



A Study on Children of Migrants and Effectiveness of Government School Education in Mangalore Thaluk

Elias Gerald D'Silva, Asst. Professor,

PG Department of Social Work, St Aloysius College (Autonomous), Mangalore-03

Abstract

Present Indian context many people migrate to urban areas in search of greener pasture, some in search of employment, some for better health facilities, some for quality education and higher education etc. but the major reason of course is in search of employment, scarcity of water for agriculture due to failure of rains is co related with unemployment and poverty, and final resort is to migrate to urban and semi urban areas for employment, this leads in the shift of entire family, and settling down in a new place is an herculean task for them, their ultimate motive is to earn and save money for future or to invest in farming back in their native place, so they land up in living in a very poor living conditions, and seriously when it comes to children's education they have to send them to government schools, as it is free and compulsory, there are few migrants who's children are not sent to school are made to take care of their younger siblings, and there are few who send their children to school, but never monitor their schooling requirements, of course it is understood that they are do strenuous labor or other heavy work and also some of them are non literates. It is of course a challenge to our Central and State government to share the responsibility of education as the potential group which comes under primary education is comparatively larger than any other country. Especially those who are below poverty line, as the number of migrants increase the relative increase in illiteracy is obvious, due to poverty and economic viability

Key Words: Migrants, School Education, Government, effectiveness

Introduction:

India is the second most populous country in the world nearly a fifth of the World's Population, According to the 2017 revision of the world's population prospects, the population stood at

1,324,171,354, undoubtedly India is projected to be the World's most populous country by 2024 surpassing the population of China. India has world's largest youth population, India is set to become the youngest country by 2020 (The Hindu – Article 4624347, April 17, 2013), India has more than 50% of its population below the age of 25 and more than 65% below the age of 35, it is expected that, in 2020, the average age of an Indian will be 29 years, compare to 37 for China. The above statistics shows the young human resource of our country and to make it productive each and every youth should have access to primary education irrespective of caste, sex and religion. And major portion of Indian population take up on Government school as it is free and compulsory and also Government primary schools play an imperative role in imparting education to the economically weaker sections of India and the governments universal elementary education Policy, which provides free and compulsory education till the age of 14 years to ensure that all boys and girls complete a full course of primary schooling. As of 2001 estimated around 115 million children of primary school age, the majority of them girls, do not attend school. Educating girls advances development for all, UNICEF-Goal: Achieve Universal Primary Education (<https://www.unicef.org/mdg/education>) The realistic situation of the country is most probably not so easy to a common man in India, 73% of the country's children are studying in government schools and today it is quite necessary to speak on this same topic. What is the status of the Government schools in our country? If we think on what privileges do they have and do not, then most of them do not have anything.

Migrants are those who move from one place to another in search of greener pasture. Migration is an ongoing commotion all over the world, there are numerous reasons for migration especially from rural to Urban, Mangalore is one of the fastest developing cities in India and being ranked as one of the cities in the world to have high quality of life and in terms of safety. So since a couple of years lot of people from north Karnataka and also from north India migrate to Mangalore for employment, these migrants intend to save money for their future, and often opt for very simple life style, by living in a rented house or in temporary tents, and obviously they prefer to send their children to government schools as it is free and compulsory and also because they are aware about prohibition of child labor or may be parents go for work and no body is there to take care of them.

It is quite evident that government primary schools in Mangalore or Dakshina Kannada function exclusively better compare to other districts of Karnataka (Research study revelation) and incidentally many government primary schools enrollment pattern has changed in terms of children who are from local area and from other places, and recent trend is that of local children's parents send their children either to aided schools or private schools (English medium) and of course the migrant children are admitted to government school as they can not afford to send their children to private schools.

Review of Literature

Analysis of the current situation including coverage, regional and socio- economic differences, the role of different actors, financing of basic education and recent policy changes. Reasons and effects of non-participation of girls and women in education. Review of NGO strategies and the connection between these approaches and formal education and challenges for NGOs.

The gender gap as indeed virtually every other aspect of this topic, has been well documented and analyzed by governmental agencies, international organizations, university departments, NGOs and individual researchers. Some recent publications that provide a panoramic view of this subject include, world bank(1997), which charts the terrain occupied by primary education; Ramachandran(1998), which provides the comparative perspective on girls' and women's education in South Asia; Shukla and Kaul (1998), Bhattacharya (1998) and Seminar (April 1998), which look more generally at the status of education in India; and finally Haq and Haq (1998), which analyses education within the context of human development in South Asia.

