

unicef 
for every child



STATUS OF CHILD LABOUR IN THE GRANITE INDUSTRY

**A Fact Finding Report by the
National Commission for Protection
of Child Rights (NCPCR), the Andhra
Pradesh State Commission for
Protection of Child Rights (APSCPCR)
& UNICEF India –
Phase 1: Andhra Pradesh & Telengana**

DECEMBER, 2017

PREFACE

The constitution of India guarantees fundamental rights to all children in the country and empowers the State to make special provisions for them for their protection and development. The State is responsible for ensuring that childhood is protected from exploitation and from moral and material abandonment. The Government has accordingly made laws, policies, plans and programmes to this effect.

Children at work is a socio-economic issue, however, Government of India stands committed to the elimination of child labour in the country. Indian Constitution provides for protection of children from involvement in economic activities and vocations unsuited to their age. Government of India announced its National Child Labour Policy in 1987, wherein, constitutional and legislative provisions providing protection to children against employment has been elaborated. The policy addresses the complex issue of child labour in a comprehensive, holistic and integrated manner.

Enactment of Child Labour (Prohibition and Prevention) Amendment Act, 2016 is a landmark step in the endeavour to have a child labour free society that provides for complete prohibition on employment of children below 14 years in all occupations and processes and prohibits employment of adolescents (14-18 years) in hazardous occupations and processes. Correspondingly, Right of Children to Free and Compulsory Education Act (RTE), 2009 ensures free and compulsory education to all children in the age group of 6 to 14 years and mandates private schools to shoulder the responsibility of providing easy and free access to children from low socio-economic background preventing child labour and promoting education. In addition, Government is implementing National Child Labour Project (NCLP) - to adopt a sequential approach with focus on rehabilitation of children working in hazardous occupations & processes. Children are educated in special schools in order to enable them to be mainstreamed into formal schooling system.

The National Commission for Protection of Child Rights (NCPCR) - a statutory body was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005. The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. The Child is defined as a person in the 0 to 18 years age group.

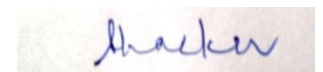
One of the important functions of the Commission is to address the grievances pertaining to child rights and undertake fact finding exercise to ensure that the rights of the child are protected. Therefore, the contents of the Article "The Dark Sites of Granite" – modern slavery, child labor and unsafe work in Indian granite quarries published by India Committee of the Netherlands in August, 2017 were taken cognizance of by Commission and it decided that a fact finding exercise may be

done in September, 2017 itself to find out the ground level reality of the child labour situation in the granite industry.

Accordingly, NCPCR constituted a team led by Shri Priyank Kanoongo, Member, NCPCR and Shri Dushyant Meher, Consultant to conduct the fact finding exercise in collaboration with Andhra Pradesh Commission for Protection of Child Rights, UNICEF India, State/District Administrations and RUG Mark (as Technical Agency) to visit granite mining areas of Karimnagar district of Telengana and Prakasham district of Andhra Pradesh. In addition to the fact finding visits to the sites; questionnaires were also administered to the children, community members, teachers and anganwadi workers.

It was observed in the fact finding exercise that “the granite industry is completely a mechanized one wherein all the processes are mechanized and there is no scope for manual labour or for child labour. It was noticed that the Granite slab mining is a highly mechanized operation using heavy duty machines for excavations, cutting and drilling. The drilling, bolder cutting, slab cutting, loading unloading , cleaning are all done through the machines. These machines are operated by the workers who are employed by the mines. The mines are far from the villages and there was no sign of children being employed there in the mines.” However, the issue of vulnerability of children , especially adolescents in the age of 14 to 18 years cannot be ignored. Therefore, there is a need for focused interventions in providing skills and education to the adolescent girls and boys by the State for their better protection.

I would like to thanks and acknowledge Shri Priyank Kanoongo and Shri Dushyant Meher for preparing this report that brings out the facts on the child labour situation in granite industry in Telengana and Andhra Pradesh and issues in respect to the vulnerability of adolescents in the mining areas.



(Stuti Kacker)

Chairperson

ACKNOWLEDGEMENT

The National Commission for Protection of Child Rights (NCPCR) has been taking several initiatives in protecting the rights and interests of the children in the country by conducting investigations, redressing complaints, issuing guidelines, advisories, protocols, conducting studies, creating awareness , training etc.

Fact finding exercise is one of the basic activities adopted by the Commission to enquire into specific matters. Fact finding is undertaken as per the functions and powers provided under section 13 (1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005. Accordingly, in view of the Article “The Dark Sites of Granite – Modern Slavery, Child Labor and Unsafe Work in Indian Granite Quarries” the Commission has under taken a fact finding exercise in September, 2017 to find out the child labour situation in the granite industry.

To make the exercise a comprehensive one, it was decided by the Commission to seek support from the UNICEF, Andhra Pradesh SCPCR, District and Local Administration of the Prakasham district of Andhra Pradesh and the Karim Nagar district of Telengana. For field support assistance of IGEP-RUGMARK was requested

I would like to extend my sincere gratitude and regards to Ms. Stuti Kacker, Chairperson, NCPCR for her guidance and making the exercise a compressive one. I acknowledge the support of my fellow Members in the Commission Shri Yashwant Jain and Ms. Rupa Kapoor in this exercise.

I take the privilege to acknowledge the active involvement of Ms. Vandana Kandhari, UNICEF and making available to us the required support from the UNICEF. I would like to express my sincere thanks and acknowledgment to the Andhra Pradesh SCPCR for their commitment to the cause of children and for coming forward to join in the fact finding exercise even in a very short notice.

The team members for the visit Ms. G. Hymavati, Chairperson, Andhra Pradesh SCPCR, Shri Krishna Kumar, Member, Andhra Pradesh SCPCR, Shri Balaraju, Child Rights Expert, Shri Sonykutty George, UNICEF, his colleague Shri Aguilar Javier, UNICEF, Shri Ashish Ray, Shri Sukrit Sharma, Shri Dushyant Meher deserve special mention for their involvement in the exercise.

The enormous support received from the district and local administrations especially from the district of Prakasham, Andhra Pradesh and Municipality, Chimakurthy, Panchayatiraj representatives, school principals and teachers. I would also like to mention that the involvement of local officers from the Departments like School Education, Integrated Child Development Services (ICDS), Integrated Child Protection Scheme (ICPS), District Child Protection Unit, Revenue Officer, Mines Safety, Social Welfare and Anganwadi Workers made the exercise both the survey and the visits successful . Last but not the least , I would like to thank Ms. Mukta Mohini for helping interpreting the survey data and Shri Dushyant Meher, Education Division NCPCR for taking the initiative in preparing the report on the basis of the local surveys and interactions.


PRIYANK KANOONGO
Member, NCPCR

ACRONIMS & DEFINITIONS

CPCR	COMMISSIONS FOR PROTECTION OF CHILD RIGHTS
CSR	CORPORATE SOCIAL RESPONSIBILITIES
ICDS	INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME
ITI	INDUSTRIAL TRAINING INSTITUTE
NCLP	NATIONAL CHILD LABOUR PROJECT
NCPCR	NATIONAL COMMISSION FOR CHILD RIGHTS
NGOs	NON GOVERNMENT ORGANIZATIONS
RTE	RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION
SCPCR	STATE COMMISSION FOR PROTECTION OF CHILD RIGHTS
SOP	STANDARD OPERATING PROCEDURES
UN	UNITED NATIONS
ANGANWADI	A mother and child care centre run in almost all the habitations in the country under Integrated Child Development Services scheme of Government of India.
PENCIL	“PENCIL” is an IT platform for all the stakeholders having components for ensuring enforcement of the Child Labour Act, mechanism for redressal of complaints, child tracking system and a monitoring mechanism.
IGEP	IGEP is a trade and investment promotion organization which started social and environmental auditing and certification in India. It carries out such work in the mica & stone sector too.
ISES 2010	International social and environmental standard 2010. The ISES 2020 standard relies on the responsibilities of the companies complying with the national regulations under labour, social and environmental law in India and relevant international conventions and declarations.

EXECUTIVE SUMMARY

The National Commission for Protection of Child Rights (NCPCR) has been constituted by the Government of India, as a statutory body under section 3 of the Commissions for Protection of Child Rights (CPCR) Act, 2005 (No. 4 of 2006) for dealing with the protection of child rights and related matters. Under section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005, has provided certain functions to ensure the rights of children. Therefore, in view of the Article “The Dark Sites of Granite” – modern slavery, child labor and unsafe work in Indian granite quarries published by India Committee of the Netherlands in August, 2017; the Commission has taken cognizance of the matter and decided to conduct a fact finding exercise in September, 2017 to find out the child labour situation in the granite industry.

The main objective of the fact finding visit was to examine these quarries first hand and to verify if children are involved as child labour in the granite industry. It was decided to carry out the exercise phase-wise and the first phase of the fact finding was carried out in Karim Nagar district of Telengana and Prakasham district of Andhra Pradesh. The teams were formed for investigation in the mines and processing industry and to survey the areas around the mines with the involvement of the State Commission, UNICEF, District Administration including the Department of Mines, Dept. of Mines Safety, Department of Child Development, Dept. of Education, Dept. of Health, Dept. of Social Welfare, Local Authorities, Experts and Expert Agency.

In addition to the fact finding visits to the sites, questionnaires were also administered with the children, community members, teachers and anganwadi workers as well as beneficiaries of anganwadi to understand the socio-economic condition of the people living around the mines and the developmental services being provided to the children. The purpose of administering the survey tools was to supplement the facts being collected during the visit of the team to the mines. Based on the investigation by the teams and the findings of the pilot survey, some of the notable observations are given as under:

The granite industry is completely mechanized. All the processes are mechanized and there is no scope for manual labour, especially scope for child labour. It was noticed that the granite slab mining is a highly mechanized operation using heavy duty machines for excavation, cutting and drilling. The drilling, bolder cutting, slab cutting, loading and unloading , cleaning are all done through the machines. These machines are operated by the workers who are employed by the mines. The mines are generally far from the villages and there is no sign of children being employed there in the mines. The workers of the quarries are mostly migrant labourers from the states including Bihar, Odisha and Tamil Nadu. They are single migrants and live in dormitories mostly arranged by the quarry owners or themselves in a group.

There are significantly visible economic activities in the regions where quarries are situated. The revenue being generated is being spent on social infrastructure and other services. This has a positive impact in the socio-economic well being of the people in the region & districts. These facts were shared in the meeting with the Municipal bodies and the Panchayats. It was observed that the road facilities, drinking water, schools and anganwadis are good in the localities where mines are there. It was informed that because of revenue generation, the local bodies are capable to invest in the social infrastructures.

The stone industry is the reason for the economic activities and playing a vital role in local economy. The economic activities which include employment generation, providing housing to the workers, transportation, daily needs etc. There are large no of people from the community connected directly or indirectly with the industry. The villagers vouch for the fact there has been significant economic progress in the last decade and this has resulted in ensuring children are in schools and colleges. The main reason of the economic boost is because of the natural stone industry in that region. In addition, the granite industry is contributing to the Indian economy and has been a source of revenue generation for the country. There is a direct relation between with the economy and the development of the stone industry.

A need for interventions by the local civil society or social agencies with the communities, especially with the adolescents and the families exists for issues like education, life skills, skill development, vocational training and the job placements of the adolescents and young adults. The agencies can explore to create a convergent platform for the adolescents and young adults involving the government programmes, CSR and civil society organizations.

There is no scope for child labour although some children (13+ age) are not regularly attending the schools. This situation has to be improved with the help of the local community based structures, panchayats and NGOs who can work towards engagement of children in education or vocational/ skill training.

