

CHILD HOPE

Newsletter on Child Labour

Vol. 11, No. 3-4, July–September & October–December, 2022

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From the Director General's Desk

Holistic education for children and elimination of child labour are inextricably linked and education is a key element in the prevention of child labour. The Constitution of India has committed to provide Free and compulsory education. The Right of Children to free and Compulsory act 2009 (RTE Act) through its enforcement strives to achieve universal enrolment for the children in the age group of six to fourteen years and has attained remarkable quantitative expansion in every sphere of elementary education. International organizations, including UNICEF, the World Bank, UNESCO, and the G8 Education Task Force, through their varied Conventions, Recommendations and other instruments endeavour that education, good quality free and compulsory education, is a key element in the prevention of child labour.

Migrant Children and children of the displaced and migrant labour face numerous challenges. In their place of destination, the impoverished migrant labour live with the fear of alienation, cultural up-rootedness, and they are neglected with human insensitivity. With or without the relevant legal documents of their personal identities, migrant labour are encountered by the host communities with the attitudes of exploitation, apathy, and exclusivism that demolish their dignity.

In the absence of permanent residence and due to ceaseless uncertainty of their parents' employment and income, the children of the migrant labour often miss out on education. New language in the place of destination make their mainstreaming into education especially hard. Children of the migrant labour are forced and subjected to labour exploitation and at the workplace they are exposed to health risks due to occupational hazards, abuse, violence and vagaries of weather. These difficulties impact their mental, physical, moral and psychological development and become barriers from reaching their full potential.

In the light of the afore-mentioned facts it is important to reach out to the migrant children with the formal and non-formal educational systems responding to their plights appropriately with sustained pro-active interventions, creative adaptation, and realistic stability. There is a need to bring about attitudinal change with the attitudes of acceptance, co-operation, empathy with sharing of the privileges, rightful wages for the work of the migrant labour. The problems of the migrants could be responsibly addressed with a positive outlook by incorporating their potentials, talents, and contributions with meaningful process of integration.

The National Child Labour Project Societies are required that the children enrolled at the Special Training Centres (STCs) of NCLP Scheme be mainstreamed in accordance with NCLP guidelines and if any child has been enrolled after 31st March 2021 in any STC functional under NCLP, he/she be mainstreamed or shifted to STCs functional under *Samagra Shiksha Abhiyan* (SSA). This is a Centrally Sponsored Scheme of the Department of School Education and Literacy, Ministry of Education, Government of India. This scheme is implemented through a single State Implementation Society (SIS) at the State/Union Territory level.

The major objectives of the SSA Scheme are to provide quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting vocationalization of education; etc. Under the scheme, Special Training Centre (STCs) are also operated in each District wherein bridge education is provided to 'out of school' children. Hostel facilities are provided under the SSA scheme to meet the educational needs of children belong to migrant families, who do not have permanent home in the place of their destination.

The education sector has great potential to contribute to the prevention and elimination of child labour. Prevention and elimination of child labour has been an integral part of the education policy of Government of India. It continues to accelerate its efforts not only in ensuring that all the out-of-school, never enrolled, and dropped-out children get back to school, but also develop vocational and skills training, which are indeed stepping up efforts to eliminate child labour.

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Activities of National Resource Centre on Child Labour towards Prevention and Elimination of Child Labour

“Identification, Rescue, Rehabilitation of Bonded Labour and Child Labour and Prosecution of Offenders”

The Training Programme on “Identification, Rescue, Rehabilitation of Bonded Labour and Child Labour and Prosecution of Offenders” was organized during 26th to 28th July 2022 at the V. V. Giri National Labour Institute premises. The objectives were to strengthen the knowledge and skills for Identification of bonded labour and child labour; to impart knowledge on Standard Operating Procedures (SOP) for Identification and Rescue of Bonded Labour and child labour and Prosecution of Offender; to enhance understanding on the process of fund disbursement, release of compensation and back wage settlement; to discuss the importance of effective and timely prevention, rescue, repatriation, rehabilitation and reintegration of bonded labour/child labour; and to discuss the role of different Stakeholders and Social partners including the Law Enforcement bodies, Vigilance Committees, Child Welfare Committees and Child Protection Units. There were 32 participants representing the Departments of Panchayati Raj, Police, Social Welfare Department, Women and Child Development Department, Child Welfare Committees, Civil Society Organizations/NGOs,

and Trade Unions attended this programme from 22 Districts of the country namely Daniyama, Samastipur, Mohanpur, Patna, Muzaffarpur, Hajipur, Gaya and Purnia of Bihar; Districts Panipat, Gurgaon and Faridabad of Haryana; Districts Jalgaon, Nagpur and Parbhani of Maharashtra; Districts Lucknow, Kannauj, Kanpur, Bhadohi, Chitrakoot, Rampur, Gonda and Sultanpur of Uttar Pradesh and from New Delhi. **Dr. Helen R. Sekar, Senior Fellow, was the Course Director of this Training Programme.**