Many people have provided crucial inputs during this process. The supervisory committee – consisting of the staff of the four agencies and the GOM- gave me comments, support and encouragement at each critical stage. It is not possible to name all the people I met in India who gave so generously of their time, ideas and publications- often at very short notice. Their contributions, although not individually acknowledged here, have all helped in giving shape to this book. The six authors made the impossible possible by keeping to what were challenging, and indeed unrealistic, deadlines. It was possible to complete this work in record time only because of their cooperation and commitment. Personally, the experience of coordinating this study has been profoundly rewarding and educative.

Gender discrimination in education is widespread in India since a long time. Parents prefer to send male child rather than female child, this situation is still prevalent and nothing concrete has been done to improve the ratio among female and male literacy rate in India, despite the introduction of several schemes and programmes for girl children, the situation of deprivation of education for girl children is worse in rural India, where sending girl children to school is not considered viable because they treat girl children as others property, once they get married they will stay with her husband and will be a part and parcel of her husband family, more over parents have to give dowry to the husbands family, so what they are supposed to spend on girls education they will save it for

her marriage, even now in this so called advanced and technologically driven society, we still give priority to have first child as boy, because in Indian family system having a boy child is a privilege to continue the family name and inheritance of father to son eminence, and also right to carry on family as well as property rights.

This situation is changing at a snail phase, in spite of movements against violence and discrimination against women, women still are finding it difficult to protect themselves against patriarchal system, where still dominate in decision making and enjoying better social status.

Primary or Elementary Education has been the major concern of all nations, since it is the foundation of the entire superstructure of Education and is directly related with success of democracy. Its universalization has been taken as an international challenge, a national commitment and an important concern of the status over the last five decades. Universalisation of Elementary Education being a Constitutional Directive has still remained unrealized and removal of mass illiteracy being a “national stigma” as pointed out by Mahatma Gandhi, has still eluded the grasp inspite of a large number of projects schemes, experiments, drives and campaigns. A plethora of reports furnished by various committees and Commissions have been implemented half-heartedly without expected results. Although the problems are still serious they have to be tackled as early as possible with a strong political will and a determined national commitment.

The author also publish in the form of a compendium on this major issue “primary and Elementary Education” presented in 69 chapters under five parts. The part 1 is entitled “Policy and Programmes of Primary/Elementary Education. International and National” in which there are 15 chapters dealing with the role of various international bodies like UNESCO, UNICEF, UNDP, World Bank and UNEPA in the field of Universalisation of Primary/Elementary Education and Elimination of Mass illiteracy. National Education System and National Policies, New Trends in Education like De-schooling Movement. Lifelong Education Rights of the Child, Modern Media and materials for Professional Growth of Primary School Teachers, Minimum levels of learning and the constitutional provisions and Amendments in Education and so on. All these chapters though concerned with education in general, seek to focus at Primary/Elementary Education in particular.

The part II “Growth and Development of Primary/Elementary Education” contains 15 chapter directly concerned with the Growth and development of Primary/Elementary Education Role, Objectives and functions of Primary Education. Universalisation of Elementary education. Disparities in Elementary Education. Innovation in Elementary. Teacher and Adult Education, Operation Blackboard, Curriculum Development/Reconstruction. Elementary education as Human

Resource Development, Equalisation of Educational Opportunity, Learning without Burden UN system support for Community. Based Primary Education DPEP, Education Guarantee. Scheme and Alternative Elementary Education. The issues discussed in these chapters are very vital and core to Primary Education in general and the Universalisation of Elementary Education in particular.

The part III entitled “Organization and Management of Primary/ Elementary Education” embodies 15 chapter discussing the Role and Responsibilities of Teachers, Effective teaching and successful teachers. In-services Education and training for teachers, classroom organization and Management, duties and functions of the Headmaster, School-Community relationship. Improving classroom activities, Organization of Co-curricular activities, Art Education in the NPE1986-1992, Role of Children’s Literature in Elementary Education, Evaluation for improving the teachers learning process, Teaching techniques and skills and Audio visual education, all these chapters seek to improve the quality and effectiveness of Primary Education.