There is a dire need for skilling programmes especially to skill people for the jobs related to mining industry. There was a demand from the urban local body conveying the sentiments of the local people for to establish Industrial Training Institutes (ITIs) to train young adults on the trades related to the mining industry.

It is required to have a monitoring system (independent) to control the basic social and environmental standards in the mines and factories. A good example is the ISES 2020 standard (IGEP Certification) is used for certain industries. Although it is found in several mines and factories that they are having this IGEP certificate and are well aware of their responsibilities and are fulfilling most of the social and environmental norms which is required by the international customers.

Introduction to Granite Mining

The word granite comes from the Latin granum, a grain, in reference to the coarse-grained structure of such a crystalline rock. It is an intrusive rock, meaning that it crystallized from magma that cooled far below the Earth's surface. Owing its strength to the composition of quartz, mica, and feldspar granite can sustain the process of mechanical quarrying and is much better resistant to weathering promoting its longevity. Therefore, it is often used as a dimension stone in buildings, monuments and flooring tiles. The variety of light colored crystalline rocks allowing itself to be polished like a mirror makes it attractive for decoration purposes. India is endowed with abundant resources of a wide variety of granite comprising over 200 shades. It can also be used as a crushed stone furthering its demand in other industries.

This Industry plays a vital role in the economy of the states of Tamil Nadu, Andhra Pradesh, Karnataka and Rajasthan. The rural economy of many developing states like Madhya Pradesh, Uttar Pradesh, Odisha and North-Eastern States is dependent on this industry. Commercially, granite mining sustains millions of semi-skilled and skilled labourers around its quarries. Its importance cannot be ascertained only in terms of the huge livelihood opportunities it has on millions of families but also in terms of overall export impacting the national economy. The demand for granite domestically has been low as compared to its export potential. In this context, any flux in its export demand can have long lasting impact to families directly dependent on it for its sustenance.

Production of blocks of considerable size and weight is a special feature of granite mining. The process and equipment used for granite mining differ considerably from those used for mining other minerals like coal, mica, etc.

The mining of granite involves two important stages of operation- the first actual block splitting either from sheet rock or boulder and the second is operations involving many items of works, such as removal of weathered zone or overburden, opening of faces, lifting of cut blocks, transportation and many other ancillary work before and after block splitting.

The block splitting from the sheet rocks or boulders is mainly done by semi mechanized methods, whereas the other operations, such as, removal of overburden, lifting & transportation of cut blocks, etc. are carried out by mechanized methods. There are a few mines which have adopted the modern method of block splitting by using flame-jet burner and diamond wire saws for cutting. Heavy duty derrick cranes of capacity to handle 50-tonne blocks from a depth of more than 60 m has brought revolution in granite quarrying by way of augmenting output with less cost.



Minerals are classified into two groups, namely (i) Major minerals and (ii) Minor minerals. Granite is declared as a “Minor Mineral,” under the Mines and Minerals (Development & Regulation) Act, 1957 and therefore falls under the purview of the State Governments. Entry 54 of union list – I & Entry 23 of state list – II of the seventh schedule of the constitution of India empowers the Union & State Governments respectively for management of minerals.

The grant of mineral concessions for major minerals is governed by the Rules and Regulations formulated by the Central Government which are therefore the same throughout the country.

The rules for grant of concessions of minor minerals are framed by the State Government as per powers delegated under section 15 of the Mines and Minerals (Regulation and Development) Act, 1957.

Permission to grant lease for granite mining is a comprehensive process encompassing environment clearance and social impact assessment in congruence with the Mines Act and other relevant acts pertaining to the land.

Rationale for fact finding survey

The National Commission for Protection of Child Rights (NCPCR) took note of the matter published in the Article “The Dark Sites of Granites” – modern slavery, child labor and unsafe work in Indian granite quarries published by the India Committee of the Netherlands in August, 2017.

The National Commission for Protection of Child Rights (NCPCR) has been constituted by the Government of India, as a statutory Body under Section 3 of the Commissions for Protection of Child Rights (CPCR) Act, 2005 (No. 4 of 2006) for dealing with the protection of child rights and related matters. Under Section 13(1) of the Commissions for Protection of Child Rights (CPCR) Act, 2005, has provided functions to ensure the rights of children. This fact finding survey is being conducted based on the following functions under section 13 (1):

- (c) Inquire into violation of child rights and recommend initiation of proceedings in such cases;
- (d) Examine all factors that inhibit the enjoyment of rights of children affected by terrorism, communal violence, riots, natural disaster, domestic violence, HIV/AIDS, trafficking, maltreatment, torture and exploitation, pornography and prostitution and recommend appropriate remedial measures;
- (f) Study treaties and other international instruments and undertake periodical review of existing policies, programmes and other activities on child rights and make recommendations for their effective implementation in the best interest of children;
- (g) Undertake and promote research in the field of child rights;

- (j) Inquire into complaints and take suo motu notice of matters relating to,-
- (i) deprivation and violation of child rights;
 - (ii) non-implementation of laws providing for protection and development of children;
 - (iii) non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships to and ensuring welfare of the children and to provide relief to such children, or take up the issues arising out of such matters with appropriate authorities; and
- (k) Such other functions as it may consider necessary for the promotion of child rights and any other matter incidental to the above functions.

Accordingly , to devise a strategy to proceed for the fact finding of the issue, a meeting was organized with UNICEF. In this meeting a detailed plan of action was charted. As functions and powers provided under section 13 of the CPCRA Act, it was decided to carry out a fact finding exercise in the districts of Telangana and Andhra Pradesh, the two states being hot spots of granite quarrying. The objectives of the fact finding visit is to find out the situation of child labour in the granite industry and collect data/information which would be a pilot to direct further actions on the ground after having ascertained the situation first hand. It was decided to form teams comprising of NCPCR, APSCPCR, UNICEF and Local Administration for this purpose. In addition, to ensure a comprehensive viewpoint from the field on the situation, it was kept open to involve subject experts as needed.

Survey tools

A set of four questionnaires (semi structured) was designed by UNICEF in consultation with NCPCR. Each set of questionnaires was administered to different set of respondents on various aspects of child development such as attendance in school, gender, teaching time, working hours, exposure to risks at work, basic amenities in the area and so on. The premise of having a detailed set of questionnaires was to cover direct and indirect sources of child labour. The questions were mostly close- ended to ensure clarity of information. Additionally, inputs on the observations and interactions with the stakeholders by the visiting team and experts from the concerned state were also included. The tools were finalized after incorporating suggestions given by NCPCR and experts. The following respondents addressed each questionnaire:

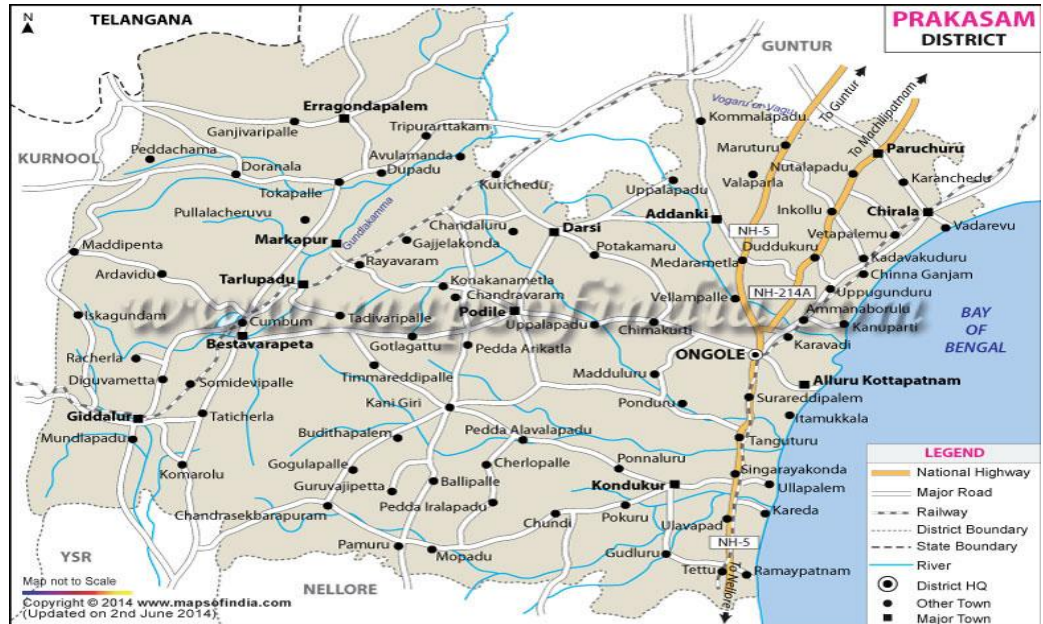
- Questionnaire 1- Children or individuals
- Questionnaire 2- Anganwadi Centre
- Questionnaire 3- School teachers
- Questionnaire 4- Community

Sample for the survey

Two towns, namely Chimakurthy/Ongole in Prakasam district, Andhra Pradesh and Karimnagar in Telangana were chosen for the fact finding survey as these two sites are hotspots for granite quarrying. Granite from these districts is known for its quality and abundance and are consumed mostly in the international market as well as in the domestic market.

Prakasam district:

The district is located between 78.43 - 80.25 Eastern longitude and 14.57 - 16.17 Northern latitude. The geographical area is 17,626 Sq. Km. with a density of 193 persons per Sq. Km.



This district has 102 Km. of coastline spread over in 10 Mandals.

There are as many as 1,093 villages exist in the district, of which 1,058 are Revenue villages and the remaining 35 are Forest villages according to 2011 Census. Out of 1,093 villages, 1,002 villages are inhabited while remaining 91 are un-inhabited villages.

The Prakasam district has clusters of handlooms, handicrafts and mineral products scattered around the district. Markapuram and surrounding areas have rich slate deposits, while Chimakurthy is famed for the Galaxy granite deposits, not found anywhere else in the world. Chirala, Vetapalem, Ippurupalem, Chimakurthy and Kothapatnam, Kanigiri, Besthavaripeta, Inkollu and Naguluppalapadu and surrounding areas are famed for handloom cloth and traditional weavings, while Addanki and surrounding areas have clusters of mat weaving and leaf fiber products. *Aggarbathi* makers are also many in Prakasam district.

Major Exportable items: Sea food, granite blocks, granite monuments, yarn

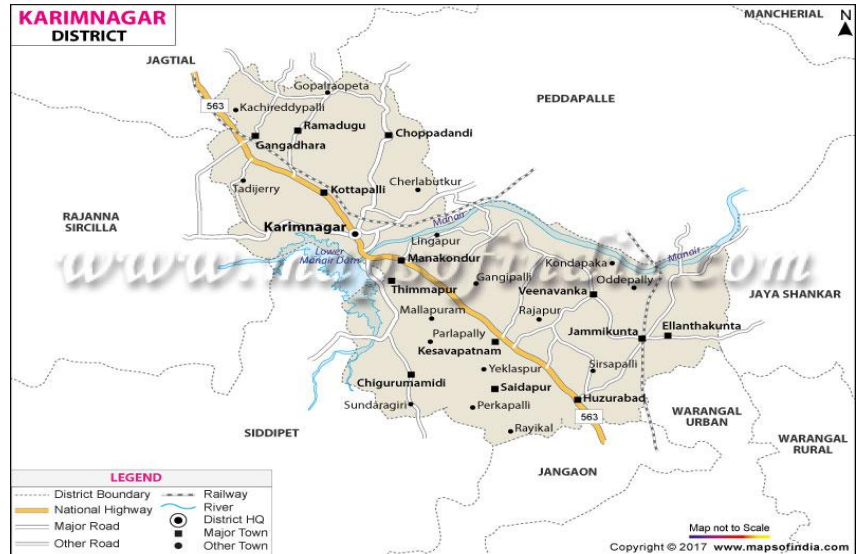
Growth trends: There were 30 large and medium enterprises in the Prakasam district in the year 2006, involving an investment of 347 crores and providing employment to 7783 persons. In six years, the number of units has risen to 54 units (annual growth rate of 10.92%), economy grew at 17.58 % (at current prices) and employment grew at only 3.8% pa).

