

# Environmental Protection and Social Work Profession

*(Proceeding With Full Paper)*

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# EDUCATION OF SLUM CHILDREN- NECESSARY APPROACH FOR SUSTAINABLE SOCIETAL DEVELOPMENT

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## **Introduction:**

Children are at the heart of sustainable societal development. Safe, healthy and well-educated children are the foundations of a thriving and equitable society, sustainable growth and proper management of natural resources. Societies can only develop in a sustainable manner if the basic needs and rights of children, particularly the poorest and most vulnerable, are met. Evidence showed that investing in children yields high and long-lasting returns, not only for individuals and families but for entire societies and for the generations to come. A sustainable society is one where every child -- in both the current and future generations and from his or her earliest years - - has access to care, nutritious food and clean water and a safe environment in which to grow, participate and learn -- free of violence, pollution and the risks of disaster. Childhood is a unique and fragile period of physical, mental and emotional development. Children are particularly vulnerable to shocks and stress including violence and trauma, conflict, disasters, environmental pollution, climate instability and economic crisis. Violations and neglect of children's rights have life-long, irreversible and trans-generational consequences. Sustainable development which considers children's needs and the risks they face can strengthen resilience and promote the ability of children to contribute to their societies in the future. The well-being of children serves as both a maker and a marker of progress in sustainable development.

Slum is existed in one form or the other almost in every city of the world be it the cities and towns of Roman Empire, post-Vedic Indian villages and towns feudal Europe or England of Middle Ages. As a consequence of Industrial Revolution, and more particularly after World War II material development concomitant with massive urbanization, slums have rapidly grown in under developed, developing, and even developed countries. In fact, slums are a feature of any urban landscape. (Charles Abrams, 1990) April, 1971 approximately 20% or 22 million of India's total urban population of 109.00 million, lived in squatter settlements. It was also estimated that in that period nearly an equal number in most cities lived in slum tenements.

Though life in slums is a human disaster, yet the slum population is growing with alarming rate all over the world especially in the developing countries. A report published by UN-HABITAT (2003) reported that one billion people - approximately one third of the world's urban population and a sixth of all humanity, live in slums. India alone constitute about one third of the worldwide slum population. The report has warned that the slum population of the world will double to two billion within 30 years. The key reasons behind the growth of slums are migration of disadvantaged rural population to the economically affluent cities in search of jobs and livelihood. They finding it difficult to afford accommodation in regular areas of cities and tend to occupy space in unattended government land and existing slums. In this process, rapid

urbanization feeds to miseries and growth of slum population, particularly, in absence of suitable transformation of the cities in terms of availability of infrastructure and affordable accommodation. Now slums have come to form an integral part of the phenomena of urbanization in India. Sustainable development must balance the scales of equity on all fronts to break cycles of poverty and ensure that the children of today and tomorrow are able to have and inherit a livable, safe world.

Research studies have revealed' that in spite of the importance of education in the improvement of slum-life, the slum-dwellers do not fully and effectively participate in the process of education. When the literacy and enrolment rates are quite high for the city the same for the slums are quite low. Perhaps the slum dwellers have numerous problems in not sending their children to schools. These problems may be related to the social and economic background of the parents or the health and nutritional level of children or the available educational facilities or any of them in different combinations. Lack of adequate educational facilities or the imbalanced distribution of such facilities in a city may also effect the participation of slum-children in the educational process. In this research study researcher just made an attempt to highlight the issues faced by slum children in Jaipur slum. These issues are main barrier in providing education to slum children. Solution of these issues would be quite necessary and useful for sustainable societal development.

### **Literature Review**

There is an acute problem of education of slum children not only in big cities but also in medium and small towns. For a planned healthy growth of slum children, it is essential to check the various issues and problems faced by slum area children in their education at their primary stage. The study of dynamics of slum formation is not limited with the information of the physical aspects, but to understand the process through the experience of the dwellers and using the same for evaluation. Social scientists are more concerned about urban slums and different studies were undertaken outside India on slums with special reference to education. A brief review of these studies is discussed below.