Orientation Programme on Responsible Business Practices

Orientation Programme on Responsible Business Practices was conducted during 20th to 22nd September 2022. The objectives of the programme were to strengthen knowledge of participants on the issues of forced labour, bonded labour and child labour and its impact on businesses in India; to understand new forms of bonded labour and ways to tackle it; to impart knowledge on various labour laws and compliance regulations adhering to international conventions and Indian laws; to understand the linkage between human trafficking, forced labour, child labour and bonded labour and to discuss the importance of clean supply chains and fair recruitment practices. There were 17 Participants who have attended the programme

representing Business sector, Export Councils, Chambers of Commerce, Confederation of Indian Industry (CII) Chambers of Commerce, HR and Management personnel from the Industries, Government officials dealing with industries and Commerce, Academicians and Scholars of Human Rights. The participants were from the District Bhopal of Madhya Pradesh; Districts Agra, Gautam Budh Nagar and Ghaziabad from Uttar Pradesh; District Pathankot of Punjab; District Pune of Maharashtra; District Gurugram of Haryana; District Bhavnagar of Gujarat. **Dr. Helen R. Sekar, Senior Fellow, was the Course Director of this Training Programme.**

Orientation Programme on Ensuring Legal Services & Effective Rehabilitation of Rescued Child/Bonded Labour/Trafficking Labour

Orientation Programme on “Ensuring Legal Services & Effective Rehabilitation of Rescued Child/Bonded Labour/Trafficking Labour” was held during 18th to 20th October 2022. The objectives of this Training Programme were to strengthen knowledge of participants on the Bonded Labour System (Abolition) Act, Inter State Migrant Workmen Act, IPC 370, NALSA (Legal Services to the Workers in the Unorganized Sector) Scheme, Central Sector Scheme on Bonded Labour Rehabilitation, and other relevant Laws and Policies; to equip the participants on the role and responsibilities of key statutory bodies mandated to address the issues relating to the vulnerability of labour and the importance of timely action which can contribute to strong prosecution; to discuss the causes of distress migration and importance of reducing vulnerability, and timely rescue and effective rehabilitation.