The part IV “Sociological and Psychological aspects of Primary Elementary Education” consist of 17 chapters which generally deal with various constraints and concerns of different groups of element. The chapters therein mostly dwell upon Education of Girls, Children of the Underprivileged, Scheduled Castes, and Tribes, Backward Learners Specially Handicapped Children, problems of financing by Government and Voluntary Efforts. A good number of chapters have been devoted to the brief discussion of psychological issues and problems concerning Primary Education as it was felt that knowledge of them would enable teachers to do justice to their activities. Some of these chapters are on Child Growth and Development, physical Intellectual, Emotional, social and a few of them deal with promotion of speech activities, Language Development, Identifying and Encouraging Creative Activity of Young Children.

The part V entitled “Democracy and Primary Elementary Education Case Studies and Investigation” include seven studies and research reports in brief which are related to Primary Education in its various aspects and dimensions like Impact of Democracy on Primary Education Inspection Reports of Primary Schools Methods of Inspection of Primary School, Need of Early Childhood Education for UEE, Efficacy of the Field Trip in Teaching Social studies, (Primary) Reading Interests of Children, Problems and Prospects of School-Community Co-Operation for Democratization and Improvement of Primary Education. The findings of these studies are quite relevant to the needs and conditions of Primary Schools and would help planning, organizing and evaluating various programmes

Methodology

The goal of the researcher in this chapter is to present the methodology adopted in the study conducted on the topic “Children of Migrants and Effectiveness of Government School Education in Mangalore Thaluk”

Rationale of the study

People migrate for many reasons; these reasons can be classified as economic, social, political and environmental: economic migration could be in terms of better employment or career, social migration is terms of better quality of life or to raise their social status, political migration is to escape form political prosecution or war. Environmental migration is due to natural or man made disasters for example flood, famine or riots or terrorism, more over there are two ways for migration one could be voluntarily, second could be forcible. Migration and related problems of migration are inevitable, still migration takes place at a larger scale in India and all around the world. Migration in India is prominently takes place due to crop failure, draught, unemployment and poverty, and these migrants face life threatening risks and finally those who can withstand with stand with these risks and challenges survive in the attempt as migrants. In the context of this study the researcher wants to find out the migrants children education need, as it is considered as one of the basic needs of a human being other than food clothing and shelter , migrants basically focal point is to earn, eat and if possible do little savings for the future and giving education to children is not at all a priority but still to avoid them staying at home or concerned about possible threats of deviant behavior or safety and security they are forced to send their children to school, there are some parents who are aware about the importance of education and also associate their life to be an illiterate and experiencing exploitation, subjugation and suppression being an illiterate prefer to send their children to school. And government schools are the most important service providers, when it comes to primary and basic school education, as it is free and compulsory. This study will bring out the results about the effectiveness of government primary school education among migrants children.

Objectives

To study the demographic profile of the Respondents

To study the causes and effects of migration

To study the reasons and impact of Government school education

To study the performance of migrants children in the School

Research design

Present study is descriptive in nature and will be studied by using primary data. The following Methodology and sampling is followed. Lottery method that is probability sampling is used in this study

Universe of the Study

Mangalore taluk is located in the middle of Karnataka state. In Dakshina Kannada district there are different religions (Hindus, Muslims, and Christians) and different caste groups (FC, SC/ST, BC, and MBC). Therefore, the study done in this Mangalore taluk can be a depiction of the government primary school education and its effectiveness among migrants' children.

Research Sampling and Sampling Procedure

Research is conducted in urban and semi urban areas in Mangalore Thaluk, Government school teachers and Parents of the children covered in this study. The age group varies from 5 to 10 years old people (parents, teachers). This lottery method is only a sample survey method. About 50 respondents are randomly selected for this survey. There are 190 government schools in Mangalore Thaluk, and 580 Teachers in these schools.

Tools of Data Collection

1. Primary Source

The researcher has framed the questionnaire for achieving the objectives of the study. The questionnaire contains both closed ended and open ended questions.

Interview method has undertaken by the researcher for data collection.

