

How Accessible is Education for Migrant Workers' Children? A Case Study of an On-site School

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Abstract

The interstate migration of construction workers has a significant impact on the education of their children. Their children are often deprived of educational facilities due to the interplay of several social and economic push factors. The present research is a case study of an on-site school serving migrant workers' children and aims to know the educational status of migrant workers' children and understand their educational problems. The qualitative data reveals several barriers in the educational path of migrant workers' children such as low economic status of workers, safety concerns related to sending children to far off schools in migrated places, language barriers in school, lack of awareness about free education and other benefits provided in government schools and impoverished site school.

Keywords: School education, migrant workers' children, on-site schools.

Introduction

A large population in India migrates from one place to the other for marriage, job opportunities, work, education and several other reasons. Labour migration is seen as risk-sharing behaviour of families. Migration is perceived as a household response rather than individual response to risks concerned to income. Migrant remittances serve as income insurance for the households of migrant workers. The families and households of migrants consider migration not just to maximise income but also to minimise and spread risks (Haas, 2010). Marriage is cited as a prominent reason for female migration by a large proportion of the female migrants, especially when the migration is within the state. Work/employment and education are major reasons for migration of males (Census, 2001).

Migration in India

The employment and educational opportunities in other states or urban areas are pull factors that attracts rural area migrants to urban areas and from small towns and cities to flourished urban areas. According to the 2001 Census report, "307 million persons reported as migrants by place of birth, 41 million were interstate migrants and 5.1 million migrated from outside of the country" (2001 Census). Census 2011 reports that Uttar Pradesh and Bihar are to blame for the massive number of migration as 20.9 million people migrated outside the state from the two states. Ministry of Finance survey data provides information that annually, 9 million people migrate between states. Higher rate of migration is observed during the months of October and November from the states of Uttar Pradesh, Rajasthan, Bihar, and Madhya Pradesh to the states

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of Delhi, Haryana, Punjab, and Gujarat. Labour usually returns home during June-July month. This type of migration is called seasonal migration. There were about 14.6 million construction workers (not including brick kiln workers), which constitutes of 30.4 per cent of male construction workers (3.9 million) and 60.4 per cent female construction workers (1 million) (Roy, Manish, Naik. 2017).

Push and pull factors as an approach towards migration

The process of migration can be explained by various approaches. One such approach is the push and pull approach, which presents migration as an interrelated process of push and pull factors. The push and pull factors can either be cultural, economic, political or environmental, which motivates migration. The factors that are recognised as migration decision influencers due to political, economic, cultural, or environmental factors are known as push factors. The push factors force a person to leave a place and move to another place. The common push factors listed in literature are unstable economic, political, social or environmental conditions like low productivity, lack of opportunities for advancement, poor economic conditions, lack of political support in creating growth opportunities, exhaustion of natural resources, famine, religious riots and natural calamities. Adoption of modern technology in industries and agriculture further pushes the unskilled citizens to the helm and forces them to migrate in search of work. The factors that attract migrants to an area are called pull factors. Relatives or friends residing in a place, better employment opportunities, higher wages, better living conditions, amiable work environment and fascinating facilities are pull factors of an area (Thet, 2009; Parkins, 2010).

Migration should be seen as a holistic process reflecting the aspirations of people for better life. The argument presented by Sen supports the view of holistic process by stating that achievement of people is influenced by social powers, better health

facilities, economic opportunities, political freedom, accessible education and the supportive and encouraging policies related to initiatives (Yaro, 2008).

Educational policies and schemes supporting education of children of migrants

Migration affects the education of migrant workers' children as they are not able to complete their studies at one place due to seasonal migration. COVID-19 added to the woes of migratory workers children in terms of education because the pandemic situation forced them to return to their hometowns. They faced many challenges in their new schools such as cultural differences, language problems and social insecurity, to name a few. They are least motivated to complete their curriculum and attend school regularly. The school session starts from April and these seasonal migrated children move back to their native places in June or July and then again return in October-November for work. The seasonal migration affects the children's education negatively.

