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Present Conditions of Deprived Migrated School Students: A Case Study in Kolkata

Priyanka Dey

Guest Lecturer, Dept. of Geography, Serampore Girls' College, Hooghly, West Bengal

Abstract

Migrated population in India is very big as a share of the National Population in which migrated students also included and it is also very big problem for development of our country. The study focuses on the poor families and the deprive children who migrated to Kolkata and surrounding area. Here for the study we take 30 boys and 20 girls students who are migrated in Kolkata. And here we discuss about their different condition like economic, living condition, achievement and physical, mental health condition before and after their migration. We also want to focus on their problems and trying to give suggestions for their betterment of life.

Key word: Migration, population, deprive children, economic, living condition, achievement and physical, mental health condition.

Introduction: The present study focuses on the poor families and the children who migrated to Kolkata and surrounding area. In 2011 the population of India was 121 crore but in present it is 136 crore. For this rapid growth of population, migration is one of the main and important cause. The Census of 2001 estimated that there were 309 million migrant population in India or almost one third of Indian population are migrated.

The city of Kolkata has been an important destination point for rural to urban migration in India. And the migration happened from other state of India as well as various district of West Bengal. And Kolkata also face International migration, a small percentage of migrants has come from Nepal, Bhutan, Bangladesh etc. There are many factors affect the migration the 'pull' factors like work opportunities, better standard of living, good infrastructure etc. increase the migration rate of the city.

In census data of migration in 2011 is not available but in 2001 the total number of migrants to the city was 822,389. But separate data not available for the single male, families and the children among the total migrants and also difficult to distinguish between poor and middle class migrants.

The present study focuses on the poor families or children who migrated in the Kolkata. The children who migrated their own or with their migrated parents come in the city most of

them end up their life in Slum, Street, railway platform and they involve different type of work as child labour. The girl children also face human trafficking. As a result daily happened different type of crime, harassment in the city. But the record are not available because the un registration. So, the child labour prohibition and Regulation Act 1986 declare 14 year is the upper age limit of child.

The impact of migration on children of migrated families is a serious policy concern. Migrant children affected by poverty, poor standard of living, break in continuity of education, isolation from main stream society. So, our authorities in the children welfare and developed and the Government of India declare the free and compulsory education. Because education is only way to come back them in a known environment.

“Just because a child's parents are poor or uneducated is no reason to deprive the child of basic human rights to Health Care, Education and proper nutrition”

----Marian Wright Edelman.

Statement of the Problem: Within this context the present work throws some lights on poor migrant children who settled in slum, Street, school hostel in Kolkata. This migrant include both long term migrant who are almost settled in the city and as well as short term migrants. The study tries to trace the origin of migrants, reason of their migration, standard of living, their achievements, their mental and physical health etc.

Objectives:

- To assess the demographic composition of migrant children.
- To assess the socio-economic condition as well as standard of living of migrant children.
- To examine the physical health of the children.
- To examine the achievement before and after the Migration of children.
- To understand the psychology about criminal activities of children.
- To examine the implementation of government policies and scholarship covers the migrant children.
- To assess the problem they faced before and after migrants.
- To suggest for betterment of the life and improve their situation.

Hypotheses:

- H₁: There is no significant difference between their economic condition of before and after migration.
- H₂: There is no significant difference between their living condition of before and after migration.
- H₃: There is no significant difference between achievement in education of before and after migration.
- H₄: There is no significant difference between physical health of before and after migration.

H₅: There is no significant difference between psychological change of criminal activities before and after involvement in education.

Delimitation: During the preparation of this report some limitation has to be faced. Those are as follows:–

- The limited time of the main Constraint.
- The study will be totally encompassed in the area of south Kolkata.
- We will take only deprive migrant students of Bengali medium of W.B.S.E board.

Significance of the Study: Migration is a big problem of our country as well as Kolkata. Because it increase the population and face poverty, inequality, foods scarcity, below standard of living etc. And the child migration also big and important problem because it's come with crime, harassment, human trafficking etc. Child is our future if they are in danger then our country will be in danger. The child of migrant families are forced into labour by the parents. The children has minimal access of clean drinking water, nutrition, hygienic condition and also face abuses from exhausted parents. The girls children suffer more than the boy's as they face sexual abuse. For SSA program help them for their elementary education, they engage different school, so that it need to understand the status or condition will changed for the education of the migrant deprive students or not.

“Every child should have the opportunity to receive a quality education.”

--Bill Frist

Review of Related Literature:

1. Banerjee. A, (January-June 2014), discuss in her paper that in Kolkata, 22 percent of the city's population is migrants and most of them lived in slum area, here slum migrants (study area) with the poorest 25 percent of migrant population in urban West Bengal. She was divided the migrants are into following three types: Men Moved Alone in the City, Men Moved Alone in the City, Family Migrants and describe age of migration, educational standard, religious group, cast group and work participation, rate and origin place, reason of migration of migrate slum people. She find migrate mainly for economic reasons. She talked about women's autonomous movement and influence of social networking for migration in the paper.

2. Mukherjee. C, (July. 2014), investigation was carried out on a sample of 600 street children ageing 2-16 years selected from streets of Kolkata. He found the number of children with or without family, migrating to the harsh reality of street life, is increasing. Rural-urban migration was one of the important reasons for children to move on the street life. Rural-urban migration of adults as well as children happened mostly due to flood and other natural disasters, which has been considered as a major cause of their fast growth. The Difficulties & Problems Suffer by Street Children due to Migration Socio-educational, Physical, and Psychological. Here up to 71.66% were literate including high drop-out (53.95%) while 28.33% were illiterate from the study.

3. Banu. N, (February 2015), discuss in her paper different type of statistical data of migration. Her paper mainly based on inter state and intra state migration of west Bengal. She observed that now main migration happened at inter state short distance migration of west Bengal for influence of metropolitan city of Kolkata. She discuss different cause and rate of inter state migration on her paper.

4. Sana. S, (June 2015), discuss in his paper that how a slum of Kolkata established from the historical view to now and the condition of the different type of slum. In this paper describe definition ,types of slum, salient feature of slum, social implication of slum. It is the mainly focused on the total population, sex ratio, literacy rate of different slum from Kolkata and decadal growth rate of population of Kolkata and west Bengal.

5. Bagchi. D and Ahmed. S, (October 2015), shows that railway platform is one of the favorite destinations of the migrant children. It ensures immediate shelter, food, and livelihood. Here they choose sealdah station for their study and describe the condition and problems they faced. They find that fifty percent of children enrolled their name for education but most of them drop out.

6. Agarwal. S, (June 2016), discuss on her paper that due to rising population for migration, the number of slum dwellers is rising in Indian cities. An exhaustive study of Health Status of slum dwellers done with 830 Households has shown a marked improvement in the conditions of the families in relation to health entitlements, access to safe drinking water and body hygiene such as washing of hands and habit of cleaning rooms. However, the higher percentage of general health problems and the chronic diseases in the adults and the children is due to the unhealthy settlements around the railway tracks, across the roads and canals. As, the trains or the other vehicles passes by the plethora of sand and dust is blown which fills the swiped houses with dirt and the same is inhaled by the families which supports the growth of various respiratory diseases.

7. Dr. Bala. A, (July 2017), describes the factors responsible for migration. In rural areas, due to less employment opportunities, low wages, drought, lack of basic amenities, landlessness, social factors act, people migrate to urban areas to get more employment opportunities, higher income, better wages, better facilities activities. A large part of migrated population particularly in large and metropolitan cities lives in marginal settlements, slums and squatter areas with limited infrastructure services threatening health, environmental degradation of urban areas, traffic and other problems of urban areas.

8. Nath.I, Maiti. N. Chand, Halder. Md. Kutubuddin, (N.D), tries to assess the impact of living condition, home and surrounding environment, parental education, school condition on elementary education of slum children of Kolkata of 6-14 years age group. From 440 households the total 968 children of 6-14 years age group it was found that 27.27% were non-enrolled, 24.17% were drop-out while 48.56 were continuing formal education. It was found that migration, health, nature of occupation of the family, mother' s level of education, per -capita income of the family , living condition, home and surrounding environment, school infra-structure has a positive impact on child' s education.

