



Assessing the Educational Status of Children Living in Slum

(A Case Study of Rajni Khand Area, Lucknow)

Mohini Verma¹, Dr. Pawan Kumar Singh²

¹Student of Department of Geography National PG College, Lucknow

²Head of the Department of Geography National PG College, Lucknow

ABSTRACT

Education is not merely about acquiring knowledge; it is about equipping individuals with the skills, values, and mindset to navigate life's challenges and contribute meaningfully to the world. It is the key that unlocks doors of opportunity, opens minds to new ideas, and fosters lifelong learning. One of the greatest gifts we can give to ourselves and future generations is a quality education. It is a powerful tool that transcends barriers of socio-economic status, gender, race, and nationality. It levels the playing field, empowers marginalized communities, and reduces inequalities. The benefits of education are far-reaching. It lays the foundation for personal growth and development, nurturing critical thinking, creativity, and problem-solving abilities. It enables individuals to make informed decisions, communicate effectively, and adapt to ever-changing environments. Education is also a driving force behind economic prosperity. It fuels innovation, entrepreneurship, and job creation. A well-educated workforce is essential for building competitive economies and thriving industries. Moreover, education enhances productivity, improves incomes, and reduces poverty. The children in slums face a myriad of challenges that hinder their educational journey. These challenges stem from the harsh realities of slum life—overcrowded living conditions, lack of basic amenities, and limited access to essential services. Poverty looms large, making it difficult for families to prioritize education amidst the struggle for survival. Inadequate infrastructure further compounds the problem. Many slum areas lack proper schools, classrooms, and educational resources. Imagine trying to learn in a dilapidated building or without essential learning materials—it's a stark reality for these children. The research was carried out at Rajni khand Sharda Nagar, Lucknow Uttar Pradesh. The number of samples for the study is 70. Interview Schedule was used to collect the data from the respondent. Major findings are discussed in the main paper.

Key words : Education, Attitudes, Interest and Studies .

1. Introduction

Education is not merely about acquiring knowledge; it is about equipping individuals with the skills, values, and mindset to navigate

life's challenges and contribute meaningfully to the world. It is the key that unlocks doors of opportunity, opens minds to new ideas, and fosters lifelong learning.

One of the greatest gifts we can give to ourselves and future generations is a quality education. It is a powerful tool that transcends barriers of socio-economic status, gender, race, and nationality. It levels the playing field, empowers marginalized communities, and reduces inequalities.

The children in slums face a myriad of challenges that hinder their educational journey. These challenges stem from the harsh realities of slum life—overcrowded living conditions, lack of basic amenities, and limited access to essential services. Poverty looms large, making it difficult for families to prioritize education amidst the struggle for survival. Inadequate infrastructure further compounds the problem. Many slum areas lack proper schools, classrooms, and educational resources. Imagine trying to learn in a dilapidated building or without essential learning materials—it's a stark reality for these children.

The attitude of individuals is affected by a lot of factors. The factors can be both from tonal sources and external sources. Hence the identification of the factors influencing i.e. attitude is very important. The research carried out is a descriptive one which explains the already existing condition of a particular thing. The research work is **The research work is aimed understanding the attitude of children towards education** and tries to explain the matter in detail.

The study was carried out considering different dimensions that would affect the attitude of children towards education.

These dimensions are as follows:

- ❖ Attitude of parents towards education

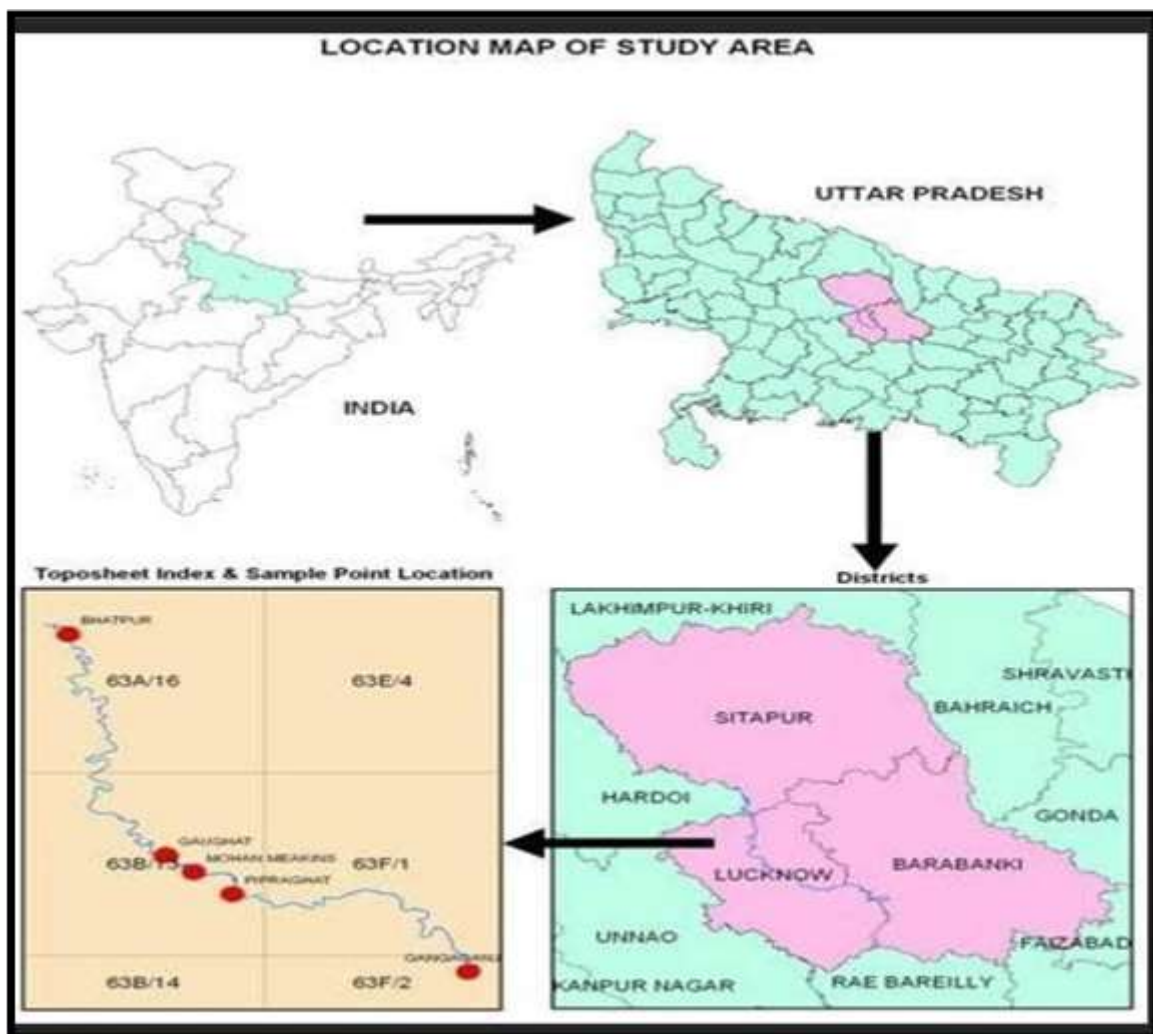
- ❖ Socioeconomic status of the family.
- ❖ Influence of peer pressure
- ❖ Family background
- ❖ The quality of educational institutions in the locality
- ❖ Influence of recreational activities.

All the factors contribute to the type of attitude children have towards education. The interest of children on education and its related activities depends on the type of attitude they have over it. Though there are various other factors influencing the attitude and interests of children towards education yet these are the major contributors of the attitude and interest over it.

2. Research Methodology:

The research work was carried out Rajni khand Sharda Nagar Lucknow,Uttar Pradesh . The descriptive Research design was adopted. The number of samples for the study was 70 slum areas of Rajni khand Lucknow City. Simple random sampling technique has been used for select sample for this study. In addition, the researcher has visited the schools situated in and around both the slums.

For this purpose, 50 children and 20 parents were randomly selected from sector 4 In order to corroborate some data, teachers from the schools located in and around place were also interviewed using an Interview Guide. The Interview schedule was used to collect the data from the respondents. Major findings are discussed in the main paper.



MAP OF STUDY AREA

3. Analysis and interpretation

3.1 A children response on compulsion by whom

The table 1 talks about the respondents compulsion. This table explains that by whom they are compelled. From this table we can clearly understand that how many of them are compelled for education.

Overall, parents do play a role in counseling their children to study and become educated as they feel that education can bring wide changes to their lifestyle.

This change in lifestyle would further bring a change to the entire society of slums.