The SDG 4.5 states that "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations" (MHRD). RTE Act 2009 was implemented through Sarva Shiksha Abhiyaan (SSA), which provides free and compulsory education to all children between 6-14 years. Presently, SSA and other flagship schemes of MHRD such as Centrally Sponsored Scheme on Teacher Education (CSSTE) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) are now combined under an umbrella programme known as Samagra Shiksha Abhiyaan (SSA). The scheme envisions the 'school' as a smooth transition from pre-school, primary, upper primary, secondary to senior secondary levels. The scheme aims to achieve equitable, inclusive and accessible quality education from pre-school to senior secondary level on the footsteps to achieve Sustainable Development Goal (SDG) for Education.

Migrated children are often deprived of enjoying the fruits of RTE 2009 Act in terms of educational benefits. Lack of awareness about these policies and low education status of migrant workers are responsible for deprivation from educational benefits. The benefits of Government's educational policies doesn't sufficiently reach migrant workers' and therefore, demands attention to bring improvement in the social and educational conditions of migrants. Appropriate labour and social policies can play a role in subsidising the costs of migration for the poor labour requiring investments in the area of providing basic needs and essential infrastructure for migrants by the state, but it is yet a distant dream. The COVID situation has revealed a lot about the conditions of migrants and it is time to take action to provide them a good life with fulfilment of basic requirements.

Seasonal hostels, site schools and bridge courses for migratory workers' children are some positive steps in the direction. Central University (name not revealed due to ethical considerations) provides a site school to the children of labourers engaged in the construction of academic blocks of the university. It provides basic education infrastructure to the students but it doesn't have institutional arrangement with the local government schools to consider or transfer the attendance of students. The researcher works in the university and has been visiting the Abhilasha School for various learning projects. The inspiration behind exploring the educational status and challenges of migrant workers children was gained during these learning visits to school. The present study is an attempt to study the educational challenges and the educational status of children of migrant workers.

Need of the study

According to Global Education Monitoring report 2019 of UNESCO, 80 per cent of migrant children in India didn't have access to education near their workplace. Other

prominent links identified between education and migration are: 1. Denial to the right to education, mostly due to lack of paperwork; and 2. discrimination faced by immigrants in education, and job opportunities which results in wastage of their potential (**GEM Report, 2019**). The lack of involvement of educational system to fit in the requirements of migrants create a need to study the existing educational status of children of migrants and also study the attempts made in the direction. To understand the factors responsible for the low educational status of children of migrants, there is a significant need to look under the cover and reveal the real picture of migrants and education.

Research questions of the study

- 1 What is the educational status of migrant workers' children?
 - a. Past enrolment in formal education.
 - b. Present enrolment in formal education.
- 2 How does migration impact the education of children of migrant workers?

Review of related literature

Roy, Singh and Roy (2015) conducted a study on influence of rural-urban labour migration on children. The data was collected from 13 under construction places of Varanasi in Uttar Pradesh and nine villages in Bihar. The seasonal labour migrants either migrate with their families or leave them behind at their native places. The remittance received by the left behind family member have a positive impact on the education of children. It decreases the gender gap in school involvement and lowers the school dropout rate. On the other hand, they are also on the verge of dropout whenever the father and mother change their job place or children get distracted from education due to the non-appearance of their parents.

Deep (2019) conducted a study on seasonal migration and exclusion of children in school education. Further, the study examined the effectiveness of policies in ensuring

education of child labour. The study states that the condition of a migrant's child could improve in the long run only through ability formation and education. These excluded children need to be brought within the ambit of the educational system at the destination. A beginning was made under the SSA through mobile school. Provision of mobile teacher along with the migrating families and children would have been a better solution but the operational viability is questionable.