9. Sen. S, (N.D), discuss different reasons and rate of international migration in Kolkata of west Bengal. She shows on her paper the growth of population, urban population and migration in Kolkata and Kolkata Urban agglomeration (Kolkata U.A.) from 1901 to 2011, she find that In 2011, population of Kolkata U.A. was nearly 212% higher than Kolkata District. Thus Kolkata (U.A) constituted less percentage of migrants in comparison with megacities and even with other Class I cities like Greater Mumbai, Delhi etc.

10. Schenk. W. Collin, (N.D) discuss in his paper that refugees may flood vacant land on the outskirts of the city, or rural migrants may slowly develop a squatter settlement through evolving rural-urban linkages. This paper delineates the categories of slums according to their historical generative forces, details the ethnic composition of slums, and examines the historical patterns of slum policies.

Critical Review: After related literature view found that most of the paper describe the causes, consequences, area, problems of migration. In every paper says that Kolkata faced a huge number of migration after the partition and the process is continuing till the date as per 2011 census it was 29.6%. Most of the paper define that every migrant phase different problems like health, environment, lack of opportunities and the children face no schooling, no playing opportunity, trafficking, child labour, so, improve the situation Government and some NGO's try to improve their condition and government provide free and compulsory education for children. Now after their enrollment in school it is important to analyse the condition of them improve or not? But it is hardly found in the reviews. So, this study tries to assess the impact of living condition, environment, parental education, school condition on education of different type of 10 to 18 years age group migrated children of Kolkata.

Methodology:

- **Variable:** A variable is a concept- a noun that stands for variation within a class of objects. Variables in the present study are- Independent variables are a migrated student and the different conditions are dependent variables.
- **Population:** Population is any complete group of entities shearing some common set of characteristics. The term population elements refer to an individual number of population. All 6th to 12th standard Secondary And Higher Secondary migrated students in Southern Kolkata constitutes the population of the study.
- **Sample And Sampling:** A sample is a subset of population. It is the representative part of larger population. Simple random sampling techniques is followed in selecting sample from said population. 50 students in a government aided school and slum area of Ballygunge and Dhakuria area.
- **Description of Tools:** The research tool occupies a major position in any research study because it is useful in the collection of data to draw meaningful conclusions. A self-made questionnaire is being developed after meaningful items adaptation, correction from different operational measure for the purpose of present conditions of migrate students to be asses.

Procedure:

Selection of study area: This study is conducted in southern kolkata . Here we found the existence of different deprive migratory students. For this study we have taken 50 deprive migratory students from different slum of Ballygunge and Dhakuria area and a government aided school of Chetla where they read .

Location Map of Study Area

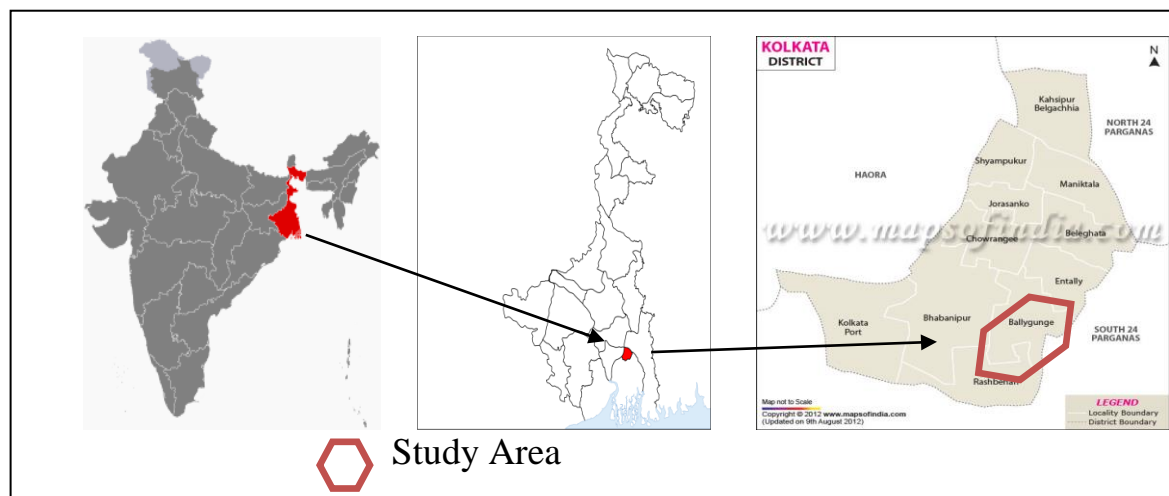


Fig- 1

Data Collection:

- ❖ The investigator approaches to a the headmaster of related school and took their permission to administer for interview. The investigator was allotted with their coordinator staff to conduct the interview. The respondent were assured of the confidentiality of their responses and reminded that their response would be used only for the purpose of research. And also doing a survey in Ballygunge and Dhakuria slum area.

Students are instructed on how to response in the items on the 3-point Likert scale in terms of their condition. Respondents were assured that they were free to seek the help of the researcher, coordinating stuff in case of any queries by raising their hands up. The researcher supervised the entire class while the process going on finally after completing they were thanked for their cooperation and best wishing to success in their future was conveyed

Data Analysis & Interpretation:

Introduction: Data analysis is the process of systematically applying statistical or mathematical methods ,described and evaluate the data.

Scoring of the tool: Students rate themselves on 3-point/5-point Likert type scale in different conditions. Score ranging from 1,2,3,/1-5. There are some reverse supported the negative leave for did items and the rating are reversed in scoring.

Statistical Techniques: Pearson's correlation and t-test is being applied for the purpose of the data analysis and other descriptive Statistics of mean, standard deviation and frequency distribution and some part of diagrams is followed. For the data analysis MS-Excel 2007 version is used. This representation described below:

Interpretation: The study revealed that the size of migrated population in India is very big as a share of the National Population in which migrated students also included. It is identified that from the study 30 students are boys and 20 students are girls who are migrated in Kolkata. And here we discuss about their different condition like economic, living standard, achievement and physical mental health condition before and after their migration.

Place of Origin

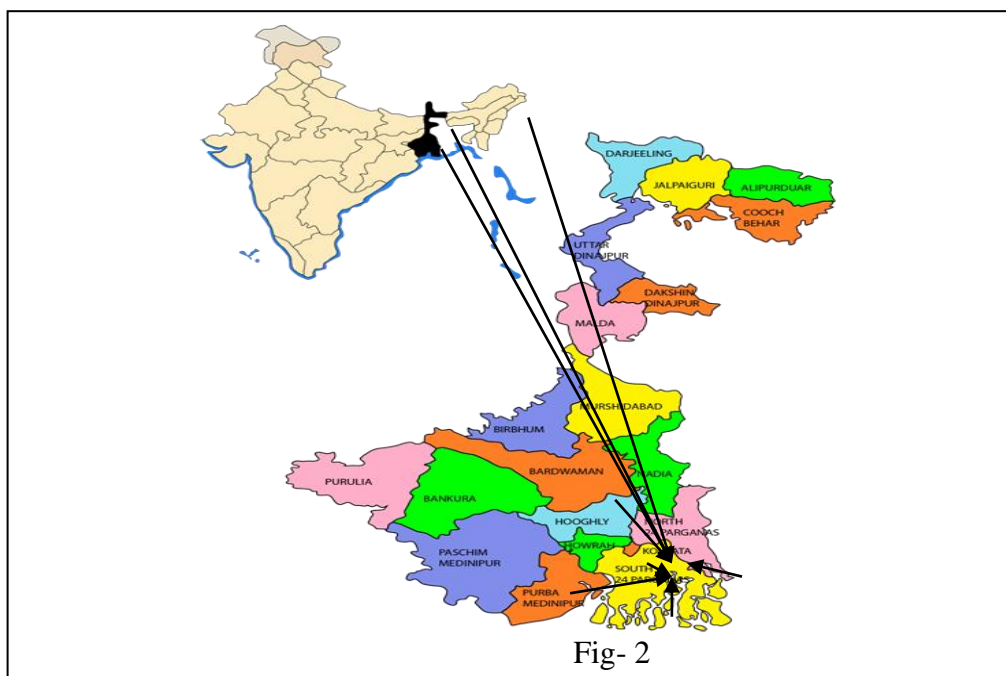
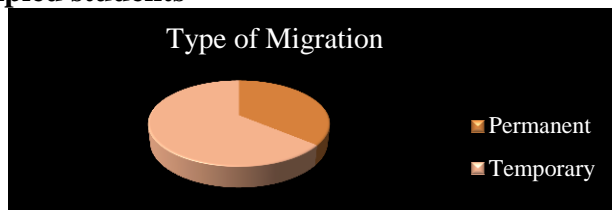


Fig- 2

In the study we found that most of the migrated student coming from the south 24 Parganas(40%) and other districts are Howrah (8%), Medinipur(8%), North 24 parganas(8%),Bardhaman (8%) etc, And the neighboring state Assam(16%) and other states are Bihar (4%), Jharkhand (8%) most of the students are coming in Kolkata from this neighboring district and state.