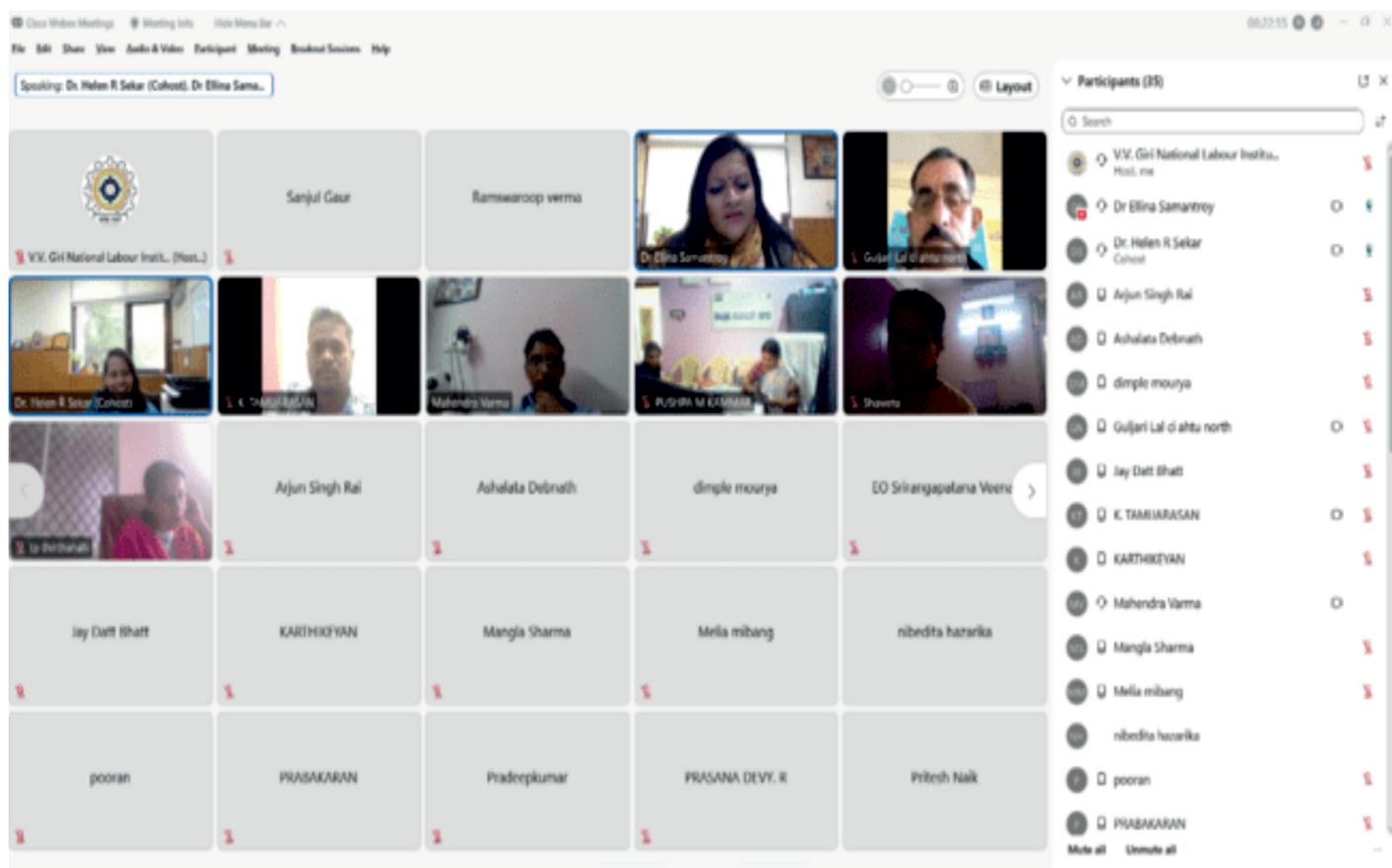
Thirty-six participants attended the programme from 18 Districts of 4 states. These were Vizianagaram, Chittoor and Rajamundry of Andhra Pradesh; Bengaluru of Karnataka; Pune of Maharashtra; Sivaganga, Tiruvannamalai, Vellore, Tiruvallur, Krishnagiri, Dharmapuri and Kanchipuram of Tamil Nadu; Sangareddy, Malkagiri, Siddipet, Nalgonda and Suryapet of Telangana. **Dr. Helen R. Sekar, Senior Fellow, was the Course Director of this Training Programme**



Online Capacity Building Programme on Identification, Rescue, Rehabilitation of Child Labour and Bonded Labour and Prosecution of Offenders

Online Capacity Building Programme on Identification, Rescue, Rehabilitation of Child Labour and Bonded Labour and Prosecution of Offenders was conducted during 6th to 8th December 2022. The objectives of this On-Line Training Programme were to strengthen knowledge and skills for Identification of bonded labour and child labour; to understand new forms of bonded labour and ways to tackle it; to impart knowledge on Standard

Operating Procedures (SOP) for Identification and Rescue of Child Labour, Bonded Labour and Prosecution of Offender; to understand the linkage between human trafficking and bonded labour; to discuss the importance of effective and timely rehabilitation during the Critical Crisis Period after a bonded labour is rescued; to understand the role of Statutory and Law Enforcement bodies from identification to immediate rehabilitation.



The participants represented the Officials of the various Departments of the State Governments (Labour Department, Revenue Department, Police (Anti-Human Trafficking Units); Officials of District Administration; Vigilance Committee Members;

Thirty-five participants attended this Programme drawn from 26 Districts of 15 States namely: Districts Gautam Budh Nagar, Lucknow and Mathura of Uttar Pradesh; Districts Madurai and Yanam of Tamil Nadu; Districts Indore, Morena and Ratlam of Madhya Pradesh; District Khurda

Civil Society Organizations; Trade Unions; Employers; Research Scholars; Social Workers and others dealing with the issues relating to Bonded Labour, Forced Labour, Child Labour, Trafficked Labour.

