



## **CHILD MIGRATION AND DEVELOPMENT DYNAMICS IN GLOBAL HINTERLAND: ISSUES AND CHALLENGES**

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*This paper attempts to look at the problem of globalization and the development dynamics in the hinterland impacting children and their migration in the perspective of education and development policy and programmes adopted for the rural areas particularly for the children of disadvantaged communities and the tribals of Jharkhand. Very briefly, the paper also touches upon the scenarios in a few selected countries where migration of people and children show special focus. The paper is based on both primary as well as secondary sources of data. The aim is to hint towards policy which may give better option for people who are still deprived and who try to move away from poverty and in-human situation for a better tomorrow.*

*Key words: Child Migration, Development Dynamics, Globalization, Jharkhand, Tribals*

### **Introduction**

The era of globalization has seen an increasing amount of labour migration world across. Economically developed areas have attracted regular demand of low wage workers from the hinterland. For other highly skilled job requirement the industries have opened up their door for intake from highly skilled section of any country across the globe. In normal conditions, economically developed areas will have more employment opportunities. And yet, the global trends in rural-urban migration have not diminished despite the rise in urban-urban migration. Comparatively, higher job opportunities available in the urban areas have given rise to the higher expectation from the youth, women including children from the hinterland who are touched by the modern communication. Transport and means of communication like mobile phones, print and electronic media have spread their access to wider range of people. People living in the hinterland are no exception. For instance, the use of mobile phone in the rural areas continues to be growing and thus, people are getting connected. This is not exclusively for the rich and powerful class among them but includes all section of people even in the rural areas. In several states of India, the number of 'e-chaupals' are growing from where the farmers are able to have information about the market rates in different place and sell their products in the best possible rates. With better connectivity the farmers have got access to different markets, institutions and agents where they can sell their products. This networking has given better sense of rootedness in their own locale without moving to the urban centres for better payment of work. Development

in the rural areas are significant as close of 60 percent of the main work force in a country like India is still engaged in the Primary sector.

A child is a person 18 years of age and under as defined in the 1989 United Nations Convention on the Rights of the Child. However, when any government prohibits child labour, children in the age group of 14 and below are considered children and law prohibits any regular income generating stressful activity done in the hazardous conditions to be in the framework of child labour. Several countries in the world make compulsory education for children and they mean children in the age of 14 and below.

Practically in all societies of the world, children are not expected to labour for meeting the ends of the family. Children may assist their parents here and there in their jobs, but the kinds of responsibility assigned to children are age specific in all communities and normally non-ruminative. Family upbringing may necessitate gradual initiation of children into family traditional occupations, skills and tricks of the trade at a rather early age, but such things remain mostly part of the growing stages which are punctuated by enough rest, leisure and space and not intensive and long drawn compared to the adult profession.

Children becoming bread winners is something malaise of a community. In normal condition, father or these days mother or both the parents are the bread winners of the family. In the recent days we have seen increasingly, women are taking up the role of bread winners in the family. In the similar vein, illiterate and semi literate parents, who struggle to survive, involve their children as supplementary sources of income. Though the literacy levels are increasing in the country, the incidence of child labour seems to be high among the households where the head of the household is an illiterate. But we have instances of children being forced or compelled to take up jobs for earning income for themselves or family. Such engagement deprives them from their joyful childhood and education opportunities and other entitlements thereof.

Children below fourteen years are expected to be in the school, and not in the work force. Child labour Act in India prohibits employment of children below 14 years. And yet, we have instances of child labour in unorganized sector, particularly in service and agriculture sectors. Lietaen (2004) distinguishes between 'child work' and 'child labour'. While the former denotes to the physical or mental involvement in the job, the latter refers to the production of goods and services that interfere with the normative development of children – usually caused by hard work that pre-empt their education, play and leisure. In the primary sector of work the involvement of family where the work is undertaken within the confines of the family or outside their premises, the involvement of children can be seen as something a part of the growing up of the children into the family business. They do not earn for the family directly but they have to contribute in the work of the family and it is part of their growth. B. White (1999) proposes a continuum that distinguishes between the work that is intolerable, detrimental or hazardous, neutral or positive. In case of the latter, work is not harmful; rather it contributes to self-esteem and provides useful skills. But he, too, takes a stand that the intervention is needed only in case of intolerable, detrimental or hazardous labour. In a country like India where family has a long tradition of occupation