Janta and Harte (2015) conducted a study on the education of migrant kids. The study found that there is a tendency for less educational appearance among children with a migrant past (either first, second, or higher-order-generation migrants) and there is also an increased tendency for migrant children to leave school early than children with a native background. The study also put forth evidence suggesting that there is a negative impact of socio economic disadvantage on educational outcomes than being from a migrant background. Accordingly, families with poor educational attainment have a bigger impact on group outcomes than a good concentration of migrant children. The study suggested teaching the migrant students in their mother tongue or teaching them language of instruction. It also pointed towards the usefulness of good relationships between educators and parents, and the need to allocate more resources to schools with a large number of migrants.

Coffey (2013) conducted a study on children's welfare and seasonal migration from rural India. Some articles within the literature gave the metering of the hurdles and challenges faced by children of seasonal labour migrants. The paper used survey data from rural northwest India to review both migrant children and people left behind. The study reported that migrant children rarely work when they accompany adult migrants. Additionally, the paper reported a strong evidence in support of negative relationship between migration of children and their educational outcomes. It further suggested expansion of government employment

programme to help migrant children.

Sarva Shiksha Abhiyan, Gujarat, (2013) conducted a study on 'Migration Card and Migration Monitoring Software: Tracking and Educating Migrant Children in Gujarat'. A track monitoring software was introduced by the Gujarat Government in 2009 to keep an eye on inter-state and intra-state migration of school going children. Gujarat used the SSA to successfully educate and enrol all migrant children. The government worked on seasonal hostels and camps for migrant workers' children. This programme helped to increase retention of children who migrate with their parents in elementary education, and positively impacted the dropout rates of girls in primary education.

Research design

The research design for the present study is case study design. The literature presents four types of case study research designs as: 1. Single-case (embedded) designs; 2. single-case (holistic) designs; 3. multiple-case (embedded) designs; and 4. multiple-case (holistic) designs.

The single case study is considered as a suitable design in consideration of five single-case rationales: having an unusual, revelatory, critical, common, or longitudinal case. The second and third rationale related to unusual and common case is applicable to the present study. A case is considered unusual if it deviates from the theoretical norms or even everyday occurrences. A common case is the one, which elucidates the everyday situations or circumstances of a social process (Yin, 2009a, p. 18). The case in the present study is an unusual case as construction site schools are rarely reported in practice.

Case of the study: The study selects Abhilasha School situated in the premises of a Central University (CU) in the state of Haryana as the case. This particular case is selected because the school serves the educational needs of the children of migrant workers serving as labour in the construction

of the university's new buildings. The case is considered as a unique case because facility of providing on-site schools at construction sites within an educational institution is not a common practice.

Case study design: There are four case study designs according to Yin, 2009 as mentioned before. The present study employs single-case (embedded) design. Here, the single case is Abhilasha School (main unit) and it has subunits embedded in it like students, teachers, and parents of students, the school management, and other associated persons. In this way, different data comes from different sources of evidence or subunits. Understanding about the education of children studying in Abhilasha requires interaction and data collection from other associated sources/subunits like parents, teachers, management, leaders of nearby schools, etc.



Children of migrant workers working in CU

Research participants

The case of the present study is Abhilasha School in CU campus and therefore, the migratory workers' children living in CU campus, workers working in CU campus (whose children are studying in Abhilasha), school teachers (Abhilasha and nearby Government schools) are the participants considered for the study.