of Odisha; District North Goa of Goa; District Pedapalli of Telangana; Districts Valsad and Ahmedabad of Gujarat; District Karaikal of Puducherry; District Alappuzha of Kerala; District Patna of Bihar; Districts Bharatpur and Jaipur of Rajasthan; District Nanded of Maharashtra;

Districts Papum Pare and Lohit of Arunachal Pradesh; Districts Bangalore Urban and Hassan of Karnataka and Districts East Delhi, Central Delhi

and South East Delhi from Delhi. **Dr. Helen R. Sekar, Senior Fellow, was the Course Director of the Training Programme.**

Lecture Outline

- Child workers: Global Estimates and National Scenario
- Child Workers: Gender Differentials
- School education and child labour
- Unpaid Work and Girl Children
- Capturing Unpaid/invisible work through Time Use Surveys

Dr. Helen R. Sekar (Cohort)

The Macro Picture, Census 2001 (India)

218.2 Million Children (3 to 14 Yrs) = 24.5% of Total Population

- Non Workers: 240.5 Million
 - Other: 11.3 Million
 - Students: 144.2 Million
- Workers: 12.7 Million = 5.7% of Total Workers
 - Marginal: 6.5 Million
 - 0 to 6 Yrs: 0.4 Million
 - 7 to 14 Yrs: 6.1 Million
 - Other: 6.2 Million
 - 0 to 6 Yrs: 1.21 Million
 - 7 to 14 Yrs: 5.0 Million

Dr. Helen R. Sekar (Cohort)

Release of the Newsletter “Child Hope”



Shri Rameswar Teli, Hon'ble Minister of State Ministry of Petroleum and Natural Gas and Minister of State Ministry of Labour and Employment visited the V.V. Giri National Labour Institute as a Chief Guest for the VVGNI's Training Programme on 30th July 2022 and he released the Newsletter “Child Hope”



Unpaid Work and Girl Children in India: Insights on Time Use patterns

Ellina Samantroy¹

Women and girls in many countries spend a considerable amount of their time in unpaid and care work that affects their education and restricts their transition to adult labour market. Unpaid work which includes all kinds of unremunerated work ranging from domestic/household work to care work to collection of firewood, water, etc. that remain under counted and unrecognized. The global sustainable goals have reflected that achieving SDGs will not be possible without improving the situation of girl children in work. Target 5.4 of goal 5, SDG highlights on the need for recognizing unpaid care and domestic work.² The UNICEF had reported that girls spend 40 percent of their time in household chores than boys. The participation of girls in housework influences their school participation and reduces their time for study and may constrain their future employment opportunities. Girls aged 5–9 spends an average of almost four hours per week on household chores while older girls aged 10–14 spend around nine hours per week on these activities. In some regions and countries including South Asia these numbers are twice as high³. The excessive participation of girl children in unpaid work due to rigid socio-cultural norms and gendered vulnerabilities often interferes with their learning opportunities and restricts them from engaging in other activities that might contribute to their overall development.

A study conducted by the UNICEF and the V.V. Giri National Labour Institute had reported that a greater percentage of girl children were not attending school due to their engagement in domestic chores. Also, in urban areas girls who had attended school in the past, had dropped out due to the burden of domestic chores.⁴ Some of the studies have highlighted that the mother's role is significant in understanding school participation of girl children as in economically weaker households, girls generally help their mothers in housework (Burra, 2001)⁵. In some regions, girl children are also engaged in sibling care while their mothers go out to work in MGNREGA⁶ sites. Due to lack of crèche facilities in MGNREGA, women workers preferred to leave their children at home by their siblings.⁷

The time spent in unpaid and care work was documented by the First National Time Use Survey (TUS)⁸ of India 2019 which reported that the girl children spend a considerable amount of their time in unpaid and care work. The time use survey had reported that the adolescents in the 14 to 17 years age group is quite significant with 56 per cent girls participating in *unpaid domestic services*⁹ in both rural and urban areas, though in rural areas the participation of girls was higher with 60 per cent of them participating in the same.

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² <https://www.un.org/sustainabledevelopment/gender-equality/>

³ <https://www.uea.ac.uk/news/-/article/gender-pay-gap-linked-to-unpaid-chores-in-childhood>

⁴ Samantroy, Ellina, Sekar, Helen R. and Pradhan, Sanjib, State of Child Workers in India: Mapping Trends, UNICEF and V. V. Giri National Labour Institute, New Delhi, 2017.

