
CHILD LABOUR IN BIDAR & CHAMARAJANAGAR DISTRICTS

A Status Report and Ways Forward

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International Programme for the Elimination of Child Labour (IPEC)
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(Supported by Government of Italy)

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Foreword (Government)

Child Labour is a manifestation of household poverty, which is exploited by employers who do not wish to pay adult wages. Child Labour is a violation of child as well as human rights. Child Labour also creates a vicious cycle of illiteracy and low income, while simultaneously depriving adults of employment and higher wages. The prevalence of child labour also deprives the nation of an educated, skilled and productive work force which could form the basis of rapid economic growth. Thus, employing children robs them of their childhood and stunts the growth of the nation, so there is an urgency to take a sustainable preventive and remedial action for the malaise.

The focus of the Karnataka State interventions have been a multipronged attack to eradicate child poverty and illiteracy with appropriate awareness raising, capacity building, bridge schooling, convergence of development works, advocacy and pooling of resources through public private partnership. As long back as 2001 the State launched a comprehensive Action Plan to Eliminate Child Labour in Karnataka, a first in India, with a vision to see Karnataka as a 'Child Labour Free State'. The State Government was consciously aware that the compartmental approach of eradicating only hazardous child labour focused on the demand side interventions were short sighted and inadequate. In all such cases the children from hazardous sectors migrated to the non-hazardous sectors and pool of children out of school and toiling in the non-hazardous sectors provided an unending source replenishing the children in hazardous work as soon as the attention on the demand side causes slackened. Hence state recognized the importance of addressing this problem in totality with an area approach and working more with the community on the supply side including all child workers whether in the hazardous or non-hazardous employment or even the potential child workers who were just out of school.

ILO-IPEC – Karnataka Child Labour Project, originally focused on the child labour in the sericulture sector only, and due to the reasons discussed in the earlier paragraph the State Government wanted the project to be more broad based in design and approach which could be successful in rescuing the children from work and bring them back to school to harness their inner potential on sustainable basis. Although it is with the common knowledge that more children are employed in the informal sectors of the economy and most of them are untouched by the Child Labour Prohibition Laws or various National Child Labour Project interventions, hardly any research has comprehensively focused on the plight, problems, travails, exploitation and doomed childhood of such hapless children. This baseline survey comprehensively examining child work with an area approach and exploring local community based solutions, is a good precedence providing research tools, methodologies as well as ample data to fine tune the pilot interventions. I am sure this document, ‘Child Labour in Bidar and Chamarajnagar Districts : A Status Report and Ways Forward’ will generate wide interest amongst policy makers, researchers and practitioners alike. I congratulate the authors, International Labour Organization and the Government of Italy for bringing this out in a book form.



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Government of Karnataka.

Bangalore

Dated: 09.04.2007

Foreword (ILO)

The Fight Against Child Labour in the World continues to be a daunting challenge but as reported in the International Labour Organization's second global report (2006), 'The end of Child Labour within reach', there is perceptible reduction in the number of child labourers world wide. It is particularly heartening that the decrease is sharper in the areas of hazardous work. This could not have happened without the concerted efforts of all the stakeholders - governments, international agencies, workers, employers and civil society organizations. We have witnessed a sea change in the awareness of child labour across the world, and a broad consensus has emerged on the urgency of eradicating this scourge. There is now widespread agreement on the tools that are needed. The ILO's Labour Standards and policy advice have been central to this process, guiding awareness raising and practical action. As a first step for any such action, a clear understanding of the dimensions and nature of child labour is essential and for which the tools and expertise developed by ILO's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) are extremely helpful.

The ILO, under its International Programme for the Elimination of Child Labour (IPEC) has initiated the 'Karnataka Child Labour Project (KCLP)' to combat child labour and economic exploitation of adolescents in Chamarajnagar and Bidar Districts of Karnataka. This three year Project will be implemented through eight components. It is a multilateral project financially supported by the Government of Italy.

In order to design the project strategies to effectively combat the problem of child workers and economic exploitation among adolescents, the first requirement is that of valid and accurate base line information. This information would help towards the identification and selection of beneficiaries, and to arrive at the most effective ways to intervene, with possible institutional arrangement for delivery, monitoring; and objective evaluation of the impact of the project.

The information concerning child labour, in general and sector-wise employment of child labour, in particular, is not available from any known statistical source for

recent years. Due to various definitional and methodological problems, universally accepted quantitative information on child labour, particularly in identified child labour activities, is rather difficult to come by. Most of the earlier child labour baselines surveys have concentrated on individual child profiles and related attributes. Baseline on indicators supporting needs of stakeholders for sensitization, capacity building, possible and needbased economic support to the families, utilizing social capital and existing institutional strengths of the locality are virtually unavailable.

I am happy that this survey provides us with better understanding of ground realities and has enabled the project implementing partners to restructure and finetune the project interventions accordingly. I am sure that research tools developed and the good practices identified by this endeavor would be a good beginning for other projects. Grassroot institutional strengths and weaknesses analysis and objective benchmarking of the identified indicators are some of the very innovative aspects of this study. This baseline survey is thus different and distinct from similar earlier efforts, looking more comprehensively at the locally available, possible sustainable solutions. It has certainly added substantially to our understanding of Child Labour, moreso in the lesser known informal sectors. I hope that it will be of great interest for policy makers, government departments, and academicians, students of development and governance, and field practitioners. I thank Dr. D. Rajasekhar, Ms. R. Manjula, Ms. Suchitra, JY of the Institute of Social and Economic Change (ISEC) and Mr. Sanjiv Kumar, National Project Coordinator, International Programme for the Elimination of Child Labour, Karnataka Child Labour Project for their valuable assistance in researching, editing and jointly publishing this volume for wider dissemination.



Leyla Tegmo Reddy

Director,

Sub-Regional Office for South Asia
And ILO Representative in India.

New Delhi

Dated : 27th April 2007

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Glossary

CLs	Child Labourers
DC	District Collector
GoK	Government of Karnataka
GPs	Gram Panchayats
HH	Household
IGAs	Income Generating Activities
ILO	International Labour Organisation
IRDP	Integrated Rural Development Programme
ITI	Industrial Training Institute
JLC	Job-Linked Courses
JOC	Job-Oriented Courses
KCLP	Karnataka Child Labour Project
MDM	Mid-Day Meals
MLA	Member of Legislative Assembly
NABARD	National Bank for Agriculture and Rural Development
NCLP	National Child Labour Project
NGOs	Non-Governmental Organisations
NMP	Noon Meals Programme
NSS	National Sample Survey
PDS	Public Distribution System
PHCs	Primary Health Centres
PIA	Project Implementing Agency
PRA	Participatory Rural Appraisal
SC	Scheduled Caste
SCLP	State Child Labour Project
SDMCs	School Development and Management Committees
SGSY	Swarnjayanti Gram Swarozgar Yojana
SHGs	Self-Help Groups
SSA	Sarva Siksha Abhiyan
ST	Scheduled Tribe
UN	United Nations
VLOs	Village Level Organisations

Preface

Child Labour continues to be an important development problem in several parts of India including Karnataka, despite the fact that considerable efforts have been made by the central and state governments to eliminate child labour. In this context, the International Labour Organisation (ILO) has started a new and innovative pilot project on child labour in Chamarajanagar and Bidar districts in Karnataka. This three-year project has initiated measures to combat child labour and reduce economic exploitation of adolescent workers. Implementers of any such project would naturally be interested in obtaining answers to the following questions. What is the magnitude of child labour and what are its dimensions? What is the extent to which adolescents are vulnerable to exploitation? What are the causes for the emergence of child and adolescent labour? What are the working conditions these labourers face? What strategies do they adopt to come out of the problem? Which organisations help them? What perceptions do these children and their parents have on effective ways to combat child labour and reduce economic exploitation of adolescents? What is the social capital available to them and how can the project implementers effectively use this? Answers to these questions would not only help the project implementers in the identification and selection of beneficiaries, but also to delineate the most effective ways to intervene and monitor the impact of interventions conceived through the project. However, reliable information concerning child labour is hard to come by from any known data source for the recent years.

This study was, therefore, undertaken to assist the Karnataka Child Labour Project in the identification of child and adolescent workers and building baseline data. The study has discussed the magnitude and causes of child labour, and analysed the role of decentralised governance in combating child labour. The study findings are expected to fine-tune the strategies of the project for combating child labour, and help develop baseline data for monitoring, evaluation and impact assessment of actual project interventions.

For this purpose, data were collected from 80 villages and urban wards, randomly selected from the study districts, viz., Bidar and Chamarajanagar during 2006. By deploying qualitative and quantitative research methods, basic information on education and work status was collected from 40,206 children of 32,048 households and detailed information from the selected villages, and from sample children, parents, employers and representatives of village level organisations. Considerable time has been invested in the conceptualisation and design of this comprehensive study on child labour. The best practices, identified in this study, may be helpful to other similar studies.

This study has looked into the educational status of 40,206 children in the sample villages. A key finding was that there seemed to be some improvement in the educational status in recent years. It was found that nearly 84 per cent of the children in Bidar district and

88.61 per cent of the children in Chamarajanagar district were in the school, while almost half of the adolescents in both the districts were found to be out of the school. The projected figures on out of the school children for the sample districts are much higher than those provided by the Education Survey carried out by the Department of Education.

There was considerable gender bias against girl children in the schooling status in Bidar district while this was not true in Chamarajanagar. A majority of the out-of-school children belonged to the marginalised castes that were mainly involved in agricultural and non-agricultural wage labour. Over 90 per cent of these children were found to be working either for wage or in their household activities.

The finding that the proportion of out of school children increased with the age of children implied better enrolment and retention rates and lower dropout rates among children in the lower age groups. This could be attributed to the positive impact of government initiatives such as the Sarva Shiksha Abhiyan and the Noon Meals Programme in increasing enrolment and retention rates in primary and middle schools. The functioning of the School Development and Management Committees did not show any significant association with the schooling status. This was because these committees were riddled with different kinds of problems, which have been discussed in this study and some suggestions towards their improvement have been provided.

As far as the magnitude of child labour is concerned, 31 per cent of 40,206 children in the two study districts were working. The percentage of children working for wages as well as assisting their parents to total children in the sample localities was 25.79 in Bidar and 39.05 in Chamarajanagar. The incidence of child labour was less in the age group of 5-14 years in both the districts, while it was high in the age group of 15-17 years. Forty per cent of respondents in Bidar and 37 per cent in Chamarajanagar district had at least one child working in their households.

The proportion of children working only for wages to total children was 9.87 per cent in Bidar and 8.52 per cent in Chamarajanagar. The incidence of child labour tended to be low in the age group 5-14 years, while it was high in the age group of 15-17 years. The proportion of households having at least one child labour working for wage was 15.4 per cent in Bidar and 8.02 per cent in Chamarajanagar district. The magnitude of child labour as per our projections is substantially high in comparison to other surveys.

Important dimensions of child labour in the study localities are as follows. First, girls accounted for a larger proportion of child workers (i.e., those assisting parents as well as working for wage), while boys constituted majority of child labourers (i.e. working only for wages). There was also a tendency to employ larger proportion of boys in wage work or in household activities considered to be 'economically productive'. Second, the educational status of child labourers differed on the basis of age groups. The proportion of child labourers attending school, which would be high in the younger age groups, declined as the age of child labourers increased. In contrast, the dropout rate was positively correlated with the age groups. The implication is that as children dropped out at either primary or middle or high school levels, they were

engaged in work either at home or for wages. Third, most of the working children were from those households which belonged to SC/ST and Muslim communities and whose principal occupation was wage labour. Fourth, key sectors employing child labour were agriculture, livestock rearing, small hotel/restaurant, shops/small establishments, construction work and stone quarrying. Fourth, girls were usually employed in agriculture, while boys were found in all the sectors, particularly livestock rearing, garages, hotels, shops, construction and stone quarrying. Thus, there was segregation of sectors across the sex of child labourers.

What are the causes for child labour? A majority of the children stated that they were working at the behest of their parents in order to supplement family income or to pay off debts of their parents, etc. Thus, poverty emerged as the key explanatory variable. Further examination of these responses revealed that most of the children stating that they worked due to poverty belonged to those households earning low income and asset base. Although quite a few children said that they were working in order to repay debts, the exact incidence of 'bonded child labour' and the nature of bondedness were not very clear.

The working conditions of child and adolescent labourers were poor in most of the sectors in which they were employed. The wages of child and adolescent labourers were expectedly very low, and, in general, on par with the prevailing wage rates for adult women workers in the area. However, even in the case of child labourers, there was a gender bias in that the girl workers were almost always paid between Rs. 5–15 lesser than the boy workers, even for work of similar nature.

The workers faced a range of hazardous conditions such as working in sunlight and heat, carrying heavy loads, working with harmful chemical substances and equipment prone to accidents, etc. Many were also often abused and beaten/slapped by their employers. While children were a little hesitant about acknowledging the dangerous working conditions they faced, very few employers even acknowledged the fact that working conditions were hazardous to children.

Surprisingly, 22 per cent of the employers said that they were not aware of the statutory ban on child labour. Therefore, it is clear that as a first step, better awareness has to be spread about the ills of child labour as also the repercussions on the employers who employ children. But more serious is the fact that 78 per cent of the respondents employed children in spite of knowing about the law. This shows that the enforcement mechanism has been very poor, and also that the action taken against the violators has not, in general, been very stringent.

The study found that the option of providing vocational education to adolescent labour, an important step in reducing their economic exploitation, is constrained by a number of factors. First, low educational status of adolescent labour implies that the formal vocational facilities (having high school pass certificate as the eligibility) available in the area are not suitable. Second, the formal institutions, which are managed by private agencies, collect high amounts of capitation and charge high tuition fees. Third, the fact that adolescent labourers have been mostly working in agriculture, livestock rearing, hotels, quarrying, etc., implies that they will have no inclination in motor mechanism and/or electronics (offered by formal training

institutions). Fourth, there are no informal trainers in the selected villages to provide vocational training to less educated adolescent labourers. Fifth, a majority of the adolescent labourers belonged to those households whose primary source of livelihood was wage-labour. This implied that it would be difficult for them to afford to send their children to the existing institutions where the expenses were on the higher side. They also incurred higher opportunity cost of labour, given that the adolescent labourers made significant contribution to the household income. Finally, parents of adolescent labourers did not have any particular aspirations.

Village level organisations have potential to play an important role in addressing the issues relating to child labour. Gram panchayats (GPs), Anganawadi centres, Continuing Education Centres, Self-Help Groups (SHGs), School Development and Management Committees (SDMCs) and youth associations were key organisations that existed in the study villages. The importance of SHGs, GPs, Anganawadi centres and SDMCs in the study localities had increased phenomenally in the last ten years.

A large proportion of SHGs and GPs had not been involved in the past interventions to reduce the problem of child labour. On the other hand, several SDMCs and Anganawadi centres were indirectly involved in reducing the problem of child labour by spreading awareness among parents on the importance of education. Although SHGs and GPs were not involved in any direct way in child labour interventions, SHGs, Anganawadi centres, SDMCs and GPs possessed good potential to undertake interventions to reduce the incidence of child labour. The study has suggested key roles to these organisations and an institutional arrangement to bring in synergy and cooperation among them. The study has recommended that the existing SHGs be reoriented to undertake the activities relating to the reduction of child labour or form new ones in those villages where there was shortage.

This study has been the product of the combined efforts of a large number of individuals in various capacities. Around 3,000 person days were spent to undertake this mammoth task right from the conceptualization to bringing out this report! This essentially meant that we took the help and support from several well-meaning individuals. Therefore, it is important to acknowledge all those individuals.

At the outset, we would like to thank all the members of the Centre for Decentralisation and Development, ISEC, for their excellent support throughout the study period. Dr. K. G. Gayathridevi and Dr. V. Anil Kumar were associated during the initial phase of the study. Their inputs during finalisation of instruments and their participation during fieldwork were helpful and valuable. Ms. Bhramarambika Devi and Mr. M. S. Gowrappa took much of the responsibility of supervision during fieldwork. They also played an important role in canvassing the different questionnaires for the survey, thereby ensuring timely completion of the fieldwork. Mr. M. Adinarayana, Mr. B A Bhojaraju, Mr. S Rajasekhara were instrumental in carrying out a large part of the fieldwork – both the household enumeration and the survey. They were also involved in some part of data entry and checking. Ms. V. Sangeetha undertook the responsibility for the largest chunk of data entry and ensured both quality and timely completion of the same. Ms. Roopa A V, Mr. N. Krishne Gowda and Mr. G Ananda Vadivelu were associated with the study for a brief period during data collection. We thank each one of them profusely.

We thank the Deputy Commissioners, Chief Executive Officers and Project Directors of the State Child Labour Project in Bidar and Chamarajanagar for their support during the study. We thank Prof. Tulasimala, Head of Department, Economics, in Mysore University and the representatives of Pravardha, an NGO in Bidar, for their logistic help during the fieldwork.

The first step in the fieldwork was enumeration of households, which was possible because of the support and cooperation of a large number of enumerators who were recruited locally in the two districts. They have put in considerable hard work and coped with difficult field circumstances. We extend our utmost gratitude to all of them.

There were three inception workshops conducted right at the outset – in Bangalore, Bidar and Chamarajanagar. We thank all the participants of these workshops for their valuable inputs towards the methodology and instruments. Special thanks are due to State Advisory Committee chaired by Ms. Vatsala Watsa, formerly Principal Secretary, Labour Department for their inputs during Committee meetings. The key findings of the study were disseminated at the Department of Labour, Bangalore, in August 2006. We thank Ms. Leyla Tegmo-Reddy, Director, Sub Regional Office of the ILO and Mr. K. Jothiramalingam, Principal Secretary, Labour Department, Karnataka for providing excellent comments and suggestions. A number of other stakeholders from the local governments of the two districts, NGOs, trade unions and the academia were also present at the meeting, and we acknowledge their useful comments and suggestions all of which have helped shape this report.

We would like to thank Mr. Debi Prasad Mondal from ILO for his close involvement in the study in the initial stages of preparing instruments and methodology. He also gave the draft report a very close read and provided us extremely useful comments, which have helped us finalise this report. We thank Ms. Gita Suresh, Sr. Programmer for the Project, who played the key role of liaising between the Centre for Decentralisation and Development and the ILO, Bangalore, throughout the study.

Finally, we are grateful to Prof. V. M. Rao, Honorary Professor, ISEC, for his inputs on the methodology, Prof. Gopal K Kadekodi, former Director of ISEC, for his support and Mr. V S Parthasarathy, for editing this manuscript.

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INTRODUCTION

Background

Child labour is one of the pressing developmental problems across the world, and more so in developing countries. The International Labour Organisation (ILO) estimated that the total number of child labourers was 218 million in 2004 and a majority of them were concentrated in the developing countries. In India, although the Child Labour (Prohibition and Regulation) Act has been in place since 1986, little has transpired in actual practice, given the magnitude of the problem to date. Several strategies and interventions – such as bridge schools and mainstream education subsequently, etc., have been and are being tried out to combat child labour in India. These strategies have, however, been unable to ensure that the rescued children are rehabilitated effectively. The rescued and rehabilitated child labourers have been, therefore, making their way back to the labour market. It is in this context that an innovative pilot project has been introduced in Karnataka.

The International Labour Organisation (ILO) has started the ‘Karnataka Child Labour Project (KCLP)’ to initiate measures to combat child labour¹ and economic exploitation of adolescents² in two districts in Karnataka - Chamarajanagar and Bidar. This three-year project will be implemented through eight components³.

¹ The definition of a working child is as follows – ‘a person below the age limit of 15 years’, as set by the Minimum Age Convention No.138 (1973), or 18 years for hazardous work’, as set by the ILO Worst Forms of Child Labour Convention No.182 (1999). In the wider context of the UN Convention of the Rights of the Child (1989), the age limit of a “child” is set at 18 years. The term “child labour” is defined as that work which deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. Several definitions on child labour are in vogue. As there is no universally accepted definition, we have followed a three-fold classification of child labour which will be discussed in detail in Chapter 4. For the sake of simplicity, we term all working children in the age group of 5-14 (completed) years as “child labourers”.

² Adolescents in the age group of 15-17 (completed) years are included for the interventions because usually when individuals in this age group enter the labour market, they are economically exploited due to lack of skills, relatively low power of collective bargaining, etc.

³ These are the following: (1) Prevention and withdrawal of child labour through awareness raising and education; (2) Income generation through skills training and self-employment promotion; (3) Self-help group approach for participatory development and self-sustaining social changes; (4) Modular-based vocational training; (5) Upgrading local industries for better working conditions and child labour free production; (6) Strengthening grass root level institutions, block level institutions, NCLPs and State level institutions; (7) Community monitoring and strengthening grass root institutional capacities for sustainable change; and (8) Policy research, innovation and advisory services.

In order to design such a project, the first requirement is valid and accurate information. The implementers of any child labour project would be interested in obtaining answers to the following questions. What is the magnitude of child labour and what are its dimensions? What is the extent to which adolescents are vulnerable to exploitation? What are the causes for the emergence of child and adolescent labour? What are the working conditions these labourers have? What strategies do they adopt to come out of the problem? Which organisations help them? What perceptions do these children and their parents have on effective ways to combat child labour and reduce exploitation of adolescents? What is the social capital available to them and how can the project implementers effectively use this? Answers to these questions would not only help the project implementers in the identification and selection of beneficiaries, but also to identify the most effective ways to intervene and monitor the impact of interventions conceived through the project.

Information concerning child labour, in general, and sector-wise employment of child labour, in particular, is not available from any known statistical source for the recent years⁴. In addition, due to various definitional and methodological problems, universally acceptable quantitative information on the magnitude of child labour and the activities in which child labourers are employed is rather difficult to come by.

In this context, this study has been undertaken to assist the Karnataka Child Labour Project in the identification of child and adolescent workers and building baseline data. The study aims to understand the magnitude and causes of child labour, and analyse the role of decentralised governance in combating child labour. The research inputs are expected to fine-tune the strategies of the project for combating child labour. Another objective is to build baseline data for monitoring, evaluation and impact assessment of actual project interventions.

Objectives

The objectives of the study are to:

1. identify and build profiles on child (age group of 5 – 14 years) and adolescent (age group of 15 – 17) labourers vulnerable to economic exploitation in the selected districts;
2. identify potential partners at the village level in the two selected districts by developing a directory of interventions in the identified areas;
3. understand the magnitude, nature and causes for the child labour problem in different sectors in the selected areas;

⁴ The Census and National Sample Survey (NSS) provide data at the state and national levels but these can be used only for broad policy purposes. In order to undertake interventions of the nature envisaged by KCLP, field data with village as the unit are necessary and these are not available in any known statistical source.

4. provide data and information to project implementing agencies to fine-tune strategies and approaches of the project implementation;
5. provide data on performance indicators identified by the project to serve as a benchmark and assist in monitoring the effectiveness of the project; and
6. design the study in such a way that it aids in undertaking concurrent and mid-term evaluation.

Methodology

In this section, we discuss the procedure adopted in selecting the sample villages, the research methods and instruments used, and the procedure adopted in collecting primary data.

Selection of Sample Villages

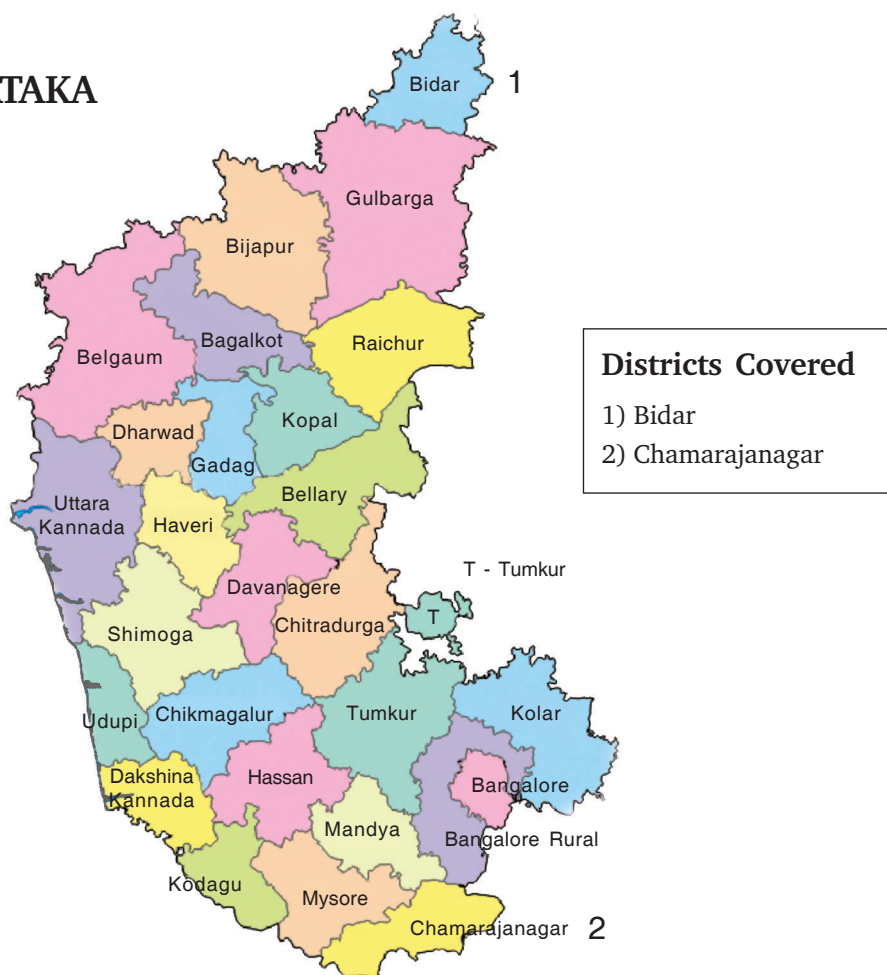
The first step adopted in the study was to identify villages and urban wards with the probability of having high incidence/concentration of child labour in the selected districts of Bidar and Chamarajanagar (Map 1.1). For this purpose⁵, we depended on the Census of 2001. By taking three variables – the proportion of illiterate population to total population, the size and occupational distribution of the villages – into consideration, we randomly selected 40 villages and urban wards in each of the districts. The procedure followed was as follows.

1. We took high illiteracy as a proxy for the existence of child labour, because high overall illiteracy implies that child illiteracy is also likely to be high, which means that fewer children are in schools and more children in labour. We first categorised the total villages into two types; those with high illiteracy (more than 50 per cent illiterate population) and those with low illiteracy (less than 50 per cent illiterate population).
2. These villages were then divided into two categories – villages where agriculture is the dominant occupation (where 80 per cent or more of the households are engaged in agriculture) and those where non-agricultural activities are dominant (where less than 80 per cent of the households are involved in agriculture).

⁵ Initially, we had different ideas for finding out the incidence of child labour in the villages. The first idea was to consult the Education Survey conducted by the Education Department, GoK, Bangalore, undertaken since 2002. This survey provides village-wise data on out-of-school children. It was, however, found that the number of out-of-school children was relatively high in 2002; but, the number declined drastically subsequently. This gave rise to widespread speculation that the figures on out-of-school children underestimated the magnitude of the problem. We, therefore, wanted to take the 2002 figures although slightly outdated. However, it was found that village-wise data were not available at one place, and that one would have to spend considerable time in assembling these figures. Hence, this idea was dropped. The second idea was to consult the Economic Census of 1998, in spite of its limitation in that it did not cover all the economic enterprises. However, since it proved to be difficult to obtain village-wise data, this idea was also dropped.

Map 1.1: Map of Karnataka showing Bidar and Chamarajanagar Districts

KARNATAKA



3. From each of these two groups of villages, we selected a spread of big and small villages. Based on the average size of the village (in terms of population) in the district, we treated all those with population greater than the average as large villages, and those with population lesser than the average as small villages.

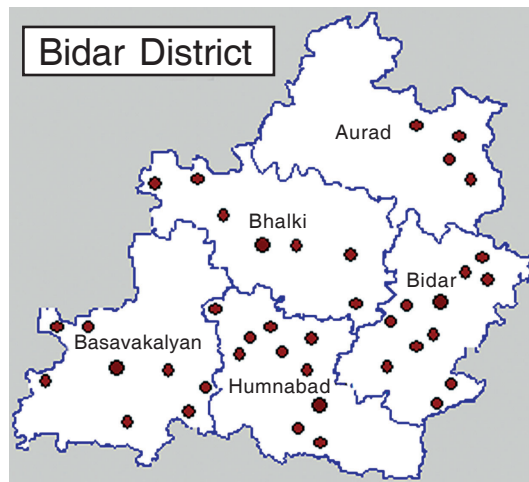
Through these three steps, we arrived at an eight-fold typology of villages as follows:

- a) High illiteracy agriculture-dominant large villages
- b) High illiteracy non-agriculture-dominant large villages
- c) High illiteracy agriculture-dominant small villages
- d) High illiteracy non-agriculture-dominant small villages
- e) Low illiteracy agriculture-dominant large villages

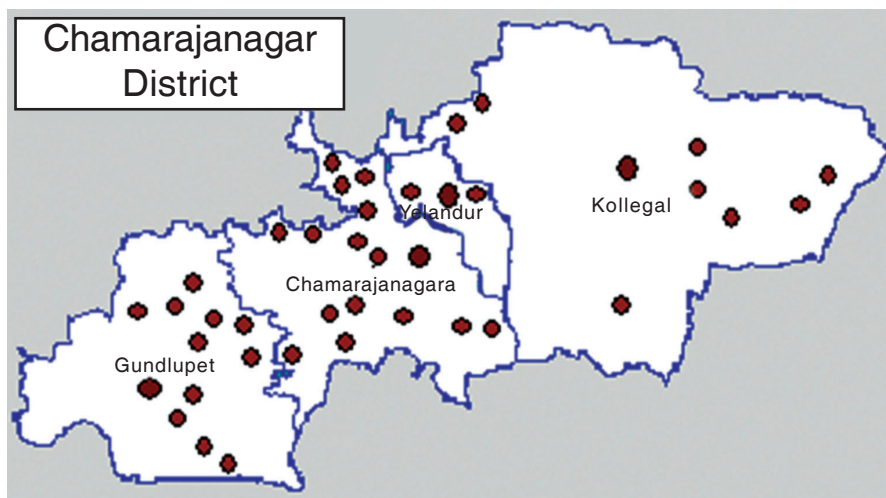
- f) Low illiteracy non-agriculture-dominant large villages
 - g) Low illiteracy agriculture-dominant small villages
 - h) Low illiteracy non-agriculture-dominant small villages
4. From the villages characterised by high illiteracy (a – d), we randomly selected 10 villages per category, and from the villages characterised by low illiteracy (e – h), we randomly selected 5 villages per category. The rationale for this is that the incidence of child labour is expected to be higher in high illiteracy villages, where educational and other infrastructure is usually not as well developed. While undertaking fieldwork, we covered sample villages number 1 – 7 in each of the high illiteracy categories and sample villages number 1 – 2 in each of the low illiteracy villages. The rationale for this is due to the expectation that villages characterised by higher illiteracy will be more prone to child labour when compared to those characterised by lower illiteracy. Further, allowing for certain eventualities, 3 villages were kept in reserve for each category. These eventualities are - villages, existing in the census documents, might not really exist or might have got wiped out, or moved, or would be inaccessible, or may be known to the common people by different names, etc.
 5. In all, we thus selected 36 villages from each of the districts using the above procedure (see, Maps 1.2 and 1.3 for the location of these villages in the selected districts).
 6. Using a similar procedure, we selected 4 urban wards from each of the districts.

In all, therefore, we covered 72 villages and 8 urban wards from both the districts. These have been presented in Annex 1.1.

Map 1.2: Mapping of sample villages and wards in Bidar district



Map 1.3: Mapping of sample villages and wards in Chamarajanagar district



Research Methods and Instruments

Both qualitative and quantitative research methods were employed for the study. The quantitative methods were adopted to list the children in all the sample villages and wards, to build baseline data, and to understand the causes for child labour and strategies adopted to combat child labour.

Questionnaires were developed in order to acquire a complete list of the children in the villages and also to interview sample children, parents and employers. These questionnaires were prepared⁶ keeping in mind the performance indicators enlisted to measure the progress during and towards the end of the implementation of the project. In addition, a questionnaire was also developed to interview the representatives of the village level organisations. This questionnaire aimed to understand their awareness on child labour, activities undertaken, if any, to combat child labour, etc.

Participatory Rural Appraisal (PRA) methods, such as mapping the different village level organisations with potential to address the problem of child labour and the ranking of the significance of these organisations in addressing the same, were deployed. Further, PRA techniques were also employed to elicit information on the causes of child labour, strategies adopted by the parents and children to come out of the problem, and to identify the preferred strategies of parents and others in combating child labour.

⁶ These instruments were built upon those prepared by the ILO (for the Indus project), New Delhi.

The research methods and instruments used in the study have been summarised in Table 1.1.

Table 1.1
Research methods and instruments used in the survey

Type of method and instrument	Objectives
PRA methods	
Community questionnaire	Developed the information at the community level on contextual factors, institutions, etc., for the project to find out the potential partners at the village level. By taking this instrument as a checklist, focus group interviews were conducted with groups such as head master and teachers, leaders of SHGs, etc.
Mapping and ranking of child labour problems in selected areas	Focus group discussion was the main technique. With the help of a checklist, attempts were made to understand the causes, past strategies and future programmes needed to combat child labour and reduce exploitation among adolescents.
Case studies	Experienced investigators developed case studies on child and adolescent labourers and employers.
Quantitative methods	
Listing questionnaire	Aimed to collect information on all children and adolescents in the villages and urban wards.
Child questionnaire	Elicited information on the nature of child labour and prepared baseline data relating to performance indicators.
Parent questionnaire	Collected information on the nature of child labour and prepared baseline data in relation to performance indicators. In addition, it also sought to elicit information on the aspirations of parents on vocational education, income generating activities, etc.
Employer questionnaire	Collected information on the nature of child labour and the extent to which technology and production methods contributed to this problem.
Village level organisations	Collected information on organisations such as gram panchayats (GPs), School Development and Management Committees (SDMCs), Self-help Groups (SHGs), <i>anganawadi</i> centres, etc., on their perceptions on child labour, past interventions to combat the same and future interventions, if any.

Procedure Adopted in the Collection of Data

Field Testing

The first task undertaken, after the preparation of instruments, was to test the same in the field. As a part of this exercise conducted in a village in Bidar district, all the research methods and instruments were tried out. The objectives of the field testing were to:

- ✧ ensure that the instruments were smooth and logical;
- ✧ find out the ease with which the questionnaires could be canvassed;
- ✧ make the instruments less burdensome to the interviewees;
- ✧ find out the appropriateness of the methods adopted in the study; and
- ✧ assess the training needs of the field staff.

On the basis of field-testing, the questionnaires were finalised (Annex 1.2), instructions to the field staff were prepared (Annex 1.3) and training programmes were conducted for the field staff using the training manual (Annex 1.4).

Training to Field Investigators and Enumerators

The field staff were of three types: supervisors, field investigators and enumerators. Training was absolutely essential for field investigators and enumerators, recruited specifically for the project. Field investigators were recruited for the entire project period, whereas enumerators were recruited from the selected districts for the duration of fieldwork in these districts. In both the cases, gender balance was ensured.

In order to maintain uniformity and comparability of the survey methods and instruments across all sectors as well as to ensure sensitivity to children, training was provided to the enumerators/field investigators prior to the commencement of the field survey. The training covered issues relating to the concept of child labour, building trust and rapport with interviewees, ethics, sensitivity towards children, methods of canvassing the questionnaires, methods of eliciting information through participatory techniques, etc. In addition, training inputs were provided in the first few days of fieldwork, as collected information was scrutinised and the need to sharpen the skills of field staff was felt.

Listing of Children

All the selected villages and urban wards were visited for undertaking a complete enumeration of children (5-14 years) and adolescents (15-17 years). Henceforth, the term “children” will be used to refer to both children in the age group of 5-14 years as well as adolescents in the age group of 15-17 years. In the listing exercise, we collected information on the following:

- ✧ Caste of the household
- ✧ Type of the house
- ✧ Principal occupation of the household
- ✧ Name of the child / adolescent
- ✧ Sex of the child / adolescent
- ✧ Age of the child / adolescent, with age proof, where available
- ✧ Schooling status (in or out of school) of the child / adolescent
- ✧ Working status of the child / adolescent
- ✧ Number of hours of work
- ✧ Sector in which the child / adolescent is employed
- ✧ Place of the work

Building Community Profile

Community level questionnaires were administered in all the 72 villages. These questionnaires were used as a checklist to build the profiles of the community, and the method adopted was Participatory Rural Appraisal. The community profiles were built with the help of discussions held with key informants in a group. The key informants were typically school teachers, GP members, leaders of SHGs, agricultural labourers, farmers, youth, etc. The purpose of this schedule was to identify important contextual factors that forced parents to send their children to work, and also to identify the institutional potential available for the implementation of the project in that area.

Canvassing the Questionnaire

After the listing exercise was complete, child / adolescent workers were randomly selected for a detailed investigation. The sampling procedure was as follows. If the total number of child labourers in a particular village was less than or equal to 10, all of them were interviewed. If the number was more than 10, at the most four child labourers from each of the work sectors in that village were randomly selected for a detailed survey. Using this procedure, the selected children, their parents and employers were interviewed with the help of a structured questionnaire.

In addition, questionnaires were canvassed among the representatives of village level organisations such as GPs, SDMCs, *Anganawadi* centres, SHGs, Continuing Education Centres, youth associations, etc.

Magnitude of the Work

From 80 villages and urban wards in both the districts, the study covered 32,048 households. The number of households covered in Bidar was 16,202, while it was 15,846 in Chamarajanagar (Table 1.2). It was found that 1.4 per cent of the total houses in both the districts were locked when the field staff visited them; the proportion being slightly higher in Chamarajanagar.

Since many of these households were residing outside the villages as permanent migrants, their details especially with regard to schooling and working status of the children could not be collected from neighbours. Hence, these households were omitted from the analysis.

Table 1.2
Distribution of households in Bidar and Chamarajanagar districts

Categories of households	Bidar		Chamarajanagar		Total	
	Number	%	Number	%	Number	%
Locked houses	86	0.5	358	2.3	444	1.4
No children in the age group of 5-17	5,342	33.0	7,179	45.3	12,521	39.1
Having children in the age group of 5-17	10,774	66.5	8,309	52.4	19,083	59.5
Total	16,202	50.6	15,846	49.4	32,048	

In 39.1 per cent of the households in both the districts, there were no children in the age group of 5 to 17 years. In other words, these households might have had children in the age groups of either less than five years or over 17 years. In some cases, these households were newly formed with just husband and wife residing. In some other cases, the households consisted of only elderly people. While we collected basic information from these households, there was no scope for collecting data on children.

Only in 59.5 per cent of the households we did find children in the age group of 5 to 17 years. The proportion was somewhat higher in Bidar district. This could be attributed to poverty, illiteracy, sizeable presence of Muslim households where we usually found larger number of children. The total number of households with children in the age group of 5-17 years was 19,083. The number was 10,774 in Bidar, while it was 8,309 in Chamarajanagar.

The total number of children covered through the listing exercise was 40,206 from the 19,083 households. This number was 25,284 in Bidar, and 14,922 in Chamarajanagar.

As mentioned earlier, we have also built community profiles, canvassed questionnaires among randomly selected children, parents and employers, and interviewed representatives of village level organisations. The total sample at a glance has been provided in Table 1.3.

Table 1.3
Sample at a glance

Particulars	Bidar	Chamarajanagar	Both the districts
LISTING			
Sample localities	40	40	80
Village profiles	36	36	72
Households covered	16,202	15,846	32,048
Children (5-17 years) covered	25,284	14,922	40,206
CANVASSING			
Children	344	355	699
Parents	346	363	709
Employers	48	52	100
VILLAGE LEVEL ORGANISATIONS			
SHGs	57	58	115
Anganawadis	22	13	35
SDMCs	16	24	40
Gram panchayats	16	22	38
Youth associations	4	11	15
Continuing education centre	4	8	12
Others	0	10	10

Problems Encountered

There are bound to be problems and difficulties in undertaking fieldwork of such vast magnitude in a short span of time. With previous experience in undertaking large surveys, we had anticipated many problems and the relevant corrective steps had been incorporated into the research design. Nevertheless, the field team encountered several problems (anticipated and unanticipated) during this mammoth task of data collection.

In this section, we discuss both the anticipated and unanticipated problems. Even anticipated problems took different dimensions in this study, particularly since the study was related to the sensitive issue of assessing the magnitude of child labour. Our main purpose of such a discussion is not to showcase the hardships involved but to be of some help to similar studies in the future.

Time Spent to Cover One Household in the Listing

Our assumption on the time required to complete one household for the listing purpose (five minutes) went wrong. During the field-testing, it was found that the time taken to cover one household was 15 to 20 minutes. If we had factored in so much time, it would have been next to impossible to complete the listing exercise in the time allotted to us by the project. We were of the opinion that the time could be reduced to five minutes through the following: first, we arrived at a few methods to reduce the time to ascertain the number of children in the age group of 5-17 years, the age of the child, etc; and second, with good training provided to enumerators and gradual experience, it was assumed that, the time taken would gradually reduce.

On an average, each enumerator could cover only 40 households in a typical working day of eight hours, and thus, each household took 12 minutes. If revisits on account of inability to cover all the households (due to locked houses, non-availability of household members) in a village are factored in, the time taken for each household works out to 15 minutes. The listing was hugely time-consuming for the following reasons: first, it was difficult to ascertain the number of persons in the age group of 5-17 years, especially in extended households; second, ascertaining age and verifying the age proof also took considerable time; and third, if the child had migrated out or was working in an establishment in a nearby town, it was difficult to obtain the address of the employer because the parents would be unaware of details beyond the type of enterprise (Box 1.1). At times, they did not even know the name of the employer leave alone the address. Since we were required to interview children and employers, this information was critical. Due to these reasons, the effective time taken per household in the listing exercise was about 15 minutes.

Box 1.1: Difficulties faced in locating the child labourer and employer

When the field team was involved in the listing of households in Barur village in Bidar taluk, Bidar district, it was found that a child was working in a hotel located at Bidar town. We were interested in following this case because the child had been employed after obtaining an advance from the employer. The father of the child stated that a person from Udupi owned this hotel and it was located near the bus stand. He did not know the name of the hotel. With this information, our attempts to locate the child were unsuccessful, as there were three hotels in the vicinity of the bus-stop in Bidar owned by persons from Udupi district and all of them had child labourers. We visited these hotels on several pretexts. When we attempted to find the boy by mentioning his name, the employers got suspicious. We could ultimately never trace the boy!

The lesson is that all surveys with the objective of identifying child labourers should allocate at least 15 minutes to list each household. It is better to err on the higher side and undertake the survey in a more relaxed manner rather than give oneself little time to begin with and be hard-pressed for time and hassled throughout the survey period.

Local vs. Non-Local Enumerators

An important question was whether to employ local people for the enumeration of children during the period of fieldwork or to have non-local or local enumerators for the entire project period. We went in for local enumerators in Bidar with the idea that they would speak the language in the local accent and that they would be more familiar with the local culture. This proved to be difficult as such local enumerators were difficult to be found and retained for a long time due to arduous nature of the work. This, in turn, caused delays for the canvassing of questionnaires among the sample children, parents and employers.

It would be, therefore, good to have a mix of enumerators with half of them employed for the entire project period and half of them from the local area.

Timing of Visits to the Villages

The fieldwork timing was such that it was the agricultural peak season in one district and off-season in the other. Nevertheless, most of the household members (particularly those belonging to the households of depressed castes and undertaking wage work) were found to be leaving their homes early in the mornings and returning late in the evenings. This made it difficult for the field team to collect information during daytime from these households. Hence, we planned to visit the houses either very early in the mornings or very late in the evenings. However, it proved to be difficult to reach the village early in the morning as a large number of enumerators were from local areas and reported for work earliest by 8 am. Further, it was felt that it would be unfair to visit households very early as the household members would usually be preoccupied with several domestic and other chores in the mornings.

Visiting the households late in the evening encountered a different set of problems. Collection of data in the evening was difficult due to power cuts, lack of streetlights, the need to ensure safety of female staff members, widespread presence of stray dogs, obstruction of work by alcoholics, etc. One such incident has been depicted in Box 1.2.

An important lesson is that in order to undertake houselisting surveys of the nature of the present one, visiting the villages after it gets dark is not advisable, particularly when women investigators are involved. At the same time, such problems were not encountered in all the villages. Therefore, if good rapport is built with the people residing in the village, in particular the village heads, it is possible to undertake such work even in the late evening hours. This makes it necessary that projects intervening to combat child labour should allocate sufficiently long time for the baseline study (Also see Annex 1.5).

In what follows, we report the findings and conclusions of the study. With each of the chapters, it is rendered clear that the objectives of the study have been fulfilled. There is, however, one point that needs to be mentioned. As per the original terms of reference, the study was expected to identify the child labourers and adolescents for intervention. Since the study adopted the

Box 1.2: Nightmare in the village of Gadagi

An eight-member research team reached the large village of Gadagi in Bidar taluk at around 4 pm to undertake houselisting that evening. Our vehicle was parked on the main road and the members of the team dispersed themselves in different directions to complete their respective chunks of work. Usually in the evenings, one male staff member would accompany every female staff member. Everything was going on smoothly for a couple of hours.

At around 7 pm, two of the field staff, having completed their work, returned to the vehicle. One staff member tried to get in touch with the other team members using her mobile phone to find out the progress of the work. At that point, a curious inhabitant of the village entered the scene. He first went around the parked vehicle and then started to knock on the window. The man, who introduced himself as a GP member, was inebriated and asked the purpose of our visit to the village. One of the women staff members explained the whole purpose. He said, “Ok continue, my support is there with you people” and went away.

After 5 minutes, the same man returned with the same question! The team member gave the same reply. When he repeated this yet again, the driver of the vehicle thought that it would be safe if he parked the vehicle at the entrance of the village. He drove further down and parked at the entrance of the village, which was generally a busy area with lots of shops around. By then, however, there was a power cut. Within a few minutes, around 15-20 men arrived there with sticks and started threatening to tie the driver to a tree, beat him up for entering the village without the permission of the leaders of the village and said that they would burn the vehicle. They were further enraged by the nature of our work which involved visiting people at their houses in the night. They demanded that until the District Collector (DC) of Bidar himself came personally to bail us out they would not allow us to leave the village. They even made us call the DC's office to get an endorsement. By then panic calls were being made to the rest of the team members to ask them to return to the jeep immediately. Finally, the men mellowed down with our repetitive clarifications, collected our contact details, office address, etc., and allowed us to leave the village.

We found out later that the main reason behind such reaction by the villagers was due to the cases of kidnapping of children in the past. Since we had gone to the village in a jeep and were visiting the houses during night time, they thought that we would kidnap a few children from the village.

sampling method and covered only 40 villages and urban wards per district, the number of child labourers varied across the villages/wards. The project, however, wanted to focus on those localities where incidence of child labour was very high. Accordingly, they focused on 50 GPs in each district. In the jurisdiction of some of the panchayats, some of the study villages are also present. In GPs where the study villages are located, the findings of the study relating to the incidence of child labour have been utilised. In other localities, the project is making a fresh attempt to identify the child labourers and adolescents for intervention.

2

A PROFILE OF DISTRICTS, SAMPLE VILLAGES AND HOUSEHOLDS

Introduction

In this chapter, we provide profiles of sample districts – Bidar and Chamarajanagar, and of selected villages and households. Based largely on data from the census of 2001, the profile of the districts covers the literacy levels in the villages and wards, social composition, participation in the workforce and the key occupational sectors in the district. The main purpose of the district profile is to show the overall picture on some key indicators that might influence the magnitude and dimensions of child labour.

The village profiles cull out the key features of sample villages in terms of connectivity to, size of, and socio-economic infrastructure, main occupations and prevailing wage rates in the villages. We have used these village level details to analyse the extent to which they influence the educational attainment of children and the presence of child labour, in the succeeding chapters.

The household profiles give us an understanding of the socio-economic conditions of all households in the sample villages and wards. This section provides information on the caste and occupational background of the households. We also provide the exact proportion of households that have children in the age group of 5-14 years and adolescents in the age group of 15-17 years. The information provided in this chapter, thus, serves as the background for the analysis in the remaining chapters.

Districts

Bidar

Bidar district is located in the northern part of Karnataka (see, Map 1.1). Administratively, the district is divided into five taluks, namely, Aurad, Bidar, Basavakalyan, Bhalki and Humnabad. Of the 5.42 lakh hectares of total geographical area in the district, 4.61 per cent was covered with forest in 2001. The net sown area was 3.47 lakh hectares (around 65 per cent). The gross cropped area was 4.05 lakh hectares (Table 2.1). The cropping intensity was 117 per cent, as against the state average of 115 per cent. The net irrigated area was 32,989 hectares in

1993-94 and accounted for only 8 per cent of the net cropped area. By 2000, the proportion of net irrigated area to net sown area had increased to around 12 per cent. Wells and tubewells, accounting for 81 per cent of the total irrigated area, were predominant sources of irrigation. Canals and tanks accounted for the remaining irrigated area in the district.

Bidar is a predominantly agricultural district. As noted earlier, around 65 per cent of the total geographical area was sown at least once in the district in 2001. Given that only a small portion of the net sown area was irrigated, largely dry crops are grown here. *Jowar* is the most important crop. Other crops grown are greengram, bengalgram, blackgram, groundnut, wheat, redgram, chillies, and sugarcane and paddy (where irrigation is available). In all, in 2001, about 36 per cent of the gross cropped area was under pulses, 13 per cent under oilseeds, 5 per cent under sugarcane and the remainder under cereals, mostly *jowar*. Sericulture and horticulture have been gaining popularity in the district.

The average size of the landholdings in the district was 2.8 hectares in 1995-96 as against the state average of 2.13 hectares. Thus, the land-human ratio has been favourable in the district. The same is reflected in the distribution of operational holdings. The small and marginal landholdings (less than 2 hectares) accounted for 23.3 per cent of the total holdings and 20 per cent of the operated area. Semi-medium and medium holdings (2 – 4 hectares) accounted for 30 per cent of the holdings and control 25.6 per cent of the area. Landholdings of over 4 hectares were owned and controlled by 47 per cent of the farmers and accounted for 40.3 per cent of the area.

The population of Bidar district increased from 9.96 lakhs in 1981 to 12.56 lakhs in 1991 to 15.02 lakhs in 2001 (Table 2.1). The growth rate of population, which was 2.6 per cent per annum during 1980s declined to 1.9 per cent during 1990s. The district accounted for 2.7 per cent of the total population of the state in 2001. The density of population was 231 persons per sq. km, as compared to the state average of 275. About 77 per cent of the population was rural as against the state average of 69 per cent. SC/ST population accounted for 29 per cent of the total. The literacy level in Bidar was 45.11 per cent as against the state average of 67.04 per cent.

In the district as a whole, there were 550,673 workers in 2001, who constituted 37.11 per cent of the total population. The work participation rates in rural and urban areas of the district were 40.22 and 26.69 per cent, respectively. Of 550,673 workers, 83.49 were in the rural areas and the rest in urban areas. Around 66 per cent of the total workers were male while the rest were female workers. The chief occupations in the rural areas of the district were agricultural labour and cultivation, while non-agricultural labour dominated in the urban areas. Annex 2.1 shows that in those areas where the proportion of main workers to total workforce was higher, the proportion of illiterate population tended to be lower. Further, there was also considerable gender disparity in work participation, i.e., a greater proportion of the female workers in the district were involved in marginal work. Annex 2.2 shows that in nearly

40 per cent of the villages and wards in the district, the proportion of female workers involved in main work was less than 50 per cent.

Table 2.1
Basic details relating to Bidar and Chamarajanagar Districts

Particulars	Reference year	Bidar	Chamaraja nagar	State
Total geographical area (lakh hectares)	2001	5.42	5.70	191.79
Proportion of area under forests to total geographical area	2000-01	4.61	48.36	16.11
Proportion of net sown area to total geographical area	2000	65.00	28.00	54.92
Average size of landholdings (hectares)	1995-96	2.80	1.46	2.13
Proportion of net irrigated area to net sown area	2000-01	12.00	23.00	25.40
Total population	2001	1,502,373	965,462	52,851,000
Population density per sq. km	2001	231	193	275
Proportion of rural to total population	2001	77.04	84.66	69.00
Proportion of SC/ST population to total	2001	29.00	28.00	23.00
Proportion of literate population to total	2001	45.11	38.00	67.04
Proportion of literate male population to total male population	2001	60.77	51.98	76.29
Proportion of literate female population to total female population	2001	40.99	37.44	56.90
Proportion of workers to total population	2001	37.11	46.44	44.60
Proportion of cultivators to total workers	2001	24.89	27.73	29.00
Proportion of agricultural labourers to total workers	2001	37.49	43.04	26.40
Proportion of non-agricultural workers to total workers	2001	35.10	24.86	44.60

Source: GoI (2001)

Chamarajanagar

Chamarajanagar was culled out of Mysore district in 1997 and it is the southern-most district of Karnataka (see, Map 1.1). The district has four taluks, namely, Chamarajanagar, Gundlupet, Yelandur and Kollegal. It has a total geographical area of 5.70 lakh hectares, of which forest cover constituted 48.36 per cent in 2001. The net sown area of 1.60 lakh hectares constituted around 28 per cent of the total geographical area. The gross cropped area was about 1.86 lakh hectares. Thus, the cropping intensity, at 116 per cent, was marginally higher than the state average. About 23 per cent of the net sown area was under irrigation. Well irrigation accounted for 54 per cent of the total area under irrigation. No major irrigation project is in operation in the district.

About 52 per cent of the gross cropped area was under cereals (mostly paddy and ragi), 25 per cent under pulses, 11 per cent under oilseeds and the remaining under plantation and horticulture crops, sugarcane, vegetables, mulberry, etc., in 2001. Sericulture is one of the traditional activities in the district. The landholding pattern in the district indicates that a majority of the landholdings belonged to the small and marginal categories (less than 2 hectares), accounting for 79 per cent of the total land holdings with 45 per cent of the total land. Medium and semi-medium holdings (2 – 4 hectares) constituted 15 per cent of the total holdings with 28 per cent of the land, while 6 per cent of the total holdings were large (holdings over 4 hectares), accounting for 26 per cent of the land. The average size of holdings in the district in 1995-96 was around 1.46 hectares as against the state average of 2.13 hectares.

The population of Chamarajanagar in 2001 was 9.65 lakhs, of which around 85 per cent was in the rural areas, as against the state average of 69 per cent (Table 2.1). The density of population was 193 persons per sq. km as against the state average of 275. The district accounted for 1.83 per cent of the total state population in 2001. SC/ST population accounted for 28 per cent of the total population. Nearly 65 per cent of the total working population was dependent on agriculture, either as cultivators or as agricultural labourers. The literacy level in the district was only 38 per cent, much lower than the state average of 67.04 per cent.

In the district as a whole, there were 448,369 workers in 2001. While the overall work participation rate in the district was 46.44 per cent, those in rural and urban areas were 48.10 and 37.27 per cent, respectively. Of 448,369 workers, 75.14 per cent were involved in agriculture – either as cultivators or agricultural labourers. Around 67 per cent of the total workers were male workers. There was a positive correlation between literacy levels and the proportion of workforce involved in main work (Annex 2.3). Further, women workers were more likely to be marginal workers when compared to male workers. Annex 2.4 shows that in around 37 per cent of the villages, less than 50 per cent of the women workers were involved in main work.

Sample Villages

As noted earlier, 40 villages and wards each were randomly selected from the two districts. In the ensuing paragraphs, we discuss some important features of these villages that will have a bearing on educational attainment and incidence of child labour. These include the connectivity to, infrastructure, work sectors and wage rates prevailing in the villages.

Connectivity

We have categorised the sample villages into four types based on the kind of connectivity, measured with the help of two indicators, namely, the type of approach road (whether asphalted or *katcha*) and the frequency of bus services available to access those villages (Table 2.2). In Bidar, a little over one third of the sample villages had good approach roads and good bus services also, while as many as 27.78 per cent of the villages had poor approach roads and poor bus services. In Chamarajanagar, more than half of the sample villages had both good approach roads and good bus services while 22.22 per cent had poor connectivity in both respects.

Table 2.2
Distribution of villages (%) by type of connectivity

Villages (%) having					
Taluks	Good approach road, good bus services	Good approach road, poor bus services	Poor approach road, good bus services	Poor approach road, poor bus services	Total number of villages
Bidar					
Aurad	50.00	0.00	25.00	25.00	4
Basavakalyan	28.57	42.86	14.29	14.29	7
Bhalki	33.33	0.00	33.33	33.33	6
Bidar	40.00	20.00	10.00	30.00	10
Humnabad	33.33	11.11	22.22	33.33	9
Total	36.11	16.67	19.44	27.78	36
Chamarajanagar					
Chamarajanagar	66.67	6.67	13.33	13.33	15
Gundlupet	36.36	9.09	18.18	36.36	11
Kollegal	62.50	12.50	12.50	12.50	8
Yelandur	50.00	0.00	0.00	50.00	2
Total	55.56	8.33	13.89	22.22	36

Source: Community Profiles of Sample Villages

It is also important to look at which are the villages which have good connectivity. Table 2.3 shows the distribution of villages by distance to the nearest bus stop and the type of connectivity. In Bidar, in a majority of the villages, there were bus stops within the village, but not all of them were necessarily well connected. Out of 28 villages with bus stops, only 12 were well connected with good approach roads and bus services while 5 had poor approach roads and poor bus services. Out of 7 villages located at a distance of 1 to 3 kms from the nearest bus stop, 4 had poor approach roads. The only village located at a distance of farther than 4 kms had poor approach roads as well as poor bus facilities. In Chamarajanagar, there were bus stops within the village in 23 villages. Among these, 16 villages were well connected both in terms of approach roads and bus services.

Table 2.3
Distribution of villages (number) by type of connectivity and distance to nearest bus stop

Distance to nearest bus stop (in kms)	Good approach road, good bus services	Good approach road, poor bus services	Poor approach road, good bus services	Poor approach road, poor bus services	Total
Bidar					
Zero	12	5	6	5	28
1 – 3	1	1	1	4	7
4 – 6	0	0	0	1	1
Total	13	6	7	10	36
Chamarajanagar					
Zero	16	1	4	2	23
1 – 3	3	2	1	4	10
4 – 6	1	0	0	1	2
More than 10	0	0	0	1	1
Total	20	3	5	8	36

Source: Community profiles of sample villages

The distance of the villages from some key places like the Gram Panchayat (GP) headquarters, taluk headquarters, etc., are important for analysis because first, from the study point of view, we may assume that those villages which are in the interiors and far removed from the highways and taluk headquarters will be relatively less developed, and therefore, the chances are that the incidence of child labour will be higher in these villages. Fifteen out of 36 sample villages in Bidar were GP headquarters, 19 were located at less than 6 kms distance from the GP and 3 villages were farther than 7 kms from the GP headquarters. Not all the villages providing headquarters to the GP were necessarily well connected. In fact, 7 out of 14 GP headquarters had either poor approach roads or poor bus facilities or both. On the other hand,

the villages located at considerable distance from the GP headquarters were mostly poorly connected.

In Chamarajanagar, 44.44 per cent of the sample villages in the district were GP headquarters themselves, i.e., their distance to the GP headquarters was zero. A majority of such villages were in Kollegal taluk (75 per cent), while a much smaller proportion was in Gundlupet taluk (18.18 per cent). In Gundlupet, 45.45 per cent of the villages were located at 1 – 3 kms distance from the GP headquarters. In Chamarajanagar and Kollegal taluks, 6.67 per cent and 12.50 per cent of the villages respectively were located at farther than 10 kms from the GP headquarters.

Socio-economic Infrastructure

The social and economic infrastructure available in the villages in a way defines the level of development that they have attained. Such infrastructure is also highly relevant in the context of child labour, since a relatively well developed village is likely to have lower incidence of child labour as compared to a poorly developed village. One of the most important indicators of development in the context of child labour is educational infrastructure. We do not, however, deal with this aspect in this chapter. This has been discussed at great length in Chapter 3 on the educational facilities and attainment in the two districts. Here, we discuss other social and economic infrastructure such as banks, post offices, markets, health facilities, public telephones, etc. All these facilities indicate the extent of linkages a village has with the outside world, the extent to which it is able to establish contacts and networks with life outside the village, the extent to which economic activities can be sustained self sufficiently, etc.

We take the most basic indicator of such infrastructure, i.e., the availability of certain facilities within villages and the distance to be travelled to access them. We do not discuss qualitative details on the functioning of these services, etc. The distance travelled is indicative of the opportunity cost of time and money spent in such travelling, and this could, therefore, have an impact on the general labour conditions in villages and, in particular, on child labour. We discuss the overall district-level picture here while the village-wise details have been provided in Annex 2.5 (Bidar) and Annex 2.6 (Chamarajanagar).

In Bidar, the number of villages with post offices was 19 and a majority of the remaining villages had post offices located within a 5 kms radius⁷. Only 7 villages had banks and the rest had to travel anywhere between 2 and 25 kms to access banks. Agricultural markets are of crucial importance to the village economy – however, it was found that among the sample villages in Bidar, only 4 had markets within the village. The rest of the villages were located at considerable distance from the agricultural markets, which in combination with the poor

⁷ Yelwantgi in Basavakalyan is the only village in the sample where the households have to travel around 15 kms to access a post office.

approach roads and/or poor connectivity in many villages posed a big constraint, especially since a majority of the villages were largely dependent on agriculture.

From the point of view of food security of the households, the most important facility is the Public Distribution System (PDS) outlet. In Bidar, it was found that all but one⁸ of the sample villages had PDS outlets within. This meant that much time and money was saved in terms of travelling short or long distances in order to purchase food grains. Public telephones had been installed in 28 out of the 36 villages, while the remaining had to travel up to a maximum of 6 kms to access them. The public health care facilities in the villages were not very promising – only 11 villages had Primary Health Centres (PHCs), while the rest had to travel distances in order to access this basic health facility. A few villages were located at more than 20 kms away from any PHC.

In Chamarajanagar, accessibility to post offices was fair. 22 villages had post offices within while for the rest, the post office was located at less than 10 kms away. However, only 6 villages had banks located within the village. Households in a majority of the remaining villages had to travel up to 10 kms to access banks, and in 6 villages, they had to travel more than 15 kms to access banks⁹. As far as markets were concerned, only Ramapura in Kollegal taluk had the facility of a market in the village while in most of the other villages, households had to travel anywhere between 1 and 15 kms to access markets¹⁰.

Twenty-seven villages in Chamarajanagar had PDS outlets and two villages¹¹ had the facility of a mobile ration shop. PDS outlets were located at less than 10 kms distance for all the other villages. While public telephone services were available within the village in 25 villages, for a majority of the rest, telephone facilities were available within 10 kms radius¹². Only nine of the sample villages had PHCs¹³.

Main Work Sectors

In this section, we look at the main work sectors in the sample villages (Table 2.4). In Bidar, interestingly, only 4 villages reported that cultivation was a predominant occupation and these villages are in Bidar and Humnabad taluks. While cultivation did take place in all of the villages visited, it did not constitute the predominant occupation in all the villages. Agricultural

⁸ This was Maharajwadi in Aurad taluk.

⁹ The nearest bank to the village Bedaguli in Chamarajanagar taluk is located at 42 kms away from the village.

¹⁰ In two villages, Kurahatti Hosaru and Minya, both in Kollegal taluk, households have to travel 56 and 80 kms respectively to access markets.

¹¹ These are Kasturu in Chamarajanagar taluk and Taggaluru in Gundlupet taluk.

¹² The nearest telephone to the households in Bedaguli in Chamarajanagar taluk is 22 kms away.

¹³ Households in Hasaguli in Gundlupet taluk, and Kannur and Minya in Kollegal taluk have to travel 11 and 20 kms respectively to access primary health centres. While Bedaguli in Chamarajanagar has a PHC within the village, the people there said that it is merely a building and no doctor ever visits the place. So, the households have to travel considerable distance for this facility as well.

labour was one of the main occupations in nearly all the villages. Non-agricultural labour of different kinds – construction work, quarrying, stone cutting, wage labour in urban areas, etc., were important occupations in 21 out of 36 villages, while other farm work like poultry, livestock rearing, etc., existed in about 5 villages.

In Chamarajanagar, agricultural and non-agricultural labour were predominant occupations in most of the villages. Agricultural labour was found in 34 villages while non-agricultural labour (including rope making, beedi and agarbathi rolling, stone quarrying, etc) was prevalent in 17 villages. Cultivation was an important occupation only in 11 villages. Other farm work included livestock rearing, sericulture, cocoon cultivation, and milk dairies. Plantation labourers were found in two of the sample villages¹⁴ while forest workers (including honey and green collectors) were found in three villages¹⁵. While cultivation and agricultural labour are yearlong activities with peak and slack seasons, some activities like honey and green collection are undertaken only in the slack season.

Table 2.4
Distribution of villages (number) by main work sectors

Taluks	Main work sectors				
	Cultivation labour	Agricultural labour	Non-agricultural work	Other farm	Others
Bidar					
Aurad	0	4	2	1	1
Basavakalyan	0	8	3	0	0
Bhalki	0	6	5	3	3
Bidar	2	9	7	0	0
Humnabad	2	8	4	1	0
Total	4	35	21	5	4
Chamarajanagar					
Chamarajanagar	9	13	7	4	2
Gundlupet	1	11	4	3	1
Kollegal	1	8	8	2	0
Yelandur	0	2	2	0	0
Total	11	34	21	9	3

Source: Community profiles of sample villages

¹⁴ These are Kempanapura and Bedaguli in Chamarajanagar taluk.

¹⁵ These are Karemala and Jakkahalli in Gundlupet taluk and Bedaguli in Chamarajanagar taluk.

Prevailing Wage Rates

Table 2.5 presents the average wage rates prevailing in the villages for agricultural and non-agricultural labour for male, female and child labour. In both districts, some key aspects that emerge are as follows – first, across the three categories, wages were relatively higher in the non-agricultural sector as compared to the agricultural sector. Second, male workers in both the work sectors commanded a higher wage rate than female and child labourers. Third, there was considerable child labour in both the sectors in at least some villages in both the districts. Fourth, child labourers got wages equivalent to or lesser than what the female workers got. Finally, although we don't present the tables here, the slack season wages for both agricultural and some non-agricultural sectors were, on an average, Rs. 10 – 20 lesser than the peak season wages for male workers, and around Rs. 5 – 10 lesser for female and child labourers.

Table 2.5
Distribution of villages (%) by average daily wage rates for agricultural and non-agricultural labour (peak season wages)

Category	Average daily wage rates (in Rs.)				Total
	< 30	30 – 60	60 – 90	> 90	
BIDAR					
Agricultural labour					
Male	0.00	62.86	37.14	0.00	35
Female	74.29	25.71	0.00	0.00	35
Child	78.26	21.74	0.00	0.00	23
Non-agricultural labour					
Male	0.00	21.43	78.57	0.00	14
Female	6.67	86.67	6.67	0.00	15
Child	18.18	72.73	9.09	0.00	11
CHAMARAJANAGAR					
Agricultural labour					
Male	0.00	75.76	18.18	6.06	33
Female	44.12	52.94	2.94	0.00	34
Child	52.38	47.62	0.00	0.00	21
Non-agricultural labour					
Male	0.00	20.00	46.67	33.33	15
Female	0.00	57.14	42.86	0.00	14
Child	0.00	77.78	22.22	0.00	9

Source: Community profiles of sample villages

Profile of Households in Sample Villages

Bidar

The total number of households in the sample villages in Bidar was 16,202. When the houselisting was conducted in the villages, 86 households were (0.53 per cent) found to be locked (Table 2.6), mostly due to reasons of migration. Table 2.6 also shows the distribution of households by presence of children in the 5 – 17 age group.

Table 2.6

Distribution of households (%) by presence of children in the 5-17 age group in Bidar District

Taluks	Locked house	No children in the age group of 5-17	Having children in the age group of 5-17	Total
Aurad	1.02	33.83	65.16	1,280
Basavakalyan	0.47	30.29	69.24	2,565
Bhalki	0.28	38.76	60.96	2,851
Bidar	0.74	32.23	67.02	4,430
Humnabad	0.39	31.50	68.10	5,076
Total	0.53	32.97	66.50	16,202

Source: Houselisting data from sample villages

Less than one per cent of the households in the sample villages were locked. 66.50 per cent had children in the age group of 5 to 17 while 32.97 per cent did not. These percentages were more or less similar across the five taluks. The village-wise proportions have been presented in Annex 2.7. Table 2.7 shows the caste composition in the sample villages. Just over 25 per cent of the households belonged to the Scheduled Castes, while Scheduled Tribes and Muslims constituted 15.16 per cent and 14 per cent of the households respectively. A majority of the households (39.35 per cent) belonged to other castes such as Lingayats, Vokkaligas, Reddys, Upparshettys, Kumbarashettys, Badigars, Marathas, etc. The Muslim population varied from 7 per cent in Bhalki to nearly 23 per cent in Bidar taluk. On the other hand, the concentration of other castes was relatively lower in Bidar and higher in Bhalki and Aurad. The village-wise distribution has been presented in Annex 2.8.

Table 2.7
Distribution of households (%) by caste / religious background in Bidar District

Taluks	Caste / religious background						Total
	SC	ST	Muslim	Other minorities	Others	No information	
Aurad	23.36	10.58	11.13	3.31	51.46	0.16	1,267
Basavakalyan	27.73	16.53	8.93	2.51	44.30	0.00	2,553
Bhalki	23.99	12.84	7.00	1.93	54.17	0.07	2,843
Bidar	20.17	17.01	22.90	11.23	24.31	4.37	4,397
Humnabad	30.18	15.31	13.49	2.43	38.57	0.02	5,056
Total	25.43	15.16	14.00	4.83	39.35	1.22	16,116

Source: Houselisting data from sample villages

We now look at the principal occupation, i.e., that occupation which accounts for the major share of the household income, of the households in the sample villages in Table 2.8. Agricultural activity is clearly the main occupation of a majority of the households in the district as more than 20 per cent of the households were cultivators and more than 40 per cent of the households were agricultural labourers. Cultivators were relatively more in proportion in the sample villages in Aurad and Basavakalyan when compared to other taluks. The proportion of households with agricultural labour as the principal occupation was the least in Aurad. Salaried jobs accounted for less than 10 per cent across the taluks, while small business was also considerably less important. Non-agricultural labour accounted for only around 13 per cent in the district – being slightly higher in Bidar taluk than in other taluks. The village-wise distribution of households by the principal occupation has been presented in Annex 2.9.