❖ **Type of Migration:****Table: 1.1 Type of migration among sampled students**

Type of Migration	% of students
Permanent	36
Temporary	64
Seasonal	0



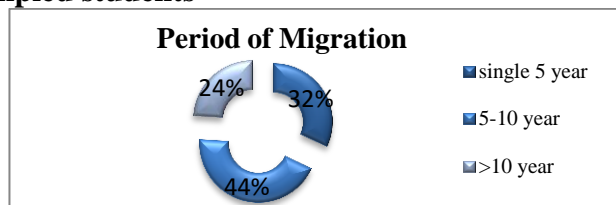
Source: Field survey, March-April, 2019

Fig:3

Table Number 1.1. shows that 36% of Pupil permanently migrated and 64% of student temporally migrated. So, that means most of them wants to back at their origin place and here no one found for seasonal migration.

❖ **Period of Migration:****Table: 1.2 Period of migration among sampled students**

Periods	% of students
single 5 year	32
5-10 year	44
>10 year	24



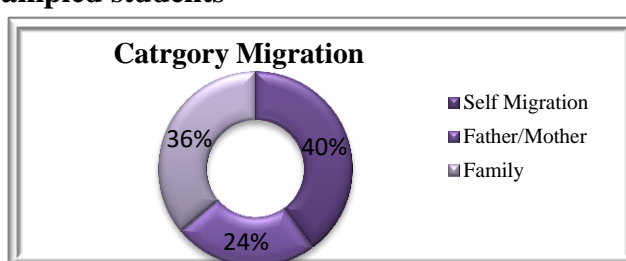
Source: Field survey, March-April, 2019

Fig: 4

Table Number 1. 2. shows that 32% of sample students are single 5 years migrated, 44% migrated for 5 to 10 years and 24% student migrated for greater than 10 years. It shows that most of them coming between 5 to 10 years.

❖ **Category Migration:****Table: 1.3 Category Migration among sampled students**

Category	% of students
Self Migration	40
Father/Mother	24
Family	36



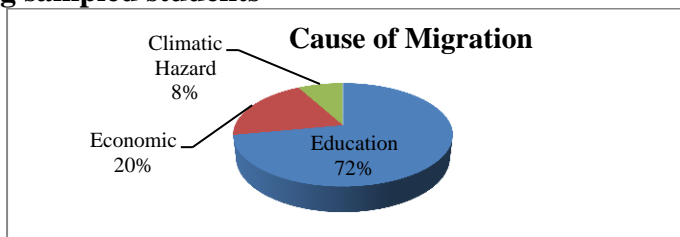
Source: Field survey, March-April, 2019

Fig:5

Table Number 1.3 indicates that 40% of sample students are self-migrated, 24% coming in Kolkata with their father or mother and only 36% coming with family. So, clearly shows that most of them are coming there without family.

❖ **Cause of Migration:****Table: 1.4 Cause of migration among sampled students**

Causes	% of students
Education	72
Economic	20
Climatic Hazard	8



Source: Field survey, March-April, 2019

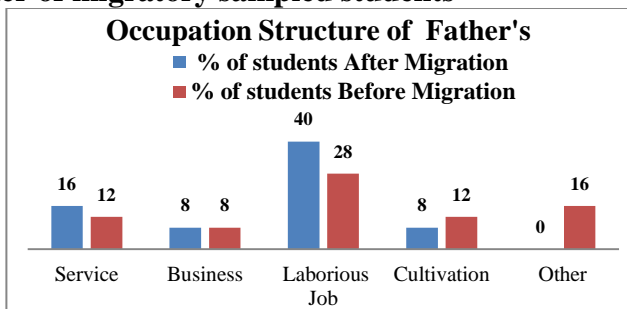
Fig: 6

Table 1.4 shows 72% of sample students coming here for education, 20% of student coming here for economic purpose of their families or father and mother, only 8% students coming here from the climatic hazard area. For the climatic hazard like flood/ drought they are here for betterment of the life.

- **Economic Condition:** Economic condition describe by the occupational structure father and mother, monthly income and present amenities of the students family.

❖ **Occupation of Father:****Table: 2.1. Occupational structure father of migratory sampled students**

Occupations	% of students After Migration	% of students Before Migration
Service	16	12
Business	8	8
Laborious Job	40	28
Cultivation	8	12
Other	0	16



Source: Field survey, March-April, 2019

Fig:7

Table 2.1. shows that after migration 16% and before migration 12% student's father engaged in service, after and before migration 8% of students father engaged in business, after migration 40% and before migration 28% of students father's are doing laborious job and after migration 8% and before migration 12% student's father connected with the cultivation. Here we also see that after migration no one's father engaged in other type of jobs but before migration 16% student's father engaged in the other jobs.

❖ **Occupation of Mother:****Table: 2.2 Occupational structure mothers of migratory sampled students**

Occupations	% of students After Migration	% of students Before Migration
House wife	28	60
Maid	36	12
Service	8	8
Business	0	0
Other	0	0

Source: Field survey, March-April, 2019

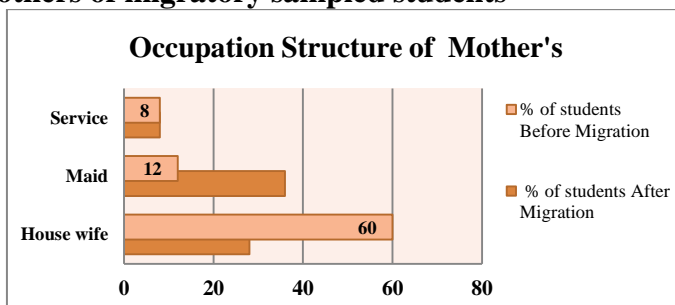
**Fig:8**

Table 2.2. shows that after migration 8% and before migration 8% student's mother engaged in service, after migration 36% and before migration 12% of students mother's are maid and after migration 28% and before migration 60% student's mother are house wife.