and which is closely related with the caste and caste based occupation, the involvement of children in order to pick the skill of the trade in the early stages of life is so crucial, that children's involvement is seen as a long term investment, in which the work can be hazardous, sufficiently long drawn and may sometimes engage children apart from their studies. What impels parents to put their children in such work is the attainment of the skills which might be crucial if the trade of the family is to be perpetuated. Clearly it is not easy to make a universal line to define child labour within a family.

**Table 1 : Child labour Defined for the Purpose of Global Estimates (ILO, 2002)**

Age Groups	Forms of Work			
	Non-hazardous work <43 hrs./week		Worst forms of child labour	
	Light work <14 hrs/week	Regular work >14 hrs/week and <43 hrs/week	Hazardous work and industries >43 hrs/week	Unconditional worst forms
	Does not: • Harm child's health and development • Prejudice child's attendance at school and participation in vocational training nor 'the capacity to benefit from the instruction received		Leads to: Adverse effects on child's safety, health (physical or mental) and moral development. Includes: excessive workload, physical conditions of work, and or work intensity in terms of the duration or hours of work even where the activity or occupation is known to be non-hazardous or 'safe'. Examples: mining and construction.	Trafficked children, bonded labour, armed conflict, prostitution, pornography and illicit activities.
<b>5-11</b>				
<b>12-14</b>				
<b>15-17</b>				

*Note: Shaded areas considered as child labour in need of elimination as per ILO conventions No. 138 and 182.*

Children in the remote areas have failed hundred percent enrolment, or they have dropped out of school on account of family related work, apathy, lack of interest or attraction or even poor value attachment to education. Through the help of the World Bank, the government of India made a huge investment in Mid-Day Meal scheme, wherein, good quality meal was made available to all children in the government and government aided

schools. Since then the cost and benefit analysis of such a huge programme has been done at different levels. In some cases, the Mid-Day Meal Scheme has been implemented even in the High School section so that the students are given adequate support till they complete the Matriculation level of education. When the Government still found that still young children were outside the class room on account of the involvement in the agriculture and pastoral related works, through the project of Sarva Shiksha Abhiyan (SSA) attempt was made to bring in the drop out children back to school laterally so that those students who are grown up and cannot enrol themselves in the lower level of classes along with the small children, remedial classes were arranged for them so that after special classes arranged for them, they would join the classes, which would bilaterally take them to the matching age and classes. Selected schools were given this task of finding grown up children who could not go to school in their right age and put them through special or remedial classes. Kasturba Gandhi Schools for Girls in a state like Jharkhand attempted to bring back all those girl children, who were weaned away from the school on account of poverty, household work, or domestic maid work that they were involved in their tender age.

In order to know the scale of the child labour problems, one will have to look at the population of children in this category. Example of Jharkhand state in India can be symptomatic as to from where the bulk of the problems are coming.

**Table 2 : Jharkhand State Population Count as on March 2010-11**

Population					Out of school						
Age group 6-11			11-14			6-11			11-14		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
2682527	2559022	5241549	968887	898348	1867235	41973	37082	79055	24920	23155	48075

*Source: Census Data 2011/Jharkhand*

From the above data it is clear that out of 5241549 belonging to the age group of 6-11 around 79055 that is 1.51 percent of children were found to be out of school. And in the age group of 11-14, out of 1867235, some 48075 were found to be out of school. It is this section of people who are vulnerable for child labour. Education seems to be the only way out for children to wean them away from hazardous child labour they may risk themselves.