About Karimnagar District:

The Karimnagar district is situated 160 km north east of Hyderabad in Telangana, at northern latitude 18.4 and eastern longitude 79.1.

As of the 2011 Census of India, the district has a population of 10,05,711. It has a literacy rate of 69.16% and a density of 423 persons per sq.km., making it the fifth most literate and densely populated district among 31 districts of Telangana. The total

urban population of the district is 3,08,954, which is 30.72% of the total population. It is 12th largest district in the state by population. 21% of the total area is under forest.



The following are the major and minor mineral resources available in the district:

MAJOR MINERALS:

- Coal
- Stowing Sand
- Lime stone

MINOR MINERALS:

- Black Granites
- Colour Granites
- Stone and Metal
- Gravel
- Lime Kankar



Outlook of the Quarry



Bricks Sand Stone cutter on site, mining

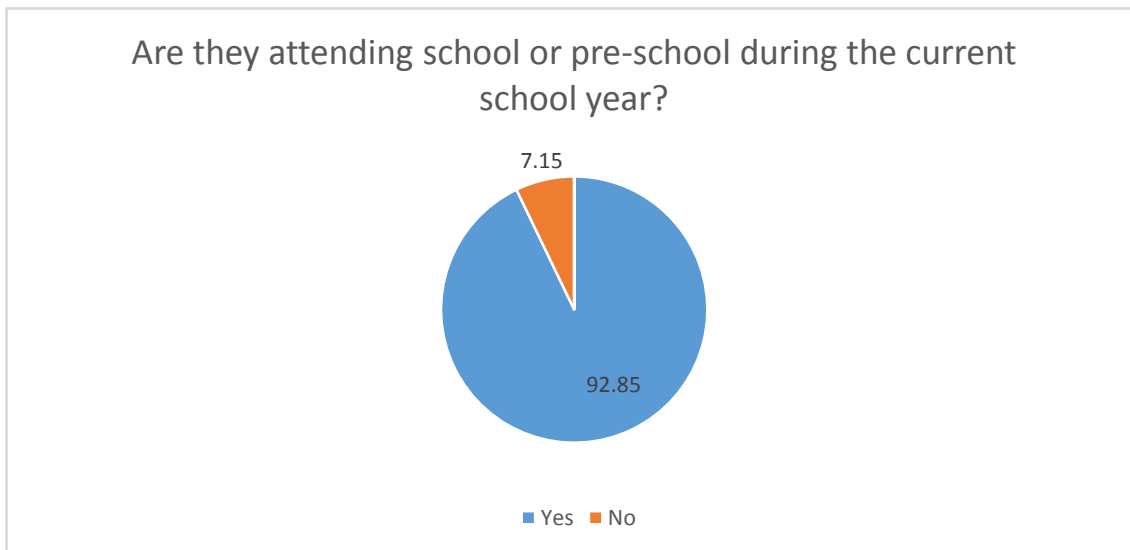
The granite industry of the district includes, Tan Brown and Maple Red varieties of granite. In Karimnagar district, there are over 600 stone quarries spread over several *mandals* such as Karimnagar, Manakondur, Mallial, Kesavapatnam etc. It has also become a good source of income for the railways, which has constructed special platforms for transportation of granite from Karimnagar, Gangadhara and Uppal railway stations in the district to Kakinada and Chennai ports for export to China. The stone is exported to China where it is polished and then marketed to Japan and other Asian countries. Besides, it is also providing employment to several labourers and other professionals.

Questionnaire 1: Children and individuals

The set of questions has been administered to children and wards of children in the community around granite mining blocks in the district. The probe was wide ranged from ascertaining the level of literacy to educational activity in the last week along with exposure to any vocational training. A total of 30 respondents were reached out to; more than fifty percent of them were adolescents.

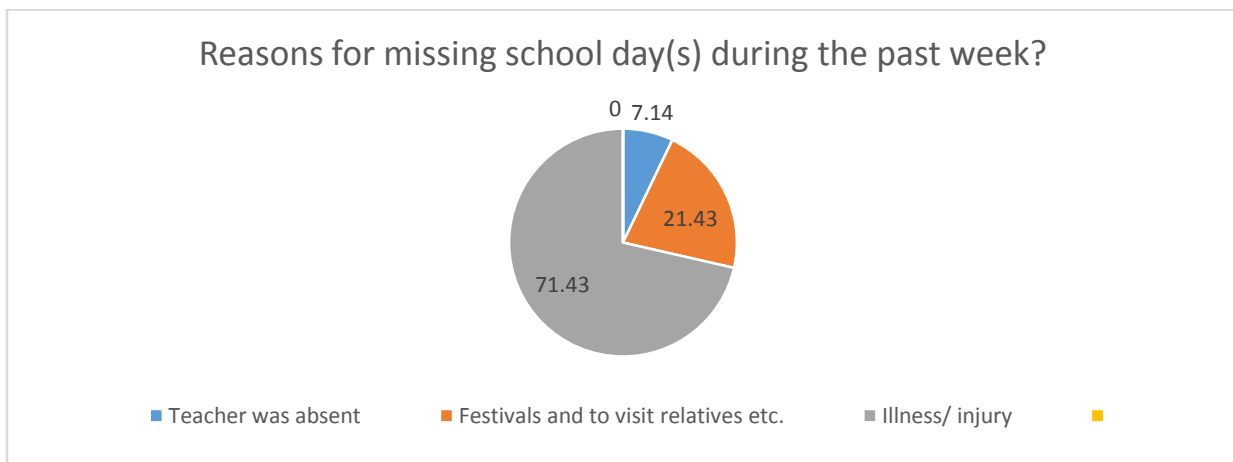
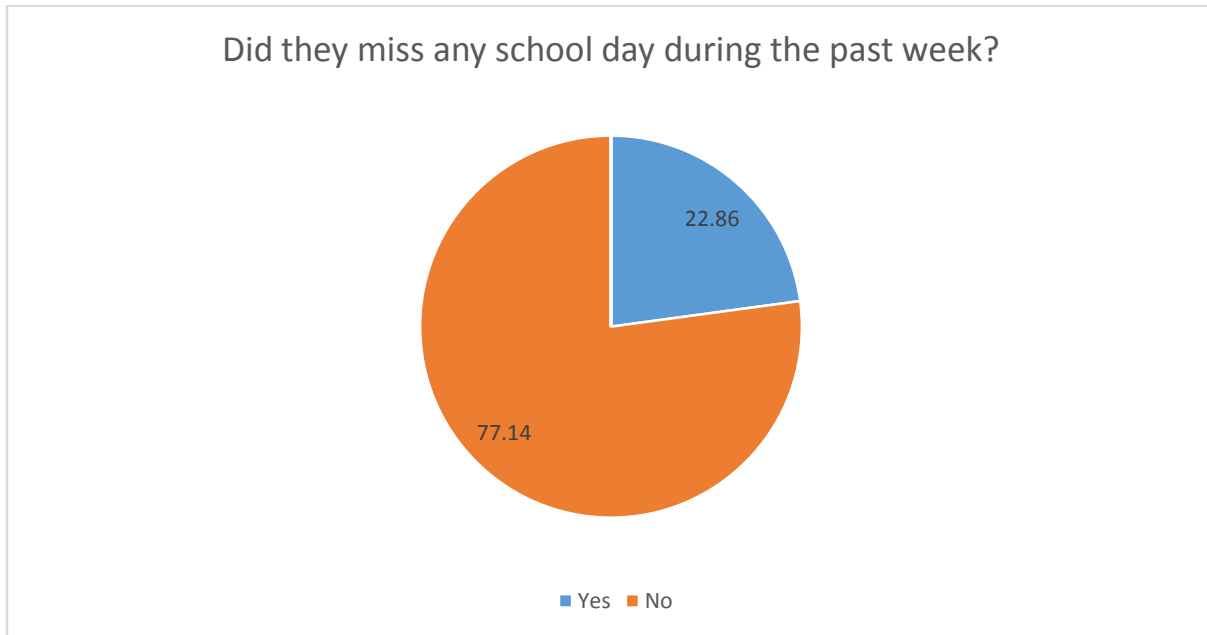


The survey was conducted by way of discussion on salient questions and it further narrowed into the current year of schooling. The respondents were quick to give an assertion as shown below.



As per the findings about 7.15 per cent children not been attending the schools. It was found that a small percentage of adolescents both girls and boys are not in any regular schooling. Upon further enquiry, it was assessed that if these children are not covered under any programme they are vulnerable for joining work.

Attendance during past week:



On inquiring about attending school the week before, many of them spoke in unison about monsoon and viral fever affecting attendance. The delay in recovery was also due to reluctance in seeking medical help and relying on home remedies. Some of the children also remarked that they had to attend to family functions or to visiting relatives. Many had to travel with their parents to other villages/towns for social purpose. This was further probed in the discussions with the school teachers and management. It was mentioned that attendance of children especially during the monsoon season (monsoon months- July-September) is low in comparison to other months. Educational activities in the schools are the motivating factors for the children to attend the schools regularly. Therefore, respondents remarked that teachers do get absent at times but they would not like to miss school because of that reason.

It was also verified that of all the respondents 85% could read and write a simple sentence in either language. 15% were unable to respond to literacy test. Therefore, there is a need to see the quality of education being provided to the children.

Vocational training:

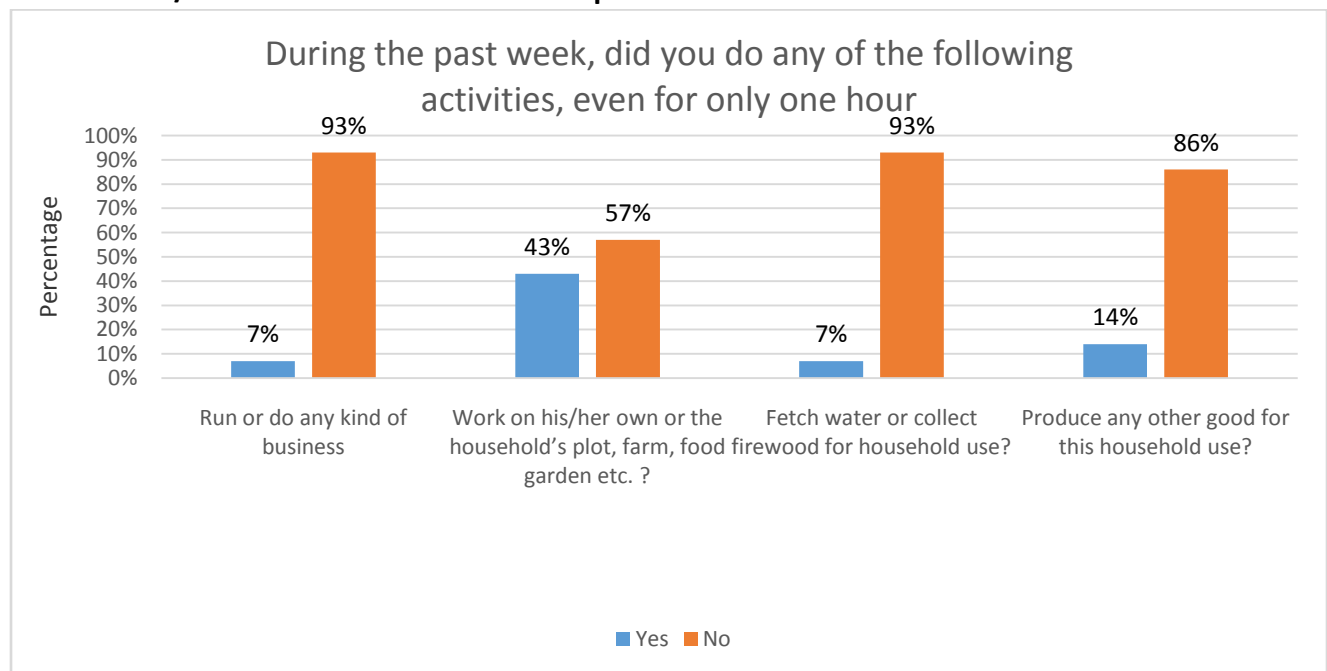
Of the respondents administered 57.14% either had some vocational training outside school or are enrolled in one of such courses. The rationale behind a vocational course is generally to aid in family business or seek assurance in the skill market. The vocational courses included mobile repairing, stitching and tailoring, electronics, and so on. However, out of those undergoing training courses, only 78.57% were assured of a certificate acknowledging their training. This is suggestive of the informal processes of the skill



industry which is a hurdle to mainstreaming formal employment based on such vocational training. Despite of the non-availability of a certificate, a huge percentage of youth prefers to devote time in seeking skills through vocational training after school. This fact needs further investigation to learn about the adolescent children especially if they are into education, vocational/skill training or they are just loitering around are vulnerable to become child labour.