Data collection

The study employed a mix of data collection methods. The details of methods are as follows

Table 1: Details of Data Collection

Source	Method	Data Type	Questions addressed in semi-structured interviews
Teacher at Abhilasha Name: Mrs. Neeru	Semi-structured interview conducted telephonically	Reflection notes about the teaching-learning process, management of school and challenges faced by teacher working in Abhilasha	Record of students admitted in school Functioning of Abhilasha staff in Abhilasha resources available in Abhilasha Teaching learning activities Challenges in teaching

Parents of students (migrant labour) Name of parents: 1. Vijay Kumar F/O Sonu 2. Shivlal F/O Krishna 3. Jaimala M/O Bheem 4. Shamshan Singh F/O Anisha 5. Seetaram F/O Monu	Residential site visit for conducting survey to collect demographic details	Demographic details of labour collected by researcher	Information about the family structure Educational status of children Views about education of their children
Students: 25 students studying in Abhilasha School (details in Table 2)	Face to face interview	Notes in dialogue format	Perceptions on education
Government school teachers of adjoining villages: Two teachers and one principal (names not disclosed to maintain confidentiality)	Semi-structured interview conducted telephonically	Notes in dialogue format	Role in providing education to children of migrant labour School's role in creating awareness among migrant labour about education under SSA for education of their children

Data analysis

In the present study, thematic content analysis is used to analyse the qualitative data. Content analysis is a process of summarising and reporting the main contents of data and their meaning. It is a set of process of analysis, examination and verification of the contents of collecting data. The data is analysed on the basis of the various themes, categorised according to the main theme of education of the children of migrant workers. After modifying the theme according to the data, the researcher decides to adopt mainly two themes: access to schools and challenges in the education of migrant children.

Analysis and interpretation of data

Using a thematic content analysis informed by grounded theory (Glaser & Strauss, 1967), participants' responses were coded into two main domains. 1. Access to education; 2. challenges in the education of migrants' children.

Research question 1: What is the educational status of migrant workers' children?

Data analysis: The researcher conducted household survey to collect data of the educational status of children of migrant workers working in the Central University. The data includes their demographic information and their present and past enrolment status.

Theme 1: Access to education

The survey data consists information of 25 children who are presently studying in Abhilasha School. Abhilasha is functioning in the campus of CU. The data shows that all students belong to Bihar and have come with their parents. Of them, 20 children fall in the 10 year or less than 10 year age group and five above 10 year age group. Their parents' average income is Rs. 11,200 with an average family size of 6.64. Large family size and comparatively low income of these families is one of the major factors behind the low educational status of children. This is supported by RAND study of Janta and Harte (2015), which provided evidence that socio economic disadvantages and low educational attainment of family has more negative impact on education of migrant children than impact caused by migration.

The data of the study shows that the maximum education of the father is Class 10. The fathers of 11 students are uneducated and seven fathers have studied till Class 5 and seven fathers were able to complete their school education from Class 7 to 10. The educational status of fathers is very low because 18 fathers completed education till Class 5. Further, the data clearly reveals that all children were enrolled in government schools in their native places. Their parents migrated to Haryana in Central University to work on construction sites. They moved along with their parents and shifted to temporary residences provided to them by builders.

A. Past enrolment in formal education

All students of Abhilasha were enrolled in government schools at their native places. They had to move along with their parents to Haryana who migrated here for work opportunities and are presently working as construction workers in Central University.

B. Present enrolment in formal education

The data provided by the parents show that not a single student is enrolled in a formal school. All are attending Abhilasha for their education needs. There are government schools in the adjoining villages of the university such as Jaant, Pali, Dhauri, which is between 1 to 2 kms from the university. The parents prefer to send their children to Abhilasha rather than schools outside the campus. The reasons for this decision will be discussed later in the study.

Interpretation

The migration took a toll on their education as revealed by the data that they are presently not enrolled in a recognised school providing formal education. However, the university provides them the facility of a school named Abhilasha and all children of migratory workers attend that school. As Abhilasha is not affiliated with any board nor does it provide provision of registering its students in nearby government schools, this leaves the students without any formal

education. Children combines together to affect education of children. The factors such as low income, large family size and low educational status of fathers of migrated workers

Research question 2: How does migration impact the education of children of migrant workers?

Data Analysis:

Theme 2: Challenges in education of migrants' children

The challenges in education are explored by conducting interviews with parents and teachers of children of Abhilasha.