Right to Education Act, in India besides ensuring education to all children, has attempted to make quality education available for all particularly the poor children so that they can avail good opportunity to move up in the development ladder. Thirty percent of illiteracy in India is still a big stigma which puts its long shadow in other development gain that the country is making. In order to do away with the illiteracy, government has come out with several schemes like Sarva Shiksha Abhiyan, Mid-day Meal scheme, boarding schools for girls christened as Kasturba Gandhi Balika Vidyalaya, to mention a few. These schools and programmes have been able to bring children in the school, or tried to retain them, but the quality of education cannot be simply scaled up only through these schemes. Mere literacy or inadequate level of education pushes the children into vulnerable areas. Although Sarva Shiksha Abhiyan (SSA) is a government of India flagship programme for achievement

of Universalization of Elementary Education in a time bound manner, as mandated by 86th Amendment to the Constitution of India making free and compulsory education to the children of 6-14 year age group, a Fundamental Right. Accordingly, the SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 11 million habitations. SSA seeks to open new schools in those habitations which do not have schooling facilities and strengthen the existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teacher is being strengthened by extensive training, grant for teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills; SSA has special focus on girl children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Governments seem to be chiefly concerned with the literacy rate in any State or district and work out measures and means so as to bring down the level of illiteracy. In the process, even minimum level of quality or standard in these schools is difficult to maintain. Individual efforts and cases of successful stories do surface but in general peoples' perception about the quality of education in the Primary and Middle School level in the remote areas is rather negative. Any parent, who can afford would like to send the ward to a privately run schools which may offer quality.

### **Correlating Education with Job**

Economist Keynes (1936; 1937a) has propounded the concept of creation of job for the progress and prosperity of nations. Availability of jobs to a large number of people ensures better purchasing power, and work requirement. Unfortunately the lower level of education seems unrelated with the jobs. Most of the professional jobs require a higher aptitude and longer insertion for learning. Children at the lower level are not able to associate their education and jobs they are likely to do in their lives as they grow and therefore there might be some apathy towards general education. Skill based education and life coping skills are something that the people want to have. Not all people are ready to invest long drawn time framework for obtaining degree which may not be directly associated with skill building.

There is a general dearth of sector based focus on imparting education to people. Even if there is any sector associated with education, the accessibility and survival in the education does not happen properly at lower level at a categorized manner. A general view of the job availability in different sectors in the post liberalization era in India gives a symptomatic trend of the emerging economies of the world. The Primary Sector has registered a decline of about 10 percent of workers, whereas, the Secondary and the Tertiary Sectors have seen a growth of as high as 4 percent. Construction and Service are the two top sectors which have created job opportunities for skilled labourers compared to other areas. In fact, in a country like India, agriculture, which is the primary sector of

employment, has seen steady out flow of workers to the secondary and tertiary sectors. The latter two sectors are defined by the requirement of skills pertaining to the job proper for which they attract talents.

**Table 3 : Main workers by Industrial Categories, 1991-2001**

	Total	Male	Female			
	2001	1991	2001	1991	2001	1991
<b>Primary Sector</b>						
Agriculture and Allied activities	175.8 (56.7)	191.3 (66.9)	124.7 (52.4)	139.4 (62.9)	51.2 (70.7)	52.0 (80.9)
Mining& quarrying	41.6 (0.6)	26.9 (9.4)	32.6 (13.7)	22.2 (10.0)	9.0 (12.4)	4.7 (7.3)
<b>Secondary Sector</b>						
Manufacturing	1.6 (13.4)	26.9 (9.4)	32.6 (13.7)	22.2 (10.0)	9.0 (12.4)	4.7 (7.3)
Electricity, gas& Water supply	1.5 (0.5)	1.2 (0.4)	1.4 (0.6)	1.2 (0.5)	0.1 (0.1)	0.05 (0.1)
Construction	11.5 (3.7)	5.5 (1.9)	10.4 (4.4)	5.1 (2.3)	1.1 (1.5)	0.4 (0.7)
<b>Tertiary Sector</b>						
Trade, Hotels & Restaurant etc.	29.1 (9.4)	20.2 (7.10)	27.1 (11.4)	18.9 (8.5)	2.1 (2.9)	1.2 (1.9)
Transport, storage & communication	12.5 (4.0)	8.0 (2.8)	12.1 (5.1)	7.8 (3.5)	0.4 (0.5)	0.2 (0.3)
Financial intermediation, RealEstate, business activities	6.1 (2.0)	3.0 (1.1)	5.3 (2.2)	2.8 (1.3)	0.8 (1.0)	0.3 (0.4)
Other Services	30.3 (9.8)	26.8 (9.4)	22.6 (9.5)	21.7 (9.8)	7.7 (10.6)	5.1 (7.9)
<b>Total Main workers</b>	310.3 (100.0)	285.8 (100.0)	237.9 (100.0)	221.7 (100.0)	72.4 (100.0)	64.3 (100.0)

