NCLP, the joint project of ILO and Ministry of Labour, India was started in Allahabad in June 1999 with sanction of 40 schools of 50 students each. 2000 children benefited from 40 schools run by 44 NGOs from May-June, 2000 to June 2003. In the next session of the Project, 20 schools were started in October/November, 2003, 2 in January 2004, 14 in October 2004 and 1 in November 2004. All these 37 schools subsequently were brought under Operationalised INDUS Project funded by the Ministry of Labour of India and US on 1.10.2004. A total of 2941 children have so far been mainstreamed after clearing 5-class examination in this district. Under this scheme, of the 37 schools now in operation, 22 are being run by the NGOs numbering 20 and 15 by the Project Society. The total number of children is 1850 with girls (1124) accounting for 60.7 % of the total. OBC representation is 63.35 %, SC 33.62 % and general category 3.02%

INDUS Child Labour Project started a survey on 1.5.04. The survey conducted during May to July 2004 identified 787 children in 5 – 8 years for mainstreaming, 1526 in 9 – 13 years for Transactional Training Centres (TTC) and 1250 for Job Oriented Vocational Training. 37 schools TTC are actually imparting schooling to 1850 children. . INDUS Child Labour Project also known as INDOUS (DOL) Project.

The Ministry of Labour, Government of India and US, Department of Labour has developed a project under ILO-IPEC for Prevention & Elimination of Child Labour in identified Hazardous Sectors. This project has been being developed as a follow-up of the Joint Statement on “Enhanced Indo-US Cooperation on Eliminating Child Labour” signed between the Ministry of Labour and the US Department of Labour in

August, 2000 whereby each reiterated their respective nation's commitment to the Prohibition and Elimination of the Worst Forms of child labour as a matter of urgency and agreed that each would support and facilitate the development of comprehensive projects in identified sectors.

The INDUS Project (INDO-US), it is jointly funded by the Ministry of Labor, Government of India and the Department of Labor, United States of America (USDOL) and is implemented in ten hazardous sectors in 21 districts across five states namely, Maharashtra, Madhya Pradesh, Tamil Nadu and Uttar Pradesh. An estimated 80,000 children will be withdrawn and rehabilitated in this project.

Support activities will also be directed towards 10,000 families of former child worker

The major components of the project include:

1. Identifying children working in hazardous occupations by means of a detailed survey.
2. Withdrawing children in the age group 8-14 from hazardous occupations and providing them meaningful transitional education.
3. Making provision for systematic vocational education/training of adolescents.
4. Providing viable income generating alternatives for families of children withdrawn from work.
5. Strengthening public education of child workers (to be implemented through the Department of Education, MHRD)
6. Monitoring/Tracking.
7. Capacity building of National/ State and Local Institutions
8. Raising interest towards Action against Hazardous Child Labour in other States.

Five districts of UP namely Moradabad, Ferozabad, Aligarh, Allahabad and Kanpur (City) have been selected for the INDO-US DOL Project which aims at complete elimination of the worst form of child labour identified in these Districts. The project envisages detection of 4000 children in each District. 1000 children will be identified in the 5-8 years age group and mainstreamed by admission to formal or non-formal school for primary education under the Sarv Shiksha Abhiyan. 2000 child labourers identified in the age group of 9-13 years will be educated in 40 Transitional Education

Centres (TEC) run on the NCLP lines. 1000 child labourers identified in 14-17 years of age group will be targeted for Employment Oriented Vocational Training.

The INDUS Child Labour Project is being operationalized under the overall monitoring by the State Level Committee headed by the Principal Secretary (Labour). Aligarh Muslim University, Lucknow University and the Govind Vallabh Pant Institute for Social Sciences, Allahabad were engaged for survey in these Districts. The State Resource Centre has been established in the Office of the Labour Commissioner, UP for the conduct supervision and direction of the project in five Districts. The project has been operationalised on 1.9.2004 in Moradabad, Aligarh and Ferozabad and on 1.6.2005 in Allahabad and Kanpur (city).

In the age group of 5-8 years, a total of 17,985 child labourers have been identified in these Districts with girls (7009) constituting 38.97% of the total. 11,618 (64.59%) of these are non-school going children. 6598 out of them have been admitted to the Primary Schools.

In the 9-13 age group, a total of 30735 child labourers have been identified, 17,893 (58.20%) are non-school going children. The project provides for admission of 10,000 children to TECs (2000 each District). However, the actual numbers of children admitted to these schools are:

Aligarh	- 2685 children in 62 schools
Allahabad	- 2050 children in 41 schools
Ferozabad	- 5459 children in 114 schools
Kanpur (city)	- 1554 children in 40 schools
Moradabad	- 2768 children in 90 schools

Beneficiaries Targeting System (BTS) for Employment Oriented Vocational Training. Information in respect of Kanpur city has not been furnished. It has been planned to run Vocational Training Centres in the traditional sector in Districts Aligarh, Allahabad and Moradabad by the Project Society. Lock-making and Hardware have been decided for Aligarh, Sculpture, Carpet weaving, Motor repairing, Hand-pump repairing for Allahabad and Scanning. Pattern designing, Fabricating, Chipping and Emery work for Moradabad. Dr. Reddy Foundation in IETS,

Hospitality and CRS from June 2005 in Allahabad and Kanpur city has started vocational Training Centres only. The progress is certainly slow.

The number of affected families relating to the withdrawal of 1703 children from hazardous occupations/processes is 1583. Only 158 of these (9.28%) have been received some rehabilitatory assistance. 493 families were already having some employment, 270 are reported to have refused any help, and 593 families belong to migrant labourers. As such, 69 families remain to be rehabilitated.

NCLP SCHOOLS FOR EDUCATIONAL REHABILITATION:

The National Child Labour Project was initiated in three Districts of UP viz Aligarh, Ferozabad and Varanasi in 1988-89. It was further extended to Allahabad, Moradabad, Khurja (Bulandshehar), Mirzapur and Bhadoi in 1999. Saharanpur and Kanpur city were brought under this project in 1999-2000 and Azamgarh in 2001. However, the Child Labour schools were actually started in Aligarh and Ferozabad in 1995-96 and at other places from March 99 onwards after the NHRC started monitoring the Child Labour situation.

A total of 496 Schools against a sanction of 530 were in operation in 11 districts at the time of last review by NCLP in March 2004. The number of children attending these schools was 24,457. The number of schools has since gone up to 1089.

The year 2004 also saw 15 additional Districts (Agra, Bareilly, Gazipur, Jaunpur, Sonbhadra, Meerut, Ghaziabad, Mathura, Itawah, Mau, Rampur, Lucknow, Basti, Deoriah and Banda) that were brought under NCLP. 512 additional Schools have started functioning in these Districts. The survey work of the scheme has been completed in Districts Basti and Banda and schools will be opened after sanction is received. As the survey in the District Deoriah did not reveal any sizeable number of actual/potential child labours, the Labour Commissioner has proposed substitution of Deoriah with Bijnore. Decision from the Union Labour Ministry is awaited.

These are: Fatehpur, Pratapgarh, Faizabad, Gonda, Lakhimpur Kheri, Sitapur, Behraich, Sravasti, Badayun, Unnao, Sultanpur, Barabanki, Rai Bareilly, Balrampur, Gorakhpur, Kushinagar, Maharajganj, Sidharthnagar, Hardoi, Muzafarnagar and

Etah. Project societies have been formed in all the Districts. Funds to undertake survey have been received for 20 Districts (Rs. 4,58,500 each District). It is awaited only in respect of Etah. Survey of targeted beneficiaries has been completed in 14 Districts. Sanction to start the following Schools (50 students each) has also been received for the following Districts:

Fatehpur	- 39 schools
Pratapgarh	- 39 schools
Faizabad	- 44 schools
Lakhimpur Kheri	- 29 schools
Sitapur	- 30 schools

Sanction is awaited for the remaining 9 Districts. Survey is yet to be started in six districts namely Gorakhpur, Kushinagar, Maharajganj, Sidharthnagar, Hardoi and Muzafarnagar.

With the operationalisation of all the sanctioned projects, 47 Districts out of a total of 70 in UP will be covered under the NCLP to benefit 54450 actual/potential child labourers. Out of a total of 1089 child labour schools now being run in 23 districts of UP, 347 have been brought under the Indus Child Labour Project.

BACKGROUND OF THE NCLP SCHOOL OF TARAON:

Located in a Taraon village, the NCPL School is located in a rented building. It has only two rooms with a small enclosure in front, which offers some open space. There is a hand pump inside. Children sit on mats for study. Food is cooked in a third small storeroom and kept for mid-day meal. Often the rent is not paid and at the end of my visit the owner threatened the teachers that he will evict them.

The professional teacher was rarely seen; the other two lived in the same village but came daily. While the latter were landless and came from poor backgrounds, the former was well off and could use her connections to stay in job. None of them had been paid for last six months.

