CHAPTER 5

FINDINGS DISCUSSION AND SUGGESTION

The findings and discussions of the study are presented in this chapter. Some suggestions are also recommended in this chapter

5.01: FINDINGS OF THE STUDY OBJECTIVE WISE

On the basis of analysis and interpretation of the data the following findings of the study were drawn below:

5.02: Findings in relation objective 1: To study whether the slum children of Guwahati are availing their rights to education

1) The result shows that 74.8% of slum children of Guwahati are availing education which is almost near to all India percentage of school going slum children which is 77.7% (Census Report, 2011).

2) 3.65% of the slum children out of 301 sample children never attended school.

3) 65 slum children (21.59%) were drop out from school.

4) Out of the non-going school children the researcher observed 35.52% did not go to school because they were not interest in studying.

5) 46.05% (35 out of 76) could not attend school because of financial constraints.
6) 38.16% responded that they had to look after young siblings or household activities instead of going to school.

7) Although the Government of India made primary education a birth right of every Indian citizen under “Right to Education Act, 2009”, it is quite unsatisfactory that most of the children were unaware of the fact. Only 34.2% were aware of it.

8) 39 out of 225 school going slum children (17.33%) responded that they undergo the screening procedure while taking admission in school at the primary level.

9) Although, mid-day meal should be provided in every Government primary schools, still 3.1% (7 out of 225) of the students are not getting it on regular basis.

10) From the result it is found to be quite satisfactory that 92.02% of the parents of the slum children are in favour of educating their children.

11) 90.03% of the children of the slums of Guwahati have the desire to study.

12) 60% (135 out of 225) of the school going children received incentives or scholarships.

13) All the 225(100%) school going slum children received free text-book
5.03: Findings in relation objective 2: To study if the parents are aware of the different schemes and policies of the government in relation to primary education

1) 100% of the parents of the slum children responded that they have primary schools within 1km. of their locality.

2) Although the Government made primary education free and Compulsory, it is very much depressing that only 33.9% of the parents of the slum children were aware of the fact.

3) Primary education is the birth right of the children between the age group 6-14 years at present. But only 30.9% of the parents were aware of the fact that the child must attend school between 6-14 years of age group.

4) 17.9% of the parents had heard of “Right to Education Act, 2009”.

5) It is noteworthy that the researcher found that all the parents i.e. 100% of the parents were aware of “mid-day meal” scheme of the Government.

6) Again, another fact of disappointment is that only 38.54% of the parents had heard about Sarva Siksha Abhiyan.

7) 12.3% of the parents heard of “Total Literacy Campaign” and 14.3% of the parents know about “National Literacy Mission”.

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5.04: Findings in relation to objective no 3: To study the parental preference in educating the boys as compared to girls.

1) Parents still found to discriminate education of boys and girls. It is found that 25.9% of the parents of the slum children were in favour of educating the boys only.

2) Again, 30.23% of parents believed that educating girl child is the wastage of time and money.

3) The researcher also observed that 32.23% of the parents believed that educating male child is more beneficial than educating a girl child though they are not against girls’ education.

5.05: Finding in relation to objective no.4: To identify the major educational problems faced by the slum children.

1) Poverty is the main hurdle in attaining education for some slum children due to which in spite of making laws against child labour, still 35.55% of the slum children had to work for their livelihood.

2) An important problem faced by some slum children is that they do not get enough time and space at home for regular study and some had to perform the domestic activities which also hamper their studies.
3) It is quite welcoming information that 44.44% of the slum children are getting help from their parents regarding studies.

4) The researcher observed that though many of the students have the tendency to study regularly, the home atmosphere is not suitable for 82.72% of students to study regularly.

5) Most of the students i.e. 72.44% of the students of the slum areas were satisfied with the teaching methods used in classroom.

6) Though the use of punishment is reduced in the schools, 61.8% of the students responded that they are still receiving punishments of various types.

7) Out of the 61.8% of the school going students i.e., 139 out of 225, 48.20% responded that they were punished physically.

8) It is found that 28.05% responded that they were punished mentally.

9) The investigation shows that 61.15% responded that they received threatening by the teachers as punishment.