2. Secondary Source:

The secondary source of data collection is articles, journals, books and internet

Results and Discussion

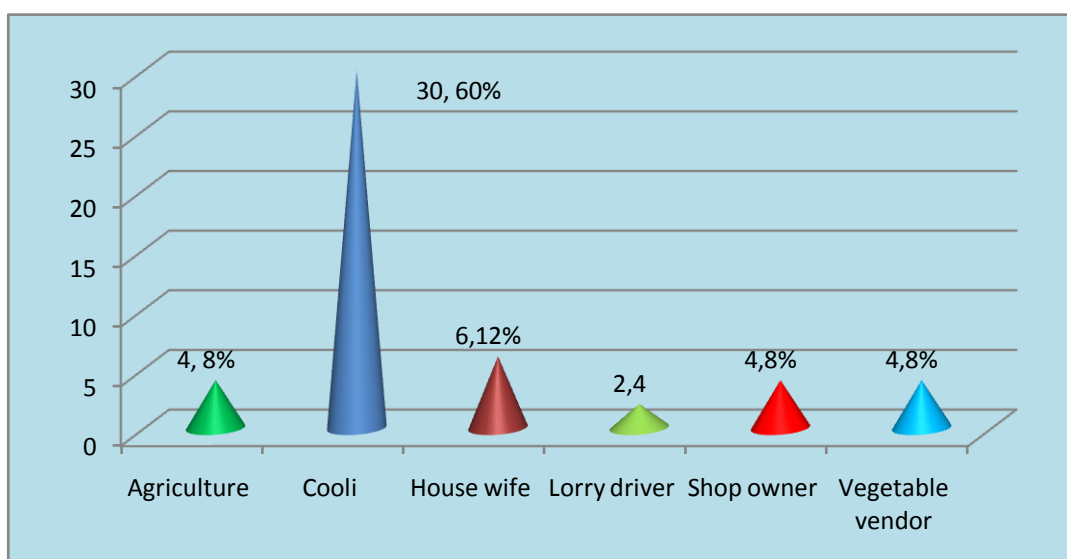
The data was analyzed based on the objectives of the study; descriptive statistics was mostly used for analyzing the data such as frequency and measures of dispersion,

Table no.1.1 shows the Demographic Profile of the respondents

Variables		Male	Female	Total
Age	5-9	14(28%)	10(20%)	22(48%)
	10-14	8(16%)	18(36%)	26(52%)
Religion	Hindu	22(44%)	28(56%)	50(100%)

The above table illustrates the Age and religion of the respondents gender wise 20% and 36 % of the female respondents are from 5 to 9 and 10 to 14 age group, followed by 28 % and 16 % of the male respondents are from 5 to 9 and 10 to 14 age group. And 56% female and 44% male respondents belong to Hindu religion, shows that 100 % respondents are from Hindu Religion.

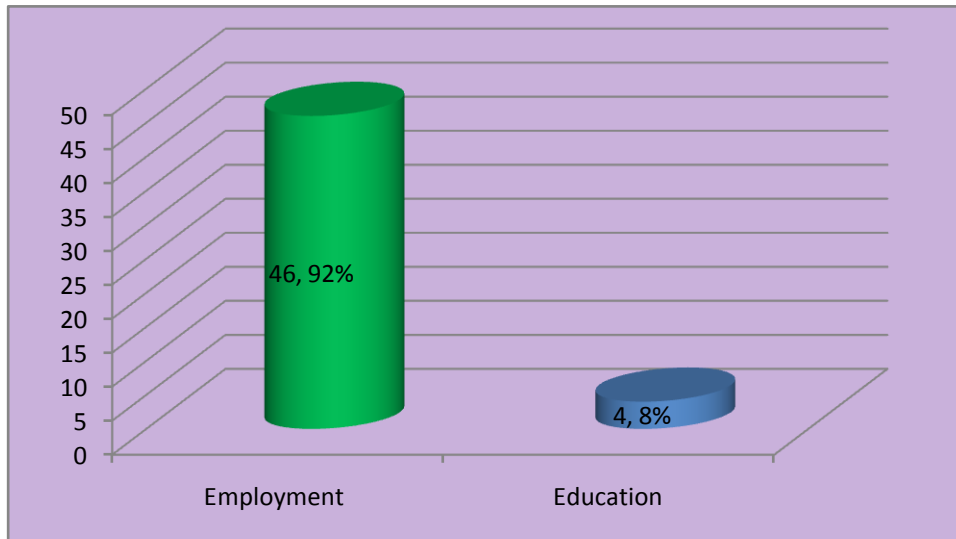
Diagram 2.1. Shows the distribution of respondents about in terms of parent’s occupation