Views of parents

The researcher conducted interviews with parents and teachers to understand the reasons impacting the education of migrant children. The interview data from parents reveal that they are seasonal workers, so they don't stay in one place for long. Earning a livelihood is always their first priority. They usually move back to their native place in six to seven months. This hampers the regular education of their children. Seasonal migration is a big problem in the education of migrant workers' children. These migrant workers usually move to their work sites in October and November and this is mid-session in schools of their children. They go back to their places in June and July when the new session starts. Thus, they miss their regular studies and face problems in admissions and exams.

Another reason is their low educational status. Thus, they are not well informed of their educational rights and also least informed about the various programmes run by the government. They don't get proper guidance for their children's education. They are also not aware of the educational benefits of education. Krishna's father Shivalal said, ***"I know that education is free for all children but we are not sure whether it is implemented all over India."***

Above all our focus is roti, kapda aur makaan.” Bheem’s mother Jai Mala said, ***“I want my children to be educated because education is important for development and good job opportunities.”*** They don’t send their children to schools at present. As all schools are at a distance of more than 1.5 kms and there is no transportation facility so, security of children is their major concern. The place is new to them and they feel their children might not be safe while travelling to school. Vijay Kumar, father of Sonu said, *“Abhilasha School is in the university so we don’t send our children outside. I am satisfied with this education. We are working on work sites for the whole day so we don’t have time to connect with children. Children attended classes regularly at their native places. We see on TV that education is free, but we are not very focussed on education. As our children are enrolled in Abhilasha there is no need to send children outside to any other school.”* The views presented by parents suggest that education of their children is not their priority and they never discuss any educational issues with the children. The main focus of their lives is to make ends meet. A poor man with a meagre average income of Rs. 11,200 and a large family size (average family size is 6.64) and often deprived of the support schemes provided by the government finds it hard to provide themselves and their children good education. Their unaware status about educational schemes of the government brings forth the ground reality and demands serious efforts. Otherwise our country will be deprived of the demographic dividend, which these migrant children can add to improve the socio-economic status of the country. The low education of parents is yet another significant factor for not supporting the education of their child. They are not able to motivate them and assist them in their education. The same is revealed by Ms. Neeru, the teacher of the school who shared that lack of parental cooperation is one of the biggest challenges she faces in keeping students regular in school.

Views of the teacher Ms. Neeru is a teacher at Abhilasha School, which serves the

educational needs of the children of migrant workers working in the university campus. Her interview brought to light several crucial facts about the educational performance of students and also the challenges faced in providing quality education. She informed that currently 25 students in the age group of 4 to 14 years are studying in the school and this number fluctuates due to migration of their parents. Abhilasha is a single teacher school and so all the teaching and non-teaching responsibilities are borne by Ms. Neeru. The school functions for four hours from 9.00 AM to 1.00 PM. The present builder is not sufficiently contributing in meeting the needs of the school. However, some of the expenses are borne by the university, such as the salary of the teacher is paid by the university. Due to lack of financial support the students who themselves are in the clutches of poverty never get sufficient supply of books and other stationary items. The university staff and students who believe in serving these deprived students often come forward and provide help in the form of uniforms, bags, notebooks, and other stationary. Some of the students also devote their evenings and weekends in providing remedial classes as well as hobby classes such as dance and singing. The university provides a platform to these students to showcase their talents on several occasions such as Republic Day, Independence Day, etc. Being a single teacher school, multi-grade students are taught by one teacher and in one classroom. She mentions that few students, such as 10-year-old Anisha, 16-year-old Aarti and 10-year-old Suraj are excellent in academics but the irony is that they are deprived of a regular education. The nearest government school is hardly more than a kilometre away but these children don’t go to school. She performs multiple roles of a teacher, counsellor and caretaker. There are times when teenage students face psychological problems. In the absence of financial resources the needs of the school are hardly met and essential infrastructure is under-developed.