**Balabasu (1981)** focused on the comparison of women coming from Uttar Pradesh and Tamil Nadu. She found that the educational facilities in the slum are quite impressive. The government runs nursery and pre-school centers but these remain poorly utilized even by working mothers. There are also some government run primary, secondary and senior secondary schools in the area but attendance in this school is poor. **Kaul, R. (2001)** in his study found that educational status of slum children is low and most of them dropped out without completing education. Parental negligence, poverty, lack of interest, school environment and other reasons are found regarding dropout of children in Tirupati slums. **P. Prasad (1995)** said that Lack of education binds a slum dweller to the horrifying conditions of slum life. Better employment, higher income and better living conditions are associated with education. **Thapan (1997)** stated that Although education plays a vital role in providing the possibilities for personal growth and independence, the importance of cultural norms, values and customs in determining the life choices and physical and mental well-being of women cannot be denied. Education has to address itself to the needs and competencies of women in their daily life. The study pointed out that health condition is an important factor to achieve good educational level. In urban slums, people live in an unhygienic condition which may cause different diseases. **Chugh (2011)** pointed out that both the family and school related factors are responsible and appeared to be highly correlated with each other. It was also found that adolescent dropped out not only due to poverty and financial constraints but also because the schools did not respond appropriately to their special educational needs forcing them

to dropout. Preventive and restorative approaches have needed to tackle the issue of dropout for children living in slum areas. **Tsujita, Y. (2013)** examined the factors that prevent slum children gaining access to schooling in the light of urban poverty and rural urban migration. The results demonstrated a bias against gender and caste. **Gouda and Sekher (2014)** tried to show the differentials and factors associated with school dropouts in India. Based on the data from National Family Health Survey-3, it was found that only 75 percent of the children in the age group 6 to 16 years were attending school, about 14 percent never attended school and 11 percent dropped out of school for various reasons. It was also mentioned that the dropout was high among the children belonging to Muslim, Scheduled Caste and Scheduled Tribe families. Parental involvement plays a significant role in determining school education. **Onyango and Tostensen (2015)** reported an improvement in educational achievement of the youths compared to a study made in 2002. However, school dropout was still a major practice among them; the majority of respondents reported being unemployed (74.5%) and only 25.5 percent of respondents are employed.

#### **Objective of The Study**

- Examine the lifestyle of the slum children in Jaipur City.
- To present the current status of education in slum children in terms of enrollment, retention and dropout in Jaipur City.
- Identify the problems faced by the slum children and highlight the socio cultural and economic causes those affect the education of slum children in Jaipur City.

#### **Methodology And Universe of The Study**

The study was carried out in Jaipur city. As per census, State of Rajasthan has 3.94 lakh slum households having population of 20.68 lakhs. In Jaipur District there are 61,858 households having 3.24 lakh populations living in slums. State Government reports and presentations put the number of slums in Jaipur to 238, comprising 80,000 households housing 4.15 lakh persons, which is around 13% of city population. The researcher adopted Descriptive as well as exploratory research design for the study. This design is found suitable because the study deals with an area, in which only small numbers of researches have been conducted.

The study is planned to conduct in the declared slums in Jaipur city. All children of slum area of Jaipur city will constitute the universe of study. These slums are declared slums as per the list prepared by JMC. The study will be conducted in the three Slum Areas of Jaipur City-

- Kathputli Nagar
- Ambedkar Nagar
- Indira Nagar

#### **Sample Size And Sampling Method**

All children of slum area of Jaipur city will constitute the universe of study out of these children 300 children will be randomly selected from the above slum areas for the study.

#### **Analysis And Interpretation Of Data**

The collected information will be edited, classified and tabulated into Uni-variable and multi-variable tables. The tabulated information will be analyzed and interpreted both logically and statistically and presented in form of research report.

## Findings And Discussions

**Table: Distribution of Respondents according to age and sex**

Age Group	Male		Female		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
15-19	84	51.86	78	48.14	162	100
20-24	81	59.86	57	40.14	142	100
Total	165	55.59	135	44.41	300	100

The above table shows that 53.29 percent youth are found within the age group 15-19 of which 51.86 percent are male and 48.14 percent are female. In the age group 20-24-year 46.71 percent children are found of which 59.86 percent are male and 40.14 percent are female. Out of the total 300 children's 55.59 percent are male and 44.41 percent are female.