*Note: Figures in brackets are percentages of total. Excluding Assam and Jammu & Kashmir*

*Source: Statistical Outline of India 2007-08, Tata Services Ltd. Department of Economics and Statistics, Bombay House, Mumbai p.36.*

As the labourers who are engaged in the primary sector, get educated and acquire necessary aptitude and skills move out to the secondary or tertiary sectors, or pick-up lower level of

works available in this sector itself. With high degree of mechanization and automation, the entry in these areas has required specific aptitude and training from the worker class. So much so, labourers of different countries concentrate at specific types of jobs and get themselves trained for the same. For instance, construction and maintenance level of work opportunities in the Middle East are targeted by workers from Pakistan, India and Bangladesh, whereas the Western world targeted the more sophisticated jobs available at oil industry.

Somehow, there is no proper connect between education and the job it might offer. And hence, the schooling is not designed according to the job prospect it might offer to people who may not like to follow a long drawn education process and become part of a competitive rat race for the few jobs and opportunity the main line education seems to offer to the students. On the higher end career and specialization are marked out very well, and with the popularity of Vocational Education a lot more variety has come even at the Higher Secondary and college level of education. But in a country, a sizeable segment of population which has to deal with ordinary literacy and lower level of education, lack of education job connect is a dissuasive factor. For instance, in Kasturba Gandhi Schools where most of the girls come from the background of domestic maid work or similar low paid works, putting the students in the same streamline of main line education may be quite de-motivating. Instead, making education oriented towards house-keeping, care of the aged, care of the infants, diet, hygiene and the like would give them specific training for which the students might be much more attracted.

Apart from Vocational Education the concept of Community Colleges has emerged in the country in quite substantial way. Community Colleges try to train students in Life Coping Skills and Trade Based Skills by creating direct linkages between the human resources and the job market. In fact, myriad of skills are required in any market. First, the Community undertake the market survey in the local areas to find out the job requirement and thereafter train the selected youth so that they can go straight to the jobs after the completion of their training. Skills and aptitude for a particular job is scientifically studied and Master Trainers in various aspects of skills are prepared. With the market linkages, the Community Colleges are trying to fill the gap in the low skill job requirement. Unfortunately, the concept of Community Colleges has not picked up momentum in the Northern states unlike the South, where the industries have grown and markets have permeated the hinterland. Even in the rural areas the Community Colleges have become quite popular choice. Since the Government institutions are not able to match the fluctuation of the market needs and the job requirement and the type of skill training, it is the voluntary sector which has become more active in running the Community Colleges. Non Governmental Organizations have played positive role in promoting Community Colleges. Government, however, can strengthen the creation of education and job linkages by entering into Public, Private Partnership. Industrial Training Institutes and Polytechnic institutes can play similar role in charting short term certificate courses which train the students in specific skills required in the market.

Going by the kind of expenditures the Government makes in running each of the KGBVs

and the type of output seen, it is imperative that for better return from such huge investments job related education is made possible. Jobs must be related with the education inputs that are given to pupil, very specially pupils who have been brought back into education in not ordinary circumstances.

### **Migration Related Problems and Programmes at the Global Level.**

Migration of the rural poor from the hinterland is not an exclusive problem confined to Indian experience. Examples of many countries cutting across the world have been quite significant. As the world economy is moving from agricultural to industrial and now to digital; the fate of migrants and their families have been affected.

