CHAPTER 2

DEPRIVATIONS AND CHILD CARE ENHANCEMENT

2.1. INTRODUCTION

Children are an essential part of any society. Childhood is a natural and a distinct phase in human life cycle extending from birth to the stage of adolescence. This phase of life has its own dynamics, interests and rights. Children are considered as immature persons in the process of development. Childhood is the training ground, the time when skills and belief systems are learned and personality formed. It is the time when attitudes and values are inculcated (Kamp 2001). They have abilities different from adults as well as special emotional, physical, psychological and social needs. They are considered pure and natural beings innocent of the ways of the world and incompetent in it. The majority of countries in the world respect and promote the international convention dedicated exclusively to children and their rights. There are child focused policies and practice of numerous aid and welfare agencies globally (Boyden 2003).

In the progressive world of today children are found in various fields studying, working or living in hazardous situations and a larger group in non-homely street situations. It is the duty of every society to uphold the rights of children, to protect children and offer them sufficient possibilities for growth and development (Kumar 2002 & Chittilappilly 2012). The present analysis goes into the details of children in deprived situations, especially in street situations. It analyses the possible ways in which they can be helped, based on the experience of many in the past. It explains the context and extent of the problem, possible suggestions for a solution to heal and empower children.
2.2. SOCIAL PROBLEMS AND CHILDREN

All social problems are situations which have injurious consequences on society. They are deviations from the ideal situation. Social problems are communitarian in their origin. Pathological social conditions cause social issues. They affect all the sections of a society. The responsibility for social problems is with the society. There is need for a collective approach to handle its consequences and they occur in all societies (Ahuja 2003). Reactions must be an attitude of concern. Some have an attitude of fatalism or attribute everything to destiny. This can be due to vested interests or lack of knowledge and awareness (Ahuja 2003).

Aspirations of the people have become high but the necessary means to achieve them are neither available nor accessible. Besides, it is noticed that in India people preach nationalism and yet they practice casteism, linguism, and parochialism. The deviations are seen in unrest in different groups: youth, tribal people, peasants, labourers, students, minority and violence against women (Ahuja 2014). One of the major reasons for poverty in the villages is caused by the clients who stand midway for the agricultural activities. The middleman system threatens the wellbeing and security of the urban and the rural poor and prevents them from getting the right pay for their products as well as funds for development (Jeffrey 2002).

When problems go beyond tolerance level families leave their place of origin and go mostly to the cities where jobs and food are available. Children leave as individuals and at times with families. There are families that stay along the footpath, even though they have their rural residence. There are groups that return regularly and another that may never return. Children work to support themselves or their families. Many families depend on their children to add to family income and that help them to survive (Vadakethannikal 1977 & Jennigs et al. 2006). Children’s needs are to be seen holistically especially that of vulnerable children who live outside family care. Children who reside in institutions, in and off the streets, affected by conflicts or natural disasters and subjected to labour and sex trafficking can get deviated (Fluke et al. 2012).
2.2.1. Underdevelopment and Children’s Status

Social problems grow in under developed situations. Houseless-ness, overcrowding and slum life are problems of poor urban people. The family unit with its unhealthy environment affects human living. Overcrowded houses with absence of basic amenities and lack of privacy add to the misery of social living. The inconveniences lead to family tension and eventually affect their behaviour. As the family life is weakened the forces of poverty erode happy human living (Adenwalla 2006 & Ahuja 2014). Poverty is a macro level phenomenon and it is common to the urban and rural setting. It is a rural problem due to small farms, fragmented aids and other negative forces in the agricultural setting. In the urban setting the huge population with less pay does not help upward mobility and people remain poor (Saraswathi & Dutta 1990).

Poverty gets transmitted from generation to generation. The children of such subculture inherit violence which seems necessary for survival. Violence is not considered illicit and they do not feel guilty for being violent as long as they are able to survive. It becomes part of their life style and often is used to solve problems within families and social groups. In under developed or developing countries the rulers base themselves on vested interest, self-righteousness and obduracy. They govern on the basis of caste versus class, rural versus urban, north versus south and community versus community. Political decisions are taken by the power-hungry, unscrupulous and corrupt decision makers. All these affect the growth of national income and that in turn affect social life in which the poor becomes the victims (Prakash 2008 & Ahuja 2014). In such under development the children suffer the most as they require more support. Childcare in every country is linked to economic and social issues. The parents need to have enough time, money and facilities to take care of their children and in the absence of parents it becomes the duty of the state to substitute the missing care (Campbell-Barr & Garnham 2010).

Acute poverty causes children to grow up alone. It is estimated that, around 1.3 billion people, mostly women and children live in extreme poverty in the world. They are pushed to the margins of society. In such a situation children may be left alone all day or be expected to beg or scavenge to help the family to survive. A girl may be sold to another family while a boy sent to a town or city hundreds of miles away with a one-way ticket.
These survival strategies herald the end of childhood and lead them to the risky life of growing up alone. Increase in numbers of children in the streets, or children found in sex trade or as workforce are signs of deprivation of their rights. In situations where children are denied of a family, they are more likely to suffer from malnutrition; they fall prey to infectious diseases and generally have fewer chances in life. Thus children growing up alone face childhood development problems especially to their evolving psychological, social and spiritual growth (Black 2000).

In the developing world, people who live in impoverished urban communities face chronic problems such as: lack of basic services, education, health service, clean water and sanitation services. India has many municipal schools but the supply exceeds the demand. In the rural areas students do not have access to schools and the classrooms at times are underutilized. There are situations where classrooms are overcrowded. Children do not have possibilities for play which is enshrined in the convention of the rights of the child article 31 (Chattopadhay 2004).

2.2.2. Underemployment and Absence of Basic Needs

Employment determines a person’s livelihood and status. It helps the person to support his family and fulfil social obligation to society. If a person with a capacity to work remains underemployed, due to whatever the cause is, he does not gain any status in society and suffer from severe emotional and social problems. Eventually it will affect him, his family and the society. Indian labour market is characterized by part-time, seasonal and under-employment factors besides the restrictions for women labour force. It is estimated that India has 10.8 million people unemployed. Consequences of unemployment are personal disorganization, family disorganization and social disorganization (Ahuja 2014). These eventually lead the members of the family to deviate from the normal life in a society. Many children begin to work due to poverty experienced in families. Parents permit or want them to work as they require extra income to support the family. This makes the children to be adults before they actually are adults (Majumdar 2011).

2.2.3. Population Explosion and Denials

For effectiveness in economic and human resource development a country needs to contain its population growth. 17.5 per cent of the world population is in India which is amounting
to 1,210 million people. The disaster of population growth can be understood as one out of every six persons in the world is from India and that India has 2.4 per cent of word’s surface areas to support 17.5 per cent of the world’s population (Ahuja 2014).

The growth of population directly affects the living standards of the people. It is estimated that India has over two million people homeless, 97 million denied of drinking water, 272 million people illiterate, 43 per cent children below five years with underweight and the country as a whole claim 136th position in the world human development index. Presently over 300 million people in India do not have electricity, nearly the half of 1.2 billion do not have toilets and 48.4 per cent do not have pucca houses to live. Overcrowding with all its evil effects of crime and increased violence affects the lives of many people in urban and semi-urban areas. India is considered to be on the verge of having an army of unemployed, hungry and desperate people who can threaten the very foundation of the social, economic and political system and institutions of the country (Ahuja 2014).

Urbanization forces many of the poorest youth to make their way into the city streets searching for money, friends and sometimes a future. Most migration takes place in the developing countries with less financial resources, less power and less support for street youth. The largest urban centres include Mumbai, Lagos, Dhaka, Karachi, Mexico and Kolkata besides others. And these are considered to have the largest and fastest growing street population. The forces that lead to the growing numbers of young people in the street are numerous and complex. It is to be noted that today’s youth is going to become the largest generation to enter adulthood and greatly influence global economy. There is great need to support the street youth to avoid the cycle of poverty (Sauve 2003).

2.2.4. Alcoholism and Family Dissonance
Alcohol is more a depressant than a stimulant. It normally affects a person physically, destroy his ability to work and earn, ruin his family life and demoralize him. Family which is a slave to alcoholism becomes a threat to children’s proper growth. The children get traumatized and they suffer from emotional deprivation. Children experience authoritarianism and overt rejection in families where alcoholism is prevalent. Globalization, urbanization, industrialization, media influence and changes in the lifestyles have caused the entry of alcohol in a big way in the lives of people. It adds to personal
miser
y, family discord, failure of health, accidents and loss of fulfilment in living. Social
deviance and at times family violence, family unrest and divorce are caused by alcoholism.
Social problems develop from the use and abuse of alcohol (Ahuja 2014).

Addictions lead people away from normal human life. They get into ease and comfort and
once they enjoy alcohol beyond their loved ones the weaker group suffer and in any family
the weaker group is that of children. Children suffer sexual and economic exploitation and
it is on the increase. High divorce rates, alcoholism and high risk behaviour parents
coupled with the inability of the extended families to bear the burden of extended families
lead more children to the streets (Dabir & Athale 2011).

2.2.5. Lopsided Economic Progress
India has individuals in the top 100 global billionaires and it has 60 per cent of its
population living below the poverty line. Ecological crisis haunts the nation. Fewer and
fewer individuals have monopolized the ownership of the earth. They have accumulated
disproportionate wealth and are in the list of multi-billionaires. In stark contrast there are
more and more people and communities moving into the list of paupers and beggars. This
is a situation of injustice, unfairness and inhumanity (Pinto 2013). According to the
planning commission, persons with the average income of Rs. 29/- per day in the city and
Rs. 22/- in the rural area are not poor. The World Bank stated in 2011 that India has higher
poverty rates than Pakistan. India is a home to more poor people than Africa. In fact, it is
noted that just eight Indian states hold more poor people than 26 poorest African countries
combined. Indian states including Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh,
Orissa, Rajasthan, Uttar Pradesh and West Bengal have 421 million ‘poor’ people
compared to 410 million poor in the poorest African countries. Common people face
deprivation at household level such as schooling, nutrition, access to health, clean water,
electricity and sanitation. Indians are poor but India is not considered a poor country (Pinto
2013).

Forty two per cent of India’s children are malnourished; a child dies every 15 seconds due
to neonatal diseases; two million of them die before reaching their fifth birthday; 20 per
cent of world’s child death is recorded in India. India is known internationally for strong
economic growth but it does not translate into lower hunger levels. Over 836 million live on less than 20 rupees a day. Growth of India is not for all but for a very few (Pinto 2013).

India has emerged as a major industrial power. Yet it has failed miserably in its efforts to alleviate poverty and create a more equal society. Poverty is a major problem as 354.68 million live below poverty line. The World Bank estimates that 456 million Indians (42 per cent) of the Indian population now live under the global poverty line of $1.25 per day. This means that a third of the global poor now reside in India (Aneesh 2013). “The Arjun Sengupta committee concluded that some 77 per cent of Indians live on less than Rs. 20/- a day” (Aneesh 2013, p.19). The numbers quoted vary but this is an indication of the huge numbers of people living in poverty.

In India there is large scale liberalization and privatization programmes but they have failed to benefit all its citizens, resulting in deep social and economic inequities. Rural parts have poverty related conflicts. Poverty is noticed more among the scheduled castes and scheduled tribes. The rapid economic growth in India has been nothing more than years of ‘jobless growth’ and it is associated with (a) increasing inequality of income and opportunities (b) a widening of the inter-sectorial productivity gap (c) a continued decline in the share of value added and a rise in profit (d) a faster widening wage gap between the skilled and unskilled labour force (Mohapatra & Sharma 2013).

The poor are susceptible to environmental risks (poor sanitation, absence of clean drinking water, protection from cold, rain and similar forces of nature) lack of quality healthcare and family size. Poverty and ill health are closely interrelated. While poverty prevents a person from satisfying the most basic human needs, ill-health inhibits an individual’s ability to work, reduces earning capacity and deepens poverty (Mohapatra & Sharma 2013).

Proportionately large share of the poor is among the lower castes. Caste system is practiced as a system of exploitation of poor low-ranking groups by more prosperous and high-ranking groups. Ritual emphasis spreads the superstition that people do have God-given inferior status. Unemployment is a major problem for inclusive growth in India. Eighty five per cent of employment is in the unorganized sector in India. Women are considered
second class citizens. Practice of dowry abuse is still common in India (Mohapatra & Sharma 2013).

2.2.6. Poverty and Deprivations

Poverty is explained as a situation where there is discrepancy between what one has and what one should have. It may vary from person to person. The poorer class always experiences the feeling of powerlessness and resource-less-ness. The poverty experience can be due to lack of livelihood strategies, inaccessibility to resources such as money, land or credit, feeling of insecurity and frustration and the inability to keep or develop social relations with others due to lack of resources. They suffer as individuals and as families (Ahuja 2014). Poverty and social exclusion are linked. The indicators can be three: a) at-risk-of-poverty having low income, b) severe material deprivation and c) living in very low work intensity households (European Union 2012). Poverty can be considered absolute when there is severe deprivation of basic human needs including food, safe drinking water, sanitation facilities, health, higher education and information. It depends on income as well as access to services. It is stated that more than one billion which is almost half of all the world’s children were severely deprived of at least one basic human need and over a third are deprived of two or more basic needs. The most deprivations are that of shelter, sanitation and water (Nandy & Gordon 2009).

Urban population is fast increasing and it is estimated that Indian cities may have 600 million people as urban residents by 2020. Though cities offer lots of possibilities, the poor remain poor or grow poorer. The resources offered are insufficient to face the challenge of migration and population growth in the cities. Poverty is experienced differently according to gender, age, caste, class and ethnicity. Poverty is dynamic condition as people’s socio-economic status can improve or decline on a daily basis. They suffer from sickness and other unforeseen circumstances (Loughhead et al. 2001).