Table 2.8
Distribution of households (%) by principal occupation in Bidar District

Taluks	Principal occupation of the household							Total
	Agricultural labour	Non-agricultural labour	Cultivator	Small business	Salaried job	Others	No information	
Aurad	31.73	12.63	30.78	12.47	7.66	4.74	0.00	1,267
Basavakalyan	40.34	10.73	33.88	7.13	5.76	2.15	0.00	2,553
Bhalki	47.73	13.19	20.51	7.84	9.07	1.58	0.07	2,843
Bidar	40.66	17.63	17.42	8.78	6.21	4.69	4.62	4,397
Humnabad	45.37	11.12	20.67	11.21	9.43	2.06	0.14	5,056
Total	42.63	13.32	22.64	9.41	7.77	2.92	1.32	16,116

Source: Houselisting data from sample villages

Typically, the principal occupations of households, especially in the rural areas are caste based. For instance, some castes are historically landed while other are landless. Some servicing castes follow their caste based occupations in some villages but this has been diluting in many parts of the country. Therefore, it is important to see the distribution of households by the principal occupation and caste. Table 2.9 presents this picture at the district level.

Table 2.9
Distribution of households (%) by principal occupation and
caste/religious background (Bidar)

Caste / Religious background	Principal occupation of the household							Total
	Agricul- tural labour	Non- agricul- tural labour	Culti- vator	Small business	Salaried job	Others	No informa- tion	
SC	59.28	16.83	11.22	3.98	6.12	2.46	0.10	4,099
ST	47.36	14.45	24.19	6.43	5.40	2.17	0.00	2,443
Muslim	34.65	13.96	16.39	21.71	8.11	4.79	0.40	2,257
Other minorities	47.43	18.25	14.91	8.87	6.30	4.11	0.13	778
Others	33.62	10.19	33.29	10.00	10.04	2.78	0.09	6,342
No information	0.51	0.00	0.51	1.52	0.00	0.00	97.46	197
Total	42.63	13.32	22.64	9.41	7.77	2.92	1.32	16,116

Source: Houselisting data from sample villages

Nearly 60 per cent of the SC households and around 48 per cent of the ST households had agricultural labour as the principal occupation, while this proportion among the other castes and Muslims was relatively lower. Agricultural labour was the principal occupation for a majority of the other minorities as well, including Christian households¹⁶. Expectedly, cultivation was the principal occupation for around one third of the other castes, while agricultural labour accounted for another third of the households. This suggests the horizontal segregation across these groups. Since the Forward castes and richer among the other castes (Reddys, Lingayats, etc) are the land owning gentry, they are engaged largely in cultivation. The remaining other castes includes several backward castes such as Kurubas, Kumbara Shetty, etc., and households belonging to these castes were marginal farmers, and they also fell back on agricultural labour.

¹⁶ A large number of Christian households are those who had belonged to the hitherto untouchable communities and who subsequently converted to Christianity. Their current religious status, however, has not significantly improved their conditions and they continue to be as oppressed as the Scheduled Castes.

Chamarajanagar

The total number of households in the sample villages in Chamarajanagar was 15,846, out of which around 358 houses were found to be locked due to various reasons – prominently the seasonal or permanent migration of the households. Another important reason was that a few households had members who lived in the villages but worked elsewhere. Therefore, these households were difficult to be included in the survey. Wherever possible, the information was elicited from the neighbours or other villagers and included. In the entire sample of households, 7,179 households did not have children in the age group of 5 to 17 and 8,309 had one or more children in this age group. The total number of children in this age group in all the sample villages was 14,923 (see, Table 2.10 for percentage figures).

In Table 2.10, we show the distribution of sample households by the existence of children in the 5 – 17 age group as well as the percentage of locked houses in the taluks. Annex 2.10 provides the data for each village, while here we provide the data aggregated at the taluk level.

Table 2.10
Taluk-wise distribution of households (%) by presence of children in 5-17 age group in
Chamarajanagar district

Taluks	Locked house	No children in the age group of 5-17	Having children in the age group of 5-17	Total no. of households
Chamarajanagar	1.85	47.50	50.65	6,040
Gundlupet	5.19	41.53	53.29	3,104
Kollegal	1.20	44.64	54.16	5,262
Yelandur	1.53	46.67	51.81	1,440
Total	2.26	45.30	52.44	15,846

Source: Houselisting data from sample villages

The above table shows that the proportion of households with children in the 5 – 17 age group was between 50 and 55 per cent in all the taluks. The proportion of locked households was relatively higher in Gundlupet taluk as compared to the others. This is not surprising because this is a taluk where many households migrate out periodically in search of employment. Most migrate to Tamil Nadu, especially to Madurai district where they get employment in stone quarrying and other sectors.

Table 2.11
Distribution of households (%) by taluks and caste background in Chamarajanagar district

Taluks	Caste / religious						Total
	SC	ST	Muslim	Other minorities	Others	No information	
Chamarajanagar	22.81	15.10	0.52	2.19	59.28	0.10	5,928
Gundlupet	19.10	19.84	5.50	0.31	55.08	0.17	2,943
Kollegal	34.68	4.35	3.62	0.40	56.84	0.12	5,199
Yelandur	46.97	21.86	1.20	0.14	29.83	0.00	1,418
Total	28.30	13.01	2.57	1.05	54.97	0.11	15,488

Source: Houselisting data in sample villages

Table 2.11 shows that more than 50 per cent of the total households belonged to other castes, i.e., non-SC/ST, non-Muslim and non-Minorities categories. These castes included predominantly Lingayats, Vokkaligas, Kurabas, Shettys, Kumbharashettys, Acharis, Madivalashettys, Upparshettys, etc. Around 28 per cent of the households belonged to the Scheduled Castes. The proportion of SC population was higher in Yelandur taluk as compared to other taluks, while the proportion of other castes here was lower. This taluk also had the highest proportion of ST population. There were village-wise differences in the caste composition of households, and this has been shown in Annex 2.11. While most villages had the presence of more than one of these groups, some had exclusive concentration of particular castes or groups¹⁷.

We now look at the principal occupations of the households in the sample villages. Annex 2.12 shows the village-wise distribution of households by principal occupations. Here, we present the picture at the taluk-level.

¹⁷ For instance, Jakkahalli in Gundlupet taluk comprised entirely of other castes while Karemale in the same taluk was inhabited only by ST households. Bedaguli in Chamarajanagar taluk, Kaggala and Kotekere in Gundlupet taluk had more than 50 per cent of the households belonging to STs, while Kodigune and Mukkadahalli in Chamarajanagar had 50 per cent or more households belonging to SCs. The Muslim communities were concentrated in few villages – one of these was Ellemala in Kollegal taluk, where more than 20 per cent of the households was Muslim. Around 75 per cent of the households in Kasturu in Chamarajanagar taluk belonged to other minorities.

Table 2.12
Distribution of households (%) by principal occupation in Chamarajanagar District

Taluks	Principal occupation of the household							Total
	Agricul- tural labour	Non- agricul- tural labour	Culti- vator	Small business	Salaried job	Others	No informa- tion	
Chamarajanagar	54.54	9.02	26.05	3.63	3.58	2.95	0.24	5,928
Gundlupet	40.16	13.69	31.36	5.64	4.83	3.84	0.48	2,943
Kollegal	39.35	17.37	26.18	7.17	5.54	4.15	0.23	5,199
Yelandur	61.28	8.39	16.50	4.80	5.22	3.53	0.28	1,418
Total	47.33	12.65	26.23	5.31	4.62	3.58	0.28	15,488

Source: Houselisting data in sample villages

Table 2.12 shows that at the district level, agricultural labour was the principal occupation of a majority of the households (47.33 per cent), followed by cultivation (26.23 per cent). Small businesses and salaried jobs were relatively few, while non-agricultural labour was around 13 per cent. The taluk-wise figures show that there was high incidence of agricultural labour in the Yelandur villages, where cultivation was the principal occupation of the smallest proportion of households among the four taluks. In Kollegal and Gundlupet, around 40 per cent of the households were involved in agricultural labour. Among the four taluks, the proportion of households for whom cultivation was the principal occupation was highest in Gundlupet. It is also important to analyse the caste-wise distribution of principal occupations across households. Table 2.13 presents this at the overall level.

Table 2.13
Distribution of households (%) by caste and type of occupation in Chamarajanagar

Distribution (%) of household by								
Taluks								Total
	Agricul- tural labour	Non- agricul- tural labour	Culti- vator	Small business	Salaried job	Others	No informa- tion	
SC	60.42	16.66	13.32	1.53	5.95	1.89	0.23	4,383
ST	58.21	18.21	11.81	5.51	3.37	2.53	0.35	2,015
Muslim	11.31	21.86	17.09	32.66	5.78	11.31	0.00	398
Other minorities	33.33	4.94	36.42	6.17	12.35	6.79	0.00	162
Others	40.02	8.99	36.56	5.92	4.02	4.28	0.22	8,513
No information	17.65	17.65	5.88	0.00	11.76	0.00	47.06	17
Total	47.33	12.65	26.23	5.31	4.62	3.58	0.28	15,488

Source: Houselisting data from sample villages

Table 2.13 shows caste disparity along the lines of the principal occupation of the households. The SC and ST households were largely engaged in agricultural labour, while other communities such as Lingayats, Vokkaliga, who are traditionally landowning communities were involved in cultivation to a much larger extent. Even among the other communities, there was some disparity. For instance, a large number of the more vulnerable castes – such as Kurubas, Kumbaras, Acharis, etc., were typically landless and a majority of them were agricultural labourers. This is why around 40 per cent of these households also had agricultural labour as their principal occupation. Cultivation was the principal occupation for a large majority of the other minority communities as well. Non-agricultural labour as well as small business had the highest incidence among Muslim households, while salaried jobs were relatively more among the other communities.

Conclusions

In this chapter, we have provided the profiles of sample districts, villages and households. Geographically, the two districts are located at the northern most (Bidar) and southern most (Chamarajanagar) tips of the state, and therefore, they differ in the climatic conditions, types of soil found, cropping patterns, etc. For instance, Bidar lies in dry belt of the Deccan plateau with little irrigated land in the district. Therefore, most of the crops grown here are dry crops like *bajra*, *jowar*, etc. Chamarajanagar lies in the southern hilly part of the Deccan peninsula. While nearly 15 per cent of the district is under forest cover, it is only around 4 per cent in Bidar. Also, almost twice the proportion of land in Chamarajanagar as Bidar is under irrigation. The soil conditions in Chamarajanagar allow the widespread cultivation of wet crops such as paddy and other cereals. Nearly 52 per cent of the gross cropped area in this district is under paddy and *ragi* cultivation.

Socio-economic and cultural factors also differ in the two districts. The social composition of the two districts shows that the proportion of SC/ST population was around 28 – 29 per cent in both districts. Bidar has a much higher concentration of Muslim population than Chamarajanagar and this has an impact on the occupational diversification in the district. The literacy rate in Chamarajanagar was only 38 per cent when compared to 45.11 per cent in Bidar, and both the districts were way below the state average of 67.04 per cent. This indicates that both the districts were highly prone to the perpetuation of child labour. Taking the proportion of illiterate population as a proxy for the incidence of child labour, we have shown that in villages where the proportion of illiterate population was large, the proportion of marginal workers was also large. Further, there was also a positive correlation between the presence of SC population and illiterate population. The occupational diversification also had impact on the incidence of illiterate population. There were also severe inequalities in landholding and income in both the districts. Gender disparity was present in both districts with respect to literacy levels, work participation and wage rates for agricultural and non-agricultural labour.

The village and household profiles show that while in Chamarajanagar, only 52.44 per cent of the households had children in the age group of 5 – 17, this proportion was 66.50 per cent in

the case of Bidar. The proportion of SC population was marginally higher in Chamarajanagar villages when compared to Bidar villages, while the proportion of Muslim population was much higher in Bidar (14 per cent) when compared to Chamarajanagar (2.57 per cent). Other castes including Reddys, Lingayats, Shettys, and several backward castes and some forward castes put together formed a large majority of the population in both the districts. The proportion of these other castes was over 50 per cent in Chamarajanagar and just around 40 per cent in Bidar.

The distribution of principal occupations in both the districts were more or less similar, with a majority of the households involved in agricultural labour and cultivation. Cultivators were marginally higher in Chamarajanagar than in Bidar. More households in Bidar were involved in small business and a majority of these were Muslim households. However, in both the districts, the degree of inequality with respect to caste and occupation were close. A greater proportion of the SC households were involved in agricultural labour while very few of them were cultivators. Further, in both districts, the dominant and historically landed castes (Reddys, Lingayats, Vokkaligas, etc) controlled more land and therefore, constituted a large majority of the cultivators.

With this bird's eye-view of the two districts and the sample villages and households, we now proceed to analyse the key questions of the study – pertaining to the educational attainment and attendance, and the problem of child labour, the factors affecting them and the role of some key institutions in addressing the problems.

3

EDUCATIONAL STATUS IN BIDAR AND CHAMARAJANAGAR

Introduction

It is well known that there is positive relationship between universalisation of primary education and reduction in the incidence of child labour. This, therefore, implies that extending compulsory and universal education to children is the first and foremost intervention necessary, as this will have great potential to reduce the extent of child labour in the country. In this context, the following questions emerge. What are the educational facilities available in the study villages? What is the level of education in the study localities across the districts? What is the proportion of out of school children, and does it vary across the sexes, social and economic groups? What factors influence the schooling status of children? What has been the impact of government policies and programmes on the same?

In this chapter, we seek answers to these questions, which will provide important insights to the project implementers on the strategies that need to be adopted to address the problem of child labour in a sustainable manner. With the help of data collected through houselisting in the sample villages, we analyse the status of school education, the magnitude and dimensions of the out of school children and factors that determine the schooling status of children.

As mentioned in Chapter 1, the houselisting survey was undertaken in 36 villages and 4 wards in each of the districts, while the overall details on the educational facilities were collected only from the villages. In all the villages surveyed, there was some or the other schooling facility available – all the villages had at least one anganawadi centre and one primary school. However, as we will see in the subsequent section on schooling facilities, the facilities available were not uniform across the villages. One also found considerable overlap among the teaching staff of primary and middle schools, and those of middle and high schools in most of the villages where middle and high schools existed.

In most of the schools, the Noon Meals Programme (NMP) has been under operation since 2003. Although the performance of this programme has been varying across the villages, an important result of this programme uniformly is the reduction in the proportion of out of school children in the villages. While we analyse these aspects in the subsequent sections, we first look at the schooling status of children in the 5 – 17 age group, and its various dimensions.

Educational Status in Bidar and Chamarajanagar Districts

What proportion of children in the 5 – 17 age group is in school? In this section, we use the listing data from villages and wards in order to look at the pattern of educational status of children in the age group of 5 to 17 in the sample. In all, the survey covered 14,922 children in Chamarajanagar and 25,284 children in Bidar in this age group. Since all these children were supposed to be enrolled in school, any gaps in this would show that the attainment had not been 100 per cent. Table 3.1 shows that in both the districts, the proportion of children in school across the two age groups was less than 90 per cent (see, Annexes 3.1 and 3.2 for village and ward-wise data on educational status and Annexes 3.3 and 3.4 for schooling status). It was also higher for the children (5 – 14 age group) when compared to the adolescents (15 – 17 age group), which is to be expected. In Chamarajanagar, the proportion of children in school was higher than in Bidar. However, the proportion of adolescents in school was similar in both the districts.

The proportion of children who had never attended schools and dropouts was higher in the case of adolescents when compared to children in both the districts. The proportion of child dropouts and children who had never attended school was higher in Bidar when compared to Chamarajanagar. The proportion of adolescent dropouts, however, was higher in Chamarajanagar when compared to Bidar.

Table 3.1
Schooling status in Bidar and Chamarajanagar district across age groups

Schooling status	Bidar				Chamarajanagar			
	Children (5 – 14)		Adolescent (15 – 17)		Children (5 – 14)		Adolescent (15 – 17)	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Children in school	17,073	83.74	2,587	52.85	10,008	88.61	1,944	53.58
Children who have never attended school	1,116	5.47	679	13.87	207	1.83	198	5.46
Children who have dropped out	1,443	7.08	1,593	32.54	795	7.04	1,435	39.55
Total	20,389		4,895		11,294		3,628	

While Table 3.1 above shows the overall picture on schooling status, Table 3.2 shows a disaggregated picture (age groups and sex). One can see that all children taken into consideration together, in Chamarajanagar, around 80 per cent have enrolled in school and are attending

the school with nearly 15 per cent dropping out. Just under 3 per cent had never attended school. In Bidar, on the other hand, around 77 per cent were in school, while the remaining children had either dropped out or never attended school.

It is interesting to note the age-wise distribution of children across categories. Moving from the lower to the higher ages, progressively smaller proportions of children were attending school and progressively higher proportions of children were dropouts. This may be indicative of an increasingly positive trend in schooling. It can be taken as a proxy for the increasing rate of retention and decreasing rate of dropouts over the past decade or so. The jump is particularly stark between the 10 – 11 and the 12 – 14 year groups – the children who are currently in the 10 – 11 age group are those who would have just entered schools around 3 – 4 years ago – the period when the noon meals programme (NMP) was introduced in the state. The NMP has been a significant factor in reducing dropout rates from primary schools in the state (Rajasekhar and Suchitra 2006). Further, as we move from lower age groups to higher age groups, the proportion of children who have never attended school falls, and in the 5 – 9 age group, it is currently less than 1 per cent. This again shows that not only are children increasingly being retained in schools, but the enrolment rate is also increasing, i.e., fewer and fewer children are being withheld from enrolment in schools over the years.

The gender disaggregation reveals that the trend that emerged in the overall picture is equally true of the boys and girls in both the districts. Interestingly, in Chamarajanagar, whatever little difference that there is, is not in the expected direction, i.e., overall, the proportion of girls attending the schools currently is marginally more than the boys, and in the 15 to 17 age group, the proportion of girls attending schools is nearly 3 percentage points more than the same proportion for the boys. Further, the overall proportion of boys who have dropped out is marginally higher than the proportion of girl dropouts, and a similar difference is seen in the proportion of children who have never attended school. In Bidar, the proportion of boys attending school is marginally higher than the girls, while the proportion of girl dropouts is marginally higher.

This raises some important questions – first, this table seems to belie the general trend in terms of gender disparity, especially in Chamarajanagar, while in a backward district like Bidar, the trend is in favour of male children but very marginal. Though these disparities are marginal, they are still significant in the context of the extent to which women in India, especially in rural India are disadvantaged when compared to men. Historically, households have tended to admit boy children in school but not girl children. Therefore, if there are households which are sending the girl children to school, it means these are households that are genuinely interested in making a change in the society, and come what may, they will try to keep their children from dropping out. On the other hand, the usual tendency among parents is to place higher importance for education of boys and enroll them in school. However, the boys tend to treat education and schooling more casually leading to larger dropout rates among them. This is further supported by the fact that in both districts, the proportion of girl children who have never been to school is higher than that of the boy children.

Table 3.2
Age-wise distribution of children across sex and schooling status

		Current schooling status					
Sex of the child	Age groups (in years)	Never attended	Drop-out	Attending school	Yet to be admitted to school	No information	Total
Bidar							
Male	5 - 9	2.96	1.18	88.32	7.34	0.20	5,002
	10 - 11	5.68	7.34	86.57	0.05	0.37	2,167
	12 - 14	7.78	15.32	76.46	0.00	0.45	3,356
	15 - 17	13.00	31.39	54.97	0.00	0.64	2,816
	Total	6.73	12.11	78.02	2.76	0.38	13,341
Female	5 - 9	3.30	1.06	88.34	7.12	0.17	4,605
	10 - 11	5.68	5.43	88.64	0.00	0.25	1,989
	12 - 14	9.76	16.94	72.84	0.00	0.46	3,270
	15 - 17	15.06	34.10	49.98	0.00	0.87	2,079
	Total	7.51	11.89	77.47	2.75	0.39	11,943
Total Children	7.10	12.01	77.76	2.75	0.38	25,284	
Chamarajanagar							
Male	5 - 9	0.95	0.95	92.88	5.17	0.04	2,319
	10 - 11	1.33	4.13	94.15	0.00	0.39	1,282
	12 - 14	1.85	14.85	82.84	0.00	0.46	2,162
	15 - 17	4.74	41.48	52.34	0.00	1.45	2,006
	Total	2.24	15.81	79.83	1.54	0.58	7,769
Female	5 - 9	1.01	1.01	92.44	5.45	0.09	2,274
	10 - 11	2.13	4.00	93.51	0.00	0.36	1,125
	12 - 14	3.80	15.53	79.83	0.00	0.84	2,132
	15 - 17	6.35	37.18	55.12	0.00	1.36	1,622
	Total	3.23	14.01	80.39	1.73	0.64	7,153
Total children	2.71	14.94	80.10	1.64	0.61	14,922	

Out-of-School Children

Since the larger context of this analysis is the prevalence of child labour, we now focus on those children who are out of school, i.e., the dropouts and those who have never attended school, because it is these children who are more likely to be child labourers currently or become future child labourers. Who are these children? What is their social and economic background? Since they are out of school, what is it that they do otherwise? This section will answer these questions. First, we look at the gender decomposition of the out of school children – this is indicated in Figures 3.1 and 3.2. The Figures also confirm the argument

made earlier – out of the total dropouts, in both districts, a greater proportion constituted boys. However, with respect to children who have never attended schools, the distribution was more or less even in Bidar, while in Chamarajanagar, the girls constituted a greater proportion.

Figure 3.1

Distribution of children who have never attended school/dropouts by gender – Bidar district

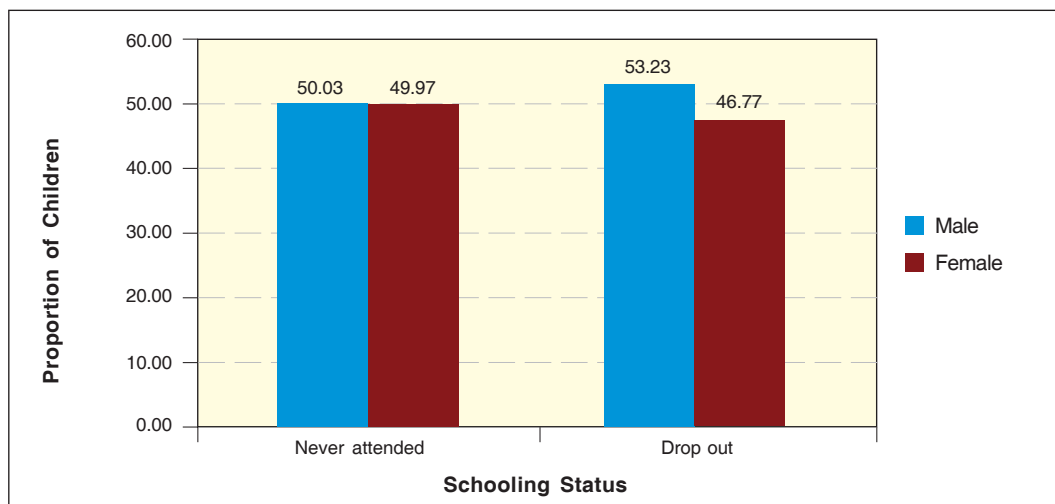
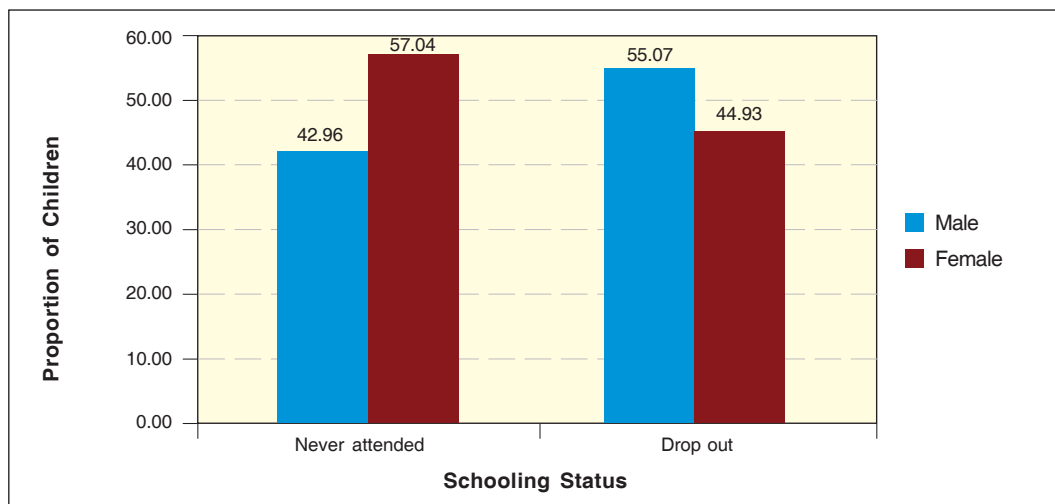


Figure 3.2

**Distribution of children who have never attended school/dropouts by gender
Chamarajanagar district**



We next look at the social background of these out of school children. This is an important point to be taken into consideration while analysing the educational status. Given that historically, certain castes have been oppressed socio-economically, and therefore, with respect

to education as well, we need to understand whether the presence of children in schools and their educational status is uniform across the social groups, or whether there still exists a disparity among the different castes. Figures 3.3 and 3.4 show the distribution of out of school children across different social categories.

Figure 3.3
Distribution of children who have never attended school/dropouts by social background – Bidar district

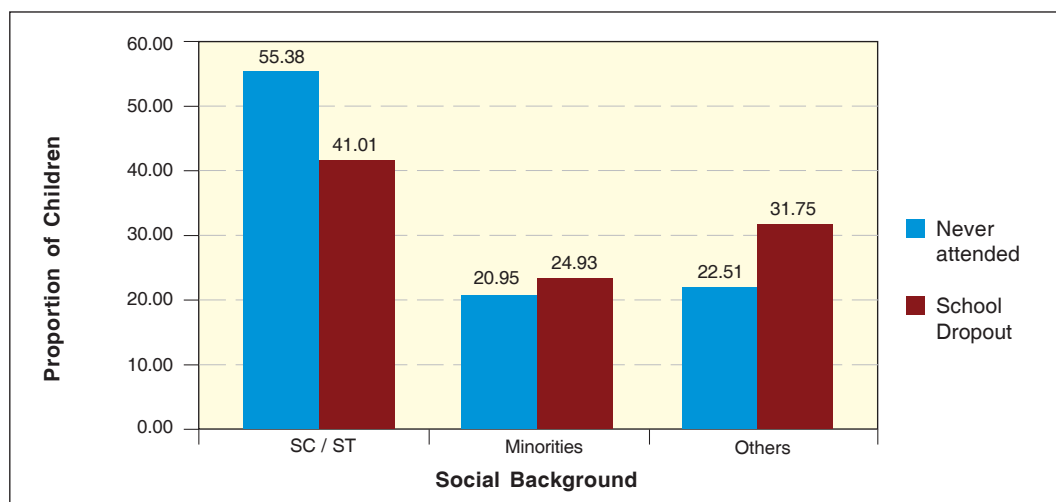
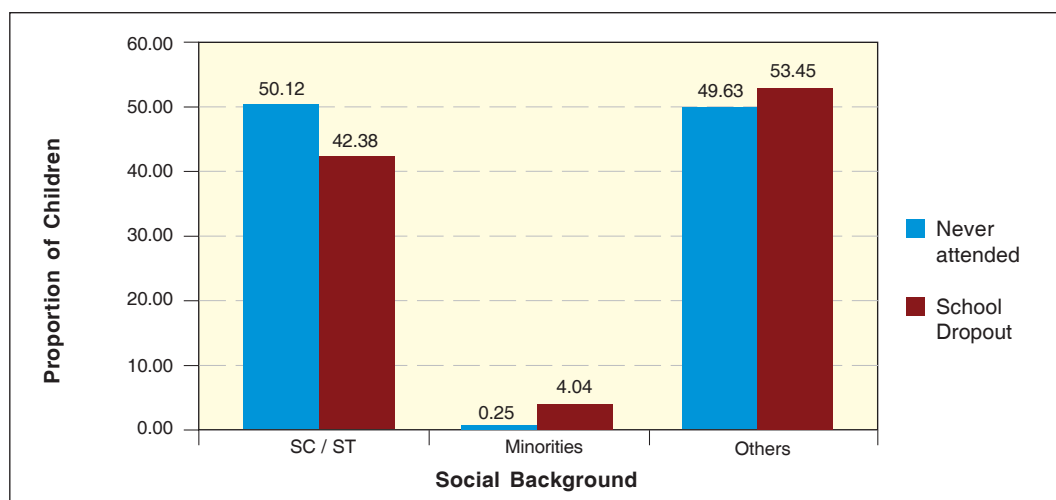


Figure 3.4
Distribution of children who have never attended school/dropouts by social background – Chamarajanagar district



The figures above show that while there exists some disparity along caste lines in Bidar, it is not so in Chamarajanagar. In Bidar, the largest proportion of dropouts and children who have never attended school was the SC/ST children, while in Chamarajanagar, these children tended to concentrate in other caste groups. In Bidar, further, the sample consisted of a considerable proportion of religious minority communities – especially, Muslims. These groups also constituted a considerable share in the dropouts and children who have never attended schools. An important point to be made here is that the category of other castes comprises of a whole range of forward and backward, vulnerable and very well off castes, and therefore, at this aggregated level, it is not possible to make a strong statement on this group, but the objective of this exercise is to understand the position of the SC/ST children vis-à-vis the children belonging to all other groups.

The economic dimension of the households is also as important as the social dimension, i.e., do these children come from rich or poor backgrounds, what is the income of their households, etc. As a proxy for these indicators, we take the principal occupation of the households – principal occupation being that which accounts for the largest share of the household's total income. The distribution of the out of school children across different occupational groups is shown in Figures 3.5 and 3.6.

The figures show that in both the districts, a majority of the out of school children came from highly vulnerable economic backgrounds, i.e., children of wage labourers – both agricultural and non-agricultural. The share of children from salaried, self-employed and other households was quite minimal. However, some of the out of school children – between 11 and 24 per cent – belonged to households whose principal occupation was cultivation. There are two explanations for this. First, many of these cultivators were small and marginal farmers with small tracts of land. These households always wanted extra pairs of hands to work on their lands and farms and the children suited this job. Therefore, although these children worked on their own farms and did not earn any income, for the parents, the opportunity cost of sending the children to schools was very high and therefore, they were either not sent to school or were made to drop out of school. Second, it was not always the household economic conditions that decided whether parents sent children to schools. Often, due to cultural and safety reasons, children were withdrawn from schools, and this might be true of even the wealthiest households belonging to non-vulnerable castes as well. More often than not, this applied more to girl children than to boys.

Figure 3.5
Distribution of children who have never attended school/dropouts by parental occupation – Bidar district

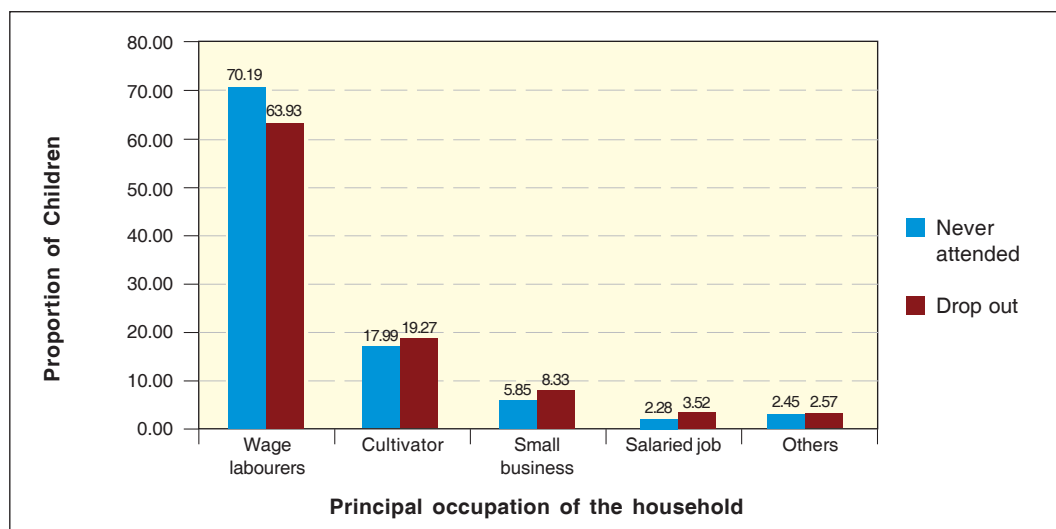
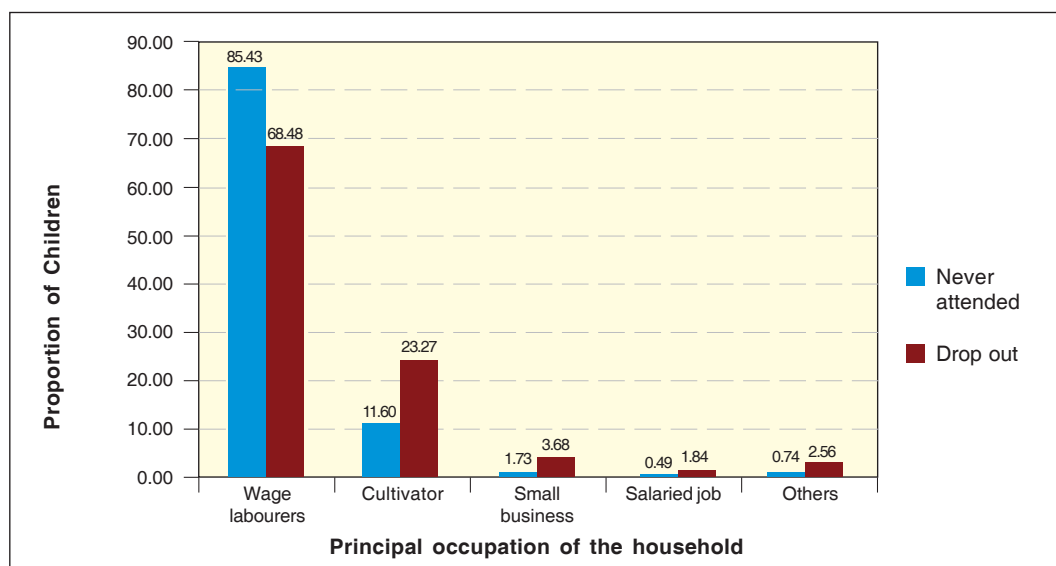


Figure 3.6
Distribution of children who have never attended school/dropouts by parental occupation – Chamarajanagar district



An obvious hypothesis in this context is that a majority of the out of school children would be working – either in their own household farms/establishments or for wages. Figures 3.7 and 3.8 throw more light on this aspect. Here, we have included the category of children in school

as well for a comparative analysis. We find that the schooling and working status of children is more complex than is often construed – as the figures below show, around 11 per cent (in Bidar) and as many as 28 per cent (in Chamarajanagar) of the children who were in school were also working, while more than 80 per cent of the out of school children were labourers.

Figure 3.7
Working status of children in and out of schools (Bidar)

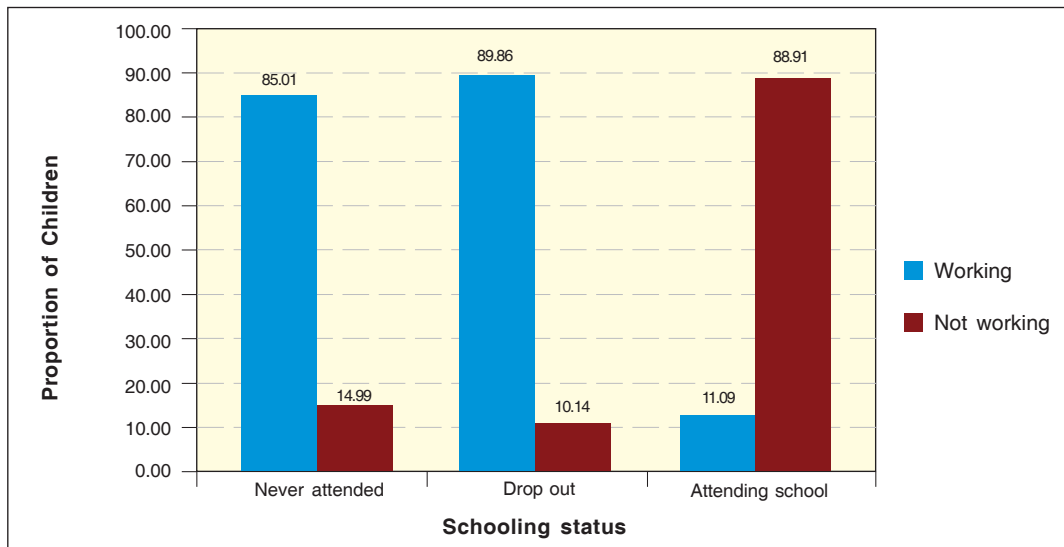
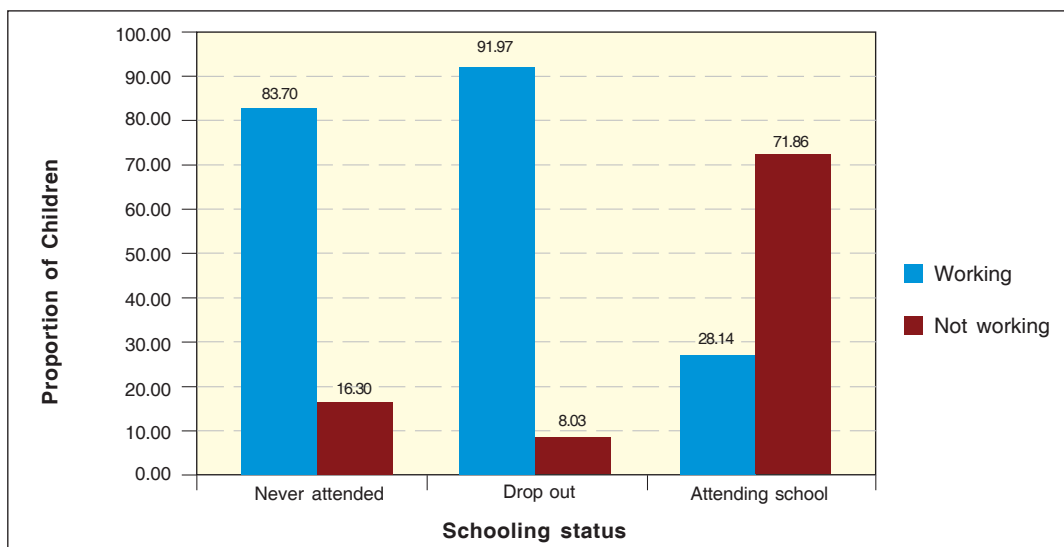


Figure 3.8
Working status of children in and out or schools (Chamarajanagar)



The difference between the working status of children in school and out of school was largely in the sectors in which they worked – most of the children who were in school and also working were those who worked on the family farms and/or other family establishments, while the out of school children were largely wage labourers. This will be explored in detail in the following chapters on the magnitude, dimensions and causes of child labour. We, however, throw some light on the educational status of the sample of child and adolescent labourers here. As mentioned in Chapter 1, we collected detailed information from 699 child and adolescent labourers in the sample areas through the survey method. The following table and analysis pertains to the results of this survey.

Table 3.3
Distribution of child and adolescent labourers by schooling status

Sex	Schooling status	Bidar			Chamarajanagar		
		Age			Age		
		5 - 14	15 - 17	Total	5 - 14	15 - 17	Total
Male	In school	0.00	1.97	1.18	0.00	0.44	0.37
	Dropped out	75.49	86.84	82.28	85.00	94.30	92.91
	Never been to school	24.51	11.18	16.54	15.00	5.26	6.72
	Total	102	152	254	40	228	268
Female	In school	1.96	0.00	1.11	3.33	0.00	1.15
	Dropped out	54.90	71.79	62.22	73.33	75.44	74.71
	Never been to school	43.14	28.21	36.67	23.33	24.56	24.14
	Total	51	39	90	30	57	87

Table 3.3 shows that a majority of the child and adolescent labourers had dropped out of schools, while some had never attended. But as we can see, a very small proportion of the labourers were also in school – the maximum in this category being among female child labourers in Chamarajanagar. The different sectors that these children worked in and the working conditions that they faced, etc., will be covered in the following chapters.

While it is one thing to refer to the current schooling status of children, their regularity to school is another issue, which is also related to both demand and supply side factors. The regularity to school in particular has an important bearing on child labour because of what we have observed above in the schooling and working status of children in school and child labourers. One category of child labourers are those who have completely stopped their education and have entered the labour market, while the other category of children is those who are in school, but not attending it regularly and taking time off school to work either with or without wages. Thus, arguing from a rights perspective, the second form of child labour may not really derail the child's education in the theoretical sense, but it will still have an adverse impact on the physical, mental and social well being of the child. In the following

section, we thus look at those children who are reportedly in school currently, and analyse their regularity in attending school.

Table 3.4 shows that at the overall level, less than 1 per cent of the total children in school in Chamarajanagar and around 3 per cent in Bidar were irregular. In both districts, the proportion of irregular children was marginally higher in the case of girls than with the boys. Also, in both districts, among boys and girls, the proportion of irregular children peaked at the 15 – 17 age-group. The most significant detail in this table, however, is the way in which data were reported in response to an overt question regarding regularity. The general tendency of respondents was to claim that the children in their households were regular to school, but this was not always the picture that emerged when one visited the school and spoke to the children themselves or the teachers, etc.

Table 3.4
Distribution of children in school by their regularity

Age (in years)	Regular	Irregular	Total children in school
Bidar			
5 - 9	97.74	2.26	4,416
10 - 11	97.65	2.35	1,873
12 - 14	97.66	2.34	2,565
15 - 17	96.96	3.04	1,548
Total male	97.59	2.41	10,402
5 - 9	97.57	2.43	4,069
10 - 11	98.01	1.99	1,763
12 - 14	97.02	2.98	2,382
15 - 17	95.95	4.05	1,038
Total female	97.33	2.67	9,252
Total children	97.47	2.53	19,654
Chamarajanagar			
5 - 9	99.07	0.93	2,154
10 - 11	99.75	0.25	1,207
12 - 14	99.27	0.73	1,791
15 - 17	99.05	0.95	1,050
Total male	99.26	0.74	6,202
5 - 9	99.38	0.62	2,102
10 - 11	99.24	0.76	1,052
12 - 14	98.94	1.06	1,703
15 - 17	98.88	1.12	894
Total female	99.15	0.85	5,751
Total children	99.21	0.79	11,953

Other studies have also shown that although children were regular to the school in the sense of making an appearance in school at some point during the day, such appearances in school followed a cyclical pattern. For instance, the study by Rajasekhar *et al* (2006) in around 20 villages in four districts in Karnataka showed that many children tended to come to the school in the mornings and stayed till the end of the lunch. Other children came to the schools only around lunchtime and then stayed on for the afternoon classes. Few other children would come to the school only at the lunchtime and not attend classes at all. Therefore, in the strict sense of the word, these children were ‘regular’ to the school, but the reasons for which they came to the school and what they got out of the schools is a different matter. This substantiates a point made earlier in this chapter – that the rapid increase in the enrolment and retention rates and decrease in the dropout rates have largely been on account of the NMP in the state, rather than factors to do with the education system itself. Inarguably, the NMP has contributed to a great extent to the food security of households, especially of the children, but its contribution to the education that children get from the system is rather limited. With respect to the data pertaining to this study, we will return to the functioning of the NMP and other facilities provided in the schools shortly. For now, the picture that emerges from the census survey data is that more than 99 per cent of the children in schools were reported to be attending school regularly.

Projections for the Districts

Based on the data collected as part of the houselisting, we have projected the total number of children who never attended schools and the number of children who were dropouts. The methodology adopted to make these projections is as follows. In Chapter 1, we have discussed that the selection of sample villages was based on an eight-fold categorisation of villages – depending on the size of the villages, the proportion of illiterate population and the extent to which agriculture was a dominant occupation in the village. First, we put our sample villages in the eight categories of villages, identified the total number of children who had never attended schools and children who had dropped-out in these eight categories. Second, we projected the total number of children who had never attended schools and children who had dropped-out in each of these eight categories of villages. Third, we summed up these projected figures to get a picture on the entire district. Our projections are highly significant. Table 3.5 shows the projected figures disaggregated by age groups.

Table 3.5
**Projected figures for total number of dropouts and
 children who have never attended school in the district**

Schooling status	As per sample survey		Projected figures	
	Number of children in the age group of			
	5 - 14	15 – 17	5 – 14	15 – 17
BIDAR				
Never attended school	1,014	637	9,729	6,112
Dropped out	1,329	1,452	12,752	13,932
CHAMARAJANAGAR				
Never attended school	206	192	1,912	2,181
Dropped out	745	1,304	8,464	14,815

Supply-Side Factors

Thus far, we have looked at the schooling status of the children in both the districts and we have found a considerable proportion of out of school children. We have also looked at some of the demand side factors having an impact on the schooling status – the occupational status of the household was found to be an important variable. In this section, we look at the supply side factors that are likely to have an impact on the same. These factors include the existence of schooling infrastructure, the connectivity to the villages, the functioning of the School Development and Management Committees, functioning of the Midday Meals programme, etc.

As mentioned earlier, data on the supply side facilities available, etc., was acquired from all the sample villages. In Chamarajanagar, it was found that all but one village had at least one anganawadi centre – around 58 per cent of the villages had two or more such centres¹⁸. All the anganawadi centres were government owned and run and therefore, provided midday meals to the children. Each centre had at least one teaching staff¹⁹.

In Bidar, all the villages had anganawadi centres as well as at least one primary school (See, Annexes 3.5 and 3.6 for village-wise data). 61.11 per cent of the villages had only one primary school. Nearly 70 per cent of the villages had at least one middle school, but only one third of the villages had at least one high school. Likewise, in Chamarajanagar, there were primary schools in all the villages surveyed. While 75 per cent of the villages had only one primary school, the remaining had two or three such schools. In both the districts, all the government schools were reportedly providing midday meals to the students. In all those villages where

¹⁸ Two villages had 5 anganawadi centres each – these were Jyotirgowdanapura in Chamarajanagar taluk and Yaragamballi in Yelandur taluk. The only village that did not have a single anganawadi centre was Karemale in Gundlupet taluk.

¹⁹ Ellemala in Kollegal taluk had only one anganawadi centre with two teaching staff.

there also existed middle schools, the teachers were usually involved in teaching both primary and middle school children.

There were some differences between schooling facilities in Bidar and Chamarajanagar. Villages in Bidar, a highly backward district, were often faced with the problem of inadequate buildings, classrooms and furniture. One often found that students of two classes would be in the same classroom and would be simultaneously taught by the same teacher. Although as per the government rules, this is not incorrect²⁰, the impact of such combined classes on the children was not positive. Either the children of the higher class found the subject matter trivial or the children of the lower class found it too much to cope with, depending on the focus which the teacher gave the subject.

Villages in Chamarajanagar were, on the other hand, characterised by better awareness and the schools were, in general, better functioning. This was due to reasons such as the presence of the government's EDUSAT programme in this district, the greater participation of private schools and Christian missionaries in the education system, the outside support of private players in the school activities²¹, etc. Several schools in the sample villages were found to have good furniture for students, television sets with dish antennae connected, etc. Further, the children in Chamarajanagar aimed to be proficient in reading, writing and speaking English at the end of their education, while the children in Bidar said that at the end of their school education, if they were able to manage with good Kannada, they would be grateful²².

Based on the data on the existence of basic educational infrastructure, we classified the villages into following categories – those having only primary schools, those having at least one middle school, and those with at least one high school. Table 3.6 shows the distribution of villages by this categorisation. However, we find that there is no perceptible correlation between the existence of schooling facilities and the schooling status of the children in the villages, i.e., we cannot make a statement such as in those villages which have more schooling facilities (up to high school, for instance), the proportion of out of school children is relatively less.

This indicates two things – first, the mere existence of schools is only a quantity indicator. Unless the quality of education imparted in these schools is taken into consideration, we cannot get a clear picture of the impact. Box 3.1 presents the case of a school where the teachers treated their jobs very casually and therefore, in spite of the existence of schools, the education imparted in the schools was not attractive enough to retain the children in them.

²⁰ The government of Karnataka allows for the combined teaching of two classes with similar syllabi.

²¹ For instance, schools in both the sample villages in Yelandur taluk were being provided midday meals from JSS school in Mysore.

²² Bidar, being a border district with strong influences from the neighbouring states of Andhra Pradesh and Maharashtra, has the influence of multiple languages – such as Hindi, Urdu, Marathi and Telugu, in addition to Kannada. The children say that while such multi-lingual influence is not bad, they would like to master Kannada in every respect as they would eventually get jobs in Karnataka and would have to know the language well.

Box 3.2 presents the case of a village where the very low student-teacher ratio kept many children out of school for considerable periods of time.

Table 3.6
Distribution of villages by existence of schooling facilities

Taluks	Only primary schools	At least one middle school	At least one high school	Total
Bidar				
Aurad	50.00	0.00	50.00	4
Basavakalyan	28.57	28.57	42.86	7
Bhalki	16.67	33.33	50.00	6
Bidar	40.00	40.00	20.00	10
Humnabad	0.00	77.78	22.22	9
Total	25.00	41.67	33.33	36
Chamarajanagar				
Chamarajanagar	26.67	26.67	46.67	15
Gundlupet	27.27	63.64	9.09	11
Kollegal	12.50	37.50	50.00	8
Yelandur	0.00	50.00	50.00	2
Total	22.22	41.67	36.11	36

Box 3.1: Teacher sleeping in the class

The village Dhumansoor in Humnabad taluk in Bidar is located at a distance of only three kms from the taluk headquarters. It is also on the main road and therefore, well connected. The village has adequate primary, middle and high school facilities, but, in spite of this, we found that many children were being sent to either private or government schools in Humnabad town. On questioning a parent on this trend we found that the quality of education imparted in the village schools was so bad that most of the children were finding it futile to attend the schools. The parent remarked that after three years of schooling in the village, his daughter had not even learnt to read and write the letters of the Kannada alphabet.

Further, since the village was so well connected and conveniently located close to the town, most of the teachers preferred to live in the town and commute to the village. Since it was on the main road, some teachers travelled every day from as far as the towns of Bidar and Gulbarga. After travelling such long distances, the teachers would come to the schools tired out, and sit at their desks and sleep! This information was provided by one boy and one girl – both students at the primary school in the village.

Box 3.2: Poor student-teacher ratio

When we visited the village Namdapur for houselisting exercise, we found that in most of the houses, the children were there rather than being in the schools. On asking them for reasons, they said that since the teachers were not in school, they came back home. When we visited the school subsequently, we found only one teacher – who had the responsibility of managing all the 250 students on the rolls of the school on that particular day. Naturally, most of the students had gone back home, while the remaining few were just sitting in the classrooms and biding time.

The teacher whom we met happened to be an office-bearer of the District Teachers' Association. He said that of the eight sanctioned posts of teachers for that particular school, only five were actually filled, and even these five were often called on other duty – such as election duty, undertaking government surveys, etc. On the day that we had visited, four of the teachers were away on some such duties. Such additional burden on the teachers, which skewed the student-teacher ratio, according to him, led to poor educational outcomes in the village.

Second, we need to take into consideration the connectivity to the villages. Connectivity is important because many children, especially girl children, drop out of school after a certain class since not all villages have schooling infrastructure all the way up to high school, and often the children are forced to travel to other villages for such education. Therefore, unless the villages are well connected in terms of both the approach roads and the bus services in order to enable the children to travel, they will invariably drop out. On the other hand, it is possible that a village with not even a middle school will still have low proportions of out of school children simply because it is very well connected, and children can easily travel to other places to attend schools. In Table 3.7, we look at the distribution of villages by the type of connectivity and proportion of children in school in Chamarajanagar.

Table 3.7
**Distribution of villages (number) by type of connectivity and
proportion of children in school (Chamarajanagar)**

Percentage of children in school	Type of connectivity				Total
	Good approach road, good bus services	Good approach road, poor bus services	Poor approach road, good bus services	Poor approach road, poor bus services	
Less than 75	5	0	2	2	9
75 – 80	5	0	2	1	8
80 – 85	5	1	0	4	10
More than 85	5	2	1	1	9
Total	20	3	5	8	36

At first sight, there does not seem to be much correlation between the type of connectivity to the villages and the proportion of children in school in the villages. Even in those villages with good approach roads and good connectivity, an equal number have less than 75 per cent and more than 85 per cent of children in school. At the other extreme, even in those villages with poor approach roads and poor bus services, a larger number have more than 80 per cent of the children in school. Often, it is likely that irrespective of kind of approach roads, the effectiveness of bus services alone may lead to desirable outcomes. But this does not seem to be the case here either – even when we categorise the villages based on the kind of bus services – good and poor – there seems to be no correlation between this and the proportion of children in school²³. Besides this, as shown in Box 3.1, even in villages which are well connected and conveniently located, the educational outcomes may not always be desirable because of the impact that such positive aspects have on the attitudes of the teachers, and therefore, on the quality of education imparted in the schools.

Another explanation to the lack of correlation between connectivity and educational status is that in spite of good connectivity to the village, the households must be willing to and be able to (in terms of affordability) send their children to other places to pursue their education. As we find in Table 3.6, between 20 and 25 per cent of the villages in the two districts have only primary villages and around 33 per cent do not have high schools. Parents, therefore, have to send their children to other villages/towns for further education, in which context, again, connectivity becomes crucial. While the ability to afford the expenses of such transport may be a constraint for many households, others may simply not be willing to send their children, in particular, the girl children, to schools far away, notwithstanding their ability to afford it. This was found to be highly prevalent among Muslim households in Bidar, where even some affluent families would not send girl children to school after a point, and more so if it involved travelling to other villages.

The schooling status and educational attainment of children, therefore, depends on a host of demand and supply side factors. An important supply side factor relates to the School Development and Management Committee (SDMC), which has come to play an important role in the schooling facilities and the educational attainment of the children in recent times. The functions of the SDMCs are as follows – monitoring the attendance of students and teachers, undertaking construction and other development activities in the schools, conducting periodic meetings with the parents, spreading awareness in the villages about the importance of education through different programmes and the operation of the NMP for the primary and secondary schools. Using all these variables, we constructed an index for the performance of all the SDMCs, which we will later use to correlate with the schooling status and educational attainment in the particular villages. In Annex 3.7, we have provided a note on the construction of SDMC

²³ A similar picture emerges in the case of Bidar as well – where there is no clear correlation between the proportion of children in school and the type of connectivity to the villages. We have, therefore, not provided this table here.

performance index. Table 3.8 shows the distribution of the villages by the performance index attained by the schools. The index ranges from 1 to 3, higher the index, better the performance of SDMC.

Table 3.8
Distribution of villages (%) by SDMC Index

Taluku	SDMC Index					Total
	Zero	< 1.75	1.75 - 2.25	2.25 - 2.75	> 2.75	
Bidar						
Aurad	0.00	25.00	50.00	0.00	25.00	4
Basavakalyan	0.00	71.43	28.57	0.00	0.00	7
Bhalki	0.00	0.00	50.00	16.67	33.33	6
Bidar	20.00	30.00	20.00	30.00	0.00	10
Humnabad	0.00	22.22	22.22	33.33	22.22	9
Total	5.56	30.56	30.56	19.44	13.89	36
Chamarajanagar						
Chamarajanagar	0.00	20.00	40.00	33.33	6.67	15
Gundlupet	9.09	0.00	36.36	36.36	18.18	11
Kollegal	12.50	12.50	12.50	50.00	12.50	8
Yelandur	0.00	0.00	50.00	50.00	0.00	2
Total	5.56	11.11	33.33	38.89	11.11	36

Table 3.8 shows that the performance of the SDMCs was much better in Chamarajanagar district when compared to Bidar, although there exist some taluk-wise differences. The zero index represents that either these villages did not have any SDMC or that the SDMCs were dissolved/dysfunctional. Excepting those villages with zero value, if we take up to index value 2.25 as the middle point, then more than 60 per cent of the SDMCs in Bidar were poorly functioning while at least 50 per cent of the SDMCs in Chamarajanagar were better performing. One of the reasons for the poor performance of SDMCs in the Bidar villages was that a lot of petty politicking took place among the members, teachers, parents, etc. Further, there was no good interface between the headmaster, teachers and parents, which resulted in shoddy undertaking of functions assigned. The relationship between the SDMCs and the GPs was also important. Box 3.3 presents brief cases of the relationship between SDMCs and GPs in three different villages, which shows the impact of these bodies on educational outcomes.

Box 3.3: SDMC-GP relationship

- 1) In Dhumansoor in Bidar district, the SDMC president was an alcoholic. Not only was he a bad influence on the students, but he was also taking no interest in the activities of the school, in particular, the midday meal programme. In this case, the GP intervened effectively by withdrawing him from the SDMC for a period of six months and reinstating him only after he had got rid of his alcoholism.
- 2) In the village of Kodiugne in Chamarajanagar district, the extent of corruption in the SDMC was so high that one of the school buildings constructed collapsed even before it was inaugurated. In this case as well, the GP intervened and ensured that the SDMC undertook corrective measures.
- 3) In the village of Kamthana in Bidar district, however, there has been no love lost between the SDMC and the GP members. This is because of the way in which the SDMC was constituted. In general, democratic constitution of the SDMCs is effective. In this case, the members of the SDMC were chosen by the local Member of Legislative Assembly (MLA), whose political party leanings were not the same as those of the GP members.

However, neither in Bidar nor in Chamarajanagar is there a clear correlation between the functioning of the SDMCs and the proportion of children in schools. This is surprising because the major objective of the SDMCs is to retain more and more children in school and there doesn't seem to be enough evidence to suggest that in those villages where the SDMCs performed well, the proportion of children in school was high and vice versa. One last supply side factor we look at is the Midday Meals Programme or the Noon Meals Programme (NMP) which was introduced in the state for all primary and middle school children in 2003. Although we have included the functioning of the NMP as one of the functions of the SDMCs, it is still interesting to isolate it and study its impact on the schooling status in the villages.

We have created an index for the functioning of the NMP including three indicators –sufficiency of food for all children, extent of cleanliness maintained and whether or not all children are treated equally notwithstanding caste and class backgrounds. Based on the index values, we categorised the functioning of the NMP as very good, good and poor. The characteristics of each of these groups are as follows –

- a) **Very good** – sufficient food is provided for all children, cleanliness is maintained and there is no caste based discrimination.
- b) **Good** – no caste discrimination but food is not always sufficient or cleanliness is not maintained.
- c) **Poor** – no SDMC to operate the programme, or insufficient food provided in an unclean environment in addition to caste bias.

The distribution of villages by the performance of NMP is shown in the following table. Here again, we find that the performance was better in Chamarajanagar when compared to Bidar – more than half the villages in Chamarajanagar had NMPs whose performance was very good, while the comparable proportion in Bidar was only around 42 per cent. Further, the proportion of poorly performing NMPs in Bidar was much higher than that in Chamarajanagar.

Table 3.9
Distribution of villages by the performance of noon meals programme

Taluku	Functioning of NMP			Total
	Poorly performing NMP	Good performance of NMP	Very good performance of NMP	
Bidar				
Aurad	0.00	50.00	50.00	4
Basavakalyan	57.14	42.86	0.00	7
Bhalki	0.00	16.67	83.33	6
Bidar	50.00	30.00	20.00	10
Humnabad	11.11	22.22	66.67	9
Total	27.78	30.56	41.67	36
Chamarajanagar				
Chamarajanagar	13.33	26.67	60.00	15
Gundlupet	9.09	54.55	36.36	11
Kollegal	12.50	37.50	50.00	8
Yelandur	0.00	0.00	100.00	2
Total	11.11	36.11	52.78	36

When we cross-tabulate the functioning of the NMP in the villages with the proportion of children in schools, we find that the functioning of NMP had a significant impact on the schooling status of the children. Figures 3.9 and 3.10 depict this in the two districts. Those villages where the functioning of NMP was poor, the proportion of children attending the school was generally lower, while the proportion of children attending school was higher in those villages where the functioning of the NMP was very good. This indicates that to a large extent, the functioning of the NMP was responsible for making more and more children enroll into schools and also contributed to retaining them in schools.

Figure 3.9
Distribution of villages by performance of NMP and proportion of children attending school in Bidar district

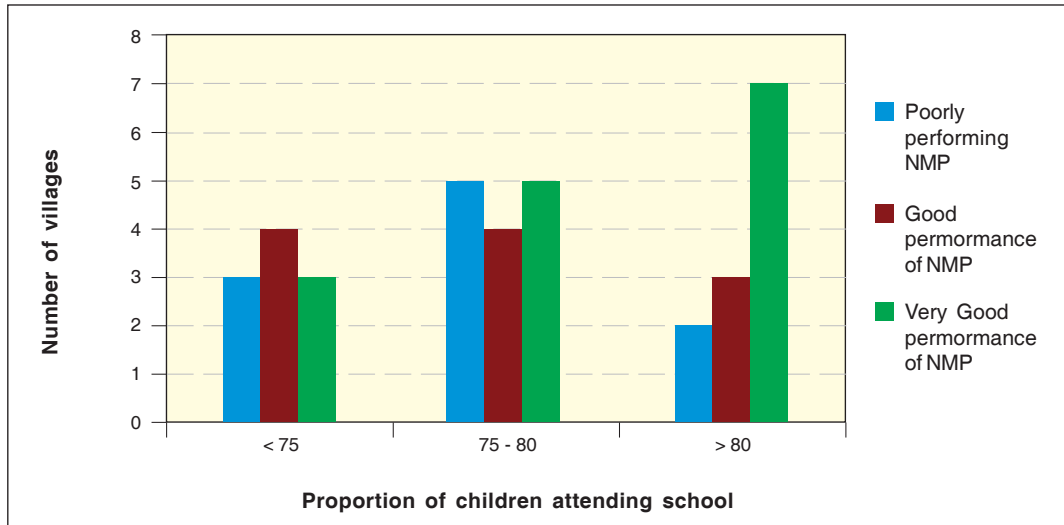
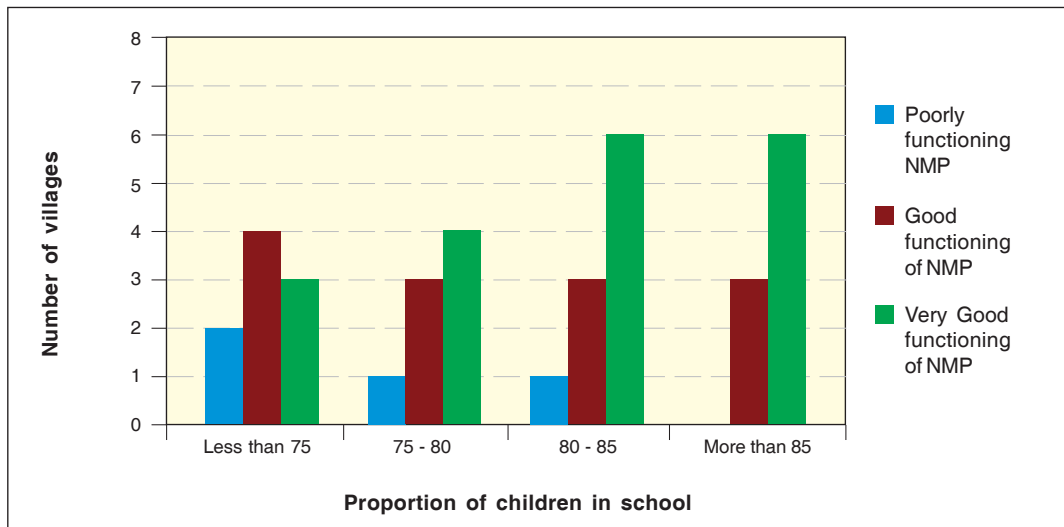


Figure 3.10
Distribution of villages by functioning of NMP and the proportion of children in school in Chamarajanagar district



While the above analysis shows that the NMP has had a positive impact on the educational outcomes in the two districts, this does not, however, imply that the functioning of NMP was without problems. One of the common problems encountered was the inadequacy of plates to provide the meal. In the village of Nizampur in Bidar district, we found that owing to this problem, some children would invariably end up waiting for considerable periods of time till the other children finished their meals. Some children would simply not bother to wait but go home for lunch.

Another problem was the widely prevalent caste conflicts particularly in multi-caste villages. If the food was cooked by an upper caste person, then generally, there was no issue. However, if the food was cooked by a lower caste person, in particular from the SC, then the upper caste children would not eat that food. We found that such a trend not only accentuated the existing caste divides in the villages, it also facilitated greater corruption by the SDMCs. This was because the members were generally aware of how many children would eat in the school and how many would not. Since they could thus adjust the quantities of food cooked, the remainder of the stocks they got from the PDS would be otherwise used by them.

The issue of caste took many forms. In Namdapur in Bidar district, for instance, we found that the SC children were allowed to sit under the trees and eat and not sit with children of other castes, particularly the Lingayat children. Further, if there was a shortage of plates, children of the forward castes would be given the plates while the SC children would be served food on sheets of paper. Often, the SC boys and girls were also asked to assist in cleaning activities involved in operating the NMP.

The last problem with the NMP was that of the nutritive content of the food provided. Considering that one of the objectives of the NMP is to ensure food security of the children, it is very rarely that this objective is met. In some places, the food served is so terrible that it is full of worms. On witnessing one such case in the village of Kamthana in Bidar district, we approached the SDMC member to question him about it. He simply shrugged his shoulder and said that he was aware of the problem but had no control over the situation because the quality of food grains they got from the Public Distribution System was so poor.

The situation was not quite so bleak in all the villages. As Table 3.9 shows, quite a few villages had NMPs performing very well. Some examples were Kodiugne in Chamarajanagar and Dubalgundi and Kolhar-B in Bidar. The functioning of NMP was obviously closely related to how well the SDMC in the particular village functioned, and the functioning of the SDMC again depended on a host of factors, which we have explored above.

Conclusions

Progress in educational attainment as well as the impediments in this regard have important implications for the perpetuation of child labour. In this chapter, therefore, we analysed the educational status of children in the age groups of 5 – 17 in the two study districts. The key

findings are as follows: Of the 14,922 children in the age group of 5 to 17 in Chamarajanagar, 80 per cent were in school. In Bidar, on the other hand, of 25,284 children in the age group of 5-17, around 77 per cent were in school. The other children had either never attended the school or had dropped out.

There was some gap between the schooling status of boys and girls in Bidar district – the bias being against the girls, but this was not the case in Chamarajanagar. Here, in fact, the proportion of girls in school was higher than that of boys as well as the proportion of dropouts among girls was lesser than among the boys.

Children Who Have Never Attended the School

In Bidar, 7.1 per cent of the children in the age group of 5-17 had never attended the school²⁴. In absolute terms, this figure works out to be 1,795. There are differences in the number of children never attended the school across age groups. While the number of children in the age group of 5-14 was 206, the number for the age group of 15-17 was 192.

In Chamarajanagar, 2.71 per cent of the children (i.e., 398) in the age group of 5 to 17 never attended the school. The total number of children in the age group of 5-14 was 206, while it was 192 in the age group of 15-17.

We projected the number of children who have never attended the school for the two study districts. In Bidar, the projected numbers of children were 9,729 and 6,112 in the age groups of 5-14 and 14-17, respectively. The corresponding numbers in Chamarajanagar were 1,912 and 2,181.

Who are the children who have never attended the school? While the number of never-to-school girls outnumbered boys in Chamarajanagar, the number was almost the same across sexes in Bidar district. Over 50 per cent of these children belonged to depressed castes in both the districts. A bulk of these children were from the households whose primary means of livelihood was wage labour either in agriculture or non-agriculture. Further, of the total children who had never attended, 84 per cent in Chamarajanagar and 85 per cent in Bidar were working. Thus, typically, never-to-school children in both the districts belonged to depressed castes, their parents were wage labourers and the children were working.

Dropout Children

In Chamarajanagar, nearly 15 per cent of 14,922 children dropped out from the school. In Bidar, the proportion of children dropped out was 12.01 per cent. The absolute numbers of

²⁴ An important point to mention here is that in Bidar district, although some children had been to school and dropped out, it was sometimes reported that such children were illiterate as they could not read or write a simple sentence in the local language. This only shows the quality of education that has been imparted in the district and the people's perception of the same.

children who had dropped out from the school were 2,049 and 2,781 in Chamarajanagar and Bidar, respectively.

A larger proportion of dropout children belonged to the age group of 15-17. Of the total children who dropped from school in sample villages and wards in Chamarajanagar, nearly 64 per cent belonged to the age group of 15-17 years. The corresponding proportion in Bidar was 52 per cent.

We projected the number of dropout children on the basis of proportions obtained from the sample villages for both the districts. The projected number of dropout children in Chamarajanagar was 23,279, with 8,464 belonging to the age group of 5-14 and 14,815 belonging to the adolescent age group of 15-17. In Bidar, the projected number of dropout children for the district was 26,684 with 12,752 and 13,932 children belonging to the age groups of 5-14 and 15-17, respectively.

The socio-economic profile of the dropout children was roughly the same as that obtained for the children who had never attended the school. A significant proportion of the dropout children belonged to the depressed castes in both the districts. Nearly 70 per cent of these children belonged to the households, which were mainly involved in wage labour in agriculture and non-agriculture. Over 90 per cent of the dropout children in both the districts were found to be working either for wage or in household activities.

To conclude, nearly 20 per cent of the children in the age group of 5-17 years in the sample villages and wards either never attended the school or dropped out. The absolute number of these children was significant enough to be worried about the nature and implementation status of policies and programmes initiated by the state. More importantly, a majority of the children out of the school belonged to depressed castes, from the households involved in wage labour either in agriculture or non-agriculture, and were found to be working. Thus, the evidence presented so far indicates the influence of economic factors in explaining the large number of out-of-school children in the sample villages and wards.

Supply Side Factors

The Karnataka government has initiated programmes to improve educational facilities and the quality of education. The Sarva Siksha Abhiyan (SSA) aims to provide good educational facilities, improve participatory governance in school administration through the formation of School Development and Management Committees (SDMCs), and provide incentives to poorer children and their parents, and improve the quality of educational attainment. On the other hand, Mid-Day Meals (MDM) programme seeks to provide food security to the children. While SSA was implemented from 2000, MDM was implemented all over the state from 2003 onwards.

These programmes seem to have had some desired impact on the schooling. An important finding is the positive association between age groups and the proportion of children who

have never attended and who have dropped out. This has been true in the case of both boys and girls. In other words, the enrolment and retention rates have been improving for both boys and girls in the last five years, roughly coinciding with the introduction of important state initiatives for school education.

Will this pattern sustain in the long run? We have attempted to answer this question by looking at the association between several supply side factors and the proportion of children out of the school. The connectivity in terms of good approach road and public transportation plays an important role not only in ensuring regular attendance of teachers²⁵ but also enabling the children to attend schools located outside the village. Although highest and lowest proportions of out-of-school children were to be found in the villages having poor and very good connectivity respectively, the association between the connectivity and the proportion of out-of-school children in a village seemed to be weak.