Prior to 1940s-50s, when plantation industry had required occupation of patches where tea, sugarcane, plantain, coffee, timber and the like, movement of the labour force was seen in the countries of the West Indies, Latin Americas, Africa and part of the United States low skilled agriculture labourers were taken to these patches as indentured or agricultural labour force. In most of such cases, labour force migrated to the destination of work along with their family members, which included children below fourteen or young adults who along with their parents become the part of the work force. In such destination, they found cheap jobs either in the domestic sector or in the industry especially, when the employer was rather unsuspecting and had a different view point that instead of idling such children could do some work and add to the income of the family.

By sixties, most of the colonial countries saw their independence and such estates were handed over to the local government or the local buyers. The same tenacity in terms of labour force and the work pattern could not be maintained and thereby the large scale labour migration too stopped. It may be noted, that in the colonial era, capitalists migrated to different countries to invest in the extractive and plantation industries. This required migration of people from the colonizers to the colonized countries. This old time migration of the nineteenth century has given way to different types of labour flow world over. Since then the political national boundaries have been sharply defined and occupation or colonization is no more in fashion.

In the post Cold War era, market force has emerged as a single most powerful institution responsible for shaping polices and trends world over. Fast mode of communication through internet and other means of communication, has brought people around the globe much closer than any past decade ever saw. In the multinational companies, workers from cross culture and nationalities are seen working together in the projects.

Added to this, tourism industry at the world level has seen very significant amount of growth, which supports allied services like transport, hotel services, entertainment, art and culture to mention a few. Going by the kind of growth in the tourism industry, the urban and ancient centres have drawn people and establishment in comparison with the rural tourism. Tourism and allied services have caused sizeable amount of migration to the city centres and the peripheral areas including children, who move to such centres along either with their parents or without them.



Emergence of new technology has made life more comfortable and easy yet it has not been able to completely take away the human labour part. As the life standard of the people goes up, they tend to get away with the daily drudgeries of mundane life. Mechanization of the life necessities still has not totally done away with some of the basic work requirements beginning at the domestic level to the shop floor level. This has given rise to a subservient class, who would fill this vacancy and this class of people has to come from elsewhere as the local labour would be costly. Individuals and families known longer see the traditional or agriculture forest pastoral based economy as viable or long term option to enjoy the fruits of economic development in the globalized world.

The International labour organization (ILO) estimates that out of approximately 175 migrants around the world, half of them are workers. Most of such migration happens from the poorer countries to the rich at the International level in the unskilled semi skilled and low segment. In many countries particularly there is dual wage policy which deprives the migrants as they are paid not at the local wage rates but a differential rate meant only for the migrant workers.

Trends in some of the East Asian countries like the Philippines clearly show that out migration of the women and children has a long tradition of going to the European countries including the United States which in the course of time has fetched good amount of remittance for the country. The female Filipino workers are preferred in the western countries for the domestic help as they are friendly, docile, accommodative and hard working people, who can pick up languages wherever they go. Instances are there in a country like Thailand where due to the promotion of international tourism, many women and young girls are pushed in the hotel industry sector or service sector from where many a children particularly the girl children are pushed into the flesh trade market at a very tender age. Children from the rural areas would easily migrate to city centres for earning their livelihood. Cambodia is another country where tourism is promoted to boost up the economy. This has resulted into the growth of children entering into sector. Entry of children in the service sector is very subtle. Normally in the tourist centres, the entire family is engaged which includes children of the family. Similarly the hard working former East Europeans are much sought after workers doing the maintenance, electricity and plumber jobs.

Globalization has impacted transfer of technology to a great extent. Out-sourcing by the Multi-national companies has augmented the transfer of technology in the remoter areas of East Asian countries including China. The cost of production today depends a great deal as to what kind of wages one is able to manage with. Saleability of any product becomes a key factor as to how the pricing has been done. Low wages given to the workers plays a great role in keeping the prices in check. In fact, in order to maintain the cost of any price, workers picked from remoter areas or workers have a detrimental role in checking the price of the commodity. China is one such example, the further one goes into the hinterland, and the cost of production goes up.