⁵ Burra, Neera (2001). "Cultural Stereotypes and Household Behaviour: Girl Child Labour in India. Economic and Political Weekly. Vol. 36, No. 5/6. February 3-16, pp. 481-488.

⁶ Mahatma Gandhi National Rural Employment Guarantee Act 2005 is an employment promotion programme for rural poor.

⁷ Narayanan, S (2008), Employment Guarantee, Women's Work and Childcare, Economic and Political Weekly, Vol 43, No.9, pp 10-13.

⁸ Time use surveys are quantitative summaries of time spent in 24 hours in paid, unpaid and residual activities. These surveys can capture both market and non-market activities. India had conducted its first National Time Use Survey in 2019 and the report of the survey was released in 2020.

⁹ The TUS in India had classified nine major activities including unpaid domestic services and unpaid care giving services falling within the broader categories of paid, unpaid and residual activities.

Table
Time Spent in Unpaid Domestic Services & Unpaid Care Giving Services in
Different age groups (All India)

Activity	Unpaid Domestic Services Age Group				Unpaid care giving Services Age group			
	6-14		14-17		6-14		14-17	
	Male	Female	Male	Female	Male	Female	Male	Female
Rural	70	106	87	162	99	98	90	94
Urban	71	95	82	132	82	86	86	87
Rural+Urban	70	104	86	156	96	95	89	92

(Calculated from unit level data of Time Use Survey, 2019)

The above table (Table) has revealed that girl children in the age group of 14 -17 years spend a considerable amount of time (162 minutes (2.7 hours) in unpaid domestic services in rural areas while boys spend only 87 minutes. Similarly, the time spent for girls in unpaid domestic services in the urban areas was 95 minutes while boys spend 71 minutes in the same age group. In the 6-14 years age group, girls spend 1.7 hours (104 minutes) in the same activity while the gender gaps were evident with boys spending less time. Within the domestic services, girls were mostly spending their time in food and meals management and preparation¹⁰ where adolescent girls spend 1.9 hours as reported by the TUS 2019. The gendered nature of housework is revealed as cooking has been attributed to females as per the prevalence of traditional gender norms.

With regard to unpaid care giving services, the adolescent girls (14-17 years) spend more time (92 minutes) in comparison to boys. The engagement of girls in sibling care when parents are at work in low-income households, remains mostly unreported as it is considered family labour. The engagement of young girls in such work interferes with their long-term learning process and can increase dropout rate. Studies have shown that girls who are denied educational opportunities disproportionately as compared to boys reflect on discrimination in household behaviour (Burra, 2001)¹¹. Also, children located across different socio-cultural

contexts, geographical areas, social groups, etc. have differential access to education and learning. It is important to understand such intersections to uncover the invisible challenges girl children might have experienced while located across diverse social cultural settings.

In view of the above, it is extremely essential to address the concerns of unpaid work for girl children through effective policy formulation in this regard. There is a need to capture unpaid and care work through regular time use surveys. In the International Conference on Labour Statisticians (ICLS) in 1998, the International Labour Organisation (ILO) discussed concepts and measurement of child labour and recommended that non-market work of a domestic nature in the parents' or guardians' households, where the children actually reside, needs to be included when investigating children's schooling and non-schooling activities (Samantroy et al, 2017)¹². From a broader policy perspective, it is important to address the problem of unpaid work through adequate gender responsive social protection measures like availability of state sponsored care facilities, family support, engagement of community networks in redistribution of domestic and care work is important. Policies aimed at addressing gender discrimination against girl children will remain significant in promoting gender equality in education and ensuring overall development of children.

¹⁰ The TUS 2019 has coded nine activities under unpaid domestic services including cooking and meals management and preparation

¹¹ ibid

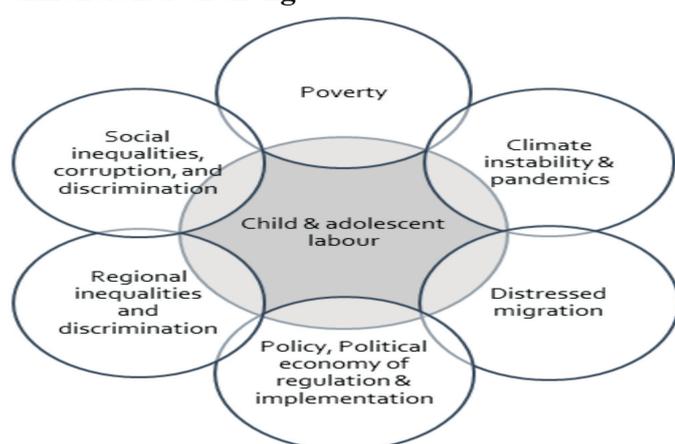
¹² Samantroy, Ellina, Sekar, Helen R., and Pradhan, Sanjib, State of Child Workers in India: Mapping Trends, UNICEF and V. V. Giri National Labour Institute, New Delhi, 2017.