This influenced us to look at the schooling facilities since the availability of the facilities at convenient distance will have positive impact both on enrolment and retention. A Bidar village with highest proportion of out-of-school children was the one where only primary school existed. Yet, the correlation between schooling facilities and out-of-school children was not very strong.

This prompted us to examine the functioning of noon-meal scheme. We did find that there was much stronger association between the functioning of noon-meal scheme and retention rates. In other words, in all those villages where noon-meal scheme was perceived to be functioning very well (in focus group discussion) the proportion of out-of-school also tended to be less. In such villages, the reasons contributing to the good performance noon-meal scheme were the constitution of the SDMC in a democratic manner, regular meetings among the committee members, demand for accountability either from grama panchayat or from the public, etc. A general policy implication in this regard is the strengthening of institutions for the success of primary education programmes.

²⁵ As mentioned earlier, teachers in several sample villages resided outside the village, and their presence in the school was also determined by the rural connectivity.

4

MAGNITUDE AND DIMENSIONS OF CHILD LABOUR

Introduction

In the general context, the issue of magnitude of child labourers has become important for a number of reasons, of which, conflicting claims on the incidence of child labour in Karnataka has been an important one. The Karnataka government claims that the incidence of child labour is low and declining for the following reasons.

- ✧ The state government has introduced several important programmes to spread primary education. These programmes are Sarva Siksha Abhiyan, mid-day meals programme and constitution of the SDMCs. The main objectives of these programmes are to: create educational facilities; provide incentives to the children in the form of scholarships, books, uniforms, and noon meal; and provide institutional mechanisms to represent the interests of the parents in the development and management of schools at the village level. The state government has been upbeat on the impact of these programmes on the number of out of school children. The surveys conducted by the education department since 2002 show a constant decline in the number of out of school children. On this basis, some have argued that the magnitude of child labourers has also come down.
- ✧ The Karnataka government has also been implementing the central and state government programmes in almost all the districts to combat the problem of child labour. Called the National Child Labour Project (NCLP) and State Child Labour Project (SCLP), these programmes aim to identify and release child labourers, rehabilitate them in bridge schools and mainstream them in the regular schools. In addition, there are programmes started by the external agencies such as UNICEF-NORAD, which aim to deal with the problem of child labour in a very comprehensive manner. These programmes are expected to bring down the incidence of child labour.

Others belonging to the civil society and academia argue that the magnitude of child labourers continues to be high notwithstanding the above programmes. They attribute the high incidence of child labourers to the following. First, since child labour is a complex problem caused by a diverse set of factors, the programmes mentioned above would not have immediate and lasting impact on child labour. It has been observed that in the absence of concrete programmes and

policies aimed at improving living and awareness standards of the poor as a whole, those aiming at improving education or combating child labour will not be of much use. Second, the spread of educational facilities has been uneven across regions and villages. The policy makers are of the view that children completing either primary or upper primary or high school education would continue the education. It has, however, been observed that the children in the absence of educational facilities in the village often dropout from education. This is especially the case with girl children. Third, the studies on the programmes of Sarva Siksha Abhiyan, mid-day meals programme and SDMCs note that there have been some outstanding issues relating to the implementation. Analysing the issues relating to the implementation of the noon-meal programme in Karnataka and concluding that the programme has achieved only partial success, Rajasekhar and Suchitra (2006) conclude that if the government has to promote primary education, it has to look beyond immediate relief measures like the noon-meal programme. They also argue that the government should “address more important structural problems such as long distance, poverty, ill-health, migration, lack of interest, hostility of parents towards the schools, etc.”

The issues of magnitude and dimensions of child labour are important for the project implementers. In general, project interventions are made on the assumption of higher magnitude in a particular area or locality. Even then, the quantitative data on the magnitude provide important insights to the project implementers on the quantum of task on hand. The data on sex, age, caste and sectoral dimensions of child labour will be useful to the project implementers in identifying the type of interventions to be made in the project localities. For these reasons, we discuss in this chapter the magnitude and dimensions of child labour in the sample localities with the help of data collected through the houselisting in the sample localities.

Magnitude of Child Labour

As noted earlier, the study listed the children in 32,048 households in 80 sample villages and urban wards in the two districts. Of these households, only 19,083 (i.e., 59.5 per cent) had persons in the age group of 5-17 years. There were 40,206 children in these households. In the following section on magnitude of child labour, we will be focusing only on these children. Before we take this up for discussion, it is important to discuss the concept of child labour and the definitions that we have adopted in this study to discuss the magnitude and dimensions of child labour.

What is Child Labour?

Child labour is defined in different ways, and the definition varies from one place to another and from one programme to another. It is the ‘age’ that is generally used by international instruments to define a child. The rights and protection of a child are accorded for those under the age of 18 (the UN Convention on the Rights of the Child, and the ILO Worst Forms of Child Labour Convention No. 182). For employment purposes, the minimum age is set at 15

(ILO Minimum Age Convention No. 138, 1973). In the Indian context too, age is used to define a child and a 'child' is considered as any person who has not completed his or her fourteenth year.

What is the work in the context of child labour? The term "child labour" has been defined by ILO as that work which deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. In other words, it refers to work that:

- * is mentally, physically, socially or morally dangerous and harmful to the children; and
- * interferes with their schooling:
 - by depriving them of the opportunity to attend the school
 - by obliging them to leave the school prematurely; or
 - by requiring them to attempt to combine school attendance with excessively long or heavy work.

The first bullet point refers to hazardous work, while the second comes in the way a child pursuing education. Going by this, several agencies and individuals also view the assistance provided by children to their parents in domestic chores and household economic activities as child labour. The following child labour programmes tend to include all the out of school children for intervention. The Government of Karnataka in their policy document (Action Plan to Eliminate Child Labour in Karnataka, 2001) recognises that '...any child out of school may be treated as child labour...'. The document further states that 'all work, labour which may harm the overall growth and development of the child is child labour, irrespective of whether it is wage or non-wage employment'. The Report of the National Commission for Labour (2002) has also accepted the broader definition of child labour as 'any child not attending primary school or employed in any establishment'. This excludes '...children mediated by parents at home for family activities or employed in employment or occupation in which a child is permitted to be employed under (Law)....'.

On the other hand, the Indus project of the ILO makes the following caution. "Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help in preparing them to be productive members of society during their adult life". This implies that the number of hours of work becomes a very important variable to classify child labourers.

Experience with the enforcement of the Child Labour Prohibition and Regulation Act through the National Child Labour Project in Karnataka shows the need to employ a broader approach

in identifying child labourers. The following issues are significant in this context:

- 1) It was found that through the NCLP activities, there was some reduction of child labour from the organized and hazardous industries, but as a consequence, many of the children had shifted to the informal sectors.
- 2) Such a shift to the informal sectors took many forms. In some cases, children had migrated to distant places, often in neighbouring states where there was no stringent enforcement. Some children had shifted from organized hazardous establishments to a home-based establishment in the same sector; some other children had shifted from organized to some other informal sector activity in the same locality.
- 3) In many cases, informal work relations were being strengthened to avoid legal obligations. Further, a large number of such children joined the ranks of those labourers not engaged in 'wage work' in the strict sense but rather working from home to assist parents in their wage work (as in the beedi and agarbathi sectors).
- 4) Every such shift made the condition of the child worker worse since the informal sector, by its very nature, was beyond the sight of society, ambit of enforcement officials and away from the law.

Due to these factors, the Government of Karnataka proposed to make this pilot project focus on an area comprehensively rather than on a few sectors (like sericulture) in each area. Further, the government proposed systemic corrective action on the supply-side as a lasting solution to the problem of child labour, and recognized the futility of identifying children and discriminating actions on the basis of whether they were working in hazardous or non-hazardous sectors at the time of identification. This is because working children are always in a state of flux, frequently changing their occupations and locations.

In this background, this baseline survey has a) included all working children as per the broad definition, and b) not tried to differentiate between children working in legally defined and restrictive 'hazardous' and 'non-hazardous' sectors. The study has rather tried to see the predicament of all working children by adopting a more liberal approach to the identification and record them as such so that effective solutions can be designed for their emancipation.

After several rounds of discussions in the inception seminar and reading the relevant literature, we have followed a three-fold classification of child and adolescent workers to provide as comprehensive a picture on child labour as possible. These are listed below.

1. Children employed in some or the other economic activity for wage usually for 4 hours or more and where employer and employee relationship exists.

2. Children working for the household economic activities such as assisting parents in cultivation, livestock rearing, running of shops, hotels and other business enterprises, etc.
3. Children assisting parents in domestic chores.

Based on the above, we adopted both a broad and strict a definition of child labour. The strict definition includes only category (1), while the broad definition includes all of the categories listed above. In the following paragraphs, we analyse the houselisting data to provide the results on the magnitude of child and adolescent labour defined in broader and strict terms.

Magnitude by Broad Definition

Of the 40,206 children listed from 80 sample villages and wards, nearly 31 per cent stated that they were working. In other words, 12,347 children were working either for wage or were involved in household economic activities or domestic chores (Table 4.1).

The total number of child labourers in Bidar and Chamarajanagar as per the broad definition were 6,520 and 5,827, respectively. The proportion of child labourers to total children in the sample villages and wards was 25.79 in Bidar and 39.05 in Chamarajanagar. Thus, the incidence of child labour was relatively higher in Chamarajanagar as compared to Bidar (Annexes 4.1 and 4.2 provide village and ward-wise data).

Table 4.1
Distribution of child labourers and adolescent workers (in %) by age group

Workers in the age group of	Bidar	Chamarajanagar	Total
5 – 14 years	57.36	54.23	55.88
15 – 17 years	42.64	45.77	44.12
Total (in number)	6,520	5,827	12,347
(5 to 17 years)	(25.79)	(39.05)	(30.71)

Note: Figures in parantheses indicate percentages.

The distribution of working children by their age shows that the adolescent labour constituted about 44 per cent, while children in the age group of 5-14 years accounted for nearly 56 per cent of child labourers. Thus, a significantly large proportion of child labourers was from the age group of 5-14 years.

However, the incidence of child labour was relatively low in the age group of 5-14 years in both the districts (Table 4.2). The proportion of child labourers to total children in the age group of 5-14 years was 18.34 per cent in Bidar and 27.98 per cent in Chamarajanagar. In contrast, the proportion of child labourers to total children in the age group of 15-17 years

was almost 57 per cent in Bidar and 73.51 per cent in Chamarajanagar. For village and ward-wise data on the incidence of child labour, see, Annexes 4.3 and 4.4.

Table 4.2
Number of child labourers irrespective of sectors, i.e., as per broad definition

Particulars	As per the survey	
	Bidar	C.Nagar
Total number of child labourers	6,520	5,827
Child labourers in the age group of 5-14 years	3,740	3,160
Workers in the age group of 15-17 years	2,780	2,667
Child labourers to total children (%)	25.79	39.05
Child labourers (5-14 yrs) to total in the age group (%)	18.34	27.98
Child labourers (15-17 yrs) to total in the age group (%)	56.79	73.51
Proportion of households having child labourers (5-17 yrs)	40.24	36.77

In Bidar, 40 per cent of the households had at least one child who was working. On the other hand, 37 per cent of the households had at least one working child in Chamarajanagar district.

Projections for the District (Broad Definition)

Based on the proportion of households having child labour, we projected the number of child labourers for the entire district. Akin to the methodology followed in projecting the number of out of school children in Chapter 3, we have taken care to project the figures differently for different categories of sample villages in this case as well. Hence, the margin of error is expected to be low.

In Bidar, the projected number of child labourers in the district was 68,784. The projected number for the age group of 5-14 years was 40,652, while it was 28,132 for the age group of 15-17 years. As per the projections, the number of child labour was less in Chamarajanagar. The projected figure for Chamarajanagar was 50,972. The break up figures for the age groups of 5-14 and 15-17 were 26,931 and 24,041, respectively.

Table 4.3
Projected figures for the districts

Particulars	As per Survey		Projected Figures	
	Bidar	C.Nagar	Bidar	C.Nagar
Total number of child labourers	6,520	5,827	68,784	50,972
Child labourers in the age group of 5-14 years	3,740	3,160	40,652	26,931
Workers in the age group of 15-17 years	2,780	2,667	28,132	24,041

It is important to compare the projected figures with those arrived at by other surveys. We considered the education survey conducted for 2005-06. This survey attempted to arrive at the total number of out of school children. On the other hand, the broad definition adopted in our study covered both out of school children and those who were assisting the parents while they simultaneously pursued education.

The Children's census of 2006 showed that there were 75,825 out of school children in the state as a whole! In contrast, our study, conducted in only 80 villages and urban wards, shows that there were 67,583 children in the age group of 5-14 years who were working! The wide difference to some extent could be explained by the fact that our study included those children who were still studying and helping the parents in domestic chores. However, as we shall show later, the difference is substantial to suggest that the education survey underestimated the out of school children.

Magnitude by Strict Definition

As per the strict definition, the number of child labourers was 2,495 in Bidar and 1,271 in Chamarajanagar (Table 4.4). The proportion of child labourers to total children was 9.87 per cent in Bidar and 8.52 per cent in Chamarajanagar (also, see, Annexes 4.5 and 4.6).

The distribution of child labourers (defined in strict terms) by age groups shows that the number of workers in the age groups of 5-14 and 15-17 were 1,183 and 1,312 in Bidar, while the corresponding numbers in Chamarajanagar were 386 and 885, respectively. In terms of incidence, the proportion of child labourers to total children in the age group 5-14 years was 5.8 per cent in Bidar and 3.42 per cent in Chamarajanagar. The corresponding proportions for the age group of 15-17 were 26.80 and 24.39 per cents in Bidar and Chamarajanagar, respectively. In Bidar, 15.4 per cent of the households had one child labourer. In Chamarajanagar, on the other hand, 8.02 per cent of the households had one child labourer.

Table 4.4
Number of child labourers as per strict definition

Child labourers (CLs) as per strict definition	As per the survey						Projected for the district	
	Bidar			Chamarajanagar			Bidar	C.nagar
	Male	Female	Total	Male	Female	Total		
5 - 14 years	693	490	1,183	205	181	386	12,092	3,467
15 - 17 years	885	427	1,312	638	247	885	13,410	8,112
Total	1,578	917	2,495	843	428	1,271	25,502	11,579
CLs to total children (%)			9.87			8.52		
CLs (5-14 yrs) to total in the age group (%)			5.80			3.42		
CLs (15-17 yrs) to total in the age group (%)			26.80			24.39		
Households (%) that have CLs (5-17 yrs)			15.40			8.02		

Thus, the incidence of child labour, in the strict sense, was higher in Bidar district as compared to Chamarajanagar district. This can be attributed to the following factors. First, the proportion of Muslim households was higher in Bidar. In the field we observed that the incidence of child labour tended to be higher among Muslim households. Second, Bidar district being closer to the cities such as Hyderabad, Pune, Mumbai and the like provided opportunities for boys to find jobs in the growing informal sector in these cities. Third, the educational facilities were far better in Chamarajanagar as compared to Bidar. Further, the value given for education was higher in the former as compared to the latter.

Projections for the Districts (Strict Definition)

Based on the proportion of the households having child labour, we projected the child labourers for the entire district. As per these projections, the total number of child labourers was 25,502 in Bidar with 12,092 in the age group of 5-14 years and 13,410 in the age group of 15-17 years (Table 4.4). The projected number for Chamarajanagar was 11,579 with 3,467 falling in the age group of 5-14 years and 8,112 falling in the adolescent age group.

Dimensions of Child Labour

A discussion on dimensions of child labour becomes important for the project implementers in the following manner. The current dimension of child labour is a product of historical forces. In other words, the causes for child labour are not the same for men and women, different caste and occupational groups, different sectors, etc. For instance, if child labour is found to be preponderant among Scheduled Caste households, this implies that the factors which cause and perpetuate child labour among these households are particularly active among these households. This further implies that the project implementers should focus on such households and groups, which have higher incidence of child labour.

We, therefore, discuss different dimensions of child labour in the ensuing paragraphs. The different dimensions taken up for the discussion are gender, caste, age group, occupational groups and different sectors. Before we go further, it is important to present the data on the number of working hours for children and adolescents to understand the incidence of actual child labour.

Number of Working Hours

The distribution of children and adolescent workers by number of working hours across the two districts (Table 4.5) shows that about 42 per cent of the child labourers and adolescents worked for less than 4 hours in Chamarajanagar. In contrast, the corresponding proportion in Bidar was only 20.06 per cent. Going by the definitions in vogue, it can be concluded that in the case of a larger proportion of children and adolescents in Bidar the work was long enough to come in the way of pursuing education and their physical and mental growth. Village and ward-wise data on child work by number of hours have been presented in Annexes 4.7 and 4.8.

Table 4.5
Distribution of child labourers by their age and number of working hours

Number of working hours	BIDAR						CHAMARAJANAGAR					
	5-14 yrs		15-17 yrs		Total		5-14 yrs		15-17 yrs		Total	
	Fre-quency	Per cent	Fre-quency	Per cent	Fre-quency	Per cent	Fre-quency	Per cent	Fre-quency	Per cent	Fre-quency	Per cent
< 4 hrs	1,039	27.78	269	9.68	1,308	20.06	1,753	55.47	694	26.02	2,447	41.99
4 - 8 hrs	1,905	50.94	1,573	56.58	3,478	53.34	1,221	38.64	1,571	58.91	2,792	47.91
9+ hrs	796	21.28	938	33.74	1,734	26.60	186	5.89	402	15.07	588	10.09
Total	3,740		2,780		6,520		3,160		2,667		5,827	

It is important to analyse the number of working hours by age groups as the project seeks to focus especially on child labour (i.e., children in the age group of 5-14 years). The disaggregated picture provided in Table 4.5 confirms the earlier observation that the problem of child labour was acute in Bidar as compared to Chamarajanagar. While a larger proportion of children in Chamarajanagar worked for less than 4 hours, the proportion of children working for more than 4 hours in Bidar was close to 73 per cent. In the case of adolescent group, the proportion working for more than 4 hours was higher in both the districts.

What do these data imply? The obvious implication is that the proportion of children working for some hours in a day ranged from very large to substantial. This implies that the chances that these children drop out from the school (if they are still attending school) and become workers is high. In the focus group discussions, it was revealed that the tendency among parents to assign some or the other work to school going children was high. They also revealed that such a tendency gradually led to the dropout of children from the school. We will come back to this discussion after looking at the pattern of working hours among three categories of child and adolescent workers.

Figures 4.1 and 4.2 provide the distribution of child and adolescent workers by each category of working hours and type of work. The pattern emerging from these figures relating to both the districts is quite clear. Of those children and adolescents working for less than 4 hours, a majority of them assisted their parents either in the domestic chores or household activity. In contrast, a larger proportion of children and adolescents working for more than 4 hours were involved in economic activity for wage.

Figure 4.1
Number of working hours and work category in Bidar district

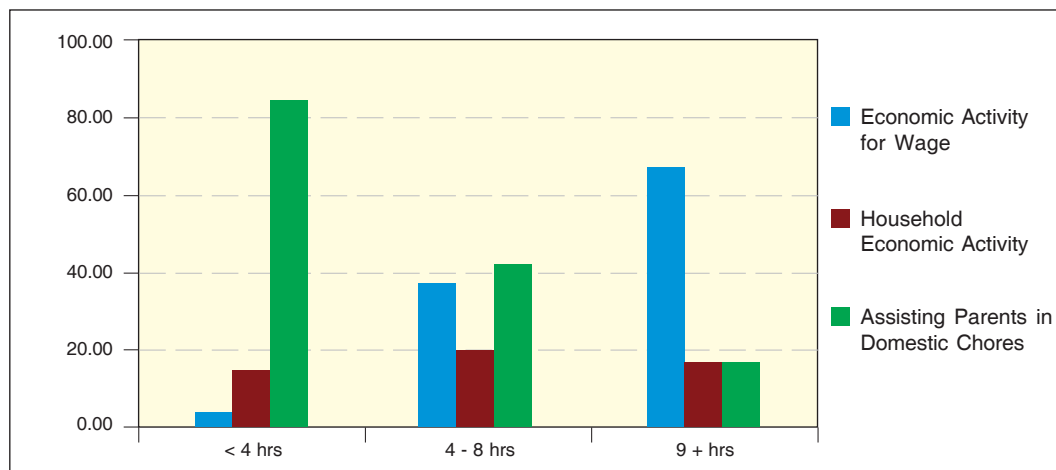
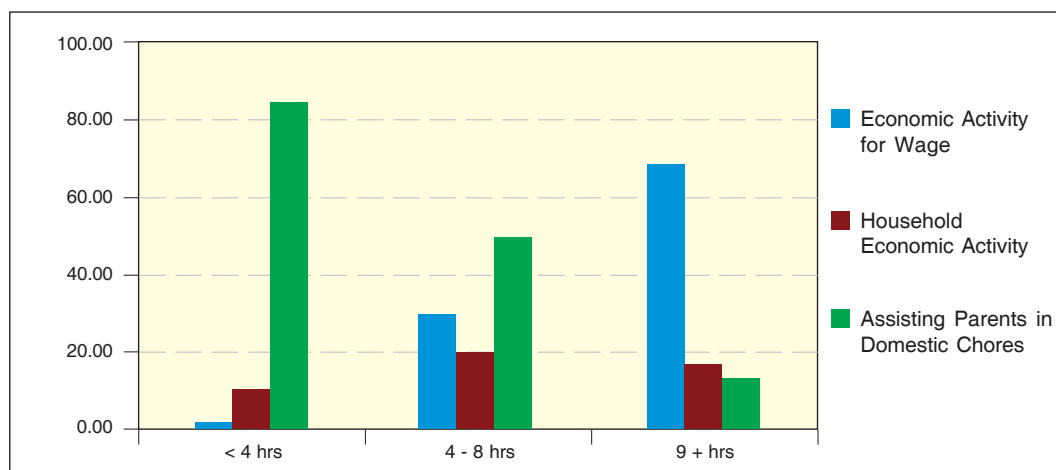


Figure 4.2
Number of working hours and work category in Chamarajanagar district



Does the pattern differ across the age groups? First, let us look at the pattern in Bidar district. It can be seen from Figures 4.3 and 4.4 that the pattern roughly held true across the age groups. But, there was one significant difference. Among children working for less than 4 hours in this district, over 80 per cent were involved in assisting parents in domestic chores (Figure 4.3). On the other hand, among adolescents working for less than 4 hours, the proportion helping parents in domestic chores was just over 70 per cent. This suggests that the children were usually first drawn into work by way of rendering their assistance in domestic chores.

Figure 4.3
Distribution of child labourers by number of working hours and work categories in Bidar district

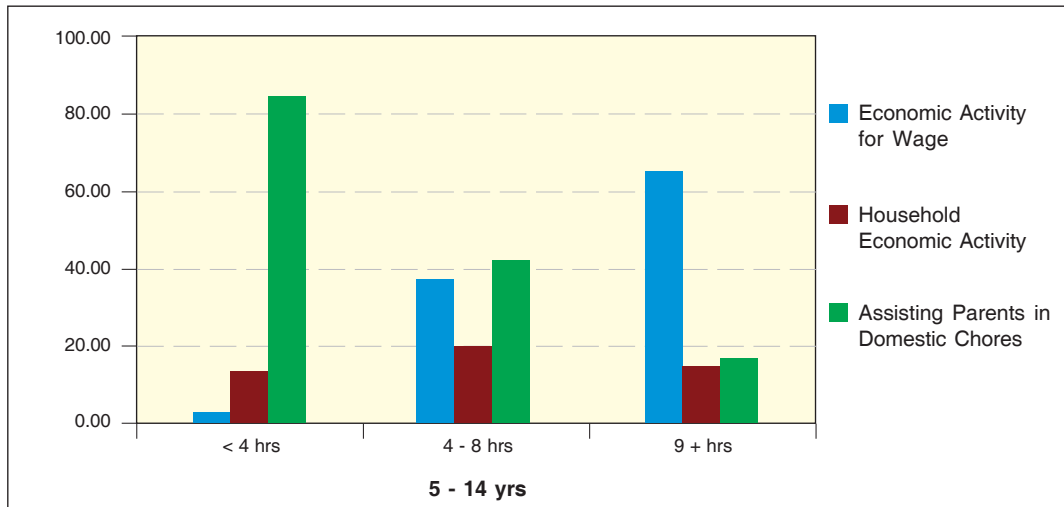
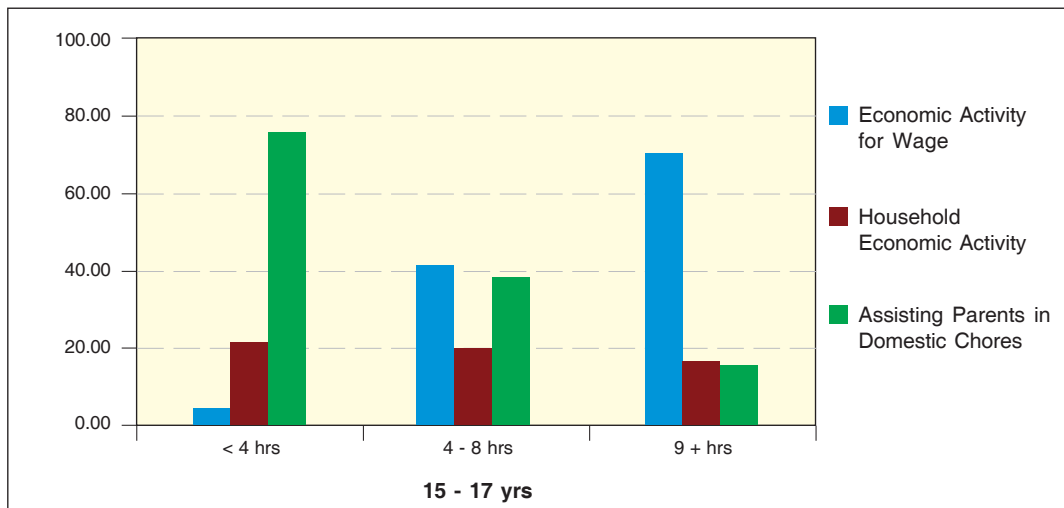


Figure 4.4
Distribution of adolescents workers by number of working hours and work categories in Bidar district



A more or less similar pattern emerges in Chamarajanagar district as well. Figures 4.5 and 4.6 reveal that of the total children and adolescents working for less than 4 hours, an overwhelming majority was assisting their parents either in domestic chores or household economic activity. It can be seen that, unlike in Bidar, the children and adolescents reporting that they worked for less than 4 hours were rarely involved in economic activity for wage.

Figure 4.5
Distribution of child labourers by number of working hours and work categories in Chamarajanagar district

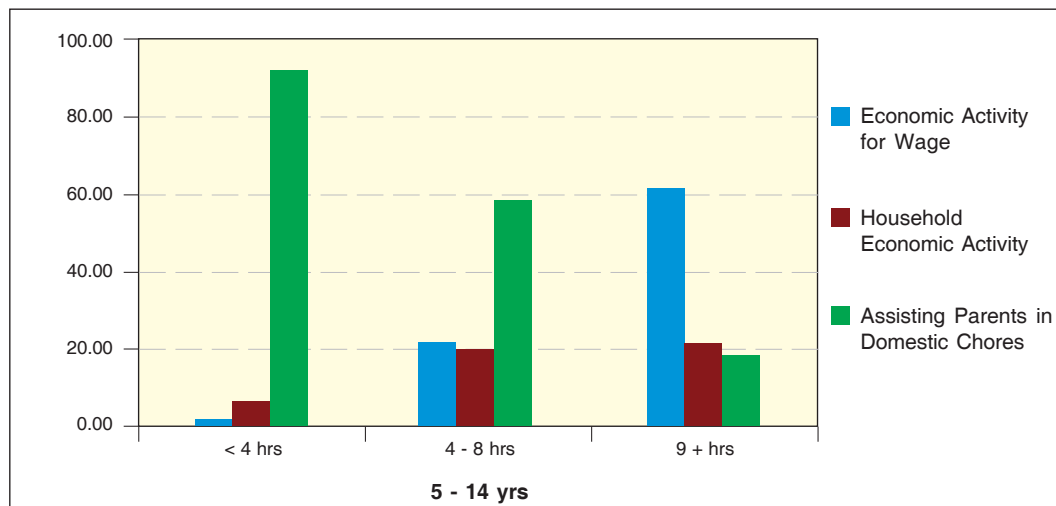
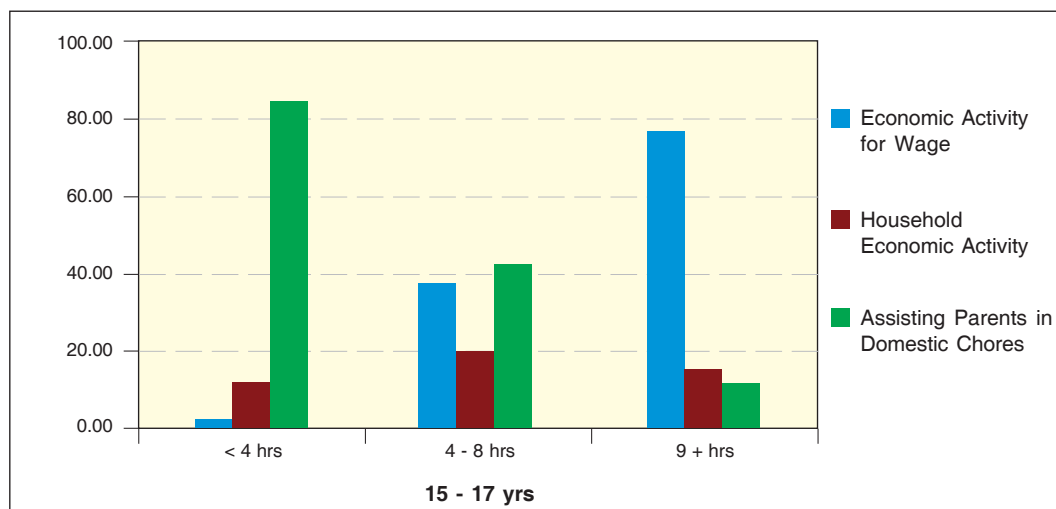


Figure 4.6
Distribution of adolescent workers by number of working hours and work categories in Chamarajanagar district



The discussion pertaining to the distribution of children by number of working hours raises an important issue relating to the future of these children. One could reach the erroneous conclusion that of the 3,740 children stating that they were working in Bidar district, 27.78 per cent were working for less than 4 hours and that they were mainly assisting their parents in domestic chores. Similarly, of the 3,160 children working in Chamarajanagar, over 55 per cent were

working for less than 4 hours and they were mainly assisting their parents in domestic chores. If one were to go by the discussion on the definition of child labour, we could conclude that since these children were working only for a little time everyday, such work might in fact contribute to overall development of the child. Further, this might not really come in the way of children pursuing their education.

But, two questions arise in this context. How many of these children will continue to study? How many of them will become child labourers? These two questions were posed in the focus group discussions in several villages. The consensus in several places was that the tendency to draw children into household work at an early age leads to their dropping out of school and subsequent enrolment into wage work. This seemed to be happening in the following manner.

- ✧ In the nuclear households, there was immense work pressure on the mother on account of fetching water, taking care of children, etc. She, therefore, depended on older children (especially girls) for support. If this work was for a short duration and confined to non-schooling hours, it might not cause dropping out of school. Very frequently, however, parents dragged their children out of school for entire days or half days to help them in these tasks (Box 4.1). If such trends continued, the child would not have the required attendance, and faced ill treatment from teachers. This led her/his eventual dropout.

Box 4.1: Parents dragging out the children to help them in domestic chores

While the listing exercise was in progress in one of the households in Nizampur village in Bidar district, the field team noticed a nine-year girl at home during the school hours. When asked why she did not go to school, her father replied that his wife had to go to the field for work and since there was none at home to take care of the child, she was asked to stay back. The field team asked the man about the frequency of her staying back at home to take care of the child. He replied that very often they ask her to stay back. He also explained that he is involved in a business which makes him stay away from home for most part of the day. Although they can afford to employ wage labourers, the presence of his wife was very much essential for the supervision of the work in the agricultural field. He also justified their action stating that “at some point in time the girl has to be married. It does not matter whether she studies in school or not”.

- ✧ There was also a tendency among mothers to fall back on girl children for assistance in cooking. In several villages, the respondents explained that they had to teach their daughters cooking because one of the first questions asked during the process to get their daughters married was whether the girl knew how to cook or not. The parental expectations that a girl had to be good in cooking and house keeping were gradually internalised by the child, who, in turn, placed greater importance on domestic chores as compared to education in the school and a career different from that of a housewife.

- ✱ Most of the agricultural labour households were also found to be part-cultivators. Typically, they would have one or two acres of land. During three to four phases of agricultural crop cycle, there would be immense need for the employment of agricultural labourers to undertake agricultural operations. Since the financial ability of these households to employ agricultural wage labourers was less, they would normally resort to the practices of labour exchange and drawing their children to the work. In the focus group discussions, it emerged that the children would be withdrawn from the school for any period between 20 and 45 days in a year. One participant in the focus group discussion in Namdapur in Bidar district noted that “beginning with taking the child to work on holidays, this practice gradually extends to other days as well and at times for days together”. He noted that on the days on which the child was not taken to work, the parents would be under the impression that the child would have gone to the school. But, that would not happen. The child would continue to abstain from the school because either she/he would have found it difficult to see the continuity in the education or simply lost interest.

Analysing the extent to which the children assisted their parents and the likely outcome of such assistance, the participants in the focus group discussions noted that the tendency to fall back on the children for help was widespread. In over half of the cases, the parents were themselves responsible for the eventual dropout of the children because their dependence on children for domestic chores and economic activities increased. This would gradually result in children getting into wage work, once they were able to handle agricultural work or when the employers did not mind to employ them. Thus, it can be anticipated that, most of the children assisting their parents for less than 4 hours will eventually dropout and become child labourers in the strict sense. But, we need to discuss the type of assistance provided by them to their parents.

Type of Work Undertaken

Let us now look at the distribution of child labourers by broad categories of work. These categories are wage labour, involvement in household economic activity and assisting parents in domestic chores.

In Bidar district, 38 per cent of the children hired themselves out for wage, 44 per cent were assisting parents in domestic chores and 18 per cent were helping their parents in household economic activities (Figure 4.7). The corresponding proportions in Chamarajanagar were 22, 62 and 16 per cents, respectively (Figure 4.8). Annexes 4.9 and 4.10 provide the distribution of children by broad categories of work by villages and wards. Two conclusions can be made at this juncture. First, a larger proportion of the child labourers was involved in assisting their parents in domestic chores. Second, the proportion of children involved in wage labour was substantially high in Bidar district. This implies that although the overall incidence of child labour was high in Chamarajanagar, the incidence of wage work was high in Bidar. Let us now see the pattern across the age groups.

Figure 4.7
Distribution of child and adolescent workers by type of work in Bidar district

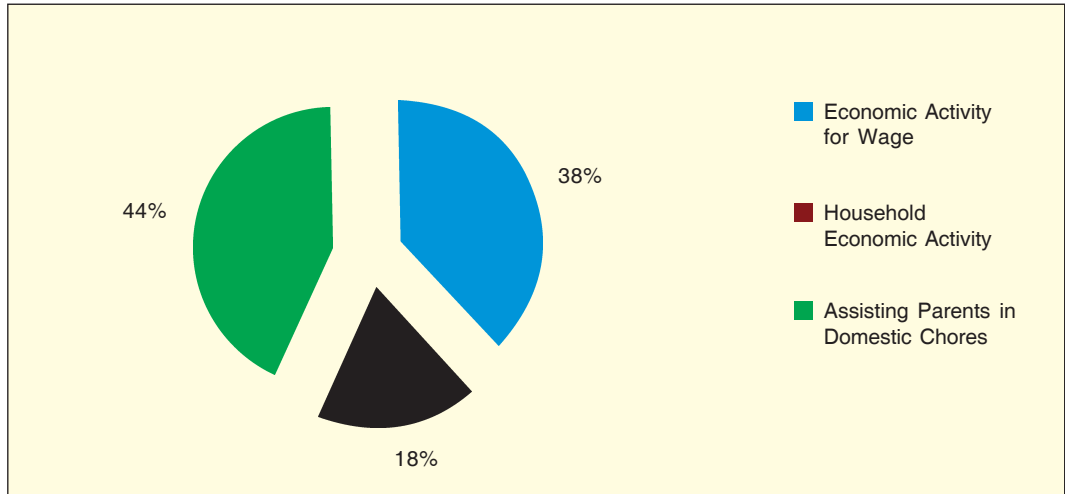
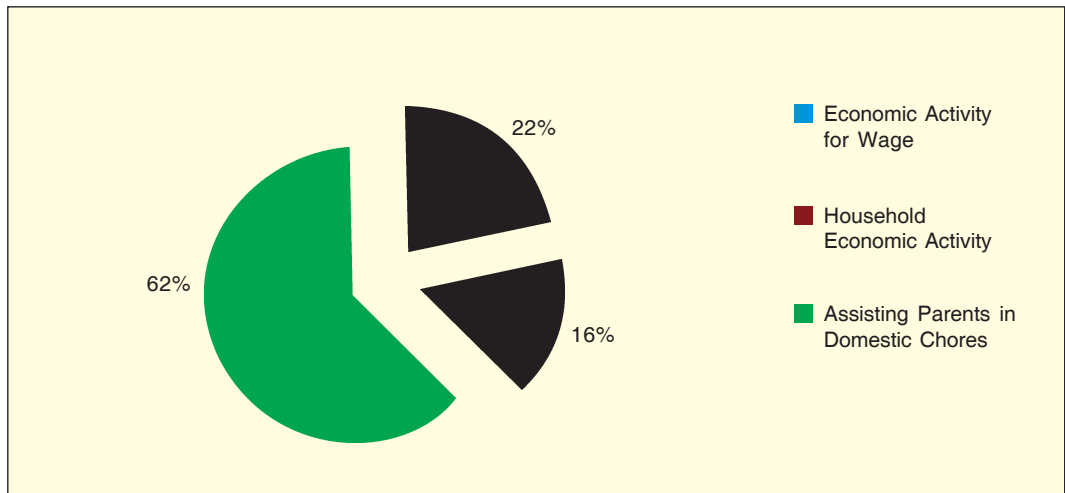


Figure 4.8
Distribution of child and adolescent workers by type of work in Chamarajanagar district



In Bidar district, the proportion of children assisting parents in domestic chores was 51 per cent as compared to 34 per cent among adolescents (Figures 4.9 and 4.10).

Figure 4.9
Distribution of child labourers by work categories in Bidar district

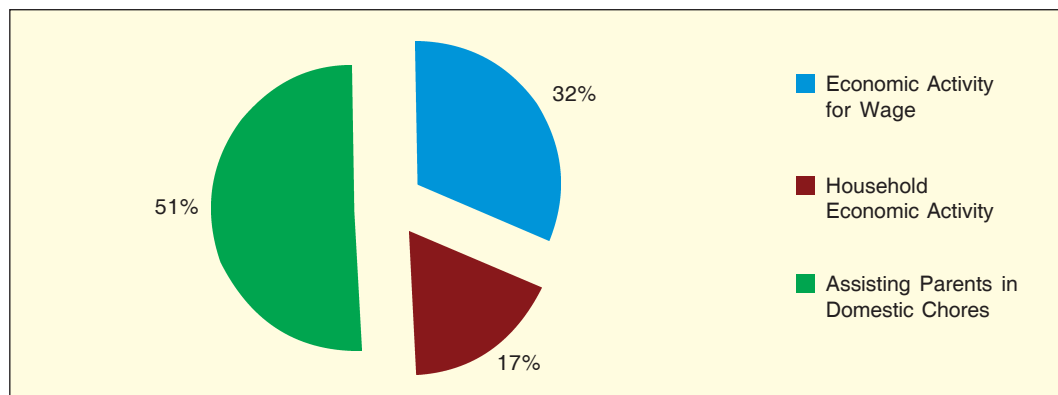
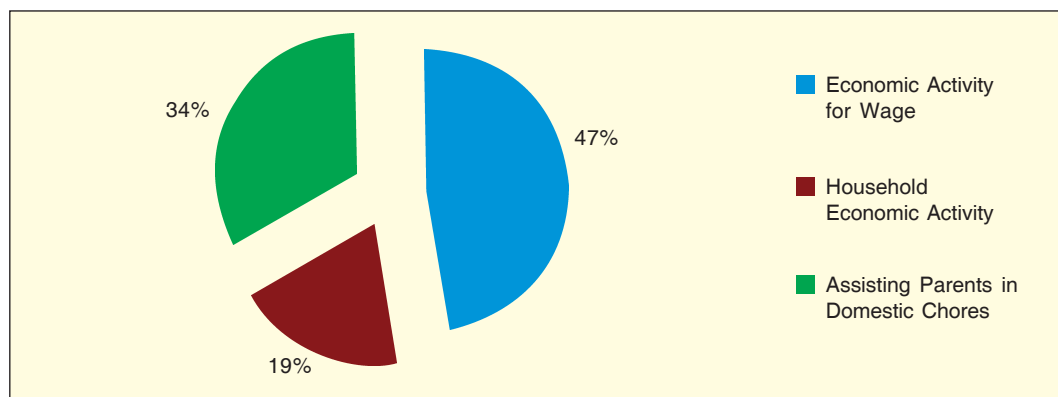


Figure 4.10
Distribution of adolescent workers by their work categories in Bidar district



A similar pattern can be seen in Chamarajanagar district. Figures 4.11 and 4.12 show that the proportion of children assisting their parents in domestic chores was as high as 74 per cent as compared to only 49 per cent in the case of adolescents. This discussion, thus, shows that the incidence of child labour was higher in Bidar district. Second, the proportion of adolescents assisting their parents in household economic activities was almost the same across the districts. Third, the participation of adolescents in economic activity for wage was higher in Bidar district as compared to Chamarajanagar district.

Figure 4.11
Distribution of child labourers by work categories in Chamarajanagar district

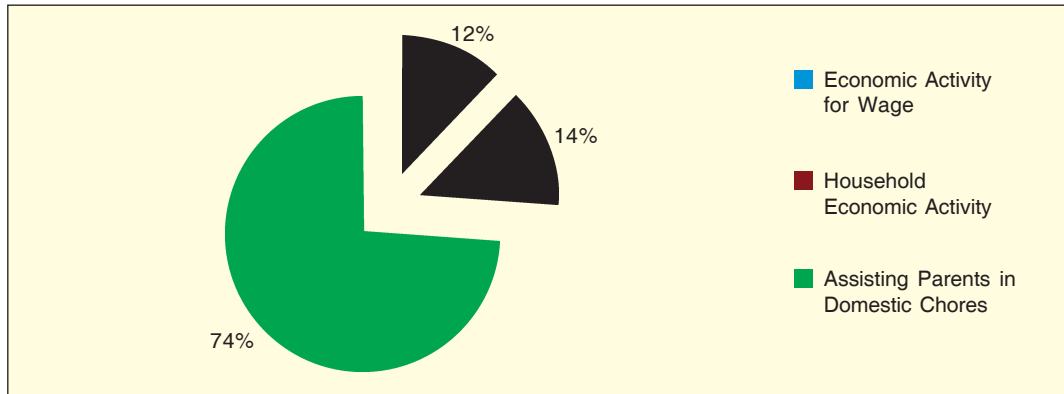
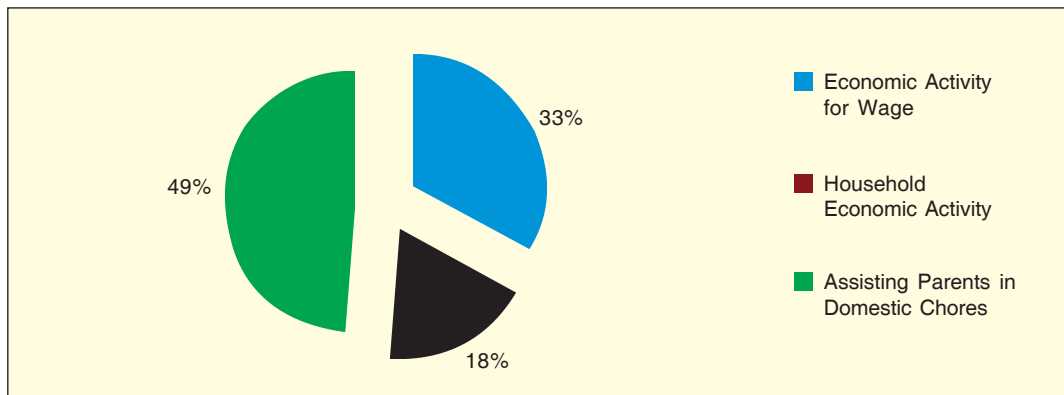


Figure 4.12
Distribution of adolescent workers by work categories in Chamarajanagar district



Gender Dimension

What is the gender dimension of child labour work? In order to answer this question, we analysed the data and presented the analysis in Figures 4.13 and 4.14. Although girls outnumbered boys in both the districts, the data clearly show that there was gender segregation in the type of work. Boys outnumbered girls in the economic activity for wage and household economic activity. Between 74 and 90 per cent of children and adolescents involved in household economic activities were boys in both the districts. Similarly, about two-thirds of the children and adolescents involved in economic activity for wage were boys in the selected districts. In contrast, between 72 and 82 per cent of the children and adolescents assisting their parents in domestic chores were girls. The message is clear; gender stereotype roles have been introduced since childhood and reinforced.

Figure 4.13
Sex-wise distribution of child and adolescent workers in Bidar district

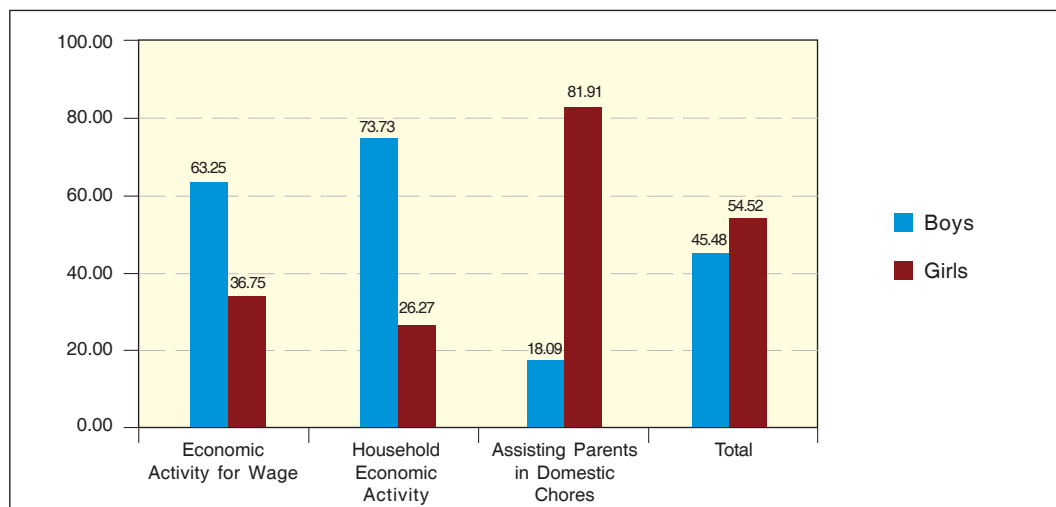
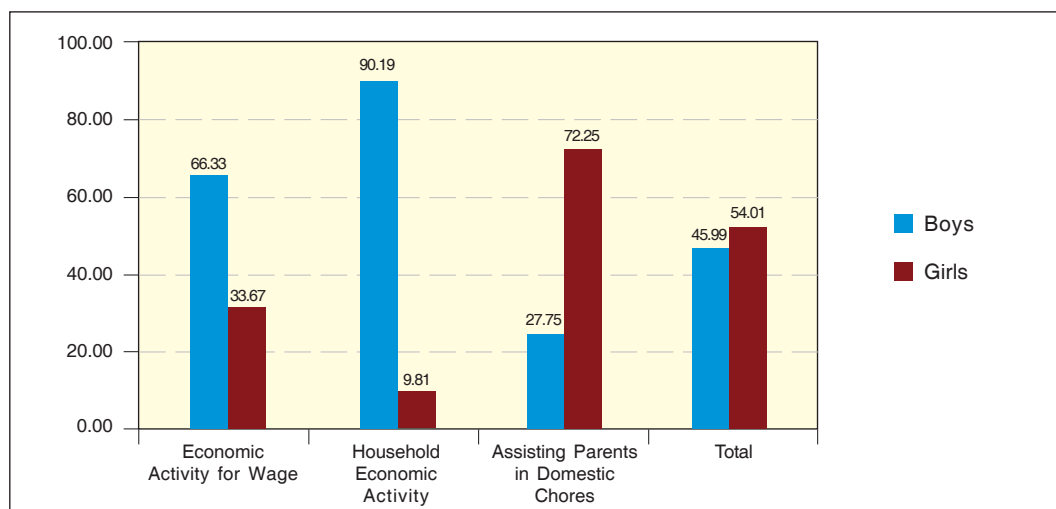


Figure 4.14
Sex-wise distribution of child and adolescent workers in Chamarajanagar district



Does the reinforcement of gender roles differ across children and adolescents? Figures 4.15 and 4.16 show that the reinforcement of gender roles gets accentuated as the age of children goes up. This is reflected in three of the following findings. First, the proportion of girls was higher as compared to boys in the children category. Second, the proportion of girls involved in economic activity for wage and assisting parents in economic activities was higher in the

case of children as compared to adolescents in Bidar district. Third, the proportion of boys assisting parents in domestic chores was higher in the child category as compared to adolescent group.

Figure 4.15

Sex-wise distribution of child labourers by work categories in Bidar district

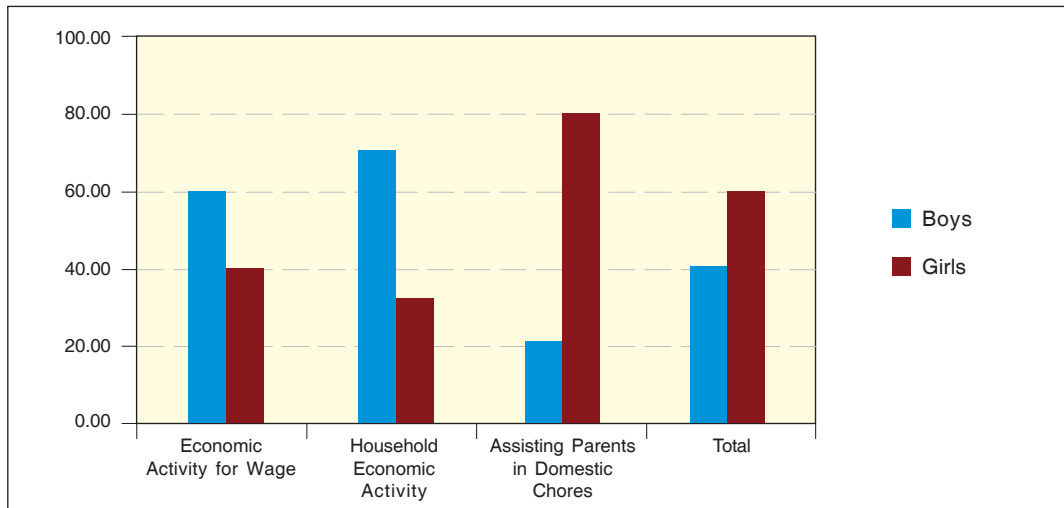
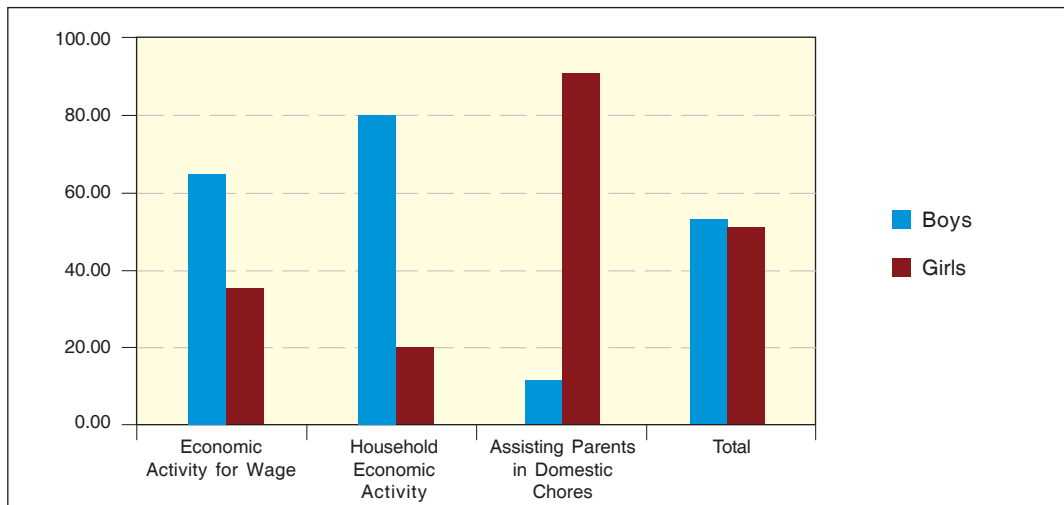


Figure 4.16

Sex-wise distribution of adolescent workers by work categories in Bidar district



That a similar pattern holds well in Chamarajanagar district (Figures 4.17 and 4.18) is borne out by the following. First, the proportion of girl workers was higher than that of boys in the category of children. In the case of adolescent group, boys outnumbered girls. Second, while there was not much difference in the proportion of boys and girls involved in economic activity for wage in the case of children, the proportion of boys was more than 70 per cent in the case of adolescents.

Figure 4.17

Sex-wise distribution of child labourers by work categories in Chamarajanagar district

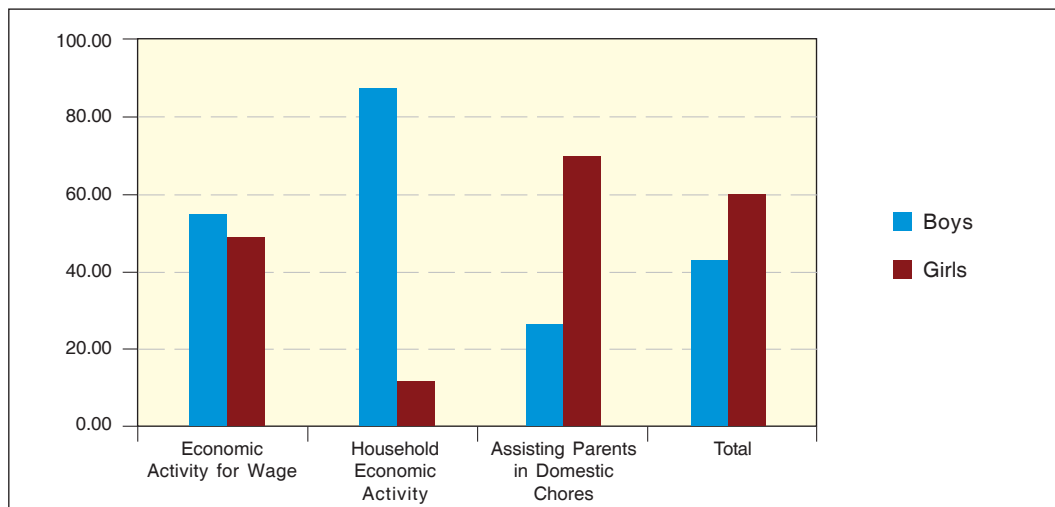
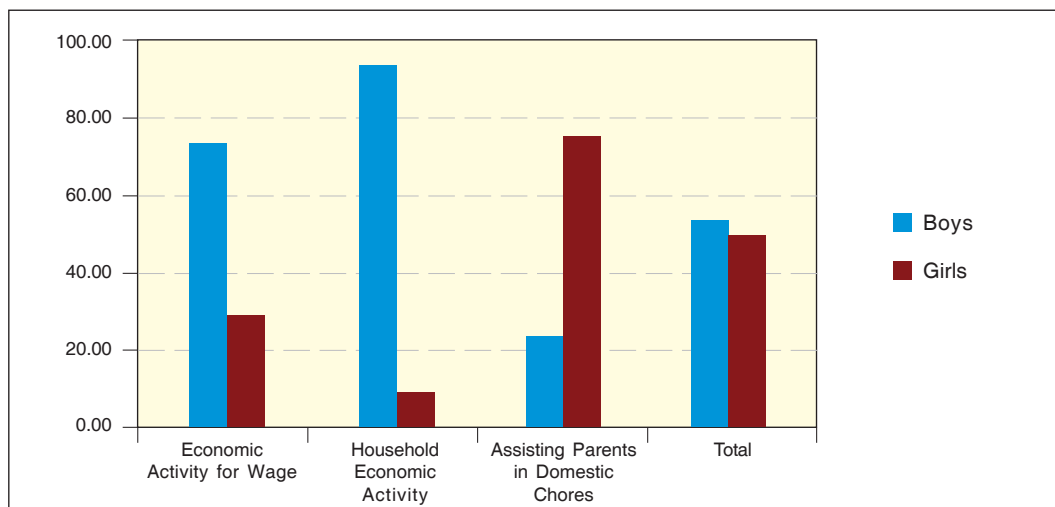


Figure 4.18

Sex-wise distribution of adolescent workers by work categories in Chamarajanagar district



How the gender dimension of child labour changes with increases in age can be seen from Figures 4.19 and 4.20. In Bidar district, the proportion of boys and girls was roughly the same between the age of 5 and 11 years. In the subsequent years, the proportion of boys was lower than that of girls. After a child completed the age of 14 years, the proportion of boys went up while that of girls came down (Figure 4.19). In Chamarajanagar district, the proportion of boys was lower than that of girls until a child completed the age of 14 years. As in the case of Bidar, the proportion of girls in child labourers dropped after the age group of 12-14 years (Figure 4.20).

Figure 4.19
Distribution of child labourers by sex and age groups in Bidar district

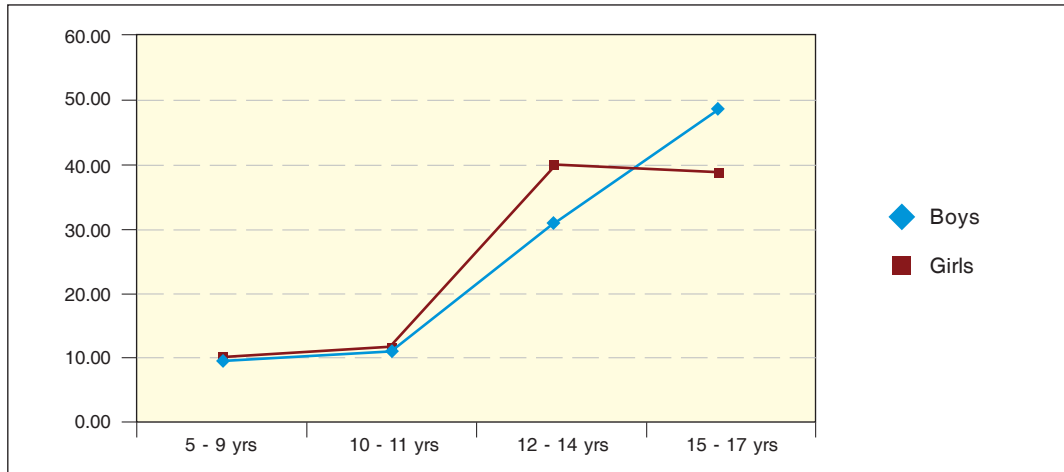
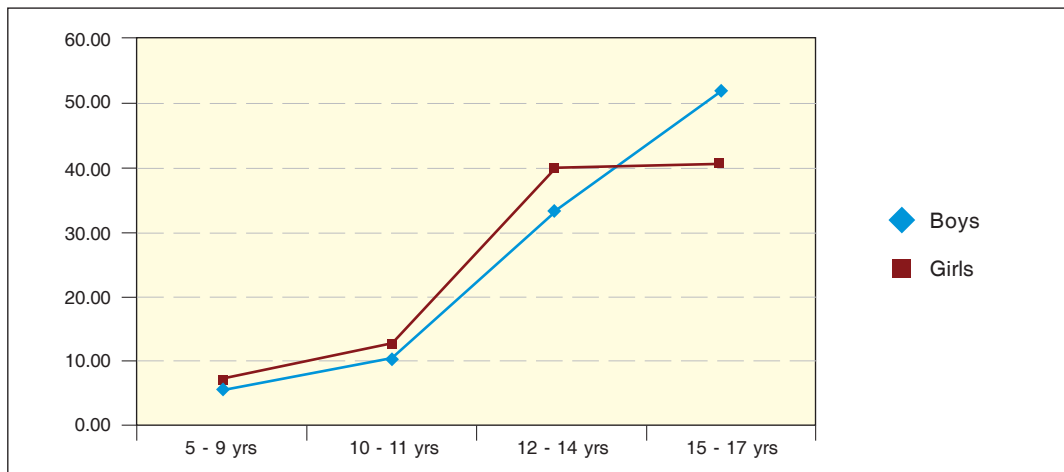


Figure 4.20
Distribution of child labourers by sex and age groups in Chamarajanagar district



The reasons for such gender differences are not far to seek. First, until a girl attains puberty, she is allowed to participate in the activities of household economic enterprises such as shops, hotels, etc. After this stage, parents are reluctant to engage grown up girls in household economic activities. Second, the work opportunities for adolescents tend to be located in cities and towns located far away from villages. Hence, parents will not be willing to send girls to such far away places. If at all, parents send adolescent girls for work, this would be agricultural work located in the village. Several mothers informed us that they would take their daughters along with them for the agricultural work. Third, boys are likely to assist parents in domestic chores when they are young. Once they become adolescents, they are likely to be engaged in 'high economic return' activities. To conclude, the tendency was to employ a larger proportion of boys in wage work or in household activities considered as 'economically productive'.

Educational Dimension

Among the child labourers in Bidar district, most of those never attended and dropped out were boys (Figure 4.21). In contrast, most of the child labourers attending the school were girls. This pattern was, more or less, true in the case of Chamarajanagar district (Figure 4.22).

Figure 4.21
Distribution of child labourers by their current schooling status in Bidar district

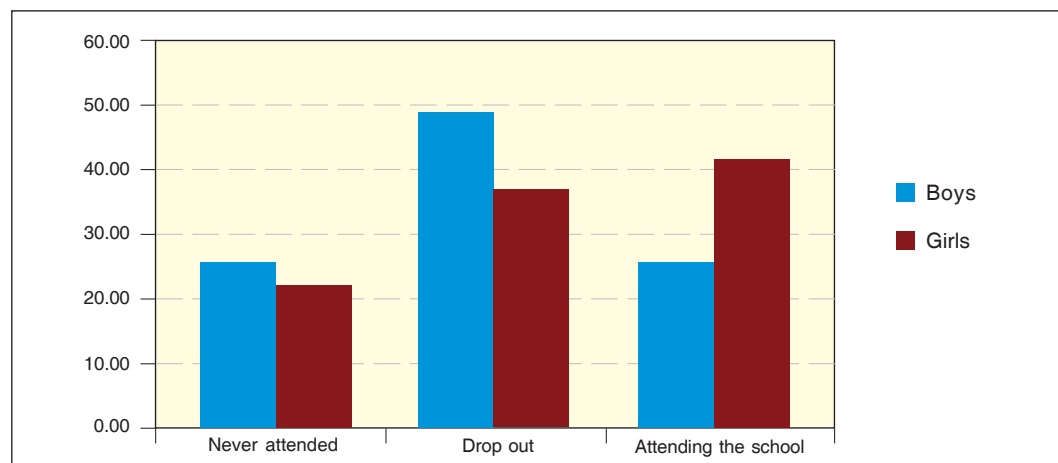
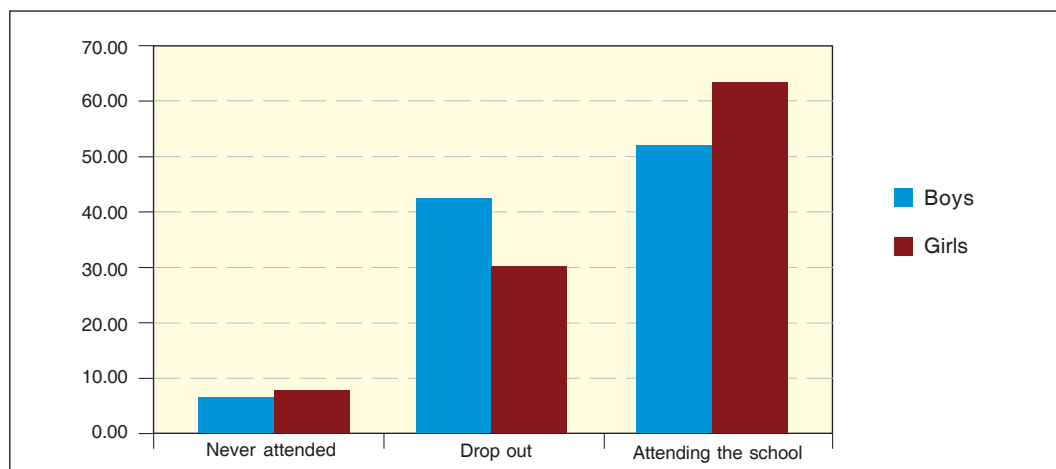


Figure 4.22
Distribution of CLs by their current schooling status in Chamarajanagar district



This pattern is reinforced across the age groups in both the districts (Table 4.6). The reason why girls tend to be in larger proportion in the category of ‘attending the school’ is not far to seek. Several studies have shown that the education among the girls tended to be low because they were not often admitted into the school. But once they were admitted, they tended to do better than the boys. For similar information across the sample villages, see Annexes 4.11 and 4.12.

Table 4.6
Distribution of child labourers (%) by their schooling status and age in Bidar and Chamarajanagar districts

Age group	Schooling status	Bidar			Chamarajanagar		
		Boys	Girls	Total	Boys	Girls	Total
5-14 yrs	Never attended	45.85	54.15	879	33.33	66.67	150
	Dropout	49.80	50.20	1,247	47.87	52.13	681
	Attending the school	32.11	67.89	1,554	39.09	60.91	2,300
15-17 yrs	Never attended	54.01	45.99	648	48.15	51.85	189
	Dropout	55.64	44.36	1,481	57.52	42.48	1,370
	Attending the school	36.00	64.00	625	46.10	53.90	1,063

Caste Dimension

A large proportion of child labourers in both the districts belonged to the depressed castes of SCs and STs (Figures 4.23 and 4.24, and Annexes 4.13 and 4.14). In Bidar district, Muslims also accounted for a significant proportion of child labourers, especially in the category of

those involved in economic activity for wage. The children belonging to other castes tended to form a significant proportion in the case of children involved in household economic activities and assisting parents in domestic chores.

Figure 4.23

Caste-wise distribution of child and adolescent workers in Bidar district

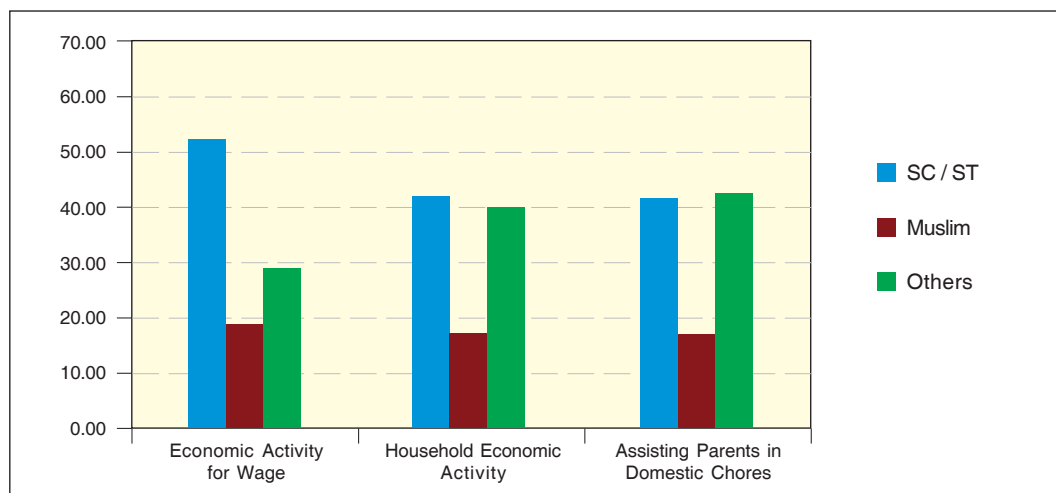
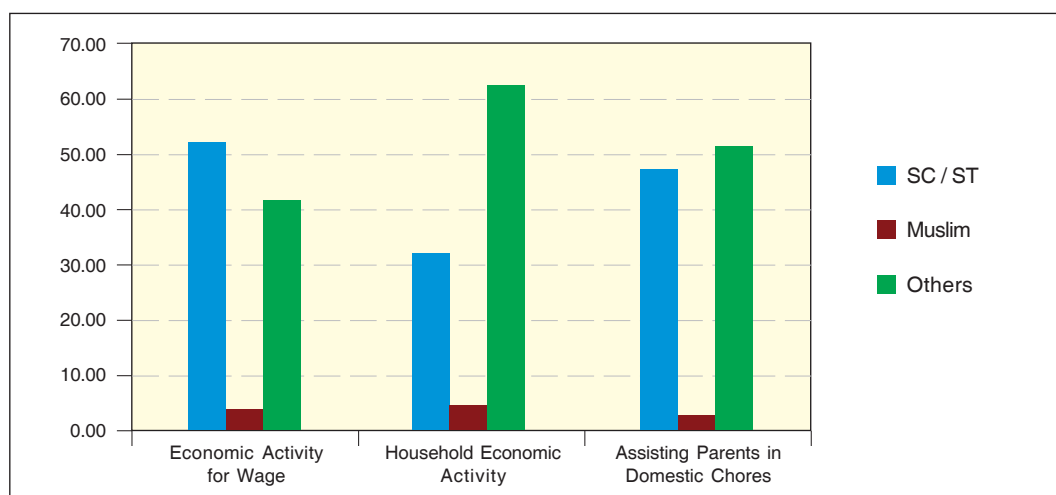


Figure 4.24

Caste-wise distribution of child and adolescent workers in Chamarajanagar district



Economic Dimension

To which economic category do the child labourers belong? As an indicator of economic status, we collected data on principal occupation of the head of the household. The distribution of child labourers by the principal occupation shows that most of the child and adolescent workers belonged to wage labour households (in agriculture and non-agriculture) in both the districts (Figures 4.25 to 4.28, and Annexes 4.15 and 4.16).