### **Current Scenario in Jharkhand**

In 2000 when Jharkhand was created as a 28th State of India after a long struggle of

the Adivasi and local communities, Jharkhandis; the people of Jharkhand believed that a State of their own will be able to bring development and prosperity to the masses as the governance will be closer to them. In the last twelve years, scores of development policies have been discussed, big corporate players invited and the different governments have tried to implement the department policies in various departments viz. industries, agricultural, forest, horticulture, health, human resource, cooperative, mining, rural development, irrigation, social welfare, road construction, electricity tribal welfare and the like. Record in the past eleven years has shown that not a single department has been able to spend the annual budgetary allocation given from the Central Government fully, and therefore in most of the departments money has lapsed.

Creation of infrastructure and jobs for the people are the two most significant indicators, which show the development prospect in any state. Out of 32000 revenue villages, till date less than 10000 villages have been given electricity connection. The length of pucca road in the state is less when compared to other states, the data lags behind. Only 15 percent of people have supply of safe drinking water. Road, electricity and water, these are three most significant areas, where good infrastructure give impetus to development.

Since 70s, Jharkhand has seen a steady growth in the migration of women in the metropolitan cities like Delhi, Mumbai, Kolkata and other capital cities of States in the North India. Adivasi women particularly the young girls have been in demand for the domestic help in the different households. Young Adivasi girls from Gumla, Khunti, Simdega, Latehar and Ranchi districts have gone to work as maids or caretakers of the small babies. Advantage of these girls is that they are ready to share the household infrastructure, sharing the chorus of the family almost like a member.

Jharkhand is one of the few States in India where women in the construction sector work hand and hand with their male counterpart. Even in this sector the gradation of skilled is highly tilted towards male like the masonry, carpentry, painting, fitter, plumber, electricians, welders and the like are filled by the male counterpart. Women are left in the sector of manual labour, in other sectors they may just be inducted as helpers to the mason, carpenter, painter and the like. Women find themselves working in the manual labour section for carrying different types of load on their head. This requires enormous amount of physical strength and stamina. Not many women can survive the rigour of this sector and those who do manage, after certain age are no more fit.

### **Recent Context**

Under Jawaharlal Nehru National Urban Renewal Mission (JNNURM) 2005, which mainly focuses on the development of the infrastructure and civic amenities in the small and medium towns and cities of urban areas in India, Ranchi city, which has over one million population, management of the solid waste has been entrusted to one A 2 Z private company, along with the municipality of the city. Under this scheme the party has modernized the waste collection from the streets of the city at three levels. Firstly, there are workers who do the cleaning of the streets and gathering of the waste in one place. The households in the streets are required to deposit the waste in the morning to

a cycle rickshaw carrier, which a 'safai mitra' the cleaning staff pulls and gathers in the collection centre. Then, there are smaller vehicles which collect the waste from many of such collection centres and bring to the dumping yard. The lorries then collect the garbage to the final destination where the waste is processed and recycled as per the categories. Clearly, waste management in an urban centre is an important task that any city has to deal with. It involves a very scientific understanding and planning of the volume of city waste, its disposal and economic sustainability.

Looking at the global trend as to how rural to urban migration has seen the upward trend, where more than fifty percent of the global population lives in the urban centres, (Thomas, 2012) India, though has a recent figure of 68 percent of the total population living in the rural areas, has undertaken urban renewal programmes under JNNURM. Cities and towns in India need better planning of infrastructure and civic amenities so that growing population, main regular in-migration in the cities can be better managed. World community has gradually developed city management in its own way.

In Indian social fabric scenario, street cleaning is a menial job and is normally confined to a particular social group, belonging to a social community. In Ranchi which enjoys a sizeable number of tribal population, however, good many workers of A 2 Z company come from tribal communities. They engage themselves in sweeping, garbage collecting, driving and processing sector. It may be noted that tribals of Jharkhand have been farmers and proud cultivators. As they migrate to cities, they have to get engaged in the types of work, which their ancestors would not have thought of. They were the ones, who cleared the place here and made it fit for habitation, had the villages and socio-cultural and political system established. Modern development has pushed them further and made them servitudes in the emerging social strata. Tribal migration in the cities in search of jobs has virtually created a new social class with which they seem to be grappling with. Tribals have normally occupied the forest and the rural tracks. Their surroundings have given expression to their language, culture, religion, worldview and life philosophy and final occupation and identity. Migration to urban areas brings before them new challenges and question for the life philosophy and identity. Globalization in its total circumspect is a strong phenomenon, which comes with its own force and puts before them very important questions not only for the migrating workers but their families and children.