The above diagram depicts the distribution of respondents in terms of their occupation, majority of the respondents which is 60% are cooli workers or are either engaged in construction sites or under the contractors both government and private who employ them in strenuous manual labor like digging, breaking, loading, unloading, carrying etc, 12 % of the respondents parents are engaged in house hold chores, which represent the second large occupation where husbands work outside Mangalore. Agriculture, owner of petty shop and vegetable vendor all count 8% each as their occupation and 4% as lorry driver. Occupation here determines the respondents present occupation

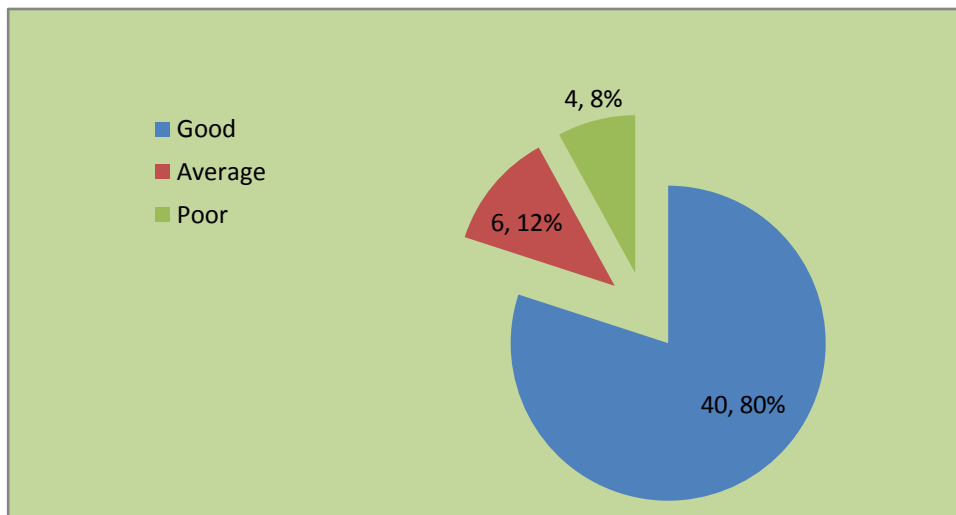
as migrants in Mangalore, Cooli work is the major employment opportunity for the migrants because they are unskilled and easy to get.

Diagram 2.2. Shows the reasons for Migration



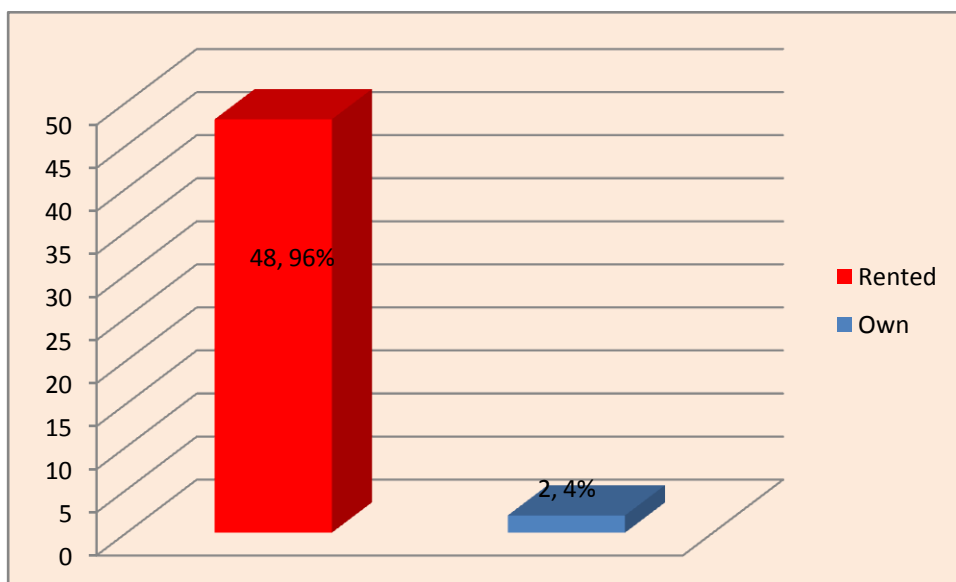
The above diagram clearly exemplify the reasons why respondents migrate, 92 % migrate to get employment, which proves that the in their native place there is problem of employment either because of crop failure or because of no development. Only 8% of the respondents have migrated for the education purpose, as they are well aware about the significance of education.