India is a large country and poverty is seen in the exclusion of people from education, health care services, civil and political rights (Malik 2009). In the rural areas poverty is deepest among the members of SCs and STs. It is stated by Ahuja (2014) that in 2005 these groups accounted for 80 per cent of the poor rural people though their share in the total rural population is quite small. In the semi-arid tropical region of India the poorest are the
local inhabitants. In the flood-prone areas too, many people dwell who are poor (Ahuja 2014). Caste system by itself depicts social exclusion as it is still practiced today. In India, as a practice caste goes along with class. The lower castes are ruthlessly exploited, oppressed, discriminated and denied most of the civil and legal rights. A large number of people live on agriculture and they experience landlessness. The high dependency on agriculture adds to the poverty of the people (Malik 2009). Thus in India poverty is considered as a condition of acute physical want which lead to starvation, undernourishment, disease, want of clothing, shelter and medical care (Ahuja 2014).

Poverty is seen in absolute or relative terms. When individuals live below the minimum standard they can be said to be living in poverty. Absolute poverty is linked to the idea of subsistence which indicates that individuals live in poverty if they do not have the minimum resources to maintain human life. Poverty is measured in terms of malnutrition, low consumption expenditure, low income, chronic illness or poor health, illiteracy, unemployment, under-employment and unhygienic housing conditions. Indian households in the villages are plagued with some of these mentioned problems (Ahuja 2014). India is considered a developing nation but it has a large section of the population that is deteriorating. India is home to 22 per cent of the poor people of the world. Besides income disparity is on the increase. The most affected are the rural villages (Ahuja 2014).

To understand the poverty level income is taken into consideration. But more and more studies use deprivation indicator to measure poverty among adults and children. Traditional money-metric indicators of poverty give an indication of the financial means of the household to satisfy its needs while deprivation indicators provide information on the degree to which their varied needs actually are met. In the context of poverty experienced by children it is deprivations that are more important than all other needs that depend on money. Children are particularly vulnerable to deprivation of specific needs. They are dependent on adults as they are the weaker section in a household. When the children get their needs fulfilled from households or public concerns they grow up in harmonious manners. Deprivation leads them to dissatisfied and disturbed childhood (Neubourg et al. 2012 & Schenk et al. 2006).
Poverty is denial of human rights. Global child poverty has worsened and children continue to be disproportionately affected by poverty. To achieve social justice we need to eliminate child poverty. Poverty denies them food, housing, safe water, sanitation, primary health care, basic education and protection from violence and abuse. These scar their development physically, emotionally and intellectually. Poverty thus infringes on numerous human rights (Khattab 2009).

2.2.7. Poverty and Exploitations

Though India is developing fast it has a large number of poor people. Over population is one of the major causes for poverty. A big number of the poor population is unemployed, starving, and is being forced to beg on the street to make ends meet (Kothare 1999). Being poor many parents are unable to send children to schools. Absence of nutritious food affects children’s growth. Seventy four per cent of Indian population lives in villages. Thirty nine per cent are considered very poor. Twenty per cent of the landholders possess 70 per cent of the total land. Agriculture is the source of livelihood for 70 per cent of the total population. Fifty per cent are marginal farmers. India is still one of the poorest countries in the world, mainly due to its large population. Of the world’s poor every third person is an Indian (Ahuja 2003). Growing urbanism add to human misery. In urban setting there is transience as many stay and work for shorter periods. Relationship is only for a short time. Superficiality is well noticed and they are dependent for satisfaction of needs. Anonymity and individualism add to social miseries (Ahuja 2003).

The culture of poverty keeps the poor always poor. Such a culture keeps the society far from changes in its values, norms, beliefs and lifestyles for them. The poor continues to be poor in spite of the economic changes. They get jobs that can keep them in their status. Those in power do not address their problems and poverty remains a social problem. Various other factors add to the culture of poverty to continue. They are the poorly administered social institutions, poor economy and low educational attainment; lack of employable skills, long-term unemployment or underemployment. The middle class and above middle class have vested interests that keep the poor in their own economic situation to keep their higher status and to expect the menial works to be done by them (Ahuja 2014).
India is still considered as one of the poorest countries of the world. The problems faced by the poor are social discrimination, social condemnation, housing and the subculture of poverty. The poor are looked down upon by the higher classes. They are harassed, humiliated and discriminated. They are the weakest and have to face challenges of illiteracy and social prejudice. They lack collective power. They are set aside as undisciplined, immature, and having less foresight. Thus they do develop low self-image which affects their whole life in the families and their performance level in the society (Ahuja 2014).

One of the major consequences of poverty is exploitation and abuse of the weaker by the stronger group. While talking about the poor it is to be noted that the weaker are the children and in India many of its children continue to remain in distress and turmoil. The parents neglect them and the care takers batter them. Child labour itself is an abuse and sexual abuse is added to it in many situations. Child abuse can be physical, sexual and emotional. They affect the mental and physical growth of children (Ahuja 2014).

2.2.8. Children and Distressed Families

Death, separation and even misunderstanding leave children alone to fend for themselves. Emotional support is often lacking in a family that is inharmonious. Family is supposed to be the bedrock of children’s welfare and protection. It has become a problem for children. Parents send children in to the streets to beg or steal or engage in petty trade (Dabir & Athale 2011). Family breakdown is more common today than ever. Children are in desolation while parents get separated. Poverty affects younger children while domestic violence affects the older children (Dabir & Athale 2011). Children who have been brought under welfare programmes have often witnessed domestic violence, parental substance misuse and or been subject to neglect, abandonment or physical, sexual and emotional abuse. These significant disruptions during their formative years of development lead them to many complex issues to cope with, in their lives (Cavazzi 2010).
2.3. DEPRIVED CHILDREN: VILLAGE TO STREET WORLD

Most children found in the streets are from the villages. Villages are not able to contain many of their children. The people are not able to offer children proper environment with support systems for their growth needs.

2.3.1. Human Rights Violations

Children are considered the most vulnerable section of the society. They are considered as an important asset of a country. Care must be taken to see that every child gets protection and development programmes especially the disadvantaged group. Children must be offered opportunities for optimum personal growth. Socio-economic circumstances lead families to stressful situations, disintegration and child destitutions. In a progressive world, right to family atmosphere is considered as a right of every child. Keeping this in mind every child needs help to belong to a family (Adenwalla 2002 & Mehta 2008).

Recognition of the inherent dignity and equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. In today’s world every Government gives importance to economic thinking and favour economic development. The persistence of extreme poverty, social exclusion, vulnerable groups, unequal sharing in the benefits of development and new dramatic inequalities cannot but intervene in the debates concerning development (Symonides 2003). Development is to lead to progress but it brings poverty and suffering to the larger group.

The declaration of HR invites GOs and NGOs, educational and cultural community and all individuals to contribute towards building a new concept of peace. It can be achieved by developing a culture of peace based on universal values of respect for life, freedom, justice, solidarity, tolerance, human rights and equality among men and women. Every person has the right to live in peace and it is right and duty of everyone to promote peace (Symonides 2003). In all studies related to children the four broad areas of rights as described by CRC must be addressed: rights to survival, development, participation and protection (Schenk et al. 2006).
Children should not be seen as mere recipients of their parents’ culture. They are creators of a new version reflecting new or novel patterns in conditions in which they are growing up (LeVine 2011). The culture operates powerfully in the life of children to shape them as they grow up (Korbin & Anderson-Fye 2011). Children influence the culture in whatever situations they live in. They are to be brought up in their right perspective. Children need acceptance as children and not as adults in the making. Rights are considered part of the childhood stage. Children can grow well when they are considered agents of their own lives. They need as serious an attention that adults get. Their vulnerability is to be respected as they are weaker and dependent on adults. This awareness can help the mainstream society to protect children from exploitation and abuse (Dodds & Johannesen 2002).

Playing as an activity is considered essential during childhood days. It helps the adults to understand children in a better way. When children living in the street are at play, it is considered bad while adult-supervised children are encouraged to play. Children through their play exhibit numerous characteristics of psychological health and resourcefulness. Children living in street situation generally are considered unfit for play as their life is not accepted by society. Adults view play as an activity outside the ordinary life as it is not directly related to economic advantages. Thus play is devalued. People do not understand the value of play for human development. It is considered as a distraction to productive work. However, play is important in the life of a child especially that of a deprived child (Tyler et al. 1987).

2.3.2. The Poor and the Rich Disparities
The world seems richer, yet a quarter of the world’s population goes hungry and remains in utter poverty. Nearly a billion people are illiterate, a billion lacking safe water and 800 million go hungry (Symonides 2003). Very little attention has been paid to poverty in comparison with the efforts made for developing the developed. People, especially the richer class get accustomed and grow insensitive to the presence of the poor. It seems the poor have exhausted their rights. In today’s world most poor benefit from charity. It seems like an additional token of exclusion from the society and that makes them feel guilty.
General public take notice of the poor when there is a legal hurdle. The poor are suspected of social offences. But the responsible citizens need to know that it is not right to judge a person who is denied any form of civil identity as an abandoned person; all the more a child of the streets (Symonides 2003). Increasing wealth is easily noticed, while increasing poverty which is parallel is less noticed. But it is a reality that wealth and poverty increase side by side. Often the poor are unaware that they have rights. The society needs to know the way to offer to the poor their rightful place in society. Seeing the large numbers of poor it seems the world does not know how to deal with the poor (Symonides 2003).

According to the World Bank 45 per cent of the world population is forced to live with less than one dollar a day. Among them almost 50 per cent are children. Many children live in urban slums without access to basic services. Poverty seems to be the root cause for their misery. The poor become vulnerable due to their living conditions. They become victims of unemployment, low educational levels, substance abuse and poor housing. The poor families are stretched to their edges and children become the victims and take to urban life which is mostly life in the streets (Pietkiewicz-Pareek 2012).

Children living in the streets are not a matter of humanitarian and charitable concern but a legal responsibility at local, national and international level (Thomas 2003). Children who live and work in the streets are viewed as “nuisances” and they are excluded as they lack opportunity for education and youthful pursuits. They are subject to abuse, experience dangerous conditions on the streets and even considered a threat to society. But they need to be active agents in the construction of the social reality as they have the right to be in the society and use the built environment for their survival and development (Ataov 2006).

2.3.3. Factors that Coerce Children’s Journey to the Streets
Children are victims of domestic violence. It includes physical, sexual, verbal and psychological attacks on persons by the members of the family. Normally children and women become easy victims of domestic violence. Physical violence includes, causing feelings of intimidation, pain, injury or any other bodily harm. At times it is hitting, slapping, punching, choking, pushing, burning or any other activity which cause physical injury. Sexual violence can be summarized as any unwanted or forced sexual activity. Emotional abuse refers to anything that causes humiliations, embarrassment or denial of
basic necessities. In such violence the perpetrator fails to recognize and respect the victim’s basic human rights, fundamental freedom, dignity and right to peace and security (Ahuja 2014).

Every child found in street situations has a reason for being on the streets. Some lured by the promise of excitement while most pushed out due to desperation and realization that they have nowhere else to go. As a whole, girls are less than boys in street situations. It is because girls are socialized to be submissive and caring. They face less conflicting situations. As a practice they are married off early, even at the age of 13 especially in the villages. In domestic work girls are more in demand. We also find some girls disguise as boys and girls become less visible. They earn less than the boys and they are normally looked down upon (Shukla, vol.1, 2005).

Main reason for children to be on the street is poverty. They earn to support themselves and family. They are engaged in begging, carrying loads, car washing, drug trafficking, performing music, running errands, scavenging, sex work, shoe shining, or vending. At times they are involved in dangerous or illegal occupations like theft, gambling, robbery, prostitution, sex tourism, pornography, drug trafficking, illegal currency exchange, pick pocketing, working in bars and night clubs, joining gangs, selling alcohol and smuggling (Dabir et.al. 2011 & Black 1993). Children behave like adults in such situations managing their life with all its requirements. Children are said to be adept in acquiring adult culture and even creating their own culture (Hirschfeld 2002).

India seems to be shining but the children as a whole do not have a glossy picture. Regarding weight, 45.6 per cent of children below three years of age in India are underweight. Thirty nine per cent of them have stunted growth. Twenty per cent of them are severely malnourished. Eighty per cent of them seem to be anaemic. Over 6000, below five years die every day due to malnutrition and other vitamin deficiencies. India hosts 57 million children which is equivalent to one third of 146 million children in the world. Five hundred thousand children are born each year deformed. All these add to the miseries of children in the world today (Lal 2008).
2.3.4. Struggles Beyond Poverty

Poverty is want of necessary material goods for basic survival. It can be absence of materials to avoid physical suffering which includes requirements of food and shelter. It can be those that are required to meet needs of health which is understood as nutrient to avoid disease. It can be further explained as absence of those essentials to maintain a minimum subsistence level (Ahuja 2014). In many of the cases it is seen that children leave their homes for grounds beyond poverty though poverty seems to be the main one.

Situations that are unwanted especially hostile human interaction in the families lead children to the streets. It could be overcrowded families where children find that they do not have enough space and care and they leave for the cities. At times they want to escape from family problems experienced mostly in terms of rejection. There are also cases where children are asked to work to support the family. When they do not like to face the pressure for work they escape to the stress. Children leave children’s institutions as they may not find the place conducive enough for them. But when analysing them in detail the above causes are linked to poverty in one way or other (Shukla, vol.1, 2005).