### **Conclusion and Recommendations**

In the post globalization era it is a challenge to slow the migration of young people including children in a developing country like India and especially in Jharkhand where the economic conditions of the vast majority of the population depend on the vagary of the rain. In the colonial period, it was the labour crisis that led to illegal recruitment and exploitation of young people. Today it is the extreme poverty of the countryside. Parents will not understand why a fourteen-year-old child does not have the right to work in the city just as he works in the village. The measures will be perceived, with good reason, as unjust and arbitrary. They will be bypassed as quickly as possible.

The problem of child migration is of everyone's concern and is considered as a great

deterrent to the hinterland's growth and development by the policy formulators (Ministries of Labour, Agriculture, Urban Development, Rural Development, Social Protection and Women and Child Welfare). Though examples of good practice are few and far between, they nevertheless offer important lessons. Therefore, there is need for proper policy advocacy on the problem. The following recommendations are suggested to alleviate the phenomenon of child migration:

- 1.** Financing and managing the skill building education of children should be the need of the hour. Civil Society Organisations and Government should develop programmes on training of the children to inculcate in them employable skills for obtaining lucrative jobs or become self-employed. Some civil society organizations are also running training programmes for these children, but these are on a small scale. The involvement of government through its relevant ministries, could upscale this programme for greater impact in terms of human resource development, especially at their places of origin.
- 2.** Looking at the cost benefit output of the Kasturba Gandhi Balika Vidyalayas, creativity would be required to make such schools orientation of the vocational courses. Job related education for the pupils who have been withdrawn from the domestic help is crucial as they would be able to see direct linkage between their education and work.
- 3.** There is a gender dimension of preventing migration: women and girl may remit more of their earnings than their counterparts, because of a deeper commitment to the welfare of their families. Therefore, trainings should be provided to poor girls for domestic help who will in turn render their services to needy families in the hinterland and make good income out of it to take care of their families and check migration.
- 4.** Another method through which women could be made the partner in income generation for households and families is by providing upto date technology to them for their work involvement. In other sense Technology empowerment of rural women is identified as a crucial element to ease out their work stress, reduce drudgeries and to improve productivity. In developing countries, like India, technology development and training programmes have not been responsive to household drudgery associated with different production activities undertaken by women (Singh, 2010). Hence, rural women's needs for technology that improves their productivity while reducing drudgery must be recognised. Therefore, there is a need of effective Technology transfer for empowerment of rural women leading their partnership in income generation and mitigating migration.
- 5.** Economic development schemes should be planned in such a way so as to provide sufficient chances of self-employment to tribal and deprived communities leading to entrepreneurial development and income generation which in turn would stop their children from migrating out for making an earning. Such families should be taught to identify resources for obtaining capital, developing managerial skills and prepare them for decision making and risk taking. Their children should be provided skill and training in hospitality services, tourism industry (as guides, as local vendors), indigenous artefacts, organising cultural programmes, domestic help and the like.

6. “Lab to Land Program” as experimented by ICAR should be launched for the rural tribal migrating families (Das, et al 1986). The objectives of the program are as follows:

- a) Development and implementation of farming plans for improving the farming system, unique to the selected region.
- b) Diversification of labour use through enterprises such as livestock farming, aquaculture, sericulture, apiculture, etc.
- c) Training for youth and farmers in enhancing skills and innovations based on locally available agriculture products and allied resources.
- d) Improvement on the quality of rural home life through involvement of home science specialists.
- e) Area saturation approach through intensification of development efforts in selected areas.

7. Every Panchayat and district administration should maintain a data base about children below 18 years of age with a photograph and socio-demographic details including the information on schooling. Further, they should also track every single child and ensure that sh/e is in school. This data needs to be updated every 15 days. This would help us help us in sending the children to school and prevent their migration.