(Interaction with children at secondary level, school)

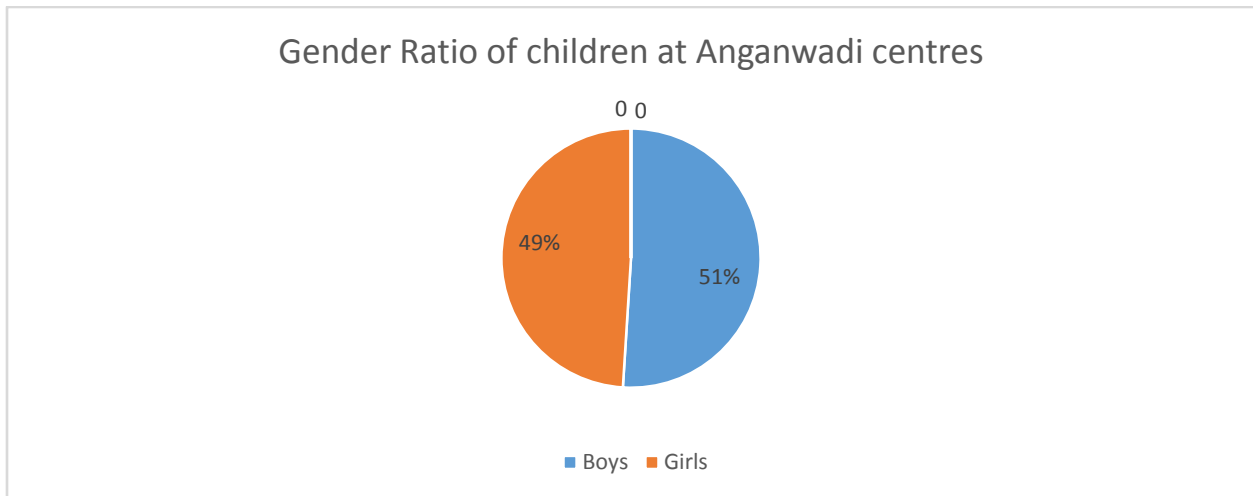
Professional/ vocational activities done the previous week:



Through discussions and interactions it came to light that a portion of adolescents are engaged in activities other than the school education.

Questionnaire 2: Anganwadi Centres

This set of survey tool was elicited response from *Anganwadi* teachers and workers. *Anganwadi* centers are facilities run at ward/ village level to cater to basic nutritional, educational and health needs especially of pre-primary children and lactating mothers. It is the platform to provide services under the Integrated Child Development Scheme (ICDS) operationalized by the center and implemented by the state. It is also the convergent platform for the health care , nutrition and child development services where women, children below 6 years and adolescent girls are the beneficiaries . In addition to the children of pre-primary age group (3 to 5 years), adolescent girls also come for the nutrition and health care services. The Anganwadi centers play a key role in facilitating a smooth transition from non-formal education and health settings for pre-primary children and mothers to a successful formal access to these services. The team interacted with the Anganwadi workers, supervisors, mothers and teachers to understand the effectiveness of Anganwadi centers, the success of which often translates into formal schooling and better health amongst children and mothers.

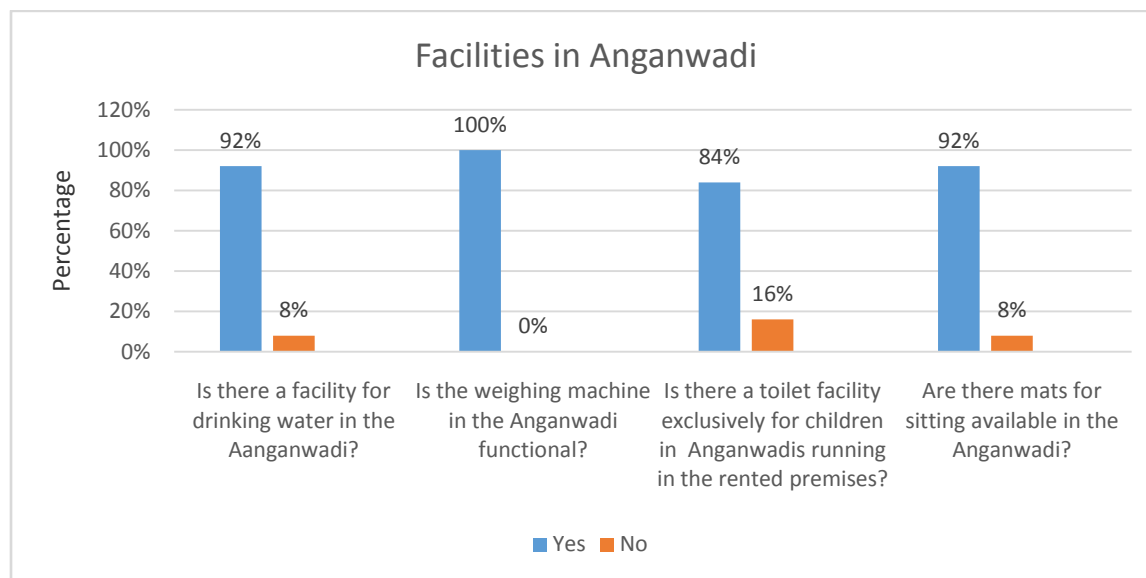
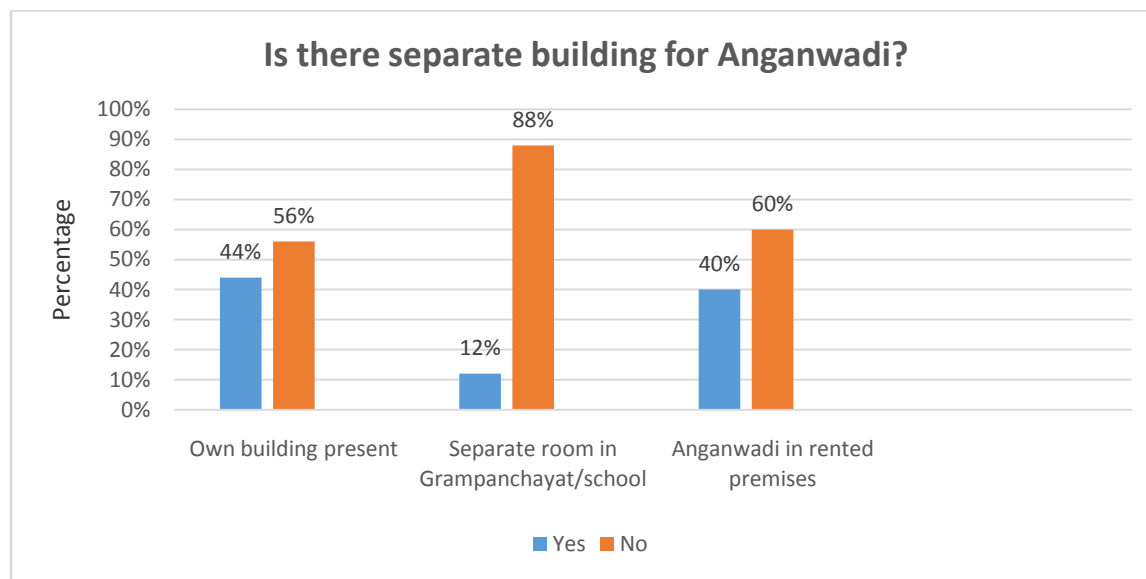


The average number of days when *Anganwadi* centers were functional was 5-6 days in a week and the facilities and services are recorded below in the graphs.



(Meal at Anganwadi)

(Anganwadi premises)



There was a unanimous response across all the *Anganwadi* visited that children were weighed once each month, that is, three times in the last three months. Likewise, children were vaccinated as per their vaccination schedule once each month during the village health & nutrition day – a designated day for vaccination and awareness activities. The records of the *Anganwadi* centers were also verified. The food is distributed at least once in a day and its quality was reported as

satisfactory by all the respondents. It was also confirmed that the *Anganwadi* centers addressed the needs of pregnant and lactating mothers once in a month.

The functioning of *Anganwadi* centers visibly had a positive impact on the community in shaping the growth and interests of pre-primary children. It had a comprehensive positive impact on the health of pregnant and lactating mothers neutralizing any negative pressures due to socio-economic or natural environment. These Anganwadi centres are also a special place for the adolescent girls for their development and empowerment.

Questionnaire 3: School and Teachers

These sets of questions were administered with the school teachers. Out of which 55.55% were female teachers.

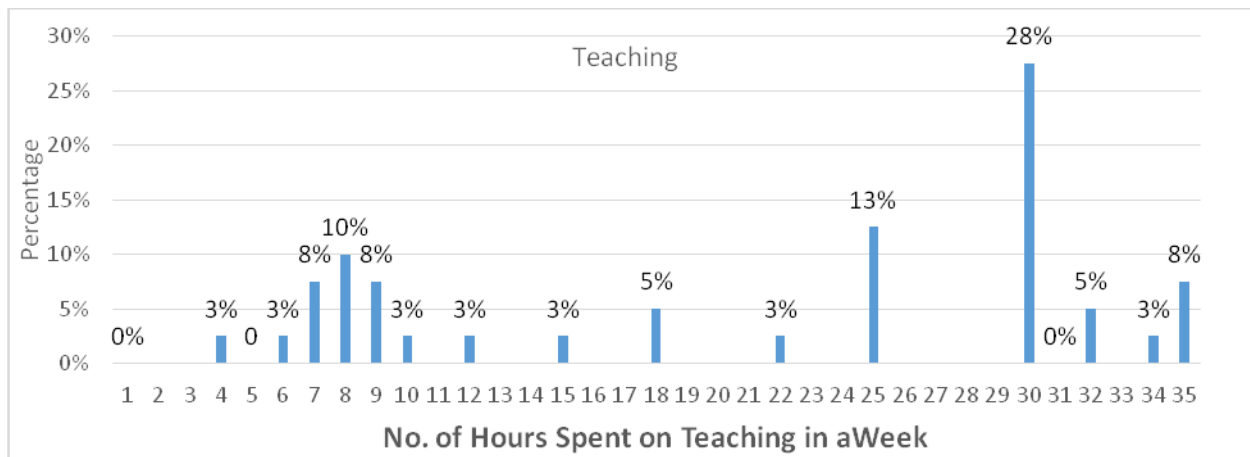


(Team interacting with teachers at school) (Team inspecting documents at school)

