



Study the awareness of slum children parents about different schemes and policies of the government regarding primary education in Guwahati, Assam India

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Abstract

The objective of the Study is to find out the awareness of Slum Children Parents about different Schemes and Policies of the Government regarding Primary Education. For this study Descriptive Survey Method was adopted and Fifty (50) Parents of Slum from Guwahati Urban slums area (Islampur) having Children (age group 6-14 years) were used as Sample where self developed Questionnaire, Interview and Observation Method were used as tools. The data were analyzed in Percentage Method and Bar Diagram. The findings of study were 90.2% Parents favour for their Children study and 9.8% not favour. Studies scholarship received by their children, 65.5% Parents aware whereas 34.5% not aware and Free text Books or Study Materials 100% Parents aware. Free and compulsory primary education only 35.9% parents aware but 64.1% not aware. Right to Education (RTE) Act,2009 only 19.9% aware whereas 80.1% not aware. About Free Mid-day meal scheme 100% parents aware and Sarva Siksha Abhiyan(SSA) 40.5% aware but 59.5% not aware. About Total Literacy Campaign (TLC), 10.9% Parents aware whereas 89.1% not aware and National Literacy Mission (NLM), 10.3% Parents aware but 89.7% not aware. The findings of studies are Counseling programmes and Awareness campaign on educational Policies and Schemes of government should be organized in slum areas for facilitations of Education for Slum Parents.

Keywords: Slum Parents, Schemes, Policies, Government, Primary Education, Right to Education, Sarva Siksha Abhiyan

1. Introduction

A Slum is a highly dilapidated and extremely unpleasant urban Street or District lived by poverty people and consisting in a dense manner of housing unit of frail quality builds. Slum area means any area where habitations dominate which, by reason of diminution of value, overpopulation, broken arrangement or design, lack of sanitary facilities which are harm to the public safety, health or morals. Children in slums usually are backward of education due to many reasons such as distance, affordability, availability of schools, and supporting infrastructure. Many of the slums children suffer due to lack of basic infrastructures facilities like house, water supply and sanitation, because of which the everyday life for them became a struggle for survival. Many children could not study at home due to a lack of space or room and electric supply. The biggest barriers and obstacles for slum children's Education were their parents' economical status. As Parents struggled everyday to provide for their family's essentials, they barely could afford education for their children. Usually the families of slum had mostly both parents bread earner and leave early in the morning and come back late in the evening. The parents being uneducated could not assist their children studies and most of the elder children had to take care their younger brothers or sisters and perform household works. The Common problems related to the Education of Slum are very low quality of education in schools required additional private tuition support. Irregularity of doing homework whereas poor attendance and lack of proper attention in **class** are the main issues. Many slum inhabitants in developing Nations live in trouble of other disasters like rise in sea level, storms, earthquakes, flooding etc. affect city slums more seriously than others areas, as low quality houses crumble or poor drainage system promote prolonged

swamp. Slums Problems have become unavoidable consequences of the process of citified.

They grow throughout years challenging all attempts of Urban development. All big cities of the world have slums where lack of education binds a slum-dweller to the terrifying conditions of slum-life. The major constraints to be seen for Slums were Parental perception about education and poverty. The main reasons which lead to high dropout rates are lack of awareness related to educational provisions and incentives. Due to financial constraint Parents were often unable to pay school fees and children were more likely to attend government schools than private schools. Some NGO's and educational institutions assist the slum children in getting enrolled with nearby Government schools and help in giving remedial classes to cope up with school work and also Computer education is provided to prepare them to stand high with the fierce competition of the world. According to the report of United Nation (2003) [13], there is nothing safety lands duration or period and households for surviving in slums area do not have the proper condition for living with happy and peacefully to exist together and progress as like other people. Children are not doing their studies regularly due to shortage of electricity and light. For that reason, therefore, these children appear to do poor performance in the classroom and their dropout rates are so much greater than anywhere. Azim (1983) [1] conducted a study on the life of slum-dwellers of Kisanwadi of Baroda with special reference to educational status of parents & children, their awareness the extent of availing of educational opportunities provided to them & their attitude toward education. It shows that the school going children under the age-group of 6-14 is 72.33% but the school dropout rate is found to be high among the girls. The main factors responsible for school drop-outs are Poverty, Adult literacy, mobility of slum dwellers and the distance between school & home. Slum family move from one place to another place in searching of better opportunities for survival. Gaikward *et al.* (2005) study found that the majority of the young children in slums do not run to school or drop out since their parents require their help. According to WHO (2005), One in three in urban areas living in the slums in most of developing Nations and in some of the Nations, have more percentage of the population of urban are living in slums. According to Dhimal Parekh (2008), the Students of Symbiosis Infotech Campus (SIC) have come together to contribute towards providing better quality Education for Slum Children and the group (Prayatna) which is to enhance the slum children to get more experience from the government schools that they attend. According to Great Britain (2018) [7], families survive in slums area do not have the proper environment for living with happy and peaceful to exist and progress as other people. Herrera *et al.*, (2020) [8] studies showed that the parents are poor coolly with small wages and not really motivating their young children to go to school, particularly girl young children. Minimization of

literacy level, children labor problem, and school dropouts are the issues dealing with Slum and there is a highly significant difference between gender and academic achievement motivation among slums. Shruti (2021) studies showed that parents from rural settings have less acknowledge about child caring process. The slum parents follow cultural beliefs and not proper information provided to them by healthcare providers of their area and like presently Pandemic, the misconception is spreading in rural and slum areas about death after taking COVID vaccine. Some examples, Slums mothers from rural settings prefer breastfeeding and don't want to add bottle milk, solid diet, juice, pulses etc. On the advice of doctors but as their elder told them just to breastfeed concept. Also, parents are not aware about the immunization of their children, as they are not aware of the benefits of the vaccines administered at different intervals of their children's age group.