❖ **Monthly Income:****Table: 2.3. Monthly family Income of sampled students**

Income(Rs.)	% of students After Migration	% of students Before Migration
<3000	8	20
3001-5000	24	44
5001-10,000	48	32
10,001-15,000	16	4
>15,001	4	0

Source: Field survey, March-April, 2019

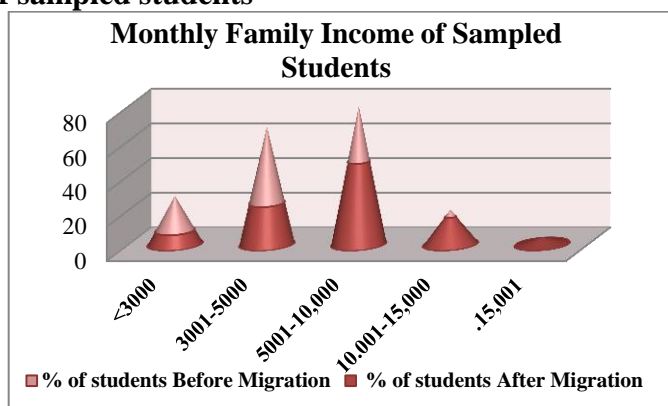
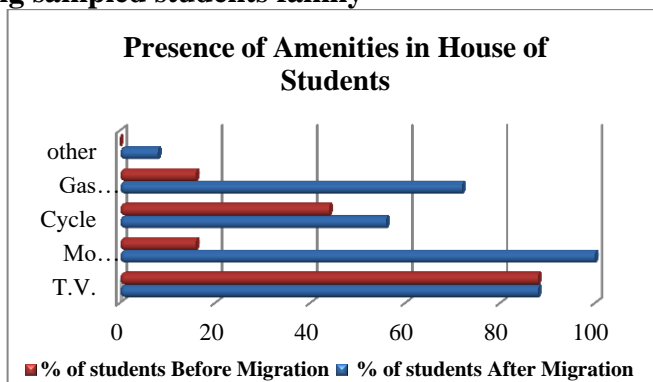
**Fig:9**

Table 2.3 indicates that after migration 8% and before migration to 20% student's family lies in less than 3000 income group, after migration 24% students are included into the 3001 to 5000 income group, 48% lies in to the 5001 to 10000 income group, 16% lies in 10001 to 15000 and only 4% students lies in the greater than 15000 income group.

But in the before migration 44% student lies in the 3001 to 5000 income group, 32% in 5001 to 10000 group and only 4 % in the 10001 to 15000 and no one found in the greater than 15000 income group. In this diagram clearly shows that the monthly income of the migrated students family has increased after migration.

❖ **Present of Amenities:****Table: 2.4. Present of amenities among sampled students family**

Amenities	% of students After Migration	% of students Before Migration
T.V.	88	88
Mobile	100	16
Cycle	56	44
Gas Oven	72	16
other	8	0



Source: Field survey, March-April, 2019

Fig:10

Table 2.4. indicates that the variety of assets or amenities of surveyed migrated students. After migrations 88% have TV, 100% mobile, 56% cycle, 72% gas oven and 8% other and before migration 88% TV, 16% mobile, 44% cycle, 16% gas oven. So, it reveals that here in before and after migration increased use of mobile and gas oven.

- **Living Condition:** Living condition describe by the presence of toilet, source of drinking water, food type of students and their families.

❖ **Presence of Toilet:****Table: 3.1. Presence of toilet among sampled students family**

Category of toilet	% of students After Migration	% of students Before Migration
Toilet	80	36
Open Drain	4	4
Open area Beside	4	20
Railway Lane	12	16
agricultural Land	0	28

Source: Field Survey, March-April, 2019

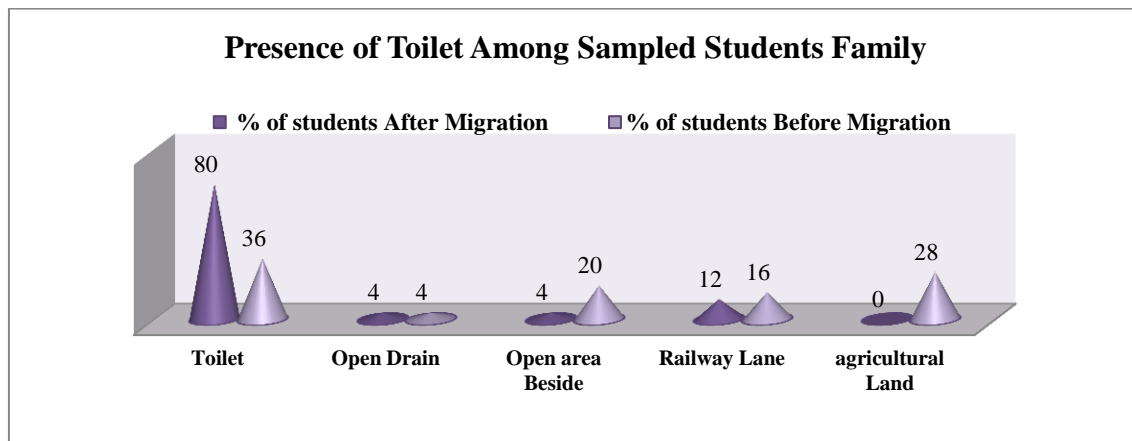


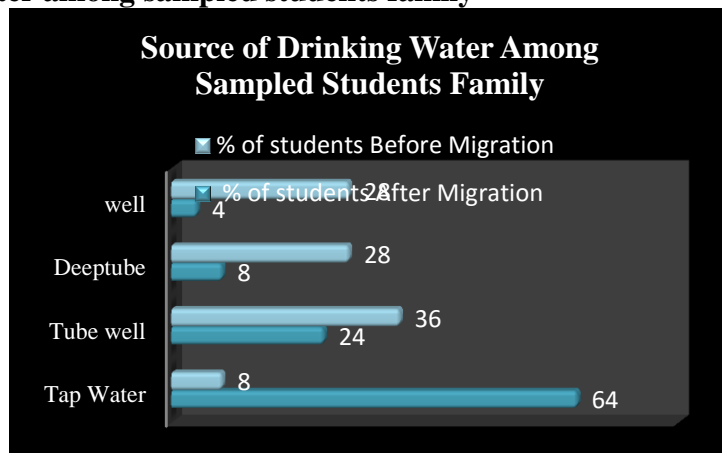
Fig:11

Table 3.1. shows that use of toilet. In the figure reveals that after migration 80% of students use the toilet and only very few uses open drains (4%), open area beside (4%), railway line (12%) for their toilet. But in the before migration 36% used the toilet and open drain (4%), open area (20%), railway line (16%), agricultural land (28%) for toilet. So, we can say from this diagram that the use of toilet or they maintain their hygiene after migration.

❖ Source of Drinking Water:

Table: 3.2. Source of drinking water among sampled students family

Source of drinking water	% of students After Migration	% of students Before Migration
Tap Water	64	8
Tube well	24	36
Deep tube well	8	28
well	4	28
Pond	0	0



Source: Field survey, March-April, 2019

Fig: 12

Table 3.2. shows that source of drinking water. In the figure reveals that after migration 64% of students use the tap water and only very few uses tube well (24%), deep tube well (8%), well (4%) for drinking water. But in the before migration 8% use the tap water and tube well (36%), deep tube well (28%), well (28%) for drinking water. So, we can say from this diagram that the use of drinking water they maintain their hygiene after migration.

❖ **Food Type:****Table: 3.3. Food Type among sampled students family**

Food Type	% of students After Migration	% of students Before Migration
Veg	16	4
Non Veg	76	64
Partial	8	32

Source: Field survey, March-April, 2019

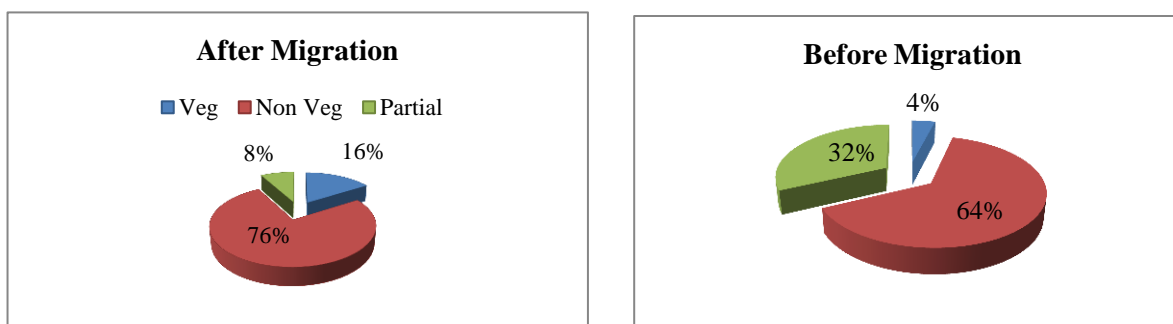
Food Type among Sampled Students Family

Fig: 13

Table 3.3. shows that food habits of students before and after migration after migration. Most of them (76%) are non vegetarian and vegetarian only 16%, partially 8%. But before migration 64% were non-veg, 4% veg and 32% partial. So we can say that after migration they intake more protein, vitamin food than before migration.