Those who are compelled to go for school are facing serious issues. The reasons will be the financial instability, peer groups behavior and the distance of the school. Because of these reasons these children’s lost their interest in education.

They themselves don’t want to educate because they knows their family background and parents problems.

Really all these children want to study but the situations are not favorable for them. They really don’t know about the RTE act and its possibilities.

For this the government should give some kind of awareness among them. Then this system can be changed.

TABLE : 1

CHILDREN RESPONSE ON COMPULSION BY WHOM

Parents	12
Teachers	3
Relatives	15
Others	1
Not approved	17
Total	50

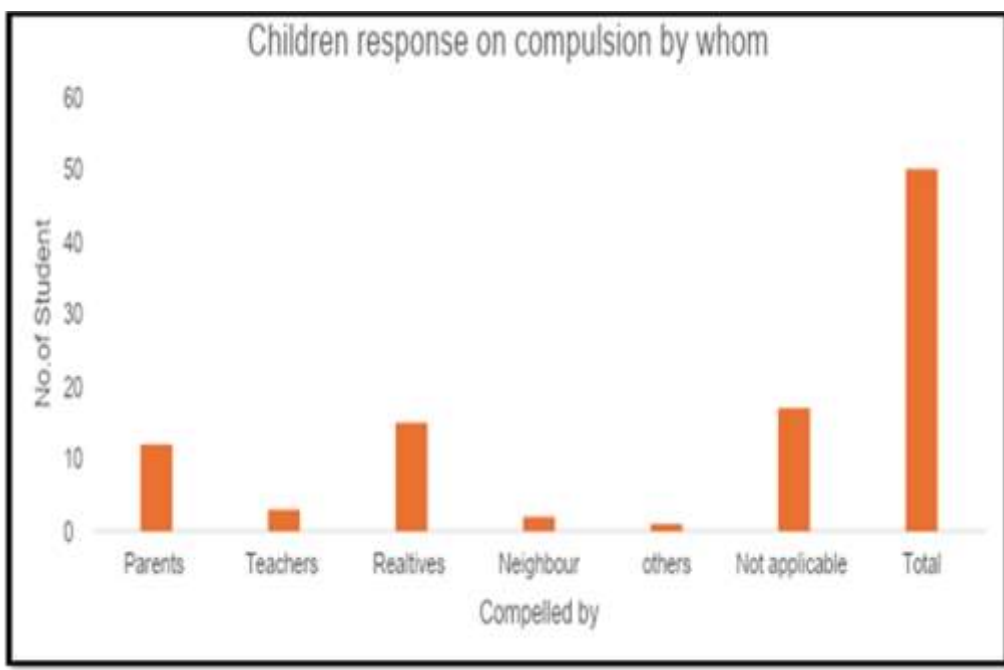
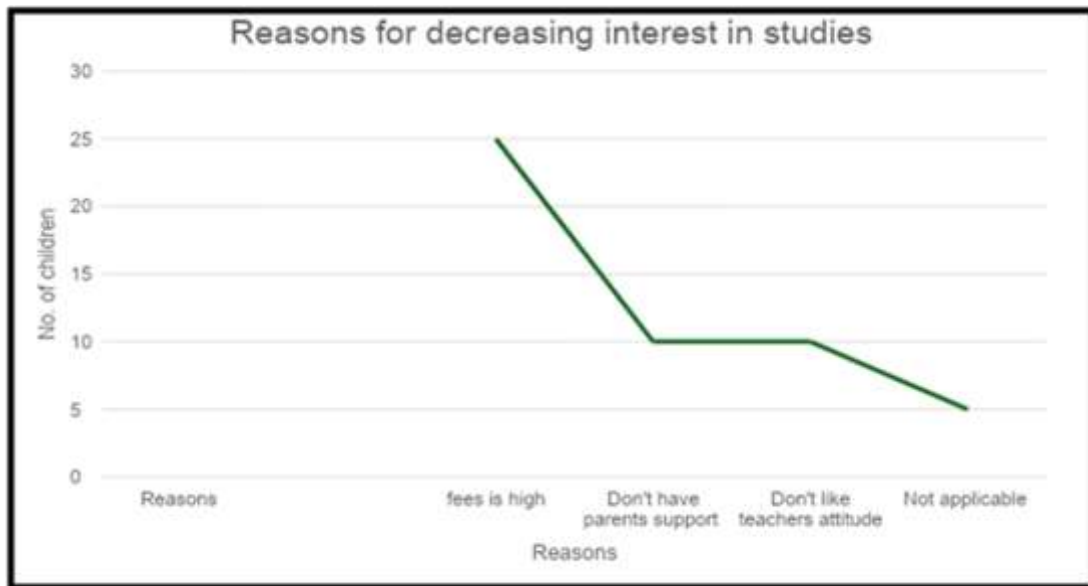