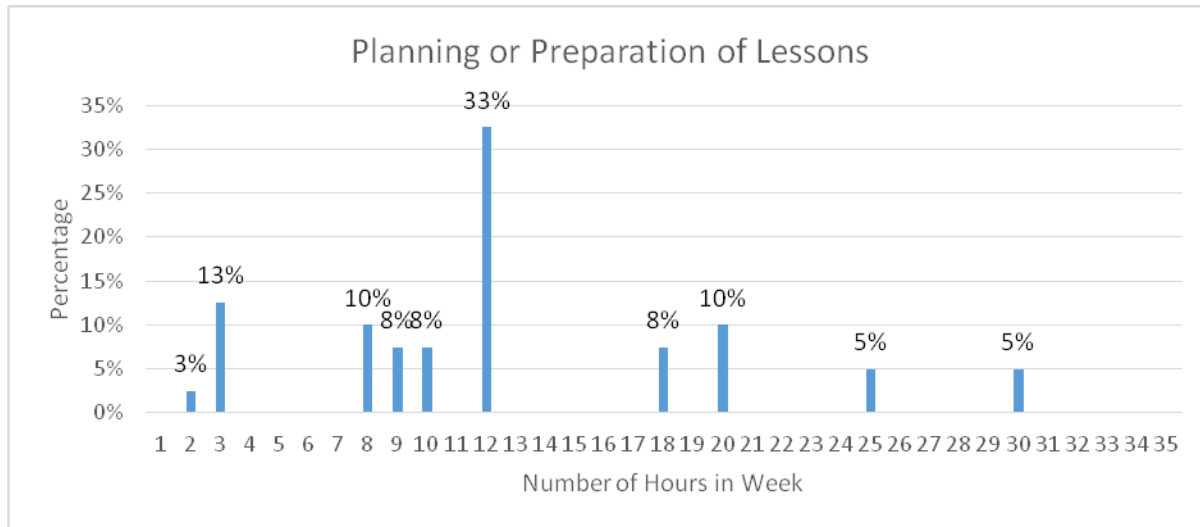
The teachers are within the age group of 30 years to 59 years in the following break up:

In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.

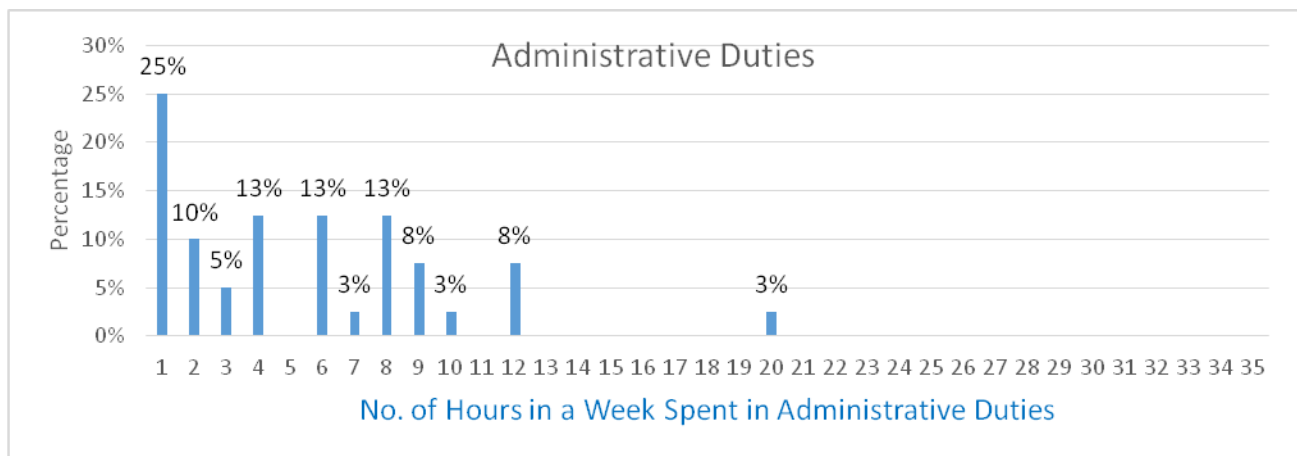
I. Teaching



II. Planning or Preparation of Lessons



III. Administrative Duties



All the teachers were permanent employees in government schools. An average of 12 hours is spent on planning and most of the time is spent on teaching as shown in the graph. The teachers were teaching from elementary to secondary school. The timing of the schools were from 9:30 in the morning till 4:30 in the evening.

Questionnaire 4: Community

This set of the questionnaire was addressed to people in the community. The objective of this tool is to understand a wide range of public services in the area supporting child growth and development. The themes were



Team interacting with mine workers

comprehensive in recording the situation at micro level taking family as a unit to a macro level encompassing regional and national social development programmes.

Data at family level:

From the families surveyed, only 25.25% were staying there for more than 25 years. 31.31% of them were staying for less than three years and 31.31% of them were staying between seven to ten years. So, one can infer that there is a good percentage of migrant population. This is mainly due to agriculture labourers who shift with their families whereas migrants working in granite quarries were adults and single person. Out of them 63.62% were residing in their own house and 37.38% were staying in rented houses.



In half of the families surveyed the head of the household was the age group 45-50 years whereas 38.38% were in the age group of 55-64 years. Only 6.60% families had their head of the household in the age group of 18-24 years. The gross total family income during the last year was more than rupees 1, 00,000 for 88.88% of the respondents. Only 6.60% of them had annual income in the range of rupees 35000-49999 and 75000 – 99999. So, despite having free education in government schools, families are not able to meet the other demands of skill development, health and growth of children which negatively effects their attendance in school and sometimes result in dropping out of schools.

Only 6.60% of the respondents were graduates and 13% had some formal vocational training, certified diploma courses or attended few years in college. A major 81.8% had completed schooling up to class 12th. The children in the families are therefore mostly first generation learners and have little support from elders in education. Consequently, children get delayed in achieving their learning thresholds and many times loose interest in studies.

The major wage earner of the family is employed in the industries as shown in the pie chart below.



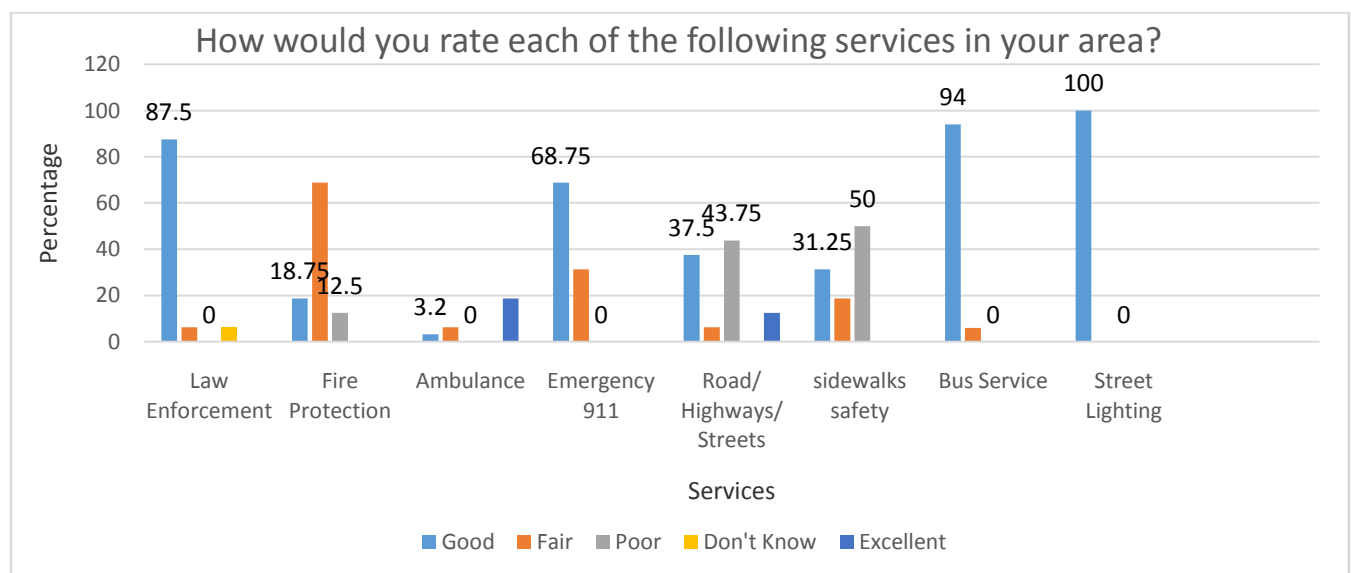
The number of members in the families ranged between two to six. While 38% of them have 6 members in their house, 25% of them have only 4 family members. Even with nuclear families, there is a challenge in meeting development demands of children owing to informal and seasonal nature of employment impacting earning.



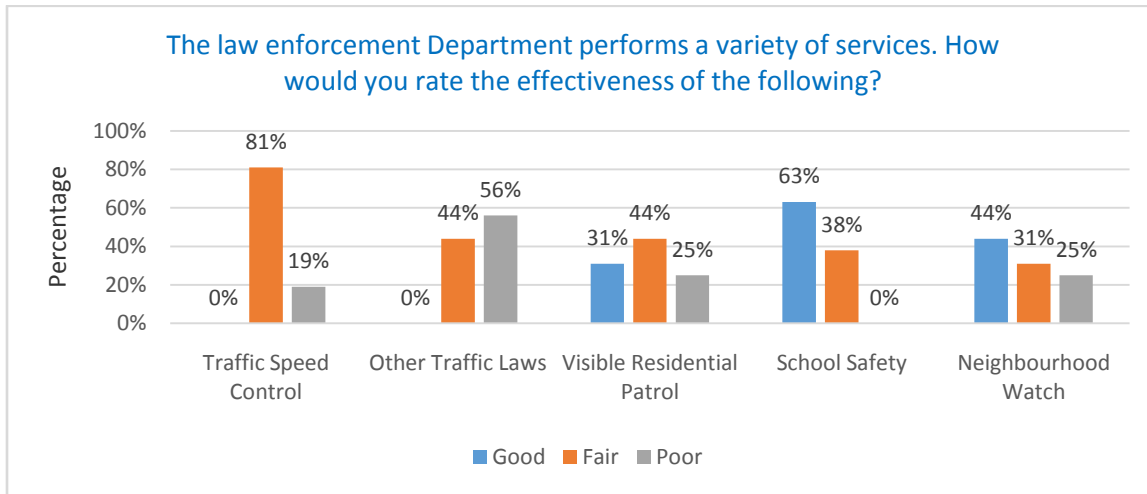
Data on neighborhood and regional services:

The problems in the immediate neighborhood and the community are that of poor condition of houses and increasing housing costs. This corresponds with insufficient gross annual income to afford housing. While 44% of the respondents admitted to problems due to recreational drugs, 38% recognized burglaries as a problem in the community.

