

THE HUMAN RIGHTS ISSUES RELATED TO RIGHT TO EDUCATION OF THE CHILDREN OF MIGRANT LABOURERS IN KERALA

NATIONAL HUMAN RIGHTS COMMISSION MAJOR RESEARCH PROJECT

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EXECUTIVE SUMMARY

After the formation of the National Policy on Education (NPE) in 1986, serious attempts were made for the Universalization of Elementary Education (UEE) in India. Right to Education was made a fundamental right in India after the 86 Amendment to the constitution in 2002. The Parliament of India enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), on 4 August 2009. This Act describes the modalities and the importance of free and compulsory education for children between 6 and 14 under Article 21A of the Indian Constitution.

We are striving to achieve universalization of primary education which is also one of our Millennium Development Goals (MDGs). Flexible schooling options for disadvantaged sections of children in the form of the Education Guarantee Scheme (EGS) and Alternative & Innovative Education Scheme (AIE) under Sarva Shiksha Abhiyan (SSA) were initiated. The traditional reasons for exclusion from schooling, such as caste, gender, remoteness of location etc. have been attended by these schemes. A new category of disadvantaged section of children who require to receive proper attention under these schemes is the migrant labour children.

With the collapse of rural livelihoods in many parts of the country, thousands of families are being forced to leave their homes and villages to other states of India in search of work every year. The environmental degradation and drought have led to more migrations from North Indian states to states like Kerala, where there are more employment opportunities. Kerala is a major hub of the migrant labourers in India. Surveys reveal that there are more than twenty five Lakh of migrant labourers working in Kerala. Many of these migrants are forced to take their children along with them to their place of migration. Education of their children is one of the most important issues related to migration.

This study on “Human rights issues related to right to education of the children of migrant labourers in Kerala” attempts to investigate whether the constitutional provisions related to right to education, and the other human rights of the children of migrant labourers in Kerala are safeguarded. The main objectives and focus of the present study are: to study the levels of enrolment of the children of migrant labourers in schools; to find out the dropout rates of children of migrant labourers in schools; to study the levels of enrolment of the children of migrant labourers in Higher education; to study the living conditions of the migrant labourers; to analyse the economic state of affairs of the migrant labourers and to study the cultural dilemma faced by the children of migrant labourers.

The Ministry of Human Resource Development (MHRD) and the state education departments do not have sufficient data with respect to the children of Migrant labourers. The study found that the SSA’s in Kerala also do not have a complete data of Migrant labour children studying in schools in the state. The survey conducted under the present study revealed that all the SSA programmes are not properly implemented in all districts of Kerala.

The study found that the literacy level of the DML children in their native states (97.1%) is better, compared to the national standards, and literacy of DML children living in Kerala (83%). The shifting of employment of parents and language problem hinder the school enrollment of DML children in Kerala. The governmental programmes for promoting education, higher income level of the DML parents in Kerala, involvement of the local government bodies, NGO’s etc. are the major factors which contribute to this higher level of literacy and school enrollment of the DML children. With a more effective implementation of SSA programmes, the literacy level of DML children in Kerala can be increased to the level of their counterparts in their native states.

The study found that there are higher dropout rates among DML children in Kerala (13.8 %) compared to the DML children in their native place (7.8%). Financial problem is

a major reason for dropouts in both the cases, whereas in Kerala, the shifting of places employment of parents is also a major reason for dropouts. Except a few wandering here and there most of the school dropout children go for some labour to support their family. In both the above cases they are child labourers. This is a very serious violation of their human rights. Lack of awareness or interest of the parents is a reason for this.

Though the objective of hundred percent education of the children between the age of 6 and 14 is not so far achieved, the above data generally gives a positive depiction of the education scenario of the children of the DML in Kerala. This indicates that National Policy on Education (NPE) and the attempts for the Universalization of Elementary Education (UEE) by extending education to the disadvantaged sections of children in India appears to be successful.

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LIST OF ABBREVIATION

AIE	Alternative & Innovative Education Scheme
BRC	Block Resource Center
CLPRA	Child Labour Prohibition and Regulation Act
CRC	Cluster Resource Center
CRY	Child Rights and You
DML	Domestic Migrant Labour
DPEP	District Primary Education Programme
EGS	Education Guarantee Scheme
GIFT	Gulati Institute of Finance and Taxation
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
ISM	Inter State Migrant
KASE	Kerala Academy of Skill Excellence
KILA	Kerala Institute of Local Administration
KSACS	Kerala State Aids Control Society
LIG	Lower Income Group
LSG	Local Self Government
MDGs	Millennium Development Goals
MHRD	Ministry of Human Resource Development
NGO	Non Governmental Organisation
NPE	National Policy on Education
NRHM	National Rural Health Mission

NSS	National Sample Survey
NSSO	National Sample Survey Organization
OBC	Other Backward Caste
PTR	Pupil Teacher Ratios
RTE	Right of Children to Free and Compulsory Education Act
SC	Scheduled Castes
SSA	Sarva Shiksha Abhiyan
ST	Scheduled Tribes
UDHR	Universal Declaration of Human Rights
UR	Unemployment Rate
UEE	Universalisation of Elementary Education
UNCRC	United Nation's Convention on the Rights of the Child
UPR	Usual Place of Residence

CHAPTER-1

INTRODUCTION

1.1 RIGHT TO EDUCATION

The right to education of the child is a very significant right which has gained wide recognition and acceptance in the 21st century. Children have always been considered one of the most vulnerable sections of the society and were subjected to many types of abuses and torments all over the world. More than 55% of India's population are below the age of 25. India stands first in the world in terms of its human resources. The entire world is looking towards India for its splendid human resources. It further implies that the younger generation including children will decide the destiny of India and the world. So the energy, genius and mental faculty of every child should be properly channelized; trained and educated for the social, economic, political and cultural growth of the country.

1.2 EDUCATION AS A HUMAN RIGHT

In all societies and throughout human history education has been regarded both as an end in itself and as a means for the individual and society to grow. The recognition of education as a human right is the outcome of the realization that education is indispensable to the

preservation and enhancement of the inherent dignity of the human being. Several international, regional and national legal instruments recognize the right to education.

1.3 INTERNATIONAL COVENANTS

The Universal Declaration of Human Rights states, "Everyone has the right to education." In addition, it says that it shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Higher education shall be equally accessible to all on the basis of merit, and technical and professional education shall be made generally available.

The UDHR also stipulates that education should be directed towards the full development of the human personality and the enhancement of respect for human rights. Finally, it acknowledges that parents have a prior right to choose the kind of education that shall be given to their children.

Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Increasingly, education is recognized as one of the best financial investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence.

The right to education does not limit education to the primary or the first stage of basic education, or among children of a particular age range. The right to education is also not an end in itself, but an important tool in improving the quality of life. Education is key to economic development and the enjoyment of many other human rights. Education provides a means through which all people can become aware of their rights and responsibilities, which is an essential tool for achieving the goals of equality and peace.

UNESCO believes that education is an essential human right and achieving this for all children is one of the biggest moral challenges of our times. The right to education is an integral part of the Organization's constitutional mandate which expresses 'the belief of its founders in full and equal opportunities for education for all' and 'to advance the ideal of equality of educational opportunity'. In addition, the right to education is a part of the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child.

The UN Declaration of the rights of the child (Dec 1959) states that the child may have a happy childhood and enjoy for his/her own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures.

The child is entitled to receive education, and it shall be given an education which will promote his/her general culture and enable him, on a basis of equal opportunity, to develop

his/her abilities, his/her individual judgments, and his/her sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his/her education and guidance; that responsibility lies in the first place with his/her parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of his/her right.

1.4 RIGHT TO EDUCATION IN THE INDIAN CONSTITUTION

The Constitution (Eighty-sixth Amendment) Act 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education for all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

The RTE Act came into effect on 1 April, 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure

admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

1.5 THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE) ACT

Main Features:

- Free and compulsory education to all children of India in the 6 to 14 age group.
- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate to his or her age. However, if a case may be where a child is directly admitted in the class appropriate to his or her age, then, in order to be on a par with others, he or she shall have a right to receive special training within such time limits as may be prescribed, provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
- Proof of age for admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Births, Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof.

- A child who completes elementary education shall be awarded a certificate.
- Care needs to be taken for a fixed student–teacher ratio.
- Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be made.
- Improvement in the quality of education is important.
- School teachers will need adequate professional degrees within five years or else they will lose the job.
- School infrastructure (where there is a problem) needs to be improved in every 3 years, or else recognition will be cancelled.
- Financial burden will be shared by the state and the central government.

1.6 THE NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS

The National Commission for protection of Child Rights and the State and Union Territory Commissions must see whether all the services under the Act are made available to children. They must also inquire and investigate into complaints relating to the child's right to free and compulsory education and have the powers of a civil court in trying cases when they are inquiring into complaints.

Any person wishing to file a complaint may first submit a written complaint to the Grama Panchayat or Block Education Officer and if there is no response, they can file their complaint in their own State or Union Territory Commission or the National Commission for Protection of Child Rights. Complaints can also be taken to the Courts by Commissions or anyone to make sure that the Right to Education Act is enforced.

1.7 MIGRATION AND CHILDREN

According to United Nations Convention on the Rights of the Child (UNCRC), a child is defined as “a human being below the age of 18 years unless, under the law applicable to child majority is attained earlier.” In India also, a child attains majority at the age of 18 years. However, the definition varies in the address of various legal provisions. The working age group of 15 to 59 years as defined by the Census of India is the most commonly accepted and it clearly indicates that the population below 15 years (0-14 years) is treated as “child”. Different Acts under labour laws declare different age criteria but the Factories Act 1948, the Apprentices Act 1961 and the Child Labour Prohibition and Regulation Act 1986 declare 14 years as the upper age limit of a child. The present study also follows the same age criterion, i.e. 0-14 years.

The impact of migration on children of migrated families is a serious policy concern for the authorities involved in child welfare and development. Migrant children may be affected by poverty, poor living conditions, isolation from mainstream society, break in continuity of education and low self-esteem related to trauma of moving from a known environment to an unknown one.

1.8 IMPACT OF MIGRATION ON CHILDREN

Migration has differential impacts on children of different age groups, such as:

- i. Children of 0-6 years are deprived of health, nutrition and pre-school education. They lack birth certificate, immunization, health facilities etc., resulting in acute malnourishment, sickness and mortality. They also lack access to *anganwadis*, crèche,

safe drinking water, sanitation, etc.

- ii. Children of 6-14 years are increasingly school dropouts having no access to schools in the place of work, and denial of schooling leads to engagement of children in various other activities that include work on site with the members of the family causing health hazards, exploitation and abuse.

1.9 EDUCATION OF THE MIGRANT LABOUR CHILDREN

After the formation of the National Policy on Education (NPE) in 1986, serious attempts were made for the Universalization of Elementary Education (UEE) in India. Flexible schooling options for disadvantaged sections of children in the form of the Education Guarantee Scheme (EGS) and Alternative & Innovative Education Scheme (AIE) under Sarva Shiksha Abhiyan (SSA) were initiated. The traditional reasons for exclusion from schooling, such as caste, gender, remoteness of location etc., have been attended by these schemes. But another category of disadvantaged section of children who have not received proper attention even under these schemes is the migrant labour children.

Due to drought and other environmental issues the rural livelihoods collapsed in many parts of India and hundreds of thousands of families are being forced out of their homes and villages in search of work every year. The migrants are forced to take their children also along with them. They become drop-out of school ending their opportunity for education.

As a result of large-scale enrolment drives the names of many migrant children are now on school rolls, but in reality they are often out of school, migrating to other work places with their parents. The environmental degradation and drought have led to more migration from

North Indian states to states like Kerala, where there are more employment opportunities. The education of children is one of the most important issues related to migration.

Most of the migrant labourers shift their place of employment from one to another. On account of this mobility in employment these children are difficult to trace, and are therefore easily left out of the standard systemic intervention of the education system. Even alternative schools and flexible schooling options created under the Education Guarantee Scheme (EGS) and Alternative and Innovative Education Scheme (AIE) may not help them.

In India the Right to Education is a fundamental right after the 86th Amendment to the Constitution in 2002. We are striving to achieve the Millennium Development Goals (MDGs), one of which is to achieve universal primary education. Through the *Sarva Shiksha Abhiyan* (SSA) programme, the government is working to achieve Universalization of Elementary Education (UEE). In spite of all these developments one category of children who are not being properly attended is migrant labour children. The Ministry of Human Resource Development (MHRD) and the state education departments do not even have sufficient data with respect to this category of children. Urgent steps are thus needed for uplifting their education.

1.10 EDUCATION OF MIGRANT LABOURER CHILDREN IN KERALA

Migrant workers constitute a major portion of Kerala's labour force. The condition of education of the children of these migrant labourers is an important issue to be studied. It has to be enquired whether they are denied any of the basic human rights like the right to education, proper nutrition and food, health and hygienic conditions, parental care and

affection, leisure and entertainment. Denial of right to education is the most blatant violation of a basic human right resulting in denial of dignity, justice and equality.

1.11 STATEMENT OF THE PROBLEM

There are over 25 lakh domestic migrant labourers from various states of India working in Kerala now. This is nearly 7 to 8 per cent of the Kerala's population. Most of the migrant labourers are unskilled youth. Among the married migrant labourers only a minority live with their families in Kerala. The education and upbringing of the children of the migrant labourers, both living in Kerala and living in their native places, is an issue of serious concern.

The children of migrant labourers in Kerala are likely to be denied their basic human rights including right to education, leisure and entertainment as they are living in a different social and cultural environment far away from their native state. There are many reports about the poor and unhygienic of living conditions of the migrant workers in Kerala. If it is true then the group most likely to be affected would be their children living with them. The proposed research study investigates whether the constitutional provisions related to the right to education (Art. 21A) and other human rights of the children are secured in the case of the children of migrant labourers in Kerala.

1.12 OBJECTIVES OF THE STUDY

The chief objective of this study is to examine whether the children of migrant labourers in Kerala are denied any of their rights related to education due to the migration of their parents for employment. The study will compare the educational conditions of migrant labourers'

children residing in Kerala as well as in their respective states. The study will analyse the factors which influence the educational conditions of migrant labourers' children.

1.12.1 The main objectives and focus of the present study are as follows:

The present study addresses the following issues:

1. to study the levels of enrolment of the children of migrant labourers in schools;
2. to find out the dropout rates of children of migrant labourers in schools;
3. to study the levels of enrolment of the children of migrant labourers in higher education;
4. to study the living conditions of the migrant labourers;
5. to analyse the economic state of affairs of the migrant labourers;
6. to study the cultural dilemma faced by the children of migrant labourers.

1.13 MIGRANT LABOURER - DEFINITION

For the purpose of this study, the definition of 'Migrant Labourer' is adopted as "those people who belong to Lower Income Group (LIG) and moved from their state of origin to Kerala, in search of jobs which give them high wages, better quality of life, better facilities and other push and pull factors that contribute to the reasons of their migration". (Shruthi & Neena, 2014)

1.14 HYPOTHESES

The present study attempts to examine the following hypotheses:

1. The children of the Migrant labourers with better economic conditions have higher levels of enrolment in schools.

2. Children of the Migrant labourers living in the native place have higher levels of enrolment in schools.
3. Children of the Migrant labourers living in the native place have lower dropout rates.

1.15 REVIEW OF LITERATURE

1.15.1 Right to Education of Children in General

Sadgopal (2010), while analysing the constitutional vision of education and its denial in India, contends that the Fundamental Right to education can be gained only through a publicly funded School System which has to be based on Neighbourhood Schools. Building a Common School System is a means of social transformation.

Murnane (2007), studying about the education of children living in poverty in the United States of America, observes that children from poor families are usually accommodated into low performing schools with ill-equipped teachers. This affects the chances of achieving better job opportunities and decent standard of living in the society. Hence, he states that there should be more focus on the skill development of the students rather than higher scores or grades in schools. In addition, there should be more public schools to cater to the educational development of the children from low income families.

Nambissan(1994) examines the case of denial of schooling in the mother tongue to the children of tribal communities. She points out that it is crucial for the children to have education in the language spoken at home. However, this is being neglected in India and this would be detrimental in having a sense of their culture, identity and self-worth. The study

adds that the rejection of the mother tongue is one of the most basic reasons for the increase in dropout cases among the tribal children.

Nambissan (1996), while examining the effect of learning environment within the formal education system on Dalit children, points out several constraints for these children such as poor infrastructural facilities at home, lack of pedagogical support to acquire linguistic, numerical and cognitive competencies etc. which affect their schooling adversely. Even if they receive adequate support from the family, the apathy from the teachers and the society very often impair these socially disadvantaged groups. Hence, there is a need for more attention into the creation of equity in the formal educational system.

Zeus (2011) explores the barriers to higher education in a refugee situation with reference to the Burmese refugees in Thailand and finds that even though most of them are eager to have higher education, very often they are not able to attain it. The refugees are often considered as improperly displaced and their rights are often denied during the encampment. It is the root cause of this displacement which has to be tackled without which the facilities provided at the encampment sites, which are very rare, would not be effective.

1.15.2 Education of Migrant children- International studies

Lewis (1993) attempted to estimate the measures of integration of immigrant children with special educational needs of children in the United Kingdom. Children have the right to be assisted to achieve the greatest possible degree of self-reliance and social integration. The study revealed that, though the government had been reiterating its commitment to social integration of children, only a modest increase was observed.

Leman (1991) reviews the educational performance of immigrant children in Belgium. The study notes that only 60% of the children of foreign nationality had a normal school career as against 89% of the Belgians. About 28% of the foreign children had to repeat their first year in the school. This is a clear statement of the problem of integration of children with foreign nationality. Migrant children living in a different social and cultural environment away from their home land will find it difficult to integrate into the society and that will affect their educational performance.

Glind (2010), in an attempt to explore the vulnerabilities of those children left behind by migrant parents, observes that governments' migration policies need to be balanced with their obligations under the UN Convention on the Rights of the Child and the ILO, to ensure that the rights of children, including migrant children, are protected, including the right to be free from child labour. The paper focuses on voluntary migration, excludes child trafficking and distinguishes the three categories as follows: children who migrate with their parents (i.e. family migration), independent child migrants, and children left behind by migrant parents. The study observed that the children of migrant workers have access to education irrespective of their legal status. Without such access, they are likely to spend time on the street while their parents work, and are at high risk of child labour. However, where family migration is seasonal, there is a high risk of children joining the labour force prematurely. Irregular migration of families across national borders also increases the risk of child labour, though risk levels vary depending upon the services and protection offered at destination. The level of access to quality education of migrant children is another determinant that influences the risk of child labour. Therefore, it is also important to study about the factors that hinder

development in the career opportunities and standard of living of the migrant children and to suggest the means to avoid them.

1.15.3 Migrant labourer studies in India

Haberfeld, Menaria, Sahoo and Vyas (1999) examined the determinants and impact of seasonal migration and indicate that seasonal migration among rural labourers is widespread. This migration improved their well-being by both reducing the impact of inferior conditions and raising the household income. It was also found that these migrants' households are characterized by the lower education and income from agriculture.

Sir Dorabji Tata Trust (2013), reporting Social Inclusion of Internal Migrants in India, lists out the constraints faced by migrants: lack of formal residency rights; lack of identity proof; lack of political representation; inadequate housing; low-paid, insecure or hazardous work; extreme vulnerability of women and children to trafficking and sex exploitation; exclusion from state-provided services such as health and education and discrimination based on ethnicity, religion, class or gender. It also points out that the children face disruption of regular schooling, adversely affecting their human capital formation and contributing to the inter-generational transmission of poverty. This study provides an overview of existing innovative practices that increase the inclusion of internal migrants in society and act as a living document that would inspire and assist professionals and government officials in their attempts to facilitate the social inclusion of migrants. In case the migrant children take up education at the destination, they face learning difficulties based on differences in academic curricula and language, especially in the case of inter-state migration.