The teachers have to visit the district centre once a month. They get no money for this and find traveling difficult. They complained that the project director demands Rs. 500 out of Rs.1, 500 salaries every month.

Though 50 children are enrolled only 21 come. The education is difficult as all children sit together and teachers find it difficult to manage different levels. They have children from 1st to 5th class. Visitors are greeted and discipline maintained for short periods but rest of the time is chaotic. The school is between 10 am to 2pm.

SCHOOL PERSONNEL:

Table –2.1 Post and qualification of personnel

Post	Qualification	Payment
Professional Teacher	B.A.	1,500
Educational teacher	Inter mediate	1,500
Educational teacher	Inter mediate	1,500
Volunteer	Inter mediate	1,000
Aaya	8 th pass	8,00

An educational teacher—“There are no extension in salary. There is no facility of our children to support a system in school. What can we do? There is no any T.A. for training in city for district training center. These types of many training are organized only in city for one time in one month. This schools place has only till 2006. There are only two rooms; one small ground and one dirty toilet and hand pump for water for all five classes of students. We have give to our children to emotional support and care .Our payment is 1500 per month but our sing they takes on big amount where I should go for support.

There have many facilities for our children. 100 rupees per month for every child as incentives to come here at school and bag, slat and pencil they also found. There is mid day meal for every child as to government primary school basis.”

Second educational teacher—“There I have very problem in this job we have no T.A. for training that organized in city. Our payment is not a real payment, this is a half of

the payment but they give sing on full payment. There have many problems in my family to relate a child and husband I have no time for our two-year old child. Our manager is very rude to us and when she comes here at school has always been tortuous to all teachers. She takes a donation for our job. After the school we go to home to home for convince to Childs parents because they are not aware to this school. There in Taraon (block of district) are Two school of NCLP supported. This is a not a normal job because this is a 10 hour job for us.”

SUMMARIZATION OF CASE HISTORY IN NCLP SCHOOL OF TARAON:

Most children belong to lower classes and castes. They are come from nearby village. They are very poor and from land less labour families. Their parents are semi skilled or unskilled labour or engaged in petty business.

Table –2.2 Age of child labour in NCLP School

Age	6-8	9-11	12-14	15-17	Total
Number	6	4	8	2	20

Table—2.3 Caste of child labour in national child labour program school

Caste	Number	Percentage
Hindu –S.C.	4	20
Hindu –O.B.C.	3	15
Muslim-O.B.C.	13	65
Total	20	100

According to Gulbahar- “His elder brother works as a gamai (feri wala, traditional sales man) and second brother is a doing tailoring at a shop. He wants to become a tailor in future. He does not want to go out side for any work or study. He wants to work like his brother in village .His father is physically challenged so he is unable to work. Because of that factor his mother is working in bidi making process.”

In NCLP school most of the children are girls or they are in majority in this type of school. In this study we found 11 girls and a total number of 21 children. The main factor for this is that in the village most of the male children go to work out side the

village. The girls are home-based worker and they are involved in both type of work - bidi making process and food making. Siba bano is a 10-year-old girl. She has three brothers and two sisters in her family. Her small sister is still going in primary school. She lives in a rented house because they have no land to spare. Her family has some land for agriculture but no animals. Her elder brother, a 13-year-old boy is a worker in iron shop as a labor. Both her sisters have gone to school for study. She gets up early in the morning at 5 o'clock and only after the work is done she goes to school. In evening after school she has worked in bidi making process and after that she cooks food. She has no time for play in the whole day. She came here to study by effort of school teacher because there is some incentive for the child. Now her parents are happy to send their daughter for study because there are lady teachers and mid day meal.

Another positive feature is playtime for children. They are able to play at this place because they are free at this place. They also have the incentive of rupees 100 for every child per month and there is mid day meal facility for children to encourage them for coming to this school. This is clear in Urmila's story--She is a 12-year-old girl and she has three sisters and two brothers in her family. Her father died some years ago and he was not a literate. She has no land for agriculture and she has no means of survival for the family. She has no animals or house because the old house was destroyed by absence of money and care. They are presently living in their uncle's house.

Her father died in stone mine due to work but owner had not given him money for compensation and he had also not given a monthly payment for her father's work. Both her sisters are coming here at the school for studies. Her one brother is working in iron shop as a labor and second brother is working at tea stall. She has come here for study thought the attraction is a mid day meal and money which is 100 rupees per month. Though she is interested in studying but she is always anxious for her mother and her work. Her family earning is from the bidi making process and she is also helping in this process. She cooks food at home for all the family members and does all the housework

Table –2.4 Parental occupation of child labour in N.C.L.P. School

Type of work	Number
Bidi making process	9
Construction worker	5
Tailor	2
Iron builder	1
Electrician	1
Stone mine labour	2
Total	20

Most children belong to large family size and nuclear or broken families and to very low economic class and they have no type of support in their life. This is clear in Vahida's story. Vahida is a 15-year-old girl and she has three sisters and one brother in her family and all the sisters have got married. And her brother is not serious for his studies. He is wandering all the time in the village. Table –2.4 shows that majority of child labour's parents are involve in bidi making process and construction worker due to they have no any occupational skill.

Table-2.5 Family size of child labour in NCLP

Family size	4-6	7-9	10- above	Total
Number	5	14	1	20

She has a kaccha house and it is not in a good condition. There is big problem in this house. She gets no help from her neighbours or her relatives. Her father is a constructor worker and her mother is involved in bidi making process and she is helping her mother in bidi making process.

In the word of vahida-“in this present time who is helpful for the other? I think no one and relatives also are not helpful. If we had money and house in sound condition, then why would I come to NCLP School for study? I know we are poor and we have difficulty to survive.”

She is more intelligent in our whole class and she is a helpful too for our class friends and she is good at play and studies. She is very intelligent for her age and she has different viewpoint of life compared to her classmates. She is also here because of the incentives given by NCLP School.

Chapter-5

DISCUSSION AND CONCLUSION

Discussion and conclusion:

We would like to emphasize the following:

APPARENT CAUSES OF CHILD LABOUR:

1. Religion and caste— The child labour in the BVA are mostly Muslim (58.33%) and in NCLP they mostly also belong to Muslim community (65%), and who are Hindu from the cumulatively deprived section of society like Scheduled Castes and other backward castes. This is so because these are the poverty stricken sections. Most bidi workers families were Muslims in the study area and NCLP School worked for these families. Thus, majority of child workers belong to the lower and middle rungs of caste hierarchy i.e. SC, and OBC. The predominance of girls in NCLP schools was also due to the fact that boys were sent for more paying jobs outside the village. Thus the programme is reaching to the most deprived sections, but not dealing with the worst forms of child labours as seen e.g. in the carpet weaving industry and tackled by BVA.

Table—4.1 Caste of child labour in Bal Vikas Ashram and National Child Labour Program School

Caste	Bal Vikas Ashram		NCLP School	
	Number	Percentage	Number	Percentage
Hindu –SC	8	33.33	4	20
Hindu-OBC	2	8.33	3	15
Muslim-OBC	14	58.33	13	65
Total	24	100	20	100

Table –4.2 Religion of child labour in Bal Vikas Ashram and N.C.L.P. School

Religion	Bal Vikas Ashram		NCLP School	
	Number	Percentage	Number	Percentage
Hindu	10	41.66	7	35
Muslim	14	58.33	13	65
Total	24	100	20	100

2. Parental occupation— Most of the parents of child worker are landless labourers, agriculturer, constructor labourers and daily wage labourers of different occupation. Majority of child workers come from households engaged in low paid, insecure

occupations. These families seem to be overcoming such a high dependency ratio through the employment of their children in various income generating activities.

Table –4.3 Parental occupation of child labour in N.C.L.P. School

Type of work	Number
Bidi making process	9
Construction labourer	5
Tailor	2
Iron builder	1
Electrician	1
Stone mine labour	2
Total	20

3. Family size and type— Most of the child labour usually belongs to larger size family. Most of the parents end up with large size families because of poor access to contraceptives and other family planning measures. Thus such households tend to have large size and are unable to support their children in family crisis. So the children are force to join the labour market for remuneration. Therefore, children play a supportive role to the subsistence needs of their family.

Table-4.4 Family size of child labour in NCLP

Family size	4-6	7-9	10- above	Total
Number	5	14	1	20

Table-4.5 Family size of child labour in Bal Vikas Ashram

Family size	4-6	7-9	10- above	Total
Number	10	10	4	24

Majority of child labour belong to nuclear type of families, the rest are sub nuclear families with one parent and children. The adult workers of these households experienced deterioration of their economic position as a consequence of seasonal employment, low wage rates, insecure income and lack of income generating assets. Both these aspect jointly seek alternative mechanisms to cope with such crisis. The family finds a solution to such crisis through the employment of children in different forms of child labours.