Children leave their homes due to death of parents, abusive home life, broken homes, fickle-mindedness and delinquency besides poverty. Absence of a father or the presence of a step-parent in the family is found to be one of the significant reasons for children to leave home. At times it is due to unstable political situation and unrest that causes children to leave their homes for the streets. The most common reasons seem to be poverty, family disorganization, socio-cultural reasons, natural disasters, widespread prevalence of HIV/AIDS and other internal conflicts in the county (Dabir & Athale 2011).

Developing nations get more urbanized. Urbanization leads to problem of crime, juvenile delinquency, alcoholism, drug abuse, housing shortage, over-crowdedness and slums, unemployment, poverty, pollution of different types. Cities turn out to be centres of civilization as well as places of tensions and strains. It fulfils aspirations of people but also can put an end to the aspirations of people. The urban society is impersonal and formal in relationships. It is characterized by a large heterogeneous population, complex divisions of labour where the poorer have lesser chances to progress and prosper. Vested interest grows strong at the cost of other human beings. Urban problems are many that affect human
growth of people. Some of them are housing and slums, crowding and depersonalization, sanitation and pollution which brings degradation to their quality of living. Children get most affected in such situations (Ahuja 2014).

Globalization and consumerism add to the misery of the poor. They get more exploited as the competition is great in a globalized economy. Poor producers get further marginalized while the wealthy nations that receive exports at cheap prices have an increased demand. Inequality in lifestyle is further accelerated. Values of ethics and social justice are overpowered by the consumerist society. The basic problem of unemployment, illiteracy and economic disparity remains unaddressed. Agriculture which sustains the bulk of Indian population is neglected and that lead to rising numbers in suicides, deaths and abandonment of rural families by individuals and families (Ahuja 2014).

One cannot put poverty alone as the reason for children to be in the street situation. If that could be so it is good to question why millions of poor do not abandon their impoverished homes for the streets. The causes can be violence in the home and in the community. It is seen that violence is used to eliminate or to help children. But it is important to listen to their actual problems and address them. Preventing and eliminating violence against children are steps for improving their lives. They need safe, secure environment to grow and do well in the mainstream society (Thomas 2007).

Children in street situations experience violence from an early age in their life. Multiple exposures to abuse affect their life radically. Experiences of children in street situations are similar in different parts of the world irrespective of the development stage in each area or countries. Understanding children in their context with their problems can assist civil society to assist children (Thomas 2007).
2.4. CHILDREN’S PHENOMENA IN STREET HABITATS

“The phenomenon of street children is global, alarming and escalating. Street children are found in both developed and developing nations, but are present in much larger numbers in the poor nations of Latin America, Asia and Africa” (Mathur 2009, p. 300). The numbers of children in the street are many and in different forms. In the late 1990s the World Health Organization and UNICEF estimate 100 million children living and working in the street with majority in the developing world (Dlamini & Molewa 2009, Sauve 2003 & Epstein 1999). Though it is difficult to ascertain the numbers of children in the streets, they run into tens of millions across the world. Their numbers are increasing. Many spent the lives on the streets and are exposed to all sorts of exploitation. Seventy nine million children live in urban areas in India of which 18 million live in urban slums. Children are pushed out mostly due to meagre family income which is insufficient to meet basic needs. Lack of parental love, care, protection and guidance are common to all these children. Deprivation of a ‘normal Childhood’ is too evident. To understand the street children one need to know the child’s subjective experience (Abreu 2013).

2.4.1. Types of Children in Street Habitats

Children living in streets are the casualties of economic growth, war, poverty, loss of traditional values, domestic violence, physical and mental abuse (Shukla, vol. 2, 2005). Children on the streets are of different types and they can be broadly classified into four groups. The first group is the children who make it their work place having rapport with families, the second having only occasional contact and (Xavier 1996) third group living with families on footpaths (Mathur 2009) and the fourth group are those who consider street as their home. They work, eat, sleep, and live alone or with friends. They are the most vulnerable of the streets and it is most important to address their issues as they are the most helpless and hopeless (Xavier 1996, Trussell 1999). Street youth live outside the normative boundaries of the society. They live outside care and control of adults. They can be termed as the marginalized ‘non-citizen’ as they cannot exercise their rights (Oduro 2012, Bademci & Karadayi 2013). They can be classified in different groups.
a. Children on the street are children who return home at night; (Dabir & Athale 2011) they may attend school. They are under the control of their parents to a certain extent. Children frequently move between home and the street due to the practical factors such as weather conditions, family dynamics and availability of friend on the streets and comparative economic conditions of the home and the street (Dabir & Athale 2011). They have regular contact with families (Aptekar & Heinonen 2003).

b. Children having occasional contact with parents or elders (Xavier 1996). Many children opt to leave home rather than being abandoned, initially stay away for a day or two and then progressively spend more time away from home (Dabir & Athale 2011). Parents are responsible to a certain extent. Their family ties begin to break down. Children gain more independence and they learn eventually to live on their own. Many families accept this as a strategy to cope with extreme poverty (Dabir & Athale 2011). They continue to keep contact with families but live sometime or most nights outside the family (Shukla, vol. 2, 2005).

c. Children are found living with families along the footpath (Mathur 2009). They live in shanties and they sleep mostly out in the open with sky as their roof except when it rains. They are tormented by all the problems of streets: mosquitoes, noise, street lights, lights of vehicles and harassment by other street dwellers. Their problem is essentially poverty and all its stings that are attached to it.

d. The most vulnerable are unaccompanied children living alone by themselves making a living. They can be of different groups and their problems are many according to the situation of their stay within a given environment. They live on the streets basically for survival and shelter. They live detached from families and they are found living in abandoned houses or other public places (Shukla, vol. 2, 2005). They are also called children of the street as they live, work and sleep in the street (Aptekar & Heinonen 2003).

e. A fifth group of children is in institutionalized care. These are children who come from a homeless situation and being at risk and having no security of their own and who have to choose street as their habitat placed in institutions (Shukla, vol. 2, 2005).
2.4.2. Helplessness of Children in Street Habitats

Human beings up to the age of 18 are considered children and when are found in street context they are called street children (Wargan & Dershem 2009). The street children suffer from the worst kind of deprivation and denial of basic necessities, like education, health, food, shelter, physical protection, security and recreation (Nagaseshamma 2010). It is said that 33 per cent of children on the streets are addicted to chemical substances or in the process of getting addicted (D’Souza 2008). It is a common scene to see children sniffing and walking around. They use dendrite and many other substances in small pieces of cloth and keep with them to sniff whenever they walk around or busy with different street activities.

No child chooses either to become a street child or live in street situations. Majority of them are from lower classes. They use trains as a free means of transport to get away from real or imaginary problems that they face in the villages. Very often the reasons for leaving home are traumatic: breakdown in the family which can be financial, emotional or physical and may be also domestic violence. The child experiencing feelings of neglect and abandonment feels insecure and opts to run away. Breakdown can also be due to poverty, parental delinquency, or a sudden change in the family situation – removal of one parent by death or desertion, the arrival of an in-law or step-parent. At times it can be for better employment or lure of the city. Many children in street situation have faced or witnessed murder, suicide, rape and all kinds of heinous crimes. Traumatic experiences often leave deep scars on their psyche. Street further compounds trauma. Once in street situation law of survival and the concrete jungle of the city become very unkind to the deprived children (Dabir & Athale 2011).

Child becomes fearful and distrustful of enforcement agencies especially of police and social workers. Children get abused and battered in rough street situations. There are ‘child care-takers’ who induct a boy into a gang of thieves or a begging racket or as bonded labourers and girls mostly to brothels (Abreu 2013). With a change of environment they miss the home and their family yet they have no option but to make their present life ‘normal.’
Children in street situation live on their dreams. They may window shop and pretend that they have all the good things of life. Their main purpose of being in the city is to earn money. They keep a list of what they want to take home. But what he earns is often snatched by hooligan, a corrupt official or a petty thief yet many keep dreaming of a brighter future. Children are seen in anti-social activities. Often they are forced into pick-pocketing, stealing, gambling, drug peddling and prostitution. They get into the practice of gambling which may take the form of playing cards, pitching small coins or bottle caps or even empty plastic glasses which are gathered for sale later on (Sondhi 2004). Children support themselves through begging, shoe-shining, car washing and guarding, petty theft helping street vendors and restaurant owners (WHO 2002). Children in street situation live in the streets; they sleep in the open or in empty building. They do not have support to face their struggle for survival. They could be considered the most visible face of child labour. Though they are visible it is a group that is difficult to meet, especially for a study (Hatloy & Huser 2005).

Children living in the street are many and it is a worldwide phenomenon. It is difficult to assess their numbers. The ‘state of the world’s children’ (Bellany 2005) from the United Nation says that there are more than one billion children being denied healthy and protective environment. The majority seems to be in developing nations. Children’s presence in the street is a manifestation of the problems which children and families experience in communities as a result of health, social and economic factors. Homes are not able to render sufficient facilities for children’s wellbeing and they are led to marginalization. Children lose their social existence especially as they do not have legal documents. Many of them lose even their birth certificate which is a vital document in many countries for legal and civic existence. The disparity between the rural and the urban makes the lives of deprived children further difficult (Boakye-Boaten 2008).

Children who migrate for work in an unsafe manner have every possibility of being in the streets. They include children without parental care, homeless and street living boys and girls. They are generally socially excluded and marginalized. Some of them are children who are in conflict with the law. According to UNICEF a street child is “Any girl or boy who has not reached adulthood, for whom the street in the widest sense of the word, including unoccupied dwelling, wasteland, and so on, has become his or her habitual abode
and/or source of livelihood, and who is inadequately protected, directed, and supervised by responsible adults” (Ray et al. 2011, p.8).

### 2.4.3. Street Life as a Depressed Substitute

Children in street habitats are seen growing up alone and it is a situation of child rights emergency. Whether they are orphaned, unaccompanied, living on street or working, their alone-ness is at the heart of their predicament. Even if they manage in such situations, their being alone matters a lot as they get exposed to risks of all kinds. Their best chance to love, nurture learning, guidance and sound preparation of adult life gets disappeared. They are denied of their childhood or at least badly damaged (Black 2000). Many children are found working today. It is due to the poverty that is experienced by people. Parents send children to work. They are forced to live like adults before they become adults (Majumdar 2011).

Once children are in the streets they come under the category of juvenile delinquents. They get involved in offences such as truancy, vagrancy, immorality and non-governability. They become victims of disobedience, petty thefts to armed robbery, destruction of property, homosexuality and rape, addictions including alcohol and other drugs and even of bodily harm of homicide. Psychologists classify them as mentally defective, psychotic or neurotic (Ahuja 2014). Many of them are forced into such sick situations being in the streets or other inhuman situations for long time. Children in the street are frequent victims of sexual abuse. They are exploited the maximum in such unprotected situation. At times they are protected by older peers or gangs who exact sexual favours in exchange for protection from theft, beating or rape by others. It is indicated in many studies that children who live on the street routinely engage in both consensual and non-consensual sexual activities within their own groups. At times weaker or younger children become partners to the dominant children (Bal et al. 2010 & Frederick 2010).

Children require protection against neglect and abuse. Failure to protect children from violations has immediate and long-term educational, physical, psychological and wellbeing impacts. These may lead to psychosocial distress and mental health consequences. Social protection is recommended in such situations. They include actions that address poverty, child labour, and other vulnerabilities. A protective environment for children boost development progress, improves health and educational wellbeing of children.
(Chakraborty 2008 & UNICEF 2009). At the start of the twenty-first century millions of children live in squalid conditions of poverty and deprivation. As per article 25 of the Universal Declaration of the Human Rights (UDHR) everyone has the right to a standard of living. It envisages people with good health and wellbeing which include food, clothing, medical care and essential social services. UN CRC too states that every child has the possibility for physical, mental, spiritual, moral and social development. But still millions suffer from want of basic necessities (Nandy & Gordon 2009).

At times children are found staying and scavenging in garbage dumps. They may also lie in shanties that are around garbage dumps. They face daily assault of their health and development. They live, play and work on decommissioned dump land and they get exposed to toxins that cause lower intelligence, development delays, learning deficits and behavioural problems. When mothers are exposed to such situations the children are affected negatively in their growth (Winterbottom 2008). There is a growing concern to assist children who are suffering very specially that of low-income group or children living in marginalized communities (Israel et al. 2005).

2.4.4. Male Gender Lead Among Children in Street Habitat

In the present street scenario the children who live there are more boys and fewer girls. (Mathews 1996). They begin to appear in street situations on a later stage unlike boys who start on their own very early; as early as three years to five years. The reasons for their delay in being on the streets and being less in number are many and varied. Girls seem to be more tolerant than boys in adjusting to family problems. They are able to adjust themselves to difficult situations and suffer silently.

Girls by nature seem less daring than boys. They are more scared of the unknown. Even families keep them more suppressed in the present Indian social set up. Girls are more in demand by brothels and they are picked up faster by such agents even from villages where families are poor and where children find difficult to live. They are lured into such a trade through many promises.

Many Indian families feel safer to have girls as their maids at home to do the household works and to look after children. Many girl children are found working in families from
very young age onwards sacrificing their education and essential requirements. In traditional and village families girls are kept more under control by parents. They have less freedom to move about and be out of the house. In the larger context, Indian culture offers lesser chances to girls and they are given to other houses in early marriage. Families do not like to invest on girls. Boys remain connected to families as they contribute to the family while girls have more difficult and distant relationship with their families (Dabir & Athale 2011).

2.4.5. Lost, Abandoned or Trafficked
At times one can come across children who are abandoned and they make their way in the street. They are amongst the most vulnerable on the street. There are some children who are lost. The researcher has met many children who are sold, stolen and even kidnapped. At times newspapers report such facts. One news item reads thus: “Two hapless newborns were waiting to be sold to unknown families at… ” The mother talks about her deplorable financial condition and the father explains that he is too poor to care for the children (Poverty rears its ugly head, Siliguri: The Statesman, 02 March 2015). This is an indication of the dangers that children can go through while being poor. The children who run away from families do not make an effort to return. In the similar category are children who are forced to leave their homes (Dabir & Athale 2011).