Betancourt (2013), investigating the security, health, and interrelated rights of migrant families, provides a lens for viewing the constraints faced by migrant children and families who undertake a broader array of survival strategies to cope with their circumstances. It demonstrates the feasibility and utility of taking this holistic and human rights-based approach to child protection analyses. In the light of the complex conditions confronting this hyper-mobile population, findings suggest that policymakers, corporations, and civil society must work to develop initiatives to implement and enforce the rights of migrant workers and their children to identity, family, health, safety, development, education and economic security.

Migration Information & Resource Centre (2012), studying about access to Education, Nutrition and Protection of children of migrant workers, says that in most of the family migrations in Odisha children accompany their parents and they spend half of their life at worksites. Out of the total children, 41 per cent were never enrolled into any formal school in their source villages of which 22 per cent are girls. The dropout rate is highest among the migrant children once they reach class VII. When the children reach worksites 84 per cent of them do not have access to any education or formal school. Out of them fifty seven per cent are girls. Similarly 84 per cent of children have no access to ICDS scheme at the destination. Out of the eligible school going children, 40% were never enrolled in schools, and of those who were enrolled, 84% are dropped out.

Economic and Statistical Organisation, Department of Planning, Government of Punjab (2009), studying the Problems of Migrant Labour in Punjab finds that there is no record of migrant labourers working in different sectors of economy. It also points out that the major causes of exploitation and harassment are lack of knowledge about Interstate Migrant Labour

Act, Minimum Wage Act, Factories Act etc. It also points out that the migrants are mostly engaged in low paid, menial jobs, long working hours, and heavy load of work. Children of low wage migrant labourers are mostly out of school. They are either not doing anything or engaged in work along with their parents but without proper remuneration.

Salve (2013), dwelling on Labour Rights and Labour standards for Migrant Labour in India, states that more than 90 per cent of the total workforce is engaged in the unorganized or informal sector. Migrant workers are not organized under any trade unions and their labour standards are not protected by the government or the trade unions. Most of these migrant workers are illiterate as well as ignorant, and belong to backward community. They do not get minimum wages stipulated under the Minimum wages Act. There are various labour policies intended to improve working conditions of workers in the unorganized sector. In fact, its implementation is mostly ineffective. Therefore, migrant workers and workers in the unorganized sector are denied their labour rights.

Mazumdar, Neetha and Agnihotri(2011), analysing Migration and Gender in India, points out that the children of seasonal, circular and temporary migrants face difficulties in continuing their studies because of irregularity in school. They are forced to discontinue school education and eventually suffer learning deficits. About one third of the children of migrant workers are unable to attend school. Therefore, it is important to analyse the efforts of various agencies such as SSA in providing educational assistance and other opportunities to the migrant children to overcome this dilemma.

Coffey (2013), verifying children's welfare and short term migration from rural areas, says that about 80% of the households sent a migrant in the past year. The report also says: There is a strong age and sex pattern to migration; adult males are more likely to migrate than adult females, and migration is most common among adults between the ages of 18 and 35 and infants. However, the study does not detail the factors responsible for this which will have to be studied in detail.

Smita (2007) addresses the issues of seasonal migration and its impact on the migrant, and the various interventions by NGOs in different parts of India for their inclusion in the mainstream society. The rising trend of distress seasonal migration is one of the challenges faced by the marginalized rural population of India. These migrant families also take their children along with them which further interrupts their schooling and also forces them into the labour market. It has been estimated that about 9 million children below 14 years of age are migrants in India. These migrants face a peculiar situation as they belong to neither their village nor their destination. Smita has pointed out also that there is a gap in the systematic data available on the distress seasonal migrants and which leads to policy gaps. As there is no proper database on the extent and scale of distress seasonal migration, and its impact on families as well as communities, this issue has no place in policy discourse and in the planning framework.

Whitehead (2012), focusing on children's welfare in relation to internal migration in India, identifies four different categories of children affected by migration. Those categories are dependent child migrants, who migrate with family members, stay-behind children who are left behind when parent(s) migrate, independent child migrants who migrate without parents

or guardians, and children in out-migration communities who live in the areas of high migration. The dependent children and the stay-behind children are the largest categories of children who get affected by internal migration.

UNICEF report states that India has achieved rapid growth in universalizing primary education largely as the outcome of sustained interventions under Sarva Siksha Abhiyan (SSA) and the Mid-Day Meal Scheme (MDM). As per the report, the Net Enrolment Ratio in primary education has significant improvement. It is important to note that generally enrolment rates are higher than attendance rates.

Mann (2007), considering welfare and protective measures pertaining to the construction workers in India, says that – normally construction workers are employed through contractors who exploit them for their benefits through their protective enactments for these workers. But ground realities are totally opposite of legal provisions on the subject. Contractors employ these workers till they remain capable of performing the assigned task whenever they fall sick or become disabled. They are thrown out of the employment without any social security benefits as specified under the Building and Other Construction Workers (Regulations of Employment and Conduct of Service) Act 1996 or Contract Labour Act 1970. Workers are unorganized and incapable of bargaining about the issue of welfare and social protection; subsequently the enforcements are inadequate and ineffective in enforcing the provision in practical life. Moreover there is no single agency which ensures effective and efficient implementation of relevant schemes.

National Commission for Child Rights (2015), considering school participation and availing of health and nutrition services for children of migrant labourers, identifies that the majority of the children enrolled in schools at destination are getting the benefits earmarked under RTE Act. However, as rights-based approach, there is need to create awareness among the migrants about the provisions of RTE Act. This will empower them to raise their voice against any bias, victimization or denial of services, at the school/education department under the Act.

Aaradhya and Jha(2013), examining the right of children to free and compulsory education act, found that a law of such importance holds little or no meaning for its primary stakeholders since it is constantly violated, directly or indirectly, thereby defeating the very purpose of its enactment. In one way or the other, all the schools in Bidadi are examples of the unsatisfactory enforcement of the RTE Act not only in Karnataka but visibly in other parts of India too. The enforcement of RTE Act in Kerala with regard to migrant labour children is the major objective of the present study.

Mukesh and Neha (2015), scrutinizing the impact of socio-economic background on school dropout rates in rural India, reveals that socio- economic conditions like Caste, House hold Occupation and Religion have a significant effect on drop-out rates of students in rural India. The students belonging to socially backward classes (SC-ST& OBC), economically weaker sections, and Muslim community are found to be more prone to drop out of school. The students belonging to labourer households generally drop out of school to work for a wage or salary and participate in other economic activities. With both the parents engaged as labour, these students are also found to drop out to attend domestic chores and also look after their

younger siblings. The report suggested designing special interventions for them to improve retention as well as reduce the overall dropout from schools.

Mehra and Singh (2014), scrutinizing the implications of migration, affirm that the majority of the migrant labourers are not respected and treated as an equal part of the society. The situation of these labourers can be estimated from the fact that the employers are prejudiced against these migrants as they are exploited during the routine and overtime work, payment of wages and other benefits, allocation of job, terms of employment etc. The study concludes that the migrant labourers should be considered equal to the local labourers and the problems of migrant labourers need to be solved with cooperation and coordination between labour unions and other social and government organizations.

1.15.4 Migrant labour studies in Kerala

Kumar (2011) examines the dimensions of vulnerability of migrant workers in Kerala. According to the report the children of migrant workers usually stay back in their home villages. Of the children staying in Kerala, language barriers pose problems in availing the educational facilities here. A few single teacher schools have been started under the national school education programme viz., Sarva Shiksha Abhiyan. The difficulty to recruit teachers with knowledge in languages such as Oriya, Bengali or Assamese is one of the problems related to the education of migrants' children. And the report points out that the inter-state migrants are confronted with language barriers in accessing health care and in protecting their rights.

SSRN electronic journal (2014), analysing the economic conditions of the migrant workers in Kerala, lists out the characteristics and economic conditions of migrant workers in the Trivandrum district of Kerala. The major reason for migration of these workers is the poor economic condition, lack of sufficient employment opportunities and low wages in their native place; whereas higher wages, availability of work and better working conditions are reported as the major reasons for migration to Kerala. The study says the migrants earn a sufficiently higher wage in Kerala, which is, in some cases, more than three-four times the wages in their native places. Although the income level of the migrants has increased, most of them are living in deplorable conditions. The savings and investment habit among the migrants is found to be very poor.

Surabhi and Kumar (2007) alert the policy makers, planners and administrators at the state as well as local level on some of the issues resulting from the rapid growth of migrant population in Kerala. In view of the rising in-migration, questions related to governance, public health, sanitation, water supply, housing, urban environment, educational and infrastructural needs, law and order, etc., warrant greater attention at the level of policy planning and implementation. In the absence of reliable information on the quantum of in-migration of a floating nature, these migrants are unlikely to be taken into account while making population projections and consequently in planning. The volume and diversity of the migrant population has to be taken into account in urban planning and implementation of programmes and projects. Unless the numerous problems of the increasing number of migrant labourers including their integration in Kerala society are not addressed in time, they can lead to violent social unrest.

Saikia (2008), while studying the economic conditions of the in-migrant workers in Kerala, observes that long distance migration from states like West Bengal and Assam dominated the inflow of migrant workers in recent years. There has not been any change in the nature of employment of the workers even after migration, as almost all the migrants are engaged in temporary work and about 70% of them are engaged in unskilled areas. The savings and investment habit among the migrants are found to be very poor; they send home the excess money after expenditure. Even larger amounts of remittances sent home are used for meeting household expenditure and very little is invested in agriculture, education of dependents, buying land, building house, etc.

Manoj and Viswanath (2015), scrutinizing the socio-economic conditions of migrant labourers, says that migrant unskilled workers are broadly of two types viz., those working on contract basis, and those seeking work in the labour market on a day to day basis. While the former works under a contractor or an agent for a fixed period of time, the latter waits for the employer almost every day in some of the labour markets. From the part of the labourers the major reasons for their migration to Kerala are; (1) better employment opportunities and higher wages available in Kerala, (2) non-availability of employment opportunities and consequent hardships in the home states.

Mohan (2015), investigating the magnitude, impact and consequences of migration in Kerala, reports that lacking local language skills, and often confined to the worksite, the migrant workers have difficulty in learning about the rights afforded to them in Kerala, or about the level of prevailing wages and protection. Their willingness to underbid local wages will have an effect on the long-term position of workers in Kerala. The study also aims to find

out the health and safety concerns. Migrants depend more on private clinics and smaller hospitals compared to public hospitals. They prefer to consult physicians who can communicate with them at least in Hindi.

Narayana and Venkiteswaran (2013), studying about the domestic migrant labourers in Kerala, report that there are over 25 lakh domestic migrant labourers in Kerala today, which is nearly 7 to 8 per cent of the state's population. In addition, around 235000 new migrants arrive in the state every year. Over 75 per cent of them come from five states-West Bengal, Bihar, Assam, Uttar Pradesh and Odisha. The vast majority of them are men in the age group of 18 to 30 years. On the whole, the study has found that domestic migrant labourers have begun entering all skills and sectors in Kerala. They have come to fill almost all occupations and sectors of the economy, especially the construction sector, manufacturing, hotels and restaurants, trade and, lately, agriculture. The most significant finding of the study, however, is that in a state with a rapidly ageing population, the ratio of domestic migrant labour to the local male population in the working age group could now be as high as 1:2.5. It, therefore, warns of "a very explosive demographic situation" developing in Kerala "where a big majority of the host population will belong to the older age groups while the migrant population will dominate the other segment of the population that is young and working". The study has found that there is a deep ambivalence in the way society and government look at these migrants. "On the one hand, everyone is aware that the supply and labour of DML is absolutely essential for the state's economy; but on the other, they are not very willing to accept the DML as equals, as citizens with all the democratic rights. Many of them look at the DML as a threat to security, health and so on".

John (2014), analysing the role of local governments on facilitating the rights of migrant labourers points out the issue of involvement of children and adolescents as labourers thereby affecting their education and suggests that the issue should be looked through a child's lens. This study also suggests that priority should be given to life-skill training and mental health counselling. The study would be looking into the current strategies followed by the government and other agencies and looking into the gaps existing in the area.

Krishnakumar (2013) states that the migrant groups are “very well integrated into the host economy but not into the host culture or society.” He says that “the migrant labourers are often deliberately kept at bay, in order to ensure not only their social insularity but also to disempower them from asserting their rights as citizens and labourers. This systematic exclusion works to the advantage of the host society in various ways: to keep the wage levels low, rent levels high, services cheap, and to maintain a labour force that is at their beck and call, one that can be absorbed and driven out at will.”

The above studies analyse various issues faced by the migrant labourers and their families in India. Issues related to health, sanitary conditions, security, working conditions, exploitation, harassment, education of their children, social exclusion etc. are discussed in these reports. Some of the studies concluded that the ignorance of laws is the main reason for their sufferings. The government and political parties are not interested in protecting the rights of the migrant labourers as they are not organized under any trade union.

A UNICEF report states that India has achieved rapid growth in universalizing primary education largely as the outcome of sustained intervention under Sarva Siksha Abhiyan

(SSA), and the Mid-Day Meal Scheme (MDM). This has to be examined in the context of the children of migrant labourers in Kerala.

Though many studies were undertaken on various issues of migrant labourers in India and in Kerala, an in-depth study of the issue of education of migrant labour children in Kerala relating to Right to Education Act has not yet taken place so far. The present study will address this issue in detail with regard to their general education, socio-cultural integration, living conditions, human rights violations etc.

1.16 METHODOLOGY

1.16.1 Research design and methodology

Both qualitative and quantitative research methods are used in the study of the human rights issues related to the right to education of the children of migrant labourers in Kerala. The data for the present study are collected from both primary and secondary sources.

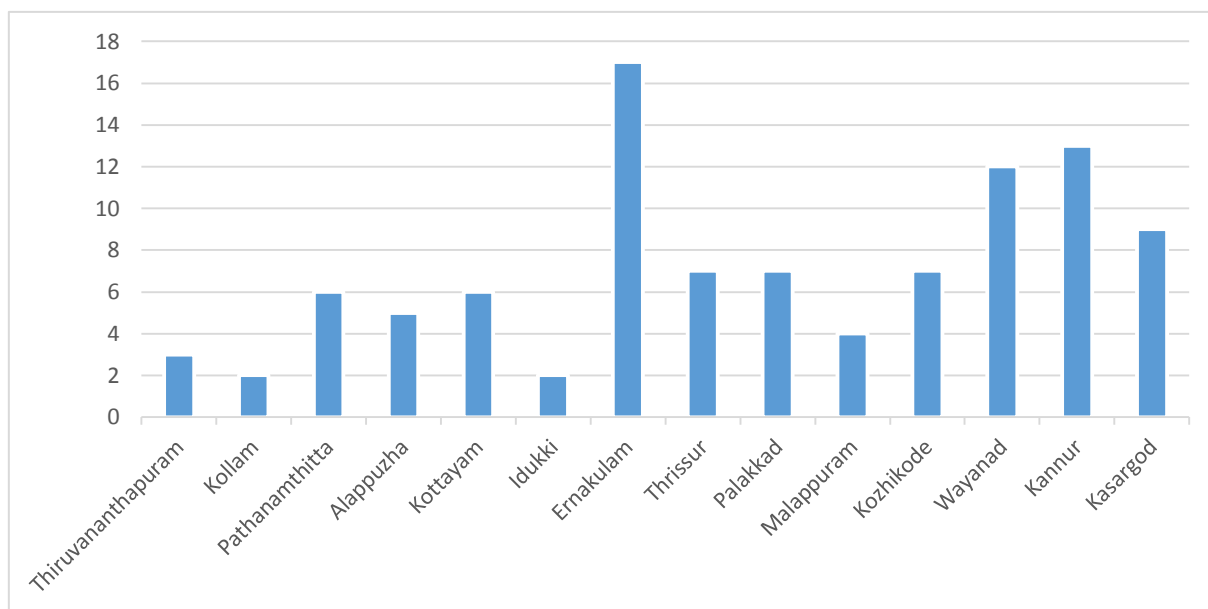
1.16.2 Universe

The families of the migrant labourers in Kerala with children above five years form the universe of the study. There are more than 25 lakh migrant workers employed in various employment sectors in the state. Among them a major portion is unmarried youth. Among the married only a very limited number are living with their family and children in Kerala . Migrant labourers living with families in Kerala and having families at the native states form the universe of this study.

1.16.3 Sample

The pre-structured Interview schedule is applied for data collection from 1000 sample families. Out of these, 500 samples will be selected from among the migrant labourers living with family and children in Kerala, and the remaining samples will be from the migrant labourers having children living in their home states. The method used for sample selection in the study is purposive sampling method.

Figure-1.1: District wise percentage of interstate migrant workers in Kerala



Source: Economic Review: Planning Board, Government of Kerala, 2014.

Table-1.1: District wise percentage of interstate migrant workers in Kerala

Sl. No.	District	Percentage
1	Thiruvananthapuram	3
2	Kollam	2
3	Pathanamthitta	6
4	Alappuzha	5
5	Kottayam	6
6	Idukki	2
7	Ernakulam	17
8	Thrissur	7
9	Palakkad	7
10	Malappuram	4
11	Kozhikode	7
12	Wayanad	12
13	Kannur	13
14	Kasargod	9
	Total	100

Source: Economic Review: Planning Board, Government of Kerala, 2014.

Figure-1.2: Sample size

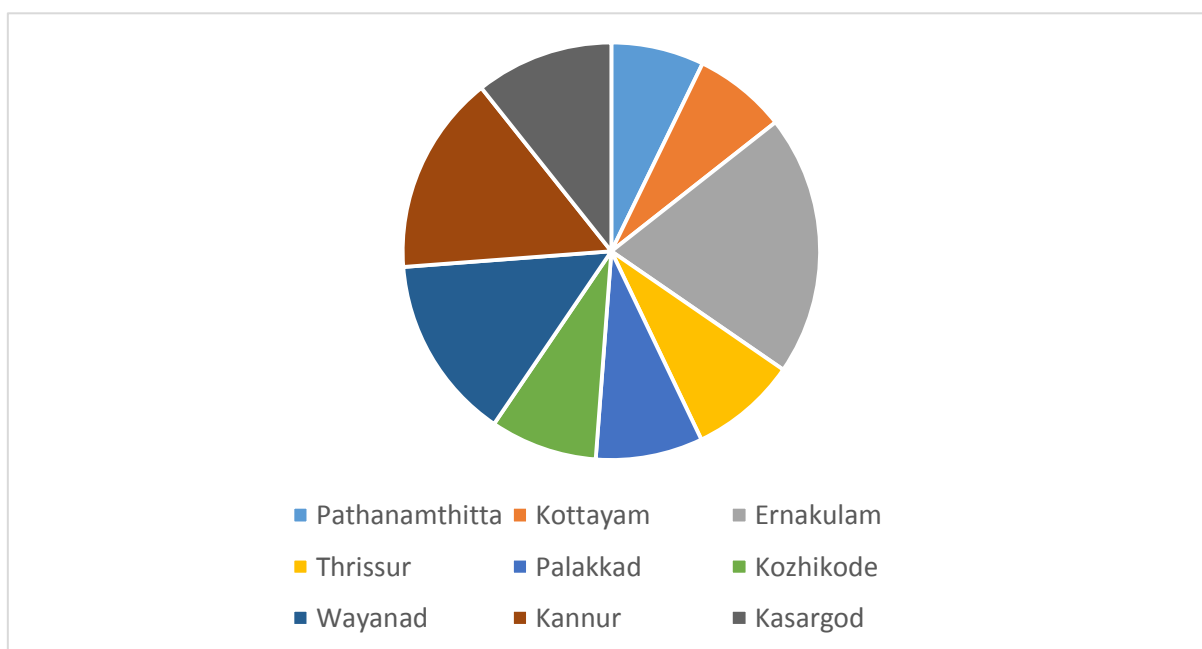


Table-1.2: Sample size

District	Sample %	Total samples
Pathanamthitta	7.2	72
Kottayam	7.2	72
Ernakulam	20.2	202
Thrissur	8.3	83
Palakkad	8.3	83
Kozhikode	8.3	83
Wayanad	14.3	143
Kannur	15.5	155
Kasargod	10.7	107
Total	100	1000

The samples are collected from 9 districts of Kerala in proportion to the migrant labour population size in each region. The districts with less than 6 percentage of the total Migrant Labour population are not selected for data collection.