4. Given the poverty of the region and its poor agriculture due to its hilly and stony land, there is only carpet weaving, stone crushing and bidi work. There are also some grain machines sets up there and all these exploit child labour, as it is cheap.

REHABILITATION PROCESS:

There in BVA these children are resident, educational facilities and skills available for children, which will be supportive in future. There Ashram give economical support for child labour's parent that one supportive survival in future.

There in NCLP School, they provide educational facilities and some skill, which are provided for child labour. Girls are larger in number because they have no educational facilities at other place. They are living at home and come to school. They are labour at near the home and village.

A major program was launched for withdrawing child labour working in hazardous occupations and for rehabilitating them through special schools. Under the program a total of two million children are sought to be brought out of work and put in special schools where they will be provided with education, vocational training, monthly stipends, nutrition and health-checks. As a follow-up, a high-powered body, the National Authority for the Elimination of Child Labour (NAECL) was constituted on 26th September 1994 under the Chairmanship of the Minister for Labour, Government of India. The functions of NAECL are:

1. To lay down policies and programs for the elimination of child labour, particularly in hazardous employment
2. To monitor the progress of the implementation of programs, projects and schemes for the elimination of child labour.
3. To coordinate the implementation of child labour related projects of the various sister Ministries of the Government of India (to ensure convergence of services for the benefit of the families of child labour)

Secretaries to Government of India in the Ministries of Labour, Information & Broadcasting, Welfare, Rural Development, Textiles and the Departments of

Expenditure, Education, Health, Family Welfare and Women & Child Development are members of the National Authority for the Elimination of Child Labour.

India's National Policy on Education, 1986 gives the highest priority to the program of universal elementary education, and recommends that free and compulsory education of sufficient quality should be provided to all children up to the age of 14 years. The present thrust is on three aspects, namely, universal access and enrollment, universal retention of children up to 14 years of age, and substantial improvement in the quality of education to enable all children to achieve essential levels of learning. All these aspects have been incorporated in the various initiatives taken up by the Ministry of Human Resource Development. All the State Governments have abolished tuition fees in government schools up to the upper primary level Education. In schools run by local bodies and private-aided institutions is almost free.

Despite these efforts of the state our study shows that the NCLP on ground was very unimpressive. Elimination of child labour is a far-fetched possibility the activity of the project could barely touch the problem so inadequate was its coverage and quality. The missionary school in fact did much better.

Bal Vikas Ashram (BVA), not only collaborates with government, police and village officials, but also ensures victim protection and reintegration in its shelter. It has conducted 19 rescue operations in only two years, freeing 127 children. Rehabilitating up to 40 rescued bonded child labours at one time, BVA provides a safe place for boys to live during a six-month program in which they attend primary school classes, acquire skills training in a variety of trades, and gain knowledge of their rights and how to defend them.

The VBA rehabilitation process shows the importance of viewing trafficking through the eyes of the victimized children and families. They help the children to understand what has happened to them, was not bad luck, or a sad incident but normal part of life, but as a violation of their human rights. As the children come to understand their rights to childhood and their right not to be in forced, unpaid labour, they are less likely to be victimized by traffickers.

When rehabilitated children return home, mostly to Bihar the NGO monitors the child's reintegration and works with the child's family to build a sustainable livelihood that precedes the need for loans that can lead to bondage. BVA's rapport with the governments of Bihar and Uttar Pradesh has led to the provision of a rehabilitation package of 20,000 rupees for each of 93 children, along with access to low cost housing and land. In pursuit of further cooperation to stem child migration, a group of children rescued by BVA courageously gave testimony to the state assembly of Bihar. The BVA program has now expanded to address the broader needs of communities. They identify crucial needs of communities, such as making schools, or securing land for the landless. BVA sees the children who are trafficked as a measure of the vulnerability of the whole community. By doing essential rights-based work with the whole community, the same or other children will not be trafficked in the future.

In contrast, the NCLP School was inadequate in its physical space, resources coverage, finances and quality of its training. A positive feature of the NCLP School was the large number of girls in proportionate terms. Also many were involved in home-based units of Bidi making. With the option of acquiring alternate skill could have more out of this hazardous industry.

Thus however, and personnel affected the quality of basic education as well as learning of skills. Schools become source of one meal, money and some relief from work. Though some children could read and write (50%). Their knowledge base was poor. Even their attendance was very poor. These levels of inputs were not sufficient for rehabilitation or economic alternatives.

As against this, in BVA the children are residents, educational facilities and skill are available for children, which will be supportive in future. The ashram gives economic support for child labour's parents to support their survival in future.

INSTITUTIONAL PROBLEM:

NCLP scheme has resources at the school level but their transfer to periphery is slow and there are very little resources at the local level. The result is that the value scheme collapses and even basic education is different. Further, vocational training becomes

non profitable for institutions attempting rescue. There are two basic problems. The rescue institution itself as often as the police sides with the industry and looks the other way instead of intervening effectively. The institutions work under the threat that children can be lifted and taken back.

Further, even if they learn the vocation to set up an alternative, earning livelihood is difficult as families have very poor resource and the institution cannot expand its resources and cover that expense. BVA being a private institution depends upon its founder organization.

Given the fact that BVA was the stabilized institution it is difficult to assess which strategy is better. The NCLP School was in fact on the verge of collapse. This does not necessarily prove that educational benefits do not help children in improving their condition, but that the problem of child labour can be dealt with only through more intervention than provided by the NCLP.

CONCLUSION:

1. The quantum of the problem is too big to handle on institutional basis alone. Root causes of poverty and parental underemployment/ unemployment will have to be addressed.
2.
 - (a) Intensive attention is required to rehabilitate the children at work outside home and family. The BVA demonstrates the intensive efforts required.
 - (b) Strong infrastructure and staff are necessary for this type of rehabilitation programme.
 - (c) At BVA children are taught many skills and provided formal education. Whatever is taught to them is to enable them for facing future challenges. Even their family is supported through government granted loans.

3. In NCLP, which is run by governmental funds, there are management problems and lack of resume at the grass roots.
 - (a) The school was therefore inefficient in general and facilities are absent on ground level.
 - (b) The education curriculum is not adequate.
 - (c) Misuse and leakages of funds is visible. Supporting staff is not up to mark. They are less dedicated to their work. Even the resources they have are misused or unused by them.
 - (d) The quality of infrastructure is poor but the children are coming here because they get food and money, which is a big asset for their families.

The funding indicates that the school is actually not implementing the strategy that it was expected to implement that of home based child labour. A poorly functioning school therefore cannot be a basis for rejecting the strategy as such. Clearly, BVA was a superior institution between the two and implemented its strategy adequately.

APPENDICES

**CASE HISTORY OF CHILD LABOUR IN BAL
VIKAS ASHRAM IN TARAON**

1. Sandip

He is working for three years .He has five brothers and one sister. He was working in Handia. This time his elder brother is working in Handia. His family has some agricultural land. Other brothers have no work. His father also works .His father has borrowed some money. Due to a court case family was entangled in debt so all of them are involved in work.

Sandip further told, “I was 12 year old when I came in carpet loom. My father was working in brackens as daily wage labour with no sufficient money to survive. Condition of my family was very disappointing. When one agent of the loom, he came to meet my father. He told me that I would be in better place than the present situation. I always felt bad about the situation but was not able to help.

When I came to loom, I came to know that agent was owner’s younger brother when I entered the loom he has told very harshly to learn and weave carpet of the required length. It was very bad and first experience for me. There at my work place work time was five a.m. in morning to eleven p.m. in night, only two hours of break for daily activities and lunch as well as dinner. Food times were here twice a day. That food was not good. There we suffer a mental torture for rest. My brother also worked there for money because my family was in “Karja” (debt). My grant father died in early age because of this factor I did not saw my grant father.

Here I am working for five month learning electric work. I am studying and learning other skills, which will support me in future. I was brought here force fully then I learn reading, writing, agricultural work and animal keeping.

2. Rambho

In the word of Rambho “My age is near about 14 year .I have six brothers and second of order in my siblings. My home is at Khagariya district in Bihar. I had not attended any class in any school. My brother had studied till tenth class but he doesn’t have permanent job. I have done this work for money because we have no agricultural land and my father had no work. We do not have cattle at my home (cow, bullocks, goat etc).

At the loom owners place no good food for boys they give us watery dal and roti and he did not permit us to go outside for play or anything else. He did not give any 'paisa' (money) for work and said that this money is already send at your home, I can not give this money to you.

Here at this ashram I came three year ago and I did not like this place earlier but after I met other boys I feel better at this place. Here I learn many things, which are related to occupation such as carpentry gardening tailoring etc. My guru ji said that these skill will support me in future to earn money.”