- **Achievement:** Achievement describe by the co-curricular activities, Government help, mark achievement of the students.

❖ **Co-Curricular Activities:****Table: 4.1. Co-curricular activities of sampled students**

Co-curricular activities	% of students After Migration	% of students Before Migration
Singing	12	16
Drawing	4	12
Playing	68	68
Dancing	16	4
Other	0	0

Source: Field survey, March-April, 2019

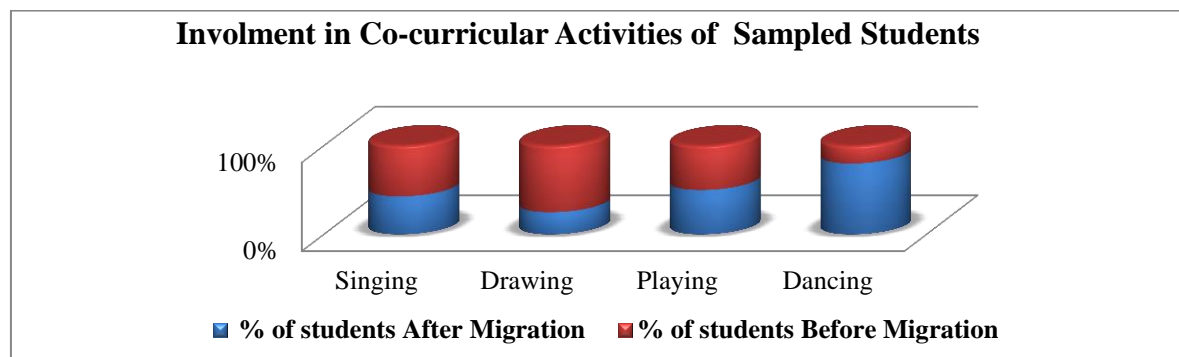


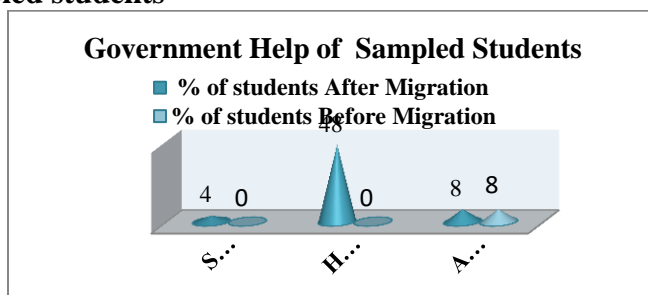
Fig: 14

Table: 4.1 indicates the engagement in the co-curricular activities of the migrated student. Figure shows that after migration 12% engaged in singing, 4% drawing, 68% playing, 16% dancing and before migration they engaged in singing (16%), 12% drawing, 68% playing, 4% dancing so, it can say that in their co-curricular activities there is no huge difference can be found.

❖ Governmental Help:

Table: 4.2. Government helps of sampled students

Government help	% of students After Migration	% of students Before Migration
Scholarship	4	0
Hostel	48	0
Amenities	8	8



Source: Field survey, March-April, 2019

Fig: 15

Table 4.2 shows the different type help from government to the migrated students. Here we found that after migration only 4% get any scholarship from the government, 48% get hostel facility and only 8% get different amenities. But before migration only 8% got different amenities from the government. So, from this diagram we can say that the migratory students not get huge help from the government before and after their migration.

❖ Marks Achievement:

Table: 4.3. Marks achievement of sampled students

Marks	% of students After Migration	% of students Before Migration
>80%	20	12
60%-80%	32	32
<60%	48	56

Source: Field survey, March-April, 2019

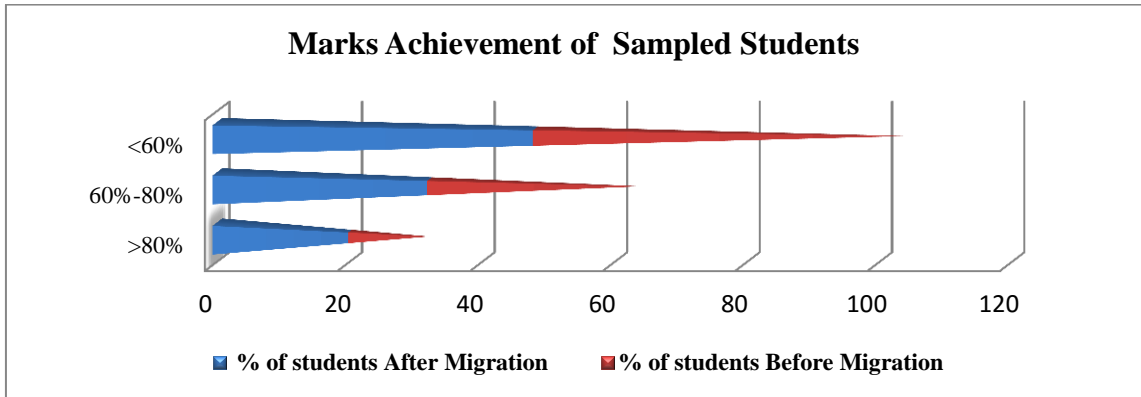


Fig: 16

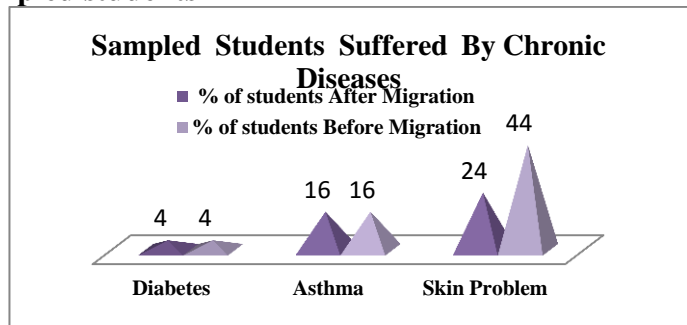
Table 4.3 reveals the marks of students before and after their migration. Figure shows that after migration only 20% get greater than 80% marks, 32% get 60- 80%, 48% get less than 60% marks. Before migration 12% got greater than 80%, 32% in 60% to 80%, 56% in less than 60%. So, it can be said that here is not huge marks achievement difference in their before and after migration. Their marks mainly concentrated in the less than 60% marks group.

➤ **Physical Condition:** Physical conditions describe by the chronic, occasional disease, mode of treatment and spend free time of the student.

❖ **Chronic Disease:**

Table: 5.1. Chronic diseases of sampled students

Diseases	% of students After Migration	% of students Before Migration
Diabetes	4	4
Asthma	16	16
Skin Problem	24	44



Source: Field survey, March-April, 2019

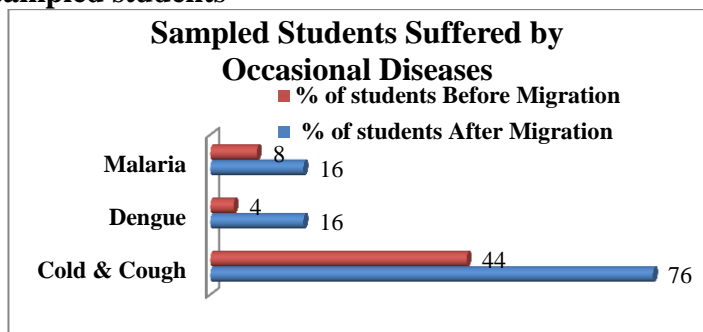
Fig: 17

Table 5.1 indicates that the main chronic diseases is found is skin problem 24% after migration and 44% before migration and only 4% and 16% suffered with diabetes and asthma respectively. There is no difference in the before and after migration.