10) 14.39% of the slum children have responded that their parents were summoned by the school authority

11) 32% of the students responded that the fear of punishment restricts themselves from attending the school regularly.

12) According to 90.67% of the students of slum areas, the environmental conditions of the slums of Guwahati are not suitable for studying.
13) It is observed that 49.02% responded that the noisy atmosphere of the nearby market area hampers their studies.

14) 21.57% responded that they were disturbed by their alcoholic parents while studying.

15) Single room house is a factor that hampers in study. According to the present study 68.14% of slum children responded about the single room house as a problem.

16) 30.88% of the students responded to various factors such as regular quarrels in the area, noises of the trains passing by, music played loudly by the neighbours, etc.

5.06: Findings in relation to objective no 5: To find out whether the schools located in or nearby slum areas fulfill the guidelines under the “right to free and compulsory education act, 2009” or not.

1) 82.86% of schools follow screening procedure for admission of students.

2) 82.86% of the schools responded that they follow screening procedure due to inadequate infrastructural facilities.

3) Almost all of the schools nearby slum areas are overcrowded and they are in need of additional classrooms, desk-benches and other materials needed to completely follow the Government’s guidelines for “Universal enrollment”.

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4) When the conditions of screening are applied the first priority is given to the children of the locality where the school is situated.

5) 100% of the schools agreed that there is an increase in the enrollment of students after the “RTE Act, 2009”.

6) 100% of the schools do not have the teacher-student ratio at 1:30 as directed by “RTE Act, 2009”.

7) All the schools i.e. 100% of the schools appointed trained and qualified teachers as per Government guidelines.

8) All the sample schools (100%) have responded that they provide free textbooks.

9) Mid-day meal is provided by 100% of the schools.

10) 100% of the schools encouraged the use of punishment for unruly students.

11) 85.71% of schools organised parents-teacher meet but the participation of the parents is very few in number.

12) Majority of the students are not regular in class according to 80% of the school authority.

13) 8.57% of schools had the provision of either morning or evening school for the backward children of the locality.

14) 100% of the schools are not providing free uniforms to the students from 2016 till date due to lack in supply of uniforms from the Government authority.
5.07: MAJOR FINDINGS OF THE STUDY

The major findings of the study have been observed and enumerated below:

1) It was found that all the slum children were not availing their rights to education.

2) One of the main factors is that still many of the children didn’t know that education is their birth right.

3) Out of the 76 non-schools going children 3.65% of the slum children never attended school and 21.59% dropped out.

4) The reasons behind attending school were mid-day meal, becoming independent, to earn self esteem and also to get a better job in future.

5) The reason behind not attending the school were don’t have the interest to study, financial constraints, dislike school, have no friends, dislike the teachers, problem with the medium of instruction, had young siblings to look after, perform household activities and uncongenial atmosphere.

6) Only few parents were aware of the fact that primary education is free and compulsory.

7) Very few parents were aware and know about ‘Right of children to free and compulsory education Act, 2009’, ‘Sarva Siksha Abhiyan’, ‘Total Literacy campaign’ and ‘National Literacy Mission’.
8) Most of the parents of the slum children were in favour of educating their children irrespective of gender difference.

9) A very few still believed that the main role of a girl is to engage herself in household activities.

10) The educational problems faced by the slum children were child labour, no space and time at home to study, domestic work at home.

11) The parents of the slum children could not help in their studies and 82.72% slum children responded that they had no academic atmosphere at home.

12) Uninteresting teaching method and fear of punishment in the school were other causes of irregular attendance for some of the slum children.

13) Another condition that hampers the regular studies of the slum children is the environmental conditions of the locality such as noisy market area, alcoholic parents, single room house, absence of electricity, etc.

14) The schools situated within the 1 km radius of the slum areas.

15) The ‘teacher-student’ ratio should be 1:30 according to the Right of children to free and compulsory Education Act, 2009. Yet it was not found in any of the primary schools.
16) It was found that majority of the schools follow screening procedure for admission of students due to lack of infrastructural facilities that includes the size of class-rooms, desk-benches, etc.