Children are seen in big numbers in urban settings living in street situations. They are known as children at risk and they require urgent attention. Children move fluidly on and off the streets and the street does not always represent the sum total of their social networks or experiences. A dialogue between the academicians and welfare practitioners can enlighten the society regarding different categories of unaccompanied, institutionalized, abused, refugee, street or working children. There is need for a study regarding the children’s own capabilities in coping with adversities of different types (Panter-Brick 2002).

For children living in the street the term ‘streets’ does not have the same meaning as that of the people who are in the mainstream society. It is their world. It is their environment and even can be considered their dwelling place. They make new friends; they have their bonding and socializing in the absence of family and sibling support. They miss the family
which brings stability to children. They are neglected, abandoned or rejected and they substitute emotional security, gained through street association (Julien 2008).

Every individual is owned by a family which is considered the first social institution and later by a larger society of families. As the person grows older he gets accepted by an educational institution, clubs, and the many social groups. In all these the person gains status. Analyzing the past of the children in street habitat they enjoy or suffer a low social acceptance that lead to many negative behaviour patterns in their life.

They are forced to work at an early stage as rag-pickers, porters, even illegal occupations such as prostitution, drug running, stealing, illegal currency exchange, pick pocketing, gambling, working in bars and night clubs. They are forced into selling alcohol and smuggling, gangs’ illegal activities and many more unwanted ways (Dabir & Athale 2011). At times they get employed in car washing, street vending, assisting transport operators, domestic work, begging, small factories and tea shops. They lose their social status as a child with rights in need of care and protection.

2.4.6. Children as an Oppressed Class in Street Situations
Phenomenon of street children is global; it is connected with rural-urban migration and the pressures of urban life. Childhood even in the street is shaped by modernization, urbanization and globalization. Each child is a gem or a diamond and not an anomie or a criminal-in-the making. It is necessary to deconstruct the stigmatic label of ‘street children’ healing their wounded past and restore their ‘lost’ tomorrow through formal/informal school education or vocational training. Once they leave their families they become part of the ‘tribe’ of street children who can be called ‘modern day Oliver Twists’. Images of street children are of urchins running around on railway platforms, at traffic signals or in trains, or of children foraging for some scraps of food from a garbage dump. It can be children huddling up at night on the pavement, under a bridge or in drain pipes or in some unclaimed shelter, trying to cover themselves with a piece of dirty cloth. It could be of infants lying naked on heaps of stones while their mothers toil hard breaking stones or doing roadside work (Abreu 2013).
Signs of poverty lead children to the street and most of them are illiterate. They suffer from discrimination and lack of accessible resources, violent environment and stigmatization. Physically they lack adequate nutrition and face injuries. They have sexual and reproductive health problems and other common diseases. Psychologically they need to live with the stressful past, transitory lifestyle, poor mental health and substance abuse (Shukla, vol.1, 2005).

Children get emotionally and psychologically isolated from the mainstream society. Their contacts with the society are superficial. Street can be productive or barren, friendly or unfriendly at different time of day or night. They need to cope with harsh, violent, competitive and risky environment. To face such tough situations they form street gangs or become part of a gang (Sondhi 2004).

The street is considered a solution for the children who do not have other options. It is becomes a possibility for experiencing freedom and stimulation. It involves a change in the migrants’ attitude, belief, values and behaviour patterns. As they get into the city life they develop urban characteristics: mobility, anonymity, individualism, impersonal relationships, social differentiation and adjustability (Ahuja 2014). Children who need the maximum protection and care by the society suffer the most in being at the lowest ebb of life being unwanted, neglected and even hated.

Children in the street can be for work or to stay and work. It may be to stay alone or with parents or elders. Many of them are absconding than abandoned. Being ‘poor’ is considered a health hazard; it is bad when the person is urban and poor and worse when the person is urban, poor and a child. Children living in the street are out of place; they are vulnerable, they miss the possibilities for education; they suffer due to health problems. They need to earn money to survive and they miss the safety of a home (Thomas 2003).

Children are found in the streets due to casualties of economic growth, poverty, loss of traditional values, domestic violence, physical and mental abuse. Children on the streets have a reason to be there. Some of them are lured by the promise of excitement and freedom while others are pushed on to the street by desperation and realization that they have nowhere else to go. They reach there to meet their basic needs of survival (WHO
Though there are many definitions of children in the street situation it is clear that they are out of place. If they are found sleeping on the street it is to be noted that they have lost or left their families and homes (Ennew 2003).

2.4.7. Children in Streets: Easy Victims of Abuse

According to Berk (2007) “Child maltreatment is as old as human history, but only recently has there been widespread acknowledgement that the problem exists and research aimed at understanding it. Perhaps public concern has increased because child maltreatment is especially common in large industrialized nations” (Berk 2007, p. 267). Reported cases are fewer than the actual situation. Maltreatment can be in different forms: (a) physical abuse expresses assaults that produce pain, cuts, burns and other injuries which can be from peers and adults; (b) sexual abuses refers to sexual comments, fondling and other forms of exploitation not respecting their private life and affairs; (c) neglect is when children are not offered enough food, clothing, medical attention and assisted for ordinary growth process; (d) psychological abuse is when children’s need for affection and emotional support is not met and where children are ridiculed, humiliated or terrorized where damage is caused in their cognitive, emotional and social functioning (e) financial abuse when people make use of children and their money for financial advantages (Berk 2007).

Children are denied the opportunities for play and recreation which are very much part of their stage of life. They remain emotionally immature and later in life show strong psychosocial needs. Psychosocial deprivation is seen in the feelings of rootlessness. They have a decreased sense of purpose and direction in life, besides a diffused sense of self. They are haunted by strong feelings of insecurity, uncertainty, stress and the tensions of street life (Sondhi 2004). When children are abused sexually, physically and emotionally which include neglect they suffer from significant and long-lasting emotional and behavioural difficulties (Murray & Igelman 2006)

On a daily basis millions of children live and die in the various cities of the world. Lack of harmony in development lead many to live in street situations (Dabir & Athale 2011). Children in street are a rejected group and they are looked down upon by the larger society. They are vulnerable and displaced children at time known as groups of homeless, runaway
or street living and street working children (Dabir & Athale 2011). Children once on the streets are made to work. They do different kinds of works such as hawking goods on the streets, drug running, prostitution, rag picking, begging, selling alcohol, smuggling, and many more similar unwanted/unacceptable works (Dabir & Athale 2011). The larger society has the advantage of all the different types of works done by children on the streets. Often they are exploited directly by making them overwork, and making them do works that are beyond them without offering the minimum necessities.

The growing numbers of young people in India and the country face massive problems of poverty, illiteracy, mortality and lack of basic amenities (Bhangaokar & Mehta 2012). A historical evolution of the development of social policy toward street children in Russia makes recommendations for prevention which is very vital for the protection of children (Balachova 2009). To save the children’s basic objectives are to ensure the survival of the most vulnerable children and women. Social exclusion, poverty and deprivation are the main reasons that lead children to the street (Hepburn 2004 & Rao 2011). Children living in street situations are powerless and they have common experiences of social marginality (Kilbride 2010).

2.4.8. Supportive Street Society

‘Street children’ refers children for whom the street is more than their family. Eventually it has become their real home. It may not mean children without families but children who live in situations where there is no protection, supervision or direction from responsible adults. As estimated, over 120 million children worldwide fight for daily survival. They suffer from brutal violence, sexual exploitation, abject neglect, chemical addiction and human rights violations. They experience exclusion and precariousness. They are propelled to the streets to find an alternative way of coping with poverty, which is remarkable for its adaptability and resiliency (Sondhi-Garg 2004).

Children in the street have many friends. They are helpful in crisis when harassed by the general public or by leaders and protectors of law. Children feel harassed by police, physical abuse, illness, hunger, exploitation by older children and unemployment (Pallipuram 2006). As they are thrown out and live on the margins of society they are
ignored by the general public and their needs are grossly neglected. Public view of such children in many countries is very negative.

Children are faced with problems of hunger, lack of adequate shelter, clothes and other basic needs. They also lack (or have limited) sufficient educational opportunities, health care and other social services. As victims of social stigma and discrimination they are more vulnerable than others to various health problems, both at the physical and psychological level. They suffer poverty, lack of education, AIDS, prostitution, and substance abuse (Sondhi-Garg 2004 & Rafi 2012).

In the street life, as they attempt to escape their problems especially mental problems of being rejected they take to high risk sexual behaviour, anal, oral, mutual masturbation, paid sex, unpaid sex with drunken people and sex with hijaras, (Pallipuram 2006) substance abuse and many other unwanted behaviours. In the street they engage in high risk behaviours. They search for food anywhere; they beg and even sell drugs or sex for money or shelter. These are risk behaviours that affect their physical and mental health (Thompson 2012).

2.5. CHILDREN’S WOUNDS

Children living in street situations are seen sick, dirty and unwelcome in their lifestyles. They project their misery to get the sympathy of people to get accommodated as well as to get enough for their survival. They are psychologically damaged with guilt, shame, fear, grief, anger, helplessness, depression. This can be more probable for the sexually abused which can happen in families or in the streets (Pandey 2005). They require counselling. Child care experts need to assist them by providing security, shelter, clothes, food, bathing facilities, supervising child’s toilet, preventing and attending to sickness, nurturing and showing affection, interacting with and motivating a child, playing and socializing the child to its culture (Pandey 2005). They need help through respect, rapport, sharing control, sharing information and respect for boundaries. Every individual has an inner limit of the space, which is considered personal and it need to be respected. When they are not
able to protect their boundaries they become victims and they get mentally wounded. Children are the most hurt in disaster situations. They need different forms of physical, social, mental and emotional support than adults to recuperate from such situations. In order to promote resilience to disasters they need to have access to resources, empower them by participation and offer them support (Peek 2008 & Manyena et al. 2008). But a deeper study can bring to light that they are wounded mentally more than physically. The wounded-ness affects their personal and social living.

2.5.1. Regret and Frustration
Children who lose their kith and kin regret at some time or other. At times it becomes too late to come back. Though regret is present when there is a better alternative available for every action one takes. Children probably do not have a better option. Assessing the link between the past, present and looking towards the future if there are problems and if there aren’t any personal responsibility there is no regret. However they feel victimised.

Regret can be short and long term. Short term is related to any change and it has its effect for short duration. Long term is a sentiment, which is termed as ‘wistful regret’. It is concerned with a loss in the past and it has bearing on one’s general course of life (Antony 2005). Children feel deprived especially when they see mainstream children.

Talking further on regret it can be due to action or inaction. What is due to action is often finite but that which is due to inaction can be more lasting and cause more pain and guilt feeling. A person regrets from something in which he has failed while guilt issues from doing something wrong or doing the forbidden thing. According to Antony (2005) guilt, anger and shame are linked. Children feel defeated especially looking ahead and in the experience of adverse and frustrating situations.

2.5.2. Embarrassment to withdrawal
Embarrassment is the negative evaluation of oneself. It is similar to guilt, shame and anger. Acute self-awareness leads to embarrassment and it is social in nature. In shame there is self-awareness of one’s profoundly valued principles, but in embarrassment, a person does not focus on his profound values but rather on more superficial convention and customs concerning his interactions with other. In shame a person fails in his character
while in embarrassment the person violates certain convention or breaches certain manners (Antony 2005). A child on the street is a victim to embarrassment before known people and feels shame as he is not with the mainstream.

Normally strategies used to escape embarrassment are crying, laughing, changing topic, denying failure, *scape-goating*, excuses and withdrawals. Embarrassment is contagious. The amount depends on the closeness that one has with whom he lives. If someone close to a person feel embarrassed that person too feel the same (Antony 2005). Now the question one needs to ask is whether an adult feel embarrassed when children are denied of their rightful place.

2.5.3. **Anger Harms Self and Others**
Anger is negative evaluation of oneself, others or the situation. It can lead the child to destructive situations. In shame one evaluates himself negatively (Antony 2005) and it can lead him to anger. The child in the streets expresses his anger in varied ways, aggressiveness, destruction of material things, hurting self and other self-defeating activities in which the person concerned, others and the society at large suffer the consequences.

2.5.4. **Modesty that Alienates**
Modesty is a sense of being limited and not exaggerated. In modesty one is able to estimate one’s abilities or worth, free of vanity, egotism, boastfulness, or great pretensions (Antony 2005). The child in street situation is not able to assess his real situation. He normally exaggerates either as great or as most miserable. He stops caring for himself and others. At times he does not care about the way he presents himself and he gains more aversion from others. Eventually the child gets isolated.

2.5.5. **Victims of Abuse and Addictions**
Drug abuse may be considered as an aberrant behaviour as well as a social problem. It affects individual and the society. India is leading in numbers as it is estimated to have one million heroin addicts and as it generate 10 to 20 thousand crores annually. The quantities of illicit drug seized over the years have increased. Drug abuse is the use of illicit drugs or
misuse of legitimate drugs leading to physical or psychological harm (Ahuja 2014). Children in street situations are easy victims of drug abuse and drug trafficking.