8. In the rural areas trained teachers should be appointed immediately. Given that there is absolutely no infrastructure in rural areas, teachers willing to work in remote areas should be additional incentives as many live in the city and commute. These incentives could be linked to child retention and performance.

9. Last but not the least, for developing policies to curb child migration it is very important to study and understand the process of the phenomenon in a holistic manner. Unlike obtaining partial information on the migratory movement through cross-sectional surveys attempts should be made for anthropological in-depth qualitative analysis for collecting and understanding the process of migration and occupation life histories which would allow us to reconstruct the continuity of the individuals migratory paths, by taking account of the life cycle of the individual, and by revealing the interdependence of the migratory and occupational behaviours. In addition, the migration life histories would give us information on the migrants' conception of his life space and work space, thus making it easier to understand his pattern of mobility.

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**Annexure 1 :**  
**Financial Norms for KGBV: Model-I-School with Hostel for 100 girls (Revised Norms)**  
**(Non Recurring Cost)**

Sl. No.	Item of Expenditure	Financial Norms (Rs. In lakh)	Financial Norms for Intake of Additional Children
	Non-Recurring Cost		
1	Construction of building (Construction cost as per schedule of rates notified by the concerned State. Carpet area of the building should be approximately 60 sq. ft. per child for hostels with 100 children)	Additional construction cost as per schedule of rates notified by the concerned state for a carpet area of approximately 60 sq. ft. per child for hostels.	
	Boundary wall		As per State SoR
	Provision of Drinking Water and		
	Sanitation.		
	Electric installation		
2	Furniture/Equipment including kitchen equipment	3.00	Rs. 3000/- per child
3	Teaching Learning Material and equipment including library books	3.50	Rs. 3500/- per child
4	Bedding (replacement of Bedding after 3 years)	0.75	Rs. 750/- per child
	<b>Total</b>	<b>7.25</b>	

**Annexure 2 : Recurring Cost of Kasturba Gandhi Balika Vidyalaya**

	Recurring Cost		
1	Maintenance per girl student per month @ Rs.900/-	10.80	Rs. 10800/- per child per annum
2	Stipend for girl student per month @ Rs 50/-	0.60	Rs. 600/- per child per annum
3	Supplementary TLM, stationery and other educational material	0.60	Rs. 600/- per child per annum
4	Examination fee	0.02	Rs. 20/- per child per annum
5	Salaries:		
	1 Warden	12.00	<p>i) In case the enrollment exceeds 100 children, a head teacher as per RTE norms will be provided with unit cost of Rs. 20000/- per month.</p> <p>(ii) An additional teacher with a salary if Rs. 15000/- per month will be provided when enrollment exceeds 105 children based on 1:35 ratio as per RTE Act.</p> <p>(iii) An additional assistant cook with a salary of Rs 4500/- per month will be provided for every additional enrolment of 50 girls.</p>
	4 Full time Teachers		
	2 Urdu teachers (only for blocks with		
	muslim population above 20% and select		
	urban areas) , if required		
	3 Part time Teachers		
	1 Full time Accountant		
	2 Support staff – (Accountant/ Assistant,		
	Peon, Chowkidar)		
	1 Head cook and 1 Asst. cook for 50 girls and 2 Asst. cooks for 100 girls		
6	Vocational training/specific skill training	0.50	Rs. 500/- per child per annum
7	Electricity/ water charges	0.60	Rs. 600/- per child per annum
8	Medical care/Contingencies @ Rs. 750/- Child	0.75	Rs. 750/- per child per annum
9	Maintenance	0.40	Rs. 400/- per child per annum
	Miscellaneous	0.40	Rs. 400/- per child per annum
10	Preparatory camps	0.15	Rs. 150/- per child per annum
11	PTAs/ school functions	0.15	Rs. 150/- per child per annum
12	Provision of Rent (8 months)	4.80	Rs. 4800/- per child per annum
13	Capacity building	0.30	Rs. 300/- per child per annum
	<b>Total</b>	<b>32.07</b>	
	<b>Grand Total</b>	<b>39.32</b>	