Figure 4.25

Distribution of child labourers by their parental occupation in Bidar district

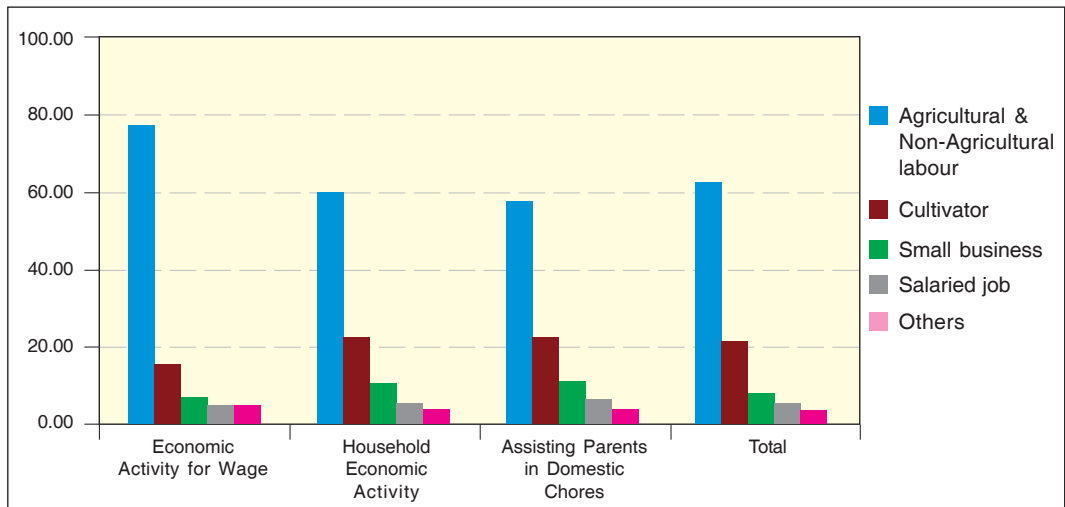


Figure 4.26

Distribution of adolescent workers by their parental occupation in Bidar district

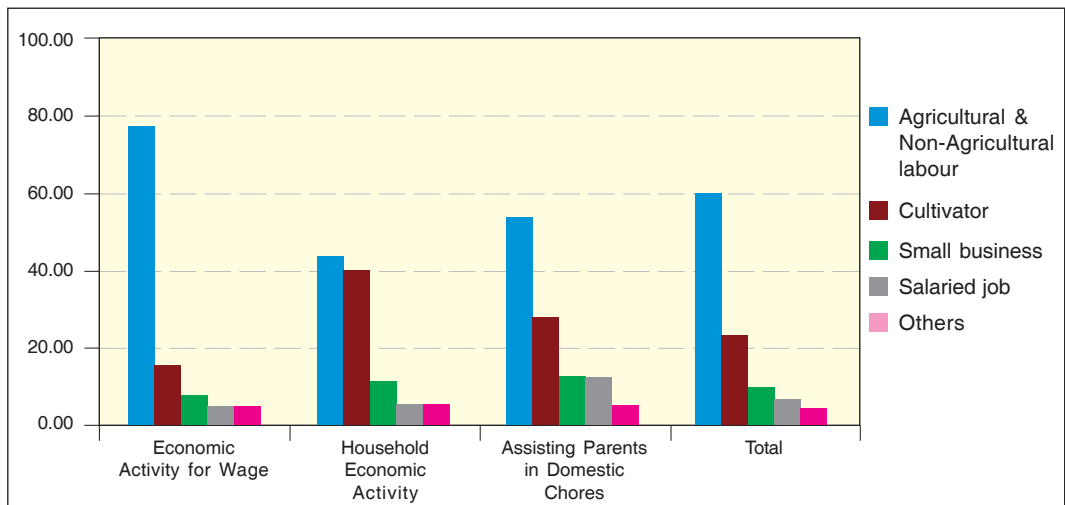


Figure 4.27

Distribution of child labourers by their parental occupation in Chamarajanagar district

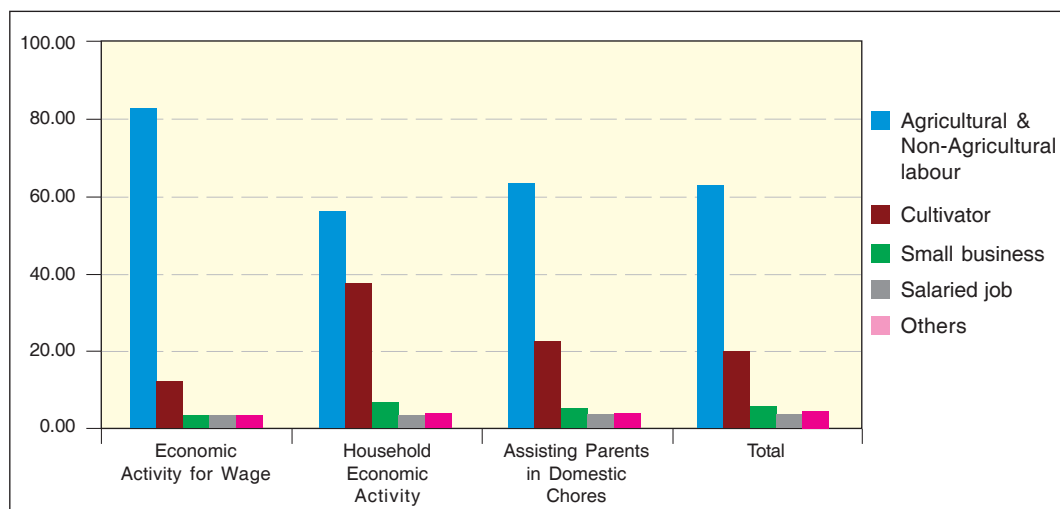
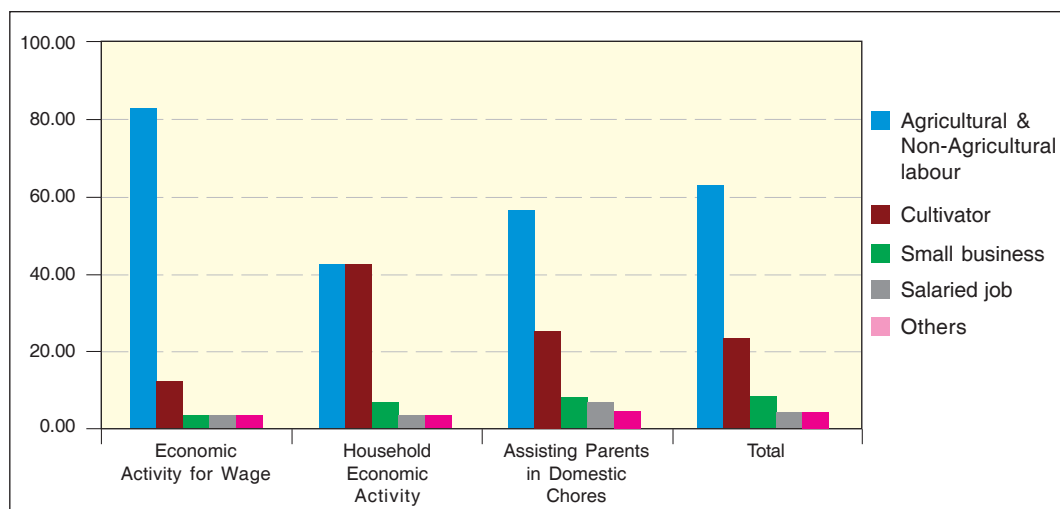


Figure 4.28

Distribution of adolescent workers by their parental occupation in Chamarajanagar district



Sectoral Dimension

What are the different sectors in which child labourers were employed? In order to analyse this question the data on children and adolescents involved in economic activity for wage were analysed. This is because this is the only work type in which we could identify the sectors in which children were employed.

The data show that 49 per cent of the child labourers in Bidar and 42 per cent in Chamarajanagar were involved in agricultural labour. The next important sector in Bidar was livestock rearing, while it was plantation in Chamarajanagar. The other sectors accounting for 5-10 per cent of workers were small hotel/restaurant, shops/small establishments, construction worker and stone quarrying (Table 4.7). Let us discuss these sectors in some detail below.

Agricultural Labour

A large proportion of children in both the districts were working as agricultural labourers. Typically, these children accompanied their parents to work, and were paid wages equivalent to women or less than those paid to women. An important tendency in the sample villages was that the proportion of girls working as agricultural labourers was on the rise. In general, girls after attaining puberty were withdrawn from the school and taken by their mothers to work in the fields.

In general, the work undertaken by the children was weeding, transplantation, harvesting, clearing the fields, etc. Although this was not widely considered as hazardous, several hazards were associated with this work. It was also not uncommon to find the children applying fertilisers and pesticides. This was certainly hazardous.

Livestock Rearing

Mostly boys were involved in livestock rearing. In a number of cases, livestock rearing was associated with bondedness. Typically, parents would take advances from the influential farmers in the village, and send their children for work as repayment towards the loan and interest amount.

The work undertaken by children in this occupation included cleaning of cattle shed, transportation of dung on head, bringing fodder from the field, taking the cattle for grazing, etc. Typically, children had to reach the household of the employer before 6 am and work until late in the evening. There would be 1-2 hours of break in between. This break was usually given between the cleaning of the cattle shed and taking the livestock for grazing.

The hardest aspect of the livestock rearing work was that there were no holidays for the children. This was widely perceived to be as 365 days of work in a year. Even if a child could not attend the work due to say, illness, the parents were expected to make alternative arrangements. If the parents failed to do this, the wage for the days of non-working would be deducted from the wages paid to the child.

Livestock rearing was considered to be non-hazardous. The experience shows that this was not entirely true. The children involved in this work were exposed to dangerous animals and insects. Several children had met with accidents while tending to cattle on narrow roads with frequent vehicular traffic. Children also met with severe injuries when they tended the cattle.

Small Hotels, Shops and Establishments

Children also work in an assortment of hotels, shops and establishments. Hotels include those located in the village as well as nearby towns and cities. The work in these places includes cleaning of tables, utensils, supplying tea, etc. The working hours are usually long. Shops are usually located in the nearby towns. The typical work for which children are engaged is to assist the sales person in a shop. The other establishments that we came across were poultry units, butcher shops, etc.

Garages

These are typically located in towns and cities. One finds the children migrating to these places for work as well as to acquire skills. The work in these places is generally strenuous and the working hours are long. Almost all the children involved in this activity are boys.

Construction Work

Both boys and girls are involved in this work, although boys tend to be larger in number. The typical work in which children are engaged is to mix cement with the sand, carry the cement mixture to the mason, assist the masons in the construction, etc.

Reeling and Twisting

These are the two most hazardous sectors as far as child labour is concerned. Children are preferred in these sectors because employers believe that tender fingers are best suited for silk thread reeling and twisting in order to obtain good results. Further, employment of child labour is also cost effective. Children are involved in all sorts of jobs starting from boiling cocoons, picking out the dead worms, reeling, twisting, etc. Employers feel that they cannot afford to purchase expensive machines. They are also of the opinion that the machine produce is of low quality.

Agarbhathi, Bidi and Bricks

These sectors also employ a large number of working children. Agarbhathi and Bidi rolling can be both home-based and factory based activities, while Brick making is mostly a factory-based activity. A majority of the workers in the agarbhathi and beedi rolling activities are women. As a result, there is also high incidence of girl children assisting their mothers in this activity, especially, if the activity is home-based. Boys are usually involved in the brick making industry.

Rag Picking

Rag picking is an activity, which is typically found in urban areas. Both boys and girls are involved in this work. They would go around to pick the rags from places such as dustbin, etc., during the daytime.

Plantation and Floriculture

These are typically found in rural areas. Seasonal migration is most common in plantation sector. This activity is predominant in those hilly districts having *ghat* sections. Households would migrate from their origin village to those villages, where plantation work is dominant as seasonal migrants. Here, household members would take their children along with them for work.

Domestic Labour

Mostly girls are involved in this work. From the sample districts, it was evident that typically, they would migrate to urban areas and stays in employers' house. These girls would generally take up domestic chores. The working hours are usually long. In rural areas, hiring of domestic labour for wages was not at all common.

Small / Big Factory

Both boys and girls work in small or big factories. However, the proportion of boys working in the factories is relatively higher than the girls. Factories were of many types, which included chemicals manufacturing factories.

Distribution of Child Labour by Sectors and Gender

The relative importance of the sectors differed across boys and girls. This has been shown in Table 4.7 by filling in different colours in the cells. The green colour indicates the sectors where girls tend to dominate, while the pink colour indicates the sectors where girls lag behind. About one-third of boys in both the districts were involved in agricultural labourers. The other sectors where a significant proportion of them found employment were livestock rearing, garages, hotels, shops, construction, stone quarrying. Surprisingly, girls did not find work in the above. Nearly 80 per cent of the girls in Bidar and 52 per cent in Chamarajanagar were working as agricultural labourers. The next important sectors were plantation and domestic help. Thus, there was segregation of sectors across the sexes of child labourers.

Table 4.7
Distribution of child labourers by sectors in which they were employed

Work Sectors	Bidar			Chamarajanagar		
	Boys	Girls	Total	Boys	Girls	Total
Reeling	0.00	0.11	0.04	1.42	4.67	2.52
Twisting	0.00	0.11	0.04	0.12	0.47	0.24
Bidi	0.06	0.11	0.08	0.24	6.31	2.28
Bricks	0.76	0.22	0.56	1.19	0.23	0.87
Agarbhathi	0.00	0.33	0.12	0.00	0.70	0.24
Stone quarrying	1.08	1.96	1.40	7.12	3.74	5.98
Garage	7.79	0.11	4.97	2.37	0.00	1.57
Small hotel / restaurant	11.03	0.55	7.17	5.93	0.23	4.01
Shops / small establishments	8.94	0.87	5.97	8.54	1.64	6.22
Rag picking	0.13	0.22	0.16	0.00	0.00	0.00
Livestock rearing	18.00	2.62	12.34	2.61	0.23	1.81
Plantation	0.76	0.87	0.80	8.42	13.55	10.15
Floriculture	0.19	0.11	0.16	0.00	0.23	0.08
Agricultural labour	30.86	79.61	48.78	36.77	52.34	42.01
Domestic labour	0.32	3.49	1.48	0.24	5.37	1.97
Construction worker	6.97	0.87	4.73	12.69	4.44	9.91
Small/ big factory	4.37	0.65	3.01	3.20	2.57	2.99
Others	8.75	7.20	8.18	9.13	3.27	7.16
Total	1,578	917	2,495	843	428	1,271

Interestingly, the sectoral distribution also changed by age groups (Table 4.8). In order to have better visualisation of such changes, different colours have been used to show different types of change (see legend of Table 4.8).

The main message that emerges from Table 4.8 is that the proportion of children employed in a sector declined as one moved from 5-14 age group to adolescent age group if the work was low paying in nature (such as livestock rearing). On the other hand, the proportion of workers employed increased if the work was highly remunerative (shops, hotels, etc).

Table 4.8
Distribution of child labourers by sectors and districts

Work sectors	Bidar			Chamarajanagar		
	5 - 14 yrs	15 - 17 yrs	Total	5 - 14 yrs	15 - 17 yrs	Total
Reeling	0.00	0.08	0.04	2.85	2.37	2.52
Twisting	0.08	0.00	0.04	0.26	0.23	0.24
Bidi	0.08	0.08	0.08	3.11	1.92	2.28
Bricks	0.51	0.61	0.56	0.78	0.90	0.87
Agarbhathi	0.08	0.15	0.12	0.26	0.23	0.24
Stone quarrying	1.78	1.07	1.40	8.29	4.97	5.98
Garage	4.99	4.95	4.97	1.81	1.47	1.57
Small hotel/ restaurant	5.58	8.61	7.17	2.59	4.63	4.01
Shops/ small establishments	3.30	8.38	5.97	2.59	7.80	6.22
Rag picking	0.25	0.08	0.16	0.00	0.00	0.00
Livestock rearing	19.44	5.95	12.34	3.63	1.02	1.81
Plantation	0.68	0.91	0.80	15.54	7.80	10.15
Floriculture	0.25	0.08	0.16	0.26	0.00	0.08
Agricultural labour	49.87	47.79	48.78	41.19	42.37	42.01
Domestic labour	1.69	1.30	1.48	2.33	1.81	1.97
Construction worker	2.79	6.48	4.73	9.84	9.94	9.91
Small/ big factory	2.20	3.73	3.01	1.55	3.62	2.99
Others	6.42	9.76	8.18	3.11	8.93	7.16
Total	1,183	1,312	2,495	386	885	1,271

Legend:

■ Increase

■ Decline

■ Constant

Not much difference was, however, found in the proportion of children employed in agriculture between the age groups. An important reason for this was the predominance of girls in this sector who did not have much of a choice in choosing sectors due to cultural norms prevailing in the society.

Conclusions

The main conclusions emerging from the chapter are the following.

Magnitude of Child Labour

- * Of the 40,206 children covered in the study, nearly 31 per cent were working. The proportion of the children working varied across the districts. The proportion of

working children was about 26 per cent in Bidar, while it was 39 per cent in Chamarajanagar. Thus, the incidence of child labour was relatively high in Chamarajanagar.

- ✧ The distribution of working children by their age shows that a significantly a large proportion of child labourers was from the age group of 5-14 years.
- ✧ Two definitions have been adopted to discuss the magnitude and dimensions of the child labour. The broad definition treats all children working for wage or in household economic activities and domestic chores as child labourers. The strict definition includes only those who are working for the wage.
- ✧ As per the broad definition, the proportion of child labourers to total children in the sample villages and wards was 25.79 in Bidar and 39.05 in Chamarajanagar. The incidence of child labour was less in the age group of 5-14 years in both the districts. The proportion of child labourers to total children in the age group of 5-14 years was 18.34 per cent in Bidar and 27.98 per cent in Chamarajanagar. In contrast, the proportion of child labourers to total children in the age group of 15-17 years was almost 57 per cent in Bidar and 73.51 per cent in Chamarajanagar. In Bidar, 40 per cent of the households had at least one child labourer. On the other hand, 37 per cent of the households had one child labourer in Chamarajanagar district.
- ✧ As per the strict definition, the proportion of child labourers to total children was 9.87 per cent in Bidar and 8.52 per cent in Chamarajanagar. The proportion of child labourers to total children in the age group 5-14 years was 5.8 per cent in Bidar and 3.42 per cent in Chamarajanagar. The corresponding proportions for the age group of 15-17 were 26.80 and 24.39 per cents in Bidar and Chamarajanagar, respectively. In Bidar, 15.4 per cent of the households had one child labourer. In Chamarajanagar, on the other hand, 8.02 per cent of the households had one child labourer.

Projections for the Districts

- ✧ Based on the proportion of households having child labour, we projected the number of child labourers (as per the broad definition) in the entire district. In Bidar, the projected number of child labourers in the district was 68,784. The projected number for the age group of 5-14 years was 40,652, while it was 28,132 for the age group of 15-17 years. The number of child labourers was less in Chamarajanagar at 50,972. The break up figures for the age groups of 5-14 and 15-17 were 26,931 and 24,041, respectively.
- ✧ We projected the child labourers by adopting the strict definition for the entire district. As per these projections, the total number of child labourers was 25,502 in Bidar with 12,092 in the age group of 5-14 years and 13,410 in the age group of 15-17 years.

The projected number for Chamarajanagar was 11,579 with 3,467 falling in the age group of 5-14 years and 8,112 falling in the adolescent age group.

- ✧ Thus, the magnitude child labourer was very high as compared to other surveys.

Type of Work

- ✧ We also looked at the distribution of child labourers by broad categories of work. These categories were wage labour, involvement in household economic activity and assisting parents in domestic chores.
- ✧ In Bidar district, 38 per cent of the children hired themselves out for wage, 44 per cent were assisting parents in domestic chores and 18 per cent were helping their parents in household economic activities. The corresponding proportions in Chamarajanagar were 22, 62 and 16 per cent respectively.
- ✧ Two conclusions can be made. First, a larger proportion of the child labourers was involved in assisting their parents in domestic chores. Second, the proportion of children involved in wage labour was substantially high in Bidar district. This implies that although the incidence of child labour was high in Chamarajanagar, the incidence of child labour for wage work was high in Bidar.

Number of Hours of Work

- ✧ While 79.94 per cent of the children worked for more than 4 hours in Bidar, the proportion of children working for the same number of hours in Chamarajanagar was about 58 per cent.
- ✧ The number of working hours also varied by the type of the work. In the case of the children working for wage, the hours of work were usually more than 4. In contrast, most of the children working for less than 4 hours were mainly assisting their parents in domestic chores.
- ✧ But, the fact that a majority of those who stated that they were not regularly attending the school were the ones who assisted their parents for less than 4 hours implies that these would be future child labourers working full-time for wage.

Gender Dimension

- ✧ In both the districts, girls constituted a larger proportion of child labour. The proportion of girls to total child labour was about 54 per cent in Chamarajanagar and 55 per cent in Bidar.

- ✧ There were gender variations across the types of work.
- ✧ Girls accounted for a smaller proportion of child labourers working for wages and those assisting parents in household economic activities. Between 66 and 63 per cent of the children working for wages were boys in the two districts.
- ✧ The proportion of boys was even higher in the case of those children who assisted their parents. Between 90 and 74 per cent of the children helping their parents in household economic activities were boys.
- ✧ Girls, however, constituted a very high proportion of children assisting parents in domestic chores.
- ✧ There was, thus, a tendency to employ larger proportion of boys in wage work or in household activities considered as 'economically productive'.

Educational Dimension

The educational status of child labourers differs on the basis of age groups. The proportion of child labourers who had never attended the school remained more or less constant across the age groups in both the districts. There was, however, inverse relationship between the proportion of child labourers attending the school and age groups. In other words, the proportion of child labour attending the school would be high in the younger age groups, and this declined as the age of child labour increased. In contrast, the dropout rate was positively correlated with the age groups. The implication is that as children drop out at different stages (primary, middle and high school levels), they are employed in the work.

Caste Dimension

Most of the children working belonged to SC/ST and Muslim communities. This was true in the case of both the districts.

Economic Dimension

The distribution of child labourers by the principal occupation of the head of the household shows that a majority of the child labourers belonged to those households which depended on wage labour.

Sectoral Dimension

- ✧ Key sectors employing child labour were agriculture (in both the districts) and livestock rearing (especially in Bidar). The other sectors were small hotel/restaurant, shops/ small establishments, construction worker and stone quarrying.

- ✧ The relative importance of the sectors differed across boys and girls. About one-third of boys in both the districts were involved in agricultural labour. The other sectors where a significant proportion of them found employment were livestock rearing, garages, hotels, shops, construction, stone quarrying. Surprisingly, girls did not find work in the above. Nearly 80 per cent of the girls in Bidar and 52 per cent in Chamarajanagar were working as agricultural labourers. The next important sectors were plantation and domestic help. Thus, there was segregation of sectors across the sex of child labourers.
- ✧ Interestingly, the sectoral distribution also changed by age groups. The proportion of children employed in a sector declined as one moved from 5-14 age group to adolescent age group if the work was low paying in nature (such as livestock rearing), while it increased if the work was of highly remunerative (shops, hotels, etc). Not much difference was found in the proportion of children employed in agriculture between the age groups. An important reason for this was the predominance of girls in this sector who did not have much of a choice in choosing a sector.

5

WORKING CONDITIONS OF CHILD AND ADOLESCENT LABOURERS

Introduction

In this chapter, we will narrow our focus on the survey conducted on the child labourers in the sample districts to understand the working conditions of these labourers. We will discuss various aspects such as their perceptions on why they are in the labour market, who sent them to work, what wages they earn, the hazards they face, what they feel they miss out on due to their work, etc. In all, we have data on 344 labourers in Bidar district – 153 child labourers and 191 adolescent workers, and 355 labourers in Chamarajanagar district – 70 child labourers and 285 adolescent workers.

Why Are Children and Adolescents in the Labour Market?

An important point for consideration is why are the children in the labour market as against being in school. This is related to who was responsible for sending the children to the labour market – especially, children in the younger age groups. One would expect that children in younger age groups would be working more on account of parental and other familial pressures, while a majority of the adolescent workers are likely to have entered the labour market on their own accord. Table 5.1 shows the distribution of child and adolescent workers by the person who put them to work. Here, of course, it is not clear since how many years the children/adolescents have been working, but in spite of this, we see some differences across the age groups.

Table 5.1
Distribution of child/adolescent workers by the person who sent them to work

Sex	Who sent the child to work?	Chamarajanagar			Bidar		
		Age			Age		
		5 - 14 yrs	15 - 17 yrs	Total	5 - 14 yrs	15 - 17 yrs	Total
Male	Parents	72.50	60.53	167	83.33	57.89	173
	Siblings	0.00	1.32	3	0.98	1.97	4
	Relatives	2.50	3.95	10	5.88	1.32	8
	Self	22.50	33.33	85	7.84	36.84	64
	Friends	2.50	0.88	3	1.96	1.32	4
	Others	0.00	0.00	0	0.00	0.66	1
	Total	40	228	268	102	152	254
Female	Parents	80.00	82.46	71	92.16	84.62	80
	Relatives	0.00	3.51	2	1.96	0.00	1
	Self	20.00	14.04	14	5.88	15.38	9
	Total	30	57	87	51	39	90

Table 5.1 shows age-wise as well as sex-wise differences in who sent the children/adolescents to work. First, in both the districts, the proportion of children (both male and female) sent to work by the parents was higher than that of adolescent workers. Particularly in the case of male workers, a larger proportion of adolescent workers as compared to child labourers had entered the labour market on their own accord. This was true of female workers in Bidar but not in Chamarajanagar. When we compare the male and female workers, clearly, a larger proportion of girl children and adolescents had been sent to the labour market by their parents as against entering it on their own. This table indicates two processes – first, the younger child labourers often had no choice but to abide by their parents' bidding, and therefore, if the parents felt the need to send their children to work, they had to do so. When it came to older age groups, the adolescents were typically more mature and capable of grasping the pressing needs of their households, and often, they took the decision themselves to drop out of school and start working instead.

Between boys and girls, across both age groups, more girls as compared to boys entered the labour market if and only if there was pressure from the parents. It was possible that many girl children/adolescents had dropped out from schools at various points in time, but only stayed at home doing some domestic chores, managing household activities, etc. Usually, girl children were seldom sent out to work for wages due to safety and other cultural reasons, except under situations of extreme poverty and vulnerability.

We also asked the respondents what the reasons were for their entering the labour market. Table 5.2 shows these results across the age groups and Table 5.3 shows the gender-wise results. In Table 5.2, we find that across both the age groups and in both the districts, the

economic reasons dominated the need to enter the labour market. A majority of the children and adolescent workers responded that their families needed more income and therefore, they had to work to supplement the same. Another important economic reason was that their parents had a debt which had to be repaid either directly through the child/adolescent's labour (in the sense of bonded labour) or in the sense that the additional income earned by the child/adolescent would enable the parents to repay their debts by and by. In Bidar, acquiring skills was also said to be another reason, and this had higher incidence among the adolescent workers as compared to the child labourers. In both districts, health problems of the parents, which determined the working status of the children was also said to be a reason.

Table 5.2

Distribution of child and adolescent labourers by reasons for entering the labour market

Reasons for entering the labour market	Age		
	5 - 14 yrs	15 - 17 yrs	Total
Bidar			
Parents had a debt	28.10	16.23	74
Parents sick/cannot work	5.88	5.24	19
Family needed more income	56.21	60.21	201
Acquiring skill	2.61	6.28	16
Ran away	0.65	1.05	3
Others	6.54	10.99	31
Total (nos.)	153	191	344
Chamarajanagar			
Parents had a debt	18.57	12.63	49
Parents sick/cannot work	5.71	3.16	13
Family needed more income	61.43	61.40	218
Acquiring skill	2.86	2.46	9
Ran away	0.00	0.35	1
Other	11.43	20.00	65
Total (nos.)	70	285	355

Apart from all these reasons, the category of 'other reasons' had a significant presence in both districts across the age groups. These reasons included those mostly related to the educational system – many children said that they were not interested in school or studies and thought it was better to work, others said that what they learned in the schools was a waste and therefore, they had dropped out, others had failed the exams and had, therefore, discontinued, etc. These factors indicate that there was a failure on the part of the state to extend effective and useful primary education to all the children in the state. If significant proportions of children and adolescents felt that they were disinterested in studies and were not acquiring anything useful from the schools, then it is high time that some sea change is effected in the education system. Some interventions took place in this direction such as the Noon Meals Programme in order to

reduce the dropouts, etc. But as detailed in an earlier chapter, these schemes focused more on retaining the children in schools while doing little if nothing to the education that is imparted.

Table 5.3 indicates that there were marked differences between boys and girls as far as the reasons for entering the labour market were concerned. For one, the economic reasons such as supplementing family income and clearing household debts were important in the case of a larger proportion of girls as compared to boys. A larger proportion of boys were working in order to acquire skills and other reasons related to the education system as explained earlier.

Table 5.3
Sex-wise distribution of child and adolescent workers by
reasons for entering the labour market

Reasons for entering the labour market	Sex		
	Male	Female	Total
Bidar			
Parents had a debt	20.87	23.33	74
Parents sick/cannot work	5.12	6.67	19
Family needed more income	57.48	61.11	201
Acquiring skill	6.30	0.00	16
Ran away	1.18	0.00	3
Others	9.06	8.89	31
Total (nos.)	254	90	344
Chamarajanagar			
Parents had a debt	15.30	9.20	49
Parents sick/cannot work	2.99	5.75	13
Family needed more income	57.09	74.71	218
Acquiring skill	2.99	1.15	9
Ran away	0.37	0.00	1
Other	21.27	9.20	65
Total (nos.)	268	87	355

Is Poverty Really the Cause for Child Labour?

Given that an overwhelming majority of the children indicated poverty related reasons such as family requiring more income, inability to pay school fees of children, accumulated debt incurred by the household, etc., for their working status, it is important to analyse this aspect in-depth. This is for the following reason. The general tendency of the households (both parents and children alike) in response to an overt question regarding the causes of child labour is to state that poverty is the main cause. This contributes to a possibly erroneous notion that poverty is the most important factor contributing to child labour. Many studies have, therefore,

questioned the finding that poverty is the root cause for child labour. It is, therefore, important to test the veracity of these statements to the extent possible. This has been undertaken in this section by crosschecking the responses of the children with two key indicators – income and assets.

Income

The variable that we use here is the monthly per capita income (PCI) of the households. Table 5.4 shows the distribution of households by reasons stated for child labour and the monthly PCI of the households in Bidar and Chamarajanagar. The size classes as shown in the table have been used to divide the sample into four distinct poverty categories. Less than Rs. 350 per capita per month indicates the Below Poverty Line (BPL) households (the Karnataka BPL is around Rs. 348 monthly per capita), Rs. 350 – 500 can be considered as poor households, Rs. 500 – 750 as the middle income households while those earning more than Rs. 750 monthly per capita are clearly non-poor.

Table 5.4
Distribution of households by causes for child labour and monthly per capita income

	Monthly per-capita income (Rs.)				
Reasons for child labour	< 350	350 - 500	500 - 750	> 750	Total (nos.)
Bidar					
Poverty-related	34.23	27.85	24.83	13.09	298
Child disinterested in school/ dropped out/failed	17.39	17.39	34.78	30.43	23
To acquire skills	37.50	18.75	31.25	12.50	16
Other	14.29	42.86	0.00	42.86	7
Total	32.85	27.03	25.29	14.83	344
Chamarajanagar					
Poverty-related	23.24	23.59	33.10	20.07	284
Child disinterested in school/ dropped out/failed	14.81	27.78	38.89	18.52	54
To acquire skills	33.33	22.22	44.44	0.00	9
Other	28.57	14.29	42.86	14.29	7
Total	22.32	24.01	34.46	19.21	354

It can be seen in the above table that in Bidar, a majority of the children who provided poverty related reasons as the main cause for child labour also belonged to the BPL households (with monthly PCI of less than Rs. 350). Further, as we move from the lower income to higher income households, the proportion of children giving poverty related reasons declines. It is, therefore, tempting to accept the statements about economic causes at face value. However, what needs even more careful examination is those households indicating economic causes but falling in the highest income bracket.

In Chamarajanagar, there was no clear trend which showed that children indicating poverty causes for child labour necessarily belonged to 'poor' households since more than 50 per cent of the children belonged to households whose monthly PCI was more than Rs. 500. Therefore, is it really possible to conclude based on the responses of the children that 'poverty' is the main cause of child labour. What are the factors that push children from high income groups to the labour market?

One of the factors for such discrepancy is that the income levels collected refer to the current income of the households, or at least the income of the households at the point of interview. Therefore, it is possible that the households might have been driven by poverty to send their children to work, but currently, their situation is not so bad. Second, the difference between Bidar and Chamarajanagar indicates that there is some merit in the poverty argument for child labour. Bidar, being a highly backward district, was seen to be much more poverty-struck as compared to Chamarajanagar. And it is here that the relationship between the causes for child labour and per capita income of households is more evident.

Another reason is that there is some degree of gender differential as far as sending children to work is concerned. For instance, out of the 90 girl child labourers in Bidar, 85 indicated that poverty was the main cause for their working status, and more than 60 per cent of these 85 workers belonged to income categories more than Rs. 500. The same was not the case with boy workers. This is because even at higher levels of income, some parents were hesitant to send their girl children to school after they had attained puberty, and were also hesitant to leave them at home. Therefore, the best option for them was to take these children work along with them. At the very least, it supplemented the household income to some extent. Girl children will seldom referred to their parents' reservations of this nature, and therefore, just state that 'poverty' was the main cause for their working. With respect to the boy workers, out of 213 in Bidar who indicated that poverty was the main cause, more than 50 per cent belonged to income categories of less than Rs. 500 per capita per month. This shows that in these cases, poverty was a genuine reason.

Since the survey covered both child labourers and their parents, another source for the discrepancy between the income status and poverty being the cause for child labour is that sometimes, children were just not aware of the income status of their households and often did not care to reveal their lack of interest in education. Therefore, in quite a few cases, while the children stated that poverty was the main cause for their working, the parents stated some other reason, such as distant location of the school, or poor educational facilities or simply that the child was not interested in going to school.

Asset

As mentioned earlier, the second indicator that we verified with was the asset position of the household. For the purpose of analysis, we constructed a variable called the 'Asset Index'²⁶ for

²⁶ This index takes numerical values from 0 to 34; higher the asset index, better is the asset position of the household.

every household. Table 5.5 shows the distribution of households by asset index and causes for child labour in Bidar and Chamarajanagar districts.

Table 5.5
Distribution of households by asset index and causes for child labour

Reasons for child labour	Asset index				Total (nos.)
	No assets	2 - 5	6 - 9	>= 10	
Bidar					
Poverty related	48.66	25.17	13.76	12.42	298
Child disinterested in school/ dropped out/failed	26.09	26.09	17.39	30.43	23
To acquire skills	37.50	12.50	25.00	25.00	16
Other	14.29	28.57	0.00	57.14	7
Total	45.93	24.71	14.24	15.12	344
Chamarajanagar					
Poverty related	55.63	17.25	15.14	11.97	284
Child disinterested in school/ dropped out/failed	53.70	9.26	20.37	16.67	54
To acquire skills	33.33	11.11	22.22	33.33	9
Other	28.57	42.86	0.00	28.57	7
Total	54.24	16.38	15.82	13.56	354

It can be seen from the above table that in Bidar, a majority of the children indicating poverty as the cause for child labour belonged to those households with absolutely no assets. As we moved towards households with more and more assets, this proportion declined. A similar trend could be seen in Chamarajanagar as well. Here, more than 50 per cent of the children who said that poverty was the main cause for child labour belonged to households with no assets.

We may, therefore, accept that poverty has been the main cause for child labour in both the districts.

Place of Residence

From Table 5.6, it is evident that a majority of the child labourers in both the districts were living with the parents. However, about 15 per cent and 23 cent of child labourers in Bidar and Chamarajanagar districts, respectively, were either staying at their work place or employer's house. Child labourers staying at the work place were mostly those working in hotels or restaurants. Those stating that they were living in employers' house consisted largely domestic labourers and a few livestock herders.

Table 5.6
Distribution of child labourers by their place of residence

Child living in	BIDAR		CHAMARAJANAGAR	
	Frequency	Percent	Frequency	Percent
Employer's house	11	3.20	26	7.32
At work place	41	11.92	54	15.21
Rented house	22	6.40	25	7.04
Parent's house	259	75.29	219	61.69
Relative's house	10	2.91	28	7.89
Others	0	0.00	3	0.85
No information	1	0.29	0	0.00
Total	344		355	

Bonded Child Labour

An important dimension is the existence of bonded child labour. As noted earlier, one of the important reasons stated by the children was that they were working to pay off debts of their parents. We throw more light on this now. It is significant in the context of the working conditions of child labourers because usually, the bonded children are treated differently when compared to regular child labourers in that the former are very likely to be subject to greater exploitation. We, therefore, take a look at the incidence of bondedness among the sample child and adolescent workers. Table 5.7 shows the proportion of children who were paying off debts of their families with their work.

Table 5.7
Distribution of child and adolescent workers on work status to pay of parents' debts

Age	Yes	No	No information	Total
Bidar				
5 – 14 yrs	22.88	76.47	0.65	153
15 - 17 yrs	18.85	79.58	1.57	191
Total	20.64	78.20	1.16	344
Chamarajanagar				
5 – 14 yrs	24.29	75.71	0.00	70
15 - 17 yrs	21.40	77.54	1.05	285
Total	21.97	77.18	0.85	355

The above table shows that in both the districts, just over 20 per cent of the workers said that they were working in order to pay off debts of their parents. There were marginal age-wise differences in this – a greater proportion of child labourers were 'bonded' when compared to

the adolescent workers. Also, the incidence of bondedness was higher among male workers when compared to female. While around 24 per cent of the male workers in Bidar and Chamarajanagar were bonded, the relative proportions of female workers was only 9 per cent and 17 per cent in Bidar and Chamarajanagar respectively.

What has been the pattern of indebtedness by work sectors? Table 5.8 shows that 167 out of 344 sample households (48.55 per cent) in Bidar district stated that they were having outstanding debts. Most of these households had the children working in agriculture, livestock rearing, small hotel/ restaurant, etc (Table 5.8). When it comes to repayment of outstanding debts through the earnings of the children, the pattern gets slightly changed. First of all, only 71 out of 344 sample households (20.64 per cent) were repaying debts through child earnings. Secondly, over three-fourths of households repaying debt through child earnings were having children working in the sectors of livestock rearing, agricultural labourer, construction work, small hotel, etc. A more or less similar pattern emerged from Table 5.9, providing the distribution of child labourers by sectors and indebtedness in Chamarajanagar district. The key lesson that emerges is that children employed in the sectors of livestock rearing, construction and agriculture are usually the ones who repay debts through their earnings.

Table 5.8
Distribution of child labourers by sectors and indebtedness in Bidar district

Work sector	Child labour Households (%) having debts	Households (%) repaying debts through child's earnings
Agarbathi	0.00	0.00
Stone quarrying	1.80	2.82
Garage	5.99	7.04
Small hotel/ restaurant	11.38	11.27
Shops/ small establishments	8.38	1.41
Rag picking	0.60	0.00
Livestock rearing	20.96	36.62
Plantation	2.40	5.63
Agricultural labour	34.73	18.31
Domestic labour	1.20	0.00
Construction worker	8.38	11.27
Small/big factory	2.40	2.82
Others	1.80	2.82
Total	167	71

Table 5.9
Distribution of child labourers by sectors and indebtedness in Chamarajanagar district

Work sector	CL Households (%) having debts	CL Households (%) repaying debts through child's earnings
Reeling	3.33	1.75
Bidi	4.00	1.75
Bricks	1.33	1.75
Stone quarrying	8.00	8.77
Garage	1.33	0.00
Small hotel/ restaurant	12.67	17.54
Livestock rearing	2.00	5.26
Plantation	8.67	14.04
Agricultural labour	32.67	21.05
Domestic labour	2.00	3.51
Construction worker	17.33	19.30
Small/big factory	6.67	5.26
Total	150	57

Another important question asked of these children was how long would they have to work in order to complete paying off the debts. The responses to this have been shown in the following table.

Table 5.10
Distribution of child and adolescent workers by number of years they are
expected to work to pay off debts

Age	< 1 year	1 - 2 years	3 - 5 years	> 5 years	Don't know/ Can't say	No infor- mation	Total
Bidar							
5 - 14 yrs	48.57	20.00	14.29	8.57	2.86	5.71	35
15 - 17 yrs	19.44	19.44	19.44	8.33	25.00	8.33	36
Total	33.80	19.72	16.90	8.45	14.08	7.04	71
Chamarajanagar							
5 - 14 yrs	17.65	5.88	41.18	5.88	29.41	0.00	17
15 - 17 yrs	24.29	17.14	34.29	1.43	15.71	7.14	70
Total	22.99	14.94	35.63	2.30	18.39	5.75	87

Table 5.10 shows that in both the districts, a good proportion of the workers were unaware of the number of years they were expected to work in order to pay off their parents' debts. It is

highly likely that their parents would be unaware of this too. The employers used this as a strategy to extract as much cheap and often free labour from households as they claimed that the worker had to pay the interest and the principal amount through his/her labour and they very often did not specify the time-frame within which the debt would be paid off. Among workers who were aware of how long they would be in bondage, the majority fell in the less than one year bracket in Bidar, while the majority in Chamarajanagar fell in the more than 5 years bracket. This shows that the degree of exploitation faced by the workers was considerable in both the districts, and that the implementation mechanism of the state was found wanting in two areas – first, the abolition of child labour, and second, the abolition of bonded labour. Several states in the country have claimed that they have put an end to bonded labour after the passing of the Bonded Labour Abolition Act of 1976, but here we see that it continues to persist in several sectors and especially with respect to child labourers. the numbers are not insignificant either.

Wages and System of Payment

It is well known that there exists a marked gender differential in the wage structure and in most unorganised sectors, the male workers typically get anywhere between Rs. 20 and 50 more than the female workers for similar work. In sectors where children are employed, the normal trend is to pay them wages on par with the adult female workers. We collected data on the most recent payment received by the child and adolescent workers and the results have been summarised in Table 5.11. The workers were given their wages mostly on a monthly basis, while quite a few were paid everyday. Many of the children were not given anything either because they were paying off debts or due to any other reasons. Some children were paid once a year, and there was also one case where the child was sold into bondage and was paid some nominal amount once in three years. For the purpose of analysis, we have normalised all wages to a monthly basis and this has been presented in Table 5.11.

Table 5.11
Distribution of child and adolescent workers by wages earned in the previous month

Age	Wage earned in the last month (in Rs.)						Total (Nos.)
	< 300	300 – 600	600 – 1,200	1,200 – 1,500	> 1,500	No information	
Bidar							
5 - 14 yrs	19.61	45.75	23.53	3.27	1.31	6.54	153
15 – 17 yrs	10.47	28.27	39.79	11.52	4.71	5.24	191
Total	14.53	36.05	32.56	17.85	3.20	5.81	153
Chamarajanagar							
5 - 14 yrs	14.29	38.57	32.86	5.71	2.86	5.71	70
15 – 17 yrs	8.77	28.42	42.81	9.82	8.77	1.40	285
Total	9.86	30.42	40.85	9.01	7.61	2.25	355

Table 5.11 shows that at the overall level, a majority of the child and adolescent labourers were earning Rs. 300 – 600 per month in Bidar and between Rs. 600 and 1,200 in Chamarajanagar. The average monthly wage was higher in Chamarajanagar than in Bidar. However, there were clear differences in both the districts between child and adolescent workers – a majority of the child labourers were paid less than Rs. 600 per month, while the adolescent workers peaked at the Rs 600 – 1,200 range. There were differences along gender lines also, which is evident from Table 5.12.

Table 5.12
Distribution of child and adolescent workers by gender and wages earned in the previous month

	Wage earned in the past month (in Rs.)						
Sex	< 300	300 - 600	600 – 1,200	1,200 – 1,500	> 1,500	No information	Total (Nos.)
Bidar							
Male	11.42	29.53	39.37	10.63	3.94	5.12	254
Female	23.33	54.44	13.33	0.00	1.11	7.78	90
Total	14.53	36.05	32.56	7.85	3.20	5.81	344
Chamarajanagar							
Male	8.58	28.36	42.54	9.33	9.70	1.49	268
Female	13.79	36.78	35.63	8.05	1.15	4.60	87
Total	9.86	30.42	40.85	9.01	7.61	2.25	355

The above table shows that the gender bias in the wage structure had been built into the system even at the level of child labour, wherein the male workers were paid significantly higher amounts than the female workers. Agreed that the above table represents a whole range of sectors and given that boys and girls are employed in different sectors, the wages may not be directly comparable. But in both districts, a majority of the children and adolescents were employed in agricultural/plantation labour and livestock rearing, and at younger ages, both boys and girls undertook more or less similar work, especially with respect to livestock rearing. In spite of this, the boys seemed to be getting higher wage when compared to girls.

It is also interesting to note who collects the child's payment and what is done with this money earned. In Chamarajanagar, it was found that in 54 per cent of the cases, the parents received the payment on behalf of their children, while the children directly took their payments in 42 per cent of the cases. In Bidar, in more than 60 per cent of the cases, it was the parents who received the payment while the children themselves took it only in 32 per cent of the cases.

It is also important to analyse the purposes for which the earnings of the child and adolescent workers were utilised. We asked the child respondents what they did with their earnings and their responses were obtained for the three most important purposes. By considering the purpose

for which top priority was given, we have prepared Table 5.13 on the distribution of child and adolescent workers by purpose for which earnings were utilised.

Table 5.13
Distribution of child and adolescent workers by what is done with the earnings

Sex	Age groups	Pay rent	Pay for school fees, books, uniforms	Give to parents/family	Keep some for pocket money	Pay debts	Food	Other	Total (nos.)
Bidar									
Male	5 - 14 yrs	4.90	0.98	85.29	2.94	0.98	3.92	0.98	102
	15 - 17 yrs	7.24	1.97	85.53	1.97	0.66	1.32	1.32	152
	Total Male	6.30	1.57	85.43	2.36	0.79	2.36	1.18	254
Female	5 - 14 yrs	1.96	0.00	96.08	0.00	1.96	0.00	0.00	51
	15 - 17 yrs	2.56	0.00	89.74	2.56	0.00	2.56	2.56	39
	Total Female	2.22	0.00	93.33	1.11	1.11	1.11	1.11	90
Total children (Bidar)		5.23	1.16	87.50	2.03	0.87	2.03	1.16	344
Chamarajanagar									
Male	5 - 14 yrs	2.50	0.00	90.00	2.50	5.00	0.00	0.00	40
	15 - 17 yrs	7.05	0.44	86.78	1.32	1.32	0.44	2.64	227
	Total Male	6.37	0.37	87.27	1.50	1.87	0.37	2.25	267
Female	5 - 14 yrs	6.90	0.00	79.31	0.00	0.00	6.90	6.90	29
	15 - 17 yrs	3.39	3.39	83.05	0.00	0.00	1.69	8.47	59
	Total Female	4.55	2.27	81.82	0.00	0.00	3.41	7.95	88
Total children (Chamarajanagar)		5.92	0.85	85.92	1.13	1.41	1.13	3.66	355

In both Bidar and Chamarajanagar, a majority of the children and adolescents reported that they handed over their earnings to their parents. In Bidar, this was true of a larger proportion of girls while in Chamarajanagar, a larger proportion of boys reported giving their wages to their parents. Only in Bidar we see that a greater proportion of child labourers as compared to adolescent workers gave their wages to parents. Therefore, in the above table, Bidar represents the normal behaviour in some sense and Chamarajanagar a deviation from the norm. What is important is that this table is perfectly consistent with the findings in the previous sections – where we found that a majority of the children and adolescents were working at the behest of their parents, most were working because the household needed more income or had debts to clear, etc. Therefore, it should hardly be surprising that most of the children just gave their earnings to their parents.

Table 5.13, however, does not indicate what proportion of the wages the children gave to the parents. It is possible that some gave their entire earnings to the parents while others gave them some part of it while keeping the rest for other purposes. Some of these other purposes have also been shown in the above table – including paying of rent (this is mostly in the case of migrant child labourers), paying for food, repaying debts, etc. An interesting column in the table is that where the children said they used their earnings to pay for school fees, uniforms, etc. This shows that some of the child and adolescent workers were both working as well as going to school. Though these proportions were small, they were still indicative of the fact that some children had interest in pursuing education, and despite unconducive and perhaps even hostile household conditions, they were willing to work and pay for their own education. Expectedly, this was more among the adolescents than among the child labourers, since primary education is, by and large, subsidised.

Conditions of Work

We now focus on the specific conditions of work – beginning with the number of hours of work. As mentioned in the earlier chapter, the number of hours of work per day and the type of work or the sector employed in becomes important for the very definition of child labour. While the survey of child labourers was conducted restricting the focus only on those labourers who fell within the purview of the ‘strict definition’, we found considerable variation across age and sex, as also the occupational groups they were employed in. Table 5.14 shows the distribution of labourers by working hours.

Table 5.14
Distribution of workers by average number of hours worked per day

Sex	Number of hours	Bidar Age			Chamarajanagar Age		
		5 – 14 yrs	15 - 17 yrs	Total	5 - 14 yrs	15 - 17 yrs	Total
Male	< 8 hours	9.80	7.89	8.66	12.50	6.14	7.09
	8- 10 hours	59.80	57.24	58.27	57.50	60.96	60.45
	> 10 hours	30.39	34.87	33.07	30.00	32.89	32.46
	Total	102	152	254	40	228	268
Female	< 8 hours	31.37	41.03	35.56	13.33	12.28	12.64
	8- 10 hours	64.71	56.41	61.11	63.33	73.68	70.11
	> 10 hours	3.92	2.56	3.33	23.33	14.04	17.24
	Total	51	39	90	30	57	87

The above table shows an extreme degree of exploitation of children in the labour market. Across the districts and across age groups and sex, a majority of the child and adolescent labourers worked for between 8 and 10 hours per day. The proportion of children and adolescents working more than 10 hours per day was not insignificant either, except in the case of girl

children in Bidar district. The differences across age groups also show a certain trend. While we would have expected that the adolescent workers worked longer hours than the child labourers, here we found that in some cases, a larger proportion of the child labourers as compared to the adolescent workers, were left to work longer hours.

This may be attributed to the lower bargaining power of the younger children, and also the greater ability and confidence of the adolescents to defy the employers when there was a need. This might also be related to what was found in the first sections on who sent the children to work. A greater proportion of the child labourers worked due to parental pressure – therefore, they were more watchful of defying the employers about working hours, etc., since they feared that they might be terminated from work, and be reprimanded by their parents. A majority of the adolescents, on the other hand, entered the labour market on their own accord – therefore, any objectionable practice by the employers, such as longer working hours, would be easier to negotiate and defied if need be, by these workers, as it was their own responsibility to find a new job in the event of termination.

We now look at various sectors in which the labourers were employed and the number of hours they put in every day. We do not show the age and gender-wise distribution here. Table 5.15 (page 110) shows that the sectors in which a large proportion of children and adolescents put in more than 10 hours of work per day were small shops, restaurants and hotels (in both districts), domestic labour and livestock rearing in Chamarajanagar. A majority of the rest of the occupations demanded that the children and adolescents work at least between 8 and 10 hours every day.

Hazards Faced at the Workplace

The occupations in the informal sector have been classified into hazardous and non-hazardous due to a range of physical and other risks that the workers are subjected to due to the nature of the work. In fact, most interventions in child labour have been targeted at those children employed in the hazardous occupations because it is these children who need urgent attention. While there is merit in such a strategy, these interventions have to be expanded to all sectors because child labourers in all occupational groups face varying kinds and degrees of hazards, which may not necessarily fit the government's definition of 'hazardous'. For instance, Table 5.16 shows the proportions of child and adolescent labourers who were subject to a wide range of risks/hazards due to the nature of the work, but not all the occupational groups have been classified as hazardous by the government.

Table 5.15
Distribution of child and adolescent labourers by occupational group and working hours

Occupational group	Bidar				Chamarajanagar			
	Average number of working hours per day				Average number of working hours per day			
	< 8 hrs	8- 10 hrs	> 10 hrs	Total	< 8 hrs	8- 10 hrs	> 10 hrs	Total
Reeling	0.00	0.00	0.00	0	0.00	63.64	36.36	11
Twisting	0.00	0.00	0.00	0	0.00	100.00	0.00	1
Beedi rolling	0.00	0.00	0.00	0	25.00	50.00	25.00	8
Brick works	0.00	0.00	0.00	0	57.14	42.86	0.00	7
Agarbathi	0.00	0.00	100.00	1	0.00	0.00	0.00	0
Stone quarrying	33.33	55.56	11.11	9	4.76	66.67	28.57	21
Garage	4.00	52.00	44.00	25	0.00	50.00	50.00	8
Small hotel/ restaurant	10.53	18.42	71.05	38	0.00	25.00	75.00	32
Shops/ small establishments	5.00	47.50	47.50	40	6.67	28.89	64.44	45
Rag picking	0.00	100.00	0.00	1	0.00	0.00	0.00	0
Livestock rearing	3.28	75.41	21.31	61	0.00	28.57	71.43	7
Plantation	0.00	40.00	60.00	5	0.00	95.45	4.55	22
Agricultural labour	35.35	61.62	3.03	99	15.48	83.33	1.19	84
Domestic labour	60.00	40.00	0.00	5	0.00	30.77	69.23	13
Construction worker	5.26	89.47	5.26	38	7.55	86.79	5.66	53
Small/big factory	0.00	81.82	18.18	11	5.00	75.00	20.00	20
Others	18.18	36.36	45.45	11	8.70	47.83	43.48	23
Total (nos.)	54	203	87	344	30	223	102	355

Table 5.16 shows that a larger proportion of children and adolescent workers were subject to four kinds of risks – working under direct sunlight (usually in the case of agricultural labourers and livestock rearing), lifting or moving heavy objects, using sharp implements and risks of getting burned or cut. The latter three risks had high incidence in construction work, stone quarrying, brick works, etc. The agricultural and plantation labourers also worked in the surroundings of dangerous animals and insects. In fact, insect and snakebites were not at all uncommon among the agricultural labourers.

Apart from the physical hazards faced by the children in their work environments, many of them were also otherwise abused and harassed by the employers. We show some of these details in the following section. Table 5.17 shows that many children in both districts were often scolded by their employers, while a few were even slapped or beaten up (see, for instance, case study in Box 5.1). The incidence of these was more in Bidar as compared to Chamarajanagar. Equally seriously, some were even made to work despite being of ill health. Though these proportions were small in both districts, they indicated a certain lack of sensitivity

towards the children. As if employing children was not bad enough, some employers go as far as abusing them physically and mentally. Other kinds of problems encountered by the workers included being denied food at the workplace despite the children offering to pay for it, etc. Some children also said that they were constantly threatened with termination from the work if they failed to comply with the employers' instructions.

Table 5.16
Proportion of child and adolescent workers facing hazards due to nature of work

Hazards	Proportion of children	
	Bidar	C. Nagar
Work under direct sunlight	59.00	54.10
Work underground, at dangerous heights, confined spaces	3.50	4.20
Risk of falling, being struck by objects, being caught between objects	8.70	7.90
Lift, carry, move heavy objects	42.50	47.60
Use heavy, sharp implements	41.00	49.00
Risk of getting cut, burned	37.00	46.80
Work in surroundings of dangerous animals, insects	29.80	23.10
Work under unhygienic smell	13.00	12.40
Work in poisonous, polluted environment	11.80	5.90
Work with toxic gases, etc	6.90	7.30
Work under extreme temperatures, noise, etc	11.60	11.80

Table 5.17
Distribution of child and adolescent workers by problems faced at workplace

Problems faced	Bidar	Chamarajanagar
Scolded by employer	27.62	18.03
Slapped/beaten	5.81	3.66
Have to work even if ill	2.91	1.97
Other	2.03	2.25

Although strictly not a hazard of the kind discussed in this section, another kind of physical hardship faced by the children on account of work is the means they employ to travel to the workplace everyday. The survey shows that around 12 per cent of the children and adolescents in both the districts lived on the work site itself and therefore, there was no question of travelling. Nearly 70 per cent in Bidar and 68 per cent in Chamarajanagar said that they walked to their workplaces. In Table 5.18, we show the proportion of children who travelled to their workplaces on foot by the distance travelled each way by them. It can be seen that a majority of the children walked less than one kilometre each way to work, and about

23 per cent in Bidar and 15 per cent in Chamarajanagar walked between 1 and 3 kilometres. A very small proportion of workers walked more than 3 kilometres in both districts.

Box 5.1: Case study: Ill-treatment of child labourer

Sushilabai, a widow, lives in the Vaddara colony of Ghatbora in Humnabad taluk in Bidar district. Her husband died of some lung problems and due to her own poor health, she cannot work. She has, therefore, taken some advance from one of the Gram Panchayat members and in return, put her son in bondage with that person – to take care of cattle rearing. The lady declined to mention the name of the GP member stating that the family would lose a part of their livelihood in case the employer got to know. However, she mentioned that the employer pays Rs. 8,000 per annum for the services he receives from the child and no wage is paid in kind. The boy is expected to look after the cattle, cut grass and also water the sugarcane fields. Whenever electricity is available, the employer calls the boy to work, even during the nighttime and no additional sum is paid for that. Usually the boy is expected to work for 8 hours a day without any gap.

Sushilabai said that initially she had sent her third son Shivakumar to work for the employer. But recently, he developed some severe illness due to which he could not go to work. She said that the employer had come to their house and beaten up the child for this. Now, in order to pay off the remainder of the advance, she is sending her last son Krishna who is 8 years old to the work. This case shows that even the people associated with the GPs that are supposed to be working for the welfare of the people are indeed not only employing child labourers but also ill-treating them.

Table 5.18

Distribution of children by distance travelled by them on foot each way to work

Distance travelled on foot	Proportion of children	
	Bidar	Chamarajanagar
< 0.5 km	26.56	42.86
0.5 - 1 km	48.55	40.34
1 - 3 km	23.65	15.13
3 - 8 km	1.24	1.68
Total	241	238

Perspective of the Employers

It is important also to get the perspective of the employers while analysing the working conditions since this will lend a balance to the analysis. A total of 88 employers were interviewed as part of the survey in both the districts. The sectors covered included a wide range from agriculturists and livestock rearers to those involved in sericulture, small hotels and petty shops, flour

mills, factories, construction contractors, engineering works, etc. All of these employers or establishments employed anywhere between one and ten workers in the age groups of 5 to 17. While we have shown in the last section why the children chose to or were forced to enter the labour market, the employers had a somewhat similar story to tell. Table 5.19 shows the distribution of employers by the ways in which the children came to work for them.

Table 5.19
Employers' perspectives on how they recruit children to work for them

Districts	No infor- mation	Recruit them himself	Other children refer them	They come on their own	Parents indebted to employers	Parents send their children to work for the employers	Others	Total
Bidar	2.08	12.50	4.17	29.17	22.92	29.17	0.00	48
C. Nagar	5.00	10.00	0.00	35.00	17.50	30.00	2.50	40
Total	3.41	11.36	2.27	31.82	20.45	29.55	1.14	88

Around 30 per cent of the employers overall reported that the parents sent their children to work while nearly 32 per cent said that the children approached the employers themselves. Interestingly, around 11 per cent of the employers said that they themselves recruited the children to work for a variety of reasons (see, case study in Box 5.2). The element of indebtedness causing child labour was evident here as well – around 20 per cent of the employers said that they employed children since their parents were indebted to them. The district-wise differences were quite marginal. In Bidar, there seemed to be the tendency for child labourers to refer other children to the employers while such a trend was not prevalent in Chamarajanagar.

In the previous sections, we got the children's impressions on why they were in the labour market as against going to schools. Here, we capture the employers' reasons for recruiting child labourers in spite of there being a legal ban on it. In Table 5.20, we show a cross-tabulation of the advantages that employers find in child labour across the sectors. Significantly, across all sectors, a quarter of the employers stated that there were no particular advantages in employing child labourers in their establishments. Of course, this has to be interpreted with caution and not taken at face value because subsequently not many of them were then able to justify why they employed children.

Box 5.2: Case study: Employer's perception on why the child is sent to work

Mahadevappa is the owner of a small hotel in Ramapura in Kollegal taluk in Chamarajanagar district. His view is that he has helped out a household by providing employment to one of their children, since the household was in a desperate situation. The father was a chronic alcoholic and would not work and the mother had some health problems which needed constant attention and expenditure. Mahadevappa is a family friend of this household and said that it was his idea that the boy should drop out from school and start working in order to support the household. Due to this move, now the major share of the household's income is from this boy. He is of the opinion that what is taught in the schools is useless in the practical world and instead, the training that the boy gets by working would be his biggest asset in the future. Currently, the boy works and stays in the hotel all the time. The payment is directly sent to his mother for her medical expenses.

Mahadevappa treats the boy like his own son and is training him such that he is able to open a similar establishment of his own in the future. His only concern was whether the boy would be able to obtain credit support to start the economic activity. He mentioned that the project should be able to provide such financial assistance to those who are keen on starting their own activities.

Table 5.20
Advantages of employing child labour as stated by the employers

Sectors	Distribution of employers (%) by reasons for employing children						Total (nos.)
	No information	Suitable for work	Less wages can be paid	Obedient	Other	No advantage	
Agriculturist with livestock	0.00	35.29	17.65	29.41	0.00	17.65	17
Electricals, engineering, garage work	0.00	14.29	42.86	28.57	0.00	14.29	7
Agriculturist	11.11	33.33	11.11	0.00	0.00	44.44	9
Livestock rearing	0.00	25.00	25.00	0.00	25.00	25.00	4
Sericulture	7.14	57.14	7.14	7.14	0.00	21.43	14
Hotel, petty shop	3.33	40.00	16.67	20.00	3.33	16.67	30
Construction	33.33	0.00	0.00	0.00	0.00	66.67	3
Other	0.00	0.00	0.00	25.00	0.00	75.00	4
Total	4.55	35.23	15.91	17.05	2.27	25.00	88

The above table shows the three significant advantages that employers attached to child labour: children are suitable to the work, they work with lesser wages and they are obedient. In about 5 per cent of the cases, no information was divulged. In sectors such as sericulture (reeling units) and hotels and petty shops, the employers claimed that the children were well suited to

undertake the particular work. This was true to some extent of the agriculturists and livestock rearers who employed children as well. In those establishments involving electrical work, engineering and garages, the employers stated that they could get the same work done by children at much less cost since they could be paid much lesser wages. The fact that children were, in general, obedient and did not cause trouble through trade unions, etc., was said to be an advantage by some of the sectors – such as agriculturists, garages, hotels, etc.

Given that a large proportion of employers claimed that children were well suited to undertake certain works, we tried to elicit more information on this. In some sectors, such as silk reeling, the unanimous response was that children's fingers were nimble and deft to do the work at a fast pace, and besides, adults seldom came for reeling and twisting work. Many others said that children were more active than adult workers and were, therefore, suited to the jobs – this was a common response in sectors such as hotels and shops. A few employers said that children were honest and therefore, easier to deal with than adult workers. With respect to livestock rearers, in both the districts, it was said that traditionally livestock rearing was done by children as it did not involve very strenuous work and less wages could be paid. Further, it was said that adults would simply not come for work of that nature. Of course, we must note here the contradiction between employers stating that livestock rearing was 'not strenuous' work and the proportion of children in both the districts who said that they found it tiring to work under the hot sun practically the entire day.

Table 5.21
Employers' perspective on the hazards faced by the child labourers

Hazards faced by child labourers	Proportion of employers who claimed that children faced these hazards
None	42.05
Don't know	4.55
Inadequate light	9.09
Dust	20.45
Sun and Heat	7.95
Noise	4.55
Fire	2.27
Carrying heavy loads	1.14
No information	7.95
Total (no.)	88

The above table shows again this contradiction more sharply. More than 40 per cent of the employers said that the child labourers did not face any hazards during the course of the work, 4.55 per cent said that they were unaware of these facts and nearly 8 per cent refused to give any information on the same. Just 20 per cent said that the children were subject to dust, while the proportion of employers who claimed that the children were exposed to the other hazards was lesser than 10 per cent. This shows a complete lack of sensitivity towards the situation of

the children. The unwillingness of some employers to even acknowledge that there might be problems faced by children or feigning ignorance of the same was, if anything, worse. We also looked at the proportion of employers who acknowledged that children might develop certain health problems due to the nature of the work. Table 5.22 indicates that the sensitivity of the employers here was even less – nearly 70 per cent of the employers said that there were no health crises that the children were prone to, while 10.23 per cent said they were unaware and around 6 per cent did not give any information.

Table 5.22
Distribution of employers by the proportion who acknowledge the health problems of child labourers

Health problems	Proportion of employers who acknowledge
None	65.91
Don't Know	10.23
Back Pain	5.68
Respiratory Illness	1.14
Deafness	5.68
Burns	9.09
Cuts	5.68
No information	5.68
Total (no.)	88

Although a large proportion of the employers failed to acknowledge that the child labourers faced hazards of different kinds, the fact remained that the children did face several types of physical and mental hazards. It is the responsibility of the employer to see that the workers work in a safe environment and if there are any hazards, they should be protected against it. However, only 23 per cent of the employers said that they provided some protective gear to the child labourers – such as goggles, face masks, gloves, boots, etc. Nearly 37 per cent claimed that no protective gear was necessary for the child labourers.

Other working conditions that we tried to get the employers' views on were whether they gave the children any breaks during the working day, what were the non-monetary benefits they gave the child labourers, etc. A majority of the employers said that they allowed the children to take breaks – ranging from 20 minutes to 3 hours per working day. The average was around 45 minutes. The key non-monetary benefits provided by the employers to the children were meals (at least one meal per day was provided by around 40 per cent of the employers), medical help when needed (by around 28 per cent of the employers), and bonus (by 15 per cent). Around 35 per cent of the employers said that they gave the children clothes once or twice a year, especially during festivals, etc.

Conclusions

In this chapter, we have looked closely at the working conditions of the child and adolescent labourers taking into consideration the views of both the children and the employers. In a nutshell, there seems to be considerable dichotomy between the trend of the responses provided by the children and those provided by the employers – especially with respect to the hazards faced at work, reasons for working, etc. However, one should not be surprised at such contradictions because they are to be expected. It is the general tendency of employers to put the blame of child labour on the parents. On the other hand, we may acknowledge that there are indeed some employers, although small in number, who do realise that there are dangers that the children face and provide protective equipment, etc.

We conclude this chapter by looking at the proportion of employers who are actually aware that employing child labour, is legally prohibited. Around 78 per cent of the employers said that they were aware of this statutory ban, while the rest were unaware. Therefore, it is clear that as a first step, better awareness has to be spread about the ills of child labour as also the repercussions to the employers who indulge in it. But more serious is the fact that 78 per cent employ children in spite of knowing about the law. This shows that the enforcement mechanism has been very poor, and also that the action taken against the violators has not in general been very stringent, because had it been so, it would dissuade more and more employers from recruiting child labourers. This does not seem to be the case, which reflects poorly on the state, more so because a large number of these child labourers are quite visible.

In the following chapters, we look at the potential of some institutions to combat child and adolescent labour – these are vocational training institutions and village level or local organisations. We also look, in these chapters, at many of these organisations have already been doing in this direction and what role have they to play as far as the future course of action is concerned.

6

ASPIRATIONS FOR VOCATIONAL EDUCATION

Introduction

The incidence of work was somewhat higher among adolescents in the sample localities. The proportion of workers to the total in the age group of 15-17 years was 56.79 per cent in Bidar district, while it was only 18.34 per cent in the 5 – 14 age group. Similarly, while the proportion of workers to the total in the adolescent age group was 73.51 per cent in Chamarajanagar, the corresponding proportion for the age group of 5-14 years was only 27.98 per cent.

The higher work participation rates among adolescents were due to the following. First, in most of the villages, the educational facilities available were only up to either upper primary education or high school. In the absence of higher educational facilities located closer to the homes, children (especially girls) dropped out from education. Second, the dropped out adolescents as well as children participated in the work either at home or for wages elsewhere. Only those children belonging to economically better-off households continued with college education.

Adolescents who take up work often do so without any appreciable skills. This is especially the case with those children who belong to Scheduled caste and tribes households, and those depending on wage labour for their livelihood. Undertaking unskilled work implies lower wages, longer working hours and economic exploitation. Provision of vocational education to adolescent workers is an important step in reducing the economic exploitation of these workers.

The provision of vocational education, however, depends on a number of factors. Some of these factors are educational status of the adolescent worker, availability of facilities for obtaining vocational education, access to these facilities, aspirations of adolescent worker in vocational education, etc. We have examined these with the help of data collected from children, parents, vocational training institutions in the formal and informal sectors and so on in this chapter.

Situation of Adolescent Workers

The number of adolescents working in Bidar and Chamarajanagar was 2,780 and 2,667, respectively. A little over 50 per cent of them in Bidar were boys. The proportion of boys in Chamarajanagar was 52.31 per cent.

Caste Background of Adolescent Workers

Table 6.1 shows that a significant proportion of adolescents in both the districts belonged to scheduled caste and tribes. In Bidar, the proportion of adolescents belonging to these castes was over 42 per cent. Nearly 18 per cent of the workers belonged to the Muslim religion. In Chamarajanagar, over 46 per cent of the adolescents belonged to the SC and ST. Thus, a significant proportion of adolescents belonged to lower castes in both the districts. This is important for the discussion on aspirations of the adolescent worker because if a significant of them belong to SC and ST categories, they may not have had role models in so far as vocational education is concerned. This may hinder their capacity to aspire for vocational education.

Table 6.1
Distribution of adolescent workers (%) by their caste

Caste	Bidar			Chamarajanagar		
	Boys	Girls	Total	Boys	Girls	Total
SC	28.10	24.07	26.12	32.33	34.28	33.26
ST	16.14	16.39	16.26	12.83	13.60	13.20
Muslim	17.91	17.26	17.59	2.65	3.62	3.11
Other minorities	4.32	2.49	3.42	0.65	0.94	0.79
Others	32.70	38.19	35.40	51.47	47.41	49.53
No information	0.85	1.61	1.22	0.07	0.16	0.11
Total (nos.)	1,413	1,367	2,780	1,395	1,272	2,667

This is further supported by field level observations. Most of the SC and ST households did not have a clue on what was meant by vocational education. The field team had to explain vocational education both in generic terms and by taking an example from the village. For instance, in one of the villages, a woman respondent (parent of adolescent worker) was not able to understand vocational education even after explaining the same in generic terms. A young man present at that time noted that we were referring to the course that was obtained by the son of an upper caste and wealthy man from the village. Then she immediately reacted; “how can we (being SC) aspire for a course that involves so much of expenditure”²⁷.

²⁷ Such examples, in some cases, also influenced the responses on aspiration for a particular type of course. The reason why most of the parents preferred mechanical and electrical courses is that live examples in front of them opted for these courses.

Educational Status of Adolescent Workers

An important consideration in the provision of vocational education to adolescent workers is the educational status. This is because of the following. If the educational status of most of the adolescent workers is not even school completion, the vocational educational facilities requiring high school pass certificate as the minimum eligibility are of little use to them. We have, therefore, examined the educational status of adolescent workers in the following paragraphs.