**Table: Educational status of the respondents**

Educational Status	Male		Female		Total	
	Number	%	Number	%	Number	%
Non-enrolled in school	5	2.96	14	10.37	19	6.25
School dropout	105	62.13	80	59.26	185	60.86
Continuing education	55	34.91	41	30.37	100	32.89
<b>Total</b>	<b>165</b>	<b>100</b>	<b>135</b>	<b>100</b>	<b>300</b>	<b>100</b>

The above table shows that out of the total 300 youth's 6.25 percent are non-enrolled in school, 60.86 percent are dropouts and 32.89 percent youths are continuing their study. Among the non-enrolled youth, female non-enrolment rate is higher (10.37%) than the male (2.96%). Out of all these three categories school dropouts are significantly high *i.e.* 60.86 percent of which 62.13 percent are male and 59.26 percent are female. Dropout rate of male is higher than the female. Among the 32.89 percent youths who are continuing their study, the rate of male and female is almost same *i.e.* 34.91 percent are male and 30.37 percent are female.

### **Distribution of Respondents According To Educational Status**

In order to assess the educational status of slum youth the following parameters were included: non-enrolled in school, school drop outs and continuing education. The non-enrolled are those children who have never enrolled in a formal school. The school dropouts are those who have enrolled but dropped out at various stages of schooling. Continuing education means those students who have not dropped out and continuing their studies.

The following table shows the educational status of the respondents in the three slum locations.

**Table: Educational status of the respondents**

Educational Status	Male		Female		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Non-enrolled in school	5	2.96	14	10.37	19	6.25
School dropout	105	62.13	80	59.26	185	60.86
Continuing education	55	34.91	41	30.37	100	32.89
<b>Total</b>	<b>165</b>	<b>100</b>	<b>135</b>	<b>100</b>	<b>300</b>	<b>100</b>

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**Table: Community wise educational status of the respondents**

Communities	Sex	Educational status						Total	
		Non-enrolled		Dropout		Continuing		No.	%
		No.	%	No.	%	No.	%		
Assamese	M	--	--	6	50	6	50	12	100
	F	2	22.22	2	22.22	5	55.56	9	100
	<b>Total</b>	2	9.52	8	38.1	11	52.38	21	100
Christian	M	--	--	3	37.5	5	62.5	8	100
	F	--	--	2	50	2	50	4	100
	<b>Total</b>	0	0	5	41.67	7	58.33	12	100
Bihari	M	2	2.15	59	63.44	32	34.41	93	100
	F	6	10	33	55	21	35	60	100
	<b>Total</b>	8	5.23	92	60.13	53	34.64	153	100
Punjabi	M	3	6	32	64	15	30	50	100
	F	3	5.45	40	72.73	12	21.82	55	100
	<b>Total</b>	6	5.71	72	68.58	27	25.71	105	100
Muslim	M	--	--	5	83.33	1	16.67	6	100
	F	3	42.86	3	42.86	1	14.28	7	100
	<b>Total</b>	3	23.08	8	61.54	2	15.38	13	100

Community wise distribution of the respondent's educational status represented in below table. Highest numbers of non-enrolled youths are found among the Muslim community *i.e.* 23.08

percent followed by 9.52 percent among Assamese community. Among Bihari and Punjabi community 5.23 percent and 5.71 percent non-enrolled youths are found. However, no non-enrolled youths are found among the Christian community. Regarding school dropout youths, 68.58 percent are Punjabi community, 60.54 percent Muslim community, 60.13 percent Bihari community, 38.10 percent Assamese and 41.67 percent Christian community are found. Among the youths who continuing their study 58.33 percent are from Christian community and 52.38 percent belongs to Assamese community. Only 34.64 percent and 25.71 percent youths are continuing their study among Bihari and Punjabi community and 15.38 percent Muslim youths are continuing studies.

**Table: Class-wise dropout rate among the respondents**

Class	Boys		Girls		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Within class IV	5	4.76	12	15	17	9.19
V to VII	39	37.14	25	31.25	64	34.59
VIII to X	44	41.91	41	51.25	81	45.95
H.S. level	16	15.24	2	2.5	18	9.73
Degree level	1	0.95	--	--	1	0.54
<b>Total</b>	<b>101</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>181</b>	<b>100</b>

In the present study dropout situation provides an alarming picture. Out of 300 respondents, 181 (60.85 %) were dropped out. Class-wise drop out level of the respondents is shown in the table.