❖ Occasional Disease:

Table: 5.2. Occasional diseases of sampled students

Diseases	% of students After Migration	% of students Before Migration
Cold & Cough	76	44
Dengue	16	4
Malaria	16	8



Source: Field survey, March-April, 2019

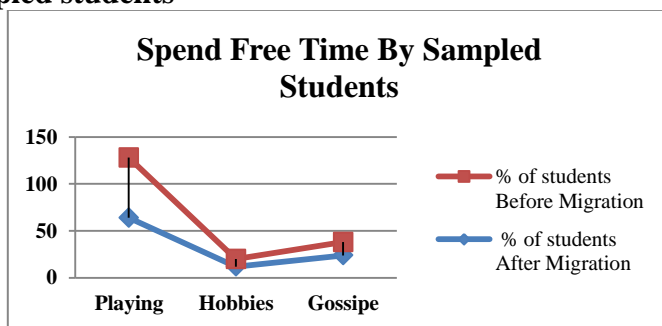
Fig: 18

Table 5.2 shows the operational disease of the migratory students. In the figure we see that after migration 76% suffered by cold and cough, 16% Dengue and 16% Malaria. But before migration only 44% suffered by cold and cough, 4 % by Dengue and 8% by Malaria. So, here we can say that there is slight difference in operational disease of students before and after migration.

❖ Spend Free Time:

Table: 5.3. Spend free time by sampled students

Category	% of students After Migration	% of students Before Migration
Playing	64	64
Hobbies	12	8
Gossip	24	14



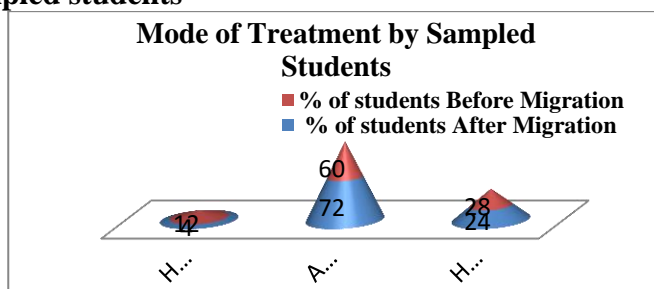
Source: Field survey, March-April, 2019

Fig: 19

Table 5.3 shows that how the students spend their free time. In the figure we see that in the both cases in before and after migration 64% of student engaged in the playing in their free time and 12%, 8% in hobbies, 24%, 14% in gossip in before and after migration respectively. So, it reveals that most of them spend their free time in a healthy manner and migration is not affected in their manner.

❖ **Mode of Treatment:****Table: 5.4. Mode of treatment by sampled students**

Mode of treatment	% of students After Migration	% of students Before Migration
Herbal	4	12
Allopath	72	60
Homeopathy	24	28



Source: Field survey, March-April, 2019

Fig: 20

Tables 5.4. reveals that 72% and 60% students are take Allopath after and before migration respectively. 24%, 28% homeopathy and only 4%, 12% herbal takes as a medicine in after and before migration. So, here we see that there is no huge changes in mode of treatment for their migration.

- **Mental Health:** Mental health is a very important factor to growth and development of a student. If a student mentally healthy then he or she able to achieve a goal of his/her life and lead a healthy life. Here we discuss the mental or psychology of a migrant student.

❖ **Miss Your Family Members:****Table: 6.1. Miss your family members by sampled students**

Category	% of students
Very Much	72
Partially	15
Not at all	13

Category	% of students
Mother	30
Family	62
other	8

Source: Field survey, March-April, 2019

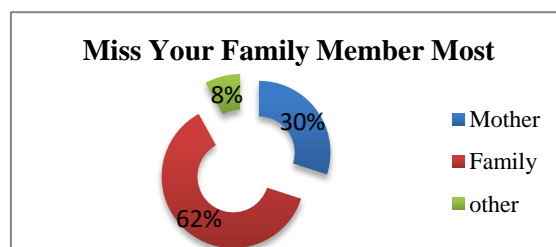
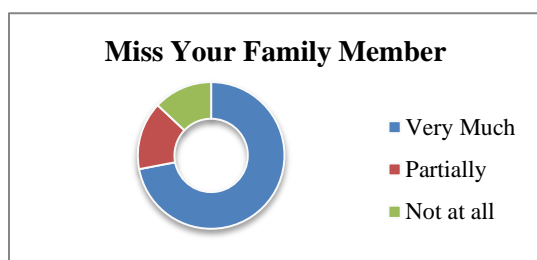


Fig: 21

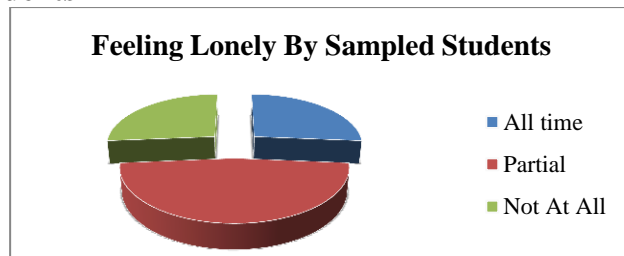
Table Number 6.1. shows that, from the surveyed students 72% missed their family members very much and 15% and 13% partially and not at all missed their family. Here we found maximum number of migratory students coming here without their families that's why most of the students missed their family.

In the next diagram we see that 30% student miss their mother only but 62% student miss their full family members.

❖ Feeling Lonely:

Table: 6.2. Feeling Lonely by sampled students

Category	% of students
All time	20
Partial	36
Not At All	20



Source: Field survey, March-April, 2019

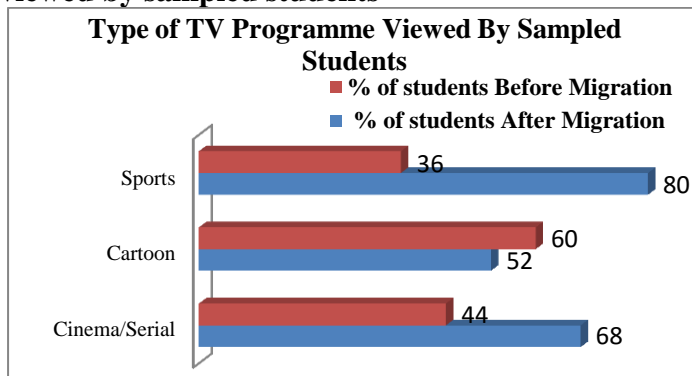
Fig: 22

In the survey basically who come here without their families, they mainly feel lonely. In the table 6.2. reveals that 20% students feel all time lonely 36% partially and 20% not at all. So, we say that most of the student partially feel lonely and when ever they are alone that is mainly in the night they basically feel lonely.

❖ Type of TV Programs Viewed:

Table: 6.3. Type of T.V. programs viewed by sampled students

T.V. programs	% of students After Migration	% of students Before Migration
Cinema/Serial	68	44
Cartoon	52	60
Sports	80	36



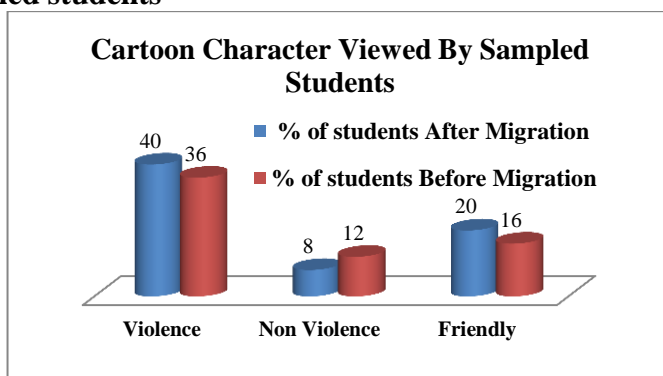
Source: Field survey, March-April, 2019

Fig: 23

Table 6.3. shows that after migration 68% student watching cinema in T.V, 52% shows cartoon, 80% shows sports in daily basis. In the other hand before migration 44% watching cinema in T.V, 60% cartoon and 36% sports. So, we can say that after migration students are very much watch different types of sports in the TV so, they are watching healthy program.