Table-1.3: State wise distribution of samples

State	Frequency	Percent	Cumulative Percent
Assam	145	14.5	14.5
West Bengal	186	18.6	33.1
Tamil Nadu	108	10.8	43.9
Maharashtra	34	3.4	47.3
Chhattisgarh	38	3.8	51.1
Rajasthan	34	3.4	54.5
Madhya Pradesh	35	3.5	58.0
Bihar	77	7.7	65.7
Jharkhand	41	4.1	69.8
Uttar Pradesh	104	10.4	80.2
Karnataka	59	5.9	86.1
Orissa	55	5.5	91.6
Andhra Pradesh	34	3.4	95.0
Nepal	8	.8	95.8
Utharakhand	18	1.8	97.6
Manipur	24	2.4	100.0
Total	1000	100.0	

Source: Survey data

1.16.4 Method of data collection

This study involves extensive fieldwork, participant observation, discussions and interviews with officials of various departments, School authorities, political leaders and social workers

of the area etc. are the sources of primary data. The publications and records of the State Planning Board and various government departments will be sources of information for the present study. Academic books and journals from various libraries will be consulted for information.

1.16.5 Tools of Data collection and analysis

Data are collected from respondents by using pre-structured and tested interview schedule. Personal interviews, participant observation and participatory rural analysis (PRA) are other tools. The analysis of the data will be made with the help of statistical techniques.

1.17 INTERDISCIPLINARY RELEVANCE OF THE STUDY

The study on the right to education of the children of migrant labourers in Kerala is a very relevant, serious and urgent issue. Social, political, economic and legal aspects are addressed in this study. This study, apart from human rights, cuts across the disciplines of Sociology, Political Science, Economics etc.

1.18 SIGNIFICANCE OF THE STUDY

Study on the right to education of the children of migrant labourers in Kerala will contribute some new dimensions to academic knowledge on the subject. One of the components of this study- the violation of the right to education entails the violation of all other human rights, since its observance made materially and structurally impossible- is accepted as a new area to be addressed in human rights studies. Its potential contribution to knowledge in the field of social relevance or national importance is to be emphasized.

The findings of this study will contribute to academic and practical knowledge on the subject. This study would provide valuable information to academics, planners and administrators in their future pursuit for the improvement of the conditions of migrant labourers and their children. So this study has social relevance and national importance.

1.9 LIMITATIONS OF THE STUDY

The major limitations of the study were constraints of time and language problems to communicate effectively with the migrant labourers from different states of India. Non availability of valid data regarding the migrant labour families and children in Kerala was also a major hindrance to the study.

1.20 CHAPTER SCHEME

The introductory chapter provides the background of the study on human rights issues related to the right to education of the Children of Migrant labourers in Kerala and describes the international, regional and national legal instruments which recognize the right to education, the review of the literature, objectives of the study, methodology, samples and area of study. The second chapter gives an overview of the Labour migration to the state of Kerala. The third chapter explains the education of the children of Migrant Labourers in Kerala. The fourth chapter analyses the socio-economic profile of the migrant labour families. The fifth chapter analyses right to education and human rights. The sixth chapter provides a summary of the findings and the conclusion.

CHAPTER II

LABOUR MIGRATIONS TO KERALA

2.1 MEANING AND CHARACTERISTICS OF MIGRATION

Migration indicates the movement of a group or individual from one area to another, due to social, economic or political reasons. Migration may be internal or international. Migration can reshape the social, economic and political structures of a country. Migrations are of the following categories: rural to rural, rural to urban, urban to rural and urban to urban. Migrations could be intra-district, interdistrict, intra-state, interstate, national and international. On the basis of duration migration can be classified into casual, temporary, seasonal and permanent.

Migrants are motivated to leave their habitual residence for a variety of reasons: aspiration for economic prosperity, finding out an employment, absence of local access to resources, improving the quality of life, reunification of family, inclement weather, natural disaster, social or political conflict, exile etc.

There is extensive debate on the factors that cause populations to shift, from those that emphasize individual rationality and household behaviour to those that cite the structural logic of capitalist development. Moreover, numerous studies show that the process of migration is influenced by social, cultural and economic factors, and outcomes can be vastly different for men and women, for different groups and different locations. (De Haan and Rogaly, 2002)

All the major theories of migration concede that migration occurs when the starting point of migration lacks the opportunities which the end point promises. As a result of the accessibility to resources or governmental policies, some areas and segments move ahead of the others in growth and development. People from the backward regions or sectors migrate to these places to access the emerging opportunities. Industrialization will result in the rapid growth of some areas and the workers are naturally attracted to migrate to these areas.

According to Brunson McKinley, Director of IOM, Migration will be one of the major policy concerns of the twenty-first century. In our shrinking world, more and more people will look into migration – temporary or permanent – as a path to employment, education, freedom or other opportunities. It is necessary that governments should develop comprehensive migration policies and practices. Migration can contribute to prosperity, development and mutual understanding among people if managed properly.

Defining migration is a very difficult task because it is a universal phenomenon and there are many categories among them including internal or domestic migrations and international migrations based on destination, nature and period of migration such as casual and temporary, seasonal and permanent etc.

U.N. Multilingual Dictionary (1958) defined migration as “a form of ‘geographical mobility’ or ‘spatial mobility’ between one geographical unit and another, generally involving a change of residence from the place of origin to the place of destination. Such migration is called permanent migration and should be distinguished from other forms of movement which do not involve a permanent change of residence”.

The "United Nations Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families"(1990), states that migrant worker is a person who is involved or has been involved in a paid activity in a State of which he or she is not a national. This definition is applicable only to international migrant workers.

Eisenstadt (1953) defines migration as "the physical transition of an individual or a group from one society to another. This transition usually involves abandoning one social setting and entering another and permanent one."

Theodore Caplow (1954) states; "Migration is, strictly speaking, a change of residence and need not necessarily involve any change of occupation, but it is closely associated with occupational shifts of one kind or another. The principal directions of migration are illustrated by more or less continuous movements from rural areas towards the city, from areas of stable population towards centres of industrial or commercial opportunity, from densely settled countries and from the centre of cities to their suburbs."

The National Sample Survey Organization (NSSO) (2008) defines migrant as "a household member whose last Usual Place of Residence (UPR) any time in the past was different from the present place of enumeration."

According to Census of India (2001) "A person is considered as a migrant by place of last residence, if the place in which he is enumerated during the census is other than his place of immediate last residence."

The above definitions give us a comprehensive view of various forms of migration. The reasons of migration are innumerable: they can be economic, political, cultural or environmental. Reasons to leave one's own homeland may be: lack of jobs, underdevelopment, famine, drought, political instability, war, fear of persecution, poor medical facilities, loss of wealth, natural disasters etc. In the endpoint of migration, they may expect: more job opportunities, better living conditions, political and religious freedom, enjoyment, education, better medical care and security.

Forced international migration was a form of migration which was the result of the slavery system practiced in the last centuries. So many people were transported from Africa to Western countries as slaves. Most of the present day black settlers in the USA and other western countries are the successors of these migrants.

History elucidates that war, fear of persecution or terrorism forced many ethnic groups to migrate to other countries or different places within their country. The case of German Jews during the Second World War or Tamil migrants from Sri Lanka in the 1990's are examples.

Political freedom attracts people to migrate to democratic countries as they encourage individual choice in education, career, and place of residence. When communism spread to Eastern Europe in the late 1940s many people migrated to democratic countries in Western Europe and North America.

Environmental disasters like floods or droughts force people to migrate to other safer lands. The history of Northern Africa describes many stories of forced migrations because of grave

drought conditions. Many people who live in areas vulnerable to flood are forced to migrate to safer places.

Most of the cases of migration have their root in economic factors. The economic development is not uniform in different countries of the world or even within various regions within a country. So, job prospects also often vary from country to country or within regions of the same country. People migrate to places where plenty of jobs are available. An area that has valuable natural resources, such as petroleum or minerals, may attract miners and engineers; industrialized and developed regions may attract labourers and technicians.

In India migration of people within the country from one district to another, one state to another and from rural areas to urban areas has become an everyday phenomenon. Major cities have noticed an increase of around 75 per cent population due to migration. Moreover, the number of people staying on a temporary basis is also larger in India compared to the world's average.

2.2 LABOUR MIGRATIONS IN INDIA

India has a long history of migration to foreign lands, but due to cultural and occupational reasons, the rate of internal migration was very low. Labour migrations started in India in the 19th century during the British rule. The sources of early migration flows were primarily agro-ecological, related to population expansion to new settlements or to conquests (Eaton, 1984).

Indian emigration abroad was one consequence of the abolition of slavery and the demand for replacement labour. This was normally through indenture, a form of contract labour whereby a person would bind himself for a specified period of service, usually four to seven years in

return for payment of their passage. The Indian emigrants left for British, Dutch and French colonies to work in sugar plantations and subsequently for the tea and rubber plantations of Southeast Asia. Similar demands for labour rose internally with the growth of tea, coffee and rubber plantations, coal mines and, later, modern industry (Ravi; Sasikumar 2003).

The major migration movement in India before partition was from the west to the east attracted by industrial and urban development of Bengal and the growth of tea estates in Assam. Migration to industrialised, developed and urban areas from rural and backward regions continued after independence.

The Census and National Sample Survey (NSS) are the two main sources of migration data in India. Census 2001 has classified categories of internal migration into seven broad groups: work/employment, business, education, marriage, moved at birth, moved with family and others, and it accounts for 307.1 million and it is expected to touch a higher figure in the 2011 census.

The 64th round of NSSO (2007-08) found that almost a third of Indians are migrants. The migration rates (proportion of migrants in the population) in the urban areas (35%) were higher than in the rural areas (26%).

Most of the migrant labour populations in India belong to Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Castes (OBC). Studies show that the majority of migrants are found to be from the most marginalized sections of society. Distress seasonal migration is becoming the last coping strategy in the precarious lives of the rural poor. (Smita, 2007).

In India, internal migrants are not required to register themselves with any local authority, either at the starting point or the destinations. So there is no sufficient source for data on internal migration. Thus, information on the nature, pattern and structure of internal migration is not available even in the Ministry of Labour and the State Departments of Labour, and the available official data does not adequately capture the seasonal short-term migration and displacement migration.

2.3 PUSH & PULL FACTORS FOR LABOUR MIGRATION

The causes of labour migration are explained by using two broad categories viz., push and pull factors. The factors that exist in the state of origin of the migrants are known as push factors. The poor economic conditions and the resultant economic misery or lack of opportunities for advancement push people out of the region in search of a livelihood or better opportunities. The pull factors refer to those factors which attract migration to an area like better opportunities for employment, higher wages, facilities and amenities of modern life, etc.

2.4 KERALA STATE: AN OVERVIEW

The origin of Kerala has been linked to a legend dating back to Satya Yug. According to this legend, Kerala emerged from the sea when Lord Parasurama threw his axe into it and the sea receded to raise this narrow strip of land from underneath. Lord Parasurama, believed to be the sixth avatar of Lord Mahavishnu, threw his axe from Gokarnam southward across the ocean in a rage and in atonement for his action of killing the Kshatriyas. The land of Kerala emerged from the waters of the Arabian Sea with the blessings of Varuna, the God of Oceans

and Bhumidevi, the Goddess of Earth. The sobriquet "God's own Country" thus bestows itself on Kerala.

2.4.1 The geographical background

Kerala has been through the ages an internal part of the Indian subcontinent. Its unique geographical position and peculiar physical features have invested Kerala with a distinct individuality. The land of Kerala comprises the narrow coastal strip having boundaries of the Western Ghats on the eastern side and the Arabian Sea on the western side in the southern part of the Indian peninsula.

2.4.2 Natural Divisions

Kerala state lies between 8°18' and 12°48' North latitude between 74°52' and 77°24' East longitude. It has a total area of 15,002 sq. miles (38,855 sq.km) and a coastline which is nearly 360 miles long. The territory of the State may be broadly divided into three natural divisions, viz., the highland, the midland and the low land. The coconut tree grows luxuriantly in this area and dominates the landscape. Paddy is also extensively cultivated here. The region is rich in agricultural produce, paddy, tapioca, spices and cashew being the most important crops.

2.4.3 Geographical Position

The geographical position of Kerala is as the narrow strip of land hemmed in between the Western Ghats on the one side and the Arabian Sea. The state has about 590 km of coastal belt. Based on physiography, the state can be divided into three climatically distinct regions, viz. lowlands or coastal zone (below 20–300 m), midlands (300–600 m) and highlands (above

600 m). However, administratively, the state is divided into 14 districts, namely, Thiruvananthapuram, Kollam, Pathanamthitta, Alappuzha, Kottayam, Idukki, Ernakulam, Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur and Kasaragod.

Kerala has a warm-humid tropical climate. The mean daily temperature ranges from 19.8° to 37°C. However, at higher altitudes the temperature often drops to 7°C during winter. The average annual rainfall of the state ranges from 101.6 to 362 cm. The state receives maximum rainfall (around 65%) during southwest monsoon from June to August, and the rest from September to December during northeast monsoon. The relative atmospheric humidity varies between 70–90%. Kerala has many lakes and rivers. There are 44 main rivers that originate from the Western Ghats, and empty themselves into the Arabian Sea, and 21 major lakes and many backwater canals in the state.

2.4.4 Formation of Kerala State

The British divided Kerala into three administrative units, viz., Malabar, Travancore and Cochin. On July 1, 1949, the state of Travancore-Cochin came into existence. This was the first step taken in the direction of the formation of the State of Kerala. The Legislatures and the Ministers of the two States were combined to form the Legislature and the Ministry of the new State of Travancore-Cochin. It was decided to locate the capital of the state at Trivandrum and the High Court at Ernakulam. When Kerala was formed, the State was under President's rule. The State of Kerala formally came into existence on November 1, 1956, with the Governor as the Head of the State.

2.4.5 The development of Kerala polity

The first general elections to the Kerala State Legislature were held in February and March 1957. The Communist Party of India and a few Independents supported by it secured 65 of the 126 seats in the legislature. The President's rule came to an end on April 5, 1957 and a Communist Ministry under the Chief Ministership of E.M.S Namboothiripad came to power. Some of the legislative measures and policies of the Communist Government evoked some opposition in certain quarters leading to an agitation for its overthrow in 1959. The Governor of Kerala reported to the Presidents of India that the constitutional administration of the State had collapsed and on July 31, 1959, the President issued a proclamation taking over the administration of the State under Section 356 of the Constitution of India. In February 1960 fresh elections were held to the Kerala State legislature. There was now an electoral alliance between the Congress, the P.S.P. and the Muslim League against the Communist Party. The triple alliance annexed 95 seats as against 29 seats won by the Communist Party and Independents supported by it. In the wake of the victory of the alliance a Congress-P.S.P. Coalition Ministry with Pattom A. Thanupillai, the P.S.P. leader, as Chief Minister was sworn in on February 22, 1960, and the President's Rule came to an end.

The total number of members in the Kerala legislative assembly is fixed as 141. Of these, 140 are elected directly by the people and one member is nominated from the Anglo-Indian Community, which falls under minority category. The judiciary comprises the Kerala High Court and a system of lower courts. The high court holds the seats of Chief Justice and 26 permanent and two additional pro tempore justices. The High Court of Kerala is the apex court for the state and also hears cases from the Union Territory of Lakshadweep.

The auxiliary authorities known as panchayats, for which elections are held in every five years, govern local affairs. After the 74th Amendment of the Constitution, Kerala is following a three tier panchayat Raj system, comprising the District Panchayats, Block Panchayats and Village Panchayats.

From the political part, Kerala hosts two major political alliances: the United Democratic Front (UDF led by the Indian National Congress) and the Left Democratic Front (LDF led by the Communist Party of India (Marxist) CPI (M).

2.4.6 Administrative set up in Kerala

There are 21 revenue divisions, 14 districts, 75 taluks, 1664 villages, 520 towns in Kerala.

Local Bodies

There are 14 Zilla Parishads/Panchayats, 941 Grama Panchayats, 152 Block Panchayats, 87 Municipalities and 6 Corporations.

2.4.7 Population and Decadal Growth Rate

As per 2011 Provisional Population Figures, Rural Population in Kerala is 17,455,506. Out of these 8,403,706 are males and 9,051,800 are females whereas urban population in this state is 15,932,171. Out of this, 7,617,584 are males and 8,314,587 are females. The decadal decline of rural population was –25.96%, whereas the urban population has grown by 92.72%.

2.4.8 Trends in Rural and Urban Classification of Population in Kerala

The State has now 52.30 per cent rural population in 2011 Census as against 74.04 per cent in 2001 Census. The huge growth in urban population during the past decade 2001-2011(92.72

%) could be attributed squarely to the manifold increase in number of towns in the State between 2001 & 2011 from 159 to 520. 47.72% of the total population of Kerala are urban. Ernakulam is the most urbanised district (68.07%) and Wayanad (3.87%) is the least urbanised district of the State.

2.4.9 Population in the Age group 0-6

The total Population in the age group 0-6 is 3,322,247. Out of this males are 1,695,935 and females are 1,626,312. The rural Population in the age group 0- 6 is 1,747,512. Males are 891,668 and females are 855,844. The urban Population of the age group 0- 6 is 1,574,735. Out of this 804,267 are males and 770,468 are females. The percentage of rural population in the age group 0- 6 to the total rural population is 10.01 and that of urban is 9.88.

2.4.10 Sex Ratio (Females per 1000 Males)

The overall sex ratio of Kerala is 1084 females per 1000 males. However, the sex ratio of rural areas is 1077 and that of urban areas is 1091.

2.4.11 Child sex ratio (0-6 Years)

The child sex ratio with respect to 0-6 age population in Kerala is 959. In rural areas it is 960, whereas, the sex ratio of 0-6 age population in urban areas is 958.

2.4.12 Literacy

The total number of literates in Kerala is 28,234,227 and the total literacy rate is 93.91%. Among these, literates in Rural areas is 14,595,727 and that in Urban areas is 13,638,500 .The number of male literates in Rural areas is 7,158,427 and the number of male literates in Urban

areas is 6,597,461. The number of female literates in rural areas is 7,437,300 and that in urban areas is 7,041,039. The literacy rate in the rural areas is 92.92% and that of urban areas is 94.99 %. The gender gap in literacy in rural areas of the State is found to be 4.55%; whereas that in urban areas is 3.5%.

2.5 MIGRANT LABOURERS IN KERALA

Kerala ranks high among Indian states in literacy rate and level of education. The Human Development Index (HDI) of Kerala is on a par with the developed countries of the world. The educated youth of Kerala are migrating abroad, especially to Gulf countries for want of high- income employment. This huge outflow is caused by the lack of high profile employment opportunities in the state. Kerala is one of the Indian states with the largest percentage of international migration. The total migrants from Kerala are about 3 million, almost a tenth of its resident population. Their remittances, which stand around One Lakh Crores of rupees, form the mainstay of the Kerala economy. The higher level of migration of the educated youth left the state with an elderly population and a shortage of working class, especially for unskilled jobs. Fourteen per cent of the residents of Kerala at present are above the age of 60 years.

The unavailability of workforce, especially for unskilled jobs resulted in the migration of labourers to Kerala from the other states of India. Traditionally, the largest number of migrant workers in Kerala came from the neighbouring state of Tamil Nadu. However, in recent years, the greater part of the migrant labour force is coming from five other states, namely, West Bengal, Bihar, Assam, Uttar Pradesh and Odisha. Hence Kerala state is presently witnessing a large scale reverse migration of labourers.