The above table shows that highest dropout occurs at high school level (Class VIII to X) constituting 45.95 percent of which 41.91 percent are boys and 51.25 percent are girls. It is followed by the middle school level (Class V to VII) i.e. 34.59 percent of which 37.14 percent are boys and 31.25 percent girls. Only 9.19 percent youth dropped out at the primary level. In primary level girl's dropout rate is higher (15%) than the boys (4.76 %). According to the respondents, there are several reasons involved regarding their dropout which are as follows.

**Table: Causes of Dropout**

Sl. No.	Causes	Male		Female		Total	
		Number	%	Number	%	Number	%
1	Lack of own interest	65	90.28	7	9.72	72	100
2	Domestic work and to look after younger siblings	--	--	20	100	20	100
3	Poverty	13	52	12	48	25	100
4	Parental negligence	7	29.17	17	70.83	24	100
5	Failure in a class for several times	12	63.16	7	36.84	19	100

6	Marriage	3	27.28	8	72.72	11	100
7	ill health	5	62.5	3	37.5	8	100
8	Migration	--	--	6	100	6	100
	<b>Total</b>	<b>101</b>	<b>56.76</b>	<b>80</b>	<b>43.24</b>	<b>181</b>	<b>100</b>

The table shows that highest numbers of dropout occurs due to lack of interest *i.e.* 38.92 percent. Among the girls lack of interest constitutes only 9.72 per cent while it is 90.28 percent for the boys. Poverty is stated as the cause of dropout by 13.52 percent of the respondents. Similarly, parent's negligence is referred to as the cause by 12.97 percent respondents. One of the major causes for girl's dropout is domestic work and to look after the younger which is 10.81 percent. Due to failure in the class several time 10.27 percent youths dropped out of which 63.16 percent are male and 36.84 are female respondents. Parental negligence is an important cause for girl's dropout constitutes 70.83 percent; but for boys this is not an important cause (29.17%). Similarly, marriage plays an important role in case of girl's dropout constituting 72.72 percent, and only 27.28 percent boys dropped out due to marriage. Ill health is a factor that affects both boys and girls more or less equally although boys are affected one percent more than girls.

**Table: Reasons of non-enrolment**

S.No.	Reasons	Male		Female		No	Total %
		No	%	No	%		
1	Parental negligence	2	40	4	28.58	6	31.59
2	Poverty	2	40	2	14.28	4	21.05
3	Domestic work and to look after younger siblings	--	--	4	28.58	4	21.05
4	Parents death	--	--	3	21.42	3	15.79
5	Physical inability	--	--	1	7.14	1	5.26
6	Lack of own interest	1	20	--	--	1	5.26
	<b>Total</b>	<b>5</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>19</b>	<b>100</b>

Most of the youths (31.59 %) never enrolled in school due to parent's negligence from which 40 percent are male and 28.58 percent are female. For reasons of poverty 2 male (40 %) and 2 female (14.28%) youths could not enrolled in school. To look after the younger sibling and for household work 4 female were not able to go to school. Only one female youth have never attended school due to health problem and one male youth due to lack of own interest. Though the rate of children's non-enrolment in school is not very high, yet there should not be a single

child in the age group 6-14 out of school. Since the Government is seriously implementing compulsory education of the children in the age group 6-14 years.

**Table: Employment status of the out of school youths**

Status	Male		Female		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Employed (Formal and informal)	70	42.69	94	57.31	164	100
Unemployed	40	100	--	--	40	100
<b>Total</b>	<b>110</b>	<b>53.92</b>	<b>94</b>	<b>46.08</b>	<b>204</b>	<b>100</b>

The data from the above table shows that 80.40 percent respondents are engaged in different economic activities and only 19.60 percent are unemployed. Among the employed respondent's 42.69 percent are male and 57.31 percent are female. Though, household work is considered as an occupation by Census of India, out of 94 total employed females 84 (89.36 %) are engaged in household work while 10 (10.64%) are working outside in remunerative work.