India occupies a prominent position in terms of concentration of street children. Intensity of abuse, maltreatment and violence among these children are on the increase. Children living in the streets of Kolkata are known to be victims of regular sexual exploitation and addiction on different substances. Some of these children are subjected to physical abuse by police and other members of the civil society. Government considers them as a problem to be eradicated rather than as children to be nurtured and protected. They are detained arbitrarily by police due to the fact of their homelessness. They are criminally charged with vague offences such as loitering, vagrancy, or petty theft. They are tortured or beaten by police and often detained for long periods in remand homes and lockups. Substance abuse and sexual abuses are considered socio-behavioural problems associated with street children that occur in rural, urban, and suburban areas irrespective of their ethnic, racial and socioeconomic groups. Substance abuse through injections make them victims of blood borne infections like human immunodeficiency virus (HIV), hepatitis B and C. Physical force applied in sexual abuse often results in extensive injuries to genital tract, which facilitate transmission of sexually transmitted diseases (STDs) (Bal et. al. 2010).

2.5.6. Conflicts and Delinquency

More than ever India is haunted with the problems of juvenile delinquency and they are expressed in consumption of alcohol, gambling, prostitution and beggary. These problems are aggravated in recent times. It can be considered mostly as the product of rapid industrialization and urbanization on the one hand and dissolution of old institutions like joint family and village panchayat on the other. The problems of corruption and moral degradation have added to the crisis in the lives of young people (Madan 1996). Regional conflicts are on the increase. It is seen that the weaker section suffer in every conflicting situations. Community conflict, lingualism, communalism, regionalism are mostly the product of a new social structure which have emerged after Independence (Madan 1996). Conflicts of such types where the family is affected lead children to street situation. Some run away and others are forced to leave families due to conflicting situations.
Children in street are considered as delinquents. They are more likely to be feared, excluded and treated as problem cases. At times they are treated as victims. They become objects of welfare rather than subjects of rights. Children develop a style of functioning where they are able to meet their needs. They can turn violent, helpless as beggars or even get involved in anti-social activities (Thomas 2011).

Children in street situations are normally treated very poorly by the dominant society. They are verbally debased in the press, placed in constant jeopardy by the authorities and physically abused by the police. Poverty though a major cause for them to be in street one needs to go beyond to understand them. In Colombia less than 10 per cent of the poor children are street children. But it is noticed that all the children come from impoverished homes. They leave homes due to abuse or abandonment. In the streets children stay awake late into the night when they have to get a safe place to sleep or even to get left over food from restaurants. Many of them also prefer sleeping during the day as they feel it to be safer (Aptekar 1991).

2.5.7. Consequences of Delinquent Life

Children feel the absence of loved ones and they grow with less loving relationships. As they are not cared for and the environment is negative they grow with poor physical conditions. To survive they need to take to unwanted behaviors and they get rejected by the society. With the rejection they feel deprived of services and resources that are within the rights of human beings. Eventually the child is led to psychotic disorders that makes him mentally and physically sick (Shukla, vol. 2, 2005).

Children who are unprotected and unsupervised expose themselves to social situation of deprivation prevalent in a society. Use of street as a place for survival speaks of the misery of millions of children and youth worldwide. This phenomenon is predominant in the developing counties (Rizzini & Lusk 1995). Children leave their origins due to ill treatment and poverty. They suffer mental abuse, malnutrition, lack of schooling and rejection (Subedi 2002). Children suffer at the hands of people who take care of law and order. They make all the efforts to remove them from the streets against their will. They do humiliate them with verbal or physical aggression. They are abused sexually and that make them experience helplessness to an extreme situation (Ribeiro 2008).
2.5.8. Displacement of Children
Children are meant to live in families. They are the weaker group and they need protection. However, we find them displaced. In some cases in today’s world, we find children being used for war. They cannot be responsible for war but it robs them of their childhood. The society needs to know that children are individuals; they have equal status with adults as members of the human family. They are neither possessions of parents, products of the state, nor people in the making. It is the prerogative of the government to have special responsibility over children (Veeraraghavan 2005). Children are used for various jobs which are dehumanizing and which eventually take away their childhood. More children are found in the cities of the developing world. Some actually lie on the street, having left or lost their families. Others earn their living by hawking food, drink and whole range of other products, carrying everything from someone’s shopping or crippling loads and running to and fro at their employers’ orders (Narayan vol.1, 2005). Knowingly or unknowingly the society makes use of them without realizing that they have a childhood and future adulthood. Children, thus miss their childhood. They get displaced from families and society.

There are many reasons for children to be in street situation. Once they are in it the challenges they face are much more than what they ever faced before. Their challenges are that they do not have health care; they become victims of violence and abuse. Probably their bigger problem is that they suffer loneliness and the struggles attached to it in an alien world. They are displaced and they lose all the rights that they can have from a family environment. United Nations’ convention on the rights of the child promulgated the different rights that children are entitled to. The basic ones are that they have right for survival, protection, development and participation. Though most countries have accepted this there are thousands of children being denied of their rights (Achmad 2012).

2.5.9. Retarded Growth
The children do not get sufficient nutrients and they do not grow well in life. Their development process is weakened by the environment that they live in, psychological conditions such as emotional deprivation, parental rejection, absence or loss of a parent, institutionalization and similar unwanted situations (Hurlock 2009). Children in the streets
miss their parents and relatives as they live in the streets. They are rejected by everyone and looked down upon. They face developmental risks. They are vulnerable in physical, social, emotional and cognitive areas (Sondhi-Garg 2004). Mental health professional talk about child maltreatment in four areas: physical abuse, neglect, emotional maltreatment and sexual abuse. Neglect which includes inadequate food, clothing, shelter, medical care or supervision could be the most common reason for children who land up in street situation especially in a developing country (Weaver 1992).

Children are born in a society and meant to live in a society. They need to affiliate to others for their growth and survival. Every human being is depending on others. The human person needs others to fulfil his needs for achievement, love, appreciation, comfort, respect and power. These needs cannot be satisfied in isolation (Freedman et al. 1978). When these needs are not met in a normal society the child who is deprived looks for opportunities in the given situation. For the child in the street he gets the wrong environment for the fulfilment of such needs and he in turn becomes a misfit in the society.

Apparently they look happy and they exhibit joy in their life. They take to whatever that can bring them pleasure. They even forget their future, health and basic protection when it is a question of pleasure. They seem to be guided by the pleasure principle as explained by Freud with maximum place for the Id to rule (Ahmed, 2012). It is estimated that 18 million children are living or working in Indian streets. The issues of children need great attention. Often they are deprived of their most basic rights: their health, education and trapped in cycles of poverty with their lives in jeopardy and these need to be central to all humanitarian concerns (Sondhi-Garg 2004).
2.6. HEALING AND DEVELOPMENT

Children in the street are abused in all the five categories of general abuse and neglect, health abuse, verbal abuse, physical abuse and psychological abuse (Mathur et al. 2009). When everything seems lost what alone remains is “the last of human freedoms”—the ability to choose” one's attitude in a given set of circumstances.” (Frankl 1984, p. 9). While in prison Frankl had tough fight for existence. He, together with others struggle for daily bread and for life itself. In the concentration camp the world around the person does not recognize the value of human life and human dignity. He is considered an object to be exterminated. There he has the struggle to save his self-respect and struggle to be an individual with a mind having inner freedom and personal values. He descends to the level of animal life. Everything can be taken from man but not the inner freedom: freedom to choose one’s attitude in the given situation (Frankl 1984).

Today more than ever one can notice a fast progressing world which is growing more towards personal satisfaction setting aside human values, values that keep them together (Baron 2010). So it is important to deal with the different stages of growth and education in social awareness and interactive skills that help the persons to be social beings (Thompson 2004). Freud talks about drive, impulse or urge and not of instincts. For him instincts belong more to animals. He talks about id which guides human being and it is known as the pleasure principle which guides individuals. They are expressed in terms of a wish, desire or need (Mills 2004). The id is totally unconscious and includes instinctive and primitive behaviors. It is present in the personality from the moment of birth and it is the source of psychic energy. It is constantly active and it is considered the reservoir of drive rule by pleasure principle. When those needs are not satisfied the person can be in a state of anxiety or tension (Radhika 2012).

The ego is ruled by the reality principle and it interacts with the world. It has its basis in the id but operates in the conscious level making all the efforts possible to be realistic and socially appropriate. This can cause tensions when impulses are not satisfied (Radhika
2012). When ego wants to gratify an id impulse, the superego warns that such behavior is wrong. In the absence of superego which is adult guiding group the id takes upper hand and they do things that are unacceptable in society (Berk 2007). The superego is the last component which censors the ego. It goes in accordance with moral principles considering the actual situation (Radhika 2012).

Abraham Maslow talks about a set of needs. He explains the basic needs, higher needs and the highest needs: physiological needs, safety needs belongingness and love needs, esteems needs, cognitive needs, aesthetic needs and the needs for self-actualization. He divides into deficiency needs which are physiological, safety, belongingness and love and esteem while growth needs as cognitive, aesthetic and self-actualization (Harper et al. 2008). Maslow develops a systematic theory of motivation basing on needs of the individual. The human being is neither a mere biological organism nor an empty organism to be filled by the society. According to him needs indicate potentialities. He explains the five levels of needs that begin with physiological needs (Kuppuswamy 2002). Psychosocial forces in combination with biological factors contribute to the development of a healthy personality. Social factors affect individual in their growth process (Edward 2011). In the growth process of children the caregivers and stakeholders needs to be aware of the needs of children to assist them in their psychosocial stages of development. Institutional care can be a threat to psychosocial, emotional and physical wellbeing of children (Kang’ethe & Abigai 2013).

The next step is to make the child accept the opportunity and see that it turns out to be a positive force in his life (Sherfield 2011). An incentive may change his street love (Chaube 2007). Once the children feel fulfilled in their very basic needs they look further to safety needs (Kuppuswamy 2002). They need to be groomed and it is possible when their basic needs are met. Needs can be talked of as biological, social and psychological (Chaube 2007). Maslow speaks about belongingness needs after having fulfilled the needs of food and safety (Kuppuswamy 2002).

Various stages of growth and different developmental tasks are required for an integrated growth (Hurlock 2009). For a holistic growth the child has to have intellectual, emotional and social development possibilities (Kanhai 2002). Jean Piaget’s insight into mental
development and Erik Erikson’s psychosocial stages further support the view (Gerrig & Zimbardo 2006). Stages of development give stress to the cognitive, social and personality development which help to understand the process that build up an individual from childhood to adulthood (Shaffer & Katherine 2007) and he gets support from the environment, family, peers and society at large (Gessell 1973). Besides discussing the normal basic growth process the author is aware of the emotional and social development at various stages according to the theories of Piaget, Erikson and others (Berk 2007).

2.6.1. Character Formation

Character formation originates in childhood. The role of home and school is of utmost importance. The social and cultural lives that surround children contribute to their character formation. Character is formed as the way one organizes sentiments. Sentiments are formed by the organization of emotions. Some emotions are innate while others are acquired. Both contribute to the formation of sentiments (Sharma 2002). Various sentiments combine into a complex whole and that make for the character of the individual. The character is known through prominent sentiments. The environment of the child affects the behaviour patterns which exhibit his character.

Character formation is influenced by the culture in which one is born and brought up. People develop sentiments and they are the products of cultural conditioning (Sharma 2002). Every culture normally has reward and punishment and they help in the development of character. This development is well combined in a family situation. As a process of growing up people receive knowledge which affect character development (Sharma 2002). All these are denied to a child on the street. He does not have the possibility of gathering the right type of knowledge at the right time and that affect their mental and social growth.

Children get socialized by acquiring the rules of behaviour and systems of beliefs and attitudes that equip a person to function effectively as a member of a society. According to Freud, children who are impulsive and having little ability to restrain or delay gratification are repressed and disciplined to live an acceptable social life. Children are receptive at birth and they grow as per possibilities and opportunities offered. Presence of adults with
emotional balance can help towards character formation with positive attitudes to lead a life that is mentally healthy (Khan 1989 & Hewstone et al. 1996).

2.6.2. Sublimation of Emotions
Emotions are controlled through sublimation. Emotional imbalance can be harmful to the body and the mind, as it results in all kinds of nervous and mental diseases. At times people repress them and it can be harmful. A child’s conduct can be improved by instilling in him love towards good habits, hatred for bad ones, anger for injustice and curiosity towards nature (Sharma 2002). Sublimation changes mode of its expression and makes everything positive.

In normal human setting children do have the possibility to deal with anger, jealousy and other emotions. The role of a mother is very vital in developing these skills. When children do not deal positively with these emotions, they develop inferiority complex. The love that children receive from the parents needs to be balanced. The behaviour of other members is needed to help in developing the right attitude towards sex, social life and spiritual life.

2.6.3. Moral Development
Family helps moral development of children. The school, society and neighbours add to their moral formation. Aesthetic development is also assisted by family and school. Children get socially developed in a good family system. They learn to get along with self and others. Socially matured individuals help social development (Sharma 2002). Hence children who live in street situations miss such possibilities.

Adler considers human nature as social and insisted that humans need to be helped towards maturity, common sense and social usefulness by helping to get rid of inferiority feelings. Every human being is born helpless and that helplessness may get aggravated in negative environment. This feeling can be compensated through the development of skills, behaviours, traits and strengths. Adler contradicts Freud by saying that sexual pleasure is not the prime motivator but search for power. When not successful they grow inferior and that affects emotional and social growth (Charles & Linda 1992).
People look for power and strive for goals that are associated with social approval. Adler expresses his concern over people who fail to succeed or when they become victims of hostility that they surrender and give in. Children need to be followed up in their habitual responses to frustration, to the assumption of responsibility and to situations that require the exercise of initiative. All behaviour including emotions is purposive and goal directed. The more they work for others with social interest the more mentally healthy the person can be. Children need to feel the sense of belonging. Individuals need to realize their responsibility towards society and enable the person to make a positive move for wellbeing of the total group and that can lead to mental health (Charles & Linda 1992).