Significance of study

The present study has several areas of significance for awareness of Slum Parents and Children regarding educational Policies and Schemes. It becomes highly significant as Slum children Education are a major part of concern so as to reach the target of 100% literacy and also to raise the standard of living of the Slum dwellers. The 86th Amendment of the Indian Constitution recognizes elementary Education as a fundamental right to free and compulsory Education. Even though Government has introduced various policies and programmes for improving Education of Slum children, yet in reality it is far away from the expectation. This Research will be provided new perspectives for Education planners and Policy maker for better planning of Educational Policies in future.

Delimitation

The study is delimited to Guwahati Urban slums area (Islampur), Fifty (50) Parents of slum Children (age group 6-14 years).

Objective

To find out the awareness of Slum Children Parents about different Schemes and Policies of the Government regarding Primary Education.

Methodology

Descriptive Survey Method was adopted for this study and Fifty (50) Parents of Slum Children (age group 6-14 years) were used as sample where self-developed Questionnaire, Interview and Observation Method were used as tools. The data were analyzed in percentage Method and Bar Diagram.

Findings and Discussions

Table 1: Knowledge of Govt. schemes and policies of Primary Education by Slum Parents

| Categories | "Yes" response (%) | "No" response (%) |
|--|--------------------|-------------------|
| In favour for their children study | 90.2 | 9.8 |
| Studies scholarship received by their children | 65.5 | 34.5 |
| Free text books or study materials | 100 | 00 |
| Free and compulsory primary Education | 35.9 | 64.1 |
| Right to Education (RTE) Act,2009 | 19.9 | 80.1 |
| Free Mid-day meal | 100 | 00 |
| Sarva Siksha Abhiyan(SSA) | 40.5 | 59.5 |
| Total Literacy Campaign (TLC) | 10.9 | 89.1 |

| | | |
|---------------------------------|------|------|
| National Literacy Mission (NLM) | 10.3 | 89.7 |
|---------------------------------|------|------|

Table no.1 revealed that Knowledge of the Slum Children Parents about Govt. schemes and policies of Primary Education, 90.2% Parents favour for their Children study and 9.8% not favour. Studies scholarship received by their children, 65.5% aware whereas 34.5% not aware and Free text Books or Study Materials 100% Parents aware. Free and compulsory primary education only 35.9% parents aware but

64.1% not aware. Right to Education (RTE) Act,2009 only 19.9% aware whereas 80.1% not aware. About Free Mid-day meal scheme 100% parents aware and Sarva Siksha Abhiyan (SSA) 40.5% aware but 59.5% not aware. About Total Literacy Campaign (TLC), 10.9% Parents aware whereas 89.1% not aware and National Literacy Mission (NLM), 10.3% aware but 89.7% not aware.

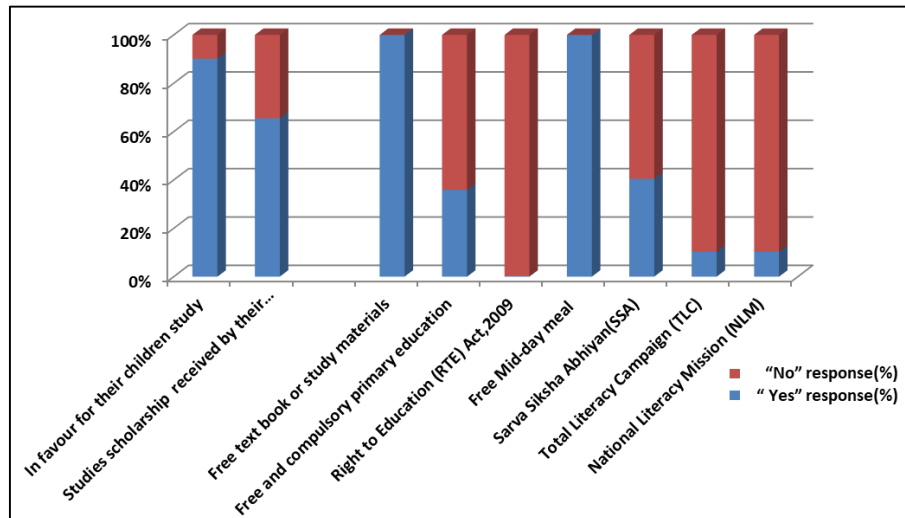


Fig 1: Bar Diagram showing Knowledge of Govt. Schemes and Policies of Primary Education by Slum Parents

Suggestions

1. Counseling programmes and Awareness campaign on educational Policies and Schemes of government should be organized in slum areas for facilitations of Education for Slum Parents.
2. Adult literacy awareness programme should be organized for the parents of slum children to aware for Education.
3. Both Parents and children of Slum should be involved in any kind of social, educational and cultural programmes organized by Society, Government or NGO's.
4. The government should solve problems of Slum area like Gender inequality, ignorance and poverty by creating different Policies, Programmes and Opportunities.
5. The school climate should be developed proper zeal, interest, and attitudes to enforce studies for slum Children.
6. The study gave suggestions for better home conditions and that the parents may be educated to foster better Education for their children.
7. The study can be replicated by taking more samples and area.

Conclusion

Most of the Slum parents feel that their children are not meant for education but for work as contributing to the family income would be beneficial for them. Therefore the government should take immediate steps to spread awareness about education amongst the Slum parents and children. Teacher training Programme should be strengthened with special emphasis on methods and strategies adopted to deal with students belonging to backward communities. Parents should be more aware regarding girls education. Scholarships

and incentives should be strengthened to motivate students belonging to marginalized sections. Adult education programmes should be strengthened for better school community interaction.

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