**Table IV.12: Currently school attending respondents**

Class	Currently attending school				Total	
	Male	percentage	Female	percentage	Number	percentage
Primary Level (I to IV)	19	32.2	10	24.39	29	29
Middle Level (V to VII)	4	6.78	11	26.84	15	15
High school level (VIII to X)	11	18.65	5	12.19	16	16
Higher Secondary level (XI to XII)	24	40.68	10	24.39	34	34
Degree level	1	1.69	5	12.19	6	6
<b>Total</b>	<b>59</b>	<b>100</b>	<b>41</b>	<b>100</b>	<b>100</b>	<b>100</b>

The above table shows that still 29 percent youths are found in the primary level of which 32.20 percent are male and 24.39 percent are female. An utmost number of children are found as over-aged for primary level in the present study as the respondent's age group is within 15 to 24. By asking the respondents, it is also revealed that all 29 respondent's age is 15 years. Out of the 19-

male youth, all of them are studying in Class V and among the 10 female youth 8 are in Class V and 2 in Class IV.

### **Educational Issues Of Slum Children In Jaipur**

#### **Parents Death**

In Indira Nagar, Researcher found that many girls never attended school due to parent's death.

#### **Physical Inability**

In Katputli Nagar, due to physical inability girls were not able to go to school.

#### **Lack of Own Interest**

The present study shows that 38.92 percent youth dropped out due to disinterest in education. Out of which 90.28 percent are male and 9.72 percent are female. Majority of the respondents without any hesitation disclosed that they had left school on their own. They are not interested to continue education. Though they have not mentioned any particular reason for which they lost interest in education, but with the help of case studies many reasons have come out. It involves school environment, family background, social environment, lack of awareness etc. Herman's (1966) study also pointed out lack of awareness as the reason of dropout in slum schools. Regarding the reasons for disinterest in education among the children in Jaipur slums, parents expressed the desire towards their children's education up to higher levels. But children did not want to study due to various reasons. Some of them could not understand what was taught in the school, while a number of children reported against the offensive behavior of teachers and some of them said that no teaching takes place in the school.

#### **Domestic Work and To Look After Younger Siblings**

The study shows that 100 percent female respondents dropped out to help their mother in household works and to look after the younger siblings. Traditionally, education has never been considered essential for a girl. Girl's education is given only secondary importance, particularly among the poor. Some families are willing to educate them only up to the primary level.

A common scenario observed by the researcher is that girls are seen standing long queues to collect water in the morning from the common taps. When asked they stated that they do not have their own water supply connection. Thus, every day morning and even in the evening they have to stand in the water supply line and this has affected their school attendance. Since their parents are engaged in different economic activities, it is the responsibility of the girls to get water. No boys were found engaging in such works.

#### **Poverty**

Poverty is one of the important causes of school dropout in the slum areas. 13.52 percent youth dropped out due to poverty of which 52 percent are male and 48 percent are female. The cost of schooling is the most important reason for having dropout of slum children. So far as free and compulsory education is a scheme for elementary level only. As a child progressed to the upper standards, the expenditure increases and parents are not able to afford such expenditures.

Apart from this, some other factors are also involved for dropout of slum children due to poverty. Most of the parents of the study areas send their children to private schools rather than to the Government school situated within the slum. Also, distance of the educational institution has an impact on dropout.

Besides this, distance of educational institution has also influence on dropout of children. Study among the slum children in Indira nagar revealed it as one of the important reasons of dropout. In slum areas there is provision of *Anganwadi*, *Balawadi* and primary school, but there is lack of high school and higher secondary schools in these areas. Since, the children have to travel to the

school situated around 1-2 km. distance from their residence and have to money on travelling, and gradually began to dropout.

When the school is situated in a long distance from home, either it requires a vehicle to go to school or parents should drop them. However, most of the parents of slum children work in informal sector; so, they do not have enough time to engage in such activities. Table below represents the distance of educational institution of the dropout youths in this study, which shows that 81.09 percent respondent studied in school within 1-3 k.m. from their residence. On the other hand, only 18.91 percent respondent went to the educational institution within 1 k.m.