According to caretaker “Rahima is a small Village, which comes under ‘Flood Prone’ area in Khagaria District, Bihar. In this a small Farmer Mr. Vilas Choudhary was struggling to live with his wife and 6 children (all boys). 3 years ago he became terribly ill, suffering from respiratory problems combined with less quantity of Blood in the body etc. He was forced by circumstances to pledge his land (1biga or 20 Biswah) to the moneylender of the same village, for a peanut sum of Rs. 6000/= only. (The understanding was that Vilas could no more use the land till he returns the borrowed amount. It will be in the possession of moneylender who will use it according to his whims and fancy.) Almost all the money was used for making an attempt to make Vilas survive.... But all were in vain and Vilas expired 2 years ago.

Agent convinced the poor widow for sending one of his sons (Rambo) aged about 12 then to work in his loom so that he could learn the skills of Carpet Weaving and earn his livelihood. Due to his words, and a sum of Rs.700/= (as advance), she allowed her son to go with loom owner to Allahabad. Rambo resisted on not to go but what could a poor mother do. One year ago one of the cruel loom owners went to the above village and forced the young boy to accept his fate and go with him.”

3. Shatrughan Kumar

Shatrughan is having total 11 members in his family comprising of 6 sisters, 2 brothers and parents (mother and father). His father is landless daily wage labor. His family use to earn his livelihood doing agricultural farming on some other's land, on tenant basis. Most of the time family was engaged in cultivation and harvesting of the

food crops on other's land getting 25% of their share in terms of *dini* (local term for percentage of share on the work being done). According to caretaker ___ "Shatrughan by nature is very shy, hesitates to speak any thing and also concerned very much about his family. Subsistence of the family was not at ease. Poor condition of the family compelled him to go along with the owner's son, who tricked the poor family by assuring to fulfill the basic needs of the boy and to provide bright future to him. Some money was paid to his mother by the man (amount not known to the child) He was feeling very scary to go with the man but his mother convinced him and sent him giving him Rs.30 in his hand. He was crying when he was going with the man.

On his way from Katihar to Allahabad he was crying. He was not feeling comfortable to go along with him. At loom whatever owner asked him to do, he used to do without asking any question. He was treated very badly by the owner, but he tells about the kind of work he has to do, food he was given to eat."

According to Shatrughan "I am very happy here at ashram because here I have time to play and I can call to my parents on phone. Here guru ji give a toffee to all of us. ashrams food is good and delicious ,here we learned a rural economical skill which help us in future in earn a money ."

Due to his shyness and hesitation to tell any thing it really difficult to tell what happened with him but his facial expressions and cuts on finger due to knitting of the carpet clearly shows mark of bondage and exploitation on his face. His condition was not good at loom since he was not able to talk with any one frankly and share his feelings so that burden on his heart gets reduced.

4. Khudi ram kumar

Owner's son brought 13 years old Khudi Ram 12 days back from the date of rescue. Before coming to the loom Khudi Ram was studying in class fourth in a government primary school in the same village. He was enjoying his life at his home with his two brothers, one sister and his parents, total 6 members including him in his family. His father was engaged in agricultural farming, with 2 bigha of a land, this is a small piece of land. His father cultivate on that particular land. For this land product was not sufficient for subsistence of the family. Property dispute of his father and uncle with

his *Jija Ji* (brother in law) for a small piece of land, made the situation of the family worst. Condition of the family was becoming a critical .In the meanwhile owner's son stepped inside the village and lured his mother through his false promises (of education, income, new skill to earn livelihood) to send her son along with him. He paid small amount of money to Khudi's mother. Getting concerned about the child's future and seeing the financial crisis of the family, she sent her son along with him.

According to caretaker“Behavior of the agent was all right with Khudi at his village but on way to Allahabad he was not given any food to eat, simply two bananas and two small pieces of biscuit were given. He was feeling very hungry. He ate Lai and Chura (Puffed rice) given to him by his mother, which was not enough to calm down his hunger. When he started his journey by bus with the owner's son after leaving train, he got severe headache and stomach pain with lots of vomiting but the man gave no special care on him.”

He saw the loom in jungle he was very much disappointed. He imagined that he would be in city as told by the man but nothing was like that. Anyhow now he has to manage it. He was thinking of his family and he asked owner's son to give him some money to do phone call but he was told that first learn something and do work then money will be given to you.

He had to work 10 to 14 hrs daily with a break of two hours from 11.00 a.m. to 1.00 p.m. Besides carpet weaving he had to go to bring water from tube well, go in the field for harvesting of the crop. He was getting sufficient food to eat but its quality was very low. He uses to get rice and lots of water and salt in vegetables and pulses. While doing work whenever he felt hunger. He wanted to escape but felt what he will do, if he escapes also, since he was not having a single penny nor he knew route of his village. One of his friends at loom tried to help him to escape but Khudi was not ready.

5. Jai nandan

He is a resident of Bindo thana district of khagariya in Bihar .He has four brother and two sister. His both sister got married and he is third number of brother in his siblings .His elder brother drive a vehicle in native place but his second brother is a rajmistri

(construction worker) and his younger brother do not go to school for study only wander in whole village .His house is made by mud and he has some agricultural land in his village.

According to jai nandan “I had worked for six years in carpet weaving .I came here without my family permission so I weep here some time. Here I was forced to eat dirty rice. (pilua wala chawal) so some time I eat it and some time ignore it. Here I feel fear and insecurity .I was brought by false promise of incentive from mediator.

Here at owners loom, my owner killed a boy by beating him; he was a good friend of mine. The owner frightened & terrorized us .He was a very cruel man and he has no humanity.

After being rescued I got friends to play and share our past. Here I enjoyed my life but every time miss my parents .At the ashram we get good food and fruits, which we grow in our ashram. Here I read, play and learn more skills which will help me in future to earn some money. Here we learn skills e.g.carpentry, tailoring electrician work etc.

6. Rakesh Kumar

Rakesh have 3 brothers, 1 sister, mother and father in family. His father is a daily wage labor whose income is not enough for the basic amenities of the family. His father earns Rs.50 daily and sometimes when no work, there is no food for his family. Rakesh came to loom along with his elder brother (age17) and the owner’s son who has gone to bring them. Man gave Rs.3000 to his father for both the sons. When buying and selling of the child was going on, he was out to play and after he returned back he came to know that he has to go to Allahabad. He was very much disappointed by father’s decision but his father convinced him saying that it will make his future as well as of the family since when he will earn money his family will be able to buy land and do farming on it. Condition of the family was also not good, there was no money to start agricultural activities, and hence he decided to come with the man. Trafficker lured him saying that he will be able to buy T.V and radio if he goes with him.

According to Rakesh, “The slaveholder on not finishing the work in time has beaten me. One day the owner turned his ears round when he came late at loom after getting fresh. He was very much annoyed by this behavior of slaveholder and wanted to escape but after thinking misdeed of his father, of selling him to the owner, he did not want to go back. I am very much disappointed by my father, for my miserable condition at loom.”

Owner’s wife always tells him that he eats more and works less. She also used to exploit him and ask him to work for her such as washing utensils, cutting vegetables, bringing water from tube well, go in the field for farming, washing cattle, cleaning clothes, etc. He has to work for 10 to 12 hrs with two times food for him and no breakfast or any snacks in between. Sometimes he used to get stale breads of night to eat in breakfast along with his friends at loom. He was not allowed to play outside.

On asking question, whether he wants to return back to his home? He answers, “I just don’t want to go back since my father without asking my concern sold to the owner. How can I go back? I will not go before two years.”

After rescue he is happy about his future and friends. After coming at ashram he found more friends like him. Here he plays and enjoys his friend’s company. Some time he thought about his parents who come there after informing ashram’s guru ji. Here he can call to his father by phone.

7. Kapil dev

There are 9 members in Kapil’s family along with 4 brothers, 2 sisters and parents. Before coming to loom he was working as domestic servant in one of the chowkidar’s (guards) house residing in the same village. He used to go for cattle grazing, bring water, and wash utensils, cook food for chowkidar and other household activities. He felt happy to work in his village and to be very close to the home. He was not studying in school since he felt that teachers in the govt. primary schools do not teach them, they only waste time of the children, they play cards in their home. All this declined the interest of getting further education in his heart. He left the school when he was in class first.

Condition of the family was not good; father was working hard in field for the subsistence of his family. Since they didn't have enough land for cultivation. He took 2 bighas of land on rental basis and one bigha of land he personally owned. Financial crisis was a great problem for the family. Not missing the chance of luring family with false promises and taking the child, trafficker met with Kapil's father and as usual he promised for bright future, food, education and money for Kapil's work. His father got into trick of him and insisted Kapil to go with him. Kapil was not willing to go and told father that he will work in the village itself, but his father was not ready to loose this opportunity. At last he came to Allahabad.

He was awoken early in the morning at 5:00 am and was made to work till 5: p.m. besides weaving he has to work for owner's wife as other children at loom use to do. He feels very lonely though he was having his friends with him. Very often he thought of his family. He was fed of listening each and every time "u eat much and work less" .He was not free to live his life. Whenever he asked owner to send him back, owner said "first return all my money then only you will be allowed to go". Child was unknown about the money given to his father by the trafficker. He only knew that his father took Rs.100 from the trafficker to buy towel and undergarments for him when his father came to see off him at railway station. His life was becoming miserable day by day.