Factors Determinants of Child Labour and Adolescent Labour in India: Reflections from the latest Official Sample Survey

Dr. Manoj Jatav*

Eradication of child labour and adolescent labour is a multi-dimensional challenge. Its prevalence varies over the space in a seemingly unified form which is an outcome of a complex interplay between human-made, physical and geographical factors. The differential phenomenon of these factors over space affects the socioeconomic/livelihood outcomes of the population. In the process, the population groups which do not have enough access to productive assets, i.e., means to livelihood that have socio-political, natural, physical, human capital, and financial dimensions become the most vulnerable and exploited in society. Typically, some particular sets of households/communities or population groups in India, are deprived of sustainable access to these livelihoods, such as the historically marginalised Scheduled Castes and Scheduled Tribes, women, and the population living in extremely unstable environments (in terms of both physical and human). Child and adolescent labour, along with the other worst forms of employment, is a consequence of poor access to productive livelihood assets that usually have a strong co-occurrence with these population groups.

Figure 1 – Combating child labour is a multi-dimensional challenge



Source: Conceptualized by the author.

In general, the factors that are associated with the prevalence of child labour and adolescent labour can be classified across three categories – (1) structural such as multi-layered regional inequalities and discrimination, multi-layered social inequalities and discrimination and their historical background, (2) systemic such as prevalence of poverty, policy, distress migration, and (3) individual and community risk factors such as access to social capital/ social networking, access to other types of capitals/ productive assets, household characteristics and intra-household decision making (Figure 1). In addition, all these factors are closely interlinked with each other which makes the eradication of child and adolescent labour extremely challenging. Policy measures to counter the problem of child and adolescent labour will not succeed if it is considered merely an economic problem.

What does the recent survey data reveal?

As per the latest survey data, i.e., Periodic Labour Force Survey, 2020-21, there were 9.78 million children below the age of 18 years, engaged in the labour force, of which 83.1 percent was concentrated in the rural areas; the share of boys was nearly 71 percent in the total labour force. The estimated rate of unemployment was also reported very high at 12.44 percent which nearly points to the vulnerable situation of children during the survey period (that coincides with the second wave of Covid19 disease in the country). Of the total child and adolescent labour force (i.e., 9.78 million), the maximum concentration was found among the boys and girls in the rural areas who worked as unpaid family labour (27.6 percent and 17.4 percent respectively) followed by boys as casual labourers (15.6 percent) in the rural areas and regular wage earners (4.8 percent) in the urban areas.

Table 1 – Distribution of child and adolescent labour (age below 18 years) by usual activity status in India (in million), 2020-21

Region	Gender	Self-employed: Own account	Self-employed: Unpaid family labour	Regular wage earner/ salaried	Casual labourer	Seeking for employment	Total labour force
Rural	Male	0.25	2.70	0.32	1.52	0.85	5.65
	Female	0.18	1.70	0.08	0.44	0.08	2.48
	Total	0.43	4.40	0.40	1.96	0.93	8.13

* Associate Fellow, V. V. Giri National Labour Institute

Urban	Male	0.08	0.23	0.47	0.25	0.27	1.30
	Female	0.05	0.07	0.18	0.04	0.02	0.36
	Total	0.13	0.29	0.65	0.29	0.29	1.65
Total	Male	0.33	2.93	0.79	1.78	1.12	6.95
	Female	0.23	1.77	0.25	0.48	0.10	2.83
	Total	0.57	4.69	1.05	2.26	1.22	9.78