### Parental Negligence

It is seen that highest numbers of youths (31.59%) have not enrolled in school due to parent's negligence. During field work most of the youths agreed that they were unable to go to school due to their parental negligence. However, parents stated that they were not able to send their children to school due to financial problem. But when the researcher asked about free and compulsory education, then their negligence towards education was revealed.

A considerable proportion of respondents left school due to parental negligence i.e. 12.97 percent and the impact of this appear to be more on the female respondents than the male. While 70.83 percent female respondents left school due to parent's negligence, the proportion of male respondents is only 29.17 percent.

### Failure in A Class for Several Times

When a child fails in a class for several times, it creates disinterest in his studies. Also due to lack of parental care, most of them fail in a class for several times and then drop out. Sometimes medium of instruction is also a factor for failure in class.

### Marriage

Marriage is one of the reasons for dropout, especially among the girls. In Jaipur slums, it was found that 17 children had got married and dropped out, out of which 15 were girls of less than 17years of age. It is also mentioned that early marriage is one of the important reasons for children dropping out from school, In the present study also marriage as a cause of dropout has been found. Table shows that 72.72 percent female and only 27.28 percent male dropped out due to marriage. According to some parents, marriage is more important for a girl than education.

**Table: Marital status of the respondents**

Marital Status	Age Group								Total	
	15-19				20-24					
	Male	%	Female	%	Male	%	Female	%	Number	%
Married	-	-	3	8.33	10	27.78	23	63.89	36 (11.84)%	100
Unmarried	84	31.34	75	27.99	75	27.99	34	12.68	268 (88.16)%	100
<b>Total</b>	<b>84</b>	<b>100</b>	<b>78</b>	<b>100</b>	<b>81</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>300</b>	<b>100</b>

It has been found from the table that 88.16 percent youth are unmarried and only 11.84 percent are married. In the age group 15-19 years only 8.33 percent married female are found and no married male found within this age group. Moreover, 63.89 percent girls and 27.78 percent boys are married in the age group 20-24 years. Among the unmarried respondents 31.34 male and 27.99 female are found in the age group 15-19. In the age group 20-24-year 27.99 percent are male and 12.68 percent female are unmarried. Ages at marriage of the respondents are shown in the table below.

**Table: Age at marriage of married respondents**

Age	Male	Percentage	Female	Percentage	Total	Percentage
13	--	--	--	--	--	--
14	--	--	--	--	--	--
15	--	--	--	--	--	--
16	--	--	1	3.84	1	2.78
17	--	--	4	15.39	4	11.11
18	2	20	6	23.08	8	22.22
19	1	10	5	19.23	6	16.67
20	--	--	9	34.62	9	25
21	5	50	--	--	5	13.89
22	--	--	1	3.84	1	2.78
23	2	20	--	--	2	5.55
24	--	--	--	--	--	--
<b>Total</b>	<b>10</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>36</b>	<b>100</b>

The table reveals that 22.22 percent respondents married at the age of 18 years which is followed by 16.67 percent at 19 years. Regarding girls age at marriage, it is seen that highest (34.62%) number of married girls are found at the age of 20, followed by 18 i.e. 23.08 percent. Age at marriage of 19.23 percent girls is 19 years. In 16 and 17 years of age also 3.84 percent and 15.39 percent married girls are found which is not considered as a legal age of marriage in India. Regarding boy's marriage age, 20 percent found at the age of 18 years, 10 percent at 19 years, 50 percent at 21 years and 20 percent at the age of 23 years.

### **Ill Health**

Ill health is not a major cause of dropout. Only 4.32 percent respondents had dropped out due to this cause. Due to unhygienic condition slum children suffer from many diseases.

### **Migration**

The present study showed that only 3.24 percent youth dropped out due to migration of which 100 percent are girls. In case of migration various problems that may arise regarding the education of slum children such as over age, language problem, submission of required documents at the time of admission in a new school, visit to their place of origin for long duration, etc.