University faculty and students providing charity to school

The interviews with students and the teacher reveal that some students are academically bright and perform well in school. They have high educational aspirations and have goals for a stable future, which they want to achieve through education. Other students showed no interest in studies and want to work with their parents. Their parents' low education and less interest in their children's education is one factor in low educational aspirations and motivation of their children. Migration to attain financial stability brings with it new challenges to adjust in a new environment. They face language barriers, safety issues, and financial issues. The parents are unable to provide basic necessary items for a decent living. Poverty creates a vicious circle and their lives are trapped in it. Education is a means to bring them out of that vicious circle but they neither have state support nor any guidance to choose a way towards achieving education. Low education of parents, lack of support structure by the state and the institutions for which they work, make

education a tough aim to achieve. Due to lack of access to formal schools, they lag behind in attaining education and as a result either drop out or perform poorly.

Interpretation

Thus, it can be interpreted from the above information that the children of migrant workers remain deprived of their right to education. They are neither covered under the umbrella of universalisation of school education scheme nor are they covered under Samagra Shiksha Abhiyaan. Samagra Shiksha Abhiyaan aims at providing access to track the necessity and demands of other deprived categories of children including children affected by migration along with other children. Samagra Shiksha Abhiyaan clearly talks about providing hostels to migrated children in the districts where high incidence of migration is noted, it also talks of possibility of providing transport facility to and from the school and if possible there shall be an arrangement of **work-site schools** at the workplace of migrant families (Draft Document, Samagra Shiksha Abhiyaan, MHRD). The policies are meticulously drafted



by seasoned experts but the results are not visible on ground as the present case study shows that sufficient efforts are not made by local authorities or schools to collect data of migrated workers and then provide them opportunities to attend nearby schools.

Theme 3: Challenges in education of migrants' children

The major barriers that hamper the path towards the education of migrated workers' children are:

1. Irregularity in exams and promotion to next grades due to seasonal migration.
2. Lack of financial resources to bear educational expenses.
3. Safety concerns in migrated place.
4. Language barriers in school.
5. Inaccessibility to government schools.
6. Non-integration under Samagra Shiksha Abhiyan.
7. Weak system of work site school.
8. Negligence of builders, local authorities, state education authorities and university authorities.
9. Parents are less aware of the education schemes provided by the government.
10. Low educational status of parents and low income in comparison to large family size.

The impact is seen in the form of no enrolment in schools. Thus, trapping the children in the walls of the under privileged status, still waiting to get their educational rights.

Conclusion

The sources of data are workers, their children, campus school teacher and nearby school teachers. The stories shared by workers reveal that their children were enrolled in formal schools at their native place, but due to their migration to Haryana with families they find it difficult to admit their children in formal school. There are several reasons for their inability to access formal schooling. Firstly, they are not aware about the free and compulsory education policy

implementation in Haryana state. They are well aware about the state provisions for free education of children in their state but they don't know about its implementation status in rest of India. Secondly, all the schools around the university are at a distance of approximately 1 to 2 kms, therefore, sending children alone to schools raises a safety concern in a new place. and due to high crime rate in Haryana. The interview with children attending Abhilasha brings forth that all students are not interested in schooling. Some children are not interested in attending school. On the other hand, some are interested in education. As Suraj says, "I want to become a police officer and I want to pursue higher education." Aarti aspires, "I want to become a teacher."

Thirdly, the poor economic status, large family size, low education status of parents are yet another main hindrance in the education of children as they are not able motivate their children for education, nor do they send them to government schools. Further, they are not able to purchase the basic necessary items like books, notebooks, pen, pencil, etc. for their classwork. Fourthly, however, Abhilasha School is doing a great social work by providing education to migrated workers' children but it is not recognised by a state board and has minimum required infrastructure. It has only one classroom and one teacher. Therefore, almost all work including teaching and non-teaching is done by the teacher. There is shortage of necessary items like basic stationary, learning resources to carry on the teaching learning process smoothly. Another reason is lack of cooperation by parents in sending children to school on a regular basis.