A well-adjusted person respects the rights of others and is tolerant. He is able to cooperate with other with interest in them. He encourages others and is courteous. He develops a positive self-concept and a sense of belonging having socially acceptable goals. He makes genuine efforts to improve by sharing with others and growing with others with common interests (Charles & Linda 1992). Thus children in street situation can be mainstreamed by helping them to merge into the mainstream as accepted personalities through the changes they bring about in their life.

2.6.4. Adaptability and Healthy Mainstream Responses

Resilience is ability of people to recover and feel better after an injury or a shock. It is the most needed power especially in crisis situations and it can be enhanced through psychosocial interventions (Apfel 1996). Children addicted to chemicals can be rehabilitated (D’Souza 2008) and mainstreamed (Sethuraman 1998). They develop resilience while in crisis. The strange and difficult situations help them to grow mentally and at times even physically. Cross cultural interaction can enhance growth of young people (Robert 2011). Assistance to the poor must be offered in a professional way. Promotion of research can further the quality of services offered by various organizations to the poor (Weisner 2011). It is important to take stalk of the strengths of children in street habitats to assist them embrace interventions for mainstreaming.

It is helpful to guide the youngster in the thoughts of Jean Piaget with his formal operational theory. He explains adolescent’s cognition in the following steps: (1) Attention becomes more focused on to the relevant information and changing demands (2) develops
strategies to improve storage and retrieval of information (3) adds to the child’s knowledge and efficiency (4) Metacognition or awareness of thought leads him to new insights into solving problems (5) cognitive self-regulation improves as the person is able to monitor, evaluate and redirect his thinking (6) child’s processing capacity increases due to the joint influence of brain development and the factors that surround him on speed thinking (Berk 2007). Research into vulnerability and resilience suggest that children’s emotional wellbeing and the possibility of reaching their potential need protective factors such as secure infant attachment, inherent positivity, empathic care-givers, consistence parenting, and appropriate play and learning opportunities (Fearn & Howard 2012).

2.6.5. Mainstreaming
Feeling of self-respect is a powerful motivation in human beings. It can be for the welfare of others (Chaube 2007). For Maslow the fourth state is esteem needs which are the needs for achievement and competence and the desire for independence and freedom (Kuppuswamy 2002). The children that are weaned from the street normally need specially designed assistance due to their harassing past (Hurlock 2009). Only finesse can heal the child of these past issues (Chempakathinal 2010) that affect his growth. He needs to have a sense of security, sense of identity, sense of belonging, sense of purpose and a sense of personal competence to develop social integrity and healing (Sherfield 2011).

Their talents can be enhanced through various activities such as awareness songs and action songs, drawing and painting, story-telling, street play, hair cutting, art therapy, dance and skit, magic and games. Various services could be offered to meet their various needs such as counselling, medication, de-addiction programme, saving scheme, job training and placement, room placement, classes and offering them an identity with an ID card (Pallilpuram 2006).

The multiple intelligence theory of Howard Gardener explains that young people have a minimum of eight independent types of intelligences. He goes beyond the general intelligence and says that children have varied mental abilities (Berk 2007). He defines intelligence as the capacity to solve problems. Most definitions focus on the capacities that are important for success in a school. Another important component is the way the person is able to face problems (Gardner & Hatch 1989). Intelligence comes in varieties and it is
Sensitive to the cultural conditions or the domains in which one is placed (Eisner 2004). Most of the children are intellectually bright and skillful. Children generally look forward to a happy life; a life with lots of joys and independence. They need certain amount of fulfillment in all that they do, get and accomplish. According to Maslow it can happen in a state of self-actualization (Kuppuswamy 2007).

Social interaction plays a vital role in the process of cognitive development. Language and culture are important as they influence people and establish, maintain and transmit social institutions and relationships across generations. Higher mental development takes place through social interactions (Radhika 2012). Need for a home is stressed. A hole for an ant, a web for a spider, honeycomb for a bee, a nest for a bird, a hole for a reptile, a cocoon for a worm, cage for a bear and a house for a man’s shelter are basic necessities for all living beings (Nagaseshamma 2010). There is need for a change in mind-set of people at large to assist children. This requires continuous sustained efforts. This mind-set depends on social awareness on the issues confronting children and the success achieved in addressing the problems. Everyone needs to get ideas, learn from experiences and be persistent in carrying them out with an open mind to learn from mistakes (Bartlett 2005).

2.6.6. Recovering the Childhood Phase

Many of the deprived children suffer from abusive situations which are, mental, sexual and physical. Constructive approaches can help them to gain their childhood. According to Narayan (2005) they need to get actively engaged, allow them to participate in groups, frequent interaction and feedback connecting them to the real world contexts (Narayan, vol.1, 2005). There needs to be a greater understanding between literacy, technology and learning. Children who are marginalized need to get reintegrated and that suggests a return to normalcy, which is often not the case with marginalized children. Reintegration is possible through psychosocial support which takes care of education and overall care and protection (Mcbride & Hanson 2013).

Children are to be the primary actors in matters that affect them. The strength that they develop in difficult situations can be strengthened through children’s groups, training in peer support, life skills, counselling and recreational activities. Children from the street can
be assisted to have activities with children who are from the communities and it can have positive impact on them. It can help them towards social inclusion (Ray et. al 2011).

Children in the streets are developing persons. They require appropriate health care, education, nurturing home, safety and human rights in order to grow with their dignity and become productive citizens (Koller 2001). Children in the streets are not to be seen as victims or delinquents in need of basic services and rehabilitation but the ones who are citizens of our society with rights to survival, protection, development and participation (O’Kane 2003).

Children are human beings born with right. They reach the streets as their rights are violated. There is need for protection of children’s rights, promoting the wellbeing of children through a range of social, economic, cultural and educational measures which allow them to take control of their own lives. They are pushed into a weaker position and they need to face additional problems specific to their situation. In this approach the rights imply obligations and it can be achieved only through empowerment. In the right based approach children are entitled to basic health services, educational and housing facilities with all their necessities met (Thomas 2003 & O’Kane 2003).

2.6.7. Rehabilitation
The intervention approach for children who are out of home-care is a long term care ensuring that they are offered a family or family-like care. Family care must offer those children chances for social integration (Fluke et al. 2012). For many the primary source of joy is other people who surround them. Joy can imply misery and ecstasy can imply misery. It can be concluded that the arenas of joy and misery as the interpersonal needs of people called inclusion, control and affection. Inclusion is opposite of exclusion and adds a sense of belonging and togetherness. It expresses the way one can interact with people with attention, recognition and prestige. If well included the person is acknowledged, given prominence and not dominance. Control is the process of decision making between people and in it one is willing to be controlled with compliance and fulfilment. Affection is the personal emotional feeling between people. When inclusion, affection are well balanced the person gets responsibly integrated into a society (Schutz 1967).
Rehabilitation is a social challenge and responsibility to help the poor and the marginalized to be mainstreamed. The members need to begin as actors and authors to listen to the cry of the poor and be partners with them in their process of rehabilitation. If duly cared for they can become most useful agents for social peace and common dignity. The principle is that one should start with a person in extreme poverty as not to whom something must be given but someone from whom one should receive something. One needs to understand that the needy person alone can be the author of his or her rights and the co-author and co-protagonist of the strategies for putting those rights into practice. That person alone can teach to others the unity and dynamics of human rights. It is said that ‘Majority Law’ can become tyrannical. If there are objections on grounds of poverty they must be regarded as equivalent to objections on grounds of conscience. A society where majority consents cannot legitimize what is wrong. Dignity is the real object of human rights (Symonides 2003). Symonides (2003) talks about 1.1 billion people living in extreme poverty. According to him the child workforce is 100 to 200 million and 33 million are estimated to be under forced labour.

Attempts are made to address the needs of children in the streets through legislation and community-based projects. Government relies on NGOs to fill the gaps that exist in caring for deprived children. Education which is formal and non-formal and health care can address some of the issues. Responses need to be urban as well as rural to take care of curative and preventive measures. Innovative approaches rooted in equity and justice are encouraged to take care of the wellbeing of children in deprived situation (Osei-twum & Wasan 2012).
2.7. PSYCHOSOCIAL INTERVENTIONS: NEEDS AND GROWTH

The psychosocial focuses on psychological wellbeing and/or mental health, which entails the emotional, cognitive and behavioural stability of the individual. It takes care of the social environment with its connections and support (Fordans 2003). The term “psychosocial” implies psychological and social factors continuously interacting with each other (Akbas 2010, p. 115). These interactions through planned interventions help healing. It stands for the close connection between psychological aspects of our experience which include one’s thoughts, emotions and behaviour and one’s wider social experience which includes ones’ relationship, traditions and culture (Ager et al. 2011).

2.7.1. Psychosocial Interventions

Psychosocial interventions are concerned with psychological and social aspects of children’s lives. It takes into consideration the child as a member of a social group and not merely as an individual. Children who have faced trauma situations are helped with child centred group interventions by means of creative and recreational methods. These address the wider psychosocial problems and needs. These possibilities are offered in a group based setting and the group normally is led by animators. They develop trusting relationships with individual children. They assist the children to explore their surrounding world, strengthen their cognitive, emotional and social skills through imitation, competition and cooperation (Lith 2007).

Psychosocial interventions include personal encounter of an adult with the child, giving attention, support, understanding and listening (Jordans 2003). They make a difference to the individuals, families and communities. Experiences and response of people vary in crisis situations. The majority can overcome the difficult experiences provided they are offered the right support. It is imperative that social and psychological issues are addressed while caring for people who face deprived situations. A small group may need professional mental health services. Presently it is well accepted that psychosocial interventions be made an integral part of humanitarian assistance (Ager et al. 2011). Three domains could
be considered while discussing psychosocial interventions which affect the lives of children: physiological, psychological and social (Ager et al. 2011).

### 2.7.2. Psychosocial Needs

Children who are abandoned and those without parents have special psychosocial needs. They may be ignored when they needed care and taken to unsocial or antisocial behaviours for survival. They need physiological support which includes food, shelter, and clothing; psychological which include love, being loved and accepted, safety, being successful, getting attention and having self-esteem and social which include friendship, membership in a group, social security, social status and certain amount of independence (Akbas 2010).

More than one third of India’s population is below the age of 18 years. India has the highest number of children numbering to 440 million with almost 40 per cent of the total population. There are many violations and exposures to violations for children in the Indian context such as child labour, child trafficking, child sex abuse, victims of violence, beggary and street life. They need psychosocial care and support to ensure psychological wellbeing (Shekar et al. 2008).

Sufferings in childhood can lead to long lasting emotional and behavioural difficulties. Abuses of various types such as neglect, physical and sexual, domestic violence and community violence can turn out to be traumatic for children having long lasting effects in their growth process. Effective psychosocial treatments can assist children to heal them from their wounds to live a meaningful and healthy life (Cohen et al. 2006).

Children who are affected by war need special care for their psychosocial wellbeing. It is the duty of the society at large to protect such children. Psychosocial interventions developed for such children are from a curative point of view, aiming at psychosocial and psychological treatment. It has a preventive approach in as much as interventions address the consequences of such negative experiences. They aim to help children to grow in a healthy social context protecting them from mental and social disorders. Thus, it is suggested that they have curative programme to address diagnosed psychological effects, preventive programme to prevent further psychosocial deterioration and programmes to promote healthy psychosocial development (Lith et al. 2007).
Maslow speaks of an individual as an integrated organic whole. According to him human needs are similar in whatever situation the individual may be in. His theory crosses geographic, racial, gender, social and religious boundaries. He places human needs in a hierarchical order and explains that unfulfilled lower needs dominate one’s thinking, actions and being until they are satisfied. Once lower levels are fulfilled they tend to pursue higher needs up to self-actualization. He considers the fulfilment of the lower needs as pre-requisites to the pursuit for higher needs (Zalenski 2006).

In his hierarchy of needs he explains the first level as physiological which include air, water, food, drink, shelter, sleep and sex. In the second level he talks about safety explained as law, security and stability, protection, freedom from fear, anxiety and chaos. In the third level he terms as love/belonging and he further explains that as having family affection, relationship and work. At this stage one is able to give and receive affection. Absence of these can lead him to dissatisfaction and even despair. In the fourth level he talks about achievement, status, responsibility and reputation. In this stage the person gains mastery over the environment and he enjoys the prestige that comes from social recognition. And as the last level which is the highest for a human being to reach is a stage where he is aware of himself with meaning for all that he is and does which he terms as self-actualization. The person is able to maximize his potentialities and live a meaningful life where the person has peak experiences and even transcendence. The person experiences deep connection with others, nature or God and is able to appreciate beauty, truth and goodness (Zalenski 2006).

2.7.3. Psychosocial Growth

Children’s development is connected to the social and cultural influences that surround them. Childhood is influenced by integration with peers, teachers, and community members. Through social interactions children internalize social norms and values which include acceptable social behaviours. Social integration need to be part of the development process of children. Psychosocial development is the gradual psychological and social changes that children make as they mature. They gain the capacity to perceive, analyze and learn from their experiences and that of others. The term ‘psychosocial’ has very close relationship between psychological and social factors of child development (Duncan &
Arntson 2004). In all matters of psychosocial interventions one needs to understand the social context of the specific region and the interventions are to be grounded in the context with issues prevalent (Attias & Cohn 1990).

2.7.4. Skills and Knowledge
The domain of skills and knowledge takes into consideration the knowledge in communication, capacity for decision, ability to use appropriate coping mechanisms, vocational skills and conflict management and to decide the right persons who can guide or assist them for their wellbeing (Ager et al. 2011).

Children in the street are undergoing development despite their life conditions. They experience risks and challenges that jeopardize their development. They develop coping strategies that are adaptive and that may help to strengthen their cognitive and social skills (Koller 2001).