Tables 6.2 and 6.3 provide the distribution of adolescent workers by current schooling status and educational levels in Bidar and Chamarajanagar districts, respectively. About 22 per cent of the adolescent workers in Bidar and 7 per cent in Chamarajanagar never attended the school. This implies that a larger number of adolescent workers could not read and write. Nearly 57 per cent of the adolescent workers either never attended the school or dropped out from education. In Chamarajanagar district, this proportion was about 58 per cent. It needs to be noted that most of the children, dropping out from the school, did so even before reaching high school stage. In so far as the current schooling status is concerned, 64 per cent of the adolescent workers did not even have high school education in Bidar district. In contrast, over one-third of adolescent workers did not complete high school in Chamarajanagar district. This implies that a large number of adolescents did not complete high school education.

Table 6.2
Distribution of adolescent workers (%) by current schooling status and educational levels in Bidar district

Current schooling status	Educational level of adolescent workers in Bidar district							Total (nos.)
	Illiterate	Primary school	Upper primary school	High school	Upper-secondary school	Technical education & vocational training	No information	
Never attended	100.00	0.00	0.00	0.00	0.00	0.00	0.00	647 (23.27)
Dropout	0.00	28.16	29.78	35.45	6.41	0.14	0.07	1,481 (53.27)
Attending the school	0.00	0.00	0.00	64.48	34.40	1.12	0.00	626 (22.52)
No information	0.00	0.00	3.85	3.85	0.00	0.00	92.31	26 (0.94)
Total	23.31	15.00	16.19	33.13	11.15	0.32	0.90	2,780

Note: Figures in parantheses indicate percentages.

The foregoing discussion implies that vocational educational facilities should be in a position to offer courses for adolescents who have not completed high school and who have been largely illiterate²⁸. If the vocational courses are of the formal type and insist on high school pass as the minimum qualification, such courses will not be of much use for over 50 per cent of the adolescent workers in the sample localities.

²⁸ In Bidar, even children and adolescents who had completed primary education were stating that they were illiterate because of poor quality of education that they had obtained from schools. This implies that a significant proportion of the adolescents would basically consider themselves as incapable of reading and writing.

Table 6.3
Distribution of adolescent workers by current schooling status and educational levels in Chamarajanagar district

Current schooling status	Educational level of adolescent workers in Chamarajanagar district							Total (nos.)
	Illiterate	Primary school	Upper primary school	High school	Upper-secondary school	Technical education & vocational training	No information	
Never attended	100.00	0.00	0.00	0.00	0.00	0.00	0.00	189 (7.09)
Dropout	0.00	25.84	26.20	45.55	1.97	0.22	0.22	1,370 (51.37)
Attending the school	0.00	0.00	0.00	68.30	31.14	0.56	0.00	1,063 (39.86)
No information	0.00	0.00	0.00	0.00	0.00	0.00	100.00	45 (1.69)
Total	7.09	13.27	13.46	50.62	13.42	0.34	1.80	2,667

Note: Figures in parantheses indicate percentages.

Principal Occupation of the Parents of Adolescent Workers

Table 6.4 makes it clear that parents of most of the adolescent workers eked their livelihood from wage labour either in agriculture or in non-agricultural activities. This implies that these households could not aspire for vocational education if the cost of vocational education was high. Another implication is that since the contribution of adolescent worker was quite high, parents might not be willing to send their children for joining the vocational education courses (Box 6.1).

Box 6.1: Importance of wages earned by adolescent workers in the household income

A Lingayat boy from Nizampur village in Bidar district has been working in a chemical factory owned by migrants from Andhra Pradesh. He joined in this factory as a child labourer due to financial difficulties faced by the household. His father, who was running a petty hotel in the village, died of heart attack leaving his wife and two young sons behind. At the time of his death, he was indebted due to borrowings for running the business. In order to repay the loans, the land was mortgaged and his mother started to work as agricultural labourer. Since the income was insufficient, she could not afford his education although her brother supported his education for some time. He gave up education and started working in a factory as unskilled worker. But, soon he learnt the trade of a fitter, and was earning Rs. 1,200 per month at the time of the survey. The work was hazardous. There were several acid burns on the body of the boy. Further, once he fell off from a height, and sustained a fracture. He was not paid during the hospitalisation period. The boy is keen to join in a vocational course relating to fitter as this will improve his wages and working conditions. When asked whether he would join in the course if free vocational training was provided, the first response from his mother was that would there be a stipend. According to her, his income is important for the livelihood of the household as she stopped working due to poor health. Without a stipend, it would be impossible for the household to pull through their living.

Table 6.4
Distribution of adolescent workers (%) by their HH principal occupation

Principal occupation of the households	Bidar			Chamarajanagar		
	Boys	Girls	Total	Boys	Girls	Total
Agricultural labour	47.70	44.26	46.01	50.32	47.17	48.82
Non-agricultural labour	14.72	13.24	13.99	14.41	13.44	13.95
Cultivator	23.28	23.04	23.17	25.30	26.18	25.72
Small business	7.29	8.85	8.06	4.16	5.50	4.80
Salaried job	3.33	6.66	4.96	3.15	4.17	3.64
Others	2.76	2.34	2.55	2.58	3.30	2.92
No information	0.92	1.61	1.26	0.07	0.24	0.15
Total (nos.)	1,413	1,367	2,780	1,395	1,272	2,667

Number of Working Hours

The distribution of adolescent workers by number of working hours has been presented in Table 6.5. The three size classes considered are less than 4 hours, 4 to 8 hours and more than 8 hours. The first category, in general, applies to those workers who are assisting their parents either in domestic chores or household economic activities. The other two size classes, in general, apply to those where the adolescents were working.

Table 6.5 shows that about 10 per cent of adolescents in Bidar and over 26 per cent of those in Chamarajanagar were working for less than four hours. This implies that most of these were assisting their parents (Table 6.6). The larger proportion of girls falling into this size-class in both the districts further corroborate this.

Nearly 91 per cent of the adolescents in Bidar were working for more than four hours. The corresponding proportion in Chamarajanagar was about 74 per cent. In the field it was observed that the men working in hotels, garages, etc., tended to have long working hours. On the other hand, the women working as agricultural labourers tended to work for less than 8 hours.

Table 6.5
Distribution of adolescent workers (%) by number of working hours

Number of working hours	Bidar			Chamarajanagar		
	Boys	Girls	Total	Boys	Girls	Total
< 4 hrs	7.43	12.00	9.68	23.44	28.85	26.02
4 - 8 hrs	49.68	63.72	56.58	56.49	61.56	58.91
9+ hrs	42.89	24.29	33.74	20.07	9.59	15.07
Total (nos.)	1,413	1,367	2,780	1,395	1,272	2,667

Table 6.6

Distribution of adolescent workers (%) by economic activities and number of working hours

	Bidar				Chamarajanagar			
	< 4 hrs	4 - 8 hrs	9 + hrs	Total (nos.)	< 4 hrs	4 - 8 hrs	9 + hrs	Total (nos.)
Economic activity for wage	1.07	48.86	50.08	1,312	1.69	64.07	34.24	885
Household economic activity	10.30	63.11	26.59	534	18.30	70.06	11.64	481
Assisting parents in domestic chores	21.41	63.70	14.88	934	45.43	51.27	3.31	1,301
Total	9.68	56.58	33.74	2,780	26.02	58.91	15.07	2,667

This pattern would have a few implications for the provision of vocational training. First of all, a large proportion of adolescents are earning income by engaging themselves in economic activities. This implies that the opportunity cost of leaving their employment in favour of vocational education is high for these workers. Second, provision of vocational education for those who work for less than 4 hours may be difficult because most of these adolescents are girls. In general, girls and their parents do not aspire for vocational education.

Sectoral Dimension of Adolescent Work

Sectoral dimension of adolescent work plays an important role in shaping the aspirations for vocational education. If a majority of the adolescents are involved in factory type of employment, they consider vocational education offered by the formal institutions as important because of the possibility of new skills improving their wage income (as has been shown in Box 6.1).

Table 6.7, however, shows that a large proportion of adolescent workers were involved in agriculture, construction, small hotels, shops, livestock rearing, etc. The proportion of workers involved in these activities was over 77 per cent in Bidar, while it was 65.76 in Chamarajanagar district. This implies that these adolescent workers were unlikely to aspire for formal vocational education. This also implies that the training should be more in the nature of enabling them to undertake income generating activities in non-farm and non-traditional activities.

Vocational Educational Facilities in Selected Districts and Villages

The data presented on educational status of the adolescent worker makes one point clear. The type of vocational educational facilities that were available in these two districts should match the situation of adolescent worker in terms of educational status. Let us now examine the facilities available in the study districts.

Table 6.7
Distribution of adolescents (%) by work sectors

Work Sectors	Bidar	Chamarajanagar
Reeling	0.08	2.37
Twisting	0.00	0.23
Bidi	0.08	1.92
Bricks	0.61	0.90
Agarbhathi	0.15	0.23
Stone quarrying	1.07	4.97
Garage	4.95	1.47
Small hotel/ restaurant	8.61	4.63
Shops/ small establishments	8.38	7.80
Rag picking	0.08	0.00
Livestock rearing	5.95	1.02
Plantation	0.91	7.80
Floriculture	0.08	0.00
Agricultural labour	47.79	42.37
Domestic labour	1.30	1.81
Construction worker	6.48	9.94
Small/ big factory	3.73	3.62
Others	9.76	8.93
Total (nos.)	1,312	885

Formal Vocational Educational Facilities in the Selected Districts

We have made a detailed survey of vocational educational facilities both in the public and private sectors in Bidar district. Based on these data and a few discussions in Chamarajanagar districts, it can be concluded that there are three types of vocational training courses available for the aspirants. These are polytechnic colleges, Industrial Training institutes (ITIs), Job-Oriented Courses (JOCs) and Job-Linked Courses (JLCs).

In terms of the number, ITIs seem to be the dominant institutions. Although there are a few government initiated and aided institutions exist, a majority were started by private agencies. Although the fee was almost the same in the government and private colleges, the imposition of capitation fees makes the education in the private colleges particularly expensive. Almost all the ITIs offer courses largely in engineering related trades and not courses such as accountancy or secretarial services or hardware and software related service sector trades. The minimum eligibility criterion in ITIs is high school pass certificate.

A large number of private institutions provide job-oriented and job-linked courses. Both the courses are of two-year duration. The eligibility criterion for both the courses is high-school pass certificate. Unlike ITIs, the maximum age limit tends to be higher at 22 years for boys and 26 years for girls in the case of these courses.

It was learnt that, when it came to recruitment, the companies preferred those who had obtained vocational education from ITIs rather than JOCs or JLCs, perhaps, because of the national test conducted in the case of the former. As a result, there was considerable demand for ITI courses as compared to the other vocational courses.

Access to Formal Vocational Education in the Study Villages

From 36 villages, the number of institutions in which vocational training obtained was 40 in Bidar and 34 in Chamarajanagar. Out of 40 institutions accessed by the adolescents in Bidar, nearly 73 per cent belonged to private sector. Similarly, out of 34 institutions accessed by adolescents in the sample villages, over 38 per cent belonged to the private sector, while close to 59 per cent belonged to the government. Thus, adolescents from a larger proportion of villages in Chamarajanagar accessed government vocational educational facilities.

The data with regard to courses preferred show the following. Adolescents from 30 out of 40 cases preferred mechanical, electrical and electronics courses in Bidar district. In most of these cases, the institutions happened to be in the private sector. In five out of 40 cases, the course preferred was computer training; in all these cases, the vocational training institution was private college. A similar pattern emerged from Chamarajanagar district. In nearly 68 per cent of the cases, the courses opted for belonged to the fields of mechanical, electrical and electronics. Only in a few cases the courses preferred were computer training and tailoring and embroidery.

The number of adolescents obtaining vocational education was typically less than 10 in most of the villages in both the districts. The number of adolescents accessing vocational education exceeded ten only in those villages, which were larger and/or closer to urban centre. The reason why the number of adolescents tended to be high in the villages closer to urban centre was that the affordability of vocational education improved in these villages. This was because of the following reason. The vocational education tended to be expensive if the students had to reside in the town or commute long distance. If the town where the vocational education centre was located was close by and well connected, the students could easily commute and did not have to spend more money on transportation.

In almost all the cases, the duration of training was for more than 12 months. Secondly, the age profile of those accessing vocational education was between 15 and 18 years in most of the cases. Thirdly, boys outnumbered girls in so far as the access was concerned. The most preferred course in the case of girls was tailoring and embroidery.

The information obtained on the cost of vocational training is as follows. In Bidar, the cost of training was stated to be between Rs. 12,000 and Rs. 20,000 in 25 per cent of the cases, while it was more than Rs. 20,000 in over 53 per cent of the cases. In Chamarajanagar, on the other hand, the cost tended to be low. In just over 50 per cent of the cases, the cost was stated to be between Rs. 12,000 and Rs. 20,000. In no village was the cost stated to be more than Rs. 20,000. In 20 per cent of the cases, the cost was stated to be less than Rs. 3,000.

Are Formal Vocational Training Institutions Suitable for Adolescent Workers?

The foregoing discussion makes it clear that the formal vocational training institutions are not suitable for adolescent workers found in the sample villages and wards for the following reasons.

- ✧ A significant proportion of adolescent workers was either illiterate or had not completed high school. But, the basic educational qualification in all the formal institutions was high school pass certificate.
- ✧ The distribution of adolescent workers by sectors showed that a majority of them (who were involved in wage labour) were in sectors such as agriculture, livestock rearing, hotels, quarrying, etc. It is possible that they may have low confidence to take up courses in motor mechanism and/or electronics, even if they had a qualifying degree.
- ✧ We noted that a majority of the adolescent workers came from the households whose primary means of livelihood was wage labour. This implies that they could not afford to send the children to the existing institutions where the expenses were on the higher side.

Thus, there is mis-match between the situation of adolescent workers and their needs, and the type of facilities that exist in the formal vocational training sector. Are there informal trainers in the villages who can fill in the gap? This question has been taken up for discussion in the ensuing paragraphs.

Informal Trainers in the Selected Villages

The focus group discussions in the sample villages revealed that, surprisingly, there were no informal trainers in most of the villages. In some villages, it was brought to our notice that some amount of informal training to boys and girls in basic sewing existed. An interesting aspect was that if the training was provided by men, no girls attended the training, and vice versa. Similarly, if the training was provided by upper caste person, the access to boys and girls from lower castes was restricted. This indicates that even the training in tailoring was not available to persons from different socio-economic background.

Why is that there are no informal trainers in the sample villages? This question was posed in the focus group discussions. The following seemed to be the reasons. First, the decline of

traditional artisan activities was cited as an important reason why master trainer was absent in several villages. Second, the discussions with carpenters in a few villages revealed that they only passed on the trade to their children. And that the village children and adolescents were not interested in carpentry that was useful only for making or repairing of agricultural implements. Third, the adolescent children (especially from Muslim religion) were going to towns to work in the sectors of garage, carpentry, bar bending, plumbing, etc., not so much to earn for livelihood but to obtain the skills and earn better income.

Parental Perceptions

What are the parental perceptions on what their adolescent children should do in the future? For this purpose, interviews were conducted with 709 parents of both child labourers and adolescent workers.

For understandable reasons, a majority of the parents did not want their children to go back to school. Table 6.8 shows that between 68 and 73 per cent of the parents of adolescent workers did not want to send them to school. This was true even in the case of working children.

Table 6.8

Proportion of parents' perceptions on whether they would like to send the child to school

Would you like to send the child to school	Bidar			Chamarajanagar		
	5-14 yrs	15-17 yrs	Total	5-14 yrs	15-17 yrs	Total
Yes	33.77	32.29	32.95	38.03	27.05	29.20
No	66.23	67.71	67.05	61.97	72.95	70.80
Total (nos.)	154	192	346	71	292	363

What are the reasons why parents do not want to send the adolescent workers to school? The reasons have been tabulated in Table 6.9. Three important reasons stand out. These are: i) family needs more income; ii) child has reached the working age; and iii) child does not want to go school. Let us examine these in some detail.

- ✱ As discussed in Box 6.1, the income earned by adolescent workers tends to be significant component of the total household income. In some of the cases, the household would have recruited the adolescents for work keeping certain imminent expenditure in mind, such as marriage, etc. Under these circumstances, they cannot afford to send the worker back to school.
- ✱ The second important reason is that the person has reached the working age. In several villages, the response to the question on what was the working age was 15 years. This response had come not only from parents (who are illiterate) but also from representatives of village level organisations such as SHGs, GPs, anganawadi centres, etc. The focus group discussion in Kodiugne revealed that the age of 15 years was considered to be

ideal from both supply and demand side of the labour market. The employers of agricultural labourers considered that workers with more than 15 years of age were suitable to undertake certain agricultural tasks and for the payment of adult wages. From the supply side, the parents found resistance from employers in so far as recruitment of children less than 15 years and in the payment of adult wages. Since the wages for children were lower than or equivalent of female wages, many parents were of the opinion that it was not worthwhile to send the children. The fact that emerged from this discussion was that once a person crossed the age of 15 years, this was considered as working age.

- * The response that adolescent workers did not want to go to school came from those cases where the child had dropped from the school at an early age. In such cases, the child would not have had even basics of education (such as reading, writing, simple mathematics, etc.). Such adolescent workers were, therefore, extremely reluctant to join in a school. Another reason was the widespread perception that nothing good happened with additional schooling.

Table 6.9

Proportion of parents' perceptions on why they don't want the child to go to school

Parents' perceptions	Bidar			Chamarajanagar		
	5-14 yrs	15-17 yrs	Total	5-14 yrs	15-17 yrs	Total
Family needs more income	40.20	30.00	34.48	34.09	28.17	29.18
Child has reached working age	16.67	29.23	23.71	20.45	13.15	14.40
Cannot pay for child's education	22.55	14.62	18.10	13.64	17.84	17.12
Child does not want to go to school	16.67	21.54	19.40	29.55	35.68	34.63
Child should look after the younger siblings from their earning	1.96	0.77	1.29	0.00	0.94	0.78
Child has reached marriageable age	1.96	3.08	2.59	2.27	2.82	2.72
School is too far, so better off to work	0.00	0.00	0.00	0.00	0.47	0.39
Others	0.00	0.77	0.43	0.00	0.94	0.78
Total (nos.)	102	130	232	44	213	257

The foregoing discussion shows that the importance assigned to education differed on the basis of age, context and type of work. In Bidar, the proportion of parents stating that education was very important was considerably less among the adolescent workers as compared to working children (Table 6.10). This was because, as stated earlier, once a child reached the working age, it was considered that there was no need to educate the child. But, the situation in Chamarajanagar was somewhat different. Here, a larger proportion of the parents tended to feel that the education was important for their children.

Table 6.10
Proportion of parental perceptions on importance of education by age groups

Importance on education	Bidar			Chamarajanagar		
	5-14	15-17	Total	5-14	15-17	Total
	yrs	yrs		yrs	yrs	
Not so important	14.94	18.23	16.76	19.72	11.30	12.95
Somewhat important	50.00	57.81	54.34	53.52	46.23	47.66
Very important	35.06	23.96	28.90	26.76	42.47	39.39
Total (nos.)	154	192	346	71	292	363

But, the parental perception on the importance of education also differed on the basis of sex of the child. Table 6.11 shows that a larger proportion of the parents stated that education was not so important for girls in Chamarajanagar.

Table 6.11
Proportion of parental perceptions on importance of education by gender

Importance on education	Bidar			Chamarajanagar		
	Boys	Girls	Total	Boys	Girls	Total
Not so important	17.65	14.29	16.76	9.78	22.99	12.95
Somewhat important	54.12	54.95	54.34	48.91	43.68	47.66
Very important	28.24	30.77	28.90	41.30	33.33	39.39
Total (nos.)	255	91	346	276	87	363

Parental Perceptions on Vocational Education

What vocational education do parents prefer? Table 6.12 tabulates parental preferences by sex of the child. The key findings emerging from the table pointed out to the phenomenon of frozen parental expectations. First, parents in the case of men preferred training on repairs. Second, parents of female adolescent workers preferred sewing.

But, most of the parents did not have any aspirations for the following reasons. First, the adolescents were working as agricultural workers and livestock rearers. Second, the concern with regard to girls who had reached marriage age was more to do with getting them married rather than providing any vocational education.

Table 6.12
Distribution of parents by their expectations on vocational education

Kind of training	Bidar			Chamarajanagar		
	Male	Female	Total	Male	Female	Total
Bicycle repairing	8.24	0.00	6.07	10.14	0.00	7.71
Machine (engine, TV, radio, etc) repairing	47.84	2.20	35.84	49.64	1.15	38.02
Carpentry	1.18	0.00	0.87	1.09	0.00	0.83
Sewing	10.98	87.91	31.21	7.61	80.46	25.07
Animal rearing	12.94	2.20	10.12	15.94	0.00	12.12
Agriculture training	2.35	1.10	2.02	4.71	0.00	3.58
Others	0.39	0.00	0.29	0.00	1.15	0.28
No specific aspirations	14.12	5.49	11.85	7.61	11.49	8.54
No information	1.96	1.10	1.73	3.26	5.75	3.86
Total (nos.)	255	91	346	276	87	363

Given the above, it was necessary to counsel the adolescent workers and their parents on the need for vocation education, which was different as compared to that provided by formal institutions and which was suited to the condition of the adolescent workers. Secondly, the activities that had the potential for providing decent work should be identified. Third, institutional mechanism linking the aspirations of the adolescents with training, promotional agencies and banks needed to be thought of.

Conclusions

Provision of vocational education to adolescent labour is an important step in reducing the economic exploitation of these labourers. The provision of vocational education, however, depends on a number of factors. Some of these factors are educational status of adolescent labour, availability of facilities for obtaining vocational education, access to these facilities, aspirations of adolescent labour in vocational education, etc. We examined these with the help of data collected from children, parents, vocational training institutions in the formal and informal sectors and so on.

An important consideration in the provision of vocational education to adolescent labour is the educational status. About 23 per cent of adolescent labourers in Bidar and 7.1 per cent in Chamarajanagar never attended the school. The proportion of those who never attended the school went up if one considered adolescent labour involved wage work (i.e., strict definition). In Bidar, nearly 40 per cent of adolescents working for wage never went to the school, and the corresponding proportion in Chamarajanagar was 15.1 per cent. This implies that a larger number of adolescent labourers could not read and write.

Between half and 40 per cent of adolescent labourers dropped out from the school at some stage in their life. This makes it essential to examine the educational level obtained. The proportions of illiterate adolescent labour were 7 per cent in Chamarajanagar and 23 per cent in Bidar. The proportions of adolescent labour who were in or completed primary and middle school were 27 per cent and 31 per cent in Chamarajanagar and Bidar, respectively. The rest were in or completed high school or upper secondary school. This again implies that a large number of adolescents did not complete high school education.

This basically implies that the type of vocational educational facilities that were available in these two districts should match the situation of adolescent labour obtaining from the survey. Let us now examine the facilities available in the study districts.

The data collected from vocational training institutions in Bidar district shows that there were three types of vocational training courses available for aspirants, namely, polytechnics, ITI centres, JOCs and JLCs. Of these institutions, the data indicate that ITI centres were the most favoured institutions. A large number of these institutions were set up and managed by private agencies. Almost all the ITI centres offered courses largely in engineering related trades and not others of any type like accountancy or secretarial services or hardware and software related service sector trades. The minimum eligibility criterion to all the courses was high school pass certificate.

The focus group discussions conducted in the study villages show that in larger number of cases the students preferred electrical and electronics course in Bidar. On the other hand, the preference was more for mechanical courses in Chamarajanagar. It was found that the adolescents from larger villages and those close to town accessed vocational training as compared to those from remote villages. The private training institutions were accessed in relatively larger terms in Bidar district. This stepped the cost of training. In a significant proportion of the institutions, the cost per annum was between Rs. 10,000 and Rs. 20,000 largely because of capitation fees, boarding and lodging charges, college fees, etc. This came in the way of adolescents from poorer households to access vocational education.

The formal vocational training institutions were, therefore, not suitable for adolescent labour found in the sample villages and wards for the following reasons. First, a significant proportion of adolescent labourers was either illiterate or had not completed high school. But, the basic educational qualification in all the formal institutions was high school pass certificate. Second, the distribution of adolescent labour by sectors showed that a majority of them (who are involved in wage labour) were in sectors such as agriculture, livestock rearing, hotels, quarrying, etc. This implies that they could not be motivated to take up courses in motor mechanism and/or electronics, even if they had a qualifying degree. Third, we noted that a majority of the adolescent labour came from the households whose primary means of livelihood was wage labour. This implies that they could not afford to send the children to the existing institutions where the expenses were on higher side.

Thus, there was mis-match between the situation of adolescent labourers and their needs, and the type of facilities that existed in the formal vocational training sector. Were there informal trainers in the villages who could fill in the gap? The focus group discussions in the sample villages revealed that, surprisingly, there were no informal trainers in most of the villages. In some villages, it was brought to our notice that some amount of informal training to boys and girls in basic sewing existed. An interesting aspect was that if the training was provided by men, no girl attended the training, and vice versa. Similarly, if the training was provided by upper caste person, the access to boys and girls from lower castes was restricted. This indicates that even the training in tailoring was not available to persons from different socio-economic background.

Why is it that there are no informal trainers in the sample villages? This question was posed in the focus group discussions. The following seemed to be the reasons. First, the decline of traditional artisan activities was cited as an important reason why master trainers were absent in several villages. Second, the discussions with carpenters in a few villages revealed that they only passed on the trade to their children. And that the village children and adolescents were not interested in carpentry that was useful only for making or repairing of agricultural implements. Third, the adolescent children (especially from Muslim religion) were going to towns to work in the sectors of garage, carpentry, bar bending, plumbing, etc., not so much to earn for livelihood but to obtain the skills and earn better income.

Interviews with 709 parents show that most of them did not have any aspirations for the following reasons. First, the adolescents were working as agricultural labourers and involved in livestock rearing. Second, the concern with regard to girls who had reached marriage age was more to do with getting them married rather than providing any vocational education.

Given the above, it is necessary to counsel the adolescent labourers and their parents on the need for vocation education which is different as compared to that provided by formal institutions and which is suited to the condition of the adolescent workers. Secondly, the activities that have potential for providing decent work should be identified. Third, institutional mechanism linking the aspirations of adolescents with training, promotional agencies and banks need to be thought of.

7

VILLAGE LEVEL ORGANISATIONS AND CHILD LABOUR

Introduction

Any intervention in combating child labour should take the existing social capital into account while designing the project. The Karnataka Child Labour Project would be interested in the following questions while implementing the project. What is the extent to which social capital has been present in the study districts? Was the social capital helpful in addressing the concerns relating to child labour in the past? How can the social capital be used in initiating and sustaining the interventions to combat child labour in the project area? In this chapter, we attempt to provide answers to these questions. By considering the incidence of Village Level Organisations (VLOs) as an indicator of social capital, a conceptual background has been provided in the first section of this chapter. An attempt has been made in the second section to map the incidence and type of institutions that exist at the village level. In the third section, we have analysed the role that these organisations have played in the past to address the issues relating to child labour. In the fourth section, we identify the roles that the VLOs would like to play in the future to address the issues of child labour. The main purpose of this chapter is, thus, to identify the VLOs which can become the potential partner organisations for the Karnataka Child Labour Project to address the issues relating to child labour.

Conceptual Background

Social capital refers to institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. When a group of neighbours informally keep an eye on one another's homes that is social capital in action. Social capital creates value for the people who are connected and – at least sometimes – for bystanders as well. It refers to the collective value of all “social networks” [who people know] and the inclinations that arise from these networks to do things for each other [“norms of reciprocity”] (Putnam n.d.).

Social capital has been defined as a resource, a propensity for mutually beneficial collective action that communities possess to different extents. Communities with high levels of social capital are able to act together collectively for achieving diverse common objectives (Krishna 2004). The evidence shows that social cohesion is critical for societies to prosper economically

and for development to be sustainable. Social capital is not just the sum of the institutions, which underpin a society – it is the glue that holds them together (World Bank 1999).

A large number of the Village Level Organisations (VLOs) is present in most of the villages in Karnataka. These organisations can be either indigenous or crafted organisations such as gram panchayat, Self-Help Groups (SHGs), SDMCs, anganawadi centre, youth associations, religious associations, etc. These organisations can play an important role in combating the problem of child labour in the following manner.

Gram Panchayats, as constitutionally created bodies, have been assigned an important role in combating the problem of child labour. Although child labour *per se* is not one of the functions assigned to GPs in the eleventh schedule of the Constitution, GPs have been assigned with functions relating to the provision of primary and vocational education. They also have a mandate to represent the poor and vulnerable in the leadership positions, and have institutional channels (such as gram sabha) to enable the people to participate in representing their problems and seek the government assistance. All these imply that GPs have an important role, albeit indirect, in combating the problem of child labour.

SDMCs have been established to create educational facilities (such as classrooms, toilets, compound wall, etc), monitor the quality of education, supervise the attendance of teachers and to provide incentives (such as uniforms, free lunch, etc.) under the programmes of SSA and MDM. In addition, SDMCs provide an opportunity to parents of school going children to participate in the matters relating to children's education. Thus, SDMCs also have an important role, again indirect, in combating the problem of child labour.

SHGs are formed under the different programmes of the government and non-governmental agencies. It is believed that the incidence of SHGs is quite high in rural Karnataka. The government documents suggest that there are one lakh SHGs under the Stree Shakthi programme. In addition, several banks, government agencies and NGOs have formed SHGs. These organisations, which provide micro-finance services to the poor, can also play useful role in combating the problem of child labour. SHGs typically consist of 10-15 members. It is believed that SHGs are normally formed for the poor and vulnerable. As found in Chapter 4, the incidence of child labour tends to be high among SC/ST and wage labour households. This implies that SHGs would normally consist of those households which would have child labour. An important characteristic feature of SHGs is that they are homogenous. Being homogenous, members can easily get to know of the situation and needs of each other. SHGs, therefore, can capture the interests of the members and represent them in those channels which implement policies and programmes. Since such information on the situation and needs is costly to come by for the project implementers, these organisations can be effectively used by the project.

The project implementers can also effectively use the functions of mobilising the savings and provision of credit undertaken by the SHGs. It is often stated that in the absence of proper social security, the poor often borrow from informal agencies to meet both promotional social

security needs (food, housing, health, education, etc) and life cycle emergencies (birth, death, marriage, etc). As a result, the parents would become indebted to informal sources of credit and become desperate to send their children to work. If the parent of a child labourer is a member in any of the SHGs, then the parent can rely on these SHGs to borrow a loan during emergencies or for undertaking income generating activity.

In addition, there are other organisations such as youth associations, religious associations, prayer groups, etc. These organisations, being indigenous, can also be involved in addressing the issues relating to child labour. Having provided the conceptual background, let us now try to understand the existence of different types of organisations in the sample villages.

Existence and Changing Importance of Village Level Organisations

As noted earlier, we have built the village profiles with the help of village level questionnaire canvassed among key informants from the sample villages. In the questionnaire, we asked the questions on the total number of village level organisations and their importance.

Tables 7.1 and 7.2 provide the total number of village level organisations by sample villages in Bidar and Chamarajanagar, respectively. In both the districts, we have come across SHGs, Anganawadis, SDMCs and GPs in all the sample villages.

The presence of continuing education centres, youth associations and others (such as prayer groups, religious associations, etc.) was, however, confined to a few sample villages. Continuing education centres were set up in those villages where the dropout rate was high. Youth associations existed in those villages where the population of SCs was high, and in general, they were only sporadically active. The important organisations coming under the category of others were religious institutions and prayer groups. While prayer groups tended to be active for most part of the year, the religious organisations were assuming an important role while organising festivals. On the other hand, GPs, anganawadi centres, SDMCs and SHGs were present and were active in the sample villages. Let us, therefore, discuss each of these organisations in some detail.

Gram Panchayats

Understandably, gram panchayats existed in all the sample villages. With the enactment of Karnataka Panchayat Raj Act, 1993, a gram panchayat was set up for a population of about 5,000 persons. Consequently, panchayat offices existed in most of the villages; this was particularly the case with large villages such as Kamthana, Dubalgundi, Dhumansoor, Ghatbora, Chintaki, etc., in Bidar and Kannur, Kotekere, Sagade, etc., in Chamarajanagar districts. In general, larger villages had the panchayat offices set up in their own villages, while smaller villages had come under the jurisdiction of gram panchayats located elsewhere.

Table 7.1

Number of village level organisations in the sample villages of Bidar district

Name of the village	Number of						
	SHGs	Angana-wadis	SDMCs	GPs	Continuing education	Youth association	Others
AURAD TALUK							
Chinthaki	20	2	2	1	NA	2	0
Maharajawadi	5	1	2	1	1	0	0
Mohamadapur	3	1	1	1	1	0	0
Wadgaon Deshmukh	10	1	5	1	1	1	0
Total	38	5	10	4	3	3	0
BASAVAKALYAN TALUK							
Bagduri	8	2	1	1	0	0	0
Ghotala	15	2	2	1	1	4	0
Kalkora	22	1	1	1	0	0	0
Laheshwar	5	1	1	1	NA	0	0
Sadlapur	3	1	1	1	0	NA	NA
Ujalam	12	2	2	1	1	2	1
Yelwantgi	3	1	1	1	NA	NA	NA
Total	68	10	9	7	2	6	1
BHALKI TALUK							
Dawargaon	9	1	1	1	NA	1	0
Dongapur	11	3	2	1	0	0	0
Kardhyal	15	2	1	1	0	0	1
Kelwadi	6	1	1	1	0	1	0
Sompur	2	1	NA	1	NA	NA	NA
Tugaon Halsi	4	1	1	1	NA	NA	0
Total	47	9	6	6	0	2	1
BIDAR TALUK							
Allapura	10	1	0	1	0	0	0
Bambalgi	14	2	1	1	NA	NA	NA
Barur	5	4	1	1	NA	1	0
Gadgi	9	4	1	1	NA	0	0
Jampad	2	2	0	1	1	1	0
Kamtana	30	12	5	1	0	2	0
Kolhar-B	5	1	1	1	0	0	0
Mallik Mirjapur	15	1	1	1	0	0	0
Nizampur	3	1	1	1	0	0	0
Tadapalli	10	2	1	1	0	1	0
Total	103	30	12	10	1	5	0
HUMNABAD TALUK							
Dubalgundi	15	6	3	1	0	0	0
Dhumansoor	8	6	1	1	NA	6	0
Ghatboral	18	6	4	1	NA	2	0
Hunsnal	6	1	1	1	0	0	0
Kappargaon	4	2	1	1	1	1	1
Molkhera	4	2	NA	1	NA	0	0
Muganoor	4	1	NA	1	NA	NA	NA
Namdapura	5	1	1	1	0	0	0
Sonkhera	4	1	1	1	0	0	0
Total	68	26	12	9	1	9	1
Grand Total	324	80	49	36	7	25	3

Note: NA - Not Available

Table 7.2

Number of village level organisations in the sample villages of Chamarajanagar district

	Number of						
Name of the village	SHGs	Angana-wadis	SDMCs	GPs	Continuing education	Youth association	Others
CHAMARAJANAGAR TALUK							
Alur	15	3	1	1	1	4	0
Bedaguli	6	3	1	1	NA	NA	NA
Bisalavadi	15	3	1	1	1	3	0
Desavalli	10	3	1	1	NA	1	0
H. Mookahalli	11	2	1	1	1	1	1
Hirebegur	6	1	1	1	NA	0	0
Jyothigowdanapura	25	5	1	1	1	0	2
Kasturu	2	1	1	1	1	NA	NA
Kempanapura	34	4	1	1	NA	0	0
Kodiugne	15	3	1	1	0	0	0
Kudalur	5	2	1	1	NA	1	0
Mukkadahalli	6	2	1	1	1	0	0
Sagade	39	4	1	1	1	2	1
Veeranapura (C)	6	1	1	1	NA	1	0
Yaraganahalli	2	2	NA	1	0	1	0
Total	197	39	14	15	7	14	4
GUNDLUPET TALUK							
Hasaguli	14	2	1	1	0	0	2
Hirikatti	9	1	0	1	0	0	0
Jakkhalli	2	1	1	1	0	0	1
Kaggala	14	1	1	1	0	0	0
Karemale	2	2	1	1	0	0	NA
Kilagere	8	1	1	1	0	0	0
Kodahalli	7	1	1	1	0	0	1
Kotekere	14	2	1	1	1	4	0
Shindanapura	8	2	1	1	0	0	0
Taggalur	8	1	1	1	0	2	0
Veeranapura (G)	7	1	1	1	1	1	0
Total	93	15	10	11	2	7	4
KOLLEGALA TALUK							
Ajjipura	10	2	1	1	0	1	1
Ellemala	8	1	2	1	0	0	2
Kannur	24	3	1	1	1	3	1
Kuratti Hosur	8	1	1	1	1	1	0
Minya	2	1	1	1	0	0	0
Ramapura	34	4	NA	1	0	3	0
Tagarapura	3	1	1	1	0	NA	NA
Teramballi	6	2	1	1	1	2	0
Total	95	15	8	8	3	10	4
YELANDUR TALUK							
Katnavadi	3	2	1	1	1	3	0
Yaragamballi	34	5	3	1	1	5	0
Total	37	7	4	2	2	8	0
Grand Total	422	76	36	36	14	39	11

Note: NA - Not Available

Are panchayats important for the villagers in improving their livelihoods and obtaining qualitative services? This question was posed in the focus group interviews. The informants from a large proportion of the sample villages in Bidar and Chamarajanagar noted that the importance of gram panchayats was growing in the last 10 years (Table 7.3). As compared to the past, gram panchayats have been involved in the selection of beneficiaries for a number of welfare and development programmes, distribution of benefits (such as housing assistance), provision of community and productive assets, etc.

Table 7.3
Changing importance of gram panchayats in the sample districts

Perceptions	Bidar		Chamarajanagar	
	10 years before	Now	10 years before	Now
Very Important	60.00	90.00	60.00	74.29
Somewhat Important	33.33	10.00	22.86	17.14
Not Important	6.64	0.00	17.14	8.57

It can also be seen from Table 7.3 that informants from a significant proportion of the villages in Chamarajanagar and Bidar opined that the gram panchayats were only ‘somewhat important’ or not important. This was mainly due to the inability to fulfil promises made on account of limited political, administrative and fiscal decentralisation. Further, the governance in the gram panchayats was noted to be poor. In several villages, the key informants cited instances of non-performance, corruption, etc.

Anganawadi Centres

All the villages had at least one anganawadi centre. The number of centres ranged from one to 12 in Bidar villages and one to seven in Chamarajanagar villages. Being the largest village, Kamthana in Bidar district had 12 anganawadi centres. Smaller villages, however, had only one centre.

SDMCs

The number of SDMCs, which depended on the number of schools in a village, ranged from one to five in Bidar villages and one to three in Chamarajanagar villages. In one of the villages, the SDMC was closed (see, Tables 7.1 and 7.2).

Did the importance of school committees in the sample villages grow over time? Table 7.4 shows clearly the importance of school committees which has grown during the last ten years. The reasons for such growing importance of SDMCs are not far to seek. First, ever since the implementation of the SSA, SDMCs have been entrusted with many functions. These relate to the creation of educational facilities such as classrooms, toilets, compound wall, etc. Second, the members of SDMC are expected to monitor the quality of education imparted in schools. They are also expected to supervise the attendance of teachers. Third, SDMC members along

with teachers of the concerned school are expected to undertake house-to-house visits to motivate the parents to send their children to the school. Such visits become particularly important if the dropout rate is quite high. Finally, and more importantly, SDMCs also have a role in the provision of incentives to parents of the school going children and students themselves. As part of SSA, students belonging to certain socio-economic strata can avail the facilities such as scholarships, uniforms, etc. SDMCs also manage the noon-meal programme to provide free lunch to the children attending the school. These different functions of SDMCs, entrusted since 2000 have made these local organisations particularly important in the local context.

Table 7.4
Changing importance of school committees in the sample districts

Perceptions	Bidar		Chamarajanagar	
	10 years before	Now	10 years before	Now
Very important	77.78	97.22	55.56	91.67
Somewhat important	22.22	2.78	36.11	8.33
Not important	0.00	0.00	8.33	0.00

Although the importance of school committees has improved in the recent years, the key informants from a few villages noted that the importance of SDMCs has been only somewhat important. This can be attributed to the following factors.

SDMCs were set up periodically through elections to these bodies. In a few villages, these were set up democratically. In other words, the parents of the school-going children came together to choose their representatives. The list of office bearers was subsequently sent to the local MLA for his ratification. In several other villages, the procedure adopted to select the office bearers was, however, different. The local MLA decided the composition of the body (the position of the president, in particular). The decisions on the composition of SDMC were arrived at the higher level mainly due to warring political factions in these villages. In such villages, the functioning of SDMCs has been therefore politicised as the two warring factions often distrust each other.

In one of the villages in Bidar district, the Congress party was controlling the gram pachayat, while SDMC consisted of persons loyal to the Janata Dal (secular). The president of gram panchayat alleged that the office-bearers of the SDMC were decided by the local MLA and were imposed on the village. According to him, the SDMC was loyal to the local MLA and persons belonging to one particular party. As result, the SDMC was functioning dictatorially in the village. Although the functioning of the SDMC was marked by several irregularities, none could complain against the functionaries due to the support that they enjoyed from the local MLA. Because of these reasons the functioning of the SDMC was widely perceived to be ineffective.

In another village, the local MLA appointed the president of the SDMC. As this person was an alcoholic, he was not taking much interest in the functioning of SDMC. It was also noticed that

he would visit the school in an inebriated state to supervise the teaching and interact with the students, and this was not considered to be good. Hence, the President of the GP asked him to give up the position, and the Headmaster of the school was requested to be in charge of the SDMC. All these factors resulted in the stoppage of the activities of the SDMC for a prolonged period.

Self-Help Groups

Self help groups are “democratic and viable entities at the grassroots level which involve members in the planning, implementation and monitoring of development activities with resources mobilised largely on their own strength”. In the Indian context, SHGs are, however, usually equated with micro-finance groups involved in facilitating the mobilisation of savings and provision of credit to members. With the belief that SHGs enable the poor to undertake income-generating activities, contribute to their poverty alleviation and empower them in the process, many donors and Indian government have been giving considerable emphasis to SHGs in the policies and programmes relating to poverty alleviation and rural development. As a result, there has been rapid growth of SHGs in India and in Karnataka in particular.

In Karnataka, SHG movement received considerable boost from the NABARD programme on bank-SHG linkage (a pilot project of which was implemented in the state in the early 1990s) and Stree-Shakthi programme started by the state government in 2000. The latter programme embarked upon a massive drive towards the formation of SHGs through anganawadi centres at the village level. The total number of SHGs formed by Stree-Shakthi programme increased from 55,223 in 2001 to 100,000 by March 2005. During the same period the total number of Stree-Shakthi groups in Bidar increased from 1,522 to 2,066 and in Chamarajanagar they increased from 1,596 to 3,045. Thus, the total number of SHGs almost doubled in Chamarajanagar district, while the increase was by 36 per cent in Bidar district. The efforts made by DCC Bank in Bidar district also resulted in considerable growth of SHGs.

Tables 7.1 and 7.2 show that SHGs were present in all the sample villages in large numbers. There were 324 SHGs in the sample villages of Bidar district. The number ranged from as low as 2 to as high as 30 across the sample villages. In the sample villages of Chamarajanagar, there were 422 SHGs. The number of SHGs ranged from 2 to 39 across the sample villages.

Was the importance of SHGs in the sample villages growing? The message that emerges from Table 7.5 is that the importance of SHGs in the sample localities has been clearly on the rise. In the focus group discussions in many villages, the key informants noted that there were no SHGs in their villages about 10 years ago. But, now, the number of SHGs has not only gone up but they have become very important. SHGs have, thus, become very important in the sample localities as compared to non-existence or lack of importance 10 years ago.

Table 7.5
Changing importance of self-help groups in the sample districts

Perceptions	Bidar		Chamarajanagar	
	10 years before	Now	10 years before	Now
SELF-HELP GROUPS				
Very important	5.56	80.55	8.33	75.00
Somewhat important	13.89	19.45	13.89	25.00
Not important	80.55	0.00	77.78	0.00

Source: Primary Data - Village Profiles

The popularity of the SHGs has been due to the following factors.

- ✧ SHGs are characterised by regular weekly meetings. This implies that the people keep noticing the women members meeting at regular intervals.
- ✧ SHGs are involved in regular savings mobilisation and provision of credit to their members. In order to provide credit for income generation, several SHGs have obtained loans from the commercial banks. The villagers access credit from SHGs not only for consumption but also for short and long-term production activities. This particular aspect has made them particularly popular, so much so that the key informants noted that the dependence on moneylenders had declined for certain types of loans. Further, the importance of chit funds has declined in several villages.
- ✧ The membership in SHGs is considered to be a 'passport' to access several other benefits. The benefits under certain government programmes such as SGSY, Janashree Bhima Yojana, etc., are available only to the members of SHGs. Hence, several rural dwellers consider that the membership in SHG is as important as having ration card.

Notwithstanding the above, the opinion from several villages was that SHGs were only somewhat important. The lower popularity of SHGs in a few villages has been due to the following factors.

- ✧ The *anganawadi* teacher formed Stree-Shakthi groups with capacity building inputs obtained from the Department of Child and Family Welfare. In order to achieve rapid growth in the number of groups, targets were given to the *anganawadi* teacher. Due to the pressure to form as many groups as possible in a short time, the *anganawadi* teacher adopted shortcut methods in the formation of groups. For instance, in order to motivate the villagers to join the group, the teacher promised them that benefits would flow to the group if they saved for a period of six months. Such groups contributed savings for about six months, and became defunct when the benefits were not forthcoming. We

came across several defunct groups in the sample villages. The widespread presence of such defunct groups made the villagers to note that SHGs were only somewhat important.

- ✧ Elite capture has also been the characteristic of some of the groups. For instance, a lady belonging to upper caste and dominant household in the village headed a group in Dhumansoor village of Bidar district. Most of her relatives were in the group. They were obtaining a disproportionate share of government benefits (loans and other benefits) as members of SHG. Such practices made the groups unpopular among the poorer sections.
- ✧ Another important problem was that the SHGs were mainly undertaking the activities of mobilisation of savings and provision of small-sized loans for consumption. The linkages with the commercial or co-operative banks would have made them eligible to obtain loans to initiate income-generating activities among members. However, due to poor democratic functioning of the groups and structural problems in the bank-linkage programme, many of the groups were unable to obtain credit support from banks. This made the SHGs to be relatively less important in some of the villages.
- ✧ Inability to repay the loans obtained from banks made SHGs less important in a few villages. For instance, six SHGs were formed by a NGO. Three of them managed to obtain credit support from the local banks. When these three SHGs failed to repay the loans, other three SHGs could not get access to credit support from the banks.

Past Interventions by the VLOs

Did VLOs initiate any efforts to intervene to reduce the problem of child labour? This question is important for the design of project interventions on child labour since the answer to this question would influence the extent to which VLOs could be enlisted for co-operation during the process of implementation.

In order to analyse this question, an in-depth survey was carried out with a few selected organisations to find out the perceptions of these organisations on child labour and past interventions to combat child labour. The number of sample village level organisations that were covered in two districts, viz., Bidar and Chamarajanagar has been presented in Table 7.6. As can be seen from the table, we covered seven different types of selected VLOs, namely, SHGs, Anganawadis, SDMCs, GPs, Continuing Education Centres and Youth Associations and a few other organisations.

Although in-depth interviews were held with seven different types of VLOs in the sample villages, we focused only on GPs, SHGs, anganawadi centres and SDMCs for the following reasons. As noted earlier, youth associations were not present in most of the villages. Hence, the sample size was small around 15. Added to this, these organisations were mostly present in Chamarajanagar district. Similarly, religious organisations were not present in Bidar at all.

Table 7.6
Sample VLOs covered in Bidar and Chamarajanagar districts

Sl. No.	Village level organisations	Bidar	Chamarajanagar	Total
1.	SHGs	57	58	115
2.	Anganawadis	22	13	35
3.	SDMCs	16	24	40
4.	Gram panchayats	16	22	38
5.	Continuing Education Centres	4	8	12
6.	Youth Associations	4	11	15
7.	Others	0	10	10

The interviews with representatives of village level organisations revealed that a large proportion of SHGs and GPs were not involved in the past in so far as the interventions to reduce the problem of child labour were concerned (Table 7.7). On the other hand, a larger proportion of SDMCs and anganawadi centres were involved in some or the other effort relating to eradication of child labour.

A large proportion of SHGs were not involved in issues relating to child labour largely because there was a notion (both among the members and promoters of SHGs) that these organisations should primarily be involved in savings and credit. Consequently, it was stated that, most of the SHGs would meet to collect savings, discuss and disperse the credit and look after the repayment of loans. In some cases, things were even worse. It was stated that meetings were not regularly held, and the representative would simply collect savings from members at their doorsteps. The meetings were held only where there were funds in the group for disbursal. Thus, some of the SHGs were not functioning as democratic and viable entities as defined in the second section of this chapter. They were merely functioning as savings and credit groups rather than as development organisations possessing the characteristic of an agency to bring change in the socio-economic condition of their members.

Table 7.7
Past interventions by the VLOs

VLOs	% representatives stating that they had intervened in the past to address child labour	
	Bidar	Chamarajanagar
SHGs	7.27	29.31
SDMCs	87.50	62.50
Gram panchayat	0.00	13.64
Continuing Education Centres	25.00	25.00
Anganawadis	36.36	53.85

Source: Primary data – Questionnaire for VLOs

What are the different ways in which the VLOs intervened in the past? The main activities undertaken by SDMCs were the following. A large proportion of the SDMC representatives stated that they undertook house-to-house visits to spread the awareness among parents about the importance of education. These visits were usually undertaken along with the teachers once in a year. Second, undertaking house visits to the households with out-of-school children to persuade the parents to send their children back to the school. Third, a few SDMC representatives noted that they asked the teachers to improve the quality of teaching and employ methods to retain the children in the school.

A large proportion of anganawadi teachers stated that they assisted the government in the identification of child labourers. Another important form of intervention was to educate the parents about the value of education. One of the anganawadi teachers noted that “there was a strict guideline that they have to conduct awareness programme once in a month for parents on education and health. Although the topic changes every month, we have been emphasising the importance of education to the parents in our awareness programmes.”

Self-help groups were involved in spreading awareness among people about the importance of education. This was done only in the case of those SHGs, which had been formed by NGOs. In these cases, the NGO had been undertaking a programme relating to child labour. Hence, it involved SHGs in undertaking a few activities relating to reduction of child labour.

Why Have GPs Not Intervened in the Past to Combat Child Labour?

Table 7.7 shows that a large proportion of GP representatives stated that they had not intervened in the past to reduce the problem of child labour. What are the reasons for not intervening in the past? It is important to analyse this question because Gram panchayats, as local decentralised constitutional bodies, are in a better position to tackle child labour related issues. For instance, if GPs can identify child labourers and find out the reasons for sending the child to work, then GPs can think of initiating some activities towards reduction of child labour. If the reason for sending children for work is lack of wage employment for the parents, then GPs can think of providing alternative employment to the parents of child labourers in any of the wage employment programmes.

Table 7.8 shows that a large proportion of GP representatives in both the districts stated that they did not know that they could intervene to reduce the problem of child labour. Alternatively, they never thought that they had to intervene. A significant proportion of the GP representatives stated that they did not have awareness on how to intervene to reduce the problem of child labour.

This response is hardly surprising. As noted earlier, child labour is not one of the mandated functions of the GPs under the eleventh schedule of the Karnataka Panchayat Raj Act 1993. Even the Activity mapping provided by the government does not mention that addressing the problem of child labour is a function to be undertaken by panchayat raj institutions at any

level. Consequently, a majority of the GP representatives do not know that they have to intervene. The policy implication is, therefore, to include this as an important function in the activity mapping.

Another policy implication is to strengthen the capacity of the GP representatives in matters relating to child labour. A majority of the GP representatives noted that for activities relating to the reduction of child labour, the government involved either NGOs or schools or SHGs. Another GP representative noted that they were not invited for any training programmes connected with the reduction of child labour.

Table 7.8
Reasons for not undertaking past interventions by the GPs

% GPs stating reasons for not undertaking past intervention			
Reasons	Bidar	Chamarajanagar	Total
Lack of awareness on how to intervene	31.3	26.3	28.6
Lack of financial support	12.5	10.5	11.4
Don't know or never thought of	50.1	63.1	57.2
Others	6.3	0	2.86
Total (nos.)	16	19	35

Awareness among Representatives of VLOs on Child Labour

It is also essential to find out whether the sample VLOs are aware of the fact that the children below 14 years should not be working. The responses have been presented in Table 7.9. Representatives from all the sample continuing education centres from both Bidar and Chamarajanagar districts stated that they were aware that the children below 14 years should not be working. It is to be noted that more than 50 per cent of the sample SHGs in Bidar were not aware that children below 14 years should not be working. The reasons for such a high proportion of SHG representatives being unaware that the children below certain age should not work are not far to seek. Most of the SHG representatives are illiterate. Second, a few of the representatives belong to the landed and wealthy sections in the village, which in fact employ child labour. However, the proportion of SHG representatives showing higher awareness was relatively less, i.e., about 17 per cent in Chamarajanagar. This is mainly due to the impact of NGO work. A large proportion of the representatives of SDMCs and Gram panchayats from both the districts noted that they were aware that the children less than 14 years should not be working.

Which VLOs Are Interested in Intervening in the Future?

We asked the following question to the representatives of the sample VLOs. If there is a request from the government, will they start some initiatives in relation to addressing child labour issues? The responses from most of these VLOs were very positive. All the Gram panchayats

and Continuing Education Centres from both the districts expressed their interest in undertaking such activities (Table 7.10). Similarly, a majority of the anganawadi centres too expressed interest. About 97 per cent of the sample self-help groups in Chamarajanagar district were willing to undertake activities as against 89.1 per cent of SHGs in Bidar district. A large proportion of SDMC representatives stated that they were willing to undertake interventions to combat child labour.

Table 7.9
Awareness on child labour by the sample VLOs

VLOs	% representatives having awareness that children below 14 years should not be working	
	Bidar	Chamarajanagar
SHGs	49.09	82.76
SDMCs	93.75	100.00
Gram panchayat	87.50	86.36
Continuing Education Centres	100.00	100.00
Anganawadis	90.91	92.31

Source: Primary data – Questionnaire for VLOs

What are the areas where VLOs would like to intervene? A large proportion of SHG representatives would like to provide awareness and education to parents and motivation to children. Nearly 40 per cent of the representatives stated that they could extend help to the authorities in the identification of child labour. Of the 33 SDMC representatives who stated that they were willing to intervene in the future in both the districts, 19 stated that they would like to be involved in the identification of child labour, while 14 stated that they would provide awareness. In contrast, an overwhelming majority of the GP representatives stated that they could identify the child labourers. One of the GP representatives stated that they were in an advantageous position to identify child labourers in the ward sabhas, and undertake activities relating to the rehabilitation of child labourers.

Table 7.10
Distribution of sample VLOs by their statements on willingness to undertake initiatives to reduce the child labour problem

% representatives expressing interest to undertake initiatives, if there is a request from government		
	Bidar	Chamarajanagar
SHGs	89.1	96.6
SDMCs	87.5	91.7
Gram panchayat	100.0	100.0
Continuing Education Centre	100.0	100.0
Anganawadi	95.5	92.3

Which VLOs Have the Potential to Become Partners?

The main purpose of this chapter, as stated earlier, is to identify the VLOs which can become potential partner organisations for the Karnataka Child Labour Project to address the issues relating to child labour. Towards this, some ways forward have been discussed in the ensuing paragraphs.

Potential Partners – SDMC

Though SDMCs have done some work in the past, there are two strong arguments against their involvement. First, the committees represent only the parents of school going children and not parents of child labourers. Second, there is a considerable heterogeneity in the membership of committees. Even then, these committees should be involved in the interventions aimed at the eradication of child labour for the following reasons. As per the existing norms, SDMCs are entrusted with the function of identifying the parents for the distribution of incentives such as uniforms, etc. Further, they are involved in the management of the Noon-Meal Programme. This implies that there can be good convergence of resources between the child labour projects and SDMCs. Another reason is that strengthening of primary education is the long-term answer to the problem of child labour. Since SDMCs have been entrusted with this function, it becomes essential for the project to collaborate with these organisations.

Potential Partners – SHGs

As discussed in the previous section, the number of SHGs has been very high in most of the sample villages. Before we make any suggestions relating to the potential of these organisations in undertaking the interventions relating to child labour, the following two questions need to be answered.

The first question is that how many parents of child labourers have membership in SHGs? Table 7.11 clearly shows that a majority of the parents of child labourers did not have active membership in SHGs and, in the process, were deprived of availing benefits from the micro-finance groups. This is also borne out by our field level observations. Most of the groups (especially those formed under the government programmes) consisted of non-poor households.

Table 7.11
Distribution of parents of child labourers by their membership in SHGs

Membership in SHGs	Bidar		Chamarajanagar	
	Frequency	Per cent	Frequency	Per cent
Active membership	132	38.15	163	44.90
Inactive membership	10	2.89	20	5.51
No membership	204	58.96	180	49.59
Total	346	100	363	100

The second question is whether the SHGs made any interventions in the past to reduce the child labour problem? As we have discussed above, SHGs did not make any past interventions.

Therefore, SHGs in their current form are not suitable to become potential partners. For reasons discussed above, it is important to collaborate with SHGs. These organisations can capture the situation of parents of child labourers, represent the same to the implementers and secure the interests of child labourers. The policy implication is, therefore, the following: *New SHGs comprising of parents of child labourers need to be formed as they can represent and secure the interests of child labourers. Alternatively, the existing SHGs can be transformed to incorporate the interests of child labourers and their parents.*

Some may raise the following question. Why should new SHGs be formed if we are interested in the identification and release of the child labourers through strict enforcement? It should be noted that while the release of child labourers and mainstreaming them through bridge and regular schools is an important step, this cannot be considered as a sustainable solution to the problem. Studies show that children put in the bridge school have gone back to work with or without completing the bridge school children. This was mainly due to the poor economic conditions of their households. This, therefore, suggests that formation of SHGs becomes important to improve economic condition of the parents and remove those barriers which come in the process of mainstreaming child labourers.

A question that then arises is that, if new SHGs are to be formed, how many should be formed in each village. We estimated the total number of new SHGs to be formed in each village. The estimation procedure adopted is as follows. Based on the finding that most of the parents of child labourers pursued wage labour, we assumed that SHGs were needed for these households. Hence, we first arrived at the total number of households whose principal occupation was wage labour – either in agriculture or non-agriculture. One SHG is to be formed for 15 households. Based on these two figures, we arrived at the number of SHGs needed for each village. If the number of SHGs is more than the number needed, the gap is mentioned as zero. In these villages, the existing SHGs could be utilised. If the existing number is less than the number required, we have provided the gap (Tables 7.12 and 7.13). It can be seen from these tables that 264 additional SHGs are to be formed in Bidar district, while the corresponding number in Chamarajanagar is 137.

Which are the villages where new groups are to be formed? In other words, what factors influence the number of VLOs across the villages? We consider two factors, namely, size of the village and the distance to the town. We anticipate that the larger the village the more will be the number of VLOs and *vice versa*. The distance of the village to the nearby town will negatively influence the number of VLOs as the state and non-state actors find it convenient to form and strengthen the VLOs in the villages close to the towns where they normally reside. Further, the transportation facilities are likely to be good in the case of villages close to the town and this will also positively influence the state and non-state agencies to work in the villages close to the town. As far as the VLOs are concerned, we have taken SHGs into consideration as gram panchayats, etc., will be present in all the villages.

Table 7.12

A list of sample villages in Bidar district where additional SHGs are needed

Name of the Village	Agricultural & non-agricultural labour HHs	Other HHs	Total No. of HHs	% of agricultural & non-agricultural labour HHs to total HHs	Number of SHGs required	Number of SHGs existing in the village	Gap
AURAD							
Chinthaki	218	267	485	44.95	15	20	0
Maharajawadi	62	83	145	42.76	4	5	0
Mohamadapur	102	50	152	67.11	7	3	4
Wadgaon Deshmukh	180	305	485	37.11	12	10	2
Total	562	705	1,267	44.36	37	38	6
BASAVAKALYAN							
Bagduri	120	82	202	59.41	8	8	0
Ghotala	297	183	480	61.88	20	15	5
Kalkora	231	140	371	62.26	15	22	0
Laheshwar	35	68	103	33.98	2	5	0
Sadlapur	92	165	257	35.80	6	3	3
Ujalam	321	372	693	46.32	21	12	9
Yelwantgi	86	104	190	45.26	6	3	3
Total	1,182	1,114	2,296	51.48	79	68	20
BHALKI							
Dawargaon	283	265	548	51.64	19	9	10
Dongapur	354	237	591	59.90	24	11	13
Kardhyal	155	75	230	67.39	10	15	0
Kelwadi	235	112	347	67.72	16	6	10
Sompur	72	41	113	63.72	5	2	3
Tugaon Halsi	357	218	575	62.09	24	4	20
Total	1,456	948	2,404	60.57	97	47	55
BIDAR							
Allapura	103	60	163	63.19	7	10	0
Bambalgi	179	102	281	63.70	12	14	0
Barur	320	188	508	62.99	21	5	16
Gadgi	385	223	608	63.32	26	9	17
Jampad	109	80	189	57.67	7	2	5
Kamtana	742	623	1,365	54.36	49	30	19
Kolhar-B	157	102	259	60.62	10	5	5
Mallik Mirjapur	182	77	259	70.27	12	15	0
Nizampur	104	83	187	55.61	7	3	4
Tadapalli	221	67	288	76.74	15	10	5
Total	2,502	1,605	4,107	60.92	167	103	72
HUMNABAD							
Dubalgundi	768	337	1,105	69.50	51	15	36
Dhumansoor	403	205	608	66.28	27	8	19
Ghatboral	595	756	1,351	44.04	40	18	22
Hunsnal	147	148	295	49.83	10	6	4
Kappargaon	173	99	272	63.60	12	4	8
Molkhera	155	167	322	48.14	10	4	6
Muganoor	149	45	194	76.80	10	4	6
Namdapura	216	82	298	72.48	14	5	9
Sonkhera	94	181	275	34.18	6	4	2
Total	2,700	2,020	4,720	57.20	180	68	112
Grand Total	8,402	6,392	14,794	56.79	560	324	264

Table 7.13

A list of sample villages in Chamarajanagar district where additional SHGs are needed

Name of the Village	Agricultural & non-agricultural labour HHs	Other HHs	Total No. of HHs	% of agricultural & non-agricultural labour HHs to total HHs	Number of SHGs required	Number of SHGs existing in the village	Gap
CHAMARAJANAGAR							
Alur	366	258	624	58.65	24	15	9
Bedaguli	209	16	225	92.89	14	6	8
Bisalavadi	302	230	532	56.77	20	15	5
Desavalli	84	56	140	60.00	6	10	0
H.Mookahalli	127	80	207	61.35	8	11	0
Hirebegur	35	136	171	20.47	2	6	0
Jyothigowdanapura	448	217	665	67.37	30	25	5
Kasturu	33	67	100	33.00	2	2	0
Kempanapura	412	163	575	71.65	27	34	0
Kodiugne	174	42	216	80.56	12	15	0
Kudalur	315	124	439	71.75	21	5	16
Mukkadahalli	186	186	372	50.00	12	6	6
Sagade	535	227	762	70.21	36	39	0
Veeranapura (C)	67	80	147	45.58	4	6	0
Yaraganahalli	183	156	339	53.98	12	2	10
Total	3,476	2,038	5,514	63.04	232	197	60
GUNDLUPET							
Hasaguli	150	284	434	34.56	10	14	0
Hirikatti	91	89	180	50.56	6	9	0
Jakkhalli	17	46	63	26.98	1	2	0
Kaggala	270	101	371	72.78	18	14	4
Karemale	47	12	59	79.66	3	2	1
Kilagere	79	58	137	57.66	5	8	0
Kodahalli	367	95	462	79.44	24	7	17
Kotekere	283	160	443	63.88	19	14	5
Shindanapura	63	136	199	31.66	4	8	0
Taggalur	60	53	113	53.10	4	8	0
Veeranapura (G)	78	127	205	38.05	5	7	0
Total	1,505	1,161	2,666	56.45	100	93	27
KOLLEGAL							
Ajjipura	586	429	1,015	57.73	39	10	29
Ellemala	183	215	398	45.98	12	8	4
Kannur	268	195	463	57.88	18	24	0
Kuratti Hosur	157	142	299	52.51	10	8	2
Minya	344	202	546	63.00	23	2	21
Ramapura	552	627	1,179	46.82	37	34	3
Tagarapura	288	140	428	67.29	19	3	16
Teramballi	247	196	443	55.76	16	6	10
Total	2,625	2,146	4,771	55.02	175	95	86
YELANDUR							
Katnavadi	150	66	216	69.44	10	3	7
Yaragamballi	626	210	836	74.88	42	34	8
Total	776	276	1,052	73.76	52	37	15
Grand Total	8,382	5,621	14,003	62.61	559	422	137

It can be seen from Table 7.14 that the size of the village positively influenced the number of VLOs. The villages where the number of VLOs was more than 20 were all large villages. This was especially the case in Bidar district. On the other hand, the villages where the number of VLOs was less than six were mostly small villages in the case of both the districts. This finding has an important implication for the project implementers in that they can expect the social capital to be present in large villages. One cannot, however, make any observation on the quality of the social capital based on this evidence. This will be discussed in the next section.

Table 7.14
Distribution of villages (%) by total number of households and VLOs

Number of households	Number of VLOs				Total (nos.)
	< 6	6 – 10	10 – 20	> 20	
Bidar					
< 200	44.44	44.44	11.11	0.00	9
200 - 400	7.14	42.86	42.86	7.14	14
> 400	0.00	7.69	38.46	53.85	13
Total	13.89	30.56	33.33	22.22	36
Chamarajanagar					
< 200	50.00	50.00	0.00	0.00	10
200 - 400	40.00	30.00	30.00	0.00	10
> 400	25.00	12.50	25.00	37.50	16
Total	36.11	27.78	19.44	16.67	36

As anticipated, the distance of the sample villages to the nearest town negatively influenced the number of VLOs (Table 7.15). This also has an important implication for the project implementers. They need to build the social capital for project interventions only in the case of villages, which are distantly located.

Potential Partners – Gram Panchayats

Gram panchayats have considerable potential to become partners to the project. They are constitutionally created local bodies entrusted with several developmental functions. The provisions relating to affirmative action can provide for representation for the people from the poor and vulnerable sections of the society. The participatory structures such as gram sabha can capture the interests of the poor and vulnerable sections, and represent the same in the policy and programme forum. They are also provided with resources to initiate development activities at the local level.

Table 7.15
Distribution of villages (%) by distance to nearest town and VLOs

Distance to nearest	Number of VLOs				Total (nos.)
town (in kms)	< 6	6 – 10	10 – 20	> 20	
Bidar					
< 3	0.00	20.00	40.00	40.00	5
3 - 6	33.33	50.00	16.67	0.00	6
6 - 10	10.00	10.00	60.00	20.00	10
> 10	13.33	40.00	20.00	26.67	15
Total	13.89	30.56	33.33	22.22	36
Chamarajanagar					
< 3	0.00	33.33	33.33	33.33	3
3 - 6	11.11	55.56	22.22	11.11	9
6 - 10	50.00	12.50	25.00	12.50	8
> 10	50.00	18.75	12.50	18.75	16
Total	36.11	27.78	19.44	16.67	36

It is important that there are linkages between gram panchayats and SDMCs. As Box 7.1 shows the involvement of gram panchayat led to good educational outcomes although the performance of SDMC was not satisfactory. This underlines the need that the SDMCs should function under the overall supervision of gram panchayats, given that primary education is a function assigned to gram panchayats. It will be a good idea if SDMC can become one of the sub-committees of gram panchayat.

Similarly, representatives of SHGs (consisting of parents of child labourers) can be formed as sub-committee under GP. This will help in the identification of child labour, initiating programmes to rehabilitate them, undertaking income generating activities for the parents of child labour, etc.

Box 7.1: Good educational outcomes notwithstanding poor functioning of SDMC

The only evidence that exists on the functioning of SDMC in Kodiugne village is the construction of an additional classroom with Rs.1.5 lakhs of financial assistance received from Sarva Siksha Abhyan (SSA). The member of gram panchayat from the village was very upset about the non-functioning of SDMC in the village. He alleged that the President of SDMC was interested in commissions rather than school development and management. According to him, the building started to leak even before the construction was complete. A complaint was sent to the higher officials. Secondly, since the SDMC president indulges in corrupt practices, he does not have the moral right to monitor the attendance of teachers and quality of teaching in the school. The inquiries suggested that meetings of SDMC were seldom held. Since SDMC was not showing much interest in maintaining the quality of mid-day meals, the GP took over management of mid-day meals programme in this village. According to GP member, the GP complained about the bad quality of rice supplied and obtained good quality rice within a couple of days of complaint. There have been attempts to provide awareness to parents on the importance of education and convince them to send children to the school. But, these efforts were made by voluntary organisations existing in the village. The above shows that the educational outcomes can still be good although SDMC has not been undertaking activities that it is expected to undertake.

Conclusions

Village level organisations have the potential to play an important role in addressing the issues relating to child labour. The village profiles show that the following organisations existed in the villages.

- 1) Gram panchayats (GPs)
- 2) Anganawadi centres
- 3) Continuing Education Centres
- 4) Self-Help Groups (SHGs)
- 5) School Development and Management Committees (SDMCs)
- 6) Youth associations
- 7) Religious associations
- 8) Prayer groups
- 9) Chit funds

The presence of these organisations was not uniform across the sample villages. In all the villages, we came across gram panchayats, self-help groups, anganawadi centres and SDMCs. The presence of other organisations was confined to only some villages. We made an attempt to examine the relative importance of these organisations in the villages, their past work in child labour related issues and their future plans.

The discussions with the villagers revealed the following. According to the key informants in the village, the importance of SHGs, GPs, anganawadi centres and SDMCs had increased phenomenally in the last ten years. Ten years ago, SHGs did not exist in several villages. But now the number ranges from five to over 30 across the sample villages. Such a phenomenal

increase in the number of SHGs was due to the introduction of Stree-Shakthi programme, efforts made by the Cooperative credit bank in Bidar district and NGOs in both the districts. There was no overwhelming response on the growing importance of youth associations, religious associations, etc. On the other hand, the importance of chit funds seemed to have declined in rural areas.