### **Other Issues**

#### **Problem of Night Shelter/ Sleeping Place at Night**

Slum children congregate wherever there is a possibility to find money and food. Mostly they have no fixed and permanent place to live and sleep. Limited numbers of beneficiary children

have the scope to sleep in the day care centers (DICs). A standard place to live and sleep is secondary- they choose to sleep near the sources of income, taking some care to avoid being rounded up by the policemen and other governmental officials. During day time they used to move from here to there and take rest at market places, road side and other places. In the night boys mainly sleep in the areas like pavements (footpaths, public parks, etc), under and over the over-bridges. Most of the girl participants live in the slum with their parents and relatives. They frequently change their living place.

#### **Sources of water (drinking, bathing and others)**

Most of the slum families use supply water including some other sources like footpath restaurants, tea stalls, shops etc. In slum areas they have to face a lot of difficulties (especially in the summer season) for collecting drinking water.

#### **Use of toilet**

Slum children use different locations for toilet purpose. Pavement children's generally use road side places early in the morning generally. In case of slum dwellers one slab toilet are generally assigned for 20 to 30 families which is quite time consuming, boring and often chaos causing because of the big lines. Most of them discharge urine anywhere under open sky. At suitable times as a decent choose they use mosque toilet, medical toilet and the like. However, for toilet purpose many times they select places under open sky at the edge of a field, rail-lines, roadside places, in pond etc.

#### **Food habit**

Circumstances decide which food the children should eat. Most of the slum children usually take rice once or twice a day if they have money. Puffed rice, bread/cake prepared at roadsides are taken are taken as Tiffin in the morning. Sometimes they also eat at a very lower price in the roadside open sky restaurants squatting almost on the pavements and footpaths. Slum children who do not have capacity of earning take squandered food thrown away in the garbage by hotels, community centers etc. Most of the respondents eat twice in a day.

#### **Clothing**

According to the respondents most of the street children do not have more than one set of cloth which becomes most of the time torn, dirty, and undersized. Girls are forced to wear the same cloth even after bathing. This case is also true for the male children also. However, they have experiences of losing their clothes if kept in insecure place. It is common to the slum children that they lack secure place like locker etc. to preserve safe their belongings. They have to suffer a lot in the winter for the lack of suitor, jacket or other warming cloth. Since most of the slum children live on the pavement of streets, in the rainy season sometimes they are forced to wear wet clothes since there is no timetable of raining and they lack more than one set of cloth.

#### **CONCLUSION**

Indian slums are a different world altogether. In cities like Mumbai and Kolkata, slums resemble shacks constructed of tin sheets or cardboard; these places are fairly decent and far better than the slums in other cities. Unfortunately, in Rajasthan, more than 70 percent of slums are either on public parks or in open spaces in the form of unstable construction.

According to a report, approximately 27 percent of the total slums in Rajasthan don't have electricity; in other states, it is 10% or maybe less. Besides this, the slum areas of this state lack other basic facilities to survive. For example, this might look like: a lack of toilets or drainage systems; no access to healthy food and safe drinking water; no garbage disposal facilities; few or

no schools; congested homes due to insufficient space, and the absence of a healthy environment, which can lead to life-threatening diseases.

In this research study researcher just made an attempt to highlight the issues faced by slum children in Jaipur slum. These issues are main barrier in providing education to slum children. Children are the most impacted, because there are not enough provisions that can help them to get educated. In India, many children are deprived of quality education for various reasons, be it poverty, lack of awareness, or poor facilities.

Primary government schools in Rajasthan are situated more than 5 kilometres away from slum areas; this is a far distance compared to other states. It makes the schools inaccessible for children who live in slums, who already don't have the money to afford proper housing and basic facilities. This is worsened by the education gap. If people are not educated, they can't earn—and the same tradition is passed on to future generations. And the children of India, who are our future, are involved in rag-picking, begging, child labour, and everything else in between...but not in education. With no literacy, people are not aware of their rights: most importantly, the right to education. They are stuck in a vicious circle, a circle that starts with poverty and ends with poverty. The future of slum dwellers is bleak and hopeless; they die of poverty and the world is unaware of their struggle.

Necessary actions are needed to be considered for resolving these issues of slum children as promising public investments in sustainability. Recognition of children's potential role as agents of change implies that concepts of investment in education should not just be guided by human capital formation for life-time earnings in markets and by cultural dimensions, but should be expanded by inclusion of externalities of children's contributions to a sustainable development of societies.

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