2.6 A BRIEF HISTORY OF MIGRATION OF LABOURERS TO KERALA.

The migration of labourers from the frontier regions of neighbouring states of Tamil Nadu, Andhra Pradesh and Karnataka for agriculture and employment purpose was common before independence, as the boundaries of these states were fixed only after reorganization of states in the Indian Union.

The largest migration of labourers to Kerala was from Tamil Nadu, where the wages and living standards were much lower compared with those of Kerala state. This steady flow of workers continued till the late 1980's. In the early 90's, the inflow of Srilankan-Tamil refugees to Tamil Nadu caused even more pressure on their economy. This led to a slight increase in the arrival of Tamil/Srilankan Tamil migrant workers to Kerala. Most of these migrants are now permanent settlers in Kerala. From the beginning of the 21st century there was gradual decline in this migration due to increase in standard of living and better wages in Tamil Nadu as the result of economic reforms and policy changes.

Now the major inflow of migrant workers to Kerala is from the North Indian states of West Bengal, Bihar, Assam, Uttar Pradesh and Odisha. In the case of north Indian labour migrations, the first of them was the Assamese, who came to Kerala in the late 1980's and early 1990's. In Assam a legal ban on wood felling resulted in the closure of wood/plywood industries in the state. It was also a time when plywood industries were being set up in Perumbavur, in Ernakulam district of Kerala. The Assamese workers started to work here. Their experience and expertise in the job resulted in the demand for more Assamese workers to Perumbavur.

Later, when the construction boom started in Kerala in the mid-90's, especially in the cities like Kochi which is near Perumbavur, many of these workers moved to construction work, where the wages were much higher. In Thiruvananthapuram, the first batches came during the construction of the Southern Air Command campus in Aakulam. The scarcity for unskilled workers in Kerala, and the hard working nature of the North Indian labourers, tempted the employers in various industries to bring more of them to Kerala. The higher wages and job opportunities attracted more and more migrant labourers to Kerala.

2.7 FACTORS WHICH INFLUENCED MIGRATION

The major factor which influenced labour migration to Kerala is the higher wage rate. Some of the labour migrations to Kerala are seasonal. The main reason for seasonal migration is the lack of livelihood options after the harvest of the monsoon crop in most rain fed parts of the country, which leads to debt and food insecurity. Lack of job opportunities in their home state, financial indebtedness, poor standard of living etc. have also influenced labour migration to Kerala.

2.8 THE ENIGMA OF HIGHEST UNEMPLOYMENT RATES AND HIGHEST WAGES IN KERALA

The interstate migration of labourers from north Indian states to Kerala is similar to international migration of the Keralites to Gulf countries. In Kerala workers are paid the highest wages in all the daily wage job categories. While the average wage in states like Bihar, Uttar Pradesh, Gujarat, West Bengal and Odisha ranges between Rs 200 to Rs 300, in Kerala it is around Rs. 600. Carpenters and plumbers get high wages in Kerala which are two times more than that in other states. The average wage an unskilled labourer get in the

construction sector is Rs.600-700. A concrete worker in Kerala gets wages from Rs.1200 to 1800 per day.

Though the wage rates are very high in all sectors in Kerala, the state tops in unemployment rates in India. By comparison, wages in states like Bihar, Gujarat, Uttar Pradesh, West Bengal, Odisha are much less than that in Kerala but their unemployment rates are lower than that in Kerala. When 25 lakhs or more of domestic migrant labourers find employment opportunities in Kerala, about 16 lakh Keralites are working in the Gulf countries abandoning the prospects in their home state. The salaries and conditions of life of the unskilled labourers in the Gulf countries are not comparatively better than that of Kerala. The false pride of the Kerala youth for doing manual labour in the native place may be the factor that urges them to migrate to the Gulf countries by neglecting the opportunities in their home state.

2.9 THE ABSENCE OF AUTHENTIC INFORMATION AND DATA ABOUT THE DML IN THE STATE

The Labour Department of Kerala made some deliberations about the measures that the state has to take to ensure the welfare of Domestic Migrant Labourers (DMLs) in the state. One of the main restraints that the state has in outlining policies for the migrant labourers and in taking care of their problems was the absence of authentic data about them. Collecting the demographic profile of the DML in Kerala is a difficult task, as the migrant workers are a floating population; they may come to Kerala and stay here for some time and go back to their home state or often shift from one place to another.

The Department of Labour and Rehabilitation, Government of Kerala entrusted the Gulati Institute of Finance and Taxation (GIFT), an autonomous institution of the Government of Kerala to conduct a study on the Domestic Migrant Labourers (DML) in the State. Since some of the well-known methods of estimation based on sample surveys are not of much help, as the migrant labourers are not properly registered with government departments in Kerala, they adopted a unique methodology, a train-based survey of Domestic Migrant Labourers to estimate their numbers and their annual inflow into Kerala.

GIFT submitted its report in February 2013. The survey estimated that there are over 25 lakh Domestic Migrant Labourers in Kerala with an annual arrival rate of 2.35 lakhs, that is, around 630 new migrant workers a day.

According to the GIFT study the largest proportion of DML are from West Bengal (20%), Bihar (18.10%), Assam (17.28%), and Uttar Pradesh (14.83%). The study also revealed that the number of domestic female migrant labourers is meagre in Kerala, 90 per cent of migrants are males. This means that the percentage of migrant labourers living with family is very low in Kerala. The data shows that about 75 per cent of the DML are in the age group of 18-29 years; only 7.35 per cent above the age of 36 years and 1.09 per cent are below the age of 18 years. There is not much difference in the age distribution of migrant labourers across the states of origin. In the religion wise distribution 70 per cent of them are Hindus, 24 per cent are Muslims, and 6 per cent of them belong to other religions. Fifty per cent of the labourers from Bengal and Assam and 20 per cent from Odisha are Muslims. Christians among them are mainly aborigines from Assam and Chotta Nagpur regions.

2.10 MIGRANT LABOUR FAMILIES IN KERALA

A survey conducted for the present study among 1000 samples from migrant labourers having children from the age of 6 years (living with family in Kerala, and family living in the native place) shows that the highest percentage of such migrations are from West Bengal (18.6%), followed by Assam (14.5%), Tamil Nadu (10.8%), Uttar Pradesh (10.4%) and Bihar (7.7%).

Table-2.1 Percentage of DML in Kerala having children from the age of 6 years

State	Per cent
Assam	14.5
West Bengal	18.6
Tamil Nadu	10.8
Maharashtra	3.4
Chhattisgarh	3.8
Rajasthan	3.4
Madhya Pradesh	3.5
Bihar	7.7
Jharkhand	4.1
Uttar Pradesh	10.4
Karnataka	5.9
Orissa	5.5
Andhra Pradesh	3.4
Nepal	.8
Uttarakhand	1.8
Manipur	2.4
Total	100.0

Source: survey data

The survey also reveals that the family size of the DML in Kerala ranges from 3 to 6 members. 46.7% of the DML families have only 3 members, 38.2% have 4 members, 12.7% have 5 members and 2.4% have 6 members.

Table-2.2 Family size of the DML in Kerala

Number of members	Frequency	Per cent
3	467	46.7
4	382	38.2
5	127	12.7
6	24	2.4
Total	1000	100

Source: survey data

2.11 LAWS RELATING TO WORKING CONDITIONS OF THE INTERSTATE MIGRANT WORKERS

Article 19 of the Indian Constitution provides that every citizen of India can move freely within the geographical boundary of India and reside and settle in any part thereof. Article 14 states that, the state shall not deny any person equality before the law or the equal protection of the laws within the territory of India. All the existing labour rules in Kerala that protect the working conditions of the labourers in Kerala are also valid to migrant labourers from various states of India.

2.11.1 Interstate Migrant Workmen Regulation of Employment and Conditions of Service Act, 1979

Working conditions of the interstate migrant workmen are dealt within the Interstate Migrant Workmen Regulation of Employment and Conditions of Service Act, 1979. This Act is applicable to all those establishments where five or more interstate migrant labourers are employed. As per the provision of the Act such establishments require to register with the government. The contractor has to obtain a recruitment licence from the state from where the workers are recruited (Original State) and an employment licence from the state where they are employed (Recipient State).

It is the duty and obligation of Contractors to furnish such particulars to the specified authority in the State from which an interstate migrant workman is recruited and to issue every interstate migrant workman a passbook affixed with a passport size photograph with the details like name, place of the establishment, period of employment, proposed rates and modes of payment of wages, the displacement allowance payable, return fare payable to the workmen on the expiry of the period of their employment, deductions made etc.

In case the contractor fails to make payment of wages within the prescribed period or makes short payment, then the principal employer shall be liable to make the payment. Any contravention of provisions and conditions regarding employment or license shall be punishable. Accordingly the contractor and the principal employer become liable for ensuring the provisions envisaged in the enactment as an immediate employer and the principal employer respectively. But usually these workers cannot be brought under the purview of the enactment due to the lack of statutory ingredients required to attract the ambit of the

enactment such as an intermediary third party/contractor between the principal employer and the workmen.

The study observed that the number of registered establishments and licensed contractors is very low. Passbooks are not issued and even from the wages paid to the labourers the contractors take a portion as their commission.

2.12 WELFARE SCHEMES FOR MIGRANT WORKERS IN KERALA

Understanding the need for taking care of the interest of the large number of migrant labourers employed in the state, the Kerala Government proposed several welfare programmes for them.

2.12.1 Interstate Migrant Workers Welfare Scheme

Under the Interstate Migrant Workers Welfare Scheme, declared on the May Day of 2010, the Government of Kerala provides the following welfare schemes for the DML in Kerala:

A membership card will be issued to each migrant worker who gets enrolled in the list. Each registered worker would get up to Rs. 25,000 as healthcare assistance for in-patient care in empanelled hospitals in case of accidents or chronic diseases. However, the worker is eligible to get only Rs.100 per day and the maximum limit fixed per episode of disease is Rs. 2000. Due to accidents or chronic diseases if a labourer is incapable of doing any work for more than six months, he is eligible to get a special assistance of up to Rs. 25000.

The labourers are also eligible to enjoy a retirement benefit of Rs.1000 per year subject to a minimum of Rs. 10,000 and a maximum of Rs. 25,000, if they have registered in the scheme continuously for three years.

In the event of death in accident at work site, financial assistance of Rs.50,000 and in the case of natural death, Rs.10,000 is provided to the dependents of the migrant labourers. For transporting the body to their native places, an additional assistance of Rs.5000 to Rs.15000 (depending on the distance to the state of origin) is also given. For the education of the children of migrant labourers who are studying beyond Class X in Kerala, there is a provision for assistance of Rs.3,000 per annum.

The Kerala Construction Workers Welfare Fund Board is the agency through which this scheme is implemented. An annual contribution of just Rs. 30 is to be paid by the migrant worker to join this scheme. The Welfare Board financed mainly from the cess on construction activities, will credit twice that amount to her/his account. The rest of the money needed for the welfare measures will be borne by the government. An advisory committee chaired by the State Labour Commissioner and comprising representatives of various trade unions will monitor the scheme.

This scheme has failed to achieve its objectives because only a very meagre percentage of DML had registered in this scheme. The reason may be the lack of awareness of the DML about the scheme and its benefits. Recently Kerala government has started a new migrant labour registration drive.

2.13 OTHER WELFARE PROGRAMMES FOR DML

The Government of Kerala has schemes to issue health cards to the migrant labourers and offers them free healthcare. There are government-run labour camps to accommodate the migrant labourers in the State. Skill Development Institutes and Kerala Academy of Skill Excellence (KASE) are established to enhance the working skills of the DML. Kerala State Aids Control Society (KSACS) has implemented *Migrant Suraksha Project* for migrant labourers since 2009 mainly to detect HIV+ cases among them and to spread awareness among them. Some of the private foundations run their own *migrant suraksha projects*, to improve the conditions of migrant labourers in Kerala.

2.14 GRAM SABHA FOR MIGRANT LABOURERS IN KERALA

Mulankunnathukavu Gram Panchayat in Thrissur District organized a Gram Sabha meeting for the migrant workers of their area at Kerala Institute of Local Administration (KILA), Thrissur, on 24th April, 2016. This was an attempt to initiate the involvement of Gram Panchayats in the welfare activities of the migrant workers in Kerala. There are plans to convene similar special Gram Sabha meetings for migrant workers in all Panchayats in Kerala. The local self-government agencies are in a better position than government departments to protect the basic rights and the basic needs of the migrant workers in their area. At present non-availability of sufficient data and information about the migrant workers and the agencies working for the protection of their rights is a major hindrance to the Government of Kerala to implement the welfare schemes among them. Arrangements for registration of Migrant labourers, issue of labour card, availing health/accident insurance,

children's admission to anganwady's or schools etc., could be done effectively through the local self-government agencies.

2.15 LIVING CONDITIONS OF MIGRANT WORKERS IN KERALA

The migrant labourers get much higher monetary benefits in Kerala than in their native places. But, they work for longer hours and have higher cost of living on food, shelter and transport. Most of them live in groups in unhygienic circumstances near their working place without proper basic facilities. They live in shed-like rooms in slum-like localities often on a sharing basis and have only limited access to sanitation facilities and safe drinking water. They enjoy very limited protection of labour laws. They also face problems of social integration in Kerala. Migrant labourers don't have access to social security schemes such as provident fund or other allowances. Most of them are deprived of access to subsidized food grains and other necessary items. There is no proper system of registration for these unorganized workers.

2.16 DISCRIMINATION AND DIFFICULTIES SUFFERED BY MIGRANT LABOURERS IN KERALA

One of the most striking aspects of the life of migrant workers in Kerala is their segregation from the local population. On the one hand, everyone is aware that the arrival of migrant labourers is absolutely essential for the State's economy; but on the other, they are not willing to accept them as equals, as citizens with all the democratic rights. Many of them look at the migrant labourers as a threat to social security, health and so on. Migrant labourers tend to live in tenements that often lack basic facilities and give rise to complaints from the local people about lack of hygiene. They are discriminated against, even in hospitals when they go

for treatment. In what is clearly ironic about Keralites, who are known for their migratory instincts with all the physical and emotional challenges, there is a tide of resentment building up against the migrant labourers.

The migrant labourer is increasingly being viewed as the 'other' and, with the media ready to find a migrant labourer as the prime culprit in major and minor instances of crime, and hence tension is building up in the areas of migrant labour camps. Though the migrant groups are very well integrated into the host economy they are not integrated with the host culture or society. The migrant labourers are often deliberately kept at bay, in order to ensure not only their social insularity but also to disempower them from asserting their rights as citizens and labourers. This systematic exclusion works to the advantage of the host society in various ways: to keep the wage levels low, services cheap, and to maintain a labour force that is at their beck and call, one that can be absorbed and driven out at will.

CHAPTER III

EDUCATION OF THE CHILDREN OF MIGRANT LABOURERS IN KERALA

3.1 INTRODUCTION

After the formation of the National Policy on Education (NPE) in 1986, serious attempts were made for the Universalization of Elementary Education (UEE) in India. Flexible schooling options for disadvantaged sections of children in the form of the Education Guarantee Scheme (EGS) and Alternative & Innovative Education Scheme (AIE) under Sarva Shiksha Abhiyan (SSA) were initiated. The traditional reasons for exclusion from schooling, such as caste, gender, remoteness of location etc. have been attended by these schemes.

The Kerala Government at present does not have sufficient data with respect to children of migrant labourers in Kerala. The basic source of this information should be the local schools and local bodies. The education department so far is not successful in generating data about the migrant labour children studying in Kerala. Most of the schools keep no records of children who remain absent for several months every year or who have dropped out due to shifting of employment of their parents. When enumerators of the present study approached the authorities, of the sample schools selected there was a lot of confusion regarding the above data.

We sent requests to all SSA district offices in Kerala through RTI application for furnishing the data on the total number of migrant labour children studying in their respective districts. However, only SSA Ernakulam was able to provide satisfactory information. SSA's in

Kannur, Thrissur, Alappuzha, Wayanad, Kasaragode and Pathanamthitta districts were able to provide only a partial list of the total number of migrant labour children studying in their respective districts. None of the SSA's in the other districts was able to gather such a data. There is also no data available about the dropout list of DML students from schools except Ernakulam SSA which has an incomplete list of dropouts.

3.2 SARVA SHIKSHA ABHIYAN (SSA) IN KERALA

Sarva Shiksha Abhiyan programme is designed for achieving universal elementary education. The focus of this programme is to provide elementary education to disadvantaged communities like SC, ST, Minority and Urban deprived children for achieving the goal of social parity. SSA developed special strategies under various innovative programmes for bringing the urban deprived children such as street and working children, children working at construction sites, migrant children etc., into the mainstream. The programmes include: opening new schools in those habitations which do not have schooling facilities; strengthening existing school infrastructure through the provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grant.

SSA Kerala under the light of RTE aims to impart quality education and training for all children including migrants. A large number of labourers have migrated to Kerala from different states in India with varied culture, social conditions and languages. Migrant labourers from different states face many problems in educating their children in Kerala like the enrolment of their children in regular classes, language barrier, age difference etc. Addressing these problems in enrolling the children, SSA has started Special Training Centres. Special training is given to newly appointed teachers and volunteers.

3.3 SSA PROGRAMMES

3.3.1 Household survey

SSA undertakes household surveys to identify children in the age group of 6-14 who are out of school. The main objective of this survey are to identify school drop-outs, street children and un-enrolled children in the age group of 6 - 14 who are left out without proper opportunity for education.

3.3.2 Parental awareness programme

The SSA officials with the cooperation of social workers and volunteers, visit the settlements of the disadvantaged communities in their districts to meet the parents and convince them about the need of sending their children to school.

3.3.3 Shaam Ka Milan

Shaam Ka Milan is an evening get-together programme for the parents of the children of disadvantaged groups. Orientation on subjects like Health, Education, Food and Nutrition, Screening of diseases, Child Rights and Empowerment, Life skills, Education and Parenting are provided in the evening sessions.

3.3.4 Assuring cooperation from the local community

SSA conducts regular interactions with LSG bodies, local people, political and social leaders for ensuring the cooperation of the local community in the educational matters of the children of the disadvantaged groups.

3.3.5 Association with Kudumbasree, Asha workers, Saksharata Preraks, NSS volunteers and social workers.

SSA conducts meetings of Kudumbasree, Asha workers, SaksharataPreraks, NSS volunteers and social workers for assistance in enrolling out-of-school children. The above groups

cooperate with the SSA to conduct surveys to identify children in the age group of 6 -14 who are out of school in their area.

3.3.6 Re-visiting the homes and enlightening about the need of elementary education.

As a backup of parental awareness programme, SSA officials re-visit the homes (settlements) of the disadvantaged groups for reminding them of the need of sending their children for elementary education. They also remind them of the legal aspects in the RTE Act, the violation of which may invite punishments.

3.3.7 Special Training Centres

Special Training Centres have been started to provide training for marginalized children in their own native language and to mainstream them. Educational Volunteers are appointed to provide special training to the migrant children in their own native language. There are two Bengali, one Oriya and two Hindi educational volunteers under SSA Ernakulam.

3.3.8 Antharaagni – Talent fest

Sarva Shiksha Abhiyan, Aluva BRC conducted an art festival for numerous migrant labourers in the city, at Binanipuram G.H.S. on 21-2-16. The idea is to spread the message of brotherhood between them and the local people and to enhance their cultural talent. Under this programme special training and encouragement were given to the migrant children from various states of India to bring out their inborn talents.

3.3.9 Module preparation for bridge class materials in Hindi and Bengali

To provide basic education in the native languages of migrant labour children, which is also a part of their right to education, SSA Ernakulam appointed education volunteers in Hindi,

Bengali and Oriya languages. They conduct bridge classes for migrant students. SSA designs materials in Hindi and Bengali for these courses.

3.3.10 Training for educational volunteers

SSA Ernakulam provides training for educational volunteers and teachers to conduct classes for migrant labour students from other states. In the lower primary classes, the educational volunteers will translate the classes of teachers simultaneously for the out-of-state children in their own language.