Fifthly, there is no admission survey or awareness drive undertaken by state governments for education of migrant workers' children as revealed by the government school teachers who said that they have no directions in this regard. The government make serious efforts to spread awareness about education in the villages but they have never targeted migrant workers'

children. This shows that there is a need to create awareness among migrated workers about the education of their children. The awareness programmes should be carried out by both government schools and university.

Migrant workers and their families appear to live in a no man's land where no benefits of any state reach them. This brings into picture the critical need to provide universal reach to local employment, purchasing power for a decent livelihood, essential health benefits, social security, quality education, supportive local governance, and regional employment generation. The collaborative efforts of the centre and state and interstate authorities in mainstreaming migrants with the rest of the population are indispensable for the growth of the Indian economy. The fact that migrants comprise 20 per cent of the workforce their contribution in the growth of India (Puri, 2020) cannot be sidelined.

Similarly their human rights should not be violated. The two prominent factors like seasonal migration, lack of welfare efforts by organisations employing workers and lack of state efforts for the education of their children takes a severe toll on the education of migrant workers' children. The children who migrate with their parents suffer learning deficits as they have to drop out of school. Children moving out with their parents remain enrolled in the schools of their native places but in reality they are **out of school**. Their **re-entry** to schools after their return to their hometown is hampered by learning gaps and also demands of attendance, examination records, etc. and as a result they either drop out or face learning barriers.

Despite the RTE Act, these children are often deprived of their educational rights due to lack of support structure. Collaboration among states dealing with migration on the issues of a joint planning and budget sharing migration needs to be developed. However, children usually migrate with their parents, but retention of these children in their native village should be encouraged by providing seasonal hostels/residential camps at their native place. Such initiatives can be seen

in the experiments of Sakhar Shalas to provide education to children of sugarcane workers' run by Janarth, the Bhonga Shalas imparts education to children of brick-kiln workers' run by Vidhayak Sansad and Aide et Action South Asia's (NGO) initiatives in Orissa and Andhra Pradesh are model cases to follow for uplifting educational status of migrants (UNESCO, 2012).

Educational implications

For hiring organisation Under social responsibility act, the hiring institutions should be held responsible for providing essential facilities to workers and their families. Hiring organisations can collaborate with the District Education Department and NGOs working in the same field to get students enrolled in government schools.

For state education department

Interstate collaboration among education departments in ensuring education of these children should be developed.

For local authorities Awareness drives for the education of migrants' children should be organised and local school authorities should be provided clear guidelines for migrant workers' children.

Limitations of the study

1. The first limitation is that it is limited to only one school providing worksite education to children of workers.
2. The second limitation is that the data from university authorities couldn't be gathered as no response was provided by them.
2. The third limitation is the lack of quantitative data to add expanded view in the problem.
4. The fourth limitation is lack of generalisation of results as it is limited to only one case.

Suggestions for further research The study can be extended to other construction workers working in a concerned district or Haryana.

1. The study can be conducted on model schools providing education to migrant children.

2. Further studies can be conducted on education of state-wise migrant workers to generalise the results.
 3. Future research can use mixed method design to get a broader coverage of data.
 4. The study can be done specifically on migrant students studying in government schools.
- Note: The study doesn't reveal the name of the university due to ethical considerations. The names of parents and students are not their real names.

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Web resources:

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- https://www.business-standard.com/article/pti-stories/ssa-plans-for-education-of-children-of-migrant-labourers-114112000310_1.html
- <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1576065>
- <https://indianexpress.com/article/india/at-17-5-million-indian-diaspora-largest-in-the-world-un-report-6142392/>
- <https://www.indiatoday.in/education-today/featurephilia/story/how-seasonal-migration-of-indians-is-destroying-educational-opportunities-for-children-1406369-2018>