❖ **Cartoon:****Table: 6.4. Cartoon viewed by sampled students**

Category	% of students After Migration	% of students Before Migration
Violence	40	36
Non Violence	8	12
Friendly	20	16



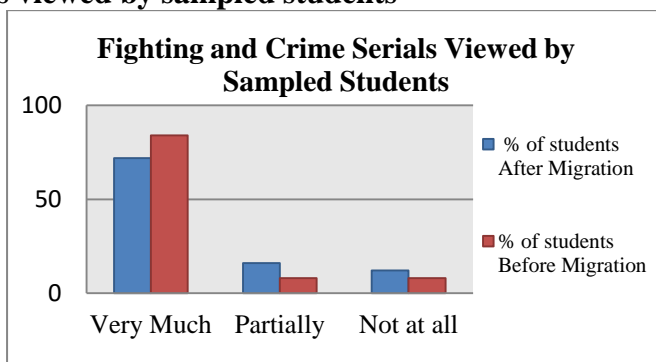
Source: Field survey, March-April, 2019

Fig: 24

In the table 6.4. reveals that who shows Cartoon in the TV most of them (40%) watching violent cartoon and the situation on before and after migration is unchanged and after migration 20% friendly and 8% watching non-violence cartoon. On the other hand before migration 16% friendly and 12% watching nonviolence cartoon. So, there the situation is slightly changed.

❖ **Fighting and Crime Serials:****Table: 6.5. Fighting and crime serials viewed by sampled students**

Category	% of students After Migration	% of students Before Migration
Very Much	72	84
Partially	16	8
Not at all	12	8



Source: Field survey, March-April, 2019

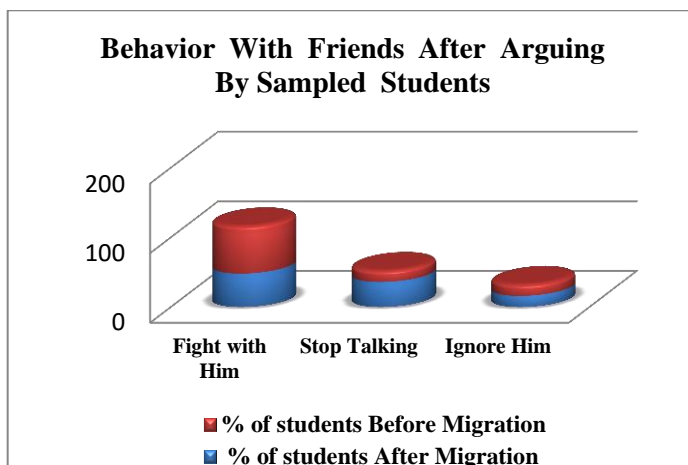
Fig: 25

Table 6.5 shows after migration 72% very much like the fighting and crime serials, 16% partially, 12% not at all like and before migration 84% very much like, 8% partially, 8% not at all like the fighting and crime serial. So, from this diagram we can say that situation is unchanged in before and after migration and most of the student very much like fighting and crime serial in T.V.

❖ Behavior With Friends After Arguing:

Table: 6.6. Behavior with friends after arguing by sampled students

Behavior	% of students After Migration	% of students Before Migration
Fight with Him	48	68
Stop Talking	36	16
Ignore Him	16	16

**Fig: 26**

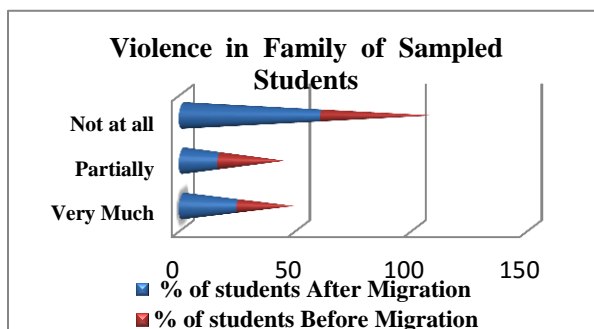
Source: Field survey, March-April, 2019

Table 6.6 shows the behavior of the students with their friends if they arguing with each other. After migration 48% fight with him, 36% stop talking, 16% ignored him. On the other hand before migration 68% fight with him, 16% stop talking, 16% ignored him. Here we can say the situation is slightly different in before and after migration. They may be slightly polite after migration so they stop talking with him in spite of fighting.

❖ Violence in Family:

Table: 6.7. Violence in family of sampled students

Category	% of students After Migration	% of students Before Migration
Very Much	24	24
Partially	16	28
Not at all	60	48

**Fig: 27**

Source: Field survey, March-April, 2019

Table 6.7 shows in these student's families after migration 24% faced very much violence, 16% partially, 60% not at all but in before migration 24% faced very much violence, 28% faced partially, 48% not at all. So, from the diagram we can say that after migration they have good situation and then before migration.

❖ **Behavior if Result Not up to the Mark:****Table: 6.8. Result not up to the mark of sampled students**

Category	% of students After Migration	% of students Before Migration
Frustrated	4	40
Break Down	12	44
Trying to Betterment	84	16

Source: Field survey, March-April, 2019

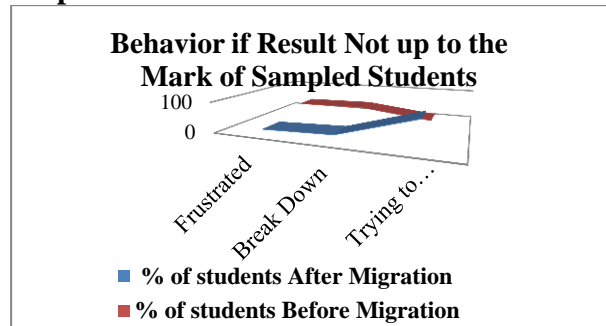
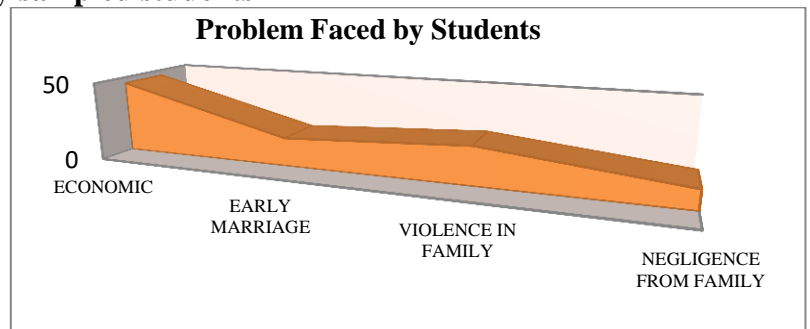
**Fig: 28**

Table 6.8 shows after migration 4% feel frustrated, 12% break down, 84% trying to betterment, where before migration 40% felt frustrated, 44% break down and 16% tried to betterment. So, we can say from it after migration they are very much positive and trying to do better for it.

❖ **Problem Faced:****Table: 6.9. Problem faced by sampled students**

Problems	% Of students
Economic	46
Early marriage	18
Violence in family	24
Negligence from family	12



Source: Field survey, March-April, 2019

Fig: 29

Table 6.9 shows the surveyed students are faced different type of problems in the current period. Here we focused most of them faced economic problem (46%) but also some of them faced early marriage proposal(18%), violence in the family(24%), negligence from the family(12%) etc.

Hypothesis Testing and Interpretation:

- ✚ H_0 : There is no significant difference between their economic condition of before and after migration.

Table: 7.1. Determination of t value for economic condition of students after and before migration

Subject	sample	mean	SD	r	SEm	df	t*	Significance status
students After Migration	50	13.68	3.945	0.684	0.557	98	11.9	Significant
students Before Migration	50	8.44	4		0.565			

*t(98) = 11.9, p = 1.98 at α 0.05 level.

From the table number 7.1. it is clear that t - value is significant at 0.05 level. So, the null hypothesis H_0 1 is rejected. Therefore there is a significant mean difference between the after and before Migration of the students economic condition.

✚ H_0 2 : There is no significant difference between their living condition of before and after migration.

Table: 7.2. Determination of t value for living condition of students after and before migration

Subject	sample	mean	SD	r	SEm	df	t*	Significance status
students After Migration	50	11.64	1.638	0.299	0.23	98	8.205	Significant
students Before Migration	50	8.44	2.87		0.41			

*t(98) = 8.205, p = 1.98 at α 0.05 level.