And the time came when he was rescued, he was feeling himself free but afraid of rescue team also that where they will take him. Here he feel good because off Ashram's children. Here he learned about rural economic skills that will improve his future e.g. electrician work, carpentry and agriculture work and also he has regular study.

8. Battis Kumar

14 years old Battis Kumar was brought two years back by the broker (name not known to the child) belonging to the village Banwadeeh in Bihar. Before coming to the loom Battis was working as a daily wage labour. He was getting Rs 10-20 per day in field. Poor condition of the family compelled him to work from his childhood. Broker gave Rs 1000 to his father and he was taken to loom. Broker assured his father that child would be getting proper education and small work to earn his daily bread.

Father unfamiliar of the situation sent child. Due to situation of the family, child did not refused to go.

From the moment he entered the loom he was made to knit the carpet. He was supposed to knit 3 squire feet of carpet daily with his small fingers and if failed to do so was beaten with sticks and iron rod. He had to work 10 to 14 hrs daily with a break of one hour in the morning and was not allowed to go outside. Even he was not allowed to talk with his parent on phone line. He explains, "I was not able to go outside nor I was allowed to talk with my parent. One day my father did a phone call and my owner told him that Battis is outside."

He was not getting enough food to eat and quality of food was also not good. Dal (pulses) was full of water and rice . While doing work whenever he felt hunger he used to think of his home where he was free to eat anything any time. He tried to escape from the trap of the owner and little bit he succeeded also but was caught at place nearly 30 kms. from loom.

While remembering his old days, he says "I was beaten at my school by the teacher and decided not go school again. I was so happy when I left the school but today I am facing the problem. If I would have not left the school I would not be the child labour and separated from my family."

He says "I will open a tailoring shop after completing my vocational training at Asharam. I will earn lots of money for my family and do not come back again to become a labour."

9. Jiyaaur rahaman

Mo. Jiyaaur Rehman, handicapped boy, only son of his parents came three months back from the date of rescue to Bhadohi with a broker Isa .His parents were old, hence he wished to work so that he may earn some money and give to his parents. He was getting Rs.400/month by the owner. Broker told him to give food and clothes but nothing was given to him. He bought clothes on his own and food was also not sufficient for him .He said that, " I was working along with four other people from my village itself I always felt bad of the condition of mine as well as of the other boys. I

tried to escape with two other boys when there was no one at the loom but unfortunately one man who was looking after the loom saw us and we failed to escape”

Due to hard work of 16 to 18 hours he got health problems such as bleeding from the nose, cuts on the fingers, pain in wrist etc. He wanted to return back to his home, when he thought of his old aged parents but nothing was in his hand. Slaveholder use to give thrashes and abuses when he was not able to finish his work.

At Ashram Jiyaur finds new environment for him where he can breath in the open air of freedom. He expects from the world to understand his problem and also of the children who are getting trapped in the tricks of brokers and traffickers.

10. Shahanawaz

He has three brothers and two sisters. His parents are alive and they are working in their own village. “I will be a great trouble for broker .He has tortured me very much; he did not allow me to play with my friends. I was a very small child in the loom. How he has done this with me?”

“I came one month before but this one-month was very scary for me. My family is very poor hence my parents got easily into the trick of a broker. He told my father that I will be getting Rs.200/month and I will be working in good condition at good place but this man has cheated my family and me. I was forced to work for more than 16 hrs. Here I had insufficient food to eat and to work in a room where there was too much of suffocation because of the smell of the woolen threads used for weaving carpet. Once in a week I Rs.10 to 20 by the broker. Broker was getting all my money near about Rs.110. I also don’t know whether remaining money was given to my parents or not. It was done with the other children also.

Most of the time that broker supervised our work. I never dreamt of such a poor condition at this age when other children use to play and enjoy, I was working continuously on loom for more than 16 hrs daily.”

11. Shivnarayan

“I came 3 years before along with my father to work at stone mine. Due to distress situation of the family, my father decided to go outside the village to earn daily bread for the subsistence of his family. In between three years my father expired. For cremation of my father I took debt of Rs.1000 and 1 tin Vanaspati Ghee from contractor without knowing consequences of it.

Shivnarayan told that, his father was in the trap of bondage, which he was not able to see. His Children also started working with his deprived of their basic amenities. They use to break heavy stones with the hammer and chisel in their delicate hands. He felt very awful about the dejected condition of his children. All this became part of his family and it was carried on for more than one year. During this period, one of the employee at stone mine tried to sexually harass his elder daughter. She told each and every thing to him about this case. On hearing all these things, he was very much annoyed and complained about that particular employee to the contractor. But contractor, instead of taking any action against him started blaming his father, using bad words and also warned him, not to come again with any other complain otherwise he would be killed.

In Ashram he learns about rural economic skills that will help him in future survival. Here they give us many things e.g. sufficient and good food, cloths school bag and books and they teach us many skills, which will create opportunities of employment.

12. Sanjay

Sanjay along with his mother have four brothers and two sisters in his family. Including him total seven members are in his family. Before the death of his father, family was having no asset other than house. Family was also not having agricultural land. Sanjay's father was an agricultural labour who used to work in other's fields for the sustenance of his family. After his death there was no source of income for daily survival. Sanjay's family became helpless. Condition of the family became worse. As a result Sanjay just in the age of six was sent to carpet loom along with the broker belonging to village itself .He was made bonded labour by the owner. He was sold

several times from one owner to the other and at last reached to child line (a project for help less children in Allahabad)- through the action taken by some of the activist

According to caretaker - “ After completion of six months it was tried to send him back to his home, since he was not remembering the name of his village, he stayed for one year at ashram. After the expansion of area of (DDWS) to Bihar, detailed investigation was done by the DDWS staff, working in Araria, Bihar. Through cross-examination with the Sanjay and his mother, Sanjay was brought to Araria and then taken to Mahisakol to meet with the lady. Sanjay and his mother recognized each other and they both felt very happy.”

13. Suraj Kumar

Suraj Kumar basically belongs to West Bengal. His grand mother's house is at Budhnagar Prampur. Before the death of his father, major time of his family was spent at Budhnagar. After the death of his father, Suraj's family started living permanently in grandmother's house. His grandmother is having seven acres of agricultural land. Along with grandmother and mother, Suraj is having four brothers and two sisters in his family. Suraj got into the trick of the broker and went to Allahabad for work in carpet loom where he was made bonded labour.

He had worked at loom for long period. There he was very alone .At the loom sufficient food was not to eat and he has to do a lot of work. Every boy felt very sad to live in such environment.

He is a very happy after coming here and he found many friends. Here he studies and learns about electrical work. He says that my guru ji will arrange donations by government for future work.

14. Sajid

Sajid along with his mother is having two brothers and two sisters, total five members in the family. Mother was a landless labour. Family only had house provided under government housing scheme. Sajid's family was deprived of food, health and education. Malnourishment and hunger affected a lot to the family. As a result Sajid

was compelled to go with the broker from the village itself to carpet loom at Bhadohi (U.P).

His family's condition was very poor due to that factor he was compelled to go in carpet loom. He has a bad experience about the loom but he had no option in any case without it. Who ran his family without effort by him?

At this ashram he is a serious boy and more of time he remains silent but he is active in learning of carpentry, gardening, bee keeping etc.

15. Irshad

Irshad along with parents is having four brothers and two sisters in his family. Only source of sustenance for the family was hard labour. His father used to work as daily wage labour in agricultural fields. Starvation and poverty lead Irshad to carpet loom at Bhadohi. Where his childhood got into the trap of bonded ness. He has a 12 year old boy .his father is an agriculture labor in his own village. His mother is also an agriculture daily wage labor and his siblings have also been trapped by poverty to labour.

At the carpet loom he had no rest in his life because of constant work with unhealthy and unsocial place. There all the children work in unfair condition with their no air & light facility, neither good food was given. He worked constitutionally 14 hours from morning to mid night without rest and no time for play and social interactions.

Here at ashram he feels happy with his condition. Here he is learning about carpentry electric and bee, cow and poultry farm which support in future for better life and its support in taking donation and loan. Here he is also interested about studies that is given to him in ashram.

16. Imroj alam

Imroj is having eleven members in his family that comprises of five brothers, four sisters, grandmother and father. His mother is no more alive. Hence responsibility of taking care of the small children in the family is on the shoulders of Imroj. Though family is having two bighas of land in which they grow paddy but insufficient for the

sustenance of such a big family. Hence being the elder son of the family he was sent along with the broker, to work in carpet loom at Bhadohi (U.P). He was very much exploited by the owner of the loom.