The interviews with representatives of village level organisations revealed that a large proportion of SHGs and GPs were not involved in the past in so far as the interventions to reduce the problem of child labour were concerned. On the other hand, a larger proportion of SDMCs and anganawadi centres were involved in some or the other effort relating to eradication of child labour. An important form of intervention was spreading awareness among parents that they should send the children to the school.

The representatives of most of the village level organisations stated that they would be interested in providing assistance in the eradication of child labour. The work that they would like to undertake in the future was providing awareness and identification. Gram panchayats stated that they would like to be involved in the identification.

Although SDMCs had done some work in the past, their structure was such that they could not directly intervene in the reduction of child labour. First of all, these committees represented the parents of school going children, and there was considerable heterogeneity in the membership of these committees. Nevertheless, it was a good idea to involve them. They could become sub-committees of the gram panchayats.

We do feel that SHGs may be entrusted with the functions relating to certain aspects of work relating to reduction of child labour because they tend to represent certain interest groups. However, the existing SHGs cannot undertake work for the following reasons.

- ✧ Several SHGs in the sample villages consisted of members from upper castes and landowning communities. In fact, it was such communities, which employed child labour.
- ✧ The pre-occupation with a large majority of SHGs had been savings and credit activity. They were not interested in issues such as child labour.
- ✧ Most of them did not have past experience in working on issues relating to child labour.

There is, therefore, a need to form SHGs representing the parents of child labourers for working on this issue in concerted manner. Alternatively, the existing ones can be transformed to represent the interests of parents of child labourers. We have provided detailed evidence on where new groups are to be formed and where the existing ones to be strengthened.

Gram panchayats can be entrusted with important functions relating to the reduction of problem of child labour. In this, they can collaborate with the existing institutions of SDMCs and SHGs. In order to have organic linkages, these institutions should become sub-committees of gram panchayats.

8

CONCLUSIONS AND POLICY IMPLICATIONS

Introduction

Child labour continues to be an important developmental concern in India despite efforts made by the central and state governments during the post-independence period. The Karnataka Child Labour Project (KCLP) has been initiated by the International Labour Organisation (ILO) in Chamarajanagar and Bidar districts of Karnataka as a pilot project to try out novel and innovative methods of addressing the problem of child labour.

As the study objectives listed in Chapter 1 indicate, this study has been undertaken to assist KCLP in the analysis of the magnitude, nature and causes of child labour, role of decentralised institutions in addressing the problem of child labour, and in providing the project baseline data and a framework to monitor the impact. In short, the study aimed to assist the project in fine-tuning the strategies and approaches of the project implementation.

In this chapter, we first summarise the key findings of the study relating to the study localities, educational status in the study area, magnitude, dimensions and causes of child labour, working conditions of child labourers, vocational education for adolescent labour and role of decentralised institutions in addressing the problem of child labour. Subsequently, we provide the baseline data for performance indicators identified for the project. Finally we provide policy suggestions for fine-tuning the strategies and approaches of the project.

Key Findings

Selected Districts, Villages and Households - A Profile

The selected districts of Bidar and Chamarajanagar are distinctly different not only in socio-economic and cultural conditions but also in agro-climatic conditions, soil type, irrigation, cropping pattern, etc. Although the proportion of SC/ST population was the same around 29 per cent in both districts, Bidar had a larger proportion of Muslim population. The literacy rates in Chamarajanagar (38 per cent) and Bidar (45.11 per cent) were way below the state average of 67.04 per cent. In both the districts, the illiterate population tended to be higher in villages with higher concentration of SC population, and lower in those with higher workforce

participation and occupational diversification. Gender disparity existed in both districts with respect to the literacy levels, work participation and wage rates for agricultural and non-agricultural labour.

A profile of the sample villages and wards showed that the socio-economic infrastructure and educational facilities were better in Chamarajanagar than in Bidar. In a majority of the sample villages, men obtained higher wage rates as compared to women and children in both agricultural and non-agricultural sectors. The number of village level organisations present was impressive in almost all the sample villages in both the districts.

The profile of 32,048 households in the sample villages and wards shows that the proportion of households belonging to depressed castes was marginally higher in Chamarajanagar district while the proportion of households belonging to the Muslim religion was significant in Bidar district. Depressed caste households were typically involved in agricultural labour, while those belonging to dominant land-owning castes were involved in cultivation. Of the 32,048 households, 1.39 per cent was locked at the time of the survey. In 39.07 per cent of the households, there were no children in the age group of 5-17 years, while 19,083 (59.55 per cent) households had children in this age group. In all, there were 40,206 children in the age group of 5-17 years from all the households in the two districts. Let us now look at the key findings relating to educational status.

Educational Status and Facilities

Of the 14,922 children in the age group of 5 to 17 in Chamarajanagar, 80 per cent were in the school. In Bidar, on the other hand, of the 25,284 children in the age group of 5-17, around 77 per cent were in the school. The other children either never attended the school or dropped out. There was some gender bias against girl children in the schooling status in Bidar district while this was not true in Chamarajanagar.

In Bidar, 7.1 per cent of the children in the age group of 5-17 had never attended school, while the comparable figure in the case of Chamarajanagar was 2.71 per cent. Around 15 per cent of the children in Chamarajanagar and 12.01 per cent in Bidar had dropped out from schools. A considerable proportion of children in both the districts were, thus, out of school. The proportion of out of school children increased with the age of children. This implies better retention rates and lower dropout rates among children in the lower age groups. This may be attributed to the positive impact of government initiatives such as the Sarva Shiksha Abhiyan (SSA) and the Noon Meals Programme (NMP) in increasing enrolment and retention rates in primary and middle schools.

Based on the total number of out of school children in our sample villages, we projected the total number of out of school children for the two districts. In Bidar district, the projected number of children who never attended school was 9,729 (5–14 years) and 6,112 (15–17 years). In Chamarajanagar district, the projected number of children who never attended

school was 1,912 (5–14 years) and 2,181 (15–17 years). Similarly, the projected numbers of children who dropped out of schools were 12,752 (5–14 years) and 13,932 (15–17 years) in Bidar and 8,464 (5–14 years) and 14,815 (15–17 years) in Chamarajanagar.

Our projected figures were much higher than the number of out of school children arrived at by the Education Survey. The socio-economic profile of the out of school children suggests that our figures were close to reality. A majority of the out-of-school children belonged to the marginalised castes that were mainly involved in agricultural and non-agricultural wage labour. Over 90 per cent of these children in both the districts were found to be working either for wage or in household activities.

The key supply side factor that had an impact on the proportion of out of school children was the NMP. In those villages where the NMP functioned very well, the proportion of out of school children was relatively low and *vice versa*. The functioning of the School Development and Management Committees (SDMC) did not show any significant association with the schooling status. This was because the SDMCs were riddled with different kinds of problems, which have been discussed in Chapter 3. The performance of the SDMCs and the NMP was, in general, better in Chamarajanagar as compared to Bidar.

Child Labour: Magnitude and Dimensions

Of the 40,206 children covered in the study, nearly 31 per cent were working. The proportion of working children was about 26 per cent in Bidar and 39 per cent in Chamarajanagar. A significantly larger proportion of child labourers were from the age group of 5-14 years.

As per the broad definition, the proportion of child labourers to total children in the sample localities was 25.79 in Bidar and 39.05 in Chamarajanagar. The incidence of child labour was less in the age group of 5-14 years in both the districts. The proportion of child labourers to total children in the age group of 5-14 years was 18.34 per cent in Bidar and 27.98 per cent in Chamarajanagar. In contrast, the proportion of child labourers to total children in the age group of 15-17 years was almost 57 per cent in Bidar and 73.51 per cent in Chamarajanagar. In Bidar, 40 per cent of the households had at least one child labourer. On the other hand, 37 per cent of the households had one child labour in Chamarajanagar district.

As per the strict definition, the proportion of child labourers to total children was 9.87 per cent in Bidar and 8.52 per cent in Chamarajanagar. The proportion of child labourers to total children in the age group 5-14 years was 5.8 per cent in Bidar and 3.42 per cent in Chamarajanagar. The corresponding proportions for the age group of 15-17 were 26.80 and 24.39 per cent in Bidar and Chamarajanagar, respectively. In Bidar, 15.4 per cent of the households had one child labour. In Chamarajanagar, on the other hand, 8.02 per cent of the households had one child labour.

Based on the proportion of households having child labourers, we projected the number of child labourers (as per the broad definition) in the entire district. In Bidar, the projected

number of child labourers in the entire district is 68,784. The projected number for the age group of 5-14 years is 40,652, while it is 28,132 for the age group of 15-17 years. The projected number of child labour is lesser in Chamarajanagar at 50,972. The break-up figures for the age groups of 5-14 and 15-17 are 26,931 and 24,041, respectively.

We further projected the number of child labourers by adopting the strict definition for the entire district. As per these projections, the total number of child labourers was 25,502 in Bidar with 12,092 in the age group of 5-14 years and 13,410 in the age group of 15-17 years. The projected number for Chamarajanagar was 11,579 with 3,467 falling in the age group of 5-14 years and 8,112 falling in the adolescent age group. Thus, the magnitude child labour as per our projections is substantially high in comparison to other surveys. Another key finding was that a larger proportion of the child labourers was involved in assisting their parents in domestic chores. Second, the proportion of children involved in wage labour was substantially high in Bidar district. This implies that although the overall incidence of child labour was higher in Chamarajanagar, the incidence of child labour for wage work was higher in Bidar.

In both the districts, girls accounted for a larger proportion of child labourers. The proportion of girls to total child labourers was about 54 per cent in Chamarajanagar and 55 per cent in Bidar. There were gender variations across the types of work. As compared to proportion of girls working for wages and assisting parents in household economic activities, those assisting parents in domestic chores was very high. There was, thus, a tendency to employ a larger proportion of boys in wage work or in household activities considered as 'economically productive'.

The educational status of child labourers differed on the basis of age groups. The proportion of child labourers who had never attended the school remained more or less constant across the age groups in both the districts. There was, however, an inverse relationship between the proportion of child labourers attending the school and age groups. In other words, the proportion of child labourers attending school, which would be high in the younger age groups, declined as the age of child labourers increased. In contrast, the dropout rate was positively correlated with the age groups. The implication is that as children dropped out at either primary or middle or high school levels, and that they were engaged in work either at home or for wages.

Most of the working children in both the districts belonged to SC/ST and Muslim communities. This was true in the case of both the districts. The distribution of child labourers by the principal occupation of the head of the household showed that a majority of the child labourers belonged to households depending on wage labour. Key sectors employing child labour were agriculture (in both the districts) and livestock rearing (especially in Bidar). The other sectors were small hotels/restaurants, shops/small establishments, construction work and stone quarrying.

The relative importance of the sectors differed across boys and girls. About one-third of boys in both the districts were employed in agriculture. The other sectors where a significant proportion

of them found employment were livestock rearing, garages, hotels, shops, construction and stone quarrying. Surprisingly, not many girls found work in the above. Nearly 80 per cent of the girls in Bidar and 52 per cent in Chamarajanagar were agricultural labourers. Other important sectors where girls were employed were plantations and in domestic help. Thus, there was segregation of sectors across the sex of child labourers.

Causes and Nature of Child and Adolescent Work

A majority of the children stated that they were working at the behest of their parents in order to supplement family income or to pay off debts of their parents, etc. Thus, poverty emerged as the key explanatory variable. Further examination of these responses revealed that most of the children stating that they worked due to poverty belonged those households earning low income and with a small asset base. Although quite a few children said that they were working in order to repay debts, the exact number of children who were 'bonded' and the nature of bondedness were not very clear²⁹. On the other hand, adolescent labourers undertook work in order to sharpen their skills and learn new skills.

The working conditions of child and adolescent labourers were poor in most of the sectors in which they were employed. The wages of child and adolescent labourers were expectedly very low, and, in general, on par with the prevailing wage rates for adult women workers in the area. However, even in the case of child labourers, there was a gender bias in that the girl workers were almost always paid between Rs. 5–15 lesser than the boy workers, even for work of similar nature.

The workers faced a range of hazardous conditions such as working in sunlight and heat, carrying heavy loads, working with harmful chemical substances and equipment prone to accidents, etc. Many were also often abused and beaten/slapped by their employers.

An interesting point in this context is the dichotomy between the responses of the children and employers about the working conditions. While children were a little hesitant about acknowledging the dangerous working conditions they faced (the proportion of children who said they faced adverse conditions was not more than 60 per cent - see, Chapter 5), very few employers even acknowledged the fact that the working conditions were hazardous to the children. Many employers chose the easy way out and tended to feign ignorance of any hardships faced by the children. In this context, we have to acknowledge some employers, who, although small in number, did realize that there were dangers that the children faced and provided protective equipment, etc.

One of the surprising findings emerging from the study was that only 78 per cent of the employers said that they were aware of the statutory ban on child labour, while the rest were

²⁹ Often, the children themselves were not aware of the amount that they were repaying through their labour, the interest rate, how long they would have to work to pay off the debt and in general, the economic and extra-economic coercion they faced from the employer. Although the parents would most likely be aware of these details, not many were forthcoming with the specific details as they feared adverse repercussions if the employer got to know of it.

unaware. Therefore, it is clear that as a first step, better awareness has to be spread about the ills of child labour as also the repercussions on the employers who employ children. But more serious is the fact that 78 per cent of the respondents employed children in spite of knowing about the law. This shows that the enforcement mechanism has been very poor, and also that the action taken against the violators has not, in general, been very stringent.

Aspirations for Vocational Education

Provision of vocational education to adolescent labour, which is an important step in reducing the economic exploitation of these labourers, depends on a number of factors. Some of these factors are educational status of adolescent labourers, availability of facilities for obtaining vocational education, access to these facilities, aspirations of adolescent labour in vocational education, etc. About 23 per cent of the adolescent workers in Bidar and 7.1 per cent in Chamarajanagar had never attended the school. These proportions would be higher if one considers adolescent labour involved only in wage work (i.e., strict definition of child labour). In Bidar, nearly 40 per cent of adolescents working for wage had never gone to school, and the corresponding proportion in Chamarajanagar was 15.1 per cent. This means that a larger number of adolescent labourers could not even read and write. This raises the issue of the type of vocational educational facilities available in these two districts and whether this matched the situation of adolescent labour obtained from the survey.

The formal vocational training institutions in the selected districts were managed by private bodies, located in urban centres, offered engineering related courses, expensive (in terms of capitation charges, fees, etc.) and insisted on minimum eligibility criterion of a high school pass certificate. This suggests that formal vocational training institutions were not useful to child and adolescent labour. The focus group discussions in the study villages also corroborated this. In a larger number of cases, the adolescents preferred electrical and electronics courses in Bidar. On the other hand, the preference was more for mechanical courses in Chamarajanagar. It was found that more adolescents from larger villages and those closer to towns accessed vocational training as compared to those from remote villages. Private training institutions were accessed in relatively larger numbers in Bidar district. This stepped up the cost of training. In a significant proportion of the institutions, the cost per annum was between Rs. 10,000 and Rs. 20,000 largely because of capitation fees, boarding and lodging charges, college fees, etc. This came in the way of adolescents from poorer households accessing vocational education.

Formal vocational training institutions were, therefore, not suitable for adolescent labour found in the sample villages and wards for the following reasons. First, a significant proportion of adolescent labourers was either illiterate or had not completed high school. But, the basic educational qualification required in all the formal institutions was high school pass certificate. Second, the distribution of adolescent labourers by sectors showed that a majority (involved in wage labour) were in sectors such as agriculture, livestock rearing, hotels, quarrying, etc., and could not be easily encouraged to take up courses in motor mechanism and/or electronics, even if they had qualifying degrees. Third, we have noted that a majority of adolescent labourers

came from households whose primary source of livelihood was wage labour implying that it would be extremely difficult for them to afford to send their children to the existing institutions where the expenses were on the higher side.

The study also found that there were no informal trainers in the villages. This could be attributed to the following reasons. First, the decline of traditional artisan activities was cited as an important reason why master trainers were absent in several villages. Second, the discussions with carpenters in a few villages revealed that they only passed on the trade to their children. They also said that children and adolescents in the village were not interested in carpentry that was useful only for the making and repairing of agricultural implements. They were rather keen to acquire more broad based carpentry skills. Third, the adolescents (especially from the Muslim religion) typically went to towns to work in sectors such as garages, carpentry, bar bending, plumbing, etc., not so much to earn for livelihood but to obtain the skills and earn better incomes.

Interviews with the 709 parents of child and adolescent labourers show that most of them did not have any particular aspirations for their children for the following reasons. First, most adolescents were working as agricultural labourers and livestock rearers. Second, the concern with regard to girls who had reached marriageable age was more to do with getting them married rather than providing them any vocational education.

Village Level Organisations and Child Labour

Village level organisations have potential to play an important role in addressing the issues relating to child labour. The village profiles show that Gram panchayats (GPs), Anganawadi centres, Continuing Education Centres, Self-Help Groups (SHGs), School Development and Management Committees (SDMCs) and youth associations were key organisations that existed in the study villages.

The presence of these organisations was not uniform across the sample villages. In all the villages, we came across gram panchayats, self-help groups, anganawadi centres and SDMCs. The presence of other organisations was restricted to only some villages. According to the key informants in the village, the importance of SHGs, GPs, anganawadi centres and SDMCs had increased phenomenally in the last ten years. A phenomenal increase in the number of SHGs has been due to the introduction of the Stree-Shakthi programme, efforts made by the cooperative credit banks in Bidar district and NGOs in both the districts. The evidence on growing importance of youth associations, religious associations, etc was mixed. On the other hand, the importance of chit funds seemed to have declined in rural areas.

The interviews with representatives of village level organisations revealed that a large proportion of SHGs and GPs had not been involved in the past in interventions to reduce the problem of child labour. On the other hand, a larger proportion of SDMCs and anganawadi centres were involved in some or the other efforts relating to the same. An important form of intervention was spreading awareness among parents that they should send the children to the school.

Although the study found that the existing local organisations were not involved in any direct way in child labour interventions, most of them, in particular the SHGs, SDMCs and GPs had good potential to undertake such interventions. As discussed in Chapter 7, the study shows that in some of the villages (9 in Bidar and 16 in Chamarajanagar), the number of SHGs currently existing is sufficient for child labour interventions, while the current number is insufficient in a large number of villages. The gap in the number of SHGs ranged from 2 to 36 in Bidar and 1 to 29 in Chamarajanagar. This gap has to be, therefore, bridged by the project so that the SHGs in all villages can undertake key roles in activities pertaining to child labour elimination.

Performance Indicators

One of the objectives of the study is to build baseline data on the some performance indicators identified by the project. In the following table, we present the findings of the study against each of the indicators.

Table 8.1
Performance indicators and findings of study

Sl. No.	Performance Indicator	Study findings		Source of primary data
		Bidar	C. Nagar	
1.	Enrolment rates for working children in formal education	1.18	0.37	Child and adolescent labourers survey
2.	Dropout rates of children in formal education	12.01	14.94	Houselisting data
3.	Enrolment rates of children in formal education	77.76	80.10	Houselisting data
4.	Proportion of working children engaged in hazardous work	38.78	56.18	Child and adolescent labourers survey
5.	Proportion of Children employed full time in agriculture and livestock rearing	61.12	43.82	Child and adolescent labourers survey
6.	Time spent by the child labourers in recreational and socialising activities (minutes/day)	45.31	55.38	Child and adolescent labourers survey
7.	Proportion of households resorting to child labour	40.00	37.00	Houselisting data
8.	Occupational distribution of the households	See, Table 2.8 in Chapter 2	See, Table 2.12 in Chapter 2	Houselisting data

9.	Proportion of households involved in non-agricultural income generating activities	11.33	8.89	Houselisting data
10.	Proportion of community based groups addressing the issue of combating child labour	See, Table 7.5 in Chapter 7	See, Table 7.5 in Chapter 7	Community organisations survey
11.	Levels of awareness (of the fact that child labour is illegal) among employers	70.83	87.50	Employers Survey
12.	Proportion of employers adopting technologies or methods that directly or indirectly contribute to child labour	20.83	32.50	Employers Survey
13.	Levels of awareness among children and parents on child labour	Children = 9.82	Children = 10.14	Parents survey
	Children = Proportion of children aware of the minimum age at which children can work	Parents = 70.5	Parents = 82.4	Child and adolescent labourers survey
	Parents = Proportion who think it is right that their child is working			
14.	Proportion of parents of child labourers aspiring to further children's education	32.95	29.20	Parents survey
15.	Levels of deposits in self-help groups in the selected project locations	See, Table 8.2 below	See, Table 8.2 below	Community organisations survey
16.	Distribution of self-help groups by the levels of advances	See, Table 8.3 on page 166	See, Table 8.3 on page 166	Community organisations survey

Table 8.2
Distribution of Sample SHGs (%) by total amounts of savings in
Bidar and Chamarajanagar districts

Amounts of savings (Rs.)	Bidar	Chamarajanagar	Total
< 10,000	20.41	15.79	17.92
10,000 – 20,000	32.65	35.09	33.96
30,000 – 50,000	32.65	22.81	27.36
50,000 – 100,000	10.20	12.28	11.32
> 100,000	4.08	14.04	9.43
Total (nos.)	49	57	106

Table 8.3
Distribution of Sample SHGs (%) by total amounts of advances

Amounts of advances (Rs.)	Bidar	Chamarajanagar	Total
<25,000	20.00	24.14	22.12
25,000 – 50,000	30.91	12.07	21.24
50,000 – 75,000	18.18	8.62	13.27
75,000 – 100,000	5.45	15.52	10.62
100,000 – 150,000	9.09	18.97	14.16
> 150,000	16.36	20.69	18.58
Total (nos.)	49	57	106

Policy Suggestions for the Project

Based on the findings of the study, the following suggestions may be made to the project towards its implementation.

Prevention and Withdrawal of Child Labour through Awareness Raising and Education

This is logically the first step that any child labour intervention should address. In this study, we found that between 10 and 13 per cent of the children in the 5 – 17 years age group were out of school – i.e., either dropped out or never attended school. We also found an age-wise trend in the schooling status, wherein the proportion of out of school children had been continuously declining over the past decade. This shows that there was an impact of the state programmes such as the SSA and the NMP on increasing enrolment and retention rates in schools. Further, we have also shown the positive impact of the performance of the NMP on the out of school children. These factors imply that when there was a strong will on the part of the state and therefore, a push from the above, the impact at the ground level was good.

The implication for the policy-maker in this context, then, is to intensify the activities under the SSA and to improve the NMP and make it even better so that 100 per cent enrolment and retention in schools can be achieved. Ways of making the NMP better involve addressing the various loopholes in the system as have been discussed in Chapter 3. The problems identified by the study range from the easily addressable such as inadequacy of plates and other crockery to the relatively more challenging such as the poor quality of food grains sent from the Public Distribution System to serious problems associated with the existing societal structure such as the continuing caste biases.

How can the project address these problems? It is important to note that the ability to deal with the problems is already strengthened by the presence of an institution such as the SDMC. Operating the NMP is one of the important functions of the SDMCs and in their current form,

they are well suited to take up some of these issues. Given that the members of SDMCs are parents of the school going children, they have the power to demand for accountability. Therefore, if there is a shortfall in crockery, members of the SDMCs have the power to demand the state to fill the gap and facilitate this process, equally so in the case of poor food grains. As discussed in Chapter 3, one of the SDMC members simply remarked that he was aware of this problem but had no control over the situation and could not find anyone to clean the grains, etc. These kinds of responses are more in the nature of excuses rather than serious problems. The children of SDMC members are among those who eat the food, so it is in the best interests of the members to ensure that good clean food is cooked and served. One way out is to make sure that if the food grains received by the school are not of good quality, then a complaint may be lodged to the concerned authority as a first step. If this does not work out, food grains of poor quality should be sent back to the PDS as a sign of refusal to accept. There will then be pressure created at the root of the problem and the authorities will be forced to take action.

The SDMCs have been in operation for a few years now. Although as an institution they have the power and comparative advantage to ensure the smooth functioning of the NMP as well as other activities, why is it that all SDMCs are not functioning well? As we have pointed out in Chapter 3, the constitution of SDMCs is an important aspect. Where the SDMCs have been democratically constituted, and where they have maintained a good interface with the headmaster/mistress and teachers, other parents and with the Gram Panchayat, they have been able to perform well. Where there is an element of political interference from the above or if there is dissent between the SDMC members and GP members, the functioning has not been smooth. This is because GPs and SDMCs can act as each other's guardians to bring in an element of checks and balances. As shown in the cases of Kodiugne, for instance, GPs can put pressure on the SDMCs when they are seen to be callous, irresponsible or corrupt. This suggests that mere presence of different development actors in a locality does not help to achieve good outcomes. What is needed is the harmonious relationship among these development actors. The project should strive to achieve this.

Awareness spreading among different actors and stakeholders is also an important step to be taken. Two findings of the study are significant in this context. First, a majority of the child labourers were working at the behest of their parents, and more than half the parents did not think it was wrong to send children to work. Second, more than 20 per cent of the employers were not aware of the anti-child labour laws of the state. This necessitates two sets of interventions – one to act on parents and the second to deal with employers. As far as parents are concerned, programmes such as *Baa Marali Shaalege* must be intensified. One of the functions of SDMCs is also spread awareness among children and parents about the ills of child labour. Such efforts should be magnified manifold. Innovative ways of getting the message across to parents may be employed.

As far as employers are concerned, while around 22 per cent of the employers were unaware of child labour legislations, the rest were continuing to employ child labour in spite of their

awareness of the legislation. This indicates a failing on the part of the judicial system in ensuring that those employers who are caught are appropriately reprimanded. Unless the repercussions of employing child labourers are strong enough to make a dent on the employers, the law by itself can never be a sufficient deterrent.

Income Generation Activities Through Self-Employment Promotion

One of the novel design features of the project is to attack the problem of child labour at the root in addition to dealing with the symptoms. Given that a majority of the children and parents alike indicated that ‘poverty’ or economic causes such as the need to supplement household income, the need to clear debts, etc., were the main reasons for the existence of child labour, it is necessary to address these issues. One of the ways envisaged is to buttress the incomes of child labour households by promoting Income-Generating Activities (IGAs) among them. But, IGAs suffer from many problems; some of which are discussed below with the hope that the proposed project will not get into the same problems.

- ✧ Many studies have found that the IGAs promoted are often not profitable ventures to the beneficiaries and therefore, they do not really generate additional income to the households (Rajasekhar 2002; Rajasekhar 2004).
- ✧ The development projects initiated both by government and other agencies often do not promote the right kind of activities in the areas in which they operate. For instance, IRDP loans were forcefully provided to the people in Orissa and Bihar to purchase certain kinds of cattle not native to those villages (Sainath 1997) and this ultimately led to the failure of dairy activity in the village. One NGO from Tamil Nadu promoted sheep rearing activity despite the fact that there is absolutely no grazing land in those villages. After a few cases of loss making activities on account of this, the members borrowed by mentioning the purpose as sheep rearing, but used the loans for a range of other household consumption purposes. This again defeats the very purpose of IGAs (Rajasekhar, Suchitra and Manjula *forthcoming*).
- ✧ Lack of sufficient support to IGAs is another problem. Rajasekhar, Reddy and Suchitra (2006) found that some NGOs in Andhra Pradesh promoted IGAs among their members but did not continue the support for long enough for the activities to become viable. This study found cases where the IGAs started with the help of loans provided by the NGO were themselves becoming sources for debt traps.
- ✧ Another serious flaw with IGAs is, perhaps, the basic premise with which such loans are given and the people at whom they are targeted. An important assumption in this regard is that rural poor have skills and the entrepreneurial drive to start and sustain IGAs, but the only input that they lack is inexpensive credit. Should this be provided, they will be able to start IGAs, which will eventually help them come out of poverty. The flaw in this assumption is IGA credit needs of the households are treated in isolation from other needs (Rajasekhar, Reddy and Suchitra 2006).

Thus, while IGAs have good potential to augment households' incomes, they have to be designed and implemented in a manner well tailored to each individual and/or household. This is no mean task and in the context of households with child labourers, it is even more challenging due to the following constraints.

First, all the sample villages had at least one if not several SHGs. However, most of these SHGs merely stuck to their savings and credit activities. Those promoting IGAs also faced problems similar to those discussed above. This shows that the project, by merely helping the households of child labourers start IGAs, can achieve little. There has to be an action plan for each household. Unless project implementers and the concerned household are convinced that the household is capable of undertaking and sustaining the IGA with the support of the project, these activities should not be initiated.

Second, a majority of the households indicated poverty related factor such as indebtedness as the main causes for child labour. Given that IGAs, if they do not become viable, can lead to indebtedness (Rajasekhar, Reddy and Suchitra 2006), the following question becomes important. Should the project focus only on IGAs or some other intervention? It is important to make a distinction between 'hardcore poor' and 'upwardly mobile poor'. The former are those households, which do not have sufficient and reliable access to basic needs (food, drinking water, housing, health, education, employment) and therefore, have not reached the growth threshold. A majority of the child labour households belong to the category of 'hardcore poor', and therefore, initiating IGAs among them as a first step intervention to combat child labour may not be entirely successful. Instead, the project should identify 'hardcore poor' households, ensure that all basic entitlements are met satisfactorily and that all the major debts of the households are cleared. Subsequently, it would be effective to initiate them into IGAs. For 'upwardly mobile poor' households, which have child labourers for non-economic reasons, initiating IGAs even in the initial stages of intervention will be fruitful.

Third, the project should ensure that households starting IGAs are continuously monitored and supported till the activities are self-sustaining. Any lack of support at crucial stages of the activity will result in further indebtedness of households, severe losses in the activities and ultimately may lead to its closure. Hence, an action plan for each household with the help of demand and needs assessment of the household becomes relevant.

Fourth, no matter what interventions are made, there is always a chance that the children will re-enter the labour market. The project should thus guard against this. This implies that the various interventions to overcome child labour are inter-related. For instance, the rescuing of children and their rehabilitation should be concurrent with augmenting the households' incomes through IGAs. These interventions should be complementary to each other and at no point should run at cross purposes. For instance, unless the rescued child labourer is effectively rehabilitated, there is high likelihood the very child will be absorbed into the IGA that the project has initiated the household into.

Self-Help Group Approach for Participatory Development & Self-Sustaining Social Changes

One of the approaches that the project proposes to adopt is through self-help groups (SHG) for participatory development. The findings of the study show that there were SHGs in every village covered, and also a significant proportion of mothers of sample child labourers were active members of SHGs. This indicates that, to some extent, social capital is already available. However, how these forms of social capital can be used in the context of child labour interventions is a different matter. The study has found that most of these groups were focused largely on micro-finance aspects such as savings and credit. Their involvement in preventing child labour or taking it up as an issue to address was minimal if at all. In one case, the group turned down the request of one of the members who wanted a loan to marry off her child. In another case, the group encouraged giving loans to members who wanted to further the education of their children. Beyond such indirect methods, the SHGs had a minor role to play.

This brings us to the question of whether existing SHGs in their current form are well-suited local institutions to address the problem of child labour. The evidence reveals that they are not, and the reasons for this are as follows. First, the mandate of the groups seldom includes components such as taking up child labour issues. Their mandates are rather very specific – such as micro-finance or watershed groups or water supply and sanitation groups, etc. Therefore, the groups are not expected to nor are they inclined to take up activities outside of their respective mandates. A second constraint is that the groups are usually heterogeneous, i.e., they comprise of members both with and without child labourers in their households. Therefore, addressing child labour as an issue is not a priority for all group members. The institutional economic background to SHGs puts forth that the groups are most likely to succeed in their agenda when they are small and homogeneous, i.e., they comprise of members from similar backgrounds (Olsen 1965). In this context, groups formed only of child labour households are likely to be most effective if they take up any interventionist activities.

Another advantage of forming groups of child labour households only is that since their economic positions are somewhat similar, initiating IGAs among these households will be relatively less challenging than initiating such activities among heterogeneous group members. Apart from the IGAs, members of the group can also act as peer monitors of each other to ensure that none of them sends their children back to the labour market.

Modular-Based Vocational Training

Given that there is mismatch between the situation of adolescent labourers and their needs, and the type of facilities that exist in the formal vocational training sector, and also due to the absence of informal trainers, there is first a need to undertake needs assessment analysis in areas where vocational training programmes are planned. However, not many adolescents and parents themselves are aware of the concept of vocational education and its merits. Therefore, it is first necessary to counsel the adolescent labourers and their parents on the

need for vocational education, which is different as compared to that provided by formal institutions and which is suited to the conditions of the adolescent workers. Secondly, the activities that have potential for providing decent work should be identified. Third, institutional mechanisms linking the aspirations of the adolescents with training, promotional agencies and banks need to be thought of.

Institutional Mechanism

From the findings of the current study as well as the preceding discussion, we suggest the following institutional design. The main institutions that need to be involved in the project implementation are the Gram Panchayat (GP), the SDMC, *anganawadi* centre and SHGs, despite the fact that none of these had any *direct* role in the elimination of child labour. The GPs have clear-cut constitutional mandate with regard to promotion of primary and vocational education. But, child labour is not mentioned either in the constitution or in the activity mapping. However, since GPs have key roles to play in the promotion and development of primary education, they have an indirect role in this aspect. The SDMCs are also more geared at improving the educational system and therefore, improving education outcomes. Their role in child labour elimination is also indirect. SHGs in their current form are of mostly micro-finance groups focussing on savings and credit services. Although most of the SHGs expressed willingness to address the issues relating to child labour, they have themselves not undertaken any activities towards the same in the past.

In spite of the fact that none of these institutions have played a direct role in addressing child labour, our study findings support a policy design where they can all be involved because they have the *potential* to play key roles.

The GPs should be the key agencies for a particular village or groups of villages where the project is implemented. The different SHGs existing in the village or those that are newly formed should be linked to the GP. The SDMCs should also be linked to the GPs rather than directly linked only to the Education Department. As mentioned earlier, better interface between the SDMC and GP leads to better education outcomes. At the top level, the Project Implementing Agency (PIA) should identify some NGOs to coordinate the activities in the jurisdiction of groups of GPs. Such NGOs may operate at the taluk level and take the responsibility of smooth implementation of the project in all the GPs of the taluk. There can also be a direct link between the SHGs and NGOs since the latter will be well equipped to provide training and build the capacities of group members.

The specific roles that each of these institutions can take up are detailed in the following.

1. **Anganawadi centres:** Although the role of the *anganawadis* in child labour interventions has been negligible if at all, we would still suggest that *anganawadis* have some role in the larger picture of child labour elimination. This is because *anganawadis* are the first centres of learning/activity that children are supposed to attend from very young ages. If

this important stage in schooling life is missed, the chances of such children not going to school subsequently and then ending up in the labour market are higher. Therefore, the project should also attempt to bring in the anganawadis into the design.

2. **SHGs:** The project should attempt to regroup the existing SHGs into groups of members with child labourers and those without. Greater focus can then be laid on the former. If this is not possible, then new SHGs of only child labourer households should be formed. It is essential that all the households in the village with child labourer/s should belong to some or the other group. It then becomes easy to give the responsibility of identifying child labourers to the SHGs. Once the SHGs identify the child labourers, the next level of intervention as far as children are concerned, lies with the GPs.

The SHGs can also be used as platforms to improve awareness of the ills of child labour. Further, all members of the groups can be their own peer monitors and ensure that their children are relieved from the burden of work. Since these groups have the facility of periodical meetings (generally around four meetings in a month), one meeting every month should be dedicated to developmental activities pertaining to education and child labour, and should, in particular focus on reviewing the progress made in the households towards eliminating child labour.

Since a large number of households indicated that lack of sufficient income was one of the key reasons for sending children to work, it is important to supplement the income of these households through other means. One such identified by the project is IGAs. These activities are best undertaken at the SHG level as is the practice currently. However, the project should be cautious of the many pitfalls that such activities are prone to and guard against them. In general, IGAs may be initiated for those households where it is considered necessary and which are in a position to take up these activities to make good the gap in household earnings due to withdrawal of child labourer/s from the labour market.

As discussed earlier, all households are unlikely to be in a position to undertake IGAs right at the outset of the project since many have not reached the threshold level of development. While the project should think of other means of supplementing the incomes of these households, the SHGs can be the agencies to put pressure on the GPs to provide and improve provision of basic entitlements such as access to the Public Distribution System, drinking water, housing and health facilities, etc.

SHGs also have a key role to play in the area of promoting vocational education among the adolescents. They have comparative advantage in identifying adolescent workers and mapping their skills. Once such information is collected, it can be consolidated at the GP level for further use.

3. **SDMCs:** The SDMCs are composed of the parents of school-going children and therefore, as institutions, they may not have any incentive in taking part in child labour interventions. But we believe that they also have the potential to take up some roles in such interventions, even if indirectly by improving education outcomes. The role of the SDMCs can thus come into play when the rescued child labourers are at the end of their stay at the bridge schools and ready to get back to mainstream education. Once the children re enter regular schools, the project must give the responsibility of ensuring that they do not dropout to the SDMCs. Further, as a continuing activity, SDMCs can be involved in spreading awareness in the village/s in general about the negative impacts of child labour.
4. **GPs:** Once the child and adolescent labourers are identified, the GPs should take up the responsibility of either sending them back to the mainstream school or to bridge schools operating in those areas. For this, good coordination between the GPs and the Project Implementing Agency is necessary. There is also need for continuous monitoring of the children in the bridge schools and care must be taken such that they do not re enter the labour market after their stint at the bridge schools. Towards this end, not only the children but also the households of these children must be followed up. The income generating activities or whatever other methods that the project takes up to supplement households' incomes, must be monitored closely to make sure that they are sustainable and the project should support these activities till they become self-sustaining. While the GPs can take the responsibility of watching over the rescued child labourers to ensure effective rehabilitation, ensuring the success of the income generating activities is the role of the SHGs in coordination with the NGOs.

For adolescents who are keen on vocational education, access to institutions providing such education must be facilitated. With the help of NGOs and in close collaboration with the GPs, the PIA should ensure the smooth transition of adolescents from exploitation in the labour market to acquiring gainful and remunerative employment. For this, the data on mapping of skills and assessment of interests of youth at the village levels undertaken with the help of SHGs should be consolidated at the GP level. These data should then be used to explore opportunities for the adolescents, which are in sync with their skills and interests. Links to employment agencies and banks are to be facilitated.

ANNEXES

Annex 1.1: Sample villages in Bidar and Chamarajanagar districts

Villages from Bidar District

BIDAR TALUK

Allapur
Bambalgi
Barur
Gadagi
Jampad
Kamthana
Kolhar B
Malik Mirzapur
Nijampur
Tadpalli

AURAD TALUK

Chinthaki
Maharajwadi
Mohamadapur
Wadgaon Deshmukh

BASAVAKALYAN TALUK

Bagaduri
Ghotala
Kalkora
Laheshwar
Sadlapur
Ujlam
Yelwantigi

BHALKI TALUK

Dawargaon
Dongapur
Kardhyal
Kelwadi
Sompur
Tugaon Halsi

HUMNABAD TALUK

Dhumansoor
Dubalgundi
Ghatboral
Hunsnal
Kappargaon
Molkhera
Muganoor
Namdapur
Sonkhera

Villages from Chamarajanagar District

CHAMARAJANAGAR TALUK

Alur
Bedaguli
Bisalwadi
Desavalli
H Mookahalli
Hirebegur
Jyothigowadanapura
Kasturu
Kempanapura
Kodiugune
Kudluru
Mukkadahalli
Sagade
Veeranapura
Yaraganhalli

GUNDLUPET TALUK

Hasaguli
Hirikati
Jakkahalli
Kaggala
Karemale
Kilagere
Kodahalli
Kotekere
Shindanapura
Taggaluru
Veeranapura

YELANDUR TALUK

Katnawadi
Yaragamballi

KOLLEGAL TALUK

Ajjipura
Ellemala
Kannur
Kurahatti Hosuru
Minya
Ramapura
Tagarapura
Teramballi

Annex 1.2: Instruments

Listing Proforma of Children (5-17 years of age)		
1) Descriptive identification of sample village/ block		
	Name	Code
District		
Taluk/Town		
Village/Urban Block		
Sample serial number		

2) Particulars of field operation												
Item	Enumerator						Supervisor					
Name (block letters)												
Date of survey	Date		Month		Year		Date		Month		Year	
Number of additional sheet(s) attached												
Signature												

3) Remarks by enumerator

4) Remarks by supervisor

Listing Proforma of Children (5-17 years of age)

[illegible]

List of Codes

Column Number and Heading	Codes	
2 Caste	1=SC 2=ST	3=Muslim 4=Other Minorities 5=Backward Caste 6=Others (specify)
3 Primary Occupation of the Household	1=Agricultural labour 2=Non-agricultural labour 3=Cultivator	4=Small business 5=Salaried job 6= Others, specify
4 Type of House	1=Pucca	2=Semi Pucca 3=Katcha
10 Age Proof Documents	1=Birth certificate 2=School certificate	3=Ration card 4=None
11 Current schooling Status	1=Never attended any school 2=Dropped out from formal school 3=Dropped out from informal school	4=In formal school 5=In informal school
12 Educational Level	1=illiterate 2= no formal education, but can read and write 3=yet to be admitted into school 4= pre-school 5= primary school (class 1 to 5)	6= upper primary school (class 6-7) 7= high school (class 8-10) 8= upper-secondary school (PUC) 9= technical education and vocational training 10= others, specify
16 Work Sector	1=reeling 2=twisting 3=bidi 4=bricks 5=matches 6=agarbhati 7=stone quarrying 8=garage 9=small hotel/restaurant	10=shops/small establishments 11=rag picking 12=livestock rearing 13=plantation 14=floriculture 15=agricultural labour 16=domestic labour 17= construction worker 18=small/big factory 19=assisting parents in family occupation (cultivation & livestock) 20=assisting parents in family business (petty shop & small hotel, etc) 21=assisting parents in other self-employment activities (beedi rolling, agarbhati rolling, etc) 22=assisting parents in domestic chores 23= Others, specify

Child Questionnaire
To be asked to child workers aged 5-17 years

1) Descriptive identification of sample village / block		
	Name	Code
District		
Taluk/Town		
Village/Urban Block		
Sample serial number		
Description of economic activity of the child worker		
Response code [informant :1= co-operative and capable, 2=co-operative but not capable, 3=busy, 4=reluctant, 5=others (specify)]		

2) Particulars of field operation												
Item	Field Investigator						Supervisor					
Name (block letters)												
Date of survey	Day		Month		Year		Day		Month		Year	
Total time taken to canvass this questionnaire (in minutes) [Time at start of interview a.m./p.m. Time at end of interviewa.m. /p.m.]												
Signature												

Section 3: Household Information				
[PLEASE LIST INFORMATION OF ALL HOUSEHOLD MEMBERS WHETHER OR NOT THE CHILD IS LIVING WITH THEM]				
Sl. No.	Name of Household Member	Relationship to child worker(code)	Sex [1= male, 2=female]	Whether living in the house? [1=yes, 2= no]
(1)	(2)	(3)	(4)	(5)
1.	(head of family)			
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

Codes: Column (3): Relationship: 1= self, 2= father/mother, 3= stepfather/mother, 4= brother/sisters, 5= grandparents, 6=uncle/aunts, 9= others

Section 4: Personal Information and Current Living Situation			
1.	Educational qualification: [1=illiterate, 2=literate through informal education, 3= below primary,4= primary,5= middle,6= secondary, 7=higher secondary, 8= diploma/certificate course, 9=Others (specify_____)]		
2.	Do you go to school now? [1 = yes, 2= no]		
3.	If yes to Q. 2, current Status of the school[1= formal education, 2= informal education, 3= dropped out from formal school, 4= dropped out from informal school, 5=never attended the any school]		
4.	If no to Q.2, What is the main reason that you are not going to any school?[1=cannot afford,2= because of work,3= parents did not send,4= school is too far,5= because of fail, 9=others (specify.....)]		
5.	Which documents do you have, if any, in support of your age?[1=birth certificate, 2= ration card, 3= school certificate,4= neither]		
6.	If no document (code 4 in Q.5), how do you know how old you are?[1=from parents,2= from family members,3= from school, 9= guess]		
7.	What is the main work done by your family to make a living? [1=farming, 2=fishery, 3=agricultural wage labour, 4=other daily wage labour, 5=self-employed, 6=regular employee, 9=others (specify.....)]		
8.	What is the type of your family's house? [1= Katcha, 2= Semi-Pucca, 3= Pucca]		
9.	Does your household have [1=yes,2= no]	Electricity connection?	
A		Electric fan?	
B		Individual toilet	
C		Others (specify:)	
10.	On which water supply source does the household regularly depend?	Type of water supply source 1= Mini Water Supply 2=Public Stand Post 3=Borewell with handpump 4=Private tap 5= Others, specify	1) More than adequate 2) Adequate 3) Inadequate
11.	Where are you living now? [1=employer's house, 2= at work place, 3= rented house, 4= parent's house, 5= relative's house, 9= others (specify.....)]		
12.	Does your household have any outstanding debt? [1=yes, 2=no]		
13.	If yes to Q. 12, how much (in Rs.)?		
14.	Are you paying off a debt for your family or yourself with your work? [1=yes,2= no]		
15.	How long will you have to work to pay this debt off? (in months)		
16.	Do you think that you are compelled to work by the employer? [1=yes,2= no]		

Section 5: Current Work History		
17.	How long are you working in the present job? (in months)	
18.	Why did you have to work? [1=parents had a debt, 2=parents sick / cannot work, 3=family needed more income, 4=acquiring skill, 5=ran away, 6=sold, 9=others (specify:)]]	
19.	Who put you into this job? [1=parents, 2= siblings, 3= relatives, 4= brokers, 5= self, 6= friends, 9= others (specify.....)]	
20.	How far is the workplace from your living place? (in km) ('0' is valid entry)	
21.	How do you go to work? [1=on foot,2= by bicycle, 3= motorbike, 4= not applicable, 9= others (specify.....)]	
22.	Who do you usually go to work with? [1=alone, 2= co-workers, 3= relatives, 4= not applicable, 9= others (specify.....)]	
23.	What type of work do you have to do? (3 types of work in order of time taken 1. 2. 3.	
24.	What is your normal working hours in a day? (in hours) [starting time: _____ a.m./p.m. finishing time: _____ a.m./p.m. Break time: _____ hours _____ minutes]	
25.	How many days a week do you work?	
26.	How many months did you work during the last 12 months?	
27.	Do you work under direct sun light for long hours? [1=yes,2= no]	
28.	Do you work underground, under water, at dangerous heights or in confined spaces? [1=yes (specify:), 2= no]	
29.	Is there any risk of falling, being struck by objects, being caught in or between objects? [1=yes (specify:),2= no]	
30.	Do you lift or carry or move heavy loads? [1=yes,2= no]	
31.	Do you use heavy or sharp implement? [1=yes,2= no]	
32.	Is there any risk of getting cut or burned? [1=yes,2= no]	
33.	Do you work in the surroundings of dangerous animals or insects? [1=yes,2= no]	
34.	Do you work under unhygienic/ stinky smell? [1=yes,2= no]	
35.	Do you work in a poisonous or polluted environment? (e.g. smoke, vehicle exhaust, glues, aluminium dust) [1=yes,2= no]	
36.	Do you work with toxic gases, liquids or chemical substances explosives or flammable materials? (e.g. pesticides, herbicides, insecticides) [1=yes, 2=no]	
37.	Do you work under extreme temperatures, noise, vibrations, or radiation? (e.g. melting any material) [1=yes,2= no]	
38.	Do you face any sort of problems (harass or abuse) at work? [1=yes,2= no]	
39.	If yes to Q.38, What sort of problems do you face in your job? [1=scolded, 2= slapped/beaten,3= sexual abuse,4= little or no food even if I pay for it, 5= have to work, even if ill,6= others (specify:)] [Multiple responses may be allowed]	
40.	Do you wear any protection while working? [1=not required, 2=required and used, 3=required but not use full protection wear, 4=required but not used](glasses, helmet, ear plugs, special shoes, gloves, pad on head)	

41.	What other types of work do you do, in addition to this work? [1= <i>ragpicking</i> , 2= <i>porters</i> ,3= <i>construction</i> ,4= <i>handicraft</i> ,5= <i>carpet</i> ,6= <i>agricultural labour</i> , 7= <i>drug peddling</i> ,8= <i>salesperson</i> ,10= <i>shoe-polishing</i> ,11= <i>begging</i> ,12= <i>no work</i> ,9= <i>others (specify.....)</i>] (in decreasing order of duration of work)	
42.	How much did you earn during the last month?	
43.	Who receives your payment? [1= <i>self</i> , 2= <i>parents</i> ,3= <i>relatives</i> , 9= <i>others (specify.....)</i>]	
44.	How often do you get paid? [1= <i>daily</i> , 2= <i>weekly</i> , 3= <i>monthly</i> ,4= <i>yearly</i> ,5= <i>piece rate</i> ,9= <i>others (specify.....)</i>]	
45.	What other benefits do you receive apart from monthly income? [1= <i>meal</i> , 2= <i>bonus</i> ,3= <i>medical</i> ,4= <i>credit</i> ,9= <i>others (specify.....)</i>] (in decreasing order of benefit)	
46.	What do you do with your money? (3 main expenditures in decreasing order)[1= <i>pay rent</i> ,2= <i>pay for school fees, books, uniforms</i> ,3= <i>give to parents/family</i> ,4= <i>pay some back to employer</i> ,5= <i>keep some for pocket money (to spend on cigarettes, buy marbles etc)</i> ,6= <i>pay debts (besides employer)</i> ,7= <i>food</i> ,8= <i>clothing</i> ,9= <i>others (specify.....)</i>]	

Section 6: Past Work History

47.	Did you do anything else before the current work?	
48.	If yes to Q.47	What did you do? [1= <i>ragpicking</i> ,2= <i>porters</i> ,3= <i>construction</i> 4= <i>handicraft</i> ,5= <i>carpet</i> ,6= <i>agricultural labour</i> , 7= <i>drug peddling</i> , 8= <i>salesperson</i> ,10= <i>shoe-polishing</i> , 11= <i>begging</i> ,12= <i>no work</i> ,9= <i>others (specify.....)</i>] (last two activities)
49.		
50.		How old were you when you first started working? (in years)
51.		Who put you to the first work? [1= <i>no one, self</i> , 2= <i>parents</i> ,3= <i>brothers/sisters</i> ,4= <i>relatives</i> ,5= <i>friends</i> ,9= <i>others (specify.....)</i>]
52.		What was the main reason for you to give up the previous work?[1= <i>low income</i> ,2= <i>overload of work/ hard work</i> ,3= <i>can't go to school</i> , 4= <i>insufficient food</i> , 5= <i>dismissed</i> , 9= <i>others (specify.....)</i>]
53.		Did you have to stop schooling in order to start work? [1= <i>yes</i> ,2= <i>no</i>]
54.		What was the main reason for you to start working? [1= <i>parents had a debt</i> ,2= <i>family needed more income</i> ,3= <i>parents' wish</i> ,4= <i>not willing to go to school</i> ,5= <i>ran away from home</i> ,9= <i>others (specify.....)</i>]

Section 7: Health

55.	Did you spend any day without food last week? [1= <i>yes</i> ,2= <i>no</i>]	
56.	If yes	How many days?
57.	to Q.55	Comparing with the time before working, how is your health? [1= <i>better</i> , 2= <i>same</i> , 3= <i>worse</i> , 4= <i>don't know</i>]
58.	Where do you normally go for medical treatment? [1= <i>home</i> , 2= <i>village clinic</i> , 3= <i>hospital</i> , 4= <i>medical shop</i> , 9= <i>others (specify.....)</i>]	

59.	During working, did you get sick/ wounded?	[1=yes,2= no]	
60.	If yes to Q.59, ask these questions for the last sickness/injury	How many months ago? (in completed months)	
61.		What type of illness or injury? [1= <i>back pain</i> ,2= <i>respiratory problem</i> , 3= <i>fever</i> ,4= <i>skin disease</i> ,5= <i>tuberculosis</i> ,6= <i>water borne disease</i> , 7= <i>intestinal disease</i> ,8= <i>fractures</i> ,9= <i>headache</i> , 10= <i>cough</i> ,11= <i>stomach pain</i> , 12= <i>cuts/wounds</i> ,13= <i>hand swelling</i> ,19= <i>others (specify.....)</i>]	
62.		Did you have any treatment? [1=yes,2= no]	
63.		If yes to Q.62 , whom did you consult? [1= <i>doctor</i> ,2= <i>nurse</i> ,3= <i>person in the pharmacy</i> ,4= <i>family</i> ,5= <i>employer</i> ,6= <i>traditional healer</i> , 9= <i>others (specify.....)</i>]	
64.		If no to Q.62 , why didn't you consult? [1= <i>lack of money</i> ,2= <i>no health post nearby</i> ,3= <i>not necessary to consult</i> , 9= <i>others (specify.....)</i>]]	
65.		Have you ever stopped working as being sick/ wounded? [1=yes,2= no]	
66.		If yes to Q.65 , how long didn't you work? (in days)	
67.		Have you ever been sick/ wounded but still working? [1=yes,2= no]	
68.		If yes to Q.67 , why?	

Section 8: Entertainment, perception and awareness

69.	How many days in a week do you normally have free time?		
70.	If positive entry to Q.69	When do you often have free time in a day? [1= <i>morning</i> , 2= <i>afternoon</i> , 3= <i>evening</i> ,4= <i>not fixed</i> ,5= <i>none</i>]	
71.		What do you do in your free time? (3 codes in descending order of time use)[1= <i>help parent do household work</i> ,2= <i>play cards</i> ,3= <i>play football</i> , 4= <i>go to cinema</i> ,5= <i>watch TV</i> ,6= <i>read books/newspapers</i> ,7= <i>go to school</i> ,8= <i>just sleeping</i> ,9= <i>others (specify.....)</i>]	
72.		Where do you often spend your free time? (3 codes in descending order of time use)[1= <i>shelter</i> ,2= <i>temple</i> ,3= <i>tourist and entertainment areas</i> , 4= <i>street</i> ,5= <i>visit friends</i> , 6= <i>visit relative</i> ,7= <i>playing ground</i> ,8= <i>nowhere, just at home</i> ,9= <i>others (specify.....)</i>]	
73.		What do you think are the risks of doing work? [1= <i>can't go to school</i> , 2= <i>weak health</i> , 3= <i>may die</i> ,4= <i>sexual abuse</i> , 5= <i>beaten</i> , 9= <i>others (specify.....)</i>]	
74.	Do you know the minimum age that the children can work? [1= <i>yes</i> ,2= <i>no</i>]		
75.	If yes to Q.74	What is the minimum age? (in years)	
76.		Where from did you know the minimum age? [1= <i>family</i> , 2= <i>relative</i> , 3= <i>employer</i> , 4= <i>local government</i> , 5= <i>friend</i> , 6= <i>TV/radio</i> , 9= <i>others (specify.....)</i>]	
77.	Do you think the employer treats you well? [1= <i>yes</i> ,2= <i>no</i>]		
78.	Would you recommend the work that you do to your sister/brother or friend? [1= <i>yes</i> ,2= <i>no</i>]		
79.	Do you know that you should be in school [1= <i>yes</i> ,2= <i>no</i>]		
80.	Would you like to go back to school, if arranged for? [1= <i>yes</i> ,2= <i>no</i> , 3= <i>can't say</i>]		
81.	If no to Q.80 , reasons for the same		
82.	Have you been approached earlier? [1= <i>yes</i> ,2= <i>no</i>]		
83.	If yes to Q.82 , by whom [1= <i>GO</i> , 2= <i>NGO</i> ,3= <i>Others, specify</i>]		
84.	Are you currently a beneficiary of any programmes? [1= <i>yes</i> ,2= <i>no</i>]		
85.	If yes to Q.84 , what benefit do you receive?		

Remarks of the Field Investigator:

Remarks of the Supervisory Officer:

Questionnaire for Parents
To be asked to parents/ guardian of child workers aged 5-17 years

1) Descriptive identification of sample village / block		
	Name	Code
District		
Taluk/Town		
Village/Urban Block		
Sample serial number		
Description of economic activity of the child worker		
Response code <i>[informant :1= co-operative and capable, 2=co-operative but not capable, 3=busy, 4=reluctant, 5=others (specify)]</i>		

2) Particulars of field operation									
Item	Field Investigator					Supervisor			
Name (block letters)									
Date of survey	Day	Month	Year	Day	Month	Year			
Total time taken to canvass this questionnaire (in minutes) [Time at start of interview a.m./p.m. Time at end of interviewa.m. /p.m.]									
Signature									

Section 3:			
1.	Name of the respondent		
2.	Name of the head of the household		
3.	Caste	1) SC 2) ST 3) Muslim 4) Other Minorities 5) Backward Caste 6) Others (such as forward castes)	
4.	Type of House	1) Kuchcha 2) Pucca 3) Semi-Pucca	
5.	Housing Status	1) Own House 2) Rented (Rent in Rs.....) 3) Leased in (for Rs.....) 4) Any other, specify	
6.	If the house is electrified, which of the following is it under?	1) Bhagyajyothi 2) Individual 3) Not electrified	
7.	Sanitation	1) Individual toilet 2) Community 3) No facility, use open place	
8.	On which water supply source does the household regularly depend?	Type of water supply source 1= Mini Water Supply 2=Public Stand Post 3=Borewell with handpump 4=Private tap 5= Others, specify	1) More than adequate 2) Adequate 3) Inadequate
9.	Have you received essential food commodities from the ration shop in the last one-month?	1) Yes, all items I am entitled for 2) Yes, but 3) Not received anything 4) NA (No ration card)	

10. Demographic composition of the household (*Begin with the child worker interviewed; circle the highest educated person in the household*)

Sl. No.	Name	Relation-ship with the head of the HH (Code)	Age	Sex 1=Male 2=Female	Marital status (Code)	Edu-cation (code)	If age is 5-17 years			Primary Occupation (code)	Work Sector (code)	Skills		Mention age at which started to work/ occupation
							Schooling status 1=In School 2=Drop out 3=Never went to School	Whether attending regularly 1=Yes 2=No	Working time 1=Full time 2=Part time 3=No			1=Yes 2=No	Type (specify)	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Relationship with the head of the HH: **1 = Self, 2 = Spouse, 3 = Parents, 4 = Son/ Daughter, 5 = Brother/ sisters, 6 = Grand-parents, 7 = Relative, 8 = Others, specify**

Marital status: 1 = Unmarried, 2 = Married, 3 = Widowed, 4 = Divorced, 5 = Separated, 6 = Deserted, 7 = Any other, specify

Education: 1 = illiterate, 2 = no formal education, but can read and write, 3 = yet to be admitted into school, 4 = pre-school, 5 = primary school (class 1 to 5), 6 = upper primary school (class 6-7), 7 = high school (class 8-10), 8 = upper-secondary school (PUC), 9 = technical education and vocational training, 10 = others, specify

Primary Occupation: 1 = Agricultural labour, 2 = Non-agricultural labour, 3 = Cultivator, 4 = Small business, 5 = Salaried job, 6 = Homemaker, 7 = Student, 8 = Not employed, 9 = Cannot work (disabled, aged, infant, etc), 10 = Others, specify

Work Sector: 1 = reeling, 2 = twisting, 3 = beedi, 4 = bricks, 5 = matches, 6 = agarbathi, 7 = stone quarrying, 8 = garage, 9 = small hotel/restaurant, 10 = shops/small establishments, 11 = rag picking, 12 = livestock rearing, 13 = plantation, 14 = floriculture, 15 = agriculture labour, 16 = domestic labour, 17 = construction worker, 18 = small/big factory, 19 = assisting parents in family occupation (cultivation & livestock), 20 = assisting parents in family business (petty shop & small hotel, etc), 21 = assisting parents in other self-employment activities (beedi rolling, agarbathi rolling, etc), 22 = assisting parents in domestic chores, 23 = Others, specify.

11.	Do you originally belong to the survey village/ town?	1) Yes 2) No	
12.	If No, from where and when did your household migrate?	Place: _____ Year: _____	
13.	What were the reasons for migration?		

Section 4: Parents' opinion about the working conditions of their child		
14.	Do you think it is right that your child is working?	[1=yes,2= no]
15.	If yes to Q.14 , what is the main reason?[1=family needs more income,2= child has reached working age, 3= parents cannot pay for child's education,4= child does not want to go to school , 5=child gets a meal there, 6=school quality is bad, 7= parents are not interested in sending child to school, 8=school is too far, 10=children should stay at home and look after their younger siblings, 9=others (specify.....)]	
16.	If no to Q.14 , what is the main reason?[1=child should be at school, but school is too far, 2=child should be at school but expenses are not affordable, 3=child should be at school but school is of poor quality, 9=others (specify.....)]	
17.	How many days a week does your child work?	
18.	How long does your child work per day? (in hours)	
19.	How much time does your child get for rest in a day during working hours (in minutes)	
20.	How does the child's employer treat your child? [1=bad,2=fair, 3=good, 4=do not know]	
21.	If answer to Q.20 is bad or fair , what is the bad treatment your child is subjected to by his/her employer? [1=beatings, 2=insults, 3=sexual abuse, 4=no payment, 5=long working hours, 9=others (specify:)]	
22.	How much money does your child earn per month (in Rs.)?	
23.	What sort of difficult working conditions does your child face?[1=none, 2= don't know, 3= inadequate light, 4= dust, 5=sun and heat, 6=noise 7= fire,8=carrying heavy loads, 10=exposure to chemicals, etc.,9= others (specify:)]	
24.	What health problems do you think your child may develop by doing this work?[1=none,2= don't know,3= back pain,4= respiratory illness,5= deafness, 6= burns, 7=cuts,9= others (specify.....)]	
25.	Do you think that the current working situation of your child is acceptable?	[1=yes,2=no]
26.	If yes to Q.25 , what is the main reason? [1=Bring in additional income, 2= work conditions not abusive, 9=others (specify.....)]	
27.	If no to Q.25 , what is the main reason? [1=Bad for health,2= Can't go to school, 9= others (specify.....)]	
28.	What is the most important condition that would allow your child to stop working? [1=enough income for family, 2= enough money for child's education,3= enough land for farming,4= enough money for medical/ health care, 5=schools closer to home/workplace, 6=better quality schools, 9=others (specify.....)]	

Section 5: Educational and life aspirations for their working children		
29.	If child is working and not attending the school, would you like to send the child to the school. (1=yes, 2=no)	
30.	If No, why you do not want the child to go to school?(1=family needs more income, 2=child has reached working age, 3=cannot pay for child's education, 4=child does not want to go to school, 5=school is too far, so better off to work, 6=quality of school is bad, 7=child/ children should look after their younger siblings from their earnings, 8=others, specify.....)	
31.	If child is currently attending school, what level of education do you want the child to have? (1=primary school (class 1 to 5), 2= upper primary school (class 6 to 7), 3=high school (8-10, 4=upper-secondary school (PUC), 5=technical education and vocational, 6=university/higher education, 7=others, specify.....)	
32.	What support do you expect in order to send your child to school? (1=enough income for family; 2=enough money for child's education; 3=enough land for farming; 4=enough money for medical/ health; 5=schools closer to home/ workplace; 6=better quality schools; 7=if someone takes care of child; 8=others, specify.....)	
33.	How important do you think education is for your child's/ children's future? (1=not so important, 2=somewhat important, 3=very important)	
34.	If child is not in a formal school, what kind of training do you want her/him to have? (1=bicycle repairing, 2=machine (engine, TV, radio, etc) repairing, 3=carpenetry, 4=sewing, 5=animal rearing, 6=agriculture training, 7=others, specify:)	
35.	For the training mentioned above, what is the reason?[1=getting job, 2= self-employment, 9= others (specify:)]	
36.	What do you wish your child to do when older? (1= work on farm, 2=non-agricultural worker, 3=have own business, 4=salaried job, 5=others, specify:.....)	

Section 6: Household's access to assets and services			
37.	Do you possess [1=yes, 2=no]	TV?	
38.		Radio?	
39.		Jewellery?	
40.		VCR?	
41.		Bicycles?	
42.		Vehicles (incl. scooter, motor bicycle)?	
43.		Fans?	
44.		Agricultural equipment?	
45.		Animals? Specify	
46.		Others : specify:.....	
47.	What is your primary source of energy for cooking?[1=gas,2= electricity, 3= firewood,4= charcoal,5= kerosene,6= twigs/crop waste,9=others (specify.....)]		
48.	Do you have regular access to medical centers/hospitals within the village or urban ward? (1=yes, 2=no)		
49.	What sort of social/community safety nets do you have access to? (multiple responses likely?)(1=no access, 2=micro credit, 3=community savings program, 4= BPL schemes, 5=don't know, 6=others, specify		

50. Wage income* to the household from all sources (as in 2004-05)

Sl. No. as in Qn. 10	Type of Work	No. of months		No. of days of work per month		Wages (in Rs.) paid per day**	
		Peak ^	Slack ^	Peak	Slack	Peak	Slack

* Include wage work in all economic activities (on-farm and off-farm)

** Uniformly convert wages into daily wages. ^ Specify the peak and slack seasons

51.	Is the employment obtained (only by parents) sufficient to meet your basic livelihood needs? (1=yes, 2=no)	
52.	If no, are you seeking more employment? (1=yes, 2=no)	
53.	Do you have plans to generate additional income? [1=Yes, 2= No]	
54.	If yes, what activity would you like to undertake? [1=Lease in land 2=Livestock rearing (specify), 3=Petty business (specify), 4=Small manufacturing (specify), 5=Any, other (specify)]	

55. Income from sources other than wage labour (2005-06)

Sl. No.	Source	Particulars		Gross Annual Income (in Rs.)
1	Land	<i>Extent (in acres)</i>	<i>Crops grown</i>	
	Irrigated land			
	Dry Land			
	Total Land			
2	Livestock	<i>Mention the number</i>		
	Milch animals			
	Goat/ Sheep			
	Poultry birds			
	Others (specify)			
3	Petty Business (mention the type)			
4	Trade (mention the type of trade)			
5	Service (mention the type of service)			
6	Any other, specify			
	Total			

56. Membership in local organisations

Sl. No.	Membership in any local organizations	Since when

57. Please indicate the following details on savings that you have made.

Source of savings	Do you have savings? 1= Yes 2= No	Since when	Cumulative amount (in Rs.)	Reasons for saving 1= Household crisis 2= Purchasing assets 3= Financing wedding, etc 4= Festival 5= Others, specify	Current status of account 1= Active 2= Inactive (if not saved money in the last one year)	If not saved, what are the reasons? 1= Inconvenient 2= Lack of privacy 3= Not safe 4= Long distance 5= Never with surplus funds 7= Not interested 8= Others, specify
Banks						
Post Office						
Self-Help Group						
With employer/s						
Chit fund						
Others, specify						

58. Indebtedness in the last three years.

Source of borrowing (code)	Month & year of borrowing	Purpose of borrowing	Amount (Rs.) borrowed	Type of security (code)	Rate of interest	Principal amount (Rs.) repaid	Amount outstanding including interest on date of survey (Rs.)

Source of borrowing: 1=government, 2= co-operative society, 3= bank, 4= agriculture/professional moneylender, 5=trader, 6= relatives & friends, 7= others.

Type of security: 1= no security, 2= land, 3= crop, 4= ornaments, 5= financial instruments, 9= others.

59. What support do you need in initiating and undertaking the activity?

Support	Rank if more than one
1) Training	
2) Loans to start activities	
3) Marketing	
4) Others, specify	

Remarks of the Field Investigator :

Remarks of the Supervisory Officer :

Employer Questionnaire

1) Descriptive identification of sample village / block

	Name	Code
District		
Taluk/Town		
Village/Urban Block		
Sample serial number		

2) Particulars of field operation

Item	Enumerator						Supervisor					
Name (block letters)												
Date of survey	D	D	M	M	Y	Y	D	D	M	M	Y	Y
Number of additional sheet(s) attached												
Signature												

3) Remarks by enumerator

4) Remarks by supervisor

[illegible]

SECTION II: INFORMATION ON ESTABLISHMENT AND EMPLOYER				
1.	Name of the respondent and address of the establishment			
2.	Sex (1=male, 2=female)			
3.	Age (in completed years)			
4.	For how long have you been doing this work? (years)			
5.	Describe the activity of the establishment (codes to be given).			
6.	Ownership status of this establishment (1=individual, 2=family owned, 3=partnership, 4=private limited company, 5=public limited company, 6= others specify.....)			
7.	What is your status in this establishment? (1=owner or one of the owners, 2=manager, 3=partner, 4=others, specify.....)			
8.	How many persons are working in your establishment?			
9.	Out of them	How many are unpaid family workers?		
10.		How many are in the age-group 5-14?	Male	
			Female	
11.		How many are in the age-group 15-17?	Male	
			Female	
12.	Whether type of work done is skilled? [yes -1, no-2]	Age-group 5-14	Male	
			Female	
13.		Age-group 15-17	Male	
			Female	
14.	How do the child workers come to work for you? (1=I recruit them myself, 2= other children refer them, 3= they come on their own, 4=parents indebted to me, 5=Parents send their children to work for me, 6= through middlemen, 7=other specify.....)			
15.	If (1) in Q.14 then fill 15	What is the process of recruiting them? (1=through middlemen, 2= I target children from the near by villages, 3= I target siblings of current child workers, 4=other, specify		
16.	What are the advantages of employing child workers?[1= suitable for work, 2= less wages can be paid, 3= no trade union problem, 4= obedient, 5=others specify, 6=no advantage]			
17.	If response is (1) in Q.16, can you elaborate in what ways employing child labour is suitable for work? (codes to be provided later)			
18.	Is technology used in the production responsible for employing child labourers? (1=yes,2=no)			
19.	If yes, what changes in the technology should be made so that child labour need not be employed?			
20.	What support do you need in this regard? (codes to be given later)			
21.	If no to Q.18, how technology does not contribute to the employment of child labour?			
22.	Are the total working hours per week for children different from others? [yes-1, no-2]			
23.	Do you give any break at work? [yes-1, no -2]			
24.	If yes to Q.23, how long is the total time for break? (in minutes)			
25.	How much do you pay for the child worker per month on an average in cash? (in Rs.)			

