Slum Children: Barrier Faced by Children in Accessing Primary Education

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Abstract— Children are mostly recognised by the society as diamond gift from the God, as jewellers cleaves the diamond from other unwanted and rough pieces. In the same way, parents of the children cleave off unwanted thoughts, societal behaviour and environment from the life of the society so that brilliancy of children luminous in the world. The responsibility of parents as well as government of country is to make availability of healthy and friendly environment for the learning of the children. The slum children's faces lots of barriers and hurdles in accessing and attaining the education. The education is the eminent phase of socialising the child. Education is a power to accelerate skills and talents among children. Education helps to transform the living conditions and thinking ability of children. The right to education is not only the right to access education but also the right to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. The most of the slum children are indulging their precious time in doing labour, earning a coin, fighting daily from the challenges of life and wandering here a there for having a meal. The children are no doubt a tribute from Almighty but they should be preserve and nurture very sensitively in span of life. Urban children face a particularly complex set of challenges affecting their development and the fulfilment of their rights. The worst consequences of urbanisation, industrialisation and modernisation give birth to diverse group of children in urban areas like slum children, runaway children, working children, street children, orphan child. These children spend their precious time as rag picker, construction workers, factory workers, child beggars, migrant labourer, sex worker and domestic workers in swanky lifestyle of cities. These un-notified and homeless children are far from the reach of the policies of the government and even not noticed by the policy maker of the government. These children are deprived from their rights of survival, rights of protection, rights of development and rights of participation. These children even fight for their basic necessities of life.

Keywords— Marginalised Children, Education, Social Behaviour, Hurdels and Barriers.

INTRODUCTION

The brain of little ones of our society is more prone to catch and grasp the things very easily and effectively. They are very acute and efficient in their creativeness and productiveness. The mental level of these young ones is so sparking in nature. These children should indulge in those types of mental as well as physical activities which strengthen their mental, physical and emotional sharpness. These children are given more space to enhance their creativeness and analytical thought. The childhood span of life is foundation of whole life. If the foundation is strong then entire building looks beautiful. The children are involved in those types of activities which build up new visions in their life.

The education is only means in the society which enhances inventiveness and imaginations among the minds of children. Education empowers mind and strengthen skills in the lifestyle of the people and creates platform for sustainable thoughts in the society. Education is a tool which can transforms the values, beliefs, knowledge, skills and behaviours among the children. Education is the process which reorients the thoughts of the society and moulds entire community towards positive development. Education equips children with skills which preserve and restore the quality of the environment and improve human well-being and enhances social equity. Good quality education is a tool for acquiring qualitative as well as sustainable lifestyle in the world.

NO DISCRIMINATION

Education should prevail for each and everyone in the society. Education makes access to all children despite making discrimination on the basis of gender, class, caste and religion. Education makes available for all there is no need of recognition and identity for enrolling children in the school. Education is relevant for male children as well as for female children. The mental sharpens which a male child possess is equals to the female child. The parents and teachers should not make discrimination on the access of education on the basis of gender. There is no distinction made on the criteria of classes that only rich will avail education but poor make far to access education. Economically weaker section should not deprive from the access of

education. There is no discrimination made on the basis of caste that only general category should avail education but schedule caste and other weaker tribes should make access to education. If an individual want to survive in the society then he or she should be socialized. The process of socialization first and foremost step is to be educated.

Education is as important and relevant for each deprived, destitute and vulnerable section of the society. Education plays crucial role in strengthening the qualitative and decisive thinking in the minds of the children. Education is as significant as breath for survival of the life. The importance of education is understandable by most of the social thinkers and politicians that it should be made as human rights to be educated. In the parlance of right to development, the vital emphasis has been given on the mental as well as physical development of the children. Right to development underscores the right to access education and ensures equality of opportunity to achieve their full and holistic development.

NO HARASSMENT

Childhood is the beginning phase of the human life span. Children should be keep preserve and safe from all evil hands of the society. Children from any gender, caste, class, race, religion, socioeconomic group, culture and nationality should be treated as innocent blossom of the society. Children should be kept safe from the unseen and unsuspecting individuals who prey upon their innocence and trust. Children are not aware about the harassment which is being done with them. Right to Protection embeds protection of child from abuse, neglect, exploitation and violence.