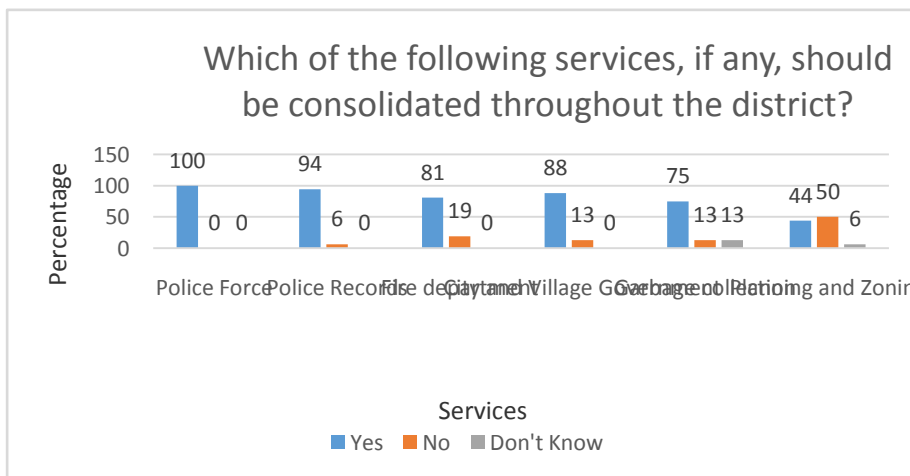
The availability and effectiveness of other public services provided by government and other agencies were also shared by the respondent. While all of them confirmed ‘good’ postal services and street lightening, a huge 87% of the respondents finds law enforcement as good as shown in the graph below. However, only 37.5% of respondents confirmed ‘good’ roads. This was sometimes a hindrance in reaching schools and health facilities. Children are exposed to open pits, stones on the road, traffic, loud noise and rotting waste on their way to school which affects their health and safety. The ambulance services were reported to be poor and only 18% could consider it excellent. Most of them shared long waiting time for ambulance and most often, managing without ambulance. In this regard, 94% of them shared ‘good’ bus services which aids in daily commutation but most often fails in providing the necessary comfort and timely access to health facilities.

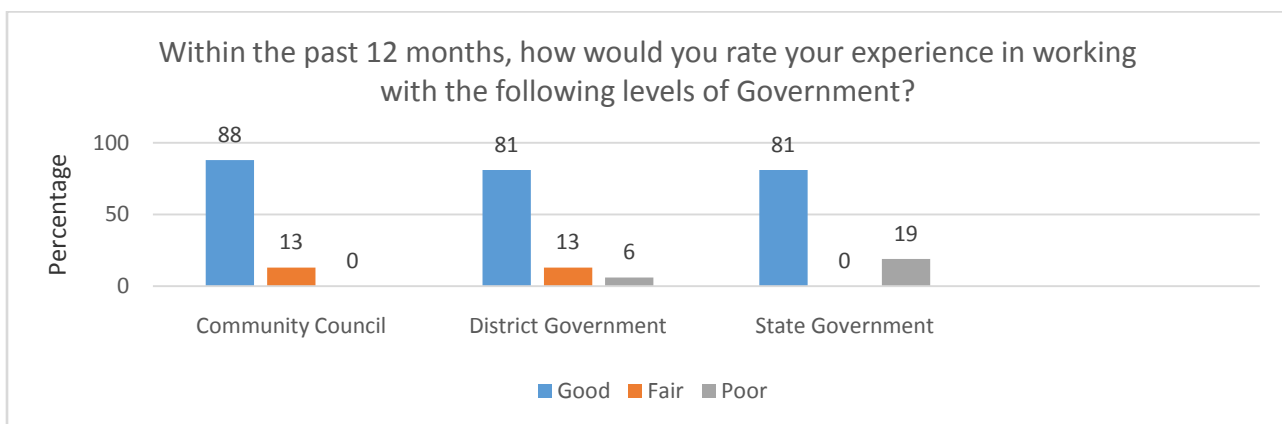
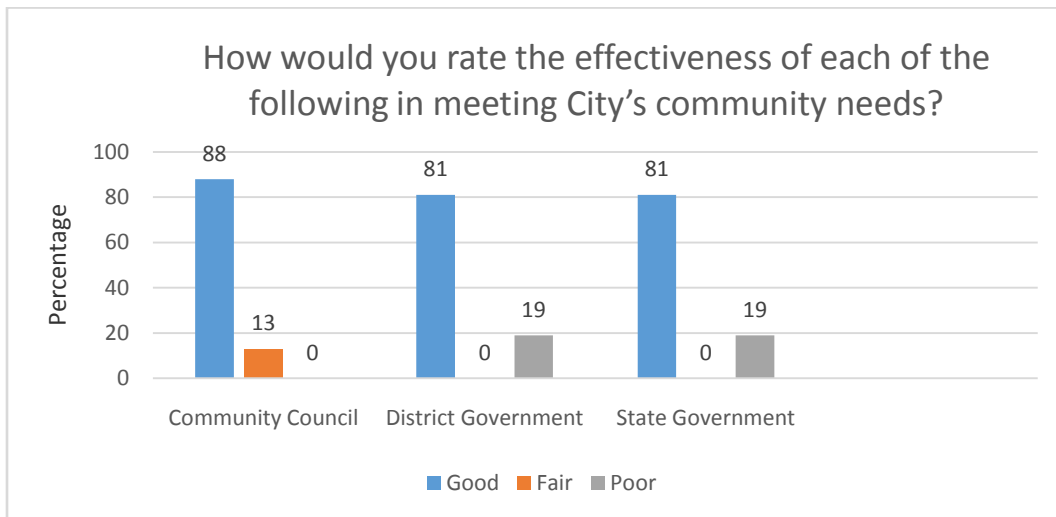


In coherence with the previous question, none of the respondents considered traffic control and laws as good which is a visible risk to those children who walk to the schools. However, 63% of them felt schools to be a safe place as shown in the graph below.



The respondents also recorded their experience on interaction with government agencies at district as well as state level. They also shared their viewpoints on strengthening various public services across the district which is depicted in the graphs below. These services, most often have direct impact on children's development and indirectly shape out their interest in pursuing education and other skill development courses.





At national level, all the respondents participated in *swachh bharat abhiyan*, a national level program to ensure clean cities promoting healthier environment. 94.4% agrees that this program should be continued in future. All the respondents also participated in the recycling program, out of which there were 63.6% females and 36.4% males.

Legislations , Mechanisms and Programmes prohibiting Child Labour in India

India has passed a number of laws on child labour since Independence. Article 24 of the Constitution of India prohibits employment of children below the age of 14 in factories, mines, and other hazardous employment. Article 21A and Article 45 of the constitution of India promise to provide free and compulsory education to all children between the ages of 6 and 14.



Right of Children to Free and Compulsory Education Act (RTE), 2009: In 2009, India passed the Right of Children to Free and Compulsory Education Act (RTE). A subsequent section was added to the constitution of India making it a fundamental right and thus strengthening its implementation. It mandated private schools to shoulder the responsibility of providing easy and free access to children from low socio-economic background preventing child labour and promoting education.

Child Labour (Prohibition and Prevention) Amendment Act, 2016: The Government of India has initiated various measures and the realization of a multipronged strategy on ground to move firmly towards a child labour free society. A landmark step in the endeavour to have a child labour free society was the enactment of the Child Labour (Prohibition and Prevention) amendment Act, 2016 in August 2016 that provides for complete prohibition of employment of children below 14 years in all occupations and processes and prohibits employment of adolescents (14-18 years) in hazardous occupations and processes. The age of admission to employment has been linked to the age of compulsory education under Right to Education Act (RTE), 2009.

In order to facilitate compliance of the provisions of the Act, Government of India has also notified the amendment in the Child Labour (Prohibition and Regulation) Central Rules after extensive consultation with the stakeholders. The rules for the first time provide broad and specific framework for prevention, prohibition, rescue and rehabilitation of child and adolescent workers. To clarify on issues related with help in family and family enterprises and definition of family with respect to child, specific provisions have been incorporated in the rules. Further, it also provides safeguards of artists which have been permitted to work under the Act, in terms of hours of work and working conditions. The rules provide specific provisions incorporating duties and responsibilities of enforcement agencies in order to ensure effective implementation and compliance of the provisions of the Act. In order to clarify the issues on Schedule of Hazardous Occupations and Processes, the Schedule has been reviewed and the intent notification has been issued to include a comprehensive list of about 118 occupations and processes.

For fulfillment of the objective of a strong legislation, it requires equally strong tools on field to be implemented and to provide this the Ministry of Labour and Employment has already prepared a comprehensive strategy for effective enforcement. Labour being in the concurrent list, an elaborate Action Plan was sent to all State Governments' after enactment of the Legislation for implementation and all the State Governments' have been sensitised about the major shift in the legislation with the direction to spread the same to the ground level. To remove all ambiguities a Standard Operating Procedure (SOP) is being framed for all stakeholders particularly, enforcing agencies and this would be supported by the IT Platform "PENCIL" which has components ensuring enforcement of the Act, mechanism for redressal of complaints, child tracking system and a monitoring mechanism. This platform would integrate all the State Governments with the Central Government for effective coordination and convergence of various measures being taken for compliance of the Act.

National Child Labour Project (NCLP): The Government had initiated the National Child Labour Project (NCLP) Scheme in 1988 to rehabilitate working children in 12 child labour endemic districts of the country. The Scheme seeks to adopt a sequential approach with focus on rehabilitation of children working in hazardous occupations & processes in the first instance. Under the Scheme, a survey of child labour engaged in hazardous occupations & processes has been conducted. The identified children are to be withdrawn from these occupations & processes and then put into special schools in order to enable them to be mainstreamed into the formal schooling system. Project Societies at the district level are fully funded for opening up of special schools/Rehabilitation Centres for the rehabilitation of child labour. The special schools/Rehabilitation Centres provide: Non-formal/bridge education, Skilled/vocational training, Mid Day Meal, Stipend @ Rs.150/- per child per month, Health care facilities through a doctor appointed for a group of 20 schools. This scheme has been strengthened recently in terms of improving its quality and extending its coverage to all the districts of the country. There are 11 districts currently covered under NCLP projects in Andhra Pradesh and 9 districts of Telengana including the districts of Karimnagar in Telengana and Prakasham in Andhra Pradesh.

CHILDLINE 1098: Emergency helpline for children in distress: A phone number that spells hope for millions of children across India, CHILDLINE is India's first 24-hour, free, emergency phone service for children in need of aid and assistance. Whether the person is a concerned adult or a child, he/she can dial 1098, the toll free number to access the Childline services. The Childline does not respond to the emergency needs of children but also link them to services for their long-term care and rehabilitation. The service, till date, has reached out to over three million children across the nation through such calls. The Childline is being run under the integrated Child Protection Scheme, Ministry of Women and Child Development, Government of India. Childline works for the protection of the rights of all children in general but give special focus on all children in need of care and protection, especially the more vulnerable sections, which include: street children Child labourers working in the unorganised and organized sectors and many other categories of vulnerable children.

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005, an Act of Parliament (December 2005). NCPCR is a statutory body under the CPCR Act, 2005 under the administrative control of the Ministry of Women & Child Development, Government of India. The Commission's Mandate is to ensure that all Laws, Policies, Programmes, and Administrative Mechanisms are in consonance with the Child Rights perspective as enshrined in the Constitution of India and also the UN Convention on the Rights of the Child. The child is defined as a person in the 0 to 18 years age group.

State Commissions for Protection of Child Rights (SCPCRs) have been established by the States under section 17 of the Commissions for Protection of Child Rights (CPCR) Act, 2005 having same powers and functions provided under section 13 within the jurisdiction of the State.

The Commission visualises a rights-based perspective flowing into National Policies and Programmes, along with nuanced responses at the State, District and Block levels, taking care of specificities and strengths of each region. In order to touch every child, it seeks a deeper penetration to communities and households and expects that the ground experiences gathered at the field are taken into consideration by all the authorities at the higher level. Thus the Commission sees an indispensable role for the State, sound institution-building processes, respect for decentralization at the local bodies and community level and larger societal concern for children and their well-being.