17) It was also found that ‘Right of children to free and compulsory Education Act, 2009’ do not encourage the use of physical punishment to the students. Yet the school authorities admitted that they provide punishments either physically or mentally to the unruly students whenever necessary.

**5.08: DISCUSSIONS ON THE FINDINGS**

The main aim of the study was to find out the factors relating to the educational backwardness of the children of urban slums. The study reveals that there are different areas of concerns relating to the universal enrollment and retention of slum children in primary education.

One of the objectives of the study was to find out whether the slum children of Guwahati are availing their rights to education or not. It was found that all the slum children were not availing their rights to education. One of the main factors is that still many of the children didn’t know that education is their birth right. Still 3.65% of the slum children never attended school and 21.59% dropped out. Majority of the school going slum children attend school for mid-day meal and some were interested in becoming independent to earn self esteem and also to get a better job in future. Many of the slum children were irregular in class because
they had to perform household activities including looking after their young siblings. Again, lack of interest and financial constraints were also the causes of irregularity in the class. Students admitted that they got mid-day meal regularly but not as per guidelines of the “mid-day meal scheme”. They were generally provided “Khichdi” by the school authority throughout the academic session. All the students received free textbooks and study materials from the schools.

Another objective was to find out whether the parents of the slum children were aware of the different Government schemes and policies relating to primary education or not. The study reveals that only few parents were aware of the fact that primary education is free and compulsory. Very few parents were aware of “Right to Education Act, 2009”. However, it was quite noteworthy that all the parents were aware of the “mid-day meal scheme” of the Government. Again, very few parents heard about “Sarva Siksha Abhiyan”, “Total Literacy campaign” and “National Literacy Mission”.

In one of the objectives an attempt was made to study the parental preference in educating their children based on gender. It was quite satisfactory that most of the parents of the slum children were in favour of educating their children irrespective of gender difference. However, few of them are still in favour of educating their boys compared to girls and a very few still believed that the main role of a girl is to engage herself in household activities.
The 4th objective of the study deals with the major educational problems faced by the slum children. The present study reveals that still some of the slum children work for their livelihood. Some of them do not get time to study at home due to domestic work. Again, some of the slum children do not receive any educational help from their parents as they are parents are not literate. Fear of being punished in the school is another cause of irregular attendance for some of the slum children. Most importantly, the main conditions that hamper their regular studies is the environmental conditions of the locality such as noisy market area, alcoholic parents, single room house, absence of electricity, etc.

Another objective was formulated to study whether the primary schools situated near the slum areas fulfill the guidelines under the “Right of Children to Free and Compulsory Education Act, 2009” or not. It was found that majority of the schools follow screening procedure for admission of students due to lack of infrastructural facilities that includes the size of class-rooms, desk-benches, etc. although the “RTE Act, 2009” emphasized on ‘universal enrollment’. While adopting screening procedure, the students of the locality get first preference for admission. The enrollment rate increased after the implementation of the “RTE Act, 2009”.

It has been found that majority of the students of the schools situated nearby the slum areas are from the slums. Again, as per the “RTE Act, 2010”, the ‘teacher-
student’ ratio should be ‘1 : 30’ which is not present in any of the primary schools. However, all the teachers were trained and were appointed as per Government guidelines. All the schools responded that they provide free textbooks and regular mid-day meal to the students. But free uniforms were not supplied from 2016 till date as they didn’t receive it from the Government. It was also found that although the “RTE Act, 2009” do not encourage the use of physical punishment to the students, yet the school authorities admitted that they provide punishments either physical or mental to the unruly students whenever necessary.

5.09: EDUCATIONAL IMPLICATIONS

Although, the present study had certain limitations, the findings have ample implications which can be beneficial for the teachers, administrators, policy makers, different departments of the Government, the Non-Government organizations, social workers, etc. who works for or interested in the area related to the education of the slum children.

Primary education is considered as the basis of a Nation’s development and the Government used to spend a huge amount of money in the area of primary education. To make this expenditure as a fruitful investment on the Nation’s part the schemes and policies should be very proper. In this aspect this study may help
the policy makers and curriculum developers while framing objectives relating to education of the backward areas such as slums.