According to United Nations Convention on the Rights of Child (UNRC) expounds Child rights as the minimum grants and freedom that should be made available to every citizen below age group of 18 years notwithstanding of race, nation origin, gender, class, religion, colour, language, opinions, origin, wealth, birth status, disabilities and other categories. The UNRC outlines the fundamental human rights that should be accessed and afforded to children in four broad classifications which may encompass all civil, political, social, economic and cultural rights of every child-

- Right to Survival
- Right to Protection
- Right to Development
- Right to Participation

1. Right to Survival

Every child should have right for survival. The child should avail the basic amenities and minimum standards of food, shelter and clothing. The children is not be categorised and discriminated on the grounds of race, origin, gender, socio-economic group, nationality, languages etc. The children which are socio-economically and culturally deprived from the society should also have right to live life with dignity and respect. They are strengthened with the right to health care, to safe drinking water, nutritious food, a clean and safe environment.

2. Right to Protection

Children have rights to live life within the comfort and safe zone. The children whether they have parents are orphan but have right to live life with protection. They should keep safe from outreach of evil hands. In most of the case, child became prey to the violence, abuse, neglect and exploitation. In the most of the parlance, children are exposed to physical, emotional and sexual abuse. They are being exploited by making them indulges in many unfair means and activities. They are prone to victim of substance abuse and start intake of dangerous drugs.

3. Right to Development

Right to development enforces basically on the mental and physical development of the child. In the circle of physical development, the physical fitness and health care is being emphasised. It includes the availability of nutritious food, healthy diet, safe drinking water and outreach playground. On the other hand, mental development encompasses the thinking ability, cognition development and creative thinking of the child. Education is a tool which strengthens the mental development among the child. Education is a fundamental right of every child who is between 6 and 14 years old. In this way free and compulsory accessibility of education is being done for all children. Right to development also focuses on the development of emotions which inhibits the feeling of love, care, trust, faith etc. in the lifestyle of the child. Right to development inculcates the holistic development of the child in the society. Right to learn, right to play and relax etc. also supports the concepts of development of child in their life.

4. Right to Participation

Right to participation for child is made so that he or she may have rights to express his or her vision and thoughts in the society. The children which are socially, economically and culturally deprived should be given platform to express their talents, vision and creative works. They all should be recognised and

honoured for their creative and extraordinary capabilities. They all should be directly and indirectly involve in the decision making process. Right to freedom of association focuses on the concept that child should have right to associates with the people of the society. They all have right to express their thoughts and feelings in the issues and topics they want. These children should be enshrined with the rights of information. The children have right to solve out their curiosity of knowing something, curiosity of learning, curiosity of gaining knowledge.

BARRIER FACED BY CHILDREN TO ACCESS EDUCATION

Gender discrimination
In the most of the society, due to poverty, cultural and security factors male children are educated but female are not allowed to go to attend schools. Girls are restricted to be live in home and entertain with household chores. Gender is the prominent reason which denied the most of girl child to access education. Girls are often not sent to school as the people said that "less value in educating girl then boy" instead they are sent to work, forced in marriage and forced to them to stay in home for taking care of siblings and indulge in household activities.

Discrimination on marginalised children
Marginalised children are most of the time fight for their dignity, identity and recognition. These children are not recognised and accepted by the society as they are totally deprived from their basic necessities. Marginalised children are keeping far away from their basic and fundamental necessities. Most of the society deprived these children from their fundamental rights. They are socially and culturally accepted by the people. These children lack the facility to learn, play and express their views. These children most of the time fights for their survival and protection. Education is the right for all then also it is out of reach of these children. Literacy is the stepping stone to socio-economic empowerment.

Hunger and poor nutrition
If a child is not physically fit then mental level of the child is not remarkable. Poor nutritious child of the society is prone to disease like cholera, diarrhoea, malaria etc. which restrain the child to attend school regularly. Hunger and malnutrition is factors which binds child to stay in home.