He worked hard in this carpet loom because he wanted some money for his family member. He had to work continuously in carpet loom .He was given only two diet at loom that was not sufficient for his normal. He was working at loom from morning 5a.m. to late night 12p.m. & only two hours of break for lunch and other activity.

At this Ashram he is in better condition in every aspect from food to cloth and future. Here Ashram will work as a mediator for government donations and loan. Here he learns many skills, which can help him in future rural activities. After that he may be in good condition.

17. Biran

He is presently 14 year old boy .He has four brothers and one sister .His father had gone Delhi, Lucknow etc. for work to support his family. He is presently working in Lucknow as a construction worker. Biran tells “We have no agricultural land .My house was made of mud .My family and relatives works as a labour in our own village and some other worked in carpet loom .The loom where I had worked, there no one gives good food to us. Owner had given one hundred rupees for my six-month of work. There I always wept due to my family. They didn’t allow me to go home. I had to start work in morning at 5, o’clock & given a lunch break at 1pm .We have to work till mid night after that we get our diner. Owner’s behavior was not good.

Here at Ashram I have studied and learned about electricity. I have been residing in this Ashram for 6 to 7 month and I had been in carpet loom too for 6 to 7 month. My elder brother was also in same place of carpet loom because of that reason I was not beaten by owner .He allowed me in two weeks to go out side to market.

Here no one comes to meet me because my home is in Katihar, Bihar. I can talk to my parents on phone. Here at Ashram I have learned skills, which will support me in future. Guru ji said that if you learn this skill then you would be capable to earn money near about Rs.100/ day.

18. Isarail

He is a fourteen-year-old boy .He has 4 brothers. He is the eldest brother. All four other brother working in our village as a labour, His house is 'kachha' (made by mud). His first father was working in cable work who died during the work. They did not get any 'harjana' (compensation) by constructor.

His mother is second wife of his father. His grand mother is a mate servant of a 'kothi' (land lord family). His first father had a goat but his second father has a cow on 'battaiya' (on sear). He further tells "My present father is not literate .I have left school because my teacher has beaten me and my other brother also do not go to school, they wander all the time in the village .I have studied till second class and my father is not literate.

My second father has two bigha (1:1/2 bigha is equal to one aeacer) of agricultural land and crops are wheat, rice etc. But this is not sufficient to run a family; some time we have to buy food grains from out side.

According to Isarail _"I had worked in carpet loom for 6 to 7 months and my house is in Arariya, Bihar. My 'mamu' (mother's brother) had also been in same carpet loom where I was working. Earlier when I came at Ashram, I tried to acquire some skills and study but I could not grasp this. I came again here and started learning carpentry and study. I am learning about moral education and social knowledge as well. I am starting to enter in social economy to learn a rural economical skill."

19. Ashok

He is a fourteen-year-old boy and second in order in his siblings. Here at Ashram he has completed his six months .His father is working in Obara as a construction labour. His father has came at home after one month .His elder brother is working in Delhi as a labour & came after five months. Another brother of mine was also working over there.

According to Ashok "I have three-bigha agricultural land and it's almost barren but in this land we produce some crop e.g. corn 'arahaar'(pulse), it is not sufficient ,we have to buy food grain to outside. This carpet loom was established in my village. I went to carpet loom for learning but I was rescued by police and came here at ashram. At loom I worked with my uncle but owner was not a good man, he did not pay me for my work .We are not permitted to go outside, I was allowed to go outside on occasions of marriage and festivals. My house is in Sonbhadra.

At loom place we had no sunlight and free air. There was no window and cross-ventilation at work place where we worked due to fear of police, they could see us in this situation.

At this ashram I learned and gained some moral-value. Here I am acquiring skills, which will support me in future. Here I made friends who play with me.

20. Dulal

Dulal is a 12-year-old boy and he has two brothers and one sister. His father is working in Kanpur as a labour .He is the eldest brother in his siblings and he has studied till second-class .His father has no agricultural land .He had a cow but she died .His mother also worked as a labour in his village. His house is 'kaccha' (made by mud) and his all relative has 'kaccha' home.

According to Dulal "My relatives are not good because they always quarrel with my mother. They abused my mother. Once a broker came to my village and meet my mother for to take me as a labour in his carpet loom .He had given some money to my mother for me. At loom there were many boys as child labour .He gives us food one or two time in a whole day. I tried to escape from loom but they catch me because I had no knowledge about roads. They had beaten me by iron rod or cane.

At this Bal Vikas Ashram I study and learned some rural economical skill like tailoring, carpentry etc. All the boys are in good condition at this place. Here we have cloths, bed, and school bag. Guru ji says to us that we will be capable in future to learn some skill.

21. Pratap Kumar

Pratap is a 15-year-old boy .His father is not alive .He left his study after his father death. His mother is working as a maid in his village and she works as agricultural labour too. He has no house permanently .He has no animal or assets. He further tells “I did not attend any class due to economic crisis after my father’s death .My mother used to tell me to study but I was not interested and used to wander all village. Once a broker came to my village and gave some money for me, after that I started my carpet work at loom. My mother saw a beautiful future in loom for instance clothes, food and money but I did not get any thing here.

There at carpet loom I worked hard but he did not give us money. He gave us only two time of food that consisted watery dal dirty rice.

Here at ashram I am learning many skills and study that will help me in coming days. Here guru ji gives us good food, clothes and school bag. Here I am learning carpentry, it will be my economical skill that will give me 150 per day.

22. Barul

Barul have three brothers and his father is not alive .His mother works as a labour in other’s land and make ‘bidi’ for wholesaler. His small brother used to go to school but presently he only wanders. His house is ‘kaccha’ that accommodate only one room .He has no land.

According to Barul – “My relatives are not supporting to my mother every problem she faced it lonely. Some days ago my grand mother and grand father had supported to us but now condition is different.”

A broker has given 4000 rupees for me to my mother. He was good in starting days but after some period he became bad. He did not give us good food, cloths or any basic survival assets .We got up early morning at 4 o’clock and worked till 12 at night .He was not allowed to go out side because he think that we would escape from there. At loom place there a man was allotted to watch us.

After I came here at ashram I am very relaxed .I don’t know what is good for me but they give me many rural economical skill, which will support me in future. These

skills are carpentry, bee and animal keeping. Here I am happier in comparison to carpet loom.

23. Anarul

He is a 12-year-old boy .He has two brothers and two sisters .His house is made by mud not a 'paccka' and his father works in his village as an agricultures labour. He is eldest brother due to that reason his father send him for labour in carpet loom. Some money had been given to his mother for his labour. Here I came by owner's elder brother.

He further says "Here at loom I had worked till morning to mid night, my owner used to torture me for my slow work and he always abused me. Here some boy had came from Bihar. Loom owner's son also worked there. And there was a girl in loom but she belongs to same village. Some time parents of girls came there to meet .For boys there was strict order by owner. At work place there were no windows for air only some small hole at upper side of wall that was very suffocating to us. no one came to meet me from my house.

Here at Ashram I was come by guru ji,s effort and police catched my owner .Here at ashram I am relax and happy .Here I learn many skills related to job. Which will help me in future so I learn it seriously. Here I can play with other boys. Here I learned reading and writing. Present sister (manager of Ashram) some time threaten us. She is not good to us but last sister had good traits. Here at ashram we have good food to eat and cloths to wear.

24. Subodha

He is 13-year-old boy and he has four brothers and three sisters. He is the youngest brother and he did not went to study because of less-interest which is influenced by many factor e.g. –lack of infrastructure, lack of money, bad behaviours of teacher for them, lack of resources. He has 'kaccha' house and he has no land for agriculture .His all relatives are labour and no one has land, they are working in village as daily wage labour at others land and stall .His elder brother works out side of village.

He worked in loom, which is in handia, Allahabad .He had not given money to him and always said that he will give money to his father. He always used to abuse us. When my finger was cut, owner became very angry and his finger had been dip in hot oil. There was no time for play even any time for talk within us. There was no good food for us. There was only roti and watery dal.

When I came here at ashram, I was very afraid. There were many other children who belong to same situation. Here I have no tension about food and cloths but there is absence of parents care. There is a phone that supports us to talk to parents. Here I have studied & learned about carpentry and tailoring that will support me in future.

**CASE HISTORY OF CHILD LABOUR IN NATIONAL CHILD
LABOUR SCHOOL IN TARAON:**

1. Gulbahar Ajam

He has five brothers. He is youngest brother in his family .He is working in bidi making process from 4 years of age. Here in NCLP, he has come here since 1 year. His elder brother works as a ‘gamai’ (traditional sells man) and second brother is a tailor working at other’s shop. He wants to become a tailor in future. He does not want to go outside for any work or study. He wants as work like his brother involve in village .His father is physically challenged so he is unable to work. Because of that factor his mother is working in bidi making process.