26.	How do you pay the remuneration to the child worker? (1=in cash, 2=adjusted towards parents debt, 3=partly in cash and partly adjusted towards debt, 4=adjusted towards food, clothing & shelter, 5=others)	
27.	What are the other benefits that you give to child workers apart from the wages?[meal -1, bonus -2, medical -3, others (specify:) - 4]	
28.	What would be imputed value of other benefits per month? (in Rupees)	
29.	What tasks are performed by the children 5-14 years? (codes to be given later)	
30.	What tasks are performed by the children 15-17 years? (codes to be given later)	
31.	What sort of difficult working conditions do your child workers face?[none -1, don't know -2, inadequate light -3, dust -4, sun and heat -5, noise -6, fire -7, carrying heavy loads -8, exposure to chemicals, etc. -10, others (specify: ____) -11]	
32.	What type of health problems do you think they might develop from this type of work? [none -1, don't know -2, back pain -3, respiratory illness -4, deafness -5, burns -6, cuts -7, others (specify.....) -9]	
33.	Are you aware that it is illegal to employ children? [yes-1, no -2]	
34.	Do you provide your workers some kind of protection for their working?[yes -1, no -2, not required -3]	
35.	If yes to Q. 34 , what sort of protection do you provide with them?[gloves -1, boots -2, face mask -3, hat -4, goggles -5, pad on the head -6, others (specify:) -9]	
36.	What is the appropriate age for recruiting a child? (years)	
37.	What do you do when a child is sick? [nothing -1, give him/her medicines -2, take him/her to see a doctor -3, give him/her time off -4, substitute him/her -5, others (specify.....) -9]	
38.	Would you give the child time off to go to school? [yes-1, no -2] (if not going to school)	
39.	If no to Q.38 , what is its reason? [child would be too tired to work -1, child does not have specified spare time -2, child may be misguided by others -3, others (specify.....) -9]	

Questionnaire for Community Level Organisations

(Note: This questionnaire has to be canvassed to all the organisations currently operating in the village/ urban ward)

Survey site information

	District	Taluk/Town	Village / Urban Ward	Sl. No.
Name				
Code				

1.	Name of the organisation	
2.	Type of organisation	1) Self-Help Groups 2) Grama Panchayat 3) School Development and Management Committees (SDMCs) 4) Anganwadi Centre 5) Watershed Committees 6) Trade union 7) Others, specify
3.	Year of formation	

4. Head of the organisation profile

Name the person who is heading the organisation	Sex 1=Male 2=Female	Age	Education (code)	In which year assumed the leadership role

Education: 1= illiterate, 2= no formal education, but can read and write, 3= pre-school, 4= primary school (class 1 to 5), 5= upper primary school (class 6 to 8), 6= lower-secondary school (class 9-10), 7= upper-secondary school (class 11 to 12), 8= technical education and vocational training, 9= others (including university graduate and over), specify

5.	Are you aware that children below 14 years should not be working?	1) Yes 2) No
6.	If yes, how did you come to know?	1) Newspaper 2) Training programme 3) Radio, TV 4) Others, specify
7.	Does your village have child labourers?	1) Yes 2) No
8.	If yes, what are the activities in which they are involved?	
9.	Can you provide the approximate number of child labourers in your village?	1) Yes 2) No 3) Can't say
10.	If yes, what is the total number of children?	
11.	Was your organisation associated with any intervention relating to combating child labour?	1) Yes 2) No

12. If yes, give the following details?

Type of Intervention	Who supported/ requested you to undertake this activity
1=Identification 2=Helping in rehabilitation 3=Training 4=Awareness to parents 5=Awareness to teachers 6=Others, specify	1=NGO 2=Government (specify the department) 3=Others, specify

13.	If identification has been done, do you have the list of children identified? <i>(If Yes, collect the copy of the list)</i>	1) Yes 2) No
14.	If no to qn.11, why was your organisation not associated with any intervention relating to combating child labour?	1) Lack of awareness on how to intervene 2) Lack of financial support 3) Don't know 4) Never thought of 5) Others, specify
15.	If there is a request from the government, will you start some initiatives?	1) Yes 2) No

16. If yes, what type of interventions are you most comfortable with?

Type of Interventions	Rank/ Priorities
1) Providing awareness	
2) Education motivation	
3) Identification	
4) Others, specify	

17.	What type of support do you need for undertaking the most important intervention as mentioned in Qn.16?	1) Books, posters, etc 2) Training 3) Exposure visit 4) Others, specify
18.	Total amount of savings since inception? (in Rs.)	
19.	Have they obtained any revolving fund from any agencies such as SGSY?	1) Yes 2) No
20.	If yes to qn.19, in which year it was obtained?	
21.	What was the total amount (in Rs.)	
22.	Have they obtained any loan from the bank?	1) Yes 2) No
23.	If yes, which year and what was the total amount?	Year: _____ Amount: _____

Community/Village Level Questionnaire

Survey site information

	District	Taluk/Town	Village / Urban Ward	Sl. No.
Name				
Code				

I. Basic Information

- 1) Type of road this community has access to?
(1=asphalted, 2=katcha/mud road, 3=None)

- 2) Distance to (in kms)
- a) Nearest town _____
- b) Grama Panchayat headquarters _____
- c) Taluk headquarters _____
- d) Nearest bust stop _____

3. Services and Facilities

Sl. No.	Service / Facility	Is this facility available in the village? (1=yes, 2=no)	If no, mention the distance (in kms.)
1.	Post Office		
2.	Bank		
3.	Market		
4.	Bus Stand		
5.	Public Distribution Centre		
6.	Public Telephones		
7.	Public Health Centre		

II. Agriculture (For Rural only)

- 4) Land use pattern

	Area under forests	Land not available for cultivation	Cultivable waste	Current fallows	Net sown area	Total	Irrigated area	Predominant source of irrigation
Area in acres								

III. Employment

5) Details of occupation in the village/ ward

Type of activities	Number of months in a year	Average daily wage (Rs.)			Number of months in a year	Average daily wage (Rs.)		
	Peak	Male	Female	Child	Slack	Male	Female	Child

6) Details of schooling in village/ ward

	Angana-wadi	Primary school	Middle school	High school	Bridge school
1) Are the above mentioned schools there in the village? (1=yes, 2=no)					
2) If yes, specify the number?					
3) Type of school (1=government, 2=private, 3=NGO)					
4) Mid day meal provided (1=yes, 2=no, 3=NA)					
5) Number of co-education schools					
6) Number of teaching staff					

(Note: from sl.no. 3 to 6, take details for each school, if more than one)

7) Vocational Training Institutes (VTI) List all the VTIs that are serving, or have served in the past 5 years, this community. (the physical location of the VTI may not be within the geographical boundary of ward/village)

Sl. No.	Particulars	VTI-1	VTI-2	VTI-3
1.	Name of VTI			
2.	Year it began			
3.	Year it Ended			
4.	Number of years VTIs has been active			
5.	Who initiated the project (1 = government, 2 = non-governmental org (NGO), 3 = community led, 4 = religious group, 5 = public company, 6 = private sector, 7 = others, specify)			
6.	Type of training provided (1 = tailoring/ embroidery, 2 = automobile repairing, 3 = computer training, 4 = mechanical training eg. plumber, fitter etc., 5 = electrical and electronics e.g. TV mechanic, electrician, 6 = screen printing, 7 = driving, 8 = food processing, 9 = toy making, 10 = glass cutting, 11 = engraving, 12 = others, specify.....)			
7.	Duration of training (1 = less than 3 months, 2 = 3-6 months, 3 = 7-9 months, 4 = 10-12 months, 5 = over 12 months)			
8.	Cost of training (Rs.)			
9.	Does it serve people with different standards of living? (yes = 1 no = 2)			
10.	No. of trainees attending at present?			
11.	Who are the trainees? (write codes in descending order of major groups) (1 = < 12 years boys, 2 = < 12 years girls, 3 = 12-15 years boys, 4 = 12-15 year girls, 5 = 15-18 years boys, 6 = 15-18 years girls, 7 = 18-35 years men, 8 = 18-35 years women, 9 = > 35 years men, 10 = > 35 years women)			
12.	What is the minimum criterion to join the program? (1 = none, 2 = VIII standard, 3 = X standard, 4 = XII standard, 5 = age criteria, 6 = other, specify.....)			
13.	Is any certificate given? (1 = from local government, 2 = from state government, 3 = from central government, 4 = from private body, 5 = from affiliated organisation, 6 = no certificate given, 7 = others, specify.....)			
14.	Current employment possibilities (% of manpower trained during last one year)			
	Self Employed			
	In Industry			
15.	Perception about training provided (1 = content not useful, 2 = poor content, 3 = poor quality trainers, 4 = only supplementary employment possibility, 5 = content useful, 6 = well trained trainers, 7 = alternative employment possibility)			

8) Any Adult literacy programme in the community in the last five years ? Yes : 1 / No: 2

IV. Health

9) Give the following details about the health facilities and personnel of the community

Sl. No.	Personnel / Facility	Within the village (1=yes, 2=no)	If no, specify distance in kms
1.	Public Hospital		
2.	Private Hospital		
3.	Dispensary		
4.	Pharmacy/ Medical Stores		
5.	Family planning clinic		
6.	Health care center/Clinic		
7.	Maternity Home		
8.	Auxiliary Nurses Mid-wife Centre (ANM centre)		
9.	Any other, specify		

V. Social Capital

10) List all the SHGs that are serving or have served in the past 5 years, this community

Sl. No.	Name of SHG	Who initiated the institution? 1 = government SHG, 2 = community led SHG 3 = national bank 4 = non-governmt. org (NGO) 5 = religious group 6 = caste associations 7 = youth associations 8 = other (specify.....)	When started (mention year)	Whether currently active? (1=yes, 2=no)	Type of assistance provided 1=savings 2=credit 3=others specify.....)
1.					
2.					
3.					
4.					
5.					

11) Are there any SDMCs in your village? (1= yes, 2=no)

12) If yes, specify number _____

13) Describe the type of assistance provided by the SDMCs.

- a) _____
- b) _____
- c) _____

VI. PROGRAMME & NGO ACTIVITY

14) Details of NGOs working in your village/ ward.

Sl. No.	Name of NGO	When started (specify year)	Type of Assistance provided (multiple responses likely) (1=technical, 2=credit, 3=education, 4=food aid, 5=formation SHGs, 6=bridge schools, 7=any other, specify)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

15) Details of government projects/ schemes initiated in the village/ ward in the last five years.

Sl. No.	Type of Project	1 = yes 2 = no	Number of beneficiaries where applicable	Specify constraints faced
1.	SGRY			
2.	SGSY			
3.	PMGSY			
4.	Old age pension			
5.	Maternity			
6.	Widow pension			
7.	Housing schemes			
8.	Sanitary			
9.	Others, specify			

Please read the instructions before filling the questionnaire

Particulars	SUPERVISOR	OFFICE	DATA ENTRY PERSONNEL
Name			
Signature			
Date			
Results [see code below]			

(code for results: 1=questionnaire completed, 2=questionnaire partly completed)

Annex 1.3: Instructions to the field staff

INTRODUCTION

The ensuing fieldwork guidelines will be useful to the field staff during the collection of qualitative and quantitative data under both the intensive and extensive surveys. The note provides general instructions to the field staff covering their roles and responsibilities, attitude in the field, approach and so on. This instruction note has been prepared with the intention of conducting fieldwork smoothly and effectively by providing common understanding to all the field staff on how fieldwork is to be carried out.

The instructions given here have to be carefully read and internalised by the field staff. Any failure to adhere to these instructions is likely to lead to the failure in the accomplishment of the tasks on hand.

GENERAL INSTRUCTIONS TO THE FIELD LEVEL WORKERS

Five field teams will operate simultaneously. Each field team will consist of a supervisor, two enumerators, two PRA facilitators and one field investigator. The team is expected to complete the fieldwork in a village in 2 days. The responsibilities of each of the members and instructions are given below.

Roles and Responsibilities

Enumerators

- ➡ Canvass listing questionnaires among all the households of the sample villages and wards assigned to her/him.
- ➡ Assist the supervisor in the selection of sample child labourers.
- ➡ Identify the locked houses and ascertain the reasons for the same.
- ➡ If the members of the locked house have migrated, find out whether there are children in these households and if yes, find out the details on where they are working and in which sector.
- ➡ Assist the field investigators and supervisors to identify the households from which sample children have been selected for detailed survey.
- ➡ Review each questionnaire when the interview is over. The responses should be clear and the handwriting should be legible.

Field Investigators

- ➡ Canvass child, parent and employer schedules among sample children, parents and employers identified by the supervisors.
- ➡ Canvass questionnaires among representatives of the community level organisations.
- ➡ Complete canvassing of schedules assigned by the supervisors.
- ➡ Bring to the notice of the supervisor whether any case study can be prepared out of the children/ parents/ employer interviewed.
- ➡ Review each questionnaire when the interview is over. The responses should be clear and the handwriting should be legible.

Supervisors

- ➡ Undertake transect walk to mark the boundaries of the localities in the village/ urban wards.
- ➡ Assign work to enumerators and ensure systematic coverage of villages/ wards.
- ➡ Undertake periodic checking of the work of the enumerators.
- ➡ Submit a report on the number of households covered by each enumerator and quality of work.
- ➡ Review each questionnaire when the interview is over. The responses should be clear and the handwriting should be legible.
- ➡ Conduct focus group discussions to build community profile

- ➔ Provide all support and guidance to ensure complete enumeration of all households

 1. Allot the list of selected households for canvassing child, parent and employer questionnaires to the field investigators.
 2. Always provide a list of reserve households so that field investigators can replace the houses which are locked.
 3. Periodic checking of the questionnaires filled in by field investigators.
 4. Clear the doubts, provide clarifications and sort problems that may arise during the canvassing of questionnaires.
 5. Check all the questionnaires thoroughly so that they are ready for data entry.
 6. Ensure timely completion of the fieldwork.

Approach

The first impression is the best impression. Therefore, it is essential to open the interview with a pleasant face and address the respondent respectfully before one proceeds with the introduction. It may help the investigator if the introduction begins with this: *My name is _____. I am a representative of the Institute for Social and Economic Change (ISEC), Bangalore. We are conducting a survey for the International Labour Organisation (ILO) in two districts of Karnataka, namely, Bidar and Chamarajanagar. I would like to talk to you and obtain some information.* Please note that mentioning “child labour project, etc” is not necessary, as these are sensitive issues which may lead to concealing the information.

There is no need to adopt an apologetic manner or use questions/statements such as “**Are you too busy**”, “**Would you spare a few minutes**”, or “**Would you mind answering some questions?**”. Such questions invite refusal. Rather, the respondent may be approached with statements such as, “**I would like to ask you a few questions**”, “**I would like to talk with you for a few moments**”.

If the respondent is hesitant or asks the purpose of the study, he/she must be assured that the information collected will remain confidential, no individual names will be used for any purpose other than for writing report, which will ultimately help them.

Attitude

- 1) Maintain neutrality and politeness throughout the interview.
- 2) Most people are polite and tend to give answers that they think the interviewers want to hear. It is, therefore, very important that the interviewer remains neutral. Never, by the expressions or tone, the respondent should be allowed to think that she/he has given the “right” or “wrong” answer to the question.
- 3) One must not prejudge the ability and the knowledge of the respondent and should not assume that the people from rural areas or those who are less educated or illiterate are ignorant.
- 4) There is little that is not true. If the interviewer finds any overtly false information, it can be clarified (without making a claim that the response was wrong) and if the respondent insists on the same response then the same may be recorded with relevant comments.
- 5) The interviewer should become familiar with the field procedures, and know how to handle the various problems that she/he may experience during fieldwork.
- 6) The interviewer should mingle with the people and at the same time not get involved in their personal issues.
- 7) The research involves interviewing many poor households, the investigators should not show any kind of discrimination or bias towards them.
- 8) There may be some troublemakers in the village who may create problems to the investigators, but they should be dealt with carefully, with the support of villagers and with a balanced temper.

- 9) A congenial atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic and responsive person. The investigator should be empathetic with the people and this facilitates eliciting correct information.

Conducting Fieldwork

- 1) The interview should be conducted in Kannada language. In case the investigator faces difficulty in this regard, the supervisor should be contacted.
- 2) The interviewer should not reveal the responses recorded in the questionnaires to anyone.
- 3) Before agreeing to be interviewed, the respondent may ask some questions about the survey or how she/he was selected for the interview. It is better to be frank and pleasant while answering them.
- 4) The respondent may also be concerned about the length of the interview. The respondent may be briefed about the time it takes to fill the questionnaire.
- 5) If the respondent gives ambiguous answers, it may be tackled by asking questions such as:- **“Can you explain a little more?” “I did not hear you properly, could you please tell me again?”**
- 6) If the respondent's answer is not relevant to a question, there is no need for prompting her/ him by saying something like “I suppose you mean that.....Is that right?”. Rather, it should be probed in such a manner that the respondent himself comes up with the relevant answer.
- 7) There will be situations where the respondent simply gives an irrelevant answer, acts very bored or detached, contradicts something she/he has already said, or refuses to answer the question. In such cases, the investigator must try to re-interest her/him through conversation. On NO account expectations should be raised.
- 8) The questions be asked slowly to ensure that the respondent understands what she/he is being asked. The respondent should be given enough time to digest the question. If one feels that the respondent is answering without giving much thought, just to speed up the interview, then the respondent should be brought round by making such statements as “There is no hurry. Your opinion is very important. Please consider your answers very carefully”.

Others

- 1) The field team should proceed to the fieldwork only after full understanding of the instructions. Any deviation from the instructions given will be severely dealt with.
- 2) At the end of the day, the enumerators and field investigators shall report to the supervisor on the day's work, bring any difficulties faced during the day, if any, and get sufficient clarifications. Handover the filled in questionnaires on the same day.
- 3) The supervisor will assign the work for the following day in the evening of every day. The enumerators and field investigators will receive the work assigned, and they should quickly review and seek clarifications, if any, in the same evening.
- 4) The completed questionnaires should be handed over to the supervisor for checking them.
- 5) Mistakes and errors in the questionnaires will not be entertained. Any serious errors in the questionnaires caused due to negligence of the investigators may involve recanvassing the questionnaires without pay at one's own cost or termination from the job.
- 6) All information should be recorded on the questionnaires provided. Additional information will have to be recorded on a separate sheet against the questions in the schedules and attach the same with the main questionnaire.
- 7) Before starting the individual interviews, the cover page of the schedules should be filled carefully.
- 8) The quality of information is very vital in research. To redoing research means increased costs and wasted time. Hence, all members of the field team should remember to check the quality every time they complete an exercise.

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- 9) If the investigator needs to make calculations, the margins or back of the questionnaires can be used. Use only pencil to record the responses but it should be always sharp. So use sharpeners regularly. Use the space provided at the end of the questionnaire to record qualitative statements, if any.
- 10) Supervisors will have the powers to terminate enumerators and field investigators, if the work is not satisfactory or conduct is not proper and/ or if they are found to be incompetent.

Annex 1.4: Training manual

INTRODUCTION

This section provides guidelines to fill in the questionnaires. In all, six questionnaires are to be canvassed at the village level apart from PRA exercises. These are listing proforma, questionnaires for child, parent, employer, building community profile and questionnaire for community level organisations. This manual will cover the following modules: (1) understanding child labour and introduction to the baseline survey, and (2) understanding the questionnaires. Chart A provides objectives of the questionnaires to be canvassed at the village level.

Chart A: Village Level Instruments

Type of method and instrument	Objective
	PRA methods
Community questionnaire	Builds the information at the community level on contextual factors, institutions, etc., for the project to find out the potential partners at the village level. By taking this instrument as a checklist, focus group interviews will be conducted with groups such as head master and teachers, leaders of SHGs, etc.
Mapping and ranking of child labour problems in selected areas	Focus group discussion is the main technique. With the help of a checklist, an attempt will be made to find causes, past strategies and future programmes needed to combat child labour and reduce economic exploitation among adolescents.
Case studies	Experienced investigators will build case studies on those enterprises which are adopting methods and technology that perpetuates the problem of child labour. Case studies will also be built on children and parents.
	Quantitative methods
Listing questionnaire	Aims to collect information on all children and adolescents in the villages and urban wards.
Child questionnaire	Elicits information on the nature of child labour problem and builds baseline data relating to performance indicators.
Parent questionnaire	Collects information on the nature of child labour problem and builds baseline data in relation to performance indicators. In addition, it also seeks to elicit the information on aspirations of parents regarding the income generating activities.
Employer questionnaire	Builds information on the nature of child labour problem and the extent to which technology and methods contribute to the child labour problem.
Community level organisations	Collects information on organisations such as gram panchayats, SDMCs, SHGs, anganawadi centre, trade unions (including those at the district level) etc., on perceptions on child labour, past interventions in the area and future interventions, if any.

UNDERSTANDING CHILD LABOUR AND INTRODUCTION TO THE BASELINE SURVEY

Who is a Child

It is 'age' that is generally used by international institutions to define a child. The rights and protection of a child are accorded for those under the age of 18 (the UN Convention on the Rights of the Child, and the ILO Worst Forms of Child Labour Convention No. 182), and for employment purposes, the minimum age is set at 15 (ILO Minimum Age Convention No. 138, 1973). In the Indian context too, age is used to define a child and a 'child' is considered as any person who has not completed his or her fourteenth year.

In the context of child labour, a working definition of a child may be a person below the age limit of 15 years, as set by the Minimum Age Convention No. 138 (1973), or 18 years for hazardous work, as set by the Worst Forms of Child Labour Convention No. 182 (1999). In the wider context of the UN Convention of the Rights of the Child (1989), the age limit of a “child” is set at 18 years.

What is Child Labour

The term “child labour” is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. In other words, it refers to work that:

- * is mentally, physically, socially or morally dangerous and harmful to children, and
- * interferes with their schooling:
 - by depriving them of the opportunity to attend school
 - by obliging them to leave school prematurely; or
 - by requiring them to attempt to combine school attendance with excessively long or heavy work.

Not all work done by children should be classified as child labour that is to be targeted for elimination. Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children’s development and to the welfare of their families; they provide them with skills and experience, and help in preparing them to be productive members of society during their adult life.

UNDERSTANDING THE QUESTIONNAIRES

Checklist

Before going out to interview, the following list should be carefully checked.

List of places to be covered	ID/ Letter, if any
Fieldwork guidelines & Training manual	Sufficient number of Questionnaires
Pencil, eraser, sharpener and marker	Control Log Form

Phase I would cover listing proforma, building community profile and questionnaire for community level organisations.

1) Listing Proforma

Listing proforma is a complete enumeration/census of **ALL** types of child in the age group of 5-17 completed years in the selected target areas (i.e. villages/ urban areas in which the project will be implemented). This would assist in estimating the total child labour supply in the selected target areas. This information will be used immediately to identify direct project beneficiaries. Some of the specific instructions are as follows:

- * Serial numbers should be filled sequentially after the complete enumeration of all households in a particular village/ urban block.
- * For each village/ urban ward, the serial number will have to begin with ‘1’ i.e. no continuous numbering. As a result, there can be identical serial numbering among different villages/ urban wards.
- * Name along with aliases (nick name/ popular name), if any, should be clearly mentioned.
- * Type of the house:
 - *Pucca*: Houses using high quality material throughout for floors, walls and roof.
 - *Semi Pucca*: Houses using partly low quality and partly high quality material.
 - *Katcha*: Houses made with mud, thatch or other temporary material.

- * In the event of any discrepancies in the age of a child, cross-checking of age needs to be done with the help of age proof documents.
- * For education field, suppose the response comes as “has no formal education but can read and write”, this piece of answer should be cross-checked by asking the child to read or write something.
- * For schooling status,
 - informal school refers to bridge schools, madrasas/ashrams (imparting religious education), tuitions etc.
 - formal school refers to any registered or aided government, private schools, etc.
- * With regard to crosschecking the regularity of attendance in the school, the following strategy may be adopted.

In the presence of child

- “ಬಿಸಿ ಉಟ ಕೊಡುತ್ತಾರಾ....?”
- What is the attendance before ಬಿಸಿ ಉಟ and after ಬಿಸಿ ಉಟ ?

In the presence of parent

- Ask parent whether child comes back home after the ಬಿಸಿ ಉಟ
- * Probe further or crosscheck only when you suspect that the household is not sending the child to school.
- * To elicit the working status of the child, it would be better to begin by asking “ಮಗ/ ಮಗಳು ಏನು ಮಾಡುತ್ತಾ ಇದ್ದಾನೆ/ಳಿ?” In order to capture the working status further, ask question “what do child do before going to school and after coming from school?” Can have presence of situation! This question is not necessary when the child’s age is 6 years. But this question becomes crucial when the child is more than 10 years old, as there may be a possibility of the girl child assisting parents in domestic chores and boy child helping the parents in the household economic activity.
- * Work Sector – In case the child has two occupations, the dominant/primary occupation is to be taken as the work sector. Consider the most recent work.
 - If there is a clear employee-employer relationship, it would be taken as ‘non-household/enterprise’.
 - If the child is working with the relatives and having economic gains then the relatives shall be treated as employers.
- * Collect the correct address of place of work.
- * Sampling serial number is only for working children.
- * Sample child number is the number given to child labourers after drawing sample by adopting random sampling method.
- * Selection of child labourers for benchmark survey would be as follows. If the total number of child labourers is less than 10 in a village, then consider all the 10 workers to collect benchmark data, i.e., for direct interventions. If the workers exceed more than 10, then consider 4 per sector. For example, in village A, 20 child labourers exist in 5 different sectors, then select 4 child labourers per sector.
- * It is to be emphasized that the enumerators would need to be very careful about noting down the name, **age** and the **address** of the child labourer. The correct age of the child is required because it is on the basis of age that he/she would be enrolled in the appropriate level of schooling. Also, the subset of child labourers that would be selected would be as per the grouping according to age, viz., 5-8 years, 9-13 years and 14-17 years. As far as the address is concerned, it would be required in Phase II when detailed profile of the selected beneficiaries is to be built up and hence, these children have to be traced. In other words, the investigators would be going back to a subset of these very children to canvass detailed questionnaires. Hence **it is very necessary to ensure great accuracy in noting down complete and correct address** of the child. Since most child labourers live in areas without any permanent address and house numbers, provide land marks to identify where children are staying.
- * There has to be a focus on enlisting **girl child labourers** as there is a possibility of “missing girls”. Extra effort will be required to identify them and later on to include them as beneficiaries for the project.
- * Remarks wherever required should be given on the main page neatly. If required, back side of the page may be utilized for the purpose.

- * Enumerators to probe further whenever the case of child labour exists.
- * Supervisor to revisit the households of child labour cases.
- * Enumerators should necessarily crosscheck the age whenever the age is 16-17 years which is boarder cases.
- * As soon as the canvassing of questionnaire is completed for a household, enter CDD and encircle with a box i.e. CDD at an appropriate place. If necessary, please check with the household member/s for the appropriate place. The common spaces could be on compound wall/ house wall/ etc.

Some **expected problems** that might be faced during the listing survey.

- * How to enter all the required details in col.1 of the listing proforma?

Clarification: The following example provides a pattern which could be followed.

No: 202
H-GF: Ramappa
F: Linganna (cycle Linga)
M: Savithramma

[Here, H-GF stands for the Head of the household & grand father; F=father; M=mother]

- * Do we also need to enter in col.5 the number of children who are not in the age group of 5-17 years?

Clarification: Yes, the following pattern should be followed.

- o Enter "0" [If no children]
- o Enter the exact number of children [If children are between 5-17 years]
- o Enter "2, but < 4" or "3, but >17" [If children are < 5 or > 17 yrs]

- * If a child is, say 16½ years of age, in such cases what age is to be taken?

Clarification: Take completed age as on last birthday. So, in this case, the age mentioned will be 16.

- * How do non-registered schools and madrasas be dealt with, formal or informal?

Clarification: All informal teaching institutions like bridge school, madrasas, ashrams that are not recognized, tuitions etc. are to be treated as informal (part-time) schools.

- * In case of discrepancy between observation and age proof, what is to be taken as more authentic?

Clarification: Age should be probed in great detail. Age proof documents like ration card, school certificate etc., should be verified. If the age written in ration card seems to be higher than the actual age, investigators' discretion is recommended since age as shown in ration card may not be accurate because of vested reasons. But, if high school certificate is available, age mentioned therein is to be taken as the final word. In the case of dropouts, ask "when did he/ she leave the school?" Accordingly, crosscheck the age mentioned by them.

- * If a child works during school holidays, is he/she to be treated as a child labourer for listing purposes?

Clarification: No, a child working during school holidays only is not to be treated as child labour.

- * What if the child labourer works in two different sectors? Which one is to be taken primary?

Clarification: In case the child has two occupations, consider dominant /primary where child spends more time as work sector. In case of non-specified working sector, code it 'any other' and specify the work sector. Please consider the current work of the child.

- * What if the house is locked?

Clarification: If the house is locked and the members have gone on a long trip then the information can be collected from neighbours who know all the details about their children. If it is only a temporary locking for the day, then revisit the house and collect the details. Please don't consider cow yard, store room, etc., as one individual house.

- * What if a child is staying with his relatives and is working. Whose name will be mentioned in the column one?

Clarification: In the case where child is living with the guardian, then the name of the guardian should be mentioned. If he is living with his relatives then the child's parents name will be filled in and in the remarks column it should be mentioned that the child is currently staying with its relatives.

Once all the enumerators under each Field Supervisor (FS) have submitted their Listing schedules, one of the FS shall add the Listing serial number and merge the lists. This completes the Phase I at the end of which the census information of all the children in the age group of 5-17 years is available and every child has a code attached with him/ her (as generated by the software) which can be used to extract the information that was collected in Phase I. This set shall then be used to select the beneficiaries thereafter which begins Phase II of the Survey.

2) Community Questionnaire

The community questionnaire is designed to: a) collect communities perception regarding child labour and services available; and b) measure some of the constraints facing the community so that this information can facilitate programme needs. It contains questions regarding community level infrastructure and resources, access to services, quality of services, community priorities, perceived returns to education by community members, community institutions, sources of vulnerability, availability of safety nets, community profile and community livelihood strategies.

Further, the questionnaire also includes Institutional mapping, i.e., a mapping of service providers in terms of NGOs, government agencies, public, private agencies providing social safety nets or other services, the coverage, provision, utilization of services etc. This mapping exercise will help the Project to identify strong potential partners with whom they can collaborate in the provision of interventions.

To do so, a number of informed people must be interviewed in the community. At a minimum, four people should be interviewed representing the following three groups:

- Community Leaders (e.g., chief, municipal officials, town clerks)
- Teachers or Health Workers
- Village elders
- Women

Typically, people have to be selected for answering questions about the relevant sections, e.g., school teacher/ headmasters answering related to school facility in the community.

A more useful exercise would be the filling of the Community questionnaire upfront, i.e., even before the Listing exercise of Phase I is carried out as it would serve the needs of the Survey better. The contents of the questionnaire would give a broad understanding of the infrastructure available in the area in terms of education, health, anganawadi; local leadership pattern, attitudes, opinions, reactions etc. These details would facilitate the filling up of individual questionnaires. The contents of the questionnaire can be revisited jointly and it can be decided as to how, where, when and by whom they are to be filled up.

Certain points to be remembered

- * For the purpose of the survey, the community is the geographical area in which households are being interviewed and the people within that area.
- * All distances should be measured from the approximate centre of the community.
- * Facilities and organizations that serve the community include those within the community boundaries (or very close by) and those that are commonly used by many people in the community (even if further away).
- * No bias to any particular group of the community or any person or any profession etc., to be exhibited.

Some anticipated problems

1. Who are all to be included in community group?

Clarification: The community leaders, religious leaders, health workers and women etc, i.e., representation to be given to all sections of the community. Group should be formed in odd numbers like 5, 7 or 9 so as to arrive at a result in case of any difference in opinion on certain issues.

2. What if the Vocational Training Institutes (VTIs) are currently non-functional but were functioning previously?

Clarification: If the VTIs are currently non operational, but have been in operation in the last 5 years, they should be mentioned.

3. Whether maternity homes have to be pure maternity homes or they can be a part of a larger set up of a hospital and whether Maternity homes belonging to only that ward are to be mentioned?

Clarification: All maternity homes, whether independent or part of hospital are to be included. Such homes if situated outside the ward but cater to the needs of the people of the ward are also to be mentioned.

Similarly, schools and hospitals situated anywhere, but if they cater to the needs of the people of the ward need to be mentioned.

3) Community Level Organisations

Community level organisations questionnaire has to be canvassed to all the organisations currently operating in the village/ urban ward. The purpose of this questionnaire is to capture the awareness level of these organisations on child labour issues and type of interventions they are comfort with.

In **Phase II**, the direct beneficiaries so selected have to be canvassed in greater detail. For every child selected, two questionnaires have to be filled in -

1. The Child Questionnaire
2. The Parent Questionnaire

In addition, the selected Employer Questionnaire has to be filled in.

4) The Child Questionnaire

The respondent for this questionnaire is the child labourer himself/ herself. **If the child is not able to respond properly, then assistance can be taken from some other person. In such a case, the person's identification must be mentioned at end of the questionnaire.**

Certain Points to be Remembered

- ✱ Those living under the same roof and having the same kitchen would be considered to be part of the same household.
- ✱ Children under 18, unmarried, and living temporarily in another population point to study must be included in the list of household members no matter how long they have been absent from the selected address.
- ✱ Young adults (aged 18 and older) who are not living with the family because of studies in another population point, because of military service, or some other reason are *not* to be included in the list of household members.

5) Parent Questionnaire

Type of the house:

Pucca: Houses using high quality material throughout for floors, walls and roof.

Semi Pucca: Houses using partly low quality and partly high quality material.

Katcha: Houses made with mud, thatch or other temporary material.

Some anticipated set of problems and their clarifications are given as follows:

1. Whether the details of all the members of the household are required to be taken even if they do not reside there?

Clarification: Those living under the same roof and sharing the same kitchen shall be treated as one household, if a son is married and lives under the same roof but has a different kitchen then they shall be treated as two different households.

2. If the child is living here with relatives then who are to be treated as family- parents or guardians?

Clarification: If the child is living with relatives then the parents schedule should not be filled, instead employer schedule is to be administered.

6) Employer Questionnaire

Certain Points to be Remembered

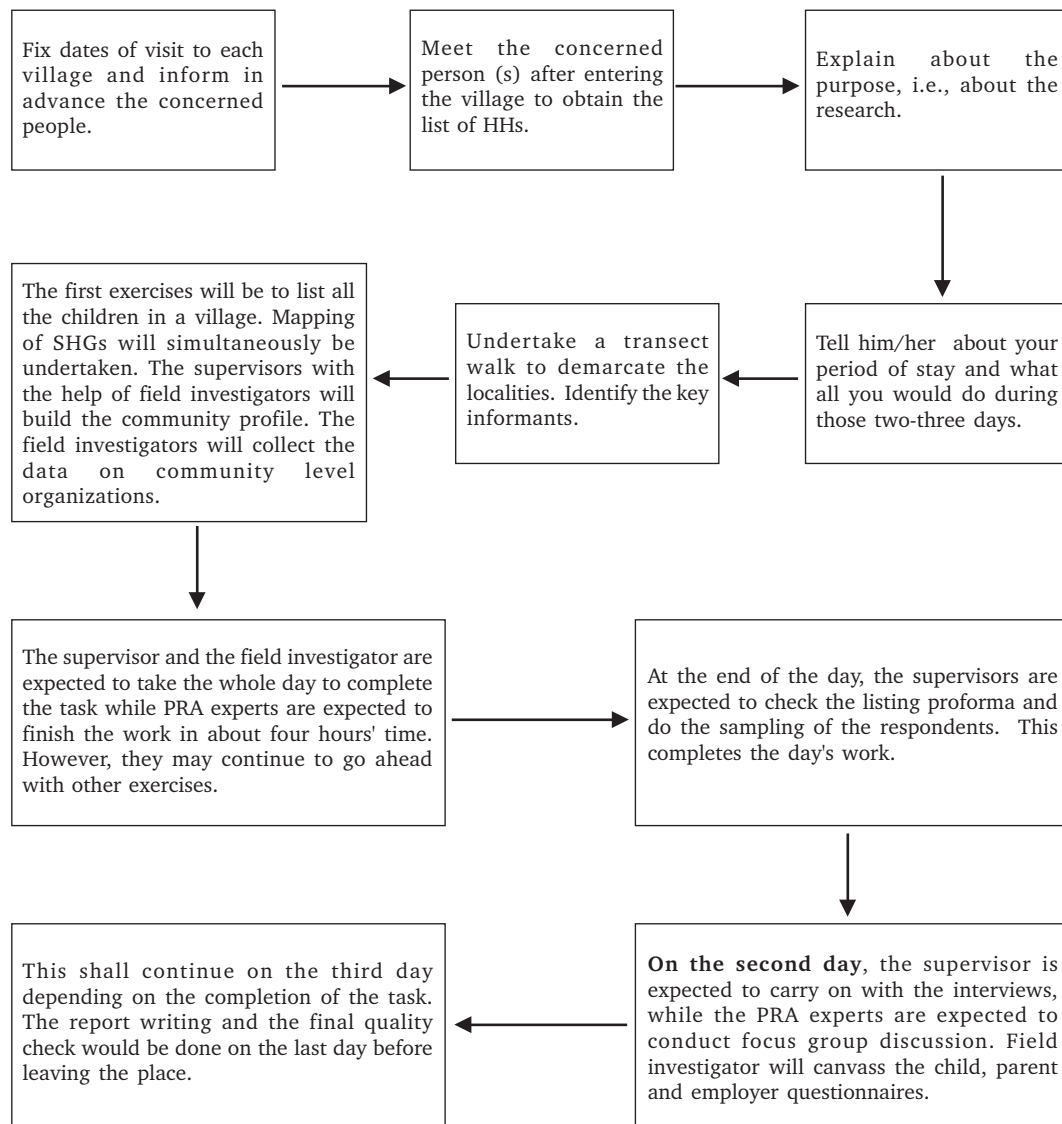
It is very essential to take the employer respondent into confidence so that he gives in the required information accurately. For this, he would have to be convinced that the field investigator is not from any law-enforcing agency and that the purpose of the survey is to help the child.

It is also necessary to deal with the very relevant fear of the employer that if the children working under him are stopped from doing so, his establishment would be in trouble.

The Road Map

The road map for completing fieldwork in a village is as follows:

OVERALL ROAD MAP



Annex 1.5: Practices that could be Followed While Conducting Studies of a Similar Nature

Studies such as the baseline survey on child labour in two districts of Karnataka are of great importance towards formulating and fine-tuning policies. Armed with the experience of conducting one such survey, experiencing several difficulties and preparing this report, we have come up with practices that could be followed in studies of similar kind in future or practices that need to be avoided.

- ✧ Sufficient time for the study is essential. As mentioned in the first chapter, for the enumeration of children through the house listing, the time should be calculated at a minimum of fifteen minutes per household. This is because although there are only a few and seemingly straightforward variables for which data are to be acquired from each household, these are particularly tricky and sensitive variables which require considerable probing of a tactful nature. For the different survey instruments (child, parent, employer, community level organizations), the time should be budgeted at the rate of a minimum of 45 minutes per questionnaire depending upon the size of the questionnaire. This is again because child labour is a sensitive issue and the interviewer has to be tactful in her/his probing techniques.
- ✧ Ascertaining the age of the children in particular has to be undertaken very carefully. In most surveys, interviewers usually make do with close approximation of the age of respondents and other household members. But in surveys pertaining to child labour, *age* of the child is the very defining variable and the study can simply not afford to use approximations. To the extent possible, the age of children as reported by the respondents should be cross-checked and verified.
- ✧ A combination of instruments as used in this study – house listing, detailed survey of child labourers, parents and employers of child labourers, community based organizations in the village, qualitative methods to acquire village level information, would be most useful. These different instruments allow the team to explore and analyse the problem of child labour in its context and in entirety.
- ✧ As mentioned in the first chapter, a combination of local enumerators and medium to longterm researchers associated with the study team is desirable. The local enumerators are most handy for the enumeration purposes since they are familiar with the local dialect, expressions and will be best suited to elicit information from the respondents in the shortest period of time. Longterm researchers are important in both supervising the work of the local enumerators as well as in undertaking the survey on child labourers, etc.
- ✧ Training for all the field personnel is very important. The study should ensure that enumerators are given adequate training and allowed to verify all their doubts before the first day of enumeration. Further, they should not be given targets to complete in the first 2-3 days of fieldwork. They should be allowed to get used to the instrument and slowly pick up pace. After the first two or three days of enumeration, when they are comfortable with the instrument and when each one of them has got the hang of her or his best way of eliciting information in the shortest period, then they may be given reasonable targets per day.
- ✧ On field checking of data is crucial for such studies. Every evening, all the households enumerated during that day should necessarily be checked and the feedback should be given to the enumerators immediately, if possible, or positively before work begins the next morning. This helps in reducing the margin of error on field.

Annex 2.1: Distribution of villages and wards (%) by proportion of illiterate population and proportion of main workers in Bidar district

Proportion of illiterate population	Proportion of main workers to total workers				
	< 50	50 – 75	75 – 90	< 90	Total
< 40 %	7.69	4.11	16.67	21.54	13.50
40 – 50 %	35.16	36.99	33.33	31.30	33.96
50 – 60 %	41.76	42.92	42.19	33.74	39.57
60 – 75 %	15.38	15.98	7.81	13.41	12.97
Total	12.16	29.28	25.67	32.89	748

Source: GoI 2001

Annex 2.2: Distribution of villages and wards (%) by proportion of female workers in main work (Bidar)

Taluku (Rural and urban areas)	Proportion of main female workers					
	< 50	50 – 70	70 – 80	80 – 90	< 90	Total (nos.)
Aurad Rural	55.63	12.58	7.95	9.93	13.91	151
Aurad Urban	14.29	28.57	0.00	14.29	42.86	14
Basavakalyan Rural	41.07	22.32	11.61	9.82	15.18	112
Basavakalyan Urban	29.63	25.93	14.81	14.81	14.81	27
Bhalki Rural	42.31	23.08	3.85	10.00	20.77	130
Bhalki Urban	8.70	34.78	8.70	13.04	34.78	23
Bidar Rural	37.90	13.71	9.68	8.06	30.65	124
Bidar Urban	8.11	10.81	13.51	37.84	29.73	37
Humnabad Rural	51.22	18.29	6.10	12.20	12.20	82
Humnabad Urban	18.75	25.00	6.25	16.67	33.33	48
Total	39.84	18.85	8.16	12.03	21.12	748

Source: GoI 2001

Annex 2.3: Distribution of villages and wards (%) by proportion of illiterate population and proportion of main workers in Chamarajanagar district

Proportion of illiterate population	Proportion of main workers to total workers				
	< 50	50 – 75	75 – 90	< 90	Total
< 25 %	4.17	0.00	4.17	91.67	4.65
25 - 50 %	4.03	20.97	37.90	37.10	24.03
50 - 75 %	14.25	29.34	30.77	25.64	68.03
> 75 %	29.41	23.53	17.65	29.41	3.29
Total	11.82	25.78	30.81	31.59	516

Source: GoI 2001

Annex 2.4: Distribution of villages and wards (%) by proportion of female workers in main work in Chamarajanagar district

Taluku	Proportion of main female workers					
	< 50%	50 – 70%	70 – 80%	80 – 90%	< 90%	Total (nos.)
Gundulpet	35.58	15.34	11.66	11.66	25.77	163
CHamarajanagar	39.11	20.79	10.89	12.38	16.83	202
Yelandur	58.97	20.51	10.26	0.00	10.26	39
Kollegala	25.00	26.79	19.64	9.82	18.75	112
Total	36.43	20.35	12.98	10.66	19.57	516

Source: GoI 2001

Annex 2.5: Distance of sample villages from key service providers in Bidar district

Villages	Distance from key service providers (in kms)					
	Post office	Bank	Market	Public distribution system outlet	Public telephone	Primary health centre
Aurad						
Chinthaki	0	0	0	0	0	0
Maharajwadi	2.5	2.5	15	2.5	0	4
Mohamadapur	0	4	4	0	4	4
Wadgaon Deshmukh	0	0	21.5	0	0	0
Basavakalyan						
Bagaduri	2	2	17	0	2	2
Ghotala	0	0	22	0	0	0
Kalkora	0	8	8	0	0	8
Laheshwar	3	3	6	0	0	6
Sadlapur	1	6	9	0	0	9
Ujlam	0	0	30	0	0	0
Yelwantigi	15	15	15	0	0	15
Bhalki						
Dawargaon	0	12	30	0	0	0
Dongapur	0	4	10	0	0	0
Kardhyal	0	7.5	7.5	0	0	7.5
Kelwadi	3	3	3	0	3	3
Sompur	2	18	18	0	6	12
Tugaon Halsi	0	7	8	0	2	7
Bidar						
Allapur	2	12	12	0	0	12
Bambalgi	0	3	3	0	0	3
Barur	0	6	0	0	0	0
Gadagi	0	3.5	3.5	0	0	3.5
Jampad	5	5	20	0	0	20
Kamthana	0	0	0	0	0	0
Kolhar B	2	2	12	0	2	2
Malik Mirzapur	2.5	3	15	0	0	0
Nijampur	1	10	10	0	1	10
Tadpalli	0	8	8	0	0	8
Humnabad						
Dhumansoor	2	2	2	0	0	2
Dubalgundi	0	0	0	0	0	0
Ghatboral	0	0	15	0	0	0
Hunsnal	0	5	25	0	0	5
Kappargaon	4	4	10	0	0	10
Molkhera	5	25	25	0	2	25
Muganoor	0	6	18	0	0	18
Namdapur	2	6	20	0	0	6
Sonkhera	2	17	17	0	2	17

Source: Community profiles from sample villages

Annex 2.6 Distance of sample villages from key service providers in Chamarajanagar district

Villages	Distance from key service providers (in kms)					
	Post office	Bank	Market	Public distribution system outlet	Public telephone	Primary health centre
Chamarajanagar						
Alur	0	0	10	0	0	0
Bedaguli	0	42	36	2	22	0
Bisalwadi	0	0	16	0	0	0
Desavalli	1	1	1	0	0	1
H Mookahalli	2	5	10	0	2	2
Hirebegur	2	11	18	0	0	2
Jyothigowadanapura	0	8	18	0	0	3
Kasturu	0	6	6	Mobile Ration Shop	2	6
Kempanapura	0	3	3	0	0	0
Kodiugune	2	2	10	0	0	2
Kudluru	0	3	6	0	3	3
Mukkadahalli	0	6	25	0	0	6
Sagade	0	9	25	0	0	7
Veeranapura	2	3	10	2	0	4
Yaraganhalli	0	6	28	0	2	5
Gundlupet						
Hasaguli	0	0	11	0	3	11
Hirikati	0	0	5	0	0	0
Jakkahalli	1	18	25	1	0	1
Kaggala	0	2	2	0	0	2
Karemale	1	23	23	1	1	1
Kilagere	2	2	6	0	0	3
Kodahalli	1	5	5	0	0	5
Kotekere	0	18	4	0	0	0
Shindanapura	0	6	6	0	6	0
Taggaluru	6	5	14	Mobile Ration Shop	0	5
Veeranapura	0	5	5	0	0	1
Kollegal						
Ajjipura	0	6	7	8	8	7
Ellemala	0	7	7	0	0	7
Kannur	0	20	2	0	0	20
Kurahatti Hosuru	0	8	56	0	0	8
Minya	1	0	80	0	1	20
Ramapura	0	0	0	40	0	0
Tagarapura	3	15	15	1	1	3
Teramballi	2	7	7	0	0	7
Yelandur						
Katnawadi	1	3	3	1	1	3
Yaragamballi	0	5	5	0	0	0

Source: Community profiles from sample villages

Annex 2.7: Distribution of households (%) in sample villages by presence of children in the 5 - 17 age group (Bidar)

Villages	Locked houses	No children in the age group of 5-17	Having children in the age group of 5-17	Total (nos.)
Aurad				
Chinthaki	0.82	35.58	63.60	489
Maharajawadi	0.00	33.10	66.90	145
Mohamadapur	1.30	35.06	63.64	154
Wadgaon Deshmukh	1.42	31.91	66.67	492
Basavakalyan				
Bagduri	1.46	28.29	70.24	205
Ghotala	1.23	33.33	65.43	486
Kalkora	0.27	20.16	79.57	372
Laheshwar	0.00	49.51	50.49	103
Sadlapur	0.00	31.13	68.87	257
Ujalam	0.14	38.04	61.82	694
Yelwantgi	0.52	26.70	72.77	191
Basavakalyana Town	0.00	14.01	85.99	257
Bhalki				
Dawargaon	0.54	43.19	56.26	551
Dongapur	0.17	43.41	56.42	592
Kardhyal	0.43	25.97	73.59	231
Kelwadi	0.00	40.06	59.94	347
Sompur	0.88	35.96	63.16	114
Tugaon Halsi	0.00	43.83	56.17	575
Bhalki Town	0.45	26.76	72.79	441
Bidar				
Allapura	0.00	33.13	66.87	163
Bambalgi	0.00	30.96	69.04	281
Barur	1.93	29.54	68.53	518
Gadgi	0.33	37.21	62.46	610
Jampad	4.06	28.93	67.01	197
Kamtana	0.36	33.80	65.84	1,370
Kolhar-B	0.77	32.95	66.28	261
Mallik Mirjapur	1.15	36.64	62.21	262
Nizampur	1.58	25.79	72.63	190
Tadapalli	0.00	30.21	69.79	288
Bidar Town	0.00	23.79	76.21	290
Humnabad				
Dhumansoor	0.16	32.84	67.00	609
Dubalgundi	0.00	33.85	66.15	1,105
Ghatboral	1.03	30.48	68.50	1,365
Hunsnal	0.67	24.92	74.41	297
Kappargaon	0.00	26.84	73.16	272
Molkhera	0.92	28.31	70.77	325
Muganoor	0.00	37.63	62.37	194
Namdapura	0.00	38.26	61.74	298
Sonkhera	0.00	33.45	66.55	275
Humnabad Town	0.00	27.08	72.92	336
Total	0.53	32.97	66.50	16,202

Source: Houselisting data in sample villages

Annex 2.8: Distribution of households (%) in sample villages by caste composition in Bidar district

Villages	SC	ST	Muslim	Other minorities	Others	No information	Total (nos.)
Aurad							
Chinthaki	20.62	14.64	11.34	2.06	50.93	0.41	485
Maharajawadi	16.55	9.66	23.45	13.10	37.24	0.00	145
Mohamadapur	41.45	0.66	0.66	1.32	55.92	0.00	152
Wadgaon Deshmukh	22.47	9.90	10.52	2.27	54.85	0.00	485
Basavakalyan							
Bagduri	49.50	12.87	5.94	0.99	30.69	0.00	202
Ghotala	13.96	18.33	7.08	7.29	53.33	0.00	480
Kalkora	45.82	33.96	7.28	0.81	12.13	0.00	371
Laheshwar	22.33	9.71	31.07	0.00	36.89	0.00	103
Sadlapur	21.40	22.96	9.73	3.50	42.41	0.00	257
Ujalam	19.77	10.25	5.19	0.29	64.50	0.00	693
Yelwantgi	20.00	12.11	7.37	0.00	60.53	0.00	190
Basavakalyana Town	45.91	7.39	18.68	5.06	22.96	0.00	257
Bhalki							
Dawargaon	13.50	11.31	8.76	0.00	66.42	0.00	548
Dongapur	24.53	9.98	4.74	4.57	55.84	0.34	591
Kardhyal	21.30	8.70	6.09	11.74	52.17	0.00	230
Kelwadi	14.41	35.73	0.29	0.00	49.57	0.00	347
Sompur	15.04	0.00	0.00	0.00	84.96	0.00	113
Tugaon Halsi	20.17	12.87	6.09	0.00	60.87	0.00	575
Bhalki Town	52.62	5.92	16.63	0.23	24.60	0.00	439
Bidar							
Allapura	23.31	22.09	6.13	11.04	37.42	0.00	163
Bambalgi	33.81	25.27	18.51	7.83	14.59	0.00	281
Barur	25.39	0.98	18.90	21.65	33.07	0.00	508
Gadgi	18.09	26.81	10.53	22.37	21.71	0.49	608
Jampad	41.27	6.35	11.64	14.81	25.93	0.00	189
Kamtana	10.99	23.52	41.39	8.06	15.90	0.15	1,365
Kolhar-B	15.06	16.99	9.27	8.88	49.81	0.00	259
Mallik Mirjapur	23.94	11.58	21.24	13.90	29.34	0.00	259
Nizampur	0.00	0.00	0.00	0.00	0.00	100.00	187
Tadapalli	31.60	17.36	12.15	2.08	36.81	0.00	288
Bidar Town	32.76	5.52	28.97	1.72	31.03	0.00	290
Humnabad							
Dubalgundi	33.12	16.56	17.19	1.18	31.95	0.00	1,105
Dhumansoor	33.39	14.31	9.38	0.16	42.76	0.00	608
Ghatboral	36.64	15.69	6.37	2.22	39.08	0.00	1,351
Hunsnal	18.31	2.37	17.97	15.25	46.10	0.00	295
Kappargaon	18.01	16.91	38.97	0.00	26.10	0.00	272
Molkhera	18.01	23.91	9.63	0.00	48.45	0.00	322
Muganoor	56.19	0.00	5.15	0.00	38.66	0.00	194
Namdapura	33.56	5.37	0.00	3.69	57.38	0.00	298
Sonkhera	23.64	36.00	11.64	8.36	20.36	0.00	275
Humnabad Town	8.04	13.99	34.82	0.00	42.86	0.30	336
Total	25.43	15.16	14.00	4.83	39.35	1.22	16,116

Source: Houselisting data in sample villages

Annex 2.9: Distribution of households (%) in sample villages by principal occupations in Bidar district

Villages	Agricultural labour	Non-agricultural labour	Cultivator	Small business	Salaried job	Others	No information	Total (nos.)
Aurad								
Chinthaki	29.07	15.88	31.13	13.20	5.77	4.95	0.00	485
Maharajawadi	31.03	11.72	35.17	12.41	5.52	4.14	0.00	145
Mohamadapur	61.18	5.92	17.76	3.29	5.26	6.58	0.00	152
Wadgaon Deshmukh	25.36	11.75	33.20	14.64	10.93	4.12	0.00	485
Basavakalyan								
Bagduri	47.52	11.88	25.74	0.50	10.40	3.96	0.00	202
Ghotala	51.88	10.00	24.58	7.08	5.00	1.46	0.00	480
Kalkora	46.09	16.17	25.88	3.50	5.93	2.43	0.00	371
Laheshwar	26.21	7.77	48.54	5.83	8.74	2.91	0.00	103
Sadlapur	15.56	20.23	46.30	6.61	6.23	5.06	0.00	257
Ujalam	37.81	8.51	39.25	7.07	6.35	1.01	0.00	693
Yelwantgi	33.68	11.58	43.68	4.21	5.79	1.05	0.00	190
Basavakalyana Town	47.08	0.39	29.18	21.01	0.00	2.33	0.00	257
Bhalki								
Dawargaon	47.81	3.83	34.12	6.20	6.57	1.46	0.00	548
Dongapur	43.65	16.24	19.46	7.11	12.01	1.35	0.17	591
Kardhyal	49.57	17.83	20.43	2.61	7.39	2.17	0.00	230
Kelwadi	51.30	16.43	13.54	4.61	12.10	2.02	0.00	347
Sompur	57.52	6.19	26.55	6.19	3.54	0.00	0.00	113
Tugaon Halsi	53.91	8.17	26.96	2.96	5.57	2.26	0.17	575
Bhalki Town	38.72	24.15	0.46	23.01	12.76	0.91	0.00	439
Bidar								
Allapura	40.49	22.70	15.95	7.98	8.59	4.29	0.00	163
Bambalgi	59.79	3.91	14.95	8.90	6.41	6.05	0.00	281
Barur	53.54	9.45	23.03	6.30	1.97	5.51	0.20	508
Gadgi	37.34	25.99	15.79	8.39	8.55	3.62	0.33	608
Jampad	28.04	29.63	33.86	4.23	4.23	0.00	0.00	189
Kamtana	35.97	18.39	18.61	11.43	6.74	8.06	0.81	1,365
Kolhar-B	37.07	23.55	23.94	6.95	5.02	3.09	0.39	259
Mallik Mirjapur	62.16	8.11	17.76	4.63	4.25	3.09	0.00	259
Nizampur	0.00	0.00	0.00	0.00	0.00	0.00	100.00	187
Tadapalli	53.82	22.92	12.85	6.25	1.74	2.08	0.35	288
Bidar Town	34.14	22.76	7.59	18.28	17.24	0.00	0.00	290
Humnabad								
Dubalgundi	59.46	10.05	4.43	15.75	9.59	0.72	0.00	1,105
Dhumansoor	49.18	17.11	7.57	9.54	14.64	1.81	0.16	608
Ghatboral	34.49	9.55	35.23	9.03	8.59	3.03	0.07	1,351
Hunsnal	38.31	11.53	41.36	2.71	2.37	3.73	0.00	295
Kappargaon	57.35	6.25	11.03	13.97	8.09	1.84	1.47	272
Molkhera	42.55	5.59	34.78	6.83	6.52	3.73	0.00	322
Muganoor	64.43	12.37	13.92	3.61	4.64	1.03	0.00	194
Namdapura	59.73	12.75	8.39	9.40	9.40	0.34	0.00	298
Sonkhera	19.27	14.91	52.36	4.36	5.09	4.00	0.00	275
Humnabad Town	32.74	13.69	4.17	29.17	19.35	0.60	0.30	336
Total	42.63	13.32	22.64	9.41	7.77	2.92	1.32	16,116

Source: Houselisting data in sample villages

Annex 2.10: Distribution of households (%) in sample villages by presence of children in the 5 - 17 age group (Chamarajanagar)

Name of the villages in Chamarajanagar district	Categories of households			Total (nos.)
	Locked houses	No children in the age group of 5-17 yrs	With children in the age group of 5-17 yrs	
Chamarajanagar				
Alur	1.27	50.32	48.42	632
Bedaguli	2.17	41.30	56.52	230
Bisalavadi	6.50	42.53	50.97	569
Desavalli	2.78	48.61	48.61	144
H.Mookahalli	0.96	48.80	50.24	209
Hirebegur	0.00	51.46	48.54	171
Jyothigowdanapura	1.77	41.36	56.87	677
Kasturu	0.99	54.46	44.55	101
Kempanapura	0.17	53.30	46.53	576
Kodiugne	6.09	41.30	52.61	230
Kudalur	0.45	45.80	53.74	441
Mukkadahalli	1.33	53.85	44.83	377
Sagade	1.30	51.94	46.76	772
Veeranapura	0.68	53.38	45.95	148
Yaraganahalli	2.31	48.41	49.28	347
Chamarajanagar Town	0.48	39.42	60.10	416
Gundlupet				
Hasaguli	3.56	44.22	52.22	450
Hirikatti	2.70	36.76	60.54	185
Jakkhalli	0.00	58.73	41.27	63
Kaggala	5.12	48.34	46.55	391
Karemale	4.84	50.00	45.16	62
Kilagere	2.84	41.84	55.32	141
Kodahalli	10.47	43.02	46.51	516
Kotekere	2.21	34.88	62.91	453
Shindanapura	1.49	42.08	56.44	202
Taggalur	3.42	37.61	58.97	117
Veeranapura	2.38	50.00	47.62	210
Gundlupet Town	11.78	29.30	58.92	314
Kollegala				
Ajjipura	2.22	43.64	54.14	1,038
Ellemala	0.00	38.44	61.56	398
Kannur	0.86	48.82	50.32	467
Kuratti Hosur	1.97	43.28	54.75	305
Minya	0.36	45.07	54.56	548
Ramapura	2.00	45.22	52.78	1,203
Tagarapura	0.70	43.39	55.92	431
Teramballi	0.00	48.98	51.02	443
Kollegal Town	0.23	43.82	55.94	429
Yelandur				
Katnavadi	0.46	42.40	57.14	217
Yaragamballi	1.42	48.35	50.24	848
Yelandur Town	2.40	45.33	52.27	375
Total	2.26	45.30	52.44	15,846

Source: Houselisting data in sample villages

Annex 2.11: Distribution of households (%) in sample villages by caste (Chamarajanagar)

Name of the villages in Chamarajanagar district	No informa- tion	SC	ST	Muslim	Other minorities	Others	Total (nos.)
Chamarajanagar							
Alur	0.32	22.76	4.01	0.48	0.00	72.44	624
Bedaguli	0.44	14.67	61.78	1.33	0.00	21.78	225
Bisalavadi	0.19	29.70	10.53	0.00	0.00	59.59	532
Desavalli	0.00	38.57	8.57	8.57	1.43	42.86	140
H.Mookahalli	0.00	46.38	0.00	0.00	2.42	51.21	207
Hirebegur	0.00	7.02	0.00	0.00	0.00	92.98	171
Jyothigowdanapura	0.00	27.67	33.08	0.00	0.00	39.25	665
Kasturu	0.00	5.00	0.00	0.00	75.00	20.00	100
Kempanapura	0.00	31.65	7.65	0.00	1.04	59.65	575
Kodiugne	0.00	86.57	0.00	0.00	13.43	0.00	216
Kudalur	0.46	7.74	2.51	0.46	0.00	88.84	439
Mukkadahalli	0.00	50.00	0.00	2.42	1.34	46.24	372
Sagade	0.00	5.25	39.11	0.26	0.13	55.25	762
Veeranapura	0.00	0.00	1.36	0.00	0.00	98.64	147
Yaraganahalli	0.00	11.50	0.00	0.00	1.77	86.73	339
Chamarajanagar Town	0.00	0.00	21.26	0.00	0.24	78.50	414
Guldlupet							
Hasaguli	0.23	13.13	0.92	0.00	0.00	85.71	434
Hirikatti	0.00	28.33	2.22	0.56	0.00	68.89	180
Jakkhalli	0.00	0.00	0.00	0.00	0.00	100.00	63
Kaggala	0.00	16.98	62.26	0.00	0.00	20.75	371
Karemale	0.00	0.00	100.00	0.00	0.00	0.00	59
Kilagere	0.00	43.80	0.73	0.00	0.00	55.47	137
Kodahalli	0.43	1.08	0.00	1.30	0.22	96.97	462
Kotekere	0.23	39.50	53.72	0.45	0.00	6.09	443
Shindanapura	0.00	16.58	0.00	0.00	0.00	83.42	199
Taggalur	0.00	9.73	30.97	0.00	5.31	53.98	113
Veeranapura	0.00	28.29	0.00	0.00	0.00	71.71	205
Gundlupet Town	0.36	17.69	4.33	55.23	0.72	21.66	277
Kollegala							
Ajjipura	0.10	39.61	3.45	8.18	0.00	48.67	1,015
Ellemala	0.25	11.31	2.01	20.85	1.26	64.32	398
Kannur	0.00	46.00	7.13	1.94	0.00	44.92	463
Kuratti Hosur	0.00	10.03	1.67	0.00	0.00	88.29	299
Minya	0.00	5.49	17.22	0.73	0.18	76.37	546
Ramapura	0.34	34.94	0.85	0.76	0.51	62.60	1,179
Tagarapura	0.00	37.15	3.27	0.00	0.00	59.58	428
Teramballi	0.00	36.79	0.00	0.00	0.00	63.21	443
Kollegal Town	0.00	81.54	6.31	0.00	2.10	10.05	428
Yelandur							
Katnavadi	0.00	29.63	0.00	0.00	0.00	70.37	216
Yaragamballi	0.00	41.63	26.44	1.56	0.00	30.38	836
Yelandur Town	0.00	69.40	24.32	1.09	0.55	4.64	366
Total	0.11	28.30	13.01	2.57	1.05	54.97	15,488

Source: Houselisting data in sample villages

Annex 2.12: Distribution of households (%) in sample villages by occupation (Chamarajanagar)

Name of the villages in Chamarajanagar district	No information	Agricultural labour	Non-agricultural labour	Cultivator	Small business	Salaried job	Others	Total (nos.)
Chamarajanagar								
Alur	0.80	53.69	4.97	26.28	4.33	7.37	2.56	624
Bedaguli	0.44	92.00	0.89	0.44	2.22	4.00	0.00	225
Bisalavadi	0.19	52.26	4.51	37.78	2.26	1.69	1.32	532
Desavalli	0.71	52.14	7.86	18.57	2.86	5.71	12.14	140
H.Mookahalli	0.00	57.97	3.38	28.50	0.97	6.28	2.90	207
Hirebegur	0.00	16.37	4.09	73.68	3.51	1.17	1.17	171
Jyothigowdanapura	0.00	57.29	10.08	21.80	3.01	3.46	4.36	665
Kasturu	0.00	29.00	4.00	50.00	2.00	8.00	7.00	100
Kempanapura	0.52	68.00	3.65	20.87	1.57	3.30	2.09	575
Kodiugne	0.00	75.46	5.09	14.81	0.93	3.24	0.46	216
Kudalur	0.46	67.43	4.33	18.22	5.47	2.28	1.82	439
Mukkadahalli	0.27	47.04	2.96	40.05	1.88	3.49	4.30	372
Sagade	0.00	67.32	2.89	24.02	3.28	1.84	0.66	762
Veeranapura	0.00	38.10	7.48	47.62	2.04	0.68	4.08	147
Yaraganahalli	0.00	44.84	9.14	37.17	1.47	1.77	5.60	339
Chamarajanagar Town	0.00	8.70	61.84	2.90	14.98	5.80	5.80	414
Gundlupet								
Hasaguli	0.69	30.88	3.69	58.76	1.84	2.07	2.07	434
Hirikatti	0.00	18.33	32.22	40.56	2.78	1.67	4.44	180
Jakkhalli	0.00	22.22	4.76	68.25	1.59	0.00	3.17	63
Kaggala	0.00	28.57	44.20	17.79	4.58	2.43	2.43	371
Karemale	0.00	72.88	6.78	1.69	0.00	16.95	1.69	59
Kilagere	0.00	52.55	5.11	21.90	10.95	4.38	5.11	137
Kodahalli	0.87	74.46	4.98	12.77	2.60	0.22	4.11	462
Kotekere	1.35	59.14	4.74	26.64	2.48	3.84	1.81	443
Shindanapura	0.00	19.60	12.06	54.77	2.51	7.04	4.02	199
Taggalur	0.00	43.36	9.73	38.05	4.42	0.88	3.54	113
Veeranapura	0.00	32.20	5.85	57.07	1.46	2.44	0.98	205
Gundlupet Town	0.36	7.22	21.66	3.25	30.32	24.19	13.00	277
Kollegala								
Ajjipura	0.30	39.80	17.93	24.04	9.36	3.05	5.52	1,015
Ellemala	0.00	33.92	12.06	36.93	8.79	3.77	4.52	398
Kannur	0.00	38.23	19.65	34.34	3.89	2.38	1.51	463
Kollegal Town	0.00	38.32	37.38	7.48	4.44	7.94	4.44	428
Kuratti Hosur	0.00	34.45	18.06	38.13	6.69	2.01	0.67	299
Minya	0.00	55.49	7.51	32.23	2.20	1.83	0.73	546
Ramapura	0.34	25.87	20.95	20.10	13.32	11.96	7.46	1,179
Tagarapura	1.17	56.31	10.98	23.36	1.17	4.21	2.80	428
Teramballi	0.00	48.31	7.45	34.31	2.71	4.97	2.26	443
Yelandur								
Katnavadi	0.00	67.13	2.31	26.39	1.39	1.39	1.39	216
Yaragamballi	0.48	70.93	3.95	15.43	3.11	2.27	3.83	836
Yelandur Town	0.00	35.79	22.13	13.11	10.66	14.21	4.10	366
Total	0.28	47.33	12.65	26.23	5.31	4.62	3.58	15,488

Source: Houselisting data in sample villages

Annex 3.1: Distribution of children (%) in sample villages by schooling status (Bidar)

Villages	Never attended	Dropout	In school	Yet to be admitted in school	No information	Total (nos.)
Aurad						
Chinthaki	11.74	13.58	70.16	3.82	0.71	707
Maharajawadi	8.51	11.49	76.17	3.83	0.00	235
Mohamadapur	2.92	13.75	82.50	0.83	0.00	240
Wadgaon Deshmukh	5.78	16.03	76.61	1.58	0.00	761
Basavakalyan						
Bagduri	3.77	14.20	80.00	2.03	0.00	345
Ghotala	5.95	13.67	76.73	3.65	0.00	739
Kalkora	8.15	6.77	78.92	6.15	0.00	650
Laheshwar	5.97	15.67	73.88	4.48	0.00	134
Sadlapur	12.86	7.28	78.16	1.70	0.00	412
Ujalam	5.32	16.08	76.46	2.13	0.00	939
Yelwantgi	8.61	10.68	79.53	1.19	0.00	337
Basavakalyana Town	4.38	7.72	87.27	0.63	0.00	479
Bhalki						
Dawargaon	5.52	8.58	84.45	1.02	0.44	688
Dongapur	3.29	8.30	86.82	0.53	1.05	759
Kardhyal	0.90	9.19	87.89	1.79	0.22	446
Kelwadi	3.87	11.41	83.71	1.02	0.00	491
Sompur	5.41	11.49	79.05	4.05	0.00	148
Tugaon Halsi	6.39	12.50	78.98	2.13	0.00	704
Bhalki Town	6.77	8.15	83.33	1.75	0.00	798
Bidar						
Allapura	7.36	10.08	81.01	1.55	0.00	258
Bambalgi	6.05	11.21	81.84	0.90	0.00	446
Barur	10.75	15.42	69.53	4.30	0.00	791
Gadgi	3.61	10.95	82.62	2.48	0.34	886
Jampad	12.68	10.56	73.24	3.52	0.00	284
Kamtana	7.76	13.09	74.73	3.08	1.34	2,307
Kolhar-B	5.80	10.21	80.97	0.70	2.32	431
Mallik Mirjapur	9.42	15.70	73.19	1.69	0.00	414
Nizampur	6.14	20.18	70.18	1.75	1.75	342
Tadapalli	10.96	9.84	76.29	2.91	0.00	447
Bidar Town	3.68	14.18	77.53	4.60	0.00	543
Humnabad						
Dubalgundi	8.55	12.23	74.52	4.70	0.00	1,766
Dhumansoor	5.56	15.61	75.72	3.10	0.00	935
Ghatboral	11.44	9.46	74.47	3.43	1.21	2,072
Hunsnal	3.36	10.47	86.17	0.00	0.00	506
Kappargaon	3.39	19.76	72.46	3.79	0.60	501
Molkhera	5.21	11.55	80.26	2.98	0.00	537
Muganoor	5.34	7.47	82.92	4.27	0.00	281
Namdapura	2.52	17.62	76.20	3.66	0.00	437
Sonkhera	15.11	6.89	75.78	2.22	0.00	450
Humnabad Town	7.68	11.91	77.27	2.82	0.31	638

Annex 3.2: Distribution of children (%) in sample villages by current schooling status (Chamarajanagar)