Disabilities
Disabled child is socially and culturally excluded from the society. They are not accepted by the society because of negative attitudes and stereotypes. The disabled children face challenge to express their feelings, thoughts, opinions and views.

Child marriage
Child Marriage prevails basically in the poor family where most of the people have stereotype behaviour that girl should be only involved in the household activities and they marry their girl child in very early age. Child Marriage hurdles the development of physical, mental and emotional level of the child.

Child labour
Child labour restrains children from going and attending the school. Child labour indulges children in hazardous activities and pertain them from going to schools. These children are lure to earn money and they use to spend money according to their will. Sometimes children may involve in criminal activities to earn money. Most of the marginalised children feel comfortable in earning money in place of attending school.

Toxic stress
The little minds which is unable to learn rhymes lines the society compels to being depressed and frustrated because of the pathetic and adverse condition under which he or she goes. In more cases, children victimize from the others as they physically beaten, sexually exploited and tortured etc. The children who became prolonged negligence from the society, exploited from others, physically and mentally abused and tortured, sexually exploited. The continuous victimisation against children enhances the toxic stress in the minds of the children. These activities enhance the stress and frustration among the minds of the young ones.

Danger on the way to school
The children's parents feel extremely unsafe and uncomfortable to send their child to go to school far from their house because of danger prone areas. Most of the parents of the society refuse to send their girl child to school in case they are harassed, exploited or sexually abused. These types pathetic and adverse behaviour done by the people hinders the child to go to attend school.

Paying to be at school
The children and their parents are unaware about the government policies and programmes where provision of free and compulsory education is mandatory for all children between 6-14 years' age group.

The education is necessary and relevant for all so most of the cases private organisation takes fee from them and their families are not able pay fees. These all paying school make them out of reach of the children

as they are not able to pay money for the fees and parents forbid them for not going to school and encourages them to share their hands in earning money for the livelihood of the family.

Migration
The parents of children more frequently migrate from rural to urban in search of jobs. The children suffer much because of this tendency and become irregular in attending the school. The migration factor puts barrier in the education access of children.

OBJECTIVES OF THE STUDY
1. To study the socio-economic profile of the children.
2. To understand the factor which restrain children to go to school.
3. To assess the problem which these children face in the society.
4. To identify the reasons which indulges them in work

METHODOLOGY
The research work is done with the help of Descriptive Research Design. The study was conducted in the state of Uttar Pradesh. There are 18 administrative divisions and 75 districts, out of which the number of illiterate, drop-out and children prone to work is more in Lucknow division. And the Lucknow division encompasses with 6 districts.

The migration of people in Lucknow district is more in compare to other districts of Lucknow divisions which results mushrooming of slum dwellers in the Lucknow district unconditionally. The slum areas in Lucknow are Badshahnagar slum, Aishbagh, under Nishatganj flyover, Pipraghat, Kakori, Ring Road at Jankipuram, Sitapur Road, Kukrail, Matiyari, the resettlement colony in Para, Chinhat and Hanskhedak, Khadra, Daliganj, Sadar, Dilkusha, Arjunganj etc; out of which with the help of simple random sampling, the slum areas are selected.

The 50 respondents are taken from these areas randomly as a sample size of the population. With the help of interview schedule, interview and observation tools of data collection, primary data are been drawn from the field.

With the help of journals, books, newspaper, e-sources etc, secondary data is being collected. The primary as well as secondary sources of data collection are done to collect data. Further data has been analysed and interpreted for the conclusion.