TABLE : 2

REASONS FOR DECREASING INTEREST IN STUDIES

Hence the necessary step must be taken to bring back interest for these children to attend schools. From above reasons we have to find out the real reason for not interest in going to school.

REASONS	NO. OFCHILDREN
Don't have parents support	10
Don't like teachers attitude	10
Not applicable	5



The above table 2 shows the reason of the respondents for disinterests in going to school. This can occur due to various reasons such as high fees and teachers attitude etc.

If they are not showing any interest to go to school, their future life is not expected to improve much.

Teachers also take initiative in the children's attitude and they should develop a positive interest among them. Teachers and parents can change them in a positive way. Through love, care and good counseling they can change their opinion or interest. If they are facing financial problem means they have to help them in a positive way.

The government also should give some awareness among them and altogether they can make a change. Because of these reasons one should not avoid their education; it can spoil their entire life. Through education they can achieve anything in their life.

4. Findings

The major findings of the research are as follows:-

- It is observed that children don't like to go to the school because the school environment as well as infrastructure is not able to attract the children.
- Most of children work for livelihood and they don't get time and space at their home for their study. Their parents do not help them in their study.
- It is also observed that less number of children has knowledge on health.
- A few numbers of children has the knowledge on hygiene.
- From the interview with the parents it is cleared that most of them have no idea about free and compulsory education.
- Only few numbers of parents are aware about government policies which are related to education and health.
- It is found that all the parents engage their children in household activities.

5. Suggestions

- The schools should be supervised regularly.

- Primary school should be established in slum areas as per the section (6) of Chapter III of the Right of Children to Free and compulsory Education Act(RTE)
- Awareness campaign should be organized in slum areas on educational policies of government.
- Awareness campaign should be organized in slum areas on facilities and programmes related to health provided by government.
- Adult literacy programmes should be organized for the parents of slum children.
- Slum children should be involved in any kind of social, educational and cultural programmes organized by society, government and NGO's.
- Free vaccination camp should be organized in slum areas.

Conclusion

In conclusion, the comprehensive analysis of the educational status of children in Rajni Khand's slums underscores the intricate web of challenges that shape their learning experiences. The insufficiency of educational resources, marked by a shortage of schools and limited access to transportation, emerges as a foundational obstacle to quality education. Moreover, the socio-economic landscape of extreme poverty and child labor compounds the barriers, resulting in a complex interplay that hinders sustained school attendance.

The findings highlight the critical need for interventions that extend beyond traditional educational frameworks. It is evident that addressing the multifaceted challenges requires a holistic approach encompassing socio-economic development, community empowerment, and targeted educational strategies. The identification of gender disparities and cultural influences further emphasizes the necessity for culturally sensitive interventions that acknowledge and address the specific needs of the community.

While this study sheds light on significant aspects of the educational status in Rajni Khand's slums, it is essential to recognize its limitations. The scope of this research may not encompass the entirety of the diverse

challenges faced by the community, and future studies could delve deeper into specific aspects, such as the effectiveness of community-based educational initiatives and the role of local leadership.

References

1. Ahuja, R. (1997). *Social Problems in India*. Rawat Publications: New Delhi.
2. Alex, J. (2000). International focus on rights of children and the Indian context of human rights of children.
3. Anderson. (2010). On world day against child labour. Yojana, Anderson, N. (1990). *Characteristics of slums*. Bombay: Popular prakashan.
4. B.R, R. (1992). *The Politics of slums*. Delhi: Development research and action group.
5. Bhaskar, N. &. (2003). Environment development and sustainability. *Education for sustainable Development* , 231.
6. Bhattacharya. (2012, September 2). *The world bank in India* , pp. 1-20.
7. Bose, A. (2003). *The state of children in India*. New Delhi: Ramdas Bhatkal.
8. Chagla, s. M. (2010). RTE report by Anil bordia committee. Karnataka: ssa.