Children need help to use their imaginative skills in interpersonal situations and in opportunities involving mastering the environment in order to survive. Interventions need to allow children to play and even live situations that have been dangerous in their life. Children can be helped to peel off their problems through art, drama, games and storytelling. The care givers play a vital role in these training aspects especially if children have gone through a painful past. The children accept assistance to enhance their legitimate self-esteem and facilitate their forming close relationship with adult mentors who can assist them in specific task leading them to meaningful task in their communities (Apfel 1996).

2.7.5. Focus on Emotional Congruence
Wellbeing takes care of a child’s feeling of safety, trust in others, self-worth, hope for the future with realistic goals without worrying about hunger or sickness. It is considered as a situation where one feels confident about himself, others and his future (Ager et al. 2011). Emotion can be explained as a feeling that motivates, organizes and gives directions to perception, thought and actions (Antony 2005). Emotions in general can be the following: happiness, sadness, grief, loneliness, hope, fear, envy, jealousy, pleasure in others misfortune, pity, helplessness and unwillingness, compassion and mercy. Many of the children in the street situation suffer from negative emotions which are developed due to
the non-conducive atmosphere in which they grow up. Emotional wounds can be healed by acknowledging them and restructuring them (Antony 2005).

Children who do not get sufficient care have special psychosocial needs. Psychosocial consists of psychological and social factors. They may be suffering due to the different non-conducive situations that they face. They normally get involved in prostitution, beggary, use of alcohol and drug addiction. They grow sick and become misfits in a society. They need special care to maintain their emotional wellbeing (Akbas 2010).

Every human relationship is emotional. Emotions affect a person’s entire life. Emotional wellbeing adds to happiness and to achieve emotional wellbeing one needs to take care of mental health (George et al. 2014). Emotion is experienced as a feeling that motivates, organizes and guides perception, thought and actions. Education is required for gaining emotional balance. Therapeutic intervention process for emotions can help to heal a person from the negatives of emotions. As a first step the person needs to acknowledge emotions. As a second step one needs to evoke and intensify them. In the words of Antony (2005) core cognition leads to action and to completion. This can give certain amount of relief which can lead to recovery. The children are taught to make use of emotion for their growth (Antony 2005).

Emotions directed to oneself include pride and regret which comprise remorse, guilt, and embarrassment. In order to experience pride one must receive or take credit for the positive events and experience ego-enhancement. Children in the street try to be pretentious of what they do to keep their pride high. They try to remain associated with positive/success stories of their type. However they are emotionally wounded and they try their best to avoid facing harsh realities. Psychological damage is normal to a child living in street situations. The child on the street normally has the experience of guilt feeling, shame, grief, anger, helplessness and depression (Pandey 2005).

2.7.6. Social Acceptance

People enjoy social wellbeing when they are harmoniously blended with other members of their social group such as family, village, educational institutions, work places or any other social groups. For children in street habitats it is explained in their attachment with
caregivers, relationship with peers, sense of belonging to a group or community and responsible participation in one’s family and society (Ager et al. 2011).

Children in streets have special needs. Unlike children who are challenged mentally or physically who require physiological assistance, children in street situation needs psychological and social support. In the psychological area they need “love, being loved, being accepted, learning, safety, being successful, getting attention, self-esteem, self-actualization” (Akbas 2010, p. 115). They require social support in terms of “friendship relations, being a member of a group, social security, social status and independence” (Akbas 2010, p. 115).

Children in the streets are targets of social rejection and discrimination. They are challenged to develop their identity in a society that considers them as victims who deserve pity or as criminals who need to be locked up in jails. As an effective strategy to survive, they join gangs to feel part of a group. They receive support and care to face their hostile adult environment. At times they join a social institution for food and shelter considering them as part of their street life and not a way out of it (Koller 2001). In such situations they need to feel socially safe and accepted to be socially responsible.

Children who live in street suffer from social exclusion. They are the rejects of their families, schools, institutions, peer group, social network and government. Eventually that becomes a vulnerable group as they are children who have abandoned their homes, driven by poverty and urban decay, domestic violence, drug use, street socialization and parental negligence besides other factors. This is a dynamic and dispersed group of children who spend the night in different spaces. They have almost become the invisible children for the society. That adds to the problem as they need to be noticed, accepted mutually and offer assistance in the way they can accept them (Vergera 2013).

2.7.7. Growth in Resilience
Psychosocial wellbeing points to social and cultural influence on wellbeing. Psychosocial wellbeing is assessed considering the three domains of human capacity, social ecology and culture with its values. When these are taken care of, the person’s wellbeing too is taken care. Human capacity includes health, knowledge and skills of an individual. Social
ecology refers to the quality of social relationship of the individual. Culture and values help a person to maintain his spirituality and assists in conflict resolution (UNICEF 2006). Resiliency is the result of interaction between the individual and environmental factors. In the street they develop resiliency as they are exposed to challenging situations. It can be developed by strengthening protective elements in a child’s environment while promoting the child’s personal strengths and skills (Sondhi 2004).

Apfel (1996), talks about psychosocial interventions that can enhance resiliency in children. It is explained as the capacity of the child to bounce back from traumatic experiences to sane, integrated and socially responsible adults. As part of such interventions he includes supply of food, clothing, shelter, basic medical needs and education. Psychological state of war affected children affects their psychological development as well as their future roles in the political, social and economic stability of their group or nation (Apfel 1996).

‘Resiliency’ as a term in child development arose in the context of children who seem to be in trouble due to parental problems. It is noticed, when children suffer in their growth due to poor economic situations. All children in difficulties do not develop mental illness and major growth problems. The play of risk factors and protective factors become part of any group that grows up in difficult situations. However they all do not suffer equally. Resourcefulness in children in difficult situation is remarkable. Resilient children are able to make use of opportunities and grow; as for example making use of adults other than parents for guidance and resources if they cannot find such support in their own families. Resilient children not only tolerate them but elicit reciprocity in their exchanges with adults. Resourcefulness includes the ability “to make something out of nothing” (Apfel 1996, p. 3) and this concept leads them to use imaginative skills in creating resource which are material and psychic for survival. Children are active players in the field and they face problems with courage which make them grow. They do not deny or suppress emotions but they accept them. They are able to laugh and laughter seems lifesaving in the worst of situations (Apfel 1996).

Every child is innately a good person. He always has the ability to change for the better. Sufficient opportunities provided can bring success in his life. The child has a right to a
better life. Every adult human is expected to be responsible towards every child to change unjust structures and oppressive systems and offer him appropriate environment for growth (Pallipuram 2006). Children need to enjoy wellbeing. Wellbeing is considered a feeling of happiness which includes integrating sadness into one’s life. It is a situation where one feels secure particularly in social relations which are harmonious. It is related to moral life where decisions are made in one’s best interest and when one is able to behave well with others. Adults behave morally when they make decisions in children’s best interests. It is the capacity to act freely and to make choices to influence positively in everyday situations (Fattore et al. 2007).

Resilient children have the ability to ask for help. They are positive about their life. They set goals and put effort into work. They get along well with peers and they are able to face frustrations in life. They accept psychosocial support which offers them assistance in emotional, social and spiritual needs as they face life’s challenges (Nugent & Masuku 2007).

2.7.8. Assistance to Social Living
When the children find increased aggression from the parents they understand it as a means for parents to instil control or to release stress. Boys get more reactions than the girls. Probably that is the reason for more male children to be in street situation. In most cases the father being the authority figure they suffer more by unemployment and their inability to cater to the family needs. When the parents are not able to provide for the children the relationship breaks down. The deterioration of family ties and increasing pressure from the parents become a threat to child in its ‘home’ and they lose the safety feeling (War Child Holland 2014).

Children are to be seen as active agents in the society. It is essential to move from trauma based models of service delivery to focus on strengthening resiliency and local capacities. In it one needs to focus on risk reduction to take care of safety and emotional wellbeing. There is need for creating an environment that can help positive outlook development which helps coping energy and resilience. Overall development of children needs to be considered taking care of physical, cognitive and emotional competencies as per their age. Wherever possible it is important to take care of family and community care-giving
structures. Children’s participation is vital in all the phases of progress. Local networks can assist in care oriented interventions (Ager et al. 2011).

2.8. INTERVENTIONS WEAN TO MAINSTREAM

Children grow street-smart after being there as an option when everything else fails. They manage to live on for years taking care of all their needs. In being street-smart there can be three aspects. Environmental adaptation where the person get used to all what is available whether positive or negative. Secondly environmental selection in which the person moves from place to place and finally settles with one area where he is able to manage. And thirdly environmental shaping in which the persons get others in his life and they are shaped through information and consensus and that adds to a settled life (Sujan 1999). However settled life in the street is never meant for human beings. Apt interventions offered can wean away children from the streets.

Interventions explain mediations or involvement by responsible adults in the life of children in street habitats. Through these the children who are insecure and living in or on the fringes of society are made to feel that they are human beings and their negative environment led them to marginalization. They can be part of the mainstream through a process of healing and empowerment.

2.8.1. UN Convention on the Rights of Children

The UN convention of the rights of the child asserts that children in all situations and circumstances need developmental support. Since 1990 there has been much focus on child protection as a response to protects children and adolescents from abuse and abandonment. Developmental support is referred to community resources that offer young people safety which include caring relationships, possibilities to develop skills and human qualities, friendship and self-confidence. These help children to develop their cognitive, social, creative, cultural and skill development aspects (Rizzini & Lusk 1995).

Street has a new dimension as they search for a new relationship. The desire for freedom leads youngsters to look for places where they can meet and be together without
interference; places that are easily accessible and easy to find. The new company that they get helps them to overcome loneliness, makes up for lack of family affection, provide personal security and the possibility of a ‘social’ life and friendship (Pallipuram 2006).

In the streets children seek immediate enjoyment by aping the mob behaviour. Streets provide escapism through drugs and other forms of deviant behaviours. The children get assimilated into an exploitative dehumanizing and self-defeating reality. It is a place of work, sleep, eating and of relationship. Children eventually get the street identity which includes language, routine life, work and relationships (Pallipuram 2006).

As most countries have ratified the convention on the rights of the child (CRC) there is legal responsibility on the part of the government to offer them support with a right-based approach. There are two other approaches that are prevalent: reactive and protective. In the reactive approach children in street situation are seen as a threat or potential threat to public order and safety. Children are arrested and punished for being in the streets. Homelessness is considered equivalent to delinquency. The problem of children being in the streets is even seen as a criminal problem. As the problem of homelessness has not been addressed children return to streets even though they have been threatened or attempts have been made for rehabilitation (Thomas 2003).

In protective approach children are protected by addressing the problems they face. Welfare agencies take care of the different needs of children. They follow a curative approach. It cares for the product rather than the process. Established social structures are used for getting children into the society. There is an effort made to create adults who can contribute to the economy of the state (Thomas 2003).

2.8.2. Acceptance through Assistance
Pallipuram (2006) speaks about assistance to children in street situation. He speaks of the need for a space where they can meet and spend life in freedom. The group spirit enables them to get rid of loneliness. He comes across children who seek immediate enjoyment through drugs or deviant behaviors. The children get assimilated into an exploitable dehumanizing and self-defeating reality. Street becomes their home. They face lots of hassles and get into an unaccepted living. Various services are suggested to ease out their
sufferings. In a later stage the children are helped to find out talents that can lead them to a life that is acceptable and lovable by them and others. They need to learn skills which are taught in a slow process to get them mainstreamed (Pallilpuram 2006).

When children spent a lot of time in street situation their ties with their families and even with community becomes weaker even to the extent of being lost. As the children move away from home situation they develop new ties with other people. It could be the peer groups or any other adult who offer them comfort, support and solace. From then on it is a difficult process to get them out of the street. When they are deeply wounded, it becomes difficult to reconnect them with the families. They need positive role models to help them to develop healthy attachments. By this one cannot ignore children in street situation but acknowledge their situations and give them space and time to get mainstreamed (Neumann 2006).

2.8.3. Social Protection

Even when children face difficulties they go beyond survival by thinking, feeling and aspiring for a better life. Childhood is marked by diversities and they share some common features notable that they share a marginalized structural position in relation to adults. It may be different in some individual cases. They are most affected by adverse circumstances due to their relative immaturity and their lack of social power (Crivello et al. 2009). The number of children vulnerable and orphans continue to rise as a world phenomenon. Public assistance is required to face the challenge of deprived children to provide meaningful psychosocial, material and educational support. Public assistance need to offer them food, healthcare, education and psychosocial support. They need interventions that can provide better quality of life. There need to be provision of empowerment and psychosocial support as a significant social protection mechanism to address the various challenges faced by such children (Nyawasha 2012).

2.8.4. Motivation

The children need motivation with special attention and care. Gentle approaches with appropriate responses can trigger changes in their life. They need help to think about their life and life's possibilities. Once they are able to think and share, they need support to reduce risks in their life. It may happen that they give up or lag behind. This needs to be
considered as a process towards success than failure. Step by step they need accompaniment in their progressive journey (Shukla, vol. 3, 2005).

2.8.5. Principles of Motivational Interviews
Shukla (2005) describes five principles that can assist motivational interviews. Firstly, the guides express empathy in the initial stage. Secondly, the child should know the discrepancy between the present and the goal that they can or rather they should reach; thirdly, to avoid argument as they can deter progress and good relationships. Fourthly, to face resistance as a positive signal for change and the guide need to go ahead in spite of it. Fifthly, as the children advance with the changes, their ability to change need support (Shukla, vol. 3, 2005). Through MIs many children can be guided. To empower children, they need certain amount of liberty to plan their space and time. They are facilitated to enjoy certain degree of freedom of movement and access, freedom of choice, freedom to plan and initiate. They require thinking independently of adults and that can motivate them to build up their own life (Moore et al. 1989).