Villages	Never attended	Dropout	Attending the school	Yet to be admitted to school	No information	Total (nos.)
Chamarajanagar						
Alur	2.10	8.02	89.31	0.38	0.19	524
Bedaguli	18.07	21.01	55.04	3.36	2.52	238
Bisalavadi	1.46	18.16	78.50	1.25	0.63	479
Ajjipura	2.50	15.26	78.82	2.96	0.46	1,081
Desavalli	0.00	7.09	92.13	0.79	0.00	127
H.Mookahalli	0.00	16.67	82.18	1.15	0.00	174
Hirebegur	0.83	26.45	72.73	0.00	0.00	121
Jyothigowdanapura	2.72	15.12	80.25	1.77	0.14	734
Kasturu	0.00	3.85	92.31	3.85	0.00	78
Kempanapura	0.85	11.06	85.11	1.28	1.70	470
Kodiugne	1.87	9.81	87.85	0.47	0.00	214
Kudalur	2.16	13.58	83.41	0.00	0.86	464
Mukkadahalli	0.68	14.53	84.46	0.34	0.00	296
Sagade	3.56	16.95	78.81	0.51	0.17	590
Veeranapura	0.87	20.00	74.78	4.35	0.00	115
Yaraganahalli	1.05	17.54	80.35	1.05	0.00	285
Chamarajanagar Town	0.92	18.94	77.83	1.39	0.92	433
Gundlupet						
Hasaguli	1.29	15.50	81.65	1.03	0.52	387
Hirikatti	2.48	21.29	74.75	0.50	0.99	202
Jakkhalli	2.63	5.26	92.11	0.00	0.00	38
Kaggala	0.36	16.01	82.56	0.36	0.71	281
Karemale	4.44	15.56	80.00	0.00	0.00	45
Kilagere	0.78	21.09	76.56	1.56	0.00	128
Kodahalli	9.57	17.13	70.78	1.76	0.76	397
Kotekere	2.55	18.27	77.01	0.79	1.38	509
Shindanapura	1.05	9.42	87.96	1.57	0.00	191
Taggalur	2.38	16.67	80.95	0.00	0.00	126
Veeranapura	0.00	13.55	85.16	1.29	0.00	155
Gundlupet Town	0.00	10.08	89.66	0.00	0.27	377
Kollegala						
Ellemala	1.74	21.69	74.40	1.08	1.08	461
Kannur	1.69	11.02	85.81	1.48	0.00	472
Kuratti Hosur	2.81	21.35	73.88	1.97	0.00	356
Minya	6.79	23.60	65.87	3.23	0.51	589
Ramapura	5.71	11.79	79.51	2.36	0.63	1,103
Tagarapura	2.65	17.35	73.49	6.27	0.24	415
Teramballi	1.97	12.78	83.29	1.97	0.00	407
Kollegala Town	0.65	5.64	90.67	2.17	0.87	461
Yelandur						
Katnavadi	1.96	9.80	82.35	2.94	2.94	204
Yaragamballi	2.58	15.13	78.97	1.60	1.72	813
Yelandur Town	0.00	9.16	90.31	0.26	0.26	382

Annex 3.3: Distribution of villages (%) by educational level attained by children (Bidar)

Villages	No information	Illiterate	No formal education, but can read and write	Yet to be admitted to school	Pre-school	Primary school	Upper primary school	High school	Upper-secondary school	Technical education & vocational training	Total (nos.)
Aurad											
Chinthaki	0.85	10.61	1.13	3.82	1.70	57.28	10.61	11.88	1.84	0.28	707
Maharajawadi	0.00	7.23	1.28	3.83	0.85	60.00	8.94	15.74	2.13	0.00	235
Mohamadapur	0.00	2.92	0.00	0.83	0.00	53.33	17.08	21.67	4.17	0.00	240
Wadgaon Deshmukh	0.26	5.65	0.26	1.58	0.92	50.33	15.90	18.79	6.18	0.13	761
Basavakalyan											
Bagduri	0.00	2.90	0.87	2.03	1.16	44.64	18.84	24.93	4.64	0.00	345
Ghotala	0.00	5.95	0.00	3.65	0.41	49.93	17.86	19.62	2.57	0.00	739
Kalkora	0.00	7.08	1.08	6.15	2.92	45.85	14.15	19.85	2.92	0.00	650
Laheshwar	0.00	5.97	0.00	4.48	1.49	47.76	17.91	20.15	2.24	0.00	134
Sadlapur	0.00	12.38	0.49	1.70	0.73	49.27	18.45	11.65	5.10	0.24	412
Ujalam	0.00	5.32	0.00	2.13	1.92	50.59	17.25	18.10	4.69	0.00	939
Yelwantgi	0.00	8.01	0.59	1.19	2.67	48.07	19.88	15.73	3.86	0.00	337
Basavakalyana Town	0.00	4.38	0.00	0.63	1.67	67.22	13.78	10.23	2.09	0.00	479
Bhalki											
Dawargaon	0.73	5.38	0.15	1.02	0.73	45.64	17.01	24.56	4.80	0.00	688
Dongapur	1.19	3.16	0.13	0.53	0.92	51.25	16.47	21.61	4.74	0.00	759
Kardhyal	0.22	0.90	0.00	1.79	0.22	45.29	20.63	28.03	2.91	0.00	446
Kelwadi	0.00	3.87	0.00	1.02	0.61	48.07	19.55	19.76	7.13	0.00	491
Sompur	0.00	4.73	0.68	4.05	4.05	36.49	15.54	29.05	4.73	0.68	148
Tugaon Halsi	0.00	6.39	0.00	2.13	0.85	49.15	16.19	21.02	4.26	0.00	704
Bhalki Town	0.00	6.52	0.25	1.75	0.50	56.77	14.91	16.67	2.63	0.00	798
Bidar											
Allapura	0.00	5.81	1.55	1.55	0.78	45.35	21.71	19.38	3.88	0.00	258
Bambalgi	0.00	4.26	1.79	0.90	1.57	45.29	18.39	24.66	2.69	0.45	446
Barur	0.00	10.49	0.25	4.30	1.90	55.63	14.29	11.38	1.52	0.25	791
Gadgi	0.11	3.50	0.11	2.48	1.02	54.06	16.03	19.98	2.71	0.00	886
Jampad	0.00	10.21	2.46	3.52	0.35	45.42	13.38	17.96	6.69	0.00	284
Kamtana	1.43	7.46	0.30	3.08	0.87	53.06	15.78	15.39	2.64	0.00	2,307
Kolhar-B	2.32	3.25	2.55	0.70	3.25	45.24	19.72	19.26	3.25	0.46	431
Mallik Mirjapur	0.00	8.45	0.97	1.69	2.42	53.86	18.60	8.70	4.83	0.48	414
Nizampur	1.75	6.14	0.00	1.75	3.51	45.61	21.64	16.37	2.63	0.58	342
Tadapalli	0.00	9.40	1.57	2.91	3.58	50.56	14.77	14.54	2.46	0.22	447
Bidar Town	0.00	3.50	0.18	4.60	1.66	47.15	17.68	20.07	5.16	0.00	543
Humnabad											
Dubalgundi	0.00	8.15	0.40	4.70	1.36	46.43	17.72	16.70	4.53	0.00	1,766
Dhumansoor	0.00	5.45	0.11	3.10	1.93	48.66	16.79	18.82	5.13	0.00	935
Ghatboral	1.21	10.76	0.68	3.43	1.35	48.12	13.27	15.69	4.92	0.58	2,072
Hunsnal	0.00	3.36	0.00	0.00	0.20	51.98	17.00	20.75	6.72	0.00	506
Kappargaon	0.60	3.39	0.00	3.79	2.20	49.10	21.16	16.57	3.19	0.00	501
Molkhera	0.00	5.21	0.00	2.98	4.10	48.23	19.55	17.50	2.42	0.00	537
Muganoor	0.00	5.34	0.00	4.27	2.49	49.11	16.01	19.93	2.85	0.00	281
Namdapura	0.00	2.29	0.23	3.66	1.37	55.61	19.22	16.02	1.60	0.00	437
Sonkhera	0.00	14.89	0.22	2.22	0.44	46.89	15.78	15.11	4.44	0.00	450
Humnabad Town	0.16	7.68	0.00	2.82	0.16	55.02	11.44	19.12	3.61	0.00	638

Annex 3.4: Distribution of children (%) in sample villages by educational attainment (Chamarajanagar)

Villages	No infor- mation	Illite- rate	No formal education, but can read and write	Yet to be admitted into school	Pre- school	Primary school	Upper primary school	High school	Upper- second- ary school	Technical education & vocational training	Total (nos.)
Chamarajanagar											
Ajjipura	0.46	2.22	0.28	2.96	1.20	48.47	19.61	21.28	3.42	0.09	1,081
Alur	0.19	1.15	0.95	0.38	3.63	40.08	16.03	32.63	4.58	0.38	524
Bedaguli	2.52	16.81	1.26	3.36	2.10	52.52	11.76	9.24	0.42	0.00	238
Bisalavadi	0.63	1.04	0.42	1.25	1.88	39.46	19.42	30.90	5.01	0.00	479
Desavalli	0.00	0.00	0.00	0.79	0.00	50.39	18.11	25.98	4.72	0.00	127
H.Mookahalli	0.00	0.00	0.00	1.15	0.00	33.33	20.11	38.51	5.75	1.15	174
Hirebegur	0.00	0.83	0.00	0.00	2.48	45.45	19.01	31.40	0.00	0.83	121
Jyothigowdana-pura	0.14	2.72	0.00	1.77	1.63	40.74	20.03	30.11	2.86	0.00	734
Kasturu	0.00	0.00	0.00	3.85	0.00	37.18	20.51	25.64	12.82	0.00	78
Kempanapura	1.70	0.85	0.00	1.28	1.70	40.43	19.15	30.00	4.89	0.00	470
Kodiugne	0.00	1.87	0.00	0.47	3.27	36.45	16.82	32.71	8.41	0.00	214
Kudalur	0.86	1.94	0.22	0.00	2.37	48.49	19.83	24.78	1.51	0.00	464
Mukkadahalli	0.00	0.68	0.00	0.34	2.36	49.66	16.89	26.69	3.38	0.00	296
Sagade	0.17	3.39	0.17	0.51	3.05	48.98	18.14	23.56	2.03	0.00	590
Veeranapura	0.00	0.87	0.00	4.35	0.00	37.39	16.52	32.17	8.70	0.00	115
Yaraganahalli	0.00	1.05	0.00	1.05	0.00	44.56	18.25	30.88	4.21	0.00	285
Chamarajanagar Urban	0.92	0.92	0.00	1.39	3.00	45.96	21.25	24.48	2.08	0.00	433
Gundlupet											
Hasaguli	0.78	1.03	0.26	1.03	5.94	35.40	19.12	30.75	5.68	0.00	387
Hirikatti	0.99	2.48	0.00	0.50	2.48	42.57	19.31	29.70	1.98	0.00	202
Jakkhalli	0.00	2.63	0.00	0.00	2.63	39.47	18.42	34.21	2.63	0.00	38
Kaggala	0.71	0.36	0.00	0.36	1.07	35.59	22.78	30.96	7.83	0.36	281
Karemale	0.00	4.44	0.00	0.00	0.00	82.22	11.11	2.22	0.00	0.00	45
Kilagere	0.00	0.00	0.78	1.56	4.69	35.94	19.53	31.25	6.25	0.00	128
Kodahalli	0.76	7.30	2.27	1.76	3.02	52.90	16.37	14.61	1.01	0.00	397
Kotekere	1.38	1.57	0.98	0.79	1.96	42.44	20.83	24.56	5.30	0.20	509
Shindanapura	0.00	1.05	0.00	1.57	0.52	51.83	18.32	20.94	5.24	0.52	191
Taggalur	0.00	2.38	0.00	0.00	0.00	51.59	20.63	23.81	1.59	0.00	126
Veeranapura	0.00	0.00	0.00	1.29	1.29	39.35	14.19	38.71	5.16	0.00	155
Gundlupet Town	0.27	0.00	0.00	0.00	3.98	41.64	24.14	22.02	7.16	0.80	377
Kollegala											
Ellemala	1.08	1.52	0.22	1.08	1.52	44.69	20.39	27.98	0.87	0.65	461
Kannur	0.00	1.48	0.21	1.48	1.27	42.58	21.40	27.97	3.60	0.00	472
Kuratti Hosur	0.00	2.81	0.00	1.97	0.00	51.40	18.54	23.60	1.69	0.00	356
Minya	0.51	6.11	0.68	3.23	1.02	63.50	15.62	8.66	0.68	0.00	589
Ramapura	0.63	5.26	0.45	2.36	1.81	45.60	17.68	20.04	6.07	0.09	1,103
Tagarapura	0.24	2.65	0.00	6.27	2.65	48.67	22.41	14.94	1.93	0.24	415
Teramballi	0.00	1.72	0.25	1.97	0.25	44.72	21.62	25.55	3.93	0.00	407
Kollegala Town	1.08	0.43	0.00	2.17	1.74	36.23	17.79	28.85	11.71	0.00	461
Yelandur											
Katnavadi	4.41	1.47	0.49	2.94	0.49	37.75	18.14	28.43	4.41	1.47	204
Yaragamballi	1.72	2.21	0.37	1.60	3.20	39.11	21.16	25.34	5.29	0.00	813
Yelandur Town	0.26	0.00	0.00	0.26	1.83	36.91	18.85	36.91	4.97	0.00	382

Annex 3.5: Schooling facilities available and performance of noon meals programme in the villages (Bidar)

Villages	Schooling facilities available	Performance of the noon meals programme
Aurad		
Chinthaki	At least one high school	Very good performance of NMP
Maharajwadi	Only primary schools	Good performance of NMP
Mohamadapur	Only primary schools	Good performance of NMP
Wadgaon Deshmukh	At least one high school	Very good performance of NMP
Basavakalyan		
Bagaduri	Only primary schools	Good performance of NMP
Ghotala	At least one high school	Good performance of NMP
Kalkora	At least one middle school	Poorly performing NMP
Laheshwar	Only primary schools	Good performance of NMP
Sadlapur	At least one middle school	Poorly performing NMP
Ujlam	At least one high school	Poorly performing NMP
Yelwantigi	At least one high school	Poorly performing NMP
Bhalki		
Dawargaon	At least one high school	Very good performance of NMP
Dongapur	At least one high school	Good performance of NMP
Kardhyal	At least one middle school	Very good performance of NMP
Kelwadi	At least one high school	Very good performance of NMP
Sompur	Only primary schools	Very good performance of NMP
Tugaon Halsi	At least one middle school	Very good performance of NMP
Bidar		
Allapur	At least one middle school	Poorly performing NMP
Bambalgi	At least one middle school	Good performance of NMP
Barur	At least one middle school	Good performance of NMP
Gadagi	At least one high school	Very good performance of NMP
Jampad	Only primary schools	Poorly performing NMP
Kamthana	At least one high school	Poorly performing NMP
Kolhar B	Only primary schools	Poorly performing NMP
Malik Mirzapur	Only primary schools	Good performance of NMP
Nijampur	Only primary schools	Poorly performing NMP
Tadpalli	At least one middle school	Very good performance of NMP
Humnabad		
Dhumansoor	At least one middle school	Good performance of NMP
Dubalgundi	At least one high school	Very good performance of NMP
Ghatboral	At least one high school	Very good performance of NMP
Hunsnal	At least one middle school	Very good performance of NMP
Kappargaon	At least one middle school	Very good performance of NMP
Molkhera	At least one middle school	Very good performance of NMP
Muganoor	At least one middle school	Very good performance of NMP
Namdapur	At least one middle school	Poorly performing NMP
Sonkhera	At least one middle school	Good performance of NMP

Annex 3.6: Schooling facilities and performance of noon meals programme in the villages (Chamarajanagar)

Villages	Schooling facilities available	Performance of the noon meals programme
Chamarajanagar		
Alur	At least one high school	Very good functioning of NMP
Bedaguli	At least one middle school	Good functioning of NMP
Bisalwadi	At least one high school	Very good functioning of NMP
Desavalli	Only primary schools	Very good functioning of NMP
H Mookahalli	At least one middle school	Poorly functioning NMP
Hirebegur	At least one middle school	Poorly functioning NMP
Jyothigowadanapura	At least one high school	Good functioning of NMP
Kasturu	Only primary schools	Very good functioning of NMP
Kempanapura	At least one high school	Good functioning of NMP
Kodiugune	At least one high school	Very good functioning of NMP
Kudluru	Only primary schools	Very good functioning of NMP
Mukkadahalli	At least one middle school	Very good functioning of NMP
Sagade	At least one high school	Good functioning of NMP
Veeranapura	Only primary schools	Very good functioning of NMP
Yaraganhalli	At least one high school	Very good functioning of NMP
Gundlupet		
Hasaguli	At least one middle school	Very good functioning of NMP
Hirikati	At least one high school	No SDMC
Jakkahalli	Only primary schools	Good functioning of NMP
Kaggala	At least one middle school	Good functioning of NMP
Karemale	Only primary schools	Very good functioning of NMP
Kilagere	At least one middle school	Good functioning of NMP
Kodahalli	At least one middle school	Good functioning of NMP
Kotekere	At least one middle school	Very good functioning of NMP
Shindanapura	At least one middle school	Good functioning of NMP
Taggaluru	Only primary schools	Good functioning of NMP
Veeranapura	At least one middle school	Very good functioning of NMP
Kollegala		
Ajjipura	At least one high school	Good functioning of NMP
Ellemala	At least one high school	Good functioning of NMP
Kannur	At least one middle school	Very good functioning of NMP
Kurahatti Hosuru	At least one high school	Very good functioning of NMP
Minya	At least one middle school	Good functioning of NMP
Ramapura	At least one high school	No SDMC
Tagarapura	Only primary schools	Very good functioning of NMP
Teramballi	At least one middle school	Very good functioning of NMP
Yelandur		
Katnawadi	At least one middle school	Very good functioning of NMP
Yaragamballi	At least one high school	Very good functioning of NMP

Annex 3.7: Construction of School Development and Management Committees (SDMC) index

The SDMC Index comprises of the following variables and the scores assigned to them are as follows:

1) Role of SDMC in Operating the Noon Meals Programme:-

Very good performance of NMP – 3
Good performance of NMP – 2
Poor performance of NMP – 1

(The definitions for the performance of the NMP have been provided in the section on this programme in the main text of this chapter)

2) Monitoring attendance of teachers and students:-

Yes, monitoring attendance of both teachers and students – 3
Yes, monitoring attendance of either – 2
Neither – 1

3) Undertaking school development activities such as construction:-

Yes, undertaking all the activities mandated – 3
Yes, undertaking some of the activities mandated – 2
No school development activities undertaken – 1

4) Spreading awareness on ills of child labour, government programmes, etc:-

Yes – 3
No – 1

5) Periodic meetings with parents and among themselves:-

Yes, regular meetings conducted – 3
Meetings conducted but not regular – 2
No meetings conducted – 1

The overall SDMC index is a weighted sum of the scores that the SDMC gets on all these variables. The first two variables are given weights of 0.25 each, the third and fourth variables are given weights of 0.20 each and the last variable is given a weight of 0.10. The weights have been assigned based both on the relative priorities of the functions as far as the SDMCs are concerned, as well as the direct bearing that the functions have on the problem of child labour. The overall SDMC Index thus ranges from 1 to 3, the higher the index, the better the functioning of the SDMC. Based on the index value attained by each SDMC, we have categorized them into four groups as discussed in the main text.

Annex 4.1: Distribution of child labourers and adolescent workers (broad definition) by age groups in Bidar district

Name of the villages in Bidar district	Proportion of workers		Total (nos.)
	5-14 yrs	15-17 yrs	
Allapura	55.88	44.12	34
Bagduri	40.30	59.70	67
Bambalgi	57.14	42.86	112
Barur	68.34	31.66	199
Basavakalyana Town	75.21	24.79	117
Bhalki Town	62.30	37.70	183
Bidar Town	42.15	57.85	121
Chinthaki	68.48	31.52	165
Dawargaon	39.37	60.63	127
Dubalgundi	54.84	45.16	547
Dongapur	56.59	43.41	129
Dhumansoor	47.83	52.17	276
Gadgi	51.70	48.30	147
Ghatboral	62.36	37.64	627
Ghotala	66.80	33.20	256
Humnabad Town	50.30	49.70	169
Hunsnal	61.25	38.75	160
Jampad	50.77	49.23	65
Kalkora	69.91	30.09	216
Kamtana	52.62	47.38	534
Kappargaon	53.21	46.79	156
Kardhyal	51.92	48.08	52
Kelwadi	46.27	53.73	134
Kolhar-B	60.24	39.76	83
Laheshwar	57.14	42.86	35
Maharajawadi	62.00	38.00	50
Mallik Mirjapur	67.29	32.71	107
Mohamadapur	46.15	53.85	39
Molkhera	55.68	44.32	88
Muganoor	47.22	52.78	72
Namdapura	47.20	52.80	125
Nizampur	50.00	50.00	66
Sadlapur	71.29	28.71	209
Sompur	34.48	65.52	29
Sonkhera	71.43	28.57	189
Tadapalli	57.14	42.86	98
Tugaon Halsi	43.37	56.63	196
Ujalam	59.17	40.83	289
Wadgaon Deshmukh	53.80	46.20	171
Yelwantgi	62.96	37.04	81
Total	57.36	42.64	6,520

**Annex 4.2: Distribution of child labourers and adolescent workers
(broad definition) by age groups in Chamarajanagar district**

Name of the villages in Chamarajanagar	Proportion of workers		Total (nos.)
	5-14 yrs	15-17 yrs	
Ajjipura	61.13	38.87	494
Alur	56.61	43.39	189
Bedaguli	66.10	33.90	118
Bisalavadi	35.29	64.71	119
Chamarajanagar Urban	47.14	52.86	140
Desavalli	68.57	31.43	35
Ellemala	45.77	54.23	201
Gundlupet Town	35.19	64.81	54
H.Mookahalli	48.28	51.72	87
Hasaguli	38.17	61.83	131
Hirebegur	35.56	64.44	45
Hirikatti	25.00	75.00	48
Jakkhalli	37.50	62.50	8
Jyothigowdanapura	47.04	52.96	253
Kaggala	31.25	68.75	80
Kannur	59.52	40.48	168
Karemale	60.00	40.00	10
Kasturu	55.88	44.12	34
Katnavadi	62.07	37.93	116
Kempanapura	51.69	48.31	178
Kilagere	29.17	70.83	48
Kodahalli	52.78	47.22	144
Kodiugne	38.30	61.70	47
Kollegala Town	61.28	38.72	266
Kotekere	43.48	56.52	184
Kudalur	52.60	47.40	173
Kuratti Hosur	66.88	33.12	154
Minya	71.85	28.15	270
Mukkadahalli	45.71	54.29	105
Ramapura	58.13	41.87	461
Sagade	58.02	41.98	262
Shindanapura	25.00	75.00	32
Tagarapura	63.73	36.27	193
Taggalur	18.52	81.48	27
Teramballi	59.91	40.09	227
Veeranapura (C)	57.89	42.11	57
Veeranapura (G)	50.00	50.00	50
Yaragamballi	54.25	45.75	365
Yaraganahalli	61.33	38.67	150
Yelandur Town	45.19	54.81	104
Total	54.23	45.77	5,827

Annex 4.3: Magnitude of child labour (as per broad definition) in Bidar district

Name of the villages in Bidar district	Child labourers (5-14 yrs) to total in the age group	Child labourers (15-17 yrs) to total in the age group	Child labourers to total children	Child labourers (5-17 yrs) to total households
Allapura	8.92	33.33	13.18	20.86
Bagduri	10.38	47.06	19.42	32.68
Bambalgi	17.68	57.14	25.11	39.86
Barur	19.97	57.27	25.16	38.42
Basavakalyana Town	20.47	59.18	24.43	45.53
Bhalki Town	16.76	58.47	22.93	41.50
Bidar Town	11.86	61.95	22.28	41.72
Chinthaki	18.71	50.49	23.34	33.74
Dawargaon	9.45	48.43	18.46	23.05
Dubalgundi	21.38	68.04	30.97	49.50
Dongapur	12.17	35.22	17.00	21.79
Dhumansoor	18.18	68.90	29.52	45.32
Gadgi	10.37	46.41	16.59	24.10
Ghatboral	23.70	55.92	30.26	45.93
Ghotala	28.41	62.04	34.64	52.67
Humnabad Town	16.44	69.42	26.49	50.30
Hunsnal	24.75	56.36	31.62	53.87
Jampad	15.57	44.44	22.89	32.99
Kalkora	28.76	52.00	33.23	58.06
Kamtana	15.12	56.47	23.15	38.98
Kappargaon	20.39	77.66	31.14	57.35
Kardhyal	7.78	25.25	11.66	22.51
Kelwadi	16.58	61.54	27.29	38.62
Kolhar-B	14.08	43.42	19.26	31.80
Laheshwar	19.23	50.00	26.12	33.98
Maharajawadi	15.82	48.72	21.28	34.48
Mallik Mirjapur	20.40	57.38	25.85	40.84
Mohamadapur	9.14	48.84	16.25	25.32
Molkhera	10.89	44.83	16.39	27.08
Muganoor	14.53	80.85	25.62	37.11
Namdapura	17.15	70.97	28.60	41.95
Nizampur	12.00	49.25	19.30	34.74
Sadlapur	45.43	71.43	50.73	81.32
Sompur	9.09	50.00	19.59	25.44
Sonkhera	36.59	66.67	42.00	68.73
Tadapalli	15.01	56.76	21.92	34.03
Tugaon Halsi	15.63	69.38	27.84	34.09
Ujalam	22.98	60.51	30.78	41.64
Wadgaon Deshmukh	15.54	46.75	22.47	34.76
Yelwantgi	18.15	53.57	24.04	42.41
Total	18.34	56.79	25.79	40.24

Annex 4.4: Magnitude of child labour (as per broad definition) in Chamarajanagar district

Name of the villages in Chamarajanagar district	Child labourers (5-14 yrs) to total in the age group	Child labourers (15-17 yrs) to total in the age group	Child labourers to total children	Child labourers (5-17 yrs) to total households
Ajjipura	35.87	80.33	45.70	47.59
Alur	26.82	65.60	36.07	29.91
Bedaguli	40.21	90.91	49.58	51.30
Bisalavadi	12.46	54.23	24.84	20.91
Chamarajanagar Urban	19.94	72.55	32.33	33.65
Desavalli	22.43	55.00	27.56	24.31
Ellemala	27.38	87.20	43.60	50.50
Gundlupet Town	6.64	38.46	14.32	17.20
H.Mookahalli	37.17	73.77	50.00	41.63
Hasaguli	18.32	71.05	33.85	29.11
Hirebegur	18.82	80.56	37.19	26.32
Hirikatti	8.63	57.14	23.76	25.95
Jakkhalli	9.68	71.43	21.05	12.70
Jyothigowdanapura	22.20	67.68	34.47	37.37
Kaggala	13.74	55.56	28.47	20.46
Kannur	27.40	63.55	35.59	35.97
Karemale	14.63	100.00	22.22	16.13
Kasturu	32.20	78.95	43.59	33.66
Katnavadi	47.68	83.02	56.86	53.46
Kempanapura	25.56	78.18	37.87	30.90
Kilagere	17.07	73.91	37.50	34.04
Kodahalli	24.28	80.95	36.27	27.91
Kodiugne	12.16	43.94	21.96	20.43
Kollegala Town	48.95	80.47	57.70	62.00
Kotekere	21.74	73.76	36.15	40.62
Kudalur	24.86	83.67	37.28	39.23
Kuratti Hosur	35.52	77.27	43.26	50.49
Minya	38.49	89.41	45.84	49.27
Mukkadahalli	21.33	80.28	35.47	27.85
Ramapura	31.20	79.10	41.80	38.32
Sagade	32.76	87.30	44.41	33.94
Shindanapura	5.56	51.06	16.75	15.84
Tagarapura	36.50	89.74	46.51	44.78
Taggalur	5.26	70.97	21.43	23.08
Teramballi	45.18	85.85	55.77	51.24
Veeranapura (C)	38.37	82.76	49.57	38.51
Veeranapura (G)	22.32	58.14	32.26	23.81
Yaragamballi	32.73	80.29	44.90	43.04
Yaraganahalli	42.59	84.06	52.63	43.23
Yelandur Town	16.85	55.34	27.23	27.73
Total	27.98	73.51	39.05	36.77

Annex 4.5: Proportion of child labourers (as per strict definition) in Bidar district

Name of the villages in Bidar district	Child labourers (5-14 yrs) to total in the age group	Child labourers (15-17 yrs) to total in the age group	Child labourers to total children	Child labourers (5-17 yrs) to total households
Allapura	2.35	20.00	5.43	8.59
Bagduri	3.46	28.24	9.57	16.10
Bambalgi	6.91	23.81	10.09	16.01
Barur	9.84	38.18	13.78	21.04
Basavakalyana Town	3.49	14.29	4.59	8.56
Bhalki Town	5.00	25.42	8.02	14.51
Bidar Town	2.09	21.24	6.08	11.38
Chinthaki	9.44	31.07	12.59	18.20
Dawargaon	4.91	24.53	9.45	11.80
Dubalgundi	8.13	32.78	13.19	21.09
Dongapur	4.00	21.38	7.64	9.80
Dhumansoor	5.65	43.54	14.12	21.67
Gadgi	3.82	24.18	7.34	10.66
Ghatboral	6.67	21.80	9.75	14.80
Ghotala	3.65	12.41	5.28	8.02
Humnabad Town	3.09	12.40	4.86	9.23
Hunsnal	4.55	20.00	7.91	13.47
Jampad	10.85	29.17	15.49	22.34
Kalkora	2.48	14.40	4.77	8.33
Kamtana	6.56	31.70	11.44	19.27
Kappargaon	7.86	45.74	14.97	27.57
Kardhyal	3.75	12.12	5.61	10.82
Kelwadi	4.28	32.48	11.00	15.56
Kolhar-B	3.66	17.11	6.03	9.96
Laheshwar	8.65	16.67	10.45	13.59
Maharajawadi	6.63	25.64	9.79	15.86
Mallik Mirjapur	8.50	36.07	12.56	19.85
Mohamadapur	4.06	20.93	7.08	11.04
Molkhera	3.33	12.64	4.84	8.00
Muganoor	4.70	36.17	9.96	14.43
Namdapura	5.52	52.69	15.56	22.82
Nizampur	5.45	29.85	10.23	18.42
Sadlapur	9.76	25.00	12.86	20.62
Sompur	2.73	28.95	9.46	12.28
Sonkhera	12.20	27.16	14.89	24.36
Tadapalli	4.56	20.27	7.16	11.11
Tugaon Halsi	5.33	41.88	13.64	16.70
Ujalam	5.24	23.08	8.95	12.10
Wadgaon Deshmukh	5.24	20.12	8.54	13.21
Yelwantgi	5.34	23.21	8.31	14.66
Total	5.80	26.80	9.87	15.40

**Annex 4.6: Proportion of child labourers (as per strict definition) in
Chamarajanagar district**

Name of the villages in Chamarajanagar district	Child labourers (5-14 yrs) to total in the age group	Child labourers (15-17 yrs) to total in the age group	Child labourers to total children	Child labourers (5-17 yrs) to total households
Ajjipura	4.99	34.73	11.56	12.04
Alur	0.00	8.00	1.91	1.58
Bedaguli	19.59	77.27	30.25	31.30
Bisalavadi	3.56	19.01	8.14	6.85
Chamarajanagar Urban	1.21	25.49	6.93	7.21
Desavalli	0.93	5.00	1.57	1.39
Ellemala	6.25	38.40	14.97	17.34
Gundlupet Town	1.75	10.99	3.98	4.78
H.Mookahalli	0.00	18.03	6.32	5.26
Hasaguli	2.20	17.54	6.72	5.78
Hirebegur	1.18	16.67	5.79	4.09
Hirikatti	0.72	22.22	7.43	8.11
Jakkhalli	0.00	14.29	2.63	1.59
Jyothigowdanapura	1.12	21.21	6.54	7.09
Kaggala	1.10	18.18	7.12	5.12
Kannur	2.19	14.02	4.87	4.93
Karemale	2.44	75.00	8.89	6.45
Kasturu	0.00	0.00	0.00	0.00
Katnavadi	1.32	18.87	5.88	5.53
Kempanapura	0.56	14.55	3.83	3.13
Kilagere	1.22	32.61	12.50	11.35
Kodahalli	8.31	58.33	18.89	14.53
Kodiugne	2.70	15.15	6.54	6.09
Kollegala Town	1.50	14.84	5.21	5.59
Kotekere	3.26	22.70	8.64	9.71
Kudalur	0.82	18.37	4.53	4.76
Kuratti Hosur	5.86	27.27	9.83	11.48
Minya	10.32	49.41	15.96	17.15
Mukkadahalli	2.22	8.45	3.72	2.92
Ramapura	5.47	28.69	10.61	9.73
Sagade	5.60	42.86	13.56	10.36
Shindanapura	0.00	29.79	7.33	6.93
Tagarapura	2.67	33.33	8.43	8.12
Taggalur	2.11	35.48	10.32	11.11
Teramballi	1.00	22.64	6.63	6.09
Veeranapura (C)	0.00	10.34	2.61	2.03
Veeranapura (G)	4.46	16.28	7.74	5.71
Yaragamballi	1.65	24.52	7.50	7.19
Yaraganahalli	2.31	7.25	3.51	2.88
Yelandur Town	0.72	15.53	4.71	4.80
Total	3.42	24.39	8.52	8.02

Annex 4.7: Distribution of child labourers and adolescent workers (%) by number of working hours in Bidar district

Name of the villages in Bidar district	5 – 14 yrs				15 – 17 yrs			
	< 4 hrs	4 – 8 hrs	+9 hrs	Total (nos.)	< 4 hrs	4 – 8 hrs	+9 hrs	Total (nos.)
Allapura	10.53	57.89	31.58	19	0.00	33.33	66.67	15
Bagduri	7.41	62.96	29.63	27	5.00	60.00	35.00	40
Bambalgi	17.19	68.75	14.06	64	12.50	64.58	22.92	48
Barur	11.76	44.12	44.12	136	3.17	47.62	49.21	63
Basavakalyana Town	54.55	21.59	23.86	88	34.48	48.28	17.24	29
Bhalki Town	31.58	42.11	26.32	114	13.04	53.62	33.33	69
Bidar Town	17.65	52.94	29.41	51	10.00	51.43	38.57	70
Chinthaki	2.65	87.61	9.73	113	5.77	82.69	11.54	52
Dawargaon	12.00	48.00	40.00	50	9.09	28.57	62.34	77
Dubalgundi	16.33	63.00	20.67	300	12.15	57.09	30.77	247
Dongapur	35.62	35.62	28.77	73	17.86	33.93	48.21	56
Dhumansoor	17.42	61.36	21.21	132	2.08	51.39	46.53	144
Gadgi	22.37	59.21	18.42	76	8.45	61.97	29.58	71
Ghatboral	40.92	44.50	14.58	391	15.25	69.92	14.83	236
Ghotala	52.63	35.09	12.28	171	24.71	44.71	30.59	85
Humnabad Town	23.53	55.29	21.18	85	17.86	47.62	34.52	84
Hunsnal	40.82	39.80	19.39	98	16.13	54.84	29.03	62
Jampad	6.06	30.30	63.64	33	3.13	37.50	59.38	32
Kalkora	63.58	29.14	7.28	151	24.62	53.85	21.54	65
Kamtana	6.41	80.43	13.17	281	3.16	70.36	26.48	253
Kappargaon	16.87	49.40	33.73	83	6.85	56.16	36.99	73
Kardhyal	3.70	51.85	44.44	27	4.00	36.00	60.00	25
Kelwadi	17.74	59.68	22.58	62	5.56	41.67	52.78	72
Kolhar-B	14.00	68.00	18.00	50	0.00	72.73	27.27	33
Laheshwar	0.00	55.00	45.00	20	0.00	73.33	26.67	15
Maharajawadi	12.90	61.29	25.81	31	0.00	68.42	31.58	19
Mallik Mirjapur	25.00	43.06	31.94	72	2.86	42.86	54.29	35
Mohamadapur	5.56	50.00	44.44	18	0.00	52.38	47.62	21
Molkhera	2.04	65.31	32.65	49	2.56	53.85	43.59	39
Muganoor	38.24	47.06	14.71	34	10.53	57.89	31.58	38
Namdapura	18.64	64.41	16.95	59	6.06	50.00	43.94	66
Nizampur	6.06	60.61	33.33	33	9.09	63.64	27.27	33
Sadlapur	57.72	28.86	13.42	149	11.67	70.00	18.33	60
Sompur	20.00	50.00	30.00	10	0.00	52.63	47.37	19
Sonkhera	48.15	22.96	28.89	135	20.37	55.56	24.07	54
Tadapalli	14.29	55.36	30.36	56	7.14	61.90	30.95	42
Tugaon Halsi	17.65	64.71	17.65	85	1.80	48.65	49.55	111
Ujalam	43.27	42.11	14.62	171	11.86	60.17	27.97	118
Wadgaon Deshmukh	18.48	61.96	19.57	92	7.59	59.49	32.91	79
Yelwantgi	29.41	37.25	33.33	51	3.33	66.67	30.00	30
Total	27.78	50.94	21.28	3,740	9.68	56.58	33.74	2,780

Annex 4.8: Distribution of child labourers and adolescent workers (%) by number of working hours in Chamarajanagar district

Name of the villages in Chamarajanagar district	5 – 14 yrs				15 – 17 yrs			
	< 4 hrs	4 – 8 hrs	+9 hrs	Total (nos.)	< 4 hrs	4 – 8 hrs	+9 hrs	Total (nos.)
Ajjipura	57.95	35.43	6.62	302	26.56	47.40	26.04	192
Alur	71.96	28.04	0.00	107	32.93	64.63	2.44	82
Bedaguli	30.77	48.72	20.51	78	15.00	50.00	35.00	40
Bisalavadi	23.81	52.38	23.81	42	10.39	63.64	25.97	77
Chamarajanagar Urban	59.09	36.36	4.55	66	21.62	74.32	4.05	74
Desavalli	62.50	33.33	4.17	24	36.36	63.64	0.00	11
Ellemala	51.09	34.78	14.13	92	27.52	47.71	24.77	109
Gundlupet Town	42.11	47.37	10.53	19	20.00	71.43	8.57	35
H.Mookahalli	59.52	40.48	0.00	42	28.89	71.11	0.00	45
Hasaguli	42.00	48.00	10.00	50	16.05	64.20	19.75	81
Hirebegur	50.00	37.50	12.50	16	20.69	34.48	44.83	29
Hirikatti	8.33	75.00	16.67	12	2.78	55.56	41.67	36
Jakkhalli	66.67	33.33	0.00	3	60.00	20.00	20.00	5
Jyothigowdanapura	61.34	36.97	1.68	119	22.39	75.37	2.24	134
Kaggala	36.00	64.00	0.00	25	21.82	50.91	27.27	55
Kannur	58.00	37.00	5.00	100	29.41	61.76	8.82	68
Karemale	50.00	16.67	33.33	6	0.00	75.00	25.00	4
Kasturu	73.68	26.32	0.00	19	20.00	80.00	0.00	15
Katnavadi	63.89	30.56	5.56	72	31.82	52.27	15.91	44
Kempanapura	56.52	36.96	6.52	92	44.19	52.33	3.49	86
Kilagere	71.43	28.57	0.00	14	8.82	67.65	23.53	34
Kodahalli	15.79	52.63	31.58	76	2.94	52.94	44.12	68
Kodiugne	38.89	55.56	5.56	18	27.59	58.62	13.79	29
Kollegala Town	76.07	23.31	0.61	163	49.51	44.66	5.83	103
Kotekere	35.00	48.75	16.25	80	15.38	58.65	25.96	104
Kudalur	53.85	45.05	1.10	91	37.80	59.76	2.44	82
Kuratti Hosur	35.92	52.43	11.65	103	17.65	68.63	13.73	51
Minya	39.18	58.25	2.58	194	6.58	73.68	19.74	76
Mukkadahalli	45.83	52.08	2.08	48	24.56	71.93	3.51	57
Ramapura	57.46	38.06	4.48	268	41.45	46.63	11.92	193
Sagade	50.00	49.34	0.66	152	19.09	71.82	9.09	110
Shindanapura	75.00	25.00	0.00	8	16.67	37.50	45.83	24
Tagarapura	73.17	21.95	4.88	123	27.14	64.29	8.57	70
Taggalur	40.00	20.00	40.00	5	9.09	50.00	40.91	22
Teramballi	76.47	22.79	0.74	136	36.26	49.45	14.29	91
Veeranapura (C)	45.45	48.48	6.06	33	16.67	79.17	4.17	24
Veeranapura (G)	56.00	40.00	4.00	25	36.00	48.00	16.00	25
Yaragamballi	65.66	30.30	4.04	198	31.14	59.88	8.98	167
Yaraganahalli	59.78	40.22	0.00	92	22.41	74.14	3.45	58
Yelandur Town	74.47	21.28	4.26	47	28.07	57.89	14.04	57
Total	55.47	38.64	5.89	3,160	26.02	58.91	15.07	2,667

Annex 4.9: Distribution of child labourers & adolescent workers (%) by type of activities in Bidar district

Name of the villages in Bidar district	Economic activity for wage	Household economic activity	Assisting parents in domestic chores	Total (nos.)
Allapura	41.18	47.06	11.76	34
Bagduri	49.25	19.40	31.34	67
Bambalgi	40.18	17.86	41.96	112
Barur	54.77	21.11	24.12	199
Basavakalyana Town	18.80	6.84	74.36	117
Bhalki Town	34.97	8.20	56.83	183
Bidar Town	27.27	6.61	66.12	121
Chinthaki	53.94	23.03	23.03	165
Dawargaon	51.18	22.05	26.77	127
Dubalgundi	42.60	6.40	51.01	547
Dongapur	44.96	11.63	43.41	129
Dhumansoor	47.83	7.97	44.20	276
Gadgi	44.22	25.17	30.61	147
Ghatboral	32.22	20.26	47.53	627
Ghotala	15.23	30.47	54.30	256
Humnabad Town	18.34	18.93	62.72	169
Hunsnal	25.00	18.75	56.25	160
Jampad	67.69	13.85	18.46	65
Kalkora	14.35	36.57	49.07	216
Kamtana	49.44	14.79	35.77	534
Kappargaon	48.08	10.90	41.03	156
Kardhyal	48.08	28.85	23.08	52
Kelwadi	40.30	11.94	47.76	134
Kolhar-B	31.33	30.12	38.55	83
Laheshwar	40.00	22.86	37.14	35
Maharajawadi	46.00	18.00	36.00	50
Mallik Mirjapur	48.60	9.35	42.06	107
Mohamadapur	43.59	25.64	30.77	39
Molkhera	29.55	42.05	28.41	88
Muganoor	38.89	4.17	56.94	72
Namdapura	54.40	9.60	36.00	125
Nizampur	53.03	13.64	33.33	66
Sadlapur	25.36	20.57	54.07	209
Sompur	48.28	13.79	37.93	29
Sonkhera	35.45	15.34	49.21	189
Tadapalli	32.65	47.96	19.39	98
Tugaon Halsi	48.98	12.24	38.78	196
Ujalam	29.07	21.80	49.13	289
Wadgaon Deshmukh	38.01	30.41	31.58	171
Yelwantgi	34.57	24.69	40.74	81
Total	38.27	18.16	43.57	6,520

Annex 4.10: Distribution of child labourers and adolescent workers (%) by type of activities in Chamarajanagar district

Name of the villages in Chamarajanagar district	Economic activity for wage	Household economic activity	Assisting parents in domestic chores	Total (nos.)
Ajjipura	25.30	12.75	61.94	494
Alur	5.29	23.28	71.43	189
Bedaguli	61.02	1.69	37.29	118
Bisalavadi	32.77	20.17	47.06	119
Chamarajanagar Urban	21.43	8.57	70.00	140
Desavalli	5.71	20.00	74.29	35
Ellemala	34.33	25.87	39.80	201
Gundlupet Town	27.78	16.67	55.56	54
H.Mookahalli	12.64	19.54	67.82	87
Hasaguli	19.85	21.37	58.78	131
Hirebegur	15.56	31.11	53.33	45
Hirikatti	31.25	35.42	33.33	48
Jakkhalli	12.50	25.00	62.50	8
Jyothigowdanapura	18.97	10.28	70.75	253
Kaggala	25.00	15.00	60.00	80
Kannur	13.69	12.50	73.81	168
Karemale	40.00	20.00	40.00	10
Kasturu	0.00	26.47	73.53	34
Katnavadi	10.34	45.69	43.97	116
Kempanapura	10.11	18.54	71.35	178
Kilagere	33.33	10.42	56.25	48
Kodahalli	52.08	12.50	35.42	144
Kodiugne	29.79	2.13	68.09	47
Kollegala Town	9.02	3.38	87.59	266
Kotekere	23.91	18.48	57.61	184
Kudalur	12.14	10.98	76.88	173
Kuratti Hosur	22.73	15.58	61.69	154
Minya	34.81	16.67	48.52	270
Mukkadahalli	10.48	35.24	54.29	105
Ramapura	25.38	4.99	69.63	461
Sagade	30.53	17.94	51.53	262
Shindanapura	43.75	15.63	40.63	32
Tagarapura	18.13	11.40	70.47	193
Taggalur	48.15	29.63	22.22	27
Teramballi	11.89	16.30	71.81	227
Veeranapura (C)	5.26	35.09	59.65	57
Veeranapura (G)	24.00	12.00	64.00	50
Yaragamballi	16.71	20.82	62.47	365
Yaranahalli	6.67	16.67	76.67	150
Yelandur Town	17.31	8.65	74.04	104
Total	21.81	15.74	62.45	5,827

Annex 4.11: Distribution of child labourers and adolescent workers (%) by their sex and schooling status in Bidar district

Name of the villages in Bidar district	BOYS						GIRLS					
	Never attended	Drop out	Attending the school	Yet to be admitted to school	No information	Total (nos.)	Never attended	Drop out	Attending the school	Yet to be admitted to school	No information	Total (nos.)
Allapura	35.29	58.82	5.88	0.00	0.00	17	64.71	35.29	0.00	0.00	0.00	17
Bagduri	19.35	70.97	9.68	0.00	0.00	31	16.67	66.67	13.89	2.78	0.00	36
Bambalgi	29.79	51.06	19.15	0.00	0.00	47	20.00	35.38	43.08	1.54	0.00	65
Barur	36.45	52.34	10.28	0.93	0.00	107	31.52	48.91	18.48	1.09	0.00	92
Basavakalyana Town	8.62	32.76	58.62	0.00	0.00	58	18.64	22.03	57.63	1.69	0.00	59
Bhalki Town	26.98	61.90	9.52	1.59	0.00	63	25.83	20.83	53.33	0.00	0.00	120
Bidar Town	11.11	82.22	6.67	0.00	0.00	45	7.89	47.37	44.74	0.00	0.00	76
Chinthaki	40.00	46.25	11.25	0.00	2.50	80	38.82	52.94	5.88	0.00	2.35	85
Dawargaon	25.81	56.45	17.74	0.00	0.00	62	30.77	30.77	36.92	0.00	1.54	65
Dubalgundi	33.81	56.67	8.57	0.95	0.00	210	21.36	27.30	50.74	0.59	0.00	337
Dongapur	21.21	36.36	34.85	0.00	7.58	66	11.11	42.86	44.44	0.00	1.59	63
Dhumansoor	17.80	72.03	10.17	0.00	0.00	118	15.82	37.97	45.57	0.63	0.00	158
Gadgi	16.22	68.92	12.16	0.00	2.70	74	17.81	49.32	31.51	0.00	1.37	73
Ghatboral	32.27	27.80	36.74	0.64	2.56	313	28.98	28.66	40.13	0.64	1.59	314
Ghotala	14.17	41.73	44.09	0.00	0.00	127	11.63	28.68	59.69	0.00	0.00	129
Humnabad Town	19.61	62.75	15.69	0.00	1.96	51	30.51	35.59	32.20	0.85	0.85	118
Hunsnal	7.46	46.27	46.27	0.00	0.00	67	11.83	20.43	67.74	0.00	0.00	93
Jampad	62.96	33.33	3.70	0.00	0.00	27	42.11	47.37	10.53	0.00	0.00	38
Kalkora	19.19	13.13	66.67	1.01	0.00	99	21.37	20.51	58.12	0.00	0.00	117
Kamtana	31.48	54.81	10.74	0.00	2.96	270	23.86	34.85	37.12	0.38	3.79	264
Kappargaon	12.07	82.76	5.17	0.00	0.00	58	9.18	50.00	39.80	0.00	1.02	98
Kardhyal	5.56	83.33	11.11	0.00	0.00	18	8.82	64.71	26.47	0.00	0.00	34
Kelwadi	17.74	56.45	25.81	0.00	0.00	62	11.11	29.17	59.72	0.00	0.00	72
Kolhar-B	40.63	28.13	12.50	6.25	12.50	32	21.57	47.06	21.57	0.00	9.80	51
Laheshwar	26.67	66.67	6.67	0.00	0.00	15	20.00	50.00	30.00	0.00	0.00	20
Maharajawadi	33.33	61.11	5.56	0.00	0.00	18	40.63	43.75	15.63	0.00	0.00	32
Mallik Mirjapur	25.53	48.94	25.53	0.00	0.00	47	20.00	50.00	30.00	0.00	0.00	60
Mohamadapur	25.00	68.75	6.25	0.00	0.00	16	8.70	82.61	8.70	0.00	0.00	23
Molkhera	18.75	79.17	2.08	0.00	0.00	48	32.50	55.00	12.50	0.00	0.00	40
Muganoor	20.00	40.00	40.00	0.00	0.00	15	15.79	26.32	57.89	0.00	0.00	57
Namdapura	7.02	84.21	8.77	0.00	0.00	57	5.88	42.65	51.47	0.00	0.00	68
Nizampur	18.18	68.18	4.55	0.00	9.09	22	6.82	88.64	2.27	0.00	2.27	44
Sadlapur	27.35	10.26	61.54	0.85	0.00	117	22.83	18.48	57.61	1.09	0.00	92
Sompur	26.67	66.67	6.67	0.00	0.00	15	28.57	42.86	28.57	0.00	0.00	14
Sonkhera	41.35	13.46	45.19	0.00	0.00	104	25.88	15.29	57.65	1.18	0.00	85
Tadapalli	26.67	53.33	20.00	0.00	0.00	30	48.53	22.06	29.41	0.00	0.00	68
Tugaon Halsi	29.36	53.21	16.51	0.92	0.00	109	12.64	33.33	51.72	2.30	0.00	87
Ujalam	13.10	46.90	40.00	0.00	0.00	145	17.36	44.44	38.19	0.00	0.00	144
Wadgaon Deshmukh	16.88	71.43	11.69	0.00	0.00	77	20.21	53.19	26.60	0.00	0.00	94
Yelwantgi	39.29	42.86	17.86	0.00	0.00	28	26.42	39.62	33.96	0.00	0.00	53
Total	25.40	48.74	24.42	0.37	1.08	2,965	21.77	36.09	40.93	0.42	0.79	3,555

Annex 4.12: Distribution of child labourers and adolescent workers (%) by their sex and schooling status in Chamarajanagar district

Name of the villages in Chamarajanagar district	BOYS						GIRLS					
	Never attended	Drop out	Attending the school	Yet to be admitted to school	No information	Total (nos.)	Never attended	Drop out	Attending the school	Yet to be admitted to school	No information	Total (nos.)
Ajjipura	4.58	38.33	55.42	0.00	1.67	240	4.72	25.59	68.90	0.39	0.39	254
Alur	4.40	23.08	72.53	0.00	0.00	91	6.12	15.31	77.55	0.00	1.02	98
Bedaguli	19.15	44.68	34.04	0.00	2.13	47	25.35	30.99	38.03	0.00	5.63	71
Bisalavadi	10.71	73.21	14.29	0.00	1.79	56	0.00	61.90	36.51	0.00	1.59	63
Chamarajanagar Urban	3.13	60.94	34.38	0.00	1.56	64	2.63	48.68	46.05	0.00	2.63	76
Desavalli	0.00	15.38	84.62	0.00	0.00	13	0.00	22.73	77.27	0.00	0.00	22
Ellemala	1.03	54.64	41.24	0.00	3.09	97	4.81	39.42	53.85	0.00	1.92	104
Gundlupet Town	0.00	75.00	25.00	0.00	0.00	24	0.00	43.33	56.67	0.00	0.00	30
H.Mookahalli	0.00	33.33	66.67	0.00	0.00	39	0.00	25.00	75.00	0.00	0.00	48
Hasaguli	4.00	52.00	44.00	0.00	0.00	75	3.57	33.93	60.71	0.00	1.79	56
Hirebegur	0.00	81.82	18.18	0.00	0.00	22	4.35	60.87	34.78	0.00	0.00	23
Hirikatti	3.45	89.66	3.45	0.00	3.45	29	10.53	78.95	10.53	0.00	0.00	19
Jakkhalli	0.00	0.00	100.00	0.00	0.00	2	16.67	33.33	50.00	0.00	0.00	6
Jyothigowdanapura	4.39	43.86	51.75	0.00	0.00	114	10.79	32.37	56.12	0.00	0.72	139
Kaggala	0.00	64.29	32.14	0.00	3.57	28	0.00	44.23	53.85	0.00	1.92	52
Kannur	3.75	32.50	63.75	0.00	0.00	80	4.55	20.45	75.00	0.00	0.00	88
Karemale	25.00	75.00	0.00	0.00	0.00	4	16.67	50.00	33.33	0.00	0.00	6
Kasturu	0.00	7.14	92.86	0.00	0.00	14	0.00	10.00	90.00	0.00	0.00	20
Katnavadi	3.13	12.50	81.25	0.00	3.13	64	3.85	21.15	69.23	0.00	5.77	52
Kempanapura	0.00	29.33	64.00	0.00	6.67	75	3.88	26.21	66.99	0.00	2.91	103
Kilagere	0.00	68.18	31.82	0.00	0.00	22	3.85	46.15	50.00	0.00	0.00	26
Kodahalli	21.54	53.85	23.08	0.00	1.54	65	25.32	35.44	37.97	0.00	1.27	79
Kodiugne	5.56	44.44	50.00	0.00	0.00	18	6.90	37.93	55.17	0.00	0.00	29
Kollegala Town	1.59	12.70	85.71	0.00	0.00	126	0.00	5.00	93.57	0.00	1.43	140
Kotekere	3.57	61.90	30.95	0.00	3.57	84	9.00	37.00	52.00	0.00	2.00	100
Kudalur	2.63	36.84	59.21	0.00	1.32	76	6.19	34.02	57.73	0.00	2.06	97
Kuratti Hosur	2.41	49.40	48.19	0.00	0.00	83	5.63	40.85	53.52	0.00	0.00	71
Minya	10.32	49.21	38.10	0.00	2.38	126	14.58	47.92	37.50	0.00	0.00	144
Mukkadahalli	1.96	37.25	60.78	0.00	0.00	51	0.00	38.89	61.11	0.00	0.00	54
Ramapura	11.92	32.12	55.44	0.00	0.52	193	11.94	21.27	64.93	0.37	1.49	268
Sagade	8.20	45.90	45.08	0.00	0.82	122	7.86	25.00	67.14	0.00	0.00	140
Shindanapura	0.00	59.09	40.91	0.00	0.00	22	10.00	20.00	70.00	0.00	0.00	10
Tagarapura	10.87	36.96	52.17	0.00	0.00	92	0.00	26.73	73.27	0.00	0.00	101
Taggalur	15.79	68.42	15.79	0.00	0.00	19	0.00	87.50	12.50	0.00	0.00	8
Teramballi	2.00	22.00	76.00	0.00	0.00	100	3.94	22.05	74.02	0.00	0.00	127
Veeranapura (C)	4.17	33.33	62.50	0.00	0.00	24	0.00	36.36	63.64	0.00	0.00	33
Veeranapura (G)	0.00	60.00	40.00	0.00	0.00	20	0.00	30.00	70.00	0.00	0.00	30
Yaragamballi	3.45	37.36	55.17	0.00	4.02	174	4.71	25.65	67.54	0.00	2.09	191
Yaraganahalli	0.00	37.93	62.07	0.00	0.00	58	2.17	25.00	72.83	0.00	0.00	92
Yelandur Town	0.00	74.07	25.93	0.00	0.00	27	0.00	16.88	81.82	0.00	1.30	77
Total	5.26	41.57	51.83	0.00	1.34	2,680	6.29	29.77	62.73	0.06	1.14	3,147

Annex 4.13: Distribution of child labourers and adolescent workers (%) by their caste in Bidar district

Name of the villages in Bidar district	SC	ST	Muslim	Other minorities	Others	No information	Total (nos.)
Allapura	5.88	29.41	20.59	11.76	32.35	0.00	34
Bagduri	62.69	2.99	14.93	0.00	19.40	0.00	67
Bambalgi	33.93	22.32	23.21	8.04	12.50	0.00	112
Barur	28.14	1.01	26.63	19.10	25.13	0.00	199
Basavakalyana Town	42.74	16.24	23.93	5.98	11.11	0.00	117
Bhalki Town	55.19	3.28	21.31	0.00	20.22	0.00	183
Bidar Town	31.40	6.61	33.06	1.65	27.27	0.00	121
Chinthaki	27.88	24.85	15.76	0.61	30.91	0.00	165
Dawargaon	14.17	14.96	19.69	0.00	51.18	0.00	127
Dubalgundi	34.92	18.46	17.92	0.91	27.79	0.00	547
Dongapur	27.13	15.50	15.50	3.88	37.98	0.00	129
Dhumansoor	34.42	21.01	13.04	0.36	31.16	0.00	276
Gadgi	22.45	25.85	5.44	21.77	23.81	0.68	147
Ghatboral	44.02	13.88	3.51	0.48	38.12	0.00	627
Ghotala	10.55	16.41	13.28	5.86	53.91	0.00	256
Humnabad Town	4.14	30.18	31.36	0.00	34.32	0.00	169
Hunsnal	15.63	4.38	17.50	24.38	38.13	0.00	160
Jampad	64.62	7.69	13.85	4.62	9.23	0.00	65
Kalkora	37.50	33.80	10.19	0.46	18.06	0.00	216
Kamtana	7.12	29.96	45.13	2.62	15.17	0.00	534
Kappargaon	21.15	16.67	40.38	0.00	21.79	0.00	156
Kardhyal	15.38	3.85	23.08	1.92	55.77	0.00	52
Kelwadi	17.91	45.52	0.75	0.00	35.82	0.00	134
Kolhar-B	20.48	9.64	14.46	4.82	50.60	0.00	83
Laheshwar	11.43	5.71	37.14	0.00	45.71	0.00	35
Maharajawadi	16.00	6.00	44.00	2.00	32.00	0.00	50
Mallik Mirjapur	19.63	7.48	38.32	5.61	28.97	0.00	107
Mohamadapur	58.97	0.00	2.56	0.00	38.46	0.00	39
Molkhera	32.95	18.18	17.05	0.00	31.82	0.00	88
Muganoor	59.72	0.00	6.94	0.00	33.33	0.00	72
Namdapura	36.80	6.40	0.00	6.40	50.40	0.00	125
Nizampur	0.00	0.00	0.00	0.00	0.00	100.00	66
Sadlapur	32.54	12.92	11.00	2.87	40.67	0.00	209
Sompur	20.69	0.00	0.00	0.00	79.31	0.00	29
Sonkhera	29.10	41.80	11.64	4.76	12.70	0.00	189
Tadapalli	43.88	14.29	9.18	3.06	29.59	0.00	98
Tugaon Halsi	34.18	9.69	9.69	0.00	46.43	0.00	196
Ujalam	17.99	6.92	6.23	0.00	68.86	0.00	289
Wadgaon Deshmukh	14.62	23.98	18.71	0.58	42.11	0.00	171
Yelwantgi	12.35	12.35	16.05	0.00	59.26	0.00	81
Total	27.96	17.15	17.58	3.34	32.94	1.03	6,520

Annex 4.14: Distribution of child labourers and adolescent workers (%) by their caste in Chamarajanagar district

Name of the villages in Chamarajanagar district	SC	ST	Muslim	Other minorities	Others	No information	Total (nos.)
Ajjipura	41.90	1.82	9.92	0.00	46.36	0.00	494
Alur	10.58	2.65	1.06	0.00	83.60	2.12	189
Bedaguli	14.41	71.19	2.54	0.00	11.86	0.00	118
Bisalavadi	27.73	15.13	0.00	0.00	57.14	0.00	119
Chamarajanagar Urban	0.00	15.00	0.00	0.00	85.00	0.00	140
Desavalli	11.43	14.29	11.43	0.00	62.86	0.00	35
Ellemala	9.45	1.99	30.35	0.50	57.71	0.00	201
Gundlupet Town	11.11	7.41	66.67	0.00	14.81	0.00	54
H.Mookahalli	43.68	0.00	0.00	0.00	56.32	0.00	87
Hasaguli	5.34	0.00	0.00	0.00	94.66	0.00	131
Hirebegur	8.89	0.00	0.00	0.00	91.11	0.00	45
Hirikatti	12.50	0.00	0.00	0.00	87.50	0.00	48
Jakkhalli	0.00	0.00	0.00	0.00	100.00	0.00	8
Jyothigowdanapura	32.81	38.74	0.00	0.00	28.46	0.00	253
Kaggala	25.00	48.75	0.00	0.00	26.25	0.00	80
Kannur	39.88	13.69	1.19	0.00	45.24	0.00	168
Karemale	0.00	100.00	0.00	0.00	0.00	0.00	10
Kasturu	8.82	0.00	0.00	55.88	35.29	0.00	34
Katnavadi	37.93	0.00	0.00	0.00	62.07	0.00	116
Kempanapura	43.26	6.18	0.00	0.00	50.56	0.00	178
Kilagere	47.92	0.00	0.00	0.00	52.08	0.00	48
Kodahalli	1.39	0.00	0.00	0.00	98.61	0.00	144
Kodiugne	85.11	0.00	0.00	14.89	0.00	0.00	47
Kollegala Town	83.83	12.78	0.00	1.50	1.88	0.00	266
Kotekere	40.22	57.07	0.00	0.00	2.72	0.00	184
Kudalur	8.09	0.58	0.58	0.00	90.17	0.58	173
Kuratti Hosur	5.84	1.30	0.00	0.00	92.86	0.00	154
Minya	7.04	13.70	0.37	0.00	78.89	0.00	270
Mukkadahalli	44.76	0.00	3.81	4.76	46.67	0.00	105
Ramapura	56.18	0.87	0.65	0.65	41.43	0.22	461
Sagade	8.40	46.18	0.38	0.00	45.04	0.00	262
Shindanapura	28.13	0.00	0.00	0.00	71.88	0.00	32
Tagarapura	43.52	2.07	0.00	0.00	54.40	0.00	193
Taggalur	3.70	48.15	0.00	3.70	44.44	0.00	27
Teramballi	51.98	0.00	0.00	0.00	48.02	0.00	227
Veeranapura (C)	0.00	3.51	0.00	0.00	96.49	0.00	57
Veeranapura (G)	30.00	0.00	0.00	0.00	70.00	0.00	50
Yaragamballi	54.79	20.82	1.37	0.00	23.01	0.00	365
Yaraganahalli	13.33	0.00	0.00	0.67	86.00	0.00	150
Yelandur Town	60.58	29.81	0.00	0.00	9.62	0.00	104
Total	32.56	13.06	2.95	0.70	50.63	0.10	5,827

Annex 4.15: Distribution of child labourers and adolescent workers (%) by their parental occupation in Bidar district

Name of the villages in Bidar district	Agricultural labour	Non-agricultural labour	Cultivator	Small business	Salaried job	Others	No information	Total (nos.)
Allapura	32.35	14.71	20.59	26.47	5.88	0.00	0.00	34
Bagduri	61.19	17.91	16.42	1.49	0.00	2.99	0.00	67
Bambalgi	59.82	7.14	16.96	8.93	5.36	1.79	0.00	112
Barur	61.31	7.04	20.60	5.03	0.50	5.53	0.00	199
Basavakalyana Town	56.41	0.85	16.24	23.08	0.00	3.42	0.00	117
Bhalki Town	43.17	25.14	0.55	18.03	10.93	2.19	0.00	183
Bidar Town	43.80	25.62	7.44	12.40	10.74	0.00	0.00	121
Chinthaki	45.45	19.39	19.39	8.48	1.82	5.45	0.00	165
Dawargaon	49.61	5.51	37.80	5.51	0.79	0.79	0.00	127
Dubalgundi	68.19	11.52	3.84	10.60	5.67	0.18	0.00	547
Dongapur	37.21	13.95	40.31	3.88	3.88	0.78	0.00	129
Dhumansoor	51.81	23.19	4.35	9.42	7.61	3.62	0.00	276
Gadgi	44.90	27.89	16.33	2.04	2.72	5.44	0.68	147
Ghatboral	35.25	12.76	32.70	8.29	8.61	2.39	0.00	627
Ghotala	59.77	10.16	22.27	5.08	2.73	0.00	0.00	256
Humnabad Town	36.69	15.98	7.69	22.49	16.57	0.59	0.00	169
Hunsnal	51.88	7.50	33.75	3.13	0.00	3.75	0.00	160
Jampad	56.92	16.92	18.46	3.08	4.62	0.00	0.00	65
Kalkora	48.61	17.59	22.22	5.56	4.63	1.39	0.00	216
Kamtana	41.76	18.91	21.35	7.49	2.62	7.68	0.19	534
Kappargaon	55.77	8.97	10.90	17.31	5.77	0.64	0.64	156
Kardhyal	53.85	13.46	26.92	1.92	1.92	1.92	0.00	52
Kelwadi	52.99	20.15	16.42	4.48	5.97	0.00	0.00	134
Kolhar-B	43.37	27.71	16.87	8.43	2.41	1.20	0.00	83
Laheshwar	40.00	11.43	22.86	11.43	8.57	5.71	0.00	35
Maharajawadi	54.00	12.00	26.00	4.00	4.00	0.00	0.00	50
Mallik Mirjapur	57.94	8.41	17.76	9.35	3.74	2.80	0.00	107
Mohamadapur	74.36	2.56	12.82	0.00	0.00	10.26	0.00	39
Molkhera	67.05	9.09	21.59	1.14	0.00	1.14	0.00	88
Muganoor	65.28	16.67	13.89	2.78	1.39	0.00	0.00	72
Namdapura	70.40	10.40	8.80	8.00	2.40	0.00	0.00	125
Nizampur	0.00	0.00	0.00	0.00	0.00	0.00	100.00	66
Sadlapur	12.44	16.27	46.41	9.57	12.44	2.87	0.00	209
Sompur	58.62	17.24	24.14	0.00	0.00	0.00	0.00	29
Sonkhera	20.63	12.70	55.03	5.29	2.12	4.23	0.00	189
Tadapalli	51.02	27.55	15.31	2.04	3.06	1.02	0.00	98
Tugaon Halsi	62.24	14.80	14.80	4.59	2.55	1.02	0.00	196
Ujalam	48.44	5.19	37.02	5.54	3.46	0.35	0.00	289
Wadgaon Deshmukh	33.33	15.79	35.67	8.77	3.51	2.92	0.00	171
Yelwantgi	27.16	11.11	48.15	4.94	4.94	3.70	0.00	81
Total	47.73	14.28	21.63	8.07	4.82	2.42	1.06	6,520

Annex 4.16: Distribution of child labourers and adolescent workers (%) by their parental occupation in Chamarajanagar district

Name of the villages in Chamarajanagar district	Agricultural labour	Non-agricultural labour	Cultivator	Small business	Salaried job	Others	No information	Total (nos.)
Ajjipura	40.08	18.83	25.30	7.49	3.64	4.66	0.00	494
Alur	68.25	2.12	17.99	6.35	1.06	1.59	2.65	189
Bedaguli	94.92	0.85	0.00	2.54	1.69	0.00	0.00	118
Bisalavadi	55.46	8.40	33.61	0.84	0.84	0.84	0.00	119
Chamarajanagar Urban	8.57	59.29	3.57	12.86	7.14	8.57	0.00	140
Desavalli	57.14	5.71	20.00	0.00	2.86	14.29	0.00	35
Ellemala	28.86	13.93	38.31	11.94	2.99	3.98	0.00	201
Gundlupet Town	1.85	37.04	3.70	33.33	16.67	7.41	0.00	54
H.Mookahalli	51.72	5.75	36.78	1.15	4.60	0.00	0.00	87
Hasaguli	37.40	3.05	54.96	0.00	2.29	2.29	0.00	131
Hirebegur	17.78	4.44	75.56	0.00	0.00	2.22	0.00	45
Hirikatti	16.67	31.25	50.00	0.00	0.00	2.08	0.00	48
Jakkhalli	37.50	0.00	62.50	0.00	0.00	0.00	0.00	8
Jyothigowdanapura	56.52	15.02	17.79	3.56	3.16	3.95	0.00	253
Kaggala	35.00	33.75	20.00	3.75	3.75	3.75	0.00	80
Kannur	43.45	13.10	35.71	5.36	1.19	1.19	0.00	168
Karemale	40.00	40.00	10.00	0.00	10.00	0.00	0.00	10
Kasturu	29.41	5.88	52.94	0.00	5.88	5.88	0.00	34
Katnavadi	56.03	9.48	27.59	1.72	1.72	3.45	0.00	116
Kempanapura	79.21	1.12	12.92	1.12	2.81	2.25	0.56	178
Kilagere	58.33	6.25	16.67	8.33	2.08	8.33	0.00	48
Kodahalli	80.56	4.17	9.03	2.78	0.00	3.47	0.00	144
Kodiugne	82.98	2.13	10.64	0.00	4.26	0.00	0.00	47
Kollegala Town	37.97	39.47	6.39	6.02	8.27	1.88	0.00	266
Kotekere	53.80	4.89	38.59	0.54	1.09	0.54	0.54	184
Kudalur	63.01	6.36	16.76	10.40	1.73	1.16	0.58	173
Kuratti Hosur	31.82	20.13	37.66	6.49	1.95	1.95	0.00	154
Minya	50.37	5.19	38.52	2.96	1.11	1.85	0.00	270
Mukkadahalli	56.19	2.86	35.24	2.86	0.00	2.86	0.00	105
Ramapura	31.67	34.92	10.20	7.38	8.03	7.59	0.22	461
Sagade	73.66	2.29	19.47	2.67	1.53	0.38	0.00	262
Shindanapura	34.38	9.38	34.38	6.25	6.25	9.38	0.00	32
Tagarapura	59.07	6.74	26.94	1.55	3.63	1.55	0.52	193
Taggalur	40.74	11.11	48.15	0.00	0.00	0.00	0.00	27
Teramballi	43.61	12.78	29.07	5.73	4.85	3.96	0.00	227
Veeranapura (C)	38.60	0.00	52.63	0.00	0.00	8.77	0.00	57
Veeranapura (G)	40.00	4.00	52.00	2.00	0.00	2.00	0.00	50
Yaragamballi	79.73	5.75	8.49	2.74	1.37	1.92	0.00	365
Yaraganahalli	42.00	9.33	39.33	1.33	0.67	7.33	0.00	150
Yelandur Town	38.46	28.85	6.73	7.69	14.42	3.85	0.00	104
Total	50.09	14.38	23.80	4.86	3.38	3.31	0.17	5,827

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