Data source: Annual estimates, Periodic Labour Force Survey, 2020-21

As discussed earlier, the prevalence of child and adolescent labour is an outcome of different processes and phenomena interlinked with each other. However, examining factor determinants of the same would be near to an impossible task due to the non-availability of data, both qualitative and quantitative, required to carry out such analysis. Below is an attempt to first, identify factor variables available in the household-level survey data that can help examine children's participation in labour force, and second, identify the key factors that influence such participation. The factors determining the participation are examined separately for rural and urban areas using logistic regression. Unlike other regression applications, logistic regression befits best for estimating the outcome probabilities when there is a dummy dependent variable and ordinal-categorical predictors, as is the case here. The predictors used in the logistic regression are categorical and categorical-ordinal. The Outcome dummy is defined as '0' (zero) for the children below the age of 18 years who did not work or seek work and '1' for those who have worked or sought work as per the usual status criteria (i.e., usual principal and subsidiary status combined - UPSS). Given the predictors and the outcome, the basic logistic model can be written in the equation form as -

$$\text{logit} [P(y = 1)] = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \beta_7 x_7 + \beta_8 x_8 + \beta_9 x_9 + \beta_{10} x_{10} + \mu$$

where, P (y=1) is the probability of the child seeking work or working, y = 0 for those sampled children who have not participated in the labour force, α is the intercept of the regression model, the value of participation, when all other factors (predictors) are zero, x_1 = gender of the child, x_2 = geographical region, x_3 = status of attendance in education, x_4 = household type (i.e., a proxy variable indicating the primary source of income for the household), x_5 = social status (caste group), x_6 = highest number of years in formal education among the household members, x_7 = monthly per capita income (i.e., a proxy variable for household's income), and μ is the error term. The results are summarised in odds ratios (Exp(B)) for an easy comparison of the probability of participation of children in the labour force across the categories of predictors (Tables 2 and 3).

Table 2 – Factor determinants of child and adolescent labour in Rural India, 2020-21

Covariates	B	Standard Errors	Exp(B)
Male (RC)			
Female	-1.324	0.068	0.266***
Central region (RC)			
Eastern region	-0.171	0.108	0.843
Northeast region	-1.158	0.143	0.314***
Northern (Hilly) region	-0.028	0.141	0.972
Northern (Plains) region	-0.134	0.1	0.875
Southern region	-0.766	0.139	0.465***
Western region	-0.577	0.133	0.562***
Never attended education (RC)			
Dropped out from education	5.503	0.13	245.465***
Currently attending education	0.927	0.128	2.527***
Household self-employed in agriculture (RC)			
Household self-employed in non-agriculture	-0.481	0.093	0.618***
Regular wage/ salary earning household	-0.605	0.108	0.546***
Household casual labourer in agriculture	-0.111	0.109	0.895
Household casual labourer in non-agriculture	-0.265	0.087	0.768***
Other types of households	-0.807	0.218	0.446***
SC & ST (RC)			
Others Social Groups	-0.113	0.062	0.893*
Highest number of years in formal education among the household members: 7 years or below (RC)			
Highest number of years in formal education among the household members: 8 - 14 years	0.169	0.108	1.184

Highest number of years in formal education among the household members: 15 years or above	-0.307	0.154	0.736**
Monthly per capita expenditure (lower two quartiles) (RC)			
Monthly per capita expenditure (upper two quartiles)	0.075	0.063	1.078
Constant	-4.573	0.179	0.01***
-2 Log likelihood	9665.5		
Cox & Snell R Square	0.084		
Nagelkerke R Square	0.427		
N	74021		

Data source: Annual estimates, Periodic Labour Force Survey, 2020-21; ^ outcome variable is defined as zero if the child/ adolescent is not in the labour force and 1 if Otherwise; Calculated using sample data; RC – Reference category

Table 3 – Factor determinants of child and adolescent labour in Urban India[^], 2020-21

Covariates	B	Standard Errors	Exp (B)
Male (RC)			
Female	-1.897	0.127	0.15***
Central region (RC)			
Eastern region	-0.466	0.215	0.627**
Northeast region	-1.324	0.278	0.266***
Northern (Hilly) region	-0.011	0.261	0.989
Northern (Plains) region	-0.459	0.186	0.632**
Southern region	-0.416	0.206	0.66**
Western region	-0.636	0.218	0.53***
Never attended education (RC)			
Dropped out from education	5.422	0.182	226.357***
Currently attending education	-0.18	0.189	0.835
Self-employed household (RC)			
Regular wage/ salary earning household	-0.102	0.125	0.903
Casual labour household	0.044	0.149	1.045
Other types of households	-0.656	0.303	0.519**
SC & ST (RC)			
Others Social Groups	-0.033	0.121	0.968
Highest number of years in formal education among the household members: 7 years or below (RC)			
Highest number of years in formal education among the household members: 8 - 14 years	-0.026	0.163	0.974
Highest number of years in formal education among the household members: 15 years or above	-0.99	0.215	0.372***
Monthly per capita expenditure (lower two quartiles) (RC)			
Monthly per capita expenditure (upper two quartiles)	0.237	0.125	1.267
Constant	-4.297	0.286	0.014***
-2 Log likelihood	3074.5		
Cox & Snell R Square	0.068		
Nagelkerke R Square	0.528		
N	45842		