Findings and Way Forward

The team from National Commission for Protection of Child Rights (NCPCR) , Andhra Pradesh Commission for Protection of Child Rights (APSCPCR), UNICEF India, District Administration, Experts visited the sites of the quarries , conducted meetings with the workers, quarries management, families, Local Authorities both in urban and rural , visited schools, inspected the documents and discussed with the children. The findings and observations are based on the interactions and inspections:

- The granite industry is completely mechanized. This means that all processes are mechanized and there is no scope for manual labour especially no scope for child labour. It was noticed that the granite slab mining is a highly mechanized operation using heavy duty machines for excavations, cutting and drilling. The drilling, bolder cutting, slab cutting, loading & unloading and cleaning are all done with the machines. These machines are operated by the workers who are employed by the mines.
- The mines are far from the villages and there is no sign of children being employed there in the mines.
- The workers of the quarries are mostly the migrant labourers from states like Bihar, Odisha and Tamil Nadu. They are single migrants and live in dormitories mostly arranged by the quarry owners or by the workers themselves in a group. They do not stay at the adjacent village rather in the township and are brought by the vehicles of mines owner.
- There are significantly visible economic activities in the regions where quarries are situated. The revenues being generated are being spent on social infrastructure and other services. This has a positive impact in the socio-economic well being of the people in the region and districts. These facts have been shared in the meeting with the Municipal bodies and the Panchayats. It was observed that the road facilities, drinking water, schools, anganwadis are relatively good in the localities where mines are under operation. However, there is need for improvement of health care and roads to ensure easier access to services. It was shared that because of

revenue generation , the local bodies are capable of investing more in the social infrastructure.

- The industry is a decisive reason for the economic activities and is playing a vital role in local economy. Important economic activities are employment generation, providing housing to the workers, transportation, covering of daily needs etc. There are millions of people connected directly or indirectly with the industry.
- The villagers verify the fact that there has been significant economic progress in the last decade. Among others this has resulted in ensuring children are in schools and colleges. One of the main engines of the economic boost is the natural stone industry in that region. Some of the challenges faced as mentioned by the villagers was that there is an increased number of alcohol outlets and the alcohol consumption in the areas.
- The granite industry is considerably contributing to the Indian economy and has been an important source of revenue generation for the country. There is a direct positive connection between the development of the economy and of the stone industry.
- The cutting and polishing units visited also employed skilled labourers. The visits and interactions did not give any evidence for the use of children as labourers.
- There is a need for interventions by the local government, civil society or social agencies with the communities , especially with the adolescents and the families for the issues like education, life skills, skill development , vocational training and the job placements of the adolescents and young adults. The agencies can explore to create a convergent platform for the adolescents and young adults involving the government programmes, CSR, civil society organizations.
- There is no scope for child labour; however some children (13+ age) are not regularly attending the schools. This situation has to be improved with the help of SMCs, Panchayats and NGOs who are willing to work in engagement of children in education , vocational training and other issues.
- There is an urgent need for the skilling programmes, especially to skill people for the jobs related to mining industry.
- There is a demand from the Urban Local Body conveying the sentiments of the local people for establishing Industrial Training Institute (ITI) to train young adults on the trades related to the mining industry.

- Only few workers from the local villages seemed to be working in the mines. During the visits only 4 to 5 reported to work in the mines. This seems to indicate that job work skilling is required at the ground level to provide more opportunities to the villagers of that area.
- Since safety is of paramount importance, quarry managements should be sensitized to be extra cautious towards maintaining safety measures for people and children if coming in contact with mining areas.
- The Commission is of the view that ; it is required to have a monitoring system (independent) to control the basic social and environmental standards in the mines and factories such as ISES 2020 standard (IGEP Certification) . This standard is applied by numerous industries and companies. It is also used by leading stone exporters and supported by their associations . Generally it can be stated that it is helpful for quarries and processing companies to make them aware of their social and environmental responsibilities which are fulfilled now by most factories and quarries to safeguard and improve their competitive position in international trade. Since a growing number of exporting countries and companies are claiming the strict fulfillment of these social and environmental requirements, the IGEP Certification plays a recommendable key role for export sales as well as for the development of the demand of granite from India.

ANNEXURE

QUESTIONNAIRE No. 1

Q 1: How many children / individuals were interviewed?

- 05 – 10 11 – 15 16 – 20 21 – 25 26 - 30

Q 2: Age group of children / individuals as per visual examination (with approx number of children in the following age group):

- 05 – 10 _____
 11 – 14 _____
 15 – 18 _____
 Above 18 _____

Q3: In which school the kids are studying and their corresponding distance from the village:

S. No.	Name of the School	Distance from the village (KM)
1.		
2.		
3.		

Q4: Can they read and write a short, simple statement with understanding in any language?

- Yes _____
 No _____

Q5: Are they attending school or pre-school during the current school year?

- Yes _____ No _____

Q6: Did they miss any school day during the past week?

- Yes _____ No _____

Q7: Why did they miss school day(s) during the past week?

1. School vacation period.....
2. Teacher was absent
3. Bad weather conditions.....
4. To help family business.....
5. To help at home with household tasks ...
6. Working outside family business....
7. Illness/ Injury/disablement
8. Other

Q8: Have they ever attended school?

Yes _____

No _____

Q9: Why have they never attended school?

1. Too young
2. Disabled/ illness.....
3. No school/school too far.....
4. Cannot afford schooling.....
5. Family did not allow schooling.....
6. Not interested in school.....
7. Education not considered valuable.....
8. School not safe.....
9. To learn a job.....
10. To work for pay
11. To work as unpaid worker in family business/farm.....
12. Help at home with household tasks.....
13. Other.....

Q10: Why did they leave school?

1. Completed his/her compulsory schooling.....
2. Too old for school.....
3. Disabled/ illness.....

4. No school/school too far.....
5. Cannot afford schooling.....
6. Family did not allow schooling.....
7. Poor in studies/not interested in school.....
8. Education not considered valuable.....
9. School not safe.....
10. To learn a job.....
11. To work for pay as employee or (as paid/ unpaid worker) in family business or farm.....
12. Help at home with household tasks.....
13. Other (Specify).....

Q11: Have they ever attended/are you currently attending a vocational / skills training course outside of school?

- Yes _____
- No _____

Q12: Have they /will they obtain a certificate for this vocational training?

- Yes _____
- No _____

Q13: Describe subject of vocational training received/being received. (E.g. carpentry, mechanic, nursing, etc)

1. _____
2. _____
3. _____

Q14: Did they engage in any work at least one hour during the past week?

(As employee, self employed, employer or unpaid family worker)

- Yes _____
- No _____

Q15: During the past week, did you do any of the following activities, even for only one hour? *(Read each of the following questions until the first affirmative response is obtained)*

(a) Run or do any kind of business, big or small, for himself/herself or with one or more partners? *Examples: Selling things, making things for sale, repairing things, guarding car, hairdressing, crèche business, taxi or other*

transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining etc.

Yes _____

No _____

(b) Do any work for a wage, salary, commission or any payment in kind (excl. domestic work)? *Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.*

Yes _____

No _____

(c) Do any work as a domestic worker for a wage, salary or any payment in kind?

Yes _____

No _____

(d) Help unpaid in a household business of any kind? (*Don't count normal housework.*) *Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.*

Yes _____

No _____

(e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? *Examples: ploughing, harvesting, or looking after livestock.*

Yes _____

No _____

(f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?

Yes _____

No _____

(g) Catch any fish, prawns, shells, wild animals or other food for sale or household food?

Yes _____

No _____

(h) Fetch water or collect firewood for household use?

Yes _____

No _____

(i) Produce any other good for this household use? *Examples: clothing, furniture, clay pots, etc.*

Yes _____

No _____

Q16: For each day worked during the past week how many hours did you actually work?

1. Monday.....

2. Tuesday.....

3. Wednesday.....

4. Thursday.....

5. Friday.....

6. Saturday.....

7. Sunday.....

8. Not Applicable.....

Q17: Why do you work?

1. Supplement family income...

2. Help pay family debt.....

3. Help in household enterprise.....

4. Learn skills.....

5. Schooling not useful for future.....

6. School too far / no school

7. Cannot afford school fees.....

8. Not interested in school.....

9. To temporarily replace someone unable to work.....

Q18: Are you exposed to any of the following at work?

(Read each of the following options and mark "YES" or "NO" for all options)

1. Dust, fumes, Yes _____ No _____

2. Fire, gas, flames. Yes _____ No _____

3. Loud noise or vibration. Yes _____ No _____

4. Extreme cold or heat Yes _____ No _____

5. Dangerous tools (knives etc). Yes _____ No _____

6. Work underground.. Yes _____ No _____

7. Work at heights.. Yes _____ No _____

8. Work in water/lake/pond/river... Yes _____ No _____

9. Workplace too dark or confined . Yes _____ No _____

10. Insufficient ventilation. Yes _____ No _____

11. Chemicals (pesticides, glues, etc.). Yes _____ No _____

12. Explosives. Yes _____ No _____

13. Other things, processes or conditions bad for your health or safety (specify). _____

QUESTIONNAIRE No. 2

Basic information of the Aanganwadi in the village

Name of the district:	
Name of the block:	
Name of the post office / police station:	
Name of the village:	

Q1: Total number of children in the Aanganwadi:

No. of Boys	No. of Girls	Total

Q2: Number of pregnant and lactating women:

- 05 – 10 11 – 15 16 – 20 21 – 25 26 – 30
 more than 30 (Specify number approx): _____

Q3: Number of adolescent girls:

- 05 – 10 11 – 15 16 – 20 21 – 25 26 – 30 more than 30
 more than 30 (Specify number approx): _____

Q4: Is there separate building for Aanganwadi?

- Separate room / building present
 Separate room in public place like Grampanchayat, temple
 Aanganwadi in ICDS worker's house or someone else's house

Q5: In the last week, how many times the Aanganwadi was functional?

5 to 6 days

3 to 4 days

Less than 3 days

Q6: Is there a facility for drinking water in the Aanganwadi?

Yes _____ No _____

Q7: Is the weighing machine in the Aanganwadi functional?

Yes _____ No _____

Q8: Is there a toilet facility in the Aanganwadi?

Yes _____ No _____

Q9: Are there mats for sitting available in the Aanganwadi?

Yes _____ No _____

Q10: In the Aanganwadi, How many times was the vaccination of young children done in last 3 months?

3 times 2 times less than 2 times

Q11: In the Anganwadi, How many times the children were weighed in last three months?

3 times 2 times less than 2 times

Q12: During last week, did the children receive food everyday in the Aanganwadi?

All 6 days regularly

Regularly for 4 to 5 days

3 or less than 3 days

Q13: How many times were the severely malnourished children given food?

3 to 4 times in a day

Twice a day

Once in a day or not given

Q14: Describe the quality (test) of the food given by the Aanganwadi

Good

Satisfactory

Bad

Q15: Do the pregnant women come to Aanganwadi every day or once in a month?

- Yes, regularly / thrice in last 3 months
- Yes, sometimes / twice in last two months
- No

Q16: Do the lactating mothers come to Aanganwadi every day or once in a month?

- Yes, regularly / thrice in last 3 months
- Yes, sometimes / twice in last two months
- No

Q17: Do the adolescent girls come to Aanganwadi every day or once in a month?

- Yes, regularly / thrice in last 3 months
- Yes, sometimes / twice in last two months
- No

Q18: If the pregnant women / lactating mothers or the adolescent girls do not come to Aanganwadi, then what is the reason?

- 1. The Aanganwadi is far away
- 2. They are not aware of this entitlement (they think that food is only for children)
- 3. Quality of food is not good
- 4. Do not feel like going
- 5. Supplementary nutrition not provided by Aanganwadi
- 6. others (specify) _____

QUESTIONNAIRE No. 3

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

1. What is your gender?

- Female Male

2. How old are you?

- Under 25 25-29 30-39 40-49 50-59 60+

3. What is your employment status as a teacher?

(Part-time employment is where the contracted hours of work represent less than 90 per cent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.)