The departments and personals engaged in the field of primary education of the slum children may undergo this work to confront with the basic problems and to realise the present scenario of education of the slum children.

However, in the light of this context the investigator wants to suggest some measures to the school authorities and the Government. Following are some of the suggestions-

1. The school should be treated as a center of community upliftment.

2. The bond of relationship between the school authority and the community people should be strength through active communication.

3. Local people should be entrusted upon some responsibilities of the schools e.g. organising and celebrating some programmes and community festivals, etc.

4. Teachers should be directed for home visit of the slum students to get first hand experience of the family condition and environment of the locality.

5. Sincere attempt should be done on the part of the authority to aware the inhabitants of the slums especially the parents regarding the different
Government plans and policies, laws, etc. relating to primary education of their children.

6. To make the parents of the slum children aware of the importance of primary education, the adult education programmes should serve better.

7. Proper emphasis should be given to adult education to educate the illiterate parents.

8. Adult education should be related to some productive work-experience to motivate the illiterate adults.

9. Provision of Basic courses based on productivity should be given prior importance along with the prevailing system of primary education in India to encourage the slum children having desire to study but who could not study due to financial constraints.

10. The Government should take vigilance along with adequate supply of mid-day meal as per the guidelines of the “mid-day meal” scheme to maintain proper healthy diet of the students.

11. The Government must supply free uniforms to the students regularly to maintain democratic ideals at the primary level of education as it is being unavailable since 2016 till date.
12. The Government should monitor and take necessary steps regarding buying, selling and consumption of locally produced liquors containing alcohol especially in the slum areas.

13. The teacher should adopt different child friendly method of teaching and learning to create interest among the children.

14. Stress should also be given on using different teaching aids to make learning interesting.

15. Provision of adequate classrooms along with other materials needed should be maintained by the Government to fulfill the clause of “universal enrollment at primary level of education” mentioned in the “RTE Act, 2010”.

5.10: SUGGESTIONS FOR FURTHER STUDIES

1. The present work “A study on the educational backwardness of children in urban slums with special reference to the Guwahati city” can be extended to other parts of Assam having slum pockets.

2. Studies could also be conducted in comparison to slum and non-slum children.

3. A comparative study on educational backwardness can be conducted on the basis of gender in Guwahati city as well as in other parts of Assam having slum areas.

4. Studies can be conducted relating the educational status of the slum children and their parents.
5. Studies can be made on primary school drop out of children of the slum areas.

6. Studies relating to adult education can be done in the slum areas of Guwahati as well other parts of Assam containing slum pockets.

7. Studies on implementation of the “RTE Act, 2009” can be done.

8. Studies can be carried out on the socio-economic condition and educational status of the slum dwellers.

9. Studies can also be done on the contribution of Government and Non-Government Organisations for educating the slum children in different slum areas of India.

10. A comparative study on the academic achievement of the slum and non-slum children can be carried out.

11. A comparative study between the Government and Private primary schools can be carried out in respect of infrastructural facilities, academic achievements, etc.

5.11: CONCLUSION

Illiteracy is one of a major factor which stands as a hurdle in bringing any positive change in the society. The society is still suffering from many ill practices and superstitious beliefs. On one hand the nation is developing in the technological fields, while on the other hand we have 26% of illiterate population (as per 2011 census).
Education has been considered as the birth right of each and every child of our country. It also includes within its fold the slum children of the country in respect of educating them. Even though the Indian government has launched various programmes and projects to meet the basic learning needs of all children, the reality is far short of expectations. The reason for such results of our various plans and policies and missions are due to the fact that these plans and policies are not able to encourage the targeted groups, i.e. the poorer section of the society, mainly the families belonging below the poverty line.

With the literacy rate of 91.11% (census 2011) in Guwahati, the school going slum children is 74.8%. The slum people are still not aware of the fact that education is their birth right. Although the Government had launched various schemes and programmes to make primary education accessible to all children, still the targeted groups are not totally benefitted by such plans and programmes. There must be some drawbacks left in the implementation of such welfare schemes and programmes. Thus it is the responsibility of the government along with the responsible citizen of the society to bring these groups of underprivileged children into the main stream of the system for progressive development of the society.