Data source: Annual estimates, Periodic Labour Force Survey, 2020-21; ^ Outcome variable is defined as zero if the child/ adolescent is not in the labour force and 1 if otherwise; Calculated using sample data; RC – Reference category; *** - significant at 99 percent; ** significant at 95 percent

The results reveal that, in both rural and urban areas, the children in the central region comprising the states of Chhattisgarh and Madhya Pradesh are more likely to take part in the labour force as compared to any other region in the country. Contrarily, the children from the north-eastern region (comprising all the eight states in north-east India) and southern regions (comprising Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, Puducherry, and Islands) of the country are least likely to join the labour force. The probability of a boy child entering the labour force is extremely high as compared to the girl child, in both rural and urban areas. Education is a very important factor. It is noticed that children who dropped out of education for any reason are having an extremely high chance of joining the labour force, in both rural and urban areas. Similarly, an improved level of education among the household members (i.e., the number of years in formal education) decreases the probability of a child in the household joining the labour force. Social status is an important factor in rural areas, where children from Scheduled Castes and Scheduled Tribes are more likely to take part in the labour force. Children from households with a status of self-employed in the agriculture sector in rural areas and self-employed in urban areas have the maximum chance of being in the labour force.

On-line Training Programme on “Prevention and Elimination of Child Labour and Bonded Labour for North Eastern States”

On-line Training Programme on “Prevention and Elimination of Child Labour and Bonded Labour for North Eastern States” was conducted during 22nd to 24th November 2022. The objectives of this Off-Line Training Programme were to strengthen knowledge and skills for Identification of bonded labour and child labour; to impart knowledge on Standard Operating Procedures (SOP) for Identification and Rescue of Bonded Labourer and child labour; to understand the ways of effective investigation in bonded labour and labour trafficking cases and Prosecution of Offender; to discuss the importance of effective and timely filing of FIR, strong evidence collection and arrest of perpetrator and protection of victims; to understand the linkage between human trafficking and bonded labour and also the role of Statutory and Law Enforcement bodies.

The participants represented the Research Scholars, Teaching Community, HR Professionals, District Legal Service Authority DLSA, Programme Managers, Advocates, Officials from Corporate Sector/ Development Sector, Officials of various Government Departments, Civil Society Organizations, Social Activists. There were 43 participants who have attended the programme and they were from 64 Districts of 18 States.



The participants were drawn from different geographical regions of the country namely the Districts Guntur and Palnadu from Andhra Pradesh; Districts Kamrup, Dibrugarh and Goalpara from Assam; Districts Nalanda, Kishanganj, Sheohar, Sitamarhi and Motihari from Bihar; Districts Surat and Valsad from Gujarat; District Shimla from Himachal Pradesh; District Pakur from Jharkhand; Districts Mysuru, Bangalore, Tumkur and Chikmagalur from Karnataka; Districts Ernakulam and Alapuzzha from Kerala; Districts Sagar, Gwalior, Ujjain, Indore, Jabalpur and Guna from Madhya Pradesh; Districts Aurangabad,



Nagpur, Mumbai, Pune, Nanded, Nasik and Parbhani from Maharashtra; Districts Balasore, Keonjhar, Sambhalpur, Puri and Jagatsinghpur from Odisha; Districts Nagaur, Jodhpur and Banswara in Rajasthan; Districts Madurai, Chennai, Kanchipuram, Tiruvannamalai, The Nilgiris and Ramanathapuram from Tamil Nadu; District Khammam from Telangana; Districts Lucknow, Bhadohi, Jaunpur, Varanasi, Chandauli, Mirzapur, Gautambudh Nagar, Shamli, Mathura, Pratapgarh, Khushinagar and Fatehpur from Uttar Pradesh; District Haridwar from Uttarakhand; District Purulia from West Bengal; South Delhi, East Delhi. Dr. Helen R. Sekar, Senior Fellow, was the Course Director of the Training Programme.