From the table number 7.2. it is clear that t - value is significant at 0.05 level. So, the null hypothesis H_0 2 is rejected. Therefore there is a significant mean difference between the after and before Migration of the students living condition.

✚ H_0 3 : There is no significant difference between achievement in education of before and after migration.

Table: 7.3. Determination of t value for achievement in education of students after and before migration

Subject	sample	mean	SD	r	SEm	df	t*	Significance status
students After Migration	50	5.48	1.48	0.557	0.209	98	6.66	Significant
students Before Migration	50	4.28	1.26		0.178			

*t(98) = 6.66, p = 1.98 at α 0.05 level.

From the table number 7.3. it is clear that t - value is significant at 0.05 level. So, the null hypothesis $H_0.3$ is rejected. Therefore there is a significant mean difference between the after and before Migration of the students achievement in education.

✚ $H_0.4$: There is no significant difference between physical health of before and after migration.

Table: 7.4. Determination of t value for physical health condition of students after and before migration

Subject	sample	mean	SD	r	SEm	df	t^*	Significance status
students After Migration	50	7.28	1.604	0.538	0.226	98	1.73	Not Significant
students Before Migration	50	6.92	1.39		0.196			

* $t(98) = 1.73$, $p = 1.98$ at α 0.05 level.

From the table number 7.4. it is clear that t - value is not significant at 0.05 level. So, the null hypothesis $H_0.4$ is accepted. Therefore there is no significant mean difference between the after and before Migration of the students physical health.

✚ $H_0.5$: There is no significant difference between psychological change of criminal activities before and after involvement in education.

Table: 7.5. Determination of t value for psychological change of criminal activities of students after and before migration

Subject	sample	mean	SD	r	SEm	df	t^*	Significance status
students After Migration	50	12.96	2.49	0.122	0.35	98	-0.51	Not Significant
students Before Migration	50	13.2	2.55		0.36			

* $t(98) = -0.51$, $p = 1.98$ at α 0.05 level.

From the table number 7.5. it is clear that t - value is not significant at 0.05 level. So, the null hypothesis $H_0.5$ is accepted . Therefore there is no significant mean difference between the after and before Migration of psychological change of criminal activities.

Discussion:

Summary: In the study we found that most of the migrated student coming from the south 24 Parganas and other districts are Howrah, Medinipur, North 24 parganas etc, And the neighboring state Assam and other states are Bihar, Jharkhand most of the students are coming in Kolkata from this neighbouring district and state. But most of them coming here temporarily so they want to back their origin place and 36% coming here for permanently. Also most of them coming here for education purpose and they self-migrated, they are coming here without their families.

- In economic status included occupation status of fathers and mothers of the migrated students and from the survey student's father involved laborious job before and after migration, but most of the Mother's involved as a maid in after migration but before migration they were mainly housewife. Occupation and monthly income is interrelated, here most of the student's family income lies 5001 to 10001 after migration and 3001 to 5001 before migration. After migration they also increase their amenities they have TV, mobile, cycle, gas oven but the use of gas oven and mobile increased after migration. So, from this situation it can be said they improve their economic standard after migration.
- In living standard is concluded by presence of toilet, different sources of drinking water, types of food that's they take in daily basis. Here most of the students use the toilet after migration but before migration they mainly used agricultural land for the toilet. And they use the tap water as a drinking water after migration but before migration they mostly used to tube well. The students are mainly non-vegetarian, hear the situation is same there is no difference between before and after migration.
- In their achievement status we discuss about their marks achievement, co-curricular activities and government help. In the marks achievement they mainly achieve less than 60% marks before and after migration. In co-curricular activities they mainly involve in playing football, here also the situation is same in their before and after migration. The migratory student did not get huge help from the government.
- In their physical health condition we discuss about Chronic and occupational diseases, mode of treatment and spend their free time. We found here most of them suffered by skin problem and cold and cough before and after migration, most of them allopath as a medicine. Hear the situation is same before and after migration. Most of them spend their free time in a healthy manner they playing in their free time.
- In their mental condition we included varieties things, we focus on the loneliness, miss their family members etc. Because most of them coming here without their family so, we found here most of them very much miss their family and they partially feel loneliness, mainly in night.

Here we also discuss the psychology of them so we discuss about type of TV programs viewed, cartoon characters like most, like fighting and criminal serials, behaviour with friends, type of violence in family, behaviour about result is not up to the mark. We see that most of them watch sports, cinema in TV. But they mostly like violent cartoon character and also they very much like fighting and crime serials in TV. All the situation is mostly same in their before and after migration. Where ever if they was argue argue with friends then after migration most of them behave little polite but before migration mostly they involve in fighting. In the surveyed students after migration the violence in their family is better than before Migration. Now the condition is most of them not faced any violence in family. And in the marks and results achievement most of them little positive, they trying to betterment in next time but before migration they mainly frustrated. So, here the situation is better.

- In the surveyed students are faced different type of problems in the current period. Here we focused most of them faced economic problem but also some of them faced early marriage proposal, violence in the family, negligence from the family etc.

According to hypothesis testing in the hypothesis 1 and hypothesis 2 economic and living conditions of them before and after migration. We found that there is a huge difference in before and after migration. So, here both the hypothesis 1 and hypothesis 2 rejected and we concluded that here is a difference between economic and living condition before and after Migration of the students. Also hypothesis 3 the achievement condition we found difference in the before and after migration so, here hypothesis 3 is rejected.

According to hypothesis 4 and 5 physical and mental condition of them in before and after migration. Here we can't found any difference so, here the hypothesis 4 and 5 accepted.

Findings:

- Most of the students are coming here from our adjacent district and state, mostly from south 24 Parganas, North 24 Parganas, Howrah and Assam, Jharkhand, Bihar.
- The Economic condition of the migratory students family is not very high but the condition status increase after migration.
- The living condition is also better after migration but not so high and healthy.
- The physical health condition of them is not very healthy and also the condition is same before and after migration.
- The mental condition also same, their also migration not affected. But their psychology is slightly violent.
- In their achievement the intelligence level is not found most of them is a mediocre student and most achieved only less than 60% marks. Here also the migration not affected.
- Most of them faced mainly economic problem and also some of them faced early marriage, negligence from their family.

Limitation:

- ✓ The study is limited by 50 samples of southern Kolkata.
- ✓ The study was shortage in time. It takes much more time and cost, due to this study is unable to do it.
- ✓ The study was Limited in the Slum and hostel, we could not get the response from the Street children.
- ✓ This study is based on the student view and responses. So, some of the time they did not give the correct response.
- ✓ For the study we need to meet some authority's and administrative section, some of them did not give the support and time.

Recommendation and Suggestions:

- Policy makers must be sensitized in the issue of children of the migrated in Kolkata.
- Need to be given particular attention by their concern they are authority's because they are at risk of explosion of various societal hazard.
- Integrated program must be included professional orientation to develop the strengthened the students professional aspiration. This is will motivate them to pursue their study and make the necessary for to stay on track.
- All Institution and organizations potentially concerned by the children's phenomena must develop linkage and work in network to facilitate referral of the service.
- Multi criteria evolution which takes into the consideration of the child's levels of participation as well as he is possible potential of personal development, must guide and selection process and assistance program.
- Give the importance of the role of parents in the child upbringing. So, states shall ensure that the child shall not separate from his or her parents.

Conclusion: Migration of children to city is a global phenomenon. Migration of Kolkata is either from outside of Kolkata or from outside of West Bengal, there is no significant difference with the motives for migration. Most of them coming here for economic purpose of their families or education purpose. In this study we found that the students families are mostly low income group they involved in laborious job and their monthly income is very low. And also they going from different type of violence in their family. Education is the single most powerful way to bring up their socio economic standard in the society and as well as change their psychology toward society. The policy maker have to do some policy in favor of this type of migratory students and central and state govt. have look over it . Both the govt. need to work together for uplifted of this students. Because they are our future of the country, if they are in danger then our country will be in danger. So, we have to try to give a child good and healthy mind because every child have the right to education and a healthy life.

“Some of the brightest mind in the country can be found on the last bench of the classroom.”

---Dr. A.P.J. Abdul kalam.

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