According to Gulbahar-“ I am continuously working in bidi making process when I stay at home. I do not know about any game because I have no time for play and I have no time for any other activity that is useless. I wake up in early morning at 5 o’clock for daily activity I have gone to work with my mother in bidi making and after that at 10 o’clock I come at NCLP School. After the school hour I again get involved in my work at home.

2. Firoj Ali

He has two brothers and two sisters and he is eldest brother in his siblings. After his father’s death, mother gets married with his uncle. Both parents are involved in bidi making process and this is a resource of livelihood. He has no agricultural land and no economical animal or hen. He has no knowledge about playing and never involved in playing. He has no time for play. This is a negative aspect of his personality growth and his socialisation. His grandfather and grandmother are also in bidi making process.

3. Ravindra Kumar

He is 12-year-old boy and he is the youngest brother in his siblings. He has two brothers and two sisters and his sisters are married. He was a construction worker in own yillage. He also worked at tea stall as child, that was near of his village and he worked at this place for 7-8 month.

In his words –“My owner was a bad man who abused us. I had no time for sleep at that time because of that factor I had left the work .I want to study in my life.”

He has two cows that give two k.g. milk -per-day. His father was tuberculosis patient that worked as a building construction worker .He has affected by T.B. due to chain smoking of bidi.

He has five bissa of land in his village, in this crop is wheat and paddy, which is insufficient for survival of his family .His parents, cared about his study and health but they have no money.

4. Riyaj Ali

He is a 13-year-old boy. He has two brothers and two sisters in his family and sisters are married .His eldest brother is tailor in his village .His all brothers and sisters come in NCLP school. He has no economical animal or assets. He has no any agricultural land .He wants to be a tailor in future.

“Here in NCLP School, they give us food and some money because of that factor we have come here in school. His father and elder brother is tailor in others shop at near village. His house is made by mud and in raining season it will be in bad condition. I had no food in morning at home and here food is provided for us because of that we came at school.”

He is working from 5 to 10 o'clock and after this school he went for tailoring and bidi work at home continues. He is a fourth class student at NCLP school and his work continues.

5. Om prakash prajapati

He is 14 year of age .he has four brothers and one sister in his family .He is second order in brother .He was a labour at the dhaba before came NCLP School. At that dhaba he had worked as cleaner of plates, tables, and dhaba. Here at dhaba he had worked from 5 at morning to night at 11 o'clock. He also served food to consumer. Here he worked continuously.

He has a one bissa of agricultural land in his village .His father is a construction worker In his land main crop are some vegetables. Where he had worked as labour he

got only 10 rupees per day. There they gave only one day in one month for home visiting. Owner threatened, abused and some time he had beaten us.

Presently he has bought a small cow in 150/- rupees, she is not mature for milk.

6. Siba bano

She is a 10-year-old girl. She has three brothers and two sisters in her family. Her younger sister is still going in primary school. She lives in a rented house because she has no house presently .She has no cow and animal .Her family has some land for agriculture .Her elder brother is a 13 year old boy who works in iron shop as labour. Her both sisters go to school for study. She get up in early morning at 5 o 'clock and get the work done and after that she go to school. In evening after school she works in bidi making process and after that she cooks food. She has no time for playing in hole day .She came here to study by effort of school teacher because there is some incentives to children .Now her parents are happy to send her for study because there is lady teacher and mid day meal is also provided.

7. Gaosiya begam

She has five brothers and two sisters in her family. Her one brother and one sister also go in NCLP School for study .She is second in order in her siblings. Her elder brother has worked in iron shop as an iron builder. Her both parents are involved in bidi making processes and she is also involved in this process. Her younger brother does not go to study .She has no agricultural land and any economical animal in her family .She has not gone to play with children because she has no time to be with her friend. She is very serious for her religion and she goes every day for studying pak kalam in madarsa (arabi) in morning after that she goes to NCLP School. She works whole day. In morning at 5 am she has to go to madarsa after that she comes back to home and make a food for her family .At 10 o'clock she goes to NCLP school for study and in evening she makes bidi and cooks food.

8. Soni

She is a 12-year-old girl; she has four sisters and one brother. She is youngest sister in her siblings. She has a kaccha house and she has no agricultural land and any

economic animal for family survival. After her father's death she has worked as a bidi maker with her mother.

In the word of Soni –“My family's money resource is only bidi making and I have helped to my mother in bidi making processes. Here in our village we have our grandfather and grandmother, uncle and aunt but they are not helpful for my family. All the relatives only trouble my mother and they have always quarreled with my mother. My mother has worked at that time when I come in the school to study. My grandfather has worked in carpet loom and he has done nothing done at home for family.”

She is a fifth class student in NCLP School. She is a student of NCLP School for one year. She has cooked food in her home and no one supports her in this work .Her house is like a war place because all the family member quarreled all the time and there is no peace.

9. Chand bibi

She is a 7-year-old girl and she has five sisters and one brother in her family. She is a second in order in her family. She has a kaccha house and she has no agricultural land for survival in future. She has no economical animal in her house. Her mother and father are involved in bidi making process for money to survival. She has admitted in NCLP School from one year.

10. Urmila

She is a 12-year-old girl and she has three sisters and two brothers in her family. Her father had died some year ago and he was not literate. She has no land for agricultural and she has no economical animal for survival of family. She has no house because old house was destroyed by absence of money and care. They are presently living in uncle's house.

Her father was died in stone mine during work but owner had not given his money for compensation and they had also not been given a monthly payment for her father's work. Her both sisters are coming here at the school for reading. Her one brother is working in iron shop as a labour and second brother is working at tea stall. She has

came here for study in the affections of mid day meal and money which is 100 rupees per month.

Here she is interested in studying but she is always anxious for her mother and work. Her family depends on bidi making in which she helped. She cooks food at home for all family members and worked all the housework.

11. Gulam shabir

He is an 11-year-old boy. He is the eldest brother and he has three brothers and two sisters in his family and sisters are married. He is studying here from one year. He is a fourth class student.

He had worked at tea stall for some month for money. The main cause of work was that his father forced him to earn money. His owner had given him less money for his work. His father is not literate and he is working as a tailor at other tailoring shop.

He has a kaccha house and he has no agricultural land but he has some hens and one goat. His family condition is not good in any matter. He is feeling good to come to school and studying. He is here at school to study that is due to effort of NCLP schoolteacher.

He has got here some friends. He had no friend and no time for play before coming here but presently he has friends and he is studying well too.

12. Asalam ali

He is a 15-year-old boy. He has five brothers and one sister. Here at his home he has no agricultural land but he has one hen. He has a kaccha house. He has only one literate brother in all the siblings and his father is a not literate. His father is a daily wage labor at other's agricultural land and he is also a construction worker (gara labour) in his village.

He worked as a child worker at tea stall for some time, which is near his village. His owner was a bad person.

13. Hasina

Hasina is a 8-year-old girl and she is a class second student. She has kaccha house and no agricultural land. Her father is not able to work but he had able to work in past but now he has to stay at home. Her mother was involved in bidi making process that is a resource of money for family and she has helped with her mother in cutting and finishing of bidi. She has helped her mother in bidi making process.

Here in NCLP school she has come, this is totally due to effort of NCLP schoolteacher which had convinced to her parents and informed about incentives that is mid day meal and 100 rupees money etc. This is main factor for coming to school and convinced parents otherwise she has not come here because of work at home that is bidi making and food making and all other homes work.

Here she is happy to come to study and here she has time for play. Which is not available at home. She has a big group of friends in school.

14. Asgar Jahan

He is a 13-year-old boy and he has four brothers. His father is an electrician in Delhi. He has one katha of agricultural land and it is a not sufficient for survival of family. He has one cow that does not give milk and he has kaccha house. His father is not literate and his brother had studied till fifth class presently he is working as tailor and he also learns tailoring in evening time after school. His elder brother has worked in Delhi with his father.

NCLP school has better quality of education in all the sense of co relational factors for example a good teacher without money even 100 rupees per month is given and mid day meal etc. He is felling good due to playing and making friends.

15. Vahida

Vahida is a 15-year-old girl and she has three sisters and one brother in her family and all the sisters are married. And her brother is not serious for his study. He is wandering all the time in the village.

She has a kaccha house and it is not in good condition and there is a big problem in this house and her neighbors are her relatives but they are not good in behavior and don't help. Her father is a constructor worker and her mother is involved in bidi making process and she is helping in bidi making process with her mother.

According to vahida-“In this present time who is helpful for others? I think no one and relatives are not helpful. If we were sound in money and house condition then why I have to come in NCLP School for studying? I know we are poor and we have to struggle hard to survive.”

Vahida is most intelligent in her classmates and she is a helpful for other class friends and she plays and reads with her friend and she is more intelligent in relation to her chronicled age and she has different viewpoint of life in comparison to her classmate.

16. Sindu

He is 8-year-old boy, which is very shy. He has five siblings in his family and he has a small brother in his brother. He has come here at same year in this school. His father is a daily wage labour in the city. His elder brother and sister are married.