Table 1.1 Distribution of Slum children according to residence of their parents/guardians

TYPE/PLACE OF RESIDENCE	TOTAL CASES	Percentage
Abandoned/semi constructed building	10	20%
Basti/village	5	10%
Pavement	15	30%
Railway Platform	20	40%
Total	50	100%

Table 1.2 Distribution of slum children according to age and sex

Age group (in years)	Boys	Girls	Total
6-8	5	3	08
8-10	10	10	20
10-12	7	3	10
12-14	6	6	12
Total	28	22	50
Percentage	56%	44%	100%

Table 1.3 Living parents (father/mother) of the slum children

Variables	Total Case	Percentage
Father's not alive	15	30%
Mother's not alive	08	16%
Both not alive	10	20%
Both alive	17	34%
Total	50	100%

Table 1.4 Factors responsible for staying outside home among children

Factors	Total case	Percentage
Broken family	05	10%

Death of parents	10	20%
Late Night working pattern	10	20%
More income facility at railway station	15	30%
Lack of space at home	05	10%
Self-decision to stay other place	03	06%
Suffering torture/ Regular conflict with parents	02	04%
Total	50	100%

Table 1.5 Use of Child as an Instrument of Income by Parents

Occupation	Boys	Girls	Total
Selling balloons and toys	05	05	10
Polishing mirror of cars	05	05	10
Domestic service	00	05	05
Rag picking	05	00	05
Shoe-shining	05	00	05
Railway platform and train compartment cleaning and collection tips	03	02	05
Selling Pan Masalas, cigarettes, etc. in railway crossings.	05	00	05
Selling pouches and bottles of water near railway crossings.	05	00	05

Total	33	17	50
Percentage	66%	34%	100%

Table 1.6 Factors responsible for taking to the present occupation

Factors	Total cases	Percentage
As per the opinion/ suggestion/instruction of parents	05	10%
As per the opinion/suggestion of relatives	05	10%
As more peers are engaged in this work	10	20%
As it is more profitable	03	06%
Death of parents	10	20%
Poverty	05	10%
Forced by circumstances	05	10%
Traditional occupation	04	08%
Decision by self to raise own money to spend independently	03	06%
Total	50	100%

Table 1.7 Working hours of slum children per day

Duration of work (in hours)	Total cases	Percentage
2-4	15	30%
5-6	15	30%
7-8	05	10%
9-10	05	10%
11-12	05	10%
13 and more	05	10%
Total	50	100%

Table 1.8 Education levels of slum children's parents

Level of Education	Parents	Percentage
Illiterate	20	40%
Primary	05	10%
Middle	10	20%
High school but below matriculation	05	10%
Matriculation	10	20%
Total	50	100%

Table 1.9 Education level among slum children

Level of Education	Total	Percentage
Illiterate	20	40%
Primary	15	30%
Middle	15	30%
Total	50	100%

Table 1.10 Slum children facilities for Educational, Vocational training and Fine Arts learning.

Facilities	Total	Percentage
Educational	15	30%
Vocational Training	10	20%
Fine Arts learning	25	50%
Total	50	100%

CONCLUSIONS

- Distribution of Slum children according to residence of their parents/guardians are maximum in railway platform (40%), and 10% in village.
- Distribution of slum children according to age and sex are maximum in male (56%), and minimum in female (44%) in the age group of 8-10 years.
- Living parents (father/mother) of the slum children are maximum number of respondents parents are both a live (30%), while minimum number of respondents responds that mothers are not alive.
- Factors responsible for staying outside home among children are maximum number of respondents (30%) responds that they stay out of home because of more income facility in railway station and minimum numbers of respondents stay away from home because of regular conflicts with parents.
- Use of child as an instrument of income generation by parents respectively as sex and occupation are the maximum number of respondents from male and female both who indulges in the activity of selling balloons and toys and polishing mirror of the car.
- Factors responsible for taking to the present occupation are the maximum number of the respondents (20%) involve in present occupation because of the death of their parents as well as more peers are engaged in the work and minimum number of respondents responds that the parents and relatives suggest do so.
- Working hours of slum children per day are the maximum number of the respondents responds(30%) that 2-4 hours as well as 5-6 hours they do the work while minimum number of the respondents works for more the 13 hours in a day.
- Education levels of slum children's parents are the maximum number of the respondents (40%) are having illiterate parents.
- Education levels among slum children are the maximum number of the children (40%) are illiterate level of education and minimum number of the respondents (30%) primary as well as middle class education.
- Slum children facilities for Educational, Vocational And fine arts learning, out of which the maximum number of the respondents (50%) are in fine arts learning while minimum number of respondents (20%) taking vocational training.

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