- Full-time
 Part-time (50-90% of full-time hours)
 Part-time (less than 50% of full-time hours)

4. Do you work as a teacher at another school as well as this school?

- Yes
 No (Please go to question 6.)

5. If 'Yes' in the previous question, please indicate in how many other schools you work as a teacher.

Please write in a number. _____

Schools _____

6. What is your employment status as a teacher at this school?

(Please do not consider the probationary period of a contract as a separate contract.)

- Permanent employment (an on-going contract with no fixed end-point before the age of retirement)
 Fixed term contract for a period of more than 1 school-year
 Fixed-term contract for a period of 1 school-year or less

7. In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.

This question concerns your work for this school only. Please do not include the work you do for other schools. Please write a number in each row and round to the nearest hour in your responses. Write 0 (zero) if none.

a) _____ Teaching of students in school (either whole class, in groups or individually)

b) _____ Planning or preparation of lessons either in school or out of school (including marking of student work)

c) _____ Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)

d) _____ Other (please specify): _____

9. How long have you been working as a teacher?

Where possible exclude extended periods of absence (e.g. career breaks).

This is my first year 1-2 years 3-5 years 6-10 years

11-15 years 16-20 years More than 20 years

10. How long have you been working as a teacher at this school?

This is my first year 1-2 years 3-5 years 6-10 years

11-15 years 16-20 years More than 20 years

QUESTIONNAIRE No. 4

1. How would you rate each of the following services in your area?

[EXCELLENT, GOOD, FAIR, POOR, DON'T KNOW]

- a) law enforcement.. _____
- b) fire protection.. _____
- c) ambulance service _____
- d) emergency 911.... _____
- e) roads/highways/ streets... _____
- f) sidewalks/pedestrian safety _____
- g) storm drainage... _____
- h) street lighting.. _____
- i) bus service.. _____
- j) postal service... _____

2. The law enforcement Department performs a variety of services. How would you rate the effectiveness of the following?

[EXCELLENT, GOOD, FAIR, POOR, DON'T KNOW?]

- a) traffic speed control..... _____
- b) other traffic laws..... _____
- c) visible residential patrol..... _____
- d) school safety.... _____
- e) neighbourhood watch..... _____

3. How safe do you feel in your neighbourhood during the:

[VERY SAFE, SAFE, UNDECIDED, UNSAFE, VERY UNSAFE]

- a) day.. _____
- b) night _____

4. Which, if any, are problems in your neighbourhood?

[DON'T KNOW, YES, NO]

- a) Vacant lots.....

- b) Condition of houses.....
- c) Cost of housing.....
- d) Burglaries.....
- e) Recreational drug use.....
- f) Gangs.....
- g) Other (please list_____)

5. Which of the following services, if any, should be consolidated throughout the district?

[YES, NO, DON'T KNOW]

- a) Police force..... _____
- b) Police records..... _____
- c) Fire department..... _____
- d) City and Village Government.. _____
- e) Garbage collection..... _____
- f) Planning and Zoning..... _____
- g) Other (List_____)

6. How would you rate the effectiveness of each of the following in meeting City's community needs?

[EXCELLENT, GOOD, FAIR, POOR, DON'T KNOW]

- a. Community Council _____
- b. District Government _____
- c. State Government _____

7. Within the past 12 months, how would you rate your experience in working with the following levels of Government?

[EXC, GOOD, FAIR, POOR, NO CONTACT]

- a. Community Council _____
- b. District Government _____
- c. State Government _____

8. Did you participate in the Swach Bharat Abhiyan?

[YES NO DON'T KNOW]

9. Should the Swach Bharat Abhiyan be continued?

[YES NO DON'T KNOW]

10. Do you participate in the recycling program?

[YES NO DON'T KNOW]

11. From the issues listed below, choose the top three that you feel the government body should address during the next year. Rank these by placing a 1 next to your top priority, a 2 by your next priority, and a 3 by your 3rd priority.

- a. Install/repair sidewalks.....__ __
- b. Install street lights.....__ __
- c. Pedestrian safety near schools..__ __
- a. Repair streets __ __
- b. drainage problems __ __
- d. Other (Please _____)

12. Are you: [Circle number]

- 1. MALE
- 2. FEMALE

13. How many years have you lived in this neighbourhood? [Circle number]

- 1. 0-3 YEARS
- 2. 4-6 YEARS
- 3. 7-10 YEARS
- 4. 11-15 YEARS
- 5. 16-25 YEARS
- 6. OVER 25 YEARS

14. Are you renting or are you buying/own your own home? [Circle number]

- 1. RENTING
- 2. BUYING/OWN __

15. How many family members reside in your home? [Circle number]

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- OR MORE __

16. Which category best represents the age of the head of household? [Circle number]

- | | |
|----------|---------------------|
| 1. 18-24 | 4. 45-54 |
| 2. 25-34 | 5. 55-64 |
| 3. 35-44 | 6. 65 OR OLDER ____ |

17. Which of the following categories best describes your gross total family income during the last year?

[Circle number]

- | | |
|----------------------|-------------------------|
| 1. LESS THAN 10,000 | 5. 35,000 - 49,999 |
| 2. 10,000 - 14,999 | 6. 50,000 - 74,999 |
| 3. 15,000 - 24,999 | 7. 75,000 - 99,999 |
| 4. 25,000 - \$34,999 | 8. 100,000 OR MORE ____ |

18. In what industry is the major wage earner in your home employed? [Circle number]

- 01. AGRICULTURE
- 02. MINING
- 03. CONSTRUCTION
- 04. MANUFACTURING
- 05. RETAIL/WHOLESALE
- 06. TRANSPORTATION, COMMUNICATIONS, AND PUBLIC UTILITIES
- 07. FINANCE, INSURANCE, REAL ESTATE
- 08. GOVERNMENT (INCLUDES EDUCATION)
- 09. SERVICES (INCLUDES RETAIL)
- 10. RETIRED
- 11. HOMEMAKER
- 12. STUDENT

19. What was the last year or grade in school you completed? [Circle number]

- 1. GRADE SCHOOL
- 2. SOME HIGH SCHOOL
- 3. HIGH SCHOOL GRADUATE
- 4. SOME COLLEGE/VOCATIONAL
- 5. VOCATIONAL SCHOOL GRADUATE
- 6. COLLEGE GRADUATE
- 7. SOME GRADUATE SCHOOL
- 8. GRADUATE DEGREE

Observation Guide for the Quarry site

General Observation checklist:

- Are there any adolescents working there? (as per the recently amended CL Act, Mining is a hazardous industry and adolescents are not to be engaged in these industries)
- What is kind of work that they are doing? They may be doing support work?
- Are there any communities surrounding the sites?
- What are living conditions? Do families also stay there?
- Is it mainly migrant labour or are they from neighbouring villages?

Some questions for the Site visits:

- For how long have you been working here? Are you from the neighbouring village/community? If not then where have you migrated from?
- How often do you go back to your native village?
- Is your family here with you? If so, what do your children do?
- Are any children or adolescents employed here at the site? If so, what is the type of work they are doing? What do they get paid?
- Do you face any challenges working here? If so can you name some? (probe for health, debt, wages, living conditions etc.)

Discussion Guide for Children

- *Effort should be made to select a group of girls/boys comprising different backgrounds, in consultation with local support facilitating the field visit in coordination with the school principal/ PRI/ village volunteer or SMC*
- *The group should comprise (as far as possible) a mix of girls who are in-school, out-of-school, and those engaged in child labour.*
- *The discussion should be conducted in a friendly and informal atmosphere.*
- *The discussion should be structured around a set of carefully predetermined questions, but the discussion should be informal and free-flowing.*

1. Some of you are studying in school. Which school(s) do you study in?
2. What is your school like? Is the infrastructure good, ie buildings, playgrounds, toilets, drinking water etc? Do the teachers teach well, and do you get your textbooks in time? Do they ever scold or beat the children?
3. Do you and the other girls/boys in your school attend school regularly? If some are not regular, what are the reasons?
4. Some of you are not studying school. Are there many girls/boys of your age in the village who are not in school?
5. At what age and class did you leave school? Why did you leave at that time? (Probe for different reasons related to school and family, including attitudes towards girls' education, safety factors, child marriage, household work, need to earn an income, as well as poor school access, infrastructure, teaching, discriminatory behavior, scolding or/and beating, labour, family work).
6. Do many girls/boys in the village leave school at immediately after class 5? Do many leave after class 8? Why do most of the children leave school?
7. How many of you work in the household? What kinds of work do you do and for how long (how many hours a day)? At what age did you begin doing this kind of work? How many girls in the village work in their household?
8. Do any of you work in the family farm? Do you work in any family enterprise eg cobble making, stone crushing etc? At what age did you begin doing this kind of work? For how long daily do you do this work? Do many girls/boys in the village work in family farm, stone work or enterprises?
9. Do any of you go outside the house to work? If so, what kind of work do you do? (Probe for stone breaking, cobble making, work on others' farms or enterprises, factories, shops, MNREGA etc). At what age did you begin? How many hours a day do you do this work? How far do you travel, and do you find it safe to travel? What do you do with the income you earn? Do many girls/boys in the village go outside the house to work?
10. Do any of you go outside the village for work? If so, what kind of work? Where do you go? When did you first go out to do this work? Where do you live when you go out? Do any

other girls/boys of the village go out of the village for work? If so, where do they go? At what age did they begin? Where do they live?

Discussion Guide for Head Teacher or Principal

1. Do most the children of this village (in the relevant age group) come to this school? Are the children regular in coming to school? If not, what are the reasons for irregularity (**probe** distance from school; migration; work at home; not happy in school; illness; etc)
2. Do all the children in your school progress from one grade to the next? If there are any dropouts, at what age/ class do children typically leave? What could be the reasons for dropout? (**probe** distance from school; migration; not happy in school; work at home; work outside; etc)
3. Have any children left school because they need to work (child labor)? How old were they, at what class did they leave? Were they girls or boys? What kind of work did they take up? Did the school make any effort to prevent them from leaving? Have any programs for mainstreaming working children been carried out in your school? If yes, by whom, and when? Did any children return to school as a result?
4. Do you face any special problems or challenges teaching in this village? If so, what are these challenges, and how do you deal with them?
5. Do you have children in this school who are from other states? Have they migrated with their families? Do you know what economic activities their parents are engaged in?
6. Do you engage with the community/parents? Are you aware of the occupation of the parents? If yes, what is the main occupation in this region?
7. Are you aware of any problems faced by the parents? (probe for health or economic, debts, alcoholism etc.)

Discussion Guide for Community Members

Introduction of the team to be made and a brief mention on the purpose of the visit to ensure the well being of children

1. Can you tell us what is the composition of this village? What is the main occupation of the people in this community? What is the primary source of income?

2. Do you have people from other states living here? If so, then why do they come to your village? For how many years are they living here? Do their children attend the local school? If not then what do they do?
3. Do people work in the neighbouring mines and quarries? Do their children accompany them? If yes, then what do they do on the site?
4. Do you have a school nearby? Is it Primary, middle and secondary? Or do children have to travel long distances for school? Do many children drop out after primary school? If so, then what do they do?
5. What do the girls do? Do they go to school or help their parents at home? If so what work do they do?
6. Do most the children of this village (in the relevant age group) come to this school? Are the children regular in coming to school? If not, what are the reasons for irregularity (probe distance from school; migration; work at home; not happy in school; illness; etc)
7. Do the children help their parents with their work? If so what work do they do?
8. Do they get any payment for this work?
9. Are there any specific issues that children face here?
10. Are there any specific health issues faced by parents and children in this community?
11. Do you have a PHC nearby? Is it functional?
12. Does the community face any challenges due to the presence of the mines and quarries nearby? (alcoholism, unsafe drinking water, low wages, high rate of indebtedness etc.) Do you have any means by which you tackle these challenges?