He has no agricultural land but have some space near the home that is utilized for vegetable crop. He has kaccha house and he has no economical animal. His brother is also works as labour in the city. In his house every one is involve in bidi making process and he has given help in this process.

Here he is very happy in study and all the behavior, which influence his personality and basic need like mental support and food and some money. Their teachers put them in good condition.

17. Puja

She is a 9-year-old girl and she has come here with her elder sister. They both are very serious in her study. Her father is agricultural labour and construction worker. She has a kaccha house and two-katha agricultural land. She has no economical animal at her house.

She is coming here for one-year study. And before coming to school she does all of housework at home and also after going home she does the same.

18. Arti

Arti is a 7-year-old girl. Her brother is also come at NCLP School for studying. Here in school they are completing one year of study and they are feeling good for study. Their teachers are good but some time they beat her but overall this is good.

This small girl is involved in bidi making process with her brother and her mother. She has no house and they are living in hired home that is one room home and it is also a kaccha house. She has no economical animal and any agricultural land also. Her father is a gara labor in near the village and mother is involved in bidi making process and one elder brother has worked at tea stall in meja tahashil.

19. Sanno

Sanno is six-year-old girl. She has five siblings in her family and she is class one student of NCLP School. She has no agricultural land and no economical animal. She has kaccha house and she is involved in bidi making process with her mother.

Here she is very happy to study and find friends for playing because she has no time for playing at home because of pressure of work like helping in bidi making ,food making and cloth clings.

20. Sayara

Sayara is a six-year-old girl and she is presently basic class student in NCLP School. She is a very shy girl in her class but she is happy here in her school. She has no paccha house for living and no agricultures land for survival of life. His father is a labour at stone mine, and some time he has worked as agricultures labour in his village.

There she has come with effort of NCLP schoolteacher who gives incentives per example- 100 rupees per month and mid day meal in school. There she has more friends that were not at home. She has participating in bidi making process after the school. She has no time for play and any child activity. Her father does not always living at home.

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- I
- परिवार के सदस्यों की संख्या
 - परिवार के सदस्यों की शिक्षा, काम, उम्र
 - धर्म और जाति
 - जाति से जुड़ा खानदानी पेशा / काम।
 - आप खानदानी पेशा करते हैं या नहीं ? कारण बतायें ।
 - खानदानी पेशा में फायदा और नुकसान
 - पारिवारिक धन / सम्पत्ति (जमीन / घर / कच्चा / पक्का / जानवर घर गृहस्थी से जुड़े सामान आदि)
- II
- कहाँ के रहने वाले हैं ? गाँव / जिला / राज्य ।
(अगर हाँ तो प्र० 2 (a) पर जायें।
- II(a) इलाहाबाद में कहाँ रहते हैं ?
- कितने सालों से यहाँ रह रहे हैं ?
- किस उम्र में इलाहाबाद आये, आप अकेले आए थे या पूरे घरवालों के साथ, पहले कौन आया। फिर कोन आदि।
- यहाँ आने से पहले क्या-क्या काम किया है, क्यों छोड़ दिया (अगर केवल स्कूल गया है, तो बाद में पूछें)।
 - यहाँ पर किसके द्वारा आए, वो आपके क्या लगते थे, आप इलाहाबाद ही क्यों आए, कहाँ और क्यों नहीं गये।
 - यहाँ जब आए तो घर की क्या आर्थिक स्थिति थी, घर के बाकी लोग क्या काम करते थे, कहाँ पे रहते थे ?
 - यहाँ आने की क्या जरूरत पड़ गयी। यहाँ आने के बाद कहाँ रहे।

- यहाँ आने के बाद कितने और किस-किस तरह के काम किये हैं, शुरूआत में किस-किस ने आपकी मदद की, कैसे यहाँ आने के लिए पैसा रूपया कहाँ से मिला (आने का किराया / रहने की जगह / खाने का पैसा)।
- इनमें जो कारण मुख्य हो, उसे विस्तार से पूछो।

II(b) कभी स्कूल गये हैं — हाँ / नहीं, अगर नहीं, तो कारण बताए।

- कहाँ तक पढ़े हैं।
- स्कूल के अनुभव (अच्छे / बुरे, गहराई से पूछताछ करें)
- आपके प्रति मास्टर्स का व्यवहार, किस तरह से अच्छा या बुरा था।
- आपके जाति के बच्चों के प्रति मास्टर्स का व्यवहार कैसा था, कोई हादसा बताए।
- आपके और आपके जाति के बच्चों के प्रति, अन्य विद्यार्थियों का व्यवहार, कोई हादसा बताए।
- स्कूल छोड़ने का कारण।
- मुख्य कारणों को गहराई से पूछो।
- स्कूल छोड़ने के बाद क्या-क्या किया है।
- काम करने के क्या कारण हैं (अगर बालकमी इलाहाबाद का ही और स्कूल नहीं गया है तो आगे पुछो)।

II(c) कितने सालों से काम कर रहे हैं।

कितनी उम्र से काम कर रहे हैं (जब पहला काम किया, तो क्या उम्र थी)।

- यहाँ आने से पहले, कितने और किस-किस तरह के काम किया है।
- घर के या आपके ऐसे क्या हालत थे, जिसके कारण आपको काम करना पड़ा।
- मुख्य कारणों को गहराई से पूछो।
- काम करने के बाद, घर वालों का व्यवहार अब आपके प्रति कैसा है ?
- अगर काम छूट जाए तब धरवालों का व्यवहार आपके प्रति कैसा होगा (कोई घटना / किस्सा बताए)।

- घरवाले कैसे पेश आते हैं (पहले जब आप काम नहीं करते थे / अब जब आप काम करते हैं के संदर्भ में बताएँ)।
- देर से घर आते हैं (तो वे क्या आपका खाने पर इन्तजार करते हैं या नहीं)।
- बीमार पड़ जाते हैं (तो वो क्या ध्यान देते हैं या नहीं, कैसे)।
- आपका काम पर जाने का मन न करे (तो वो नाराज होते हैं या नहीं)।
- आप अपनी मर्जी से अपने ऊपर खर्च कर लें (तो वो नाराज होते हैं कि नहीं)।
- घर के क्या - क्या काम आपको करने पड़ते हैं (पहले जब आप काम नहीं करते थे। अब जब आप काम करते हैं)।

III(a) खुद के बारे में कितने सालों से यहाँ काम कर रहे हैं ।

- काम की दिनचर्या (कितने घंटे आराम, कितने घंटे काम, किस तरह का काम, आने-जाने का समय)।
- तनख्वाह (रोजाना / पन्द्रह दिन / मासिक) कितनी
- काम करने के खुद को क्या फायदे हैं, जैसे पैसा कमाना (पैसे से क्या करते हैं)।
- खुद के बारे में कैसा महसूस होगा या खुद का क्या नुकसान होगा अगर आप काम करना छोड़ दें।
- आप अपने को किस तरह का इन्सान समझते हैं।
- आप अपने से क्या-क्या उम्मीदें करते हैं।

III(b) परिवार के बारे में कितनी और किस तरह की घर की जिम्मेदारियाँ आपके काम से पूरी होती हैं।

- जब आप काम नहीं करते थे, तो घरवालों का आपके प्रति कैसा व्यवहार या किस तरह से वे पेश आते थे। उदाहरण अथवा घटना के साथ समझाएँ।

III(c) काम और मालिक के बारे में —

- यहाँ काम करने की क्या खास वजह है।

- क्या सुविधाएं मिलती हैं।
- क्या नुकसान या परेशानी होगा अगर आप छूट जाए।
- यहाँ काम करने से भविष्य में क्या फायदे नज़र आते हैं।
- मालिक का व्यवहार आपके प्रति कैसा है ? (समझाइये)
- मालिक का ऐसा कौन सा व्यवहार या ऐसी कौन सी सुविधाएं मिलती है जो आपके यहाँ काम करने के लिए ज्यादा प्रेरित करती हैं।
- मालिक तुम्हें किस तरह का इन्सान समझते हैं।
- जरूरत पड़ने पर मालिक किस तरह से मदद करता है (एक या दो घटना बताए)।

Children Undergoing Rehabilitation Programme

- यहाँ तक आप कैसे पहुँचे ?
- यहाँ पर आने पर परिवार वालों की क्या प्रतिक्रिया थी ?
- किस तरह से घरवाले इस चीज़ के लिए तैयार हुए ?
- परिवार का खर्च अब कैसे चलता है ?
- तब और अब में क्या फर्क है ?
- अगर दुबारा काम करने का मौका मिले तो काम करना चाहेंगे कि यहाँ रहना चाहेंगे ?
- पढ़ाई के प्रति रुझान क्या है ? क्या पढ़ना चाहते हो ?
- यहाँ पर आपको क्या - क्या सीखने को मिलती है ?