2.8.6. Appreciation and Gratitude
Gratitude is a positive evaluation of others. Deprived children do not get the opportunity to get them trained in gratitude. Gratitude is not only the greatest of virtues but also the parent of all other virtues (Antony 2005). Gratitude expressed by the guide or care giver through a praiseworthy act is considered beyond his obligation. Offer opportunities and lead children to appreciation and that can fine-tune their lives leading to better emotional feelings.

2.9. INTERVENTION STRATEGIES TO EMPOWER

Children who have made their life in street habitats find it difficult to accept or even think of mainstream life. There is need for planned steps or stages to get into their life to initiate the process of weaning them from the street situations. Intervention strategies can be in different angles as per need of the situation. As the children have grown into unwanted ways, they need to be corrected of the deviations. This can help them gradually to get into the mainstream. The second way could be to do everything in the perspective of
rehabilitation as the child has moved away from the society. The third could be outreach activities in the street situations to help them motivated and focused. And the fourth proposal is prevention to keep the child sustained in the society (Sondhi-Garg 2004).

Every child has resources for development which can be used to meet their physical and emotional needs. The needs and strengths of the children can be classified as internal and external. When these are acknowledged and targeted the children get healed and empowered.

2.9.1. Internal Strengths

Internal resources are intelligence, capacity to work, education, vocational skills, religious faith, optimism, sense of humour and willingness to work hard (Shukla, vol.1, 2005). These can be developed to help the children to gain inner strength as he walks through his adult life. The skills are promoted through various opportunities.

2.9.2. External Resources

External resources are information, family, other street children, street educators, community organizations, schools, money, educational and vocational training services, health services, employers and recreational facilities (Shukla vol.1, 2005). The children need assistance for awareness and acceptance. They get merged into the normal society and grow with the available opportunities.

2.9.3. Life-Centered Educational Activities

Group discussion, demonstration, field visit, games, role play, drama, and brainstorming are some of the methods that can help empowerment. Learning aids can be used to secure the interests of the child, to transmit information that is difficult to convey with words, to reinforce information that other teaching methods have given. To enhance empowerment, ice breaker (starter) and participatory leaning could be used. There should be clarity to ensure understanding. The child needs motivation and individualized education to develop physical and vocational skills (Shukla, vol.1, 2005).

Sports and recreation facilities are seen as a panacea for a variety of social ills among young people. Street education is aimed at helping children acquire appropriate
knowledge, skill and attitudes. Knowledge leads to change. It helps a person to take appropriate steps for a change. Skills can be learned through demonstration and practice (Shukla, vol.1, 2005).

In the development of a country children have a great role to play. Their welfare can be an index to assess the social and economic development. Children in the street earn for themselves or for the family at the cost of their development especially as they miss basic education. It is important to take care of their education and skill training to contribute to the development of the country (Ashimolowo 2010).

2.9.4. Assessment
Regular assessment can focus on skills and knowledge of the child. It can be done through self-assessment. Well organized assessments make them aware of their progress which motivates them further progress. Demonstration, feedback and practice, group discussion, role-play and games are key activities that can help in developing basic psychosocial skills (Shukla, vol.1, 2005).

2.9.5. Friendly Environment
Generally individuals are part of a group and the group creates an environment. Community participation can assists individuals and groups. It is essential to work on individual level and community level. Local community’s programmes on health promotion and community development can assist children for better life. There is need for creating safe and supportive environment through advocacy. Safe and supportive environment takes care of the political, legislative, legal, economic, social and cultural aspects that nurture a child in his daily life. Monitored support for the various interventions enables progressive life. They include environmental factors that include attachments, caring family, friends and other adults with social norms. The social norms can be regarding attitudes towards street children, toward sexual activity among young people and available resources (Shukla, vol.1, 2005).

2.9.6. Life Skills
Life skills are such that can help people for living a comfortable life. These help people to have adaptive and positive behaviour that enable individuals to deal with the demands and
challenges of everyday life. These include decision making and problem solving skills, creative thinking and critical thinking, communication and interpersonal skills, Self-awareness and empathy. Through these, one learns to cope with emotions and stress. Life skills can enable people to be assertive, negotiate in different situations, think critically on life and its events, develop self-awareness and self-esteem and eventually make and build friendships which can help them to live a social life (Pallipuram 2006).

Children in the street are considered to belong to a social group or form a social group. They develop their own specific image, language and behavior. Their organization functions as a common solution for survival in harsh urban environment. Children mostly learn to live as a victim. They acknowledge the existing authorities and make them source of their income. A considerable amount of cooperation and solidarity is noticed between children, visitors and stakeholders. They live in a society and they learn social traits keeping the hierarchical order in the larger society. They learn to respect, protect, support and get along as a group facing the various issues and as a consequence they develop skills (Naterer & Godina 2011).

2.9.7. Counseling
To help children one needs to build a trusting relationship that fosters communication. Children need a guide to build up mental strength. They require encouragement as they live in street situations to be active and take responsibility for recommended interventions. There is need to reduce fear in the child and distrust of services that might be necessary for their betterment. Children’s street situation necessitates sufficient emotional support. Empathy and listening is of utmost importance in dealing with them (Shukla, vol.1, 2005). Thus counseling effectively assists the child in the street to give up his street life.

2.9.8. Guidance
Children require guidance as they grow to be adult members of the society. Myers suggests eight types of guidance. He speaks about vocational and educational which could empower him as a person. He explains recreational to make his life happy and bright. He goes on to explain civic, community, social and moral which helps the child for harmonious integration in a society. Finally, he talks about health and leadership which are necessary to belong to a group and contribute to its welfare. The different types are summarized as
follows: vocational, educational, recreational, civic, community, social, moral, health and leadership (Sharma 2002). These are areas in which a child can be formed into an integrated person as he marches out of the street life to the mainstream society.

The above mentioned can be summarized under two headings: educational and vocational. Educational guidance include scholastic attainment, personality characteristics, interest, level of intelligence, special mental abilities, aptitude, health and physical development, family background and economic condition.

Vocational education takes care of education, training, level of intelligence, special mental abilities, aptitudes, interests, health and physical development, nature, personality characteristics and financial status (Sharma R.N. & Sharma Rachana 2002).

2.9.9. Health Facilities
At times children are afraid of facing doctors or nurses and they do not want to appear feeble. They have the anxiety of being caught by police or exploited by adults. Services for the deprived children are not easily available and they are costly as well. In case they take to public hospital facility they need a guardian to stand by them and it becomes very difficult for a child from the street. The health workers reject them due to stigma or may not feel capable of dealing with substance abusers. The children on the street have low self-esteem and healthy living does not motivate them. They develop a confidence that they can manage through self-care without attending to a medical officer/assistant (Shukla, vol.1, 2005).

2.9.10. Adult Support
Legal support to children in difficult situations is a great help as part of the social support that the children receive once they are marginalized (Nagaseshamma 2010). Similar situation are seen in Ethiopia and Latin America (Lalor 1999). Children face painful experiences especially if they are excluded from society and they need to develop resiliency (Apfel & Benet 1996). Children need assistance for rehabilitation (Agarwal 2003). Basic causes need to be addressed in assisting children (Gurumukh 2010). Education can help the deprived children (Bose 2006). The various social ills add to the plight of children who are marginalized (Ahuja 2009). Children grow to be adults in
conflicting situations (Guilford 2010). Chronic poverty of people confronts the poor with social exclusion, exploitation, discrimination and stigmatization (Kumar 2012). Crisis in the family affect the development of the child (Rajammal 2008). Allow the child to grow freely creating the needs for his growth and that should lead to educate, qualify and improve his self-image (D’Souza 2008). The sad plight of children in street situation necessitates legal interventions by socially concerned individuals.

2.9.11. Need Based Opportunities

According to Sherfield (2011), a person needs to build on his best and it is explained in different points: to build on open-mindedness accepting every persons and situation leaving aside any bias; to build on one’s competence by understanding oneself and his place in the world; to build on one’s success having a sense of satisfaction for the past; to build on one’s creativity trying out new ideas and being ready for new experiences and adventures; to build on one’s need to be challenged knowing that from adversity one gains greatness and struggles to help one to grow stronger; build on one’s ability to give as one gains more by giving; to build on one’s supportive nature knowing that the persons belong to the larger community and realize the need to give and get support. These various steps together with stress on developing soft skills are required for deprived children to become part of the mainstream society, especially as they missed parental guidance (Sherfield 2011).

Children have their basic needs. Once that is fulfilled they are able to go ahead to build up their life. Need based theory of Abraham Maslow can help the rehabilitation process of children in street habitat (Kuppuswamy 2002). The various steps of counselling are helpful to understand and assist children in difficult situation (Sharma 2012). Services need to take care of psychological and sociological aspects of children’s progress (Gurumukh 2010). Children require proper environment for an integrated development (Crow, L. & Crow, A 2010). Need fulfilment is a must for balanced growth of individuals as said by Maslow, Freud and others (Mangal 2011). Every child has to be taken care off as per its own capacity (Garrett 2009). Erik Erikson talks about adjustment as a lifelong process. Abraham Maslow’s needs fulfilment begins with the basics and ends in self-actualization. Sigmund Freud talks about mental health as expressing oneself in love and work (Fernald 2007). It has been proposed that children’s perception of well-being is influenced more by
their social relationships than by material assets. The effort is to understand them as individuals with dignity and having a desire to be part of nation building (Conticini 2005). Adler holds that people are motivated by social interest more than others and the feeling of being connected to others adds to one’s mental health. They feel responsible for themselves and others. Children need to develop social interest and contribute to society. Human beings are interdependent and there should be more cooperation than competition. The person feels that he is part of the whole society and the need for empathy and affection lead him to give more than receive (Gladding 2011).

2.9.12. Role of Street Stakeholders
Stakeholders are people who are involved in a particular organization, project or system as per oxford dictionary (Hornby 2005). In the social world stakeholders are people who are involved in taking care of social needs. The problems of children on the street can be eased out with the help of street educators, street counsellors, street classes, health services and peer educators. The different groups have to work in collaboration with the stakeholders of the environment where children live or find a living. People who perform various roles as vendors, office staff, policemen, travellers, coolies, drivers and any citizen who has a role to play need to be aware of the predicament of deprived children and be on their side.

2.10. THEORETICAL FRAMEWORK
Going through the available sources it is found that a study on ‘psychosocial interventions of children in street habitats to heal and empower’ has not been undertaken in the past in India. Hence the researcher with his experience of 25 years with children (15 years in the street context and 10 years with children of the upper middle class for education) proposes a new approach incorporating the existing literature, marginally related to the topic for a better understanding. The various works on children in street situations present a detailed situational analysis of street children. They bring to light the problems of society especially of developing nations like India and how it affects the lives of children; describes the way children suffer in street situation. The way society rejects them and how it affects their physical and mental growth.
In recent times there are many theories about human development. Maslow talks about need fulfillment to take people to higher level of living till a person achieve self-actualization. Basic needs deprivation lead children to street situations. Gardner talks about multiple intelligence theory in which a person develops his skills as per need of the time and place. Focusing on these two theories the study goes to explain the way children in street are mainstreamed. Schutz (1966) talks about inclusion, control and affection as measuring rods for emotional and social integration. The existing theories do not actually refer to development of children in street situation. However many of them are applicable to children in street situation. Many of the principles of the recent theories that speak about human development can be applied partially in the development of the new approach: psychosocial interventions heal and empower children in street habitat.

2.11. FILLING THE RESEARCH GAPS

Having read articles, books and various documents of UNICEF and others the researcher comes across many writing materials regarding children in the streets with their problems. There are written documents to assist them. But the researcher does not find in them the problems of children in street habitats affecting their mind and the need for healing. The mind that is estranged from a family and society needs interventions that can heal and empower. So he takes the idea ‘psychosocial’ from the different documents that have used it to describe people with problems to suggest strategies for assistance. Through the study, the researcher intents to find human interventions that can heal and empower children living in street habitat. Since they help them to heal their mind and enable them for social inclusion he describes them as psychosocial interventions.

The findings can help in academics as well as for human society development. Both get linked and help in the overall development of the society. The gap between academics and development is reduced to a certain extent. The study, being interdisciplinary is linked to sociology, social work, education and psychology. Children are considered part and parcel of a society having their own specific roles. Society is enriched by assisting them to be children having their own right places in the society. The research is linked with actual
situation of children and responsible citizens are invited to keep academics linked to development offering children their justified space, benefits and opportunities.

Going through the various literatures the researcher comes across a number of reports, project assessment, project proposals, training modules, handbooks and leaflets that describes the various NGOs with their activities conducted on training, capacity building and placements. The researcher has not come across studies on children in street situation with their emotional and social status. Hence this study is valid and important in framing, analyzing and assessing the psychosocial interventions to heal and empower children.

The researcher tries to bridge the gap in a small way in the city of Kolkata by linking with NGOs, Government and various agencies with their work with children in street habitats. This can be applicable to deprived children in general. The researcher has experience of working with three types of children: (a) children in street habitats (b) children mainstreamed from street habitats and (c) children of the middle and upper middle class in mainstream educational institutions. This enriches the study making it socially relevant, academically comprehensive and linked to development. It can be politically welcoming and humanly child-friendly to improve prevention and inclusion; thus taking care of children, facilitating their rightful place in society.

**2.12. CONCLUSION**

Having treaded the ‘street path’ with children and reading through the available relevant literature the researcher gets enlightened regarding the problems of children in rural and urban settings. The number of theories of developments assists his to know more about the basic needs of children for their healthy development. This leads him to get involved in the study as an informed person with his experience and knowledge from the secondary sources.