Social, Cultural, and Economic Wellbeing of Educationally Deprived Children of Lucknow City

*¹Sanjay Kumar Yadav and ²Prof. U. C. Vashishtha

¹Research Scholar, Department of Education, Faculty of Education, University of Lucknow, Lucknow, Bharat-226007
²Former Dean and Head, Department of Education, Faculty of Education, University of Lucknow, Lucknow, Bharat-226007

Abstract: When it comes to accomplishing personal and social goals, education is an essential tool. The quality of life is improved, equality is promoted, and various chances for social participation are enhanced via education. Since gaining its independence, India has remained steadfast in its commitment to the democratic ideals of brotherhood, equality, and justice. Providing widespread access to high-quality primary education is central to its mission to achieve educational objectives. This study investigates the status of the social, cultural, and economic wellbeing of educationally deprived children in Lucknow. In this research, we looked at how children dealing with problems like poverty and lack of school resources are doing. Essential elements in developing a feeling of belonging and identity include cultural customs and a stable and loving familial environment. However, financial constraints and a lack of formal education were significant obstacles. Despite everything, the study highlighted the children's natural qualities, such as their inquisitiveness, generosity, and ingenuity. According to the results, programs that assist families, respect cultural identity, reduce educational inequalities, and build on children's abilities should be prioritised.

Keywords: Social Wellbeing, Cultural Wellbeing, Economic Wellbeing, Educationally Deprived Children

1 | INTRODUCTION

Primary and secondary education access has grown recently, especially in developing nations. Following the lead of UNESCO and other national and international organizations, numerous African, Asian, and Latin American nations acknowledged the right to a primary education after gaining independence. This has been emphasized in their political statements and development agenda, and India is no different. As the urban population has proliferated, more people are settling into cramped, poorly constructed homes that need more essential amenities. There has been a rise in the number of urban poor and undernourished people since 1980. Overcrowding, a lack of safe drinking water, and unsanitary,

*Corresponding Author
Sanjay Kumar Yadav, Research Scholar, Department of Education, Faculty of Education, University of Lucknow, Lucknow, Bharat-226007
Email: skyadavphdlko@gmail.com

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unsanitary living conditions are hallmarks of slum regions, which are defined by dense settlements of poorly constructed, often temporary, dwellings. Meeting basic needs takes precedence over acquiring education in these locations since most people need help to meet ends. The United Nations 2014 "Revision of World Urbanisation Prospects" indicates urbanization is experiencing a spike. Over half of the world's population resides in cities rather than rural areas. A significant number of slums have emerged due to the increased urbanization rate. In 2014, urban areas were home to 54% of the world's population; in 1950, that number was far lower at 30%, and by 2050, experts predict that urban populations would reach 66% of the global total. There will be an estimated 404 million city residents in India, 292 million in China, and 212 million in Nigeria. In addition, 377 million people, or 31.2% of the total population, live in urban areas of India, according to the 2011 Census. The empirical evidence points to a dramatic rise in the occurrence of slums as the number of individuals living in poverty