

CHAPTER- 03

STUDY ON BASIC SERVICES PROVIDED BY GRAM PANCHAYAT TALWARA AND BHATTUKALAN, FATEHABAD DISTRICT OF HARYANA

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INTRODUCTION

Over the past decade, the theme of children and migration has received increased attention. Academically, it has quickly developed into a vibrant, inter-disciplinary terrain based on empirical work from across the globe. It is, however, a scattered terrain, with bodies of work clustered around distinct forms of children's involvement in migration often treated in isolation from one another. This ranges from work on children as 'left behind' [1].

Children migrating without parental guidance constitute an exceptionally vulnerable demographic. Their reasons for migration vary, encompassing educational pursuits, labour opportunities, and, regrettably, instances of human trafficking,

often marked by harrowing stories of abuse. Common belief asserts that children fare better when residing with their parents, reducing the likelihood of mistreatment compared to a child living independently or with a different adult. This review aims to assess the current state of research on independently migrating children for work. Defining independent child migration is crucial in this context, with a child defined as an individual below 18 years old. However, the inclusion of those aged 15-17 in this category sparks controversy, as different countries have varying labour entry age ranges, designating them as youth rather than children. The UN Convention on the Rights of the Child and ILO Convention 182 on the Worst Forms of Child Labor suggest 18 as the age threshold, yet cultural contexts may influence this. A migrant, in this context, refers to someone who has changed their resting place over a specific period, with definitions of "locality" being country specific. Temporary and permanent migrants, whether transitory or not, lack a universally agreed-upon duration for their intended stay. An independent migrant is one who relocates without a parent or customary adult guardian also moving to their current residence. Identifying with whom a child migrated proves challenging in most nationally representative surveys and population censuses. Section II of this study delves deeper into the measurement aspects of independent child migrants [2].

The dynamics of migration are significantly reshaping the socio-economic, demographic, and developmental landscape in developing nations, particularly in economies reliant on agriculture. United Nations projections indicate that 50% of the anticipated rise in the global urban population will stem from migration from rural to urban areas. By 2025, it is estimated that over 1.1 billion urban residents in Less Developed Regions will

be individuals who migrated from rural areas. This substantial rural exodus is poised to have substantial socio-economic and demographic consequences not only in urban centers but also in rural communities. The extensive migration of males from rural to urban settings has the potential to fundamentally alter the gender-based division of labor within farming households. This shift may result in a shortage of men available for labor-intensive activities like plowing and planting. Consequently, there could be a noticeable increase in agricultural responsibilities for rural children [3].

RESEARCH QUESTIONS

1. To comprehend the reasons, characteristics, and challenges associated with the migration of adult males and children.
2. To assess how migration influences the rights of children.
3. To examine the effects of migration on adults.

RESEARCH METHODOLOGY

The research conducted in this study adopted a combination of descriptive and exploratory research approaches to comprehensively explore and describe the present situation of the project area. The sample size consisted of a government school and 24 interior villages in Udaipur district, including various stakeholders such as male adults, children, and parents. Convenience sampling was employed as the sampling technique, and data was collected through interview schedules, focus group discussion checklists, and key informant interviews. The primary data collection methods included in-depth interviews, focus group discussions, and observations. In-depth interviews were conducted with 25 children, 20 males, and 15 parents, employing semi-structured questions tailored to each group. Focus group

discussions involved community members, male migrants, parents, and children. Observations contributed to understanding socio-economic conditions, geographical structures, and stakeholder perceptions regarding migration. Additionally, secondary data were gathered through a literature review to supplement and validate the findings. Overall, the research employed a mixed-methods approach to provide a holistic understanding of the migration scenario in the targeted area.

RESULTS AND DISCUSSION

The Udaipur district faced several critical issues, including child marriage, migration, limited digital literacy, ignorance of legal bodies towards migrant classes, lack of awareness about government schemes, challenges in the education system, cultural barriers, nuclear family and widow women issues, financial constraints, large family sizes, limited livelihood options in rural areas, unsustainable employment, health problems, and discrimination of the migrant class in society. Child migration often stemmed from economic necessities, cultural constraints, and financial difficulties, leading to a cycle of poverty and limited opportunities. The lack of proper education and awareness exacerbated these challenges. Moreover, government schemes faced implementation issues, indirectly benefiting third parties due to corruption within the system. Addressing these multifaceted issues required comprehensive strategies and targeted interventions to improve the living conditions and prospects of the affected communities.

CONCLUSION

In conclusion, this indicates a breakdown in the education system. The existing system fails to sufficiently engage children and draw them toward schools. Numerous shortcomings within the system must be rectified to encourage children to pursue education and occupations that offer both dignity and sustainability in their lives.

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