Diagram 2.3. Shows the reasons for Health Status



Health status in this diagram shows that majority that is 80% have good health, 12% average and 8% poor, which shows that migrants have maintained their health and very few have poor health due to unhygienic living conditions.

Diagram 2.4. Shows the Housing pattern



The above diagram shows the housing condition of the respondents, 96% of the respondents live in rented house, it's obvious that migrants can't afford to buy a house as they don't permanently settle down in a place where their intention is to earn money if possible save little for the future endeavors. Only 4% have own house, who have migrated many years back.

Table no. 1.2. Shows the respondents schooling and effectiveness

Variables	Yes	No	sd	df	Sig
Interest in attending Schools	40(80%)	10(20%)	10.6066	1	0.001**
Children's positive approach	36(72%)	14(28%)	7.778175	1	0.011*
Scholarship	26(52%)	24(48%)	0.707107	1	0.369
Seriousness in Education	40(80%)	10(20%)	10.6066	1	0.001**
Opinion of Teachers	16(52%)	20(40%)	2.12132	1	0.223672

** Highly significant

*Significant

The above table describes the level of interest and participation among migrants' children in attending school 20(80%) respondents highly significant at $p=0.00 > 0.01$ in contrary 5(20%) have no interest to attend school, children's positive approach 18 (72%) respondents say they are positive and 7(28%) are not positive, it shows significant at $p=0.11 > 0.05$, 13(52%) respondents avail scholarship and 12(48%) don't avail scholarship, 20(80%) respondents are serious about education and 5(20%)

respondents were not serious which is also highly significant at $p=0.00>0.01$, when asked about teachers opinion 13(52%) were positive about children's participation and 10(40%)are not much active in their studies as well as irregular to classes.

Suggestions and Conclusion

The government school administration should take enough measures to find children of migrants who are either drop out or not enrolled to school, because large number of migrants children are either found at construction site or with the parents in their workplace throughout the day, secondly there are few migrants who make their children stay home to take care of younger siblings when both mother and father go to work

Government school Teachers should give extra attention to children who are migrants, because they may easily drop out due to socio economic reasons, especially parents may demand children to work with them as helpers especially at construction sites, to avoid this these migrants children should be retained in the school by attractive means, for this Teachers play a direct role in the retention.

The foundation of basic quality education is fundamental in an individual's life, and children's personality is molded on the basis of the way children are brought up both in the family and environment, it does make difference when either of them take initiative in building righteous future citizens of the country. India being second most populous country have multi dimensional challenges in meeting the basic needs of its citizens, one of them is education, that too primary education, and in India majority of them rely on government primary school education as it is free and compulsory. But in the context of present development migration is an inevitable trend especially from rural areas to urban in search of greener pasture. Migrants face a lot of havoc initially until they settle down, but the worst part of their life is education of their children, it is quite obvious that they migrate to earn their livelihood along with a little bit of savings, so children's education is not their priority, there are migrants who intend to send their children to school, so that their children will not experience the bad days which they have gone through. In spite of lot of challenges migrants children's school education is not considered very seriously either by the government or by the authorities at urban and rural areas.

REFERENCES

- Mohanty Jagannath,” Primary and Elementary Education”, 2012, Deep and Deep Publications Pvt. Ltd, New Delhi.
- Kaul, Rekha. (2001), Accessing primary education - going beyond the classroom. Economic and Political Weekly, 36(2): 155-62.
- Wazir Rekha,” The Gender Gap in Basic Education”,2000, Sage Publications, India Pvt. Ltd, New Delhi.
- Ram Nath Sharma, Rajendra Kumar Sharma, *History Of Education In India and Problems Of Education In India*, (Atlantic Publishers, 1996)
- Shukla, P.D. (1989). *The New Education Policy in India*. Sterling publishers.
- S.P., Naik. (2004). “ Education for Twenty First Century”. New Delhi: Annual Publications Pvt. Ltd.
- Surendra, G. (2005). *Perspective of Continuing Education Programme*. New Delhi: Sonali Publication.