3.3.11 Schemes for Special Focus groups

EGS and AIE schemes which are part of the SSA framework for special focus groups are applicable to migrant labour children also. There are provisions for seasonal hostels and residential camps for the children of seasonal migrants, work site schools at the location where migrant families are engaged in work, provision for educational volunteer, tracking migrant labour children through migration card, involvement of NGO's in mapping migration and enabling the education of migrant labour children etc. in this scheme.

SSA officials of Ernakulam said that, they don't have seasonal hostels or residential camps to accommodate migrant children in the district. Worksite school scheme was tried at Ernakulam earlier, but now they promote the education of migrant children at the government schools together with native children. The service of the educational volunteer is availed in some schools in the district. Some NGO's like *Rajagiri Outreach* help SSA in mapping migrations and planning and implementing interventions.

We sent requests to all SSA district offices in Kerala through RTI application for furnishing information regarding the implementation of the above SSA programmes. Ernakulam SSA has conducted all the above mentioned programmes. Thrissur, Pathanamthitta, Kasaragode,

Kottayam and Malappuram districts conducted awareness programmes for student enrolment. Ernakulam, Thrissur, Malappuram and Kasaragode districts have special training centers for the children of marginalized sections, however none of the above districts have seasonal hostels and residential camps for the children of seasonal migrants.

3.4 LEVEL OF EDUCATION OF MIGRANT LABOUR CHILDREN

The present study finds that while only 2.9% of the DML children in their native place are illiterate, 17% of the DML children in Kerala are illiterate. The reason for more illiteracy level of DML children in Kerala is found to be the constant shifting of place of employment of their parents and language problem.

Table 3.1: Level of Education of Migrant Labour Children

Nature of migration	Level of Education	Frequency	Percentage
Not migrated with parents	Illiterate	27	2.9
	Primary	404	42.8
	Upper Primary	237	25.1
	High School	170	18.0
	Higher Secondary	49	5.2
	Technical Diploma	8	0.8
	Degree	47	5.0
	Postgraduate	2	0.2
	Total	944	100.0
Migrated with parents	Illiterate	130	17.0
	Primary	400	52.2
	Upper Primary	130	17.0
	High School	67	8.8
	Higher Secondary	35	4.6
	Technical Diploma	2	0.2
	Degree	2	0.2
	Total	766	100.0

Source: Survey data

42.8% of the DML children in their native place and 52.2% of the DML children in Kerala study in the primary classes. 25.1% of the DML children in their native place and 17% of the DML children in Kerala study in upper primary section. 18% of the DML children in their native place and 8.8% of the DML Children in Kerala study in High school. 5.2% of the DML children in their native place and 4.6% of the DML Children in Kerala study in Higher Secondary school. 0.8% of the DML children in their native place and 0.2% of the DML Children in Kerala study for Technical Diploma Courses. 5% of the DML children in their native place and 0.2% of the DML Children in Kerala study for Degree courses. 0.2% of the DML children in their native place study for Postgraduate courses whereas none of the DML Children in Kerala are studying for Postgraduate courses.

3.5 SCHOOL ENROLMENT LEVELS OF DML CHILDREN

The survey finds that 97% of the children of the migrant labourers staying back at the native place are enrolled in schools while only 83% of the children who have migrated with their parents to Kerala are enrolled in schools. There is a significant difference in the level of enrolment in favour of children staying back at their native place. This data shows that migration of parents did not affect the school enrolment of children stayed back in their native state whereas migration affected the education of children who accompanied their parents.

Table- 3.2: Enrolment levels of DML children

Nature of migration	Whether enrolled	Frequency	Percent
Not migrated with parents	No	27	2.9
	Yes	917	97.1
	Total	944	100.0
Migrated to Kerala with parents	No	130	17.0
	Yes	636	83.0
	Total	766	100.0

Source: Survey data

Among the non-enrolled DML children in their native place, 90% said that it is the financial crisis in the family that hinders them from enrolling in the schools, while 65% of them stated that the parents are not interested in educating their children. The ignorance of the parents regarding the facilities provided by the government and the importance of education are the major obstacles to student enrolment in schools in this case.

Table 3.3: The reasons for not enrolling in schools

Nature of Migration	Reason for not enrolling	Frequency	Percentage
Not migrated with parents	Financial crisis	18	90.0
	Language problem	0	0
	Migration of parents	4	20.0
	Distance to school	2	10.0
	Parents not interested	13	65.0
	Children not interested	2	10.0
	Denied admission	0	0
	Total No. Of non-enrolled children	20	
parents	Financial crisis	19	22.6
	Language problem	48	57.1
	Migration of parents	26	31.0
	Distance to school	0	0
	Parents not interested	12	14.3
	Children not interested	7	8.3
	Denied admission	0	0
	Total No. of non-enrolled children	84	

Source: Survey data

Meanwhile among those DML children in Kerala, not enrolled in schools 57% stated that it is the language problem that hinders them from it. 31% of them stated that the continuous movements of parents in search of jobs also deters them from enrolling in schools. Financial concerns and lack of interest of parents and children are the other reasons for the same.

6% of DML children in native places had to undergo screening procedure for admission in schools while about 8.4% of DML children in Kerala had to undergo screening tests. This is a violation of the provisions of Right to Education Act.

Table 3.4: Details of screening procedure for admission

Nature of Migration	Screening procedure	Frequency	Percentage
Not migrated with parents	No	455	94.0
	Yes	29	6.0
		484	100.0
Migrated to Kerala with parents	No	381	91.6
	Yes	35	8.4
		416	100.0

Source: Survey data

Irrespective of the place where the DML children study, around 70% of them study in government schools while more than 25% of them study in government aided schools. Only around 4% of them study in private schools. Hence, this study clearly indicates the prominent role of government in implementing the right to education of DML children.

Table 3.5: Category of school, DML children attend

Nature of migration	Category	Frequency	Percentage
Not migrated with parents	Government	572	67.7
	Government aided	240	28.4
	Private	33	3.9
	Total	845	100.0
Migrated to Kerala with parents	Government	385	70.3
	Government aided	138	25.2
	Private	25	4.6
	Total	548	100.0

Source: Survey data

80.6% of DML children in their native places do not pay any fee for education, while 85.4% of DML children in Kerala have access to free education.

Table 3.6: Education fees paid by children

Nature of Migration	Do you pay any fee	Frequency	Percent
Not migrated with parents	No	387	80.6
	Yes	93	19.4
	Total	480	100.0
Migrated to Kerala with parents	No	358	85.4
	Yes	61	14.6
	Total	419	100.0

Source: Survey data

95.5% of the school-enrolled DML children residing in their native places are admitted to a class appropriate to their age while a better 97.6% of DML children in Kerala are admitted to a class appropriate to their age. This shows that the situation in Kerala is better than that in other states.

Table 3.7: Whether admitted to a class appropriate to age

Nature of migration	Admitted to a class appropriate to age	Frequency	Per cent
Not migrated with parents	No	38	4.5
	Yes	807	95.5
	Total	845	100.0
Migrated to Kerala with parents	No	13	2.4
	Yes	535	97.6
	Total	548	100.0

Source: Survey data

3.6 ATTENDANCE IN SCHOOL

The study finds that while 93.9% of the DML in native places attend school regularly only in 85.6% of the DML children in Kerala attend school regularly. It shows that about 14.4% of the DML children in Kerala are irregular in attending their school. This may be because of

lack of interest due to language problem or school environment, shifting of the work of their parents or going back to the native state for long vacations.

Table3.8: Regularity in school attendance

Nature of Migration	Whether attending School regularly	Frequency	Percentage
Not migrated with parents	No	52	6.1
	Yes	793	93.9
	Total	845	100.0
Migrated to Kerala with parents	No	79	14.4
	Yes	469	85.6
	Total	548	100.0

Source: Survey data

68.5% of the DML children in their native places, while not attending school do domestic work. About 22% work as agricultural labourers and about 9% work in the construction sector. 41% of DML children in Kerala while not attending school do domestic work. 37% work in the construction sector. A few others work as street vendors, agricultural labourers and in hotels and restaurants. These are clear instances of child labour which needs serious attention.

Table 3.9: Employment while not attending school

Nature of Migration	Employment while not attending school	Frequency	Percentage
Not migrated with parents	Domestic worker	37	68.5
	Agricultural labourer	12	22.2
	Construction worker	5	9.3
	Street vendor	0	0
	Hotel & restaurant	0	0
	Total	54	100.0
Migrated to Kerala with parents	Domestic worker	11	40.7
	Agricultural labourer	2	7.4
	Construction worker	10	37.0
	Street vendor	3	11.1
	Hotel & restaurant	1	3.7
	Total	27	100.0

Source: Survey data

The dropout rate of DML children at their native place is 7.8%. The dropout rate of DML children in Kerala is 13.8% which also shows larger difference between the DML children in the native places and in Kerala, indicating higher dropout rates of those in Kerala. This data also indicates that the migration of parents together with children affected their studies.

Table 3. 10: Dropout levels

Nature of migration	Whether dropout	Frequency	Per cent
Not migrated with parents	No	845	92.2
	Yes	71	7.8
	Total	916	100.0
Migrated to Kerala with parents	No	548	86.2
	Yes	88	13.8
	Total	636	100.0

Source: Survey data

The survey found that for 69% of DML children in their native places financial crisis was the reason for discontinuing their studies. 49% also point out that lack of interest of the parents and 38.5% state that lack of interest of the children also contributed to the same. For 23% migration of parents for work also was the reason for discontinuing their education.

57% of DML children in Kerala say that it is the constant migration of the parents that led to discontinuing their studies. 52% attribute it to the financial reasons; about 30% say that lack of interest from the part of the parents also contributed to it. Language problem and discrimination at school are the other factors.

Table- 3.11: Dropout reasons

Nature of Migration	Drop out reasons	Frequency	Percentage
Not migrated with parents	Financial crisis	27	69.2
	Language problem	2	5.1
	Migration of parents	9	23.1
	Distance to school	0	0
	Parents not interested	19	48.7
	Children not interested	15	38.5
	Discrimination at school	0	0
	Transfer of parents	0	0
	Total No of Dropouts	39	
Migrated to Kerala with parents	Financial crisis	31	51.7
	Language problem	5	8.3
	Migration of parents	34	56.7
	Distance to school	0	0
	Parents not interested	18	30.0
	Children not interested	3	5.0
	Discrimination at school	2	3.3
	Transfer of parents	0	0
	Total No of Dropouts	60	

Source: Survey data

3.7 EDUCATIONAL ASSISTANCE

As part of SSA programmes officials have to visit the DML houses to motivate the children to enroll in schools. The officials visited only 9% of DML houses in their native place whereas they had visited 26.4% of DML houses in Kerala.

Table 3.12: Had any officials visited your home to enroll you in school?

Nature of Migration	Whether officials visited home	Frequency	Percentage
Not migrated with parents	No	456	91.1
	Yes	44	8.9
	Total	500	100.0
Migrated to Kerala with parents	No	368	73.6
	Yes	132	26.4
	Total	500	100.0

Source: Survey data

About 47% of DML children in their native place and 43% of DML children in Kerala say that they do not receive any educational assistance from their schools. 53% of DML in their native place receive free text books, 15% receive uniforms and 6% receive stationery items. At the same time 47% of DML in Kerala receive text books and 35 % receive uniforms and 2% receive stationery items.

Table 3.13: Educational Assistance received by children in schools

Nature of Migration	Educational Assistance	Frequency	Percentage
Not migrated with parents	Free Text books	446	52.8
	Transportation facility	7	0.8
	Uniform	128	15.2
	Stationery	52	6.2
	No Educational Assistance received	395	46.8
Migrated to Kerala with parents	Free Text books	239	43.6
	Transportation facility	0	0.0
	Uniform	194	35.4
	Stationery	10	1.8
	No Educational Assistance received	233	42.6

Source: Survey data

91% of DML children in their native place and 94% of DML children in Kerala say that they have not received any financial assistance from the government. This shows that the major reasons for lack of enrolment at schools, and the large number of dropouts are financial.

Table 3.14: Financial assistance received at schools

Nature of Migration	Financial Assistance	Frequency	Percentage
Not migrated with parents	Merit Scholarship	29	3.4
	Attendance Scholarship	10	1.2
	Monthly Stipend	8	1
	Other special incentives	35	4.2
	None	771	91.2
Migrated to Kerala with parents	Merit Scholarship	13	2.4
	Attendance Scholarship	5	1
	Monthly Stipend	5	1
	Other special incentives	14	2.6
	None	517	94.4

Source: Survey data

The study found that about 34% of DML children in their native place have not received pre-schooling while 48% of DML children in Kerala also have not received pre-schooling in Kerala. This shows that about half of the DML children in Kerala do not receive pre-schooling opportunities.

Table 3.15: Details of pre-schooling

Nature of Migration	Pre-schooling (3-6 Years)	Frequency	Per cent
Not migrated with parents	No	310	33.8
	Yes	606	66.2
	Total	916	100.0
Migrated to Kerala with parents	No	307	48.2
	Yes	329	51.8
	Total	636	100.0

Source: Survey data

3.8 QUALITY OF EDUCATION

The study reveals that classes are held regularly in the schools where DML children study. Teachers are qualified and trained, and students are satisfied with their classes. 87% of the students have text books for all the subjects they study. Only 24% of the DML children in Kerala are provided with teaching materials in their mother tongue. Only about 41.5% say that they have region-specific education modules, while the others say that they do not have the same.

Table 3.16: Teaching learning aids available at schools

Nature of Migration	Teaching Learning Aids Available	Frequency	Percentage
Not migrated with parents	Library	510	60.4
	Computer	323	38.2
	I T Enabled class	34	4.0
	Television	76	9.0
	None	206	24.4
Migrated to Kerala with parents	Library	338	61.6
	Computer	265	48.4
	I T Enabled class	87	15.8
	Television	28	5.2
	None	80	14.6

Source: Survey data

Around 60% of schools of DML children have library facility. While 38% of schools in the native place of DML children have computers, 48% schools where DML children study in Kerala have computers. The schools in Kerala have more IT enabled classrooms, 16% compared to 4%. While the Kerala schools have television only in 5%, schools outside Kerala

have television in 9%. About 24 % of schools of DML children in their native places do not have any of these facilities, and 15 % schools in Kerala with DML children do not have any of these facilities.

3.9 INFRASTRUCTURAL FACILITIES AT SCHOOL

The study found that 99% of the schools where DML children study both in Kerala and in their native state have proper roofing facilities - concrete, sheet roofing or tiled roofing. Only a few schools have thatched roofing.

Table 3.17: Type of roofing of schools where DML children study

Nature of Migration	Type of roofing of school	Frequency	Percentage
Not migrated with parents	Concrete	368	43.6
	Tiled	389	46.0
	Roofing Sheet	83	9.8
	Thatched	5	.6
	Total	845	100.0
Migrated to Kerala with parents	Concrete	292	53.2
	Tiled	180	32.8
	Roofing Sheet	69	12.6
	Thatched	8	1.4
	Total	548	100.0

Source: Survey data

In the same way about 99% of the flooring of the schools is either cemented or tiled which is considered to be more hygienic.

Table 3.18: Type of flooring of schools where DML children study

Nature of Migration	Type of flooring	Frequency	Per cent
Not migrated with parents	Cement	586	69.3
	Tiled	250	29.6
	Mud	9	1.1
	Total	845	100
Migrated to Kerala with parents	Cement	442	80.6
	Tiled	104	18.9
	Mud	2	.4
	Total	548	100

Source: Survey data

The basic facilities like blackboard, bench and desks are available in all schools where DML children study - both in Kerala and in their native states. 79.6% of their classrooms in Kerala have electric lights whereas only 51.2% of the classrooms in their native states have this facility. 64% of classrooms in Kerala have electric fans whereas only 43.2% of the classrooms in their native states have this facility. None of the classrooms are reported to have smart board facility but many schools have this facility.

About 82% of the schools of DML children in their native places and 85% of DML children in Kerala stated that they have basic facilities like toilet, drinking water, play area etc. in their schools. None of the students complained that they are denied access to any of the facilities in school.

Table 3.19: Availability of basic facilities

Nature of Migration	Availability of Basic Facilities	Frequency	Per cent
Not migrated with parents	No	150	17.8
	Yes	695	82.2
	Total	845	100.0
Migrated to Kerala with parents	No	81	14.7
	Yes	467	85.3
	Total	548	100.0

Source: Survey data

3.10 MID-DAY MEAL SCHEME

School Health Programme under National Rural Health Mission (NRHM) provides for Mid-Day Meal Scheme for children in schools. 53% of the DML children in Kerala stated that Mid-Day Meal scheme is the most attractive factor in school, while only 22% of those in their native places feel that the Mid-day meal is the most attractive factor in school. This is an indication that MDM scheme in Kerala is very effective.

Table 3. 20: MDM in the school

Nature of Migration	Most Attractive factor in school	Frequency	Percentage
Not migrated with parents	Teachers	105	12.4
	Friends	581	68.8
	MDM	188	22.2
	Playing facilities	191	22.6
	Others	112	13.2
Migrated to Kerala with parents	Teachers	87	15.8
	Friends	278	50.8
	MDM	292	53.2
	Playing facilities	116	21.2
	Others	101	18.4

Source: Survey data

All the school going DML children in Kerala except a few studying in unaided private schools avail (MDM) Mid-Day-Meal from their schools. They also said that they get meals on every working day. 30.4% of the DML parents having their children at their native place said that their kids are not getting MDM at their schools. Students were not asked to do any work related to cooking of the MDM but in some rare cases they were asked to clean the vessels. None of the respondents reported that they have any scarcity of drinking water. None of the respondents said that the cooking or distribution of MDM in schools disrupt their classes. All are satisfied with the MDM served in school.

Being a marginalized section of the society the children of the DML in Kerala study at Government schools and low profile government aided schools. The above data reveals that the conditions available in these schools have improved to a reasonable level with the implementation of National Policy on Education and Right to Education Act.

Though the objective of hundred per cent education of the children between the ages of 6 and 14 is not so far achieved, the above data generally gives a positive depiction of the education scenario of the children of the DML in Kerala. This indicates that National Policy on Education (NPE) and the attempts for the Universalization of Elementary Education (UEE) by extending education to the disadvantaged sections of children in India appears to be successful.

CHAPTER IV

SOCIO- ECONOMIC PROFILE OF MIGRANT LABOURER FAMILIES

4.1 INTRODUCTION

Various studies show that there are at present 30 to 35 lakhs of Domestic Migrant labourers in Kerala. These workers are very much integrated into the Kerala economy but not into the Kerala culture or society. One of the striking features of the life of migrant workers in Kerala is their exclusion from the local population. On the one hand, everyone is aware that the arrival of Migrant labourers is absolutely essential for the state's economy, but on the other, they are not willing to accept them as equals, as fellow citizens with all the democratic rights. Many of them look at the Migrant labourers as a threat to security, health and so on. They are increasingly being viewed as the 'other' and, the media find migrant labourers as the prime culprits in many instances of crime.

4.2 SOCIAL PROFILE OF MIGRANT LABOURERS

4.2.1 Religion

The survey among the DML families in Kerala found that 63.9 % of them are Hindus, 30.1% are Muslims and 6% are Christians

Table- 4. 1: Religion of DML

Religion	Frequency	Percentage
Christian	60	6
Hindu	639	63.9
Muslim	301	30.1
Total	1000	100

Source: Survey Data

4.2.2 Caste

The caste wise classification reveals that 57.4 % DML belongs to OBC category, 12.8% SC, 10.2% ST and 19.6% General category.

Table- 4. 2: Caste of DML

Caste	Frequency	Percent
SC	128	12.8
ST	102	10.2
OBC	574	57.4
General	196	19.6
Total	1000	100

Source: Survey Data

4.2.3 Family Size

46.7% of DML have a family size 3 members, 38.2% have 4 members, 12.7% have 5members and only 2.4% have a 6 member family.

Table- 4. 3: Number of members in the family

Members of the family	Frequency	Percentage
3	467	46.7
4	382	38.2
5	127	12.7
6	24	2.4
Total	1000	100

Source: Survey Data

4.3 EDUCATION OF PARENTS

28.9% of male and 26.8% female among the DML parents are illiterate. It is to be noted that illiteracy level is high among the male members. 26.4% of male and 24.1% of female have only Primary education, 14.8 % of male and 16.4 % of female have Upper Primary education, 12.7% of male and 21 % of female have High School education, 1.8 % of male and 2.8 % of female have Higher Secondary education, 0.1 % of male and 0.2 % of female have Technical diploma and 0.2 % of male and 0.3 % of female have a Degree. Only one male member among the respondents possesses a Post graduate Degree.

Table- 4.4: Level of Education of DML

Level of education	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Illiterate	284	28.9	262	26.8
Literate	147	15.0	82	8.4
Primary	260	26.4	236	24.1
Upper Primary	145	14.8	161	16.4
High School	125	12.7	206	21.0
Higher Secondary	18	1.8	27	2.8
Technical diploma	1	0.1	2	0.2
Degree	2	0.2	3	0.3
Post graduate	1	0.1		
Total	983	100.0	979	100.0

Source: survey Data

4.4 LIVING CONDITIONS OF THE MIGRANT LABOURERS

The table below shows the accommodation facilities of the DML in Kerala. It shows that only 0.4 % of the migrants have their own houses in Kerala. 76.4 % stay in rented houses, while 15 % stay in dormitories, without any privacy. 6.7% of them even do not have these facilities as they live in temporary sheds. We also observed that about 1.5 % of them are living in the slums. Majority of them stay in rented houses and dormitories. We also found that 8.2% of them live in temporary sheds and sheds in the slum without basic amenities of life. These places are unhygienic and may cause health problems.

Table- 4.5: Nature of accommodation

Nature of accommodation	Frequency	Percent
Own House	4	0.4
Rented House	764	76.4
Dormitory	150	15
Temporary shed	67	6.7
Shed in the slum	15	1.5
Total	1000	100.0

Source: survey data

42% of the DML families live in concrete houses while 40.2% are living in tiled houses. 10% live in thatched houses while 7.6% live in tents made of plastic sheets. This shows that majority of them live under a secure roof, which is very positive. It may be noted that those

who live under thatched and plastic sheet roofs do not have any security from harsh weather conditions.

Table- 4.6: Type of roof

Type of Roof	Frequency	Percent
Concrete	422	42.2
Tiled	402	40.2
Thatched	100	10.0
Plastic Sheet	76	7.6
Total	1000	100.0

Source: survey data

46 % of the DML family live in single rooms while 42.6% have two rooms where they stay. While about 9.4% have three rooms and 1.7% have 4 rooms where they stay. Only about 11.6% of the DML families have tiled floor in their place of residence in Kerala, 83.8 % among them have cemented floors and 4.6% have only mud floors.

Table- 4.7: Type of floor

Type of floor	Frequency	Percent
Tiled	116	11.6
Cemented	838	83.8
Mud	46	4.6
Total	1000	100.0

Source: survey data

About 94.8% of the DML live in electrified houses while only 5.2% do not have access to electricity in their place of residence. This is indeed a very good situation as almost all of them have access to electricity.

Table- 4.8: Access to electricity

Electricity	Frequency	Percent
No	52	5.2
Yes	948	94.8
Total	1000	100.0

Source: survey data

4.5 DRINKING WATER

Drinking water is another measure of the hygiene of people. 63.4 % of DML depend on wells as their source of drinking water, while a small portion of 4.8% depend on ponds. Only 24.3% depend on water supply scheme of the state. 7.1% depend on both wells and public water supply. However, 0.4% say that they have no proper source of water. This is a precarious situation as majority of them depend on wells and ponds, the proximity of these sources to latrines they use makes it very unhygienic. Various studies have shown that the presence of E.coli bacteria in the wells and ponds of Kerala is too high and might lead to epidemics and serious health issues.

Table- 4. 9: Drinking water

Source of drinking water	Frequency	Percent
Well	634	63.4
Pond	48	4.8
Water Supply Scheme	243	24.3
no source	4	.4
Well & Water Supply	71	7.1
Total	1000	100.0

Source: survey data

4.6 AVAILABILITY OF LATRINE FACILITY

The table below shows that about 25.4% of the DML families have attached latrines. Almost all the others have access to only common latrines. This comprises about 74.1% of the DML families. Very often the total number of people using a single latrine is more than 10, which makes it very unhygienic and risky. Also a very small fraction of about 0.5% have no access to even this facility.

Table- 4. 10: Latrine facility

	Frequency	Percent
No latrine	5	.5
Attached latrine	254	25.4
Common latrine	741	74.1
Total	1000	100.0

Source: survey data

In the survey only 59% of DML families assess their sanitary conditions as good or excellent. While all others consider it as quite satisfactory or below average. However, our field staff found it unhygienic.

Table- 4. 11: Sanitary conditions

	Frequency	Percent
Excellent	44	4.4
Good	544	54.4
Moderate	349	34.9
Poor	49	4.9
Very Poor	14	1.4
Total	1000	100.0

Source: survey data

4.7 EMPLOYMENT AND INCOME

Labourers migrate to Kerala in search of better prospects than in their own states. The major factor which attracts them is higher wages in Kerala. The table below shows that 60.5% among men receive Rupees 400 to 600 per day as wages. This is much higher than the wages they get in their home states. Only 5 % receive less than Rs.300 and 12.1% receive Rs.301 – 400 for a day's work. 22.2% receive more than Rs. 600 per day. However, we have to note that in most cases they are paid less than the local labourers and are asked to work more hours.

In the case of female labourers 56.6% receive wages less than Rs.300, 14.1% up to Rs.400 and another 13.1% up to Rs.500. only 16.2% receive wages above Rs.500.

Table- 4. 12: Wage per day (Rupees)

wage	Male		Female	
	Frequency	Percent	Frequency	Percent
Up to 250	23	2.3	236	26.3
251 - 300	27	2.7	272	30.3
301 - 400	121	12.1	127	14.1
401 - 500	284	28.4	118	13.1
501 - 600	323	32.3	82	9.1
601 - 700	132	13.2	46	5.1
701 - 800	60	6	18	2
801 - 900	13	1.3	0	0
901 - 1000	12	1.2	0	0
Above 1000	5	0.5	0	0
Total	1000	100	899	100

Source: survey data

47.2% of the male labourers work in construction sector 24.9% work as coolies and 10% in manufacturing sector. At the same time 90.5% of women labourers work as coolies. Coolies are not guaranteed regular work and the wages paid are also comparatively lower.

Table- 4. 13: Nature of employment of DML

Employment	Male		Female	
	Frequency	Percent	Frequency	Percent
Agriculture	4	.4	2	0.2
Construction	472	47.2	20	2.0
Hotel and restaurant	68	6.8	9	0.9
Manufacturing	100	10.0	35	3.6
Trade	12	1.2	3	0.3
Coolie	249	24.9	813	83.0
Others	95	9.5	17	1.7
Unemployed	0	0	80	8.2
Total	1000	100.0	979	100.0

Source: survey data

Majority of the DML families i.e. 60% have a monthly income of 10001-15000 per month while 20.6% earn upto 20000 a month. 7.1% earn greater than 20,000. Only 12.3% state that they earn less than 10000 a month. This indicates that they are able to generate a decent income by working in Kerala.

Table- 4. 14: Total family income per month (Rupees)

Income	Frequency	Percent
Up to 5000	13	1.3
5001 to 10,000	110	11.0
10,001 to 15,000	600	60.0
15,001 to 20,000	206	20.6
20,001 to 25,000	51	5.1
25,001 to 30,000	9	0.9
Above 30,000	11	1.1
Total	1000	100

Source: survey data

Meanwhile, about 53.1% say that they are able to save only up to 10,000 a month while 39% state that they have no savings at all. This is due to the higher cost of living in the state. Only about 7.9% say that they have monthly savings of more than Rs.10,000.

Table- 4. 15: Savings in bank (rupees)

	Frequency	Percent
Nil	390	39.0
Up to 10,000	531	53.1
10,001 to 20,000	61	6.1
20,001-30,000	12	1.2
30,001-40,000	4	0.4
Above 40,000	2	0.2
Total	1000	100

Source: survey data

Though there are provisions for financial assistance to migrant labourers in Kerala, 99.8% of the DML families have not received any financial assistance from the Government. This is because they were required to register as labourers here for securing these benefits and only very few of them had registered.

Table- 4.16: Financial assistance from the Kerala Government

	Frequency	Percent
No	998	99.8
Yes	2	.2
Total	1000	100

Source: survey data

Only 2.6% have registered as labourers in Kerala and 97.4 % of the DML have not registered in the Labour department list. So they are not entitled to claim financial assistance from any government welfare programmes.

Table- 4. 17 : Registered as labourer in Kerala

	Frequency	Percent
No	974	97.4
Yes	26	2.6
Total	1000	100

Source: survey data

The survey found that only 0.4% have own houses in Kerala. While 90.3% of them have houses in their states of origin. While 9.7% of them do not have own house in their states of origin.

Table 4. 18: Ownership of house

	In Kerala		In the state of origin	
	Frequency	Percent	Frequency	Percent
No	996	99.6	97	9.7
Yes	4	.4	903	90.3
Total	1000	100.0	1000	100.0

Source: survey data

99.1% of the DML do not own land in Kerala, 17.5% do not have land in the states of their origin. Majority of them have less than 50 cents of land in their own states (45.7%). 19.8% have 50 cents to 1 acre of land and 17% have more than an acre of land in their states.

Table- 4. 19: Area of land possessed by DML in their home state (in cents)

	In the state of origin		In Kerala	
	Frequency	Percentage	Frequency	Percentage
Nil	175	17.5	991	99.1
Up to 10 cents	142	14.2	9	0.9
11 to 50 cents	315	31.5	0	0.0
51 to 100	198	19.8	0	0.0
101 to 200	108	10.8	0	0.0
201 to 500	60	6.0	0	0.0
501 to 1000	2	0.2	0	0.0
Total	1000	100	1000	100

Source: Survey data

14.8% of them own bicycles, 11.9%, two wheelers and a small fraction 0.7% have three wheelers or four wheelers. 72.6% do not own any vehicles.

Table 4. 20: Possession of vehicles

	Frequency	Percent
Cycle	148	14.8
Bike/Scooter	119	11.9
Auto rickshaw	4	.4
Car/Jeep	3	.3
No vehicles	726	72.6
Total	1000	100.0

Source: Survey data

4.8 SOCIAL ISSUES

Five DML children in their native place stated that they have been denied admission in schools due to the migration of their parents. They constitute 1 % of the total children. One

DML child in Kerala has reported that he was denied admission in a school in Kerala due to language problem.

Table 4. 21: whether denied admission in schools

Nature of Migration		Whether denied admission	
		Frequency	Percentage
Not migrated with parents	No	495	99
	Yes	5	1
	Total	500	100
Migrated to Kerala with parents	No	499	99.8
	Yes	1	0.2
	Total	500	100

Source: Survey data

1.1% of DML children report that they have faced caste, class or religion based abuses at school in Kerala and 0.6% in their native state also faced the same issue.

Table 4. 22: Caste, class or religion based abuses faced by children

Nature of Migration	Caste/class/religion abuse	Frequency	Percentage
Not migrated with parents	No	840	99.4
	Yes	5	0.6
	Total	845	100.0
Migrated with parents	No	542	98.9
	Yes	6	1.1
	Total	548	100.0

Source: Survey data

1.1% of DML children reported that they have faced segregation at school in Kerala and 0.6% in their native state also faced the same issue.

Table 4. 23: Discrimination/ segregation faced at school

Nature of Migration	Segregation at school	Frequency	Percentage
Not migrated with parents	No	840	99.4
	Yes	5	0.6
	Total	845	100.0
Migrated with parents	No	542	98.9
	Yes	6	1.1
	Total	548	100.0

Source: Survey data

77.4 % of DML children in Kerala stated that they have good friendship with the native children in school,while 22.6% say that they do not have friendship with them. This shows that social integration process of migrant labour children in schools is in progress.

Table 4.24: Friendship with native children

Friendship with local children	Frequency	Percentage
No	86	22.6
yes	295	77.4
Total	381	100.0

Source: Survey data

59.9 % of the DML children in Kerala state that they are welcome at the houses of the native children while 40.1% say they are not. Usually children are warmly welcomed at their friend's home. This data clearly establishes the existence of social exclusion of migrant laborers and their children in Kerala.

Table 4.25: Acceptance of DML children at the houses of the native children

Welcome at the house of native children	Frequency	Percentage
No	152	40.1
yes	227	59.9
Total	379	100.0

Source: Survey data

63.5 % of the DML children in Kerala state that the teachers are very friendly with them, and 34.5 % state that they are friendly to them. Only two percent say that they have no interaction with the teachers. In general this shows that the attitude of teachers to migrant labour children is positive.

Table 4.26: Attitude of teachers the DML children in Kerala

Attitude of teachers	Frequency	Percentage
Very friendly	195	63.5
Friendly	106	34.5
Indifferent	0	0
No interaction	6	2.0
quarrelsome	0	0
Total	307	100.0

Source: Survey data

Five DML children in their native place, which constitutes only 0.6 % of the total children, have reported that they have been subjected to physical and mental punishments at schools. However, no DML children in Kerala have reported any of those kind of problems. This indicates that proper care and attention are given to the DML children in Kerala.

Table 4.27: Physical punishments at schools

Nature of Migration		Did you suffer any physical punishment	
		Frequency	Percentage
Not migrated with parents	No	840	99.4
	Yes	5	0.6
	Total	845	100
Migrated to Kerala with parents	No	548	100
	Yes	0	0
	Total	548	100

Source: Survey data

48.7 % of DML children in Kerala say that they have not faced any issues in Kerala. 50.8 % consider the language barrier as the major problem they face. Only 0.5 % say that they have been tortured by locals.

Table 4.28: Other issues faced by DML children in Kerala

Other issues you face in Kerala	Frequency	Percentage
Torturing by locals	2	0.5
language barrier	197	50.8
blackmailing	0	0.0
harassment by police	0	0.0
none	189	48.7
Total	388	100.0

Source: Survey data

4.9 HEALTH

96.8 % of the DML children or their family in their native place do not have health card while 91.6 % of DML children in Kerala do not have the same. This shows that migrant labourers in general do not have access to health card.

Table 4.29: Access to health card

Nature of migration	Health Card		
		Frequency	Percentage
Not migrated with parents	No	484	96.8
	Yes	16	3.2
	Total	500	100
Migrated with parents	No	458	91.6
	Yes	42	8.4
	Total	500.0	100.0

Source: Survey data

Only 29 % of the DML children in the native states say that they have access to the NRHM programmes at school, whereas 56.5% of the DML children studying in Kerala say that they have access to them in their schools. This indicates that the NRHM programmes implemented is a great success. However, there is still room for improvement.

Table 4.30: Access to NRHM Programmes at School

Nature of migration	NRHM Programmes		
		Frequency	Percentage
Not migrated with parents	No	600	71
	Yes	245	29
	Total	845	100
Migrated with parents	No	238	43.5
	Yes	310	56.5
	Total	548	100.0

Source: Survey data

As an attempt to measure the health graph of the DML children, taking into consideration whether they have had any illness in the past six months we found that 48.4% of the DML children residing at the native state and 46.6% of the DML children living in Kerala had one sickness or the other. Of that only around 55 % of them approach hospitals for treatment while all others resort to self – treatment. Of those who had sickness 7.4% of the DML children in Kerala approached private hospitals while only about 1.2% of them in their native

place approached private hospitals. The medical assistance received from the government by the DML children is also comparatively less. As 5.4 % of the DML children in their native place received assistance, only 1.4 % received assistance in Kerala.

Table 4.31: Health of DML children

Health		Not migrated with parents		Migrated with parents	
Any Illness during last six months	Yes	457	48.4	357	46.6
	No	487	51.6	409	53.4
	Total	944	100	766	100
Place of treatment	Government Hospitals	250	54.8	169	47.2
	Private Hospitals	5	1.2	26	7.4
	Self-Treatment	202	44	162	45.4
	Total	457	100	357	100
Medical Aid received	Yes	25	5.4	5	1.4
	No	432	94.6	352	98.6
	Total	457	100	357	100

Source: Survey Data

About 99 % of the DML children have three meals a day. This shows a sound health condition. 80 % of DML children in their native place and 71 % in Kerala consume milk daily. In addition, 45.5 % of them in Kerala and 43.8% in the native state consume fish, meat or paneer daily. These are positive indicators of their health.

Table 4.32: Nutrition level of DML children

Nutrition	Nature	Not migrated with parents		Migrated with parents	
Number of meals a day	One	15	1.6	0	0
	Two	0	0	9	1.2
	Three	929	98.4	757	98.8
	Total	944	100	766	100
Daily Consumption of Milk	Yes	751	79.6	540	70.5
	No	193	20.4	226	29.5
	Total	944	100	766	100
Daily Consumption of Meat/Fish/Paneer daily	Yes	413	43.8	349	45.5
	No	531	56.2	417	54.5
	Total	944	100	766	100

Source: Survey Data

Among the DML in Kerala 57.4% belongs to OBC category. Though the SC/ST communities are the most backward sections of people in India, the total percentage of them among the DML in Kerala is only 23%. This shows that the DML in Kerala are not the most backward groups in their respective states. Survey data shows that 17% among them own more than 1 acre of land in their home states (Table 4.19). Another possible reason for the presence of a very high percentage of OBC among DML can be the presence of 30.1% of people from Muslim Community (Table 4.1), most of them may be from the backward communities.

The literacy rate of the DML parents in Kerala is not much different from the national literacy level. The literacy rate of female DML (73.2%) is surprisingly better than the literacy rate of the male DML (71.1%) and the national literacy rate of Female. The National literacy rate in India is 74.04% out of which female literacy rate is (65.4%) and the Male 82.14% (Census 2011).

Kerala is said to be a Gulf for the labourers from other states. While job seekers from Kerala go to Gulf countries, labourers from other states utilize this opportunity to seek employment here. The DML in Kerala receive much better wages than in their native states. 54.5% get more than Rs.500 Per day and 7% get more than Rs.700 per day. 87.7% among them get an income of Rs.10, 000 per month and 7% among them have an income of more than Rs.20, 000 per month. 7% are able to save more than Rs.10, 000 per month.

Though the DML in Kerala get attractive wages, the living conditions of most of them in Kerala is unhygienic and far from satisfactory. As the cost of living is very high in Kerala many of them opt for cheap accommodation. Some of them are provided free accommodation by their employers. In most cases it may be congested dormitories or single rooms with unhygienic surroundings. 46% of the families live in single rooms, 8.2% of them live in temporary sheds and 7.6% live under plastic sheet roof.

Though 58.8% of the DML families rated their sanitary conditions as good, the field study proved that it is below par. 74.1% use common latrines and a few among them do not have any latrines. Only 31% have access to water supply scheme for drinking water, others depend on ponds and wells for drinking water.

Under the Inter State Migrant Workers Welfare Scheme, declared in May 2010, the Government of Kerala provides many welfare schemes for the DML in Kerala. But 99.8% of the DML families do not receive any financial assistance from the Government. This is because they have not registered in the Labour department as labourers. Hence, they are not entitled to claim financial assistance from government welfare programmes.

The nutritional level of DML children is found to be good. 99% have 3 meals a day, 70.5% of them living in Kerala consume milk every day and 45.5 % eat fish, meat or other nutritious food daily.

An overview of the socio-economic profile of the DML families in Kerala will provide the scenario in which the issues related to the right to education of their children have to be discussed.

CHAPTER V

AN ANALYSIS OF RIGHT TO EDUCATION AND HUMAN RIGHTS

5.1 INTRODUCTION

The Indian Parliament enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), on 4 August 2009. This Act describes the modalities and the importance of free and compulsory education of children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of the 135 countries in the world to make education a fundamental right of every child when the act came into force on 1 April 2010.

The Right to Education was accepted as a basic Human Right by the Universal Declaration of Human Rights. UDHR says, “Education shall be compulsory and free, at least in the elementary and fundamental stages. Higher education shall be equally accessible to all on the basis of merit, and technical and professional education shall be made generally available”. The recognition of education as a human right is the outcome of international, regional and national legal instruments recognizing the right to education.

Throughout human history education has been regarded as a means for the individual and society to grow. Education is indispensable to the preservation and enhancement of the inherent dignity of the human person. Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can

uplift themselves out of poverty and obtain the means to participate fully in their communities.

This chapter attempts to analyze the human rights issues related to right to education of the children of the migrant labourers in Kerala on the basis of the data gathered through extensive field work. The tools used for data collection are the pre-structured interview schedule applied with the DML respondents, participant observation, interviews with government officials from education department, SSA, school authorities, PTA office-bearers, local people etc.

5.2 AN ANALYSIS OF THE LEVEL OF EDUCATION OF MIGRANT LABOUR CHILDREN

The children of the DML in Kerala has been classified into two groups: (1) Children accompanied their parents to Kerala and (2) Children stayed back at their native place. The analysis of data from table 3(1) shows that the illiteracy level of the children stayed back at their native place is much less (2.9%) compared to children accompanied their parents to Kerala (17%). Though Kerala provides high quality educational facilities and has highest literacy level in India, the DML children in Kerala are unable to utilize these facilities. The main reason for this situation of DML children in Kerala is found to be the shifting of place of employment of their parents and language problem.

Among the school- going children, 42.8 % of the DML children in their native place and 52.2 % of the DML children in Kerala study in the primary classes. 25.1 % of the DML children in their native place and 17 % of the DML children in Kerala study in upper primary section. 18 % of the DML children in their native place and 8.8% of the DML Children in Kerala study in

High school. 5.2 % of the DML children in their native place and 4.6 % of the DML Children in Kerala study in Higher Secondary school. 0.8 % of the DML children in their native place and 0.2% of the DML Children in Kerala study for Technical Diploma Courses. 5 % of the DML children in their native place and 0.2% of the DML Children in Kerala study for Degree courses. 0.2 % of the DML children in their native place, study for Post Graduate courses whereas none of the DML Children in Kerala are studying for Post Graduate courses. (Data from table-3.1).

The above data shows that a higher percentage of DML children in their native place are enrolled in schools and higher educational institutions than their counterparts living in Kerala. However, in the primary school level more DML children living in Kerala are enrolled. The reason for this is that the parents of the DML children of that young age are reluctant to leave their children with their relatives in their native places. Hence, many children of this age accompany their parents to Kerala.

The DML children enrolled in higher classes in Kerala are found to be from Tamil Nadu. The Tamil workers are the early migrants and many are by now permanent settlers in Kerala, whereas the migration of labourers from North Indian states in large numbers is a recent phenomenon. The new migrants are generally quite young. 92% of DML respondents were up to the age of only 45 years.

The study found that the literacy level of the DML children in the native states (97.1%) is better compared to the national standards, and literacy of DML children living in Kerala (83%). The shifting of places of employment of parents and language problems hinder the

school enrollment of DML children in Kerala. The governmental programmes for the promotion of education, higher income level of the DML parents in Kerala, involvement of the local government bodies, NGO's etc. are the major factors which contribute to this higher level of literacy and school enrollment of the DML children. With the more effective implementation of SSA programmes, the literacy level of DML children in Kerala can be increased to the level of their counter parts in the native states.

6 % of the DML children in their native place and 8.4 % of the DML children in Kerala had to undergo screening procedure for admission (Table 3.4). This is a stark violation of RTE act which entails that no screening procedure has to be undergone by a child for admission.

The role of the Government in providing elementary education is very evident from the fact that 96.1% of the DML children in the native place and 95.4% of the DML children in Kerala depend on the government or government aided schools for education. However, the parents of the 14.6 % of DML children in Kerala and 19.4 % of the DML children in their native place, state that they have paid fees for the education of their children. The above data indicates that the 'right to free and compulsory education' of the DML children of the age of 6 to 14 has been violated (Table- 3.6). The DML children are found to be admitted to a class appropriate to their age, which is a positive indication of the effectiveness of RTE Act.

6 % of the DML children in their native place and 14.4 % of the DML children in Kerala are not regular in attending school. While not going to school, most of them are engaged in domestic works to help their parents. In many cases these children stay back at home to look after their younger siblings as both parents go to work. In the native place when the parents go

to work there are more chances of having relatives other than the young children of the school going age to look after the younger ones. This may be a reason for the children at native place are more regular in school compared to their counterparts in Kerala. Whatever may be the reason if children are denied opportunity to attend schools regularly, it is a violation of their right to education.

Among the DML pupils who are irregular in attendance, 22 % of them in their native place and 37 % of them in Kerala work in the construction or agricultural sector as manual laborers. The study found that there are higher dropout rates among DML children in Kerala (13.8 %) compared to the DML children in their native place (7.8%). Financial problem is a major reason for dropouts in both the cases, whereas in Kerala, the shifting of the place of employment of parents is a major reason for dropouts. Except a few cases of children wandering here and there most of the school dropouts go for some labour to support their family. In both the above cases they are child labourers. This is a very serious violation of their human rights.

In the Indian constitution Article 51-A (k) of PART IV-A Fundamental duties, states that it is the fundamental duty of a parent or guardian to provide education to his child between the age of six and fourteen years. The parents of school dropout children are not aware that they have been violating this part of the Indian constitution.

The study reveals that classes are held regularly in schools where DML children study. Teachers are qualified and trained and students are satisfied with their classes. The quality of educational facilities provided in schools of DML children in their native place and in Kerala

are more or less the same. Majority of them have proper educational infrastructure such as libraries, computers etc.

The physical infrastructure of the schools are comparatively good as they have proper roofing and flooring. The basic facilities like blackboard, bench and desks are available in all schools where DML children study- both in Kerala and in their native states. Most of the class rooms in Schools where DML children in Kerala study are electrified compared to the schools of DML children in their native places. The above data shows that the implementation of the provisions in the RTE Act relating to the development of physical infrastructure of schools have been under progress. These schools have minimum facilities. However, compared to the facilities in schools in private sector, it is below par.

5.3 AN ANALYSIS OF SSA PROGRAMMES

EGS and AIE schemes of the SSA for special focus groups are applicable to migrant labour children also. Under this scheme there are provisions for seasonal hostels and residential camps for the children of seasonal migrants, work site schools at the location where migrant families are engaged in work, provision for educational volunteer, tracking migrant labour children through migration card, involvement of NGO's in mapping migration and enabling the education of migrant labour children etc.

SSA officials of Ernakulam district say that, they don't have seasonal hostels or residential camps to accommodate migrant children in the district. Worksite school scheme was tried at Ernakulam earlier, but it was not useful. Hence, they promote the education of migrant children now at the government schools together with native children. The service of the

educational volunteer is available in some schools in the district. Some NGO's like *Rajagiri Outreach* help SSA in mapping migrations and planning and implementing interventions.

Household survey, programmes for Parental awareness, assuring co-operation from the local community, re- visiting the homes to ensure the enrollment , Special Training Centers, Talent fest, bridge class materials in Hindi and Bengali, Training for educational volunteers to translate classes etc. are other programmes of the SSA.

Ernakulam SSA has conducted all the above mentioned programmes. Thrissur, Pathanamthitta, Kasargode, Kottayam and Malappuram districts conducted awareness programmes for student enrollment. Ernakulam, Thrissur, Malappuram and Kasargode districts have special training centers for the children of marginalized sections. However, none of the above districts have seasonal hostels and residential camps for the children of seasonal migrants.

As part of SSA programmes officials have to visit the DML houses to motivate the children to enroll in schools. The officials had visited 26.4% of DML houses in Kerala whereas they visited only 9% of DML houses in the native place of DML children.

About 47% of DML children in their native place and 43 % of DML children in Kerala say that they do not receive any educational assistance from their schools. 53 % of DML in their native place receive free text books, 15 % receive uniforms and 6% receive stationery items. At the same time 47% of DML in Kerala receive text books and 35 % receive uniforms and 2% receive stationery items. 91 % of DML children in their native place and 94 % of DML children in Kerala say that they have not received any financial assistance from the

government. This data reveals that there is violation of the educational rights of DML children. The reason for this may be either the inefficiency or corruption of the education department.

The study found that about 34 % of DML children in their native place have not received pre-schooling while 48% of DML children in Kerala also have not received pre- schooling in Kerala. This shows that about half of the DML children in Kerala did not receive pre-schooling opportunities.

The survey conducted under the present study revealed that the SSA programmes are not implemented effectively in all districts of Kerala. However, compared to other states the position in Kerala is much better off.

5.4 AN ANALYSIS OF MID- DAY MEAL SCHEME

School Health Programme under National Rural Health Mission (NRHM) provides for Mid-Day Meal Scheme for children in schools. All the school going DML children in Kerala except a few studying in unaided private schools avail (MDM) Mid- Day Meal from their schools whereas only 70% the DML children at their native place get MDM at their schools. The DML children in Kerala say that they get meals on every working day.

Among the DML children in Kerala 4 students said that they assisted in cleaning the vessels, whereas 7 students in the native place also reported the same. In addition to that 2 DML children in the native place reported that they assisted in the cooking process of MDM. This is a violation of laws. None of the respondents said that the cooking or distribution of MDM

in schools disrupt their classes. All those who avail MDM are satisfied with the food served in their schools. The field survey found that there is uniformity in food items served under MDM in various schools of Kerala. Rice, vegetable curry, milk and egg are served. None of the respondents reported that they have any scarcity for drinking water

Being a marginalized section of the society the children of the DML in Kerala study in Government schools and low profile government aided schools. The above data reveals that the conditions available in these schools have improved to a reasonable level with the implementation of National Policy on Education and Right to Education Act.

5.5 TESTING OF THE HYPOTHESIS

The present study attempts to examine the following hypotheses:

4. The children of the Migrant labourers with better economic conditions have higher levels of enrolment in schools.
5. Children of the Migrant labourers living in the native place have higher levels of enrolment in schools.
6. Children of the Migrant labourers living in the native place have lower dropout rates.

The first Hypothesis is that the children of the Migrant labourers with better economic conditions have higher levels of enrolment in schools. This has been tested using statistical tools.

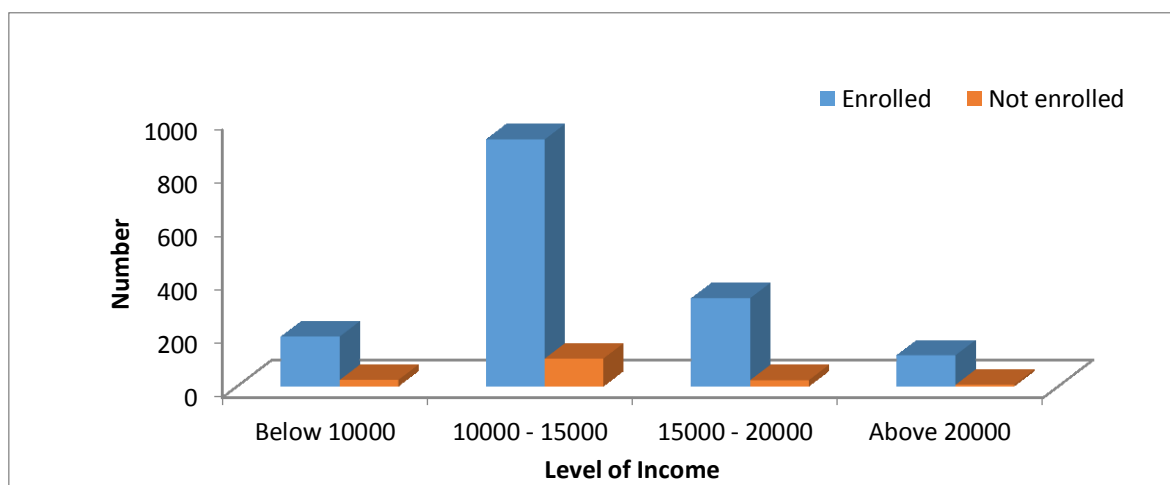
Table5.1: Table Enrollment and income status

Nature of enrolment in School	Income per month (Rs)				Total
	Below 10000	10000 - 15000	15000 - 20000	Above 20000	
Enrolled	186 (88.6%)	922 (89.9%)	329 (93.5%)	116 (95.1%)	1553
Not enrolled	24 (11.4%)	104 (10.1%)	23 (6.5%)	6 (4.9%)	157
Total	210 (100%)	1026 (100%)	352 (100%)	122 (100%)	1710

Source: Survey data

Critical Value is 7.814727903, Chi-Square Test Statistic is 8.012045123 and p -Value 0.045763422.

Hypothesis tested is that income level and enrollment in school are related. The result shows that the hypothesis is accepted. Hence we conclude that the enrollment is more among the higher income group.

Figure5.1: Enrollment and income status

Source: Survey data

The second hypothesis is that the children of the Migrant labourers living in the native place have higher levels of enrolment in schools.

Table 5.2: School enrollment and place of living

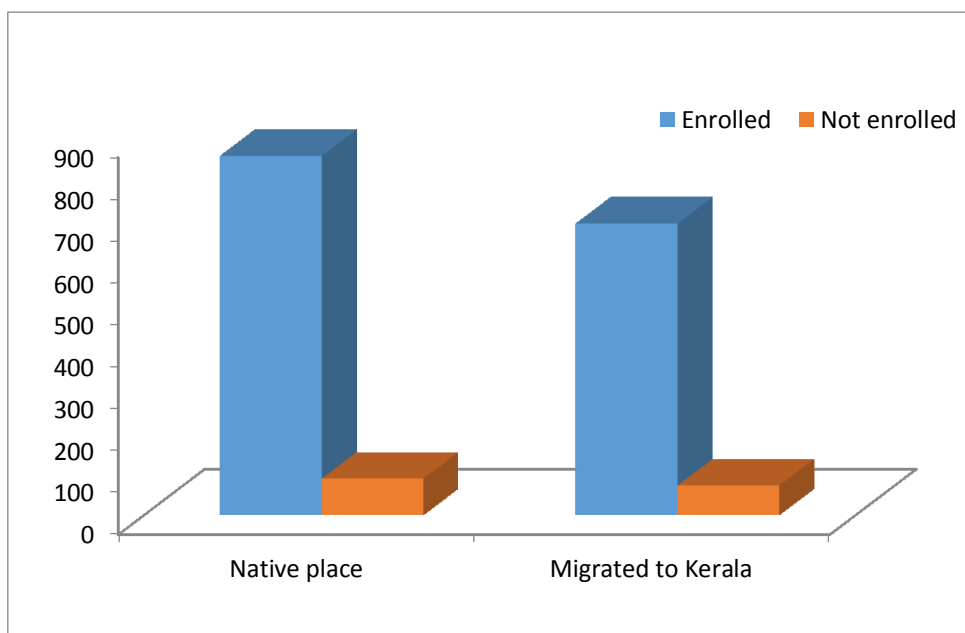
Nature of enrollment	Native place	Migrated to Kerala	Total
Enrolled	917 (97.1%)	636 (83%)	1552
Not enrolled	27 (2.9%)	130 (17%)	158
Total	944 (100%)	766 (100%)	1710

Source: Survey data

Critical Value is 3.841458821, Chi-Square Test Statistic is 98.90660989 and p -Value is 0.000001.

Hypothesis tested is that place of living and school enrollment are related. The result shows that the hypothesis is accepted. Hence we conclude that the school enrollment is more among the children of migrant labourers who are in their native place.

Figure 5.2: School enrollment and place of living



Source: Survey data

The third Hypothesis is that the children of the Migrant labourers living in the native place have lower school dropout rates.

Table 5.3: Table School dropout and the place of living

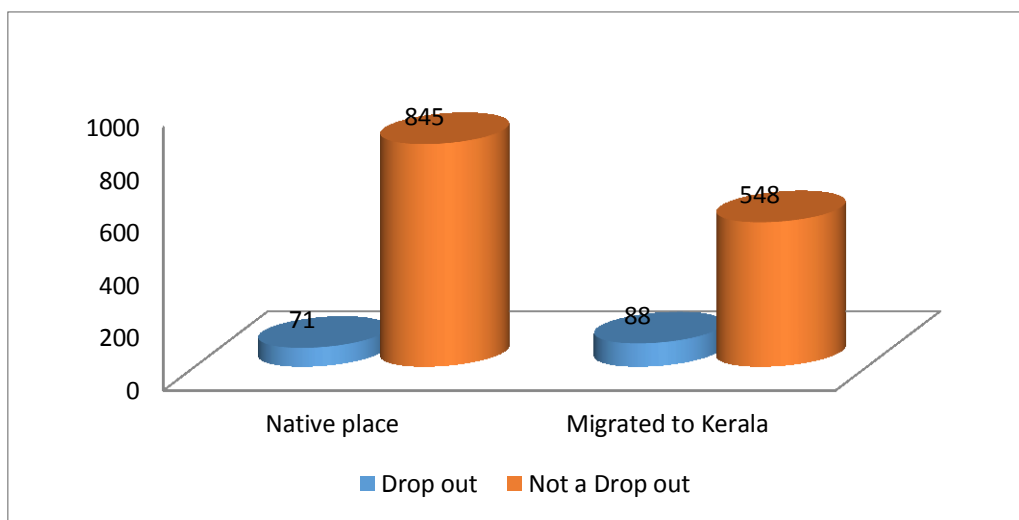
	Place of living of Children		
	Native place	Migrated to Kerala	
Nature of Drop out			Total
Drop out	71 (7.8%)	88 (13.8%)	159
Not a Drop out	845 (92.2%)	548 (86.2%)	1393
Total	916 (100%)	636(100%)	1552

Source: Survey data

Critical Value is 3.841458821, Chi-Square Test Statistic is 15.11723513 and p -Value is 0.000001.

Hypothesis tested is that place of living and school dropout are related. The result shows that the hypothesis is accepted. Hence we conclude that the school dropout cases are less among the children of migrant labourers who are in their native place.

Figure 5.3: School dropout and the place of living



Source: Survey data

Though the objective of hundred percent education of the children between the age of 6 to 14 is not so far achieved, the study gives an encouraging picture of the education scenario of the children of the DML in Kerala. This indicates that National Policy on Education (NPE) and the attempts for the Universalization of Elementary Education (UEE) by extending education to the disadvantaged sections of children in India appears to have a positive impact.

CHAPTER VI

CONCLUSION

6.1 SUMMARY

In recent years the unavailability of workers, especially for unskilled jobs resulted in the migration of labourers to Kerala from other states of India. The greater part of the migrant labours are from West Bengal, Bihar, Assam, Uttar Pradesh, Tamil Nadu and Odisha. The major factor that influenced labour migration to Kerala is the higher wage rate. Some of the labour migrations to Kerala are seasonal. Lack of job opportunities in their home states, financial problems and, poor standard of living influenced labour migration to Kerala.

Though the wage rates are very high in all sectors in Kerala, the state also tops in unemployment rate in India. 25 lakhs or more of domestic migrant labourers find employment opportunities in Kerala, whereas about 16 lakh Keralites go to the Gulf countries neglecting the opportunities in their home state. The false pride of the Kerala youth for doing manual labour in the native place may be the factor that urges them to migrate to Gulf countries.

One of the main constraints that the state has in charting strategies for the welfare of the migrant labourers is the absence of authentic data about them. Collecting the demographic profile of the DML in Kerala is a difficult task as the migrant workers are a floating population; they may come to Kerala and stay here for some time and go back to their home state or often shift from one place to another.

A survey conducted for the present study among 1000 sample families of migrant labourers having children from the age of 6 (living with family in Kerala and family living in the native place) shows that the highest percentage of such migrations are from West Bengal;18.6%, followed by Assam;14.5%, Tamil Nadu;10.8%, Uttar Pradesh;10.4% and Bihar;7.7%. The family size of the DML in Kerala ranges from 3 to 6 members. 46.7% of the DML families have only 3 members, 38.2% have 4 members, 12.7% have 5 members and 2.4% have 6 members.

The migrant labourers get much higher wages in Kerala than in their native places. But they work for longer hours and have higher cost of living on food, shelter and transport. Most of the DML families live in single rooms in unhygienic circumstances without proper basic amenities. One of the most striking aspects of the life of migrant workers in Kerala is their segregation from the local population.

Since 1986, after the formation of the NPE serious attempts were made for the Universalization of Elementary Education (UEE) in India. Flexible schooling options for disadvantaged sections of children under Sarva Shiksha Abhiyan (SSA) were introduced. The traditional reasons for exclusion from schooling, such as caste, gender, remoteness of location etc. have been attended by these schemes.

The department of education in Kerala so far has not been successful in generating data about the migrant labour children studying in our schools. Most of the schools keep no records of children who remain absent for several months every year or who have dropped out due to change of place of employment of their parents. Migrant labourers from different states face

many problems in educating their children in Kerala like the enrolment of their children in regular classes, language barrier, age difference etc.

6.2 FINDINGS OF THE STUDY

The migration of parents did not affect the education of children who stayed back in their native states, whereas it affected the education of children who accompanied their parents. (97% enrolment in native place & 83% in Kerala)

The reason for higher illiteracy level of DML children in Kerala is found to be the frequent shifting of places of employment of their parents and language problems.

Many of the SSA programmes are not implemented for DML children in Kerala. A number of districts in Kerala do not have special training centers for the children of marginalized sections. None of them have seasonal hostels or residential camps for the children of DML.

The state education department does not have sufficient data with respect to the DML children.

Among the non-enrolled DML children in their native place, 90% have financial problem as the reason for not enrolling in schools, whereas 65% of them say lack of interest of parents is the reason. The ignorance of the parents regarding the importance of educating their children and about the facilities provided by the government are the major obstacles to student enrollment in schools in this case.

Among DML children not enrolled in schools in Kerala 57 % had the language problem and 31% shifting of places employment of their parents while other reasons are financial concerns and lack of interest of parents.

6% of DML children in their native places had to undergo screening procedure for admission in schools while about 8.4% of DML children in Kerala had to undergo screening tests. This is a violation of the provisions of Right to Education Act.

70 % of the DML children study in government schools while more than 25% of them study in government aided schools. Only around 4% of them study in private schools. This indicate the prominent role of government in education of DML children.

95.5% of the school enrolled DML children residing in their native place are admitted to a class appropriate to their age while 97.6 % of DML children in Kerala are admitted to a class appropriate to their age.

14.4% of the school going DML children in Kerala are irregular in attending their school. Lack of interest due to language problem or school environment, shifting of work place of their parents or going back to native states for long vacations etc. are reasons.

Among the DML children in their native places who are irregular in school, 22 % work as agricultural labourers and about 9 % work in construction sector. 37% of such DML children in Kerala while not attending school work in the construction sector. A few others work as street vendors, agricultural labourers and in hotels & restaurants. These are clear instances of child labour.

The dropout rate of DML children in their native place is 7.8 %. The dropout rate of DML children in Kerala is 13.8 % which also shows larger difference between the DML children in the native and in Kerala, indicating higher dropout rates of those in Kerala. This data also indicates that migration of parents together with their children affected their studies.

About 47% of DML children in their native place and 43 % of DML children in Kerala do not receive any educational assistance from their schools. 53 % of DML in their native place receive free text books, 15% receive uniforms and 6% receive stationery items. At the same time 47% of DML in Kerala receive text books and 35 % receive uniforms and 2% receive stationary items

Classes are held regularly in the schools where DML children study. Teachers are qualified and trained and students are satisfied with their classes. 87% of the students have text books for all the subjects they study.

Only 24 % of the DML children in Kerala are provided with teaching materials in their mother tongue.

About 82 % of the schools of DML children in their native place and 85 % in Kerala have basic facilities such as toilet, drinking water and play areas etc.

All the school going DML children in Kerala except a few studying in unaided private schools avail of Mid- Day Meal (MDM) from their schools. They get meals on every

working day. 30.4% of the DML children in their native places do not get MDM at their schools.

Being a marginalized section of the society the children of the DML in Kerala study in Government schools and low profile government aided schools. The conditions available in these schools have improved to a reasonable level with the implementation of National Policy on Education and Right to Education Act.

Five DML children in their native place stated that they have been denied admission in schools due to the migration of their parents. One DML child in Kerala has reported that he was denied admission in a school in Kerala due to language problem.

1.1% of DML children report that they have faced caste, class or religion based abuses at school in Kerala and 0.6% in their native state also faced the same issue.

1.1% of DML children reported that they have faced segregation at school in Kerala and 0.6% in their native state also faced the same issue.

77.4 % of DML children in Kerala have good friendship with the native children in school, while 22.6% do not have friendship with them. This shows that social integration process of migrant labour children in schools is in progress.

59.9 % of the DML children in Kerala are welcome at the houses of the native children while 40.1% are not. Usually children are warmly welcomed at their friend's homes. This data clearly establishes the existence of social exclusion of migrant laborers and their children in Kerala.

0.6 % of DML children in their native place have reported that they have been subjected to physical and mental torture at schools. However, no DML children in Kerala have reported any such incidents.

Only 29 % of the DML children in the native states have access to the NRHM (National Rural Health Mission) programmes at school, whereas 56.5% of the DML children studying in Kerala have access to the same. This indicates that the NRHM programmes are implemented well in Kerala. However, this as well needs to be improved.

The nutritional level of DML children is found to be good. 99% have 3 meals a day, 70.5% of them living in Kerala consume milk every day and 45.5 % eat fish, meat or other nutritious food daily.

Non-availability of sufficient data and information about the migrant workers is a major hindrance to the Government of Kerala to implement the welfare schemes among them.

6.3 CONCLUSION

The present study reveals that the DML in Kerala are not the most backward groups in their own states. Educationally and economically they are not among the most backward sections of people. They earn a high income by working in Kerala. The lesser school enrollment of their children in Kerala is due to problems of language and changing of places of employment. Only one case has been reported of denying admission in Kerala. That was due to language issue. The minimum required facilities are available in all schools where the

DML children study and they are not denied any of the facilities. The cases of Human rights violation of children are very few. However, many school dropouts are found to be engaged in manual labour to support their families. This is a violation of their Human rights.

Generally, DML children in Kerala face social exclusions from local community. At school they mingle with other students and teachers and do not face any exclusions. We found that the SSA's are not very successful in implementing the programmes for the upliftment of educational levels of the marginalized sections effectively. The attempts of authorities to improve their educational level is found to be successful in the case of DML children in their native states.

6.4 SUGGESTIONS AND RECOMMENDATIONS

1. To improve the school enrollment of DML children in Kerala, the government should seriously monitor the activities of all SSA's in Kerala.
2. More teachers with proficiency in North Indian languages could be appointed in schools located near DML settlements.
3. Special hostels free of cost modeling tribal student's hostel could be started for the children of DML in Kerala, so that the change of workplace of the parents will not affect the education of children.
4. The government should take immediate steps to register all the DML in Kerala. Arrangements for registration of Migrant labourers, issue of labour card, availing health/accident insurance, children's admission to anganwady's or schools etc., could be done effectively through the local self-government agencies.

5. The Education department should take urgent steps to collect the complete data of DML students in Kerala. This is a basic requirement for planning and implementing the welfare programmes for them. The current data with the Department of education is inadequate.
6. Encourage the involvement of genuine NGO's in the SSA programmes for the DML children.

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APPENDIX
Interview Schedule

NHRC MAJOR PROJECT
“HUMAN RIGHTS ISSUES RELATED WITH RIGHT TO EDUCATION OF THE CHILDREN OF MIGRANT LABOURERS
IN KERALA”

Date:

Time:

Sl.No:

Name of the Investigator:

Signature

SECTION 1
GENERAL INFORMATION

1. Name of the Respondent	2.State of origin	3. District	
4.Village/Town	5. Migrated with family?	6. Place of Employment(district)	
7. ID Proofs	8. Did you Register as a labourer in Kerala?	9. Religion /Caste	
		10. Mention the category if backward class.	

Q.No. 5, 8: 1=Yes, 0=No.
Q.No.7: 1=Ration card, 2= Election ID, 3=Aadhar Card, 4=Nil
Q.No.10: 1= SC, 2= ST, 3=OBC.

General details

11	12	13	14	15	16
Member ID	Name	Relationship with the Head of the Family	Sex	Age	Level of Education
1					
2					
3					
4					
5					
6					

Q.No.13: 1=son, 2= daughter, 3 =Head of the family, 4 = Wife.

Q No.14:1=Male, 2 = Female.

Q.No.16:1=Literate, 2= Illiterate, 3=Preprimary, 4=Primary, 5=Upper primary, 6=High School, 7=Higher Secondary, 8=Technical Diploma, 9=Degree, 10=Post Graduate, 11=Professional Degree.

SECTION 2

EDUCATION OF MIGRANT LABOUR CHILDREN

	17	18	19	20	21	22	23
Member ID	Have you ever been enrolled in a school	If no, state the reason	Place of education	Category of the school	Did you undergo any screening procedure for admission	Do you pay any fee for the education	Are you admitted in a class appropriate to your age
1							
2							
3							
4							
5							
6							

Q.No.17, 21, 22, 23 :1=Yes, 0=No.

Q.No.18:1=Financial crisis, 2=Language problem, 3= Migration of parents for labour, 4=distance to school, 5=parents are not interested, 6= lack of interest of the children, 7= denied admission.

Q.No.19: 1= Native place, 2= Kerala.

Q.No.20: 1=Govt, 2= Govt aided, 3= private.

ATTENDANCE IN THE SCHOOL

	24	25	26	27
Member ID	Do you attend school regularly	What do you do when not attending class	Are you a school drop out	Drop out - reasons
1				
2				
3				
4				
5				
6				

Q.No.24, 26:1=Yes, 0=No.

Q.No.25: 1= staying home, 2=domestic worker, 3=hotels& restaurants, 4=Agricultural labourer, 5=Construction worker, 6=Street vendor, 7=others.

Q.No.27: 1=Financial Crisis, 2= Language problem, 3= Migration of parents for labour, 4=distance to school, 5=parents are not interested, 6=lack of interest of the children, 7= Discrimination at school, 8= transfer of employment of parents.

EDUCATIONAL ASSISTANCE

	28	29	30	31
Member ID	Had any officials visited your residence to enroll you in school	Have you received any of the following educational assistance from the Govt	Have you received any of the following financial assistance from the Govt	Did you avail any of the following SSA study programmes
1				
2				
3				
4				
5				
6				

Q.No.28: 1=Yes, 0=No.

Q.No.29: 1=Free text books, 2=School uniform, 3= Stationary, 4= Transport allowance, 5=none.

Q.No.30: 1= Merit Scholarship, 2=Attendance Scholarship, 3= Monthly stipend, 4= other special incentives, 5=none.

Q.No.31: 1=tent schools, 2= mobile schools, 3= back to school camp, 4=residential schools, 5=residential bridge course and non-residential bridge course, 6= language tutors, 7= special admission drive, 8=none.

VIOLATION OF RIGHTS

	32	33	34	35	36	37	38
Member ID	Are you denied admission to any school when your parent shifted to a new workplace?	Did you ever suffer physical punishment and mental harassment in the school?	Have you ever been denied admission in any school? If yes state the reason?	. Did you get any free preschool education in age 3-6 years?	Did you ever face caste, religious, language or gender abuse in the school	Did you suffer any segregation or discrimination in the school	If so where?
1							
2							
3							
4							
5							
6							

Q.No.32, 33, 35, 36, 37: 1=Yes, 0=No.

Q.No. 34: 1= No, 2=state of origin, 3= religion, 4= language, 5=caste, 6=lack of age proof, 7=others.

Q.No.38: 1= classroom, 2=during mid-day meals, 3=play grounds, 4= laboratory, 5= library, 6=ICT facility, 7=in the use of common drinking water, 8= toilet facilities, 9= cultural activities, 10= cleaning of toilets and class rooms.

QUALITY OF EDUCATION

	39	40	41	42	43	44	45	46
Member ID	Do you have regular classes in the school	If no state the reasons	Do you have text books for all the subjects?	Do you have access to teaching materials and text books in your respective mother tongue	Do you have region specific education modules in your respective curriculum	Teaching and learning aid available in your school	Additional skill development opportunities	Are the teachers appropriately trained and qualified
1								
2								
3								
4								
5								
6								

Q.No.39, 41, 42, 43, 46: 1=Yes, 0=No.

Q.No. 40: 1=Lack of sufficient teachers, 2= teachers not engaging classes, 3= Lack of class rooms, 4= Political issues.

Q.No. 44: 1 = Library, 2=computer, 3= smart board/ projector, 4=Television, 5=none.

Q.No. 45: 1= soft skills, 2= arts, 3= crafts, 4= sports, 5=none.

INFRASTRUCTURAL FACILITIES AT SCHOOL

	47	48	49	50	51	52
Member ID	Roofing of the school building	Flooring	Facilities in the class room	Facilities available in the school	Are you denied to access to any of the facilities in the school	What attracts you most to attend school?
1						
2						
3						
4						
5						
6						

Q.No. 47: 1= concrete, 2= tiled, 3= GI/ aluminum/cement sheets, 4= thatched

Q.No. 48: 1= cement, 2= tiled, 3= mud

Q.No. 49:1= blackboard, 2= bench, 3= desks, 4= electric light, 5= electric fan, 6=smart board.

Q.No. 50: 1= Toilet, 2= drinking water, 3= play area, 4=Transportation facilities.

Q. No. 51: 1=Yes, 0=No.

Q. No. 52: 1= Teachers, 2= friends, 3= MDM, 4= playing facilities, 5= others

SECTION 3

HEALTH AND NUTRITION

	53	54	55	56	57	58	59	60	61	62
Member ID	Do you have a health card	Do you have accessed to any NRHM programmes in your school	Have you had any illness in last 6 months	Did you seek any medical assistance for illness	If not why	Place of treatment of illness	Did you get any medical aid from Govt.	How many times you eat a day	Do you consume milk every day	Do you Consume any of the following every day meat / fish / paneer
1										
2										
3										
4										
5										
6										

Q.No. 53, 55, 56, 59, 61, 62: 1=Yes, 0=No.

Q.No. 54: 1= Health checkup, 2= Health quiz, 3= exhibition, 4=health awareness classes, 5=classes for cooking nutritious food, 6= none.

Q.No. 57: 1= Financial constraints, 2=lack of hospital facilities near the place of residence.

Q.No.58: 1=Govt. hospital, 2=PHC, 3 =Private hospital, 4= Self-treatment.

Q. No. 60: 1= only one meal, 2= two times, 3= three times, 4= four times.

MID-DAY MEAL SCHEME AT SCHOOL

Member ID	63	64	65	66	67	68	69
	How many days in a week do you get MDM at your school?	Was there any gaps in the MDM in the last 12 months?	What is your role in the cooking process of MDM?	What is the source of drinking water?	Is it adequate? If no, state the reason	Does MDM disrupt classes? State the reason.	Are you satisfied with MDM served at school?
1							
2							
3							
4							
5							
6							

Q.No. 63: 1= every day, 2= All class days, 3= irregular,4= No MDM at school.

Q.No. 64: 1 = No, 2= during the prescribed holidays, 3= rarely, 4= often, 5= very often.

Q.No. 65: 1= cleaning the cooking vessels, 2=cutting vegetables, 3= gathering fire wood, 4 = cooking,5= No role.

Q.No. 66: 1 = well, 2= bore well, 3= govt water supply, 4= pond, 5= rain water harvesting, 6= others.

Q.No. 67: 1= Yes, 0= No.....

Q.No. 68: 1 = Yes.....0= No.

Q.No. 69: 1 = Yes, 0= No

SECTION 4

Social inclusion of the children of Migrant Labourers in Kerala.

	70	71	72	73	74	75
Member ID	What is the attitude of your teachers in the school	What is the attitude of the local students in your school	Do you have friendship with local children living near your area	Are you welcome at the houses of the native children?	Do you play with the local children of your age	Other issues you face in Kerala
1						
2						
3						
4						
5						
6						

Q No. 70: 1= Very friendly, 2= friendly, 3= No interaction, 4= indifferent, 5= arrogant.

Q No. 71: 1= Very friendly, 2= friendly, 3= No interaction, 4= indifferent, 5= quarrelsome.

Q No. 72, 73, 74: 1= yes, 0= No.

Q. No.75: 1= torturing by locals, 2= language barrier, 3= black mailing, 4= harassment by police, 5=none.

QUESTIONS TO MIGRANT LABOUR PARENTS

SECTION 5

SOCIO ECONOMIC CONDCTIONS OF MIGRANT LABOURERS IN KERALA

DETAILS OF EMPLOYMENT, INCOME & EXPENDITURE

	76	77	78	79	80
Member ID	Nature of employment	If employed wage per day	Have you received any financial assistance from the Kerala Govt	Additional monthly income, if any	Total income per month
1					
2					
3					
4					
5					
6					

Q.No.76: 1= Agriculture, 2= Construction, 3= Hotel and restaurant, 4= Manufacturing, 5= Trade, 6=koolie, 7=others.

Q.No.78: 1=Yes, 0= No.

DETAILS OF ASSETS

81	Area of land possessed in your state of origin (in cents)	
82	Area of land possessed in Kerala (in cents)	
83	Do you own a house at your state of origin	
84	Do you own a house in Kerala	
85	Savings(rupees)	
86	House hold accessories possessed	
87	Possession of motor vehicles	

Q.No.83, 84: 1=Yes, 0= No.

Q.No.86: 1=T.V, 2=Phone 3=gas stove,4=radio, 5=mention any other.

Q.No.87:1=Cycle r, 2=bike/scooter, 3= Autorikshaw, 4=car/jeep,5=none..

DETAILS OF ACCOMODATION

88	Nature of accommodation at present	
89	Type of roof	
90	Type of floor	
91	Number of rooms	
92	Nature of latrine available	
93	source of drinking water	
94	Is it electrified?	
95	How do you rate the sanitary conditions?	

Q.No.88: 1 = Own house, 2 = Rented house, 3 =Temporary shed, 4=Dormitory, 5= shed in the slum.

Q.No.89: 1 =Concrete, 2= Tiled, 3 = Thatched, 4=Plastic sheet.

Q.No.90: 1=Tiled, 2 =cemented, 3 =mud.

Q.No.92: 1 = Attached Latrine, 2=common latrine.

Q.No.93: 1 = well, 2 = Pond, 3 = Water supply scheme, 4= no source.

Q.No.94: 1=Yes 0= No

Q.No.95: 1=Excellent, 2= Good, 3= Moderate, 4=Poor, 5= very poor.

QUESTIONS TO THE SCHOOL AUTHORITIES

1. How many migrant labour children are enrolled in your school?
2. Which of the following services are being accessed by the children of the migrant Labourers at your school (specify)?
(NRHM School Health Programme, Insurance Scheme for school children, Cancer Suraksha fund, Thalolam Scheme (free treatment for selected diseases), Sruthitharangam (assistance for the deaf), Snehapoorvam (for orphan)
3. Do you provide the following psycho- social services at your school?
(Counselling, Health awareness Programme, mentoring, De addiction programmes, Talent clubs, social service clubs, etc)
4. Who maintains accounts for the stock for MDM in your school?
5. Do you feel that MDM serves children coming to school more happily?
6. What is the menu of the MDM in your school? Who decides it?
7. What is the fuel used for cooking MDM?
8. How many migrant labour children from your school participated in the last Kerala School Kalolsavam?
9. Do you have a management Committee for your school? How many migrant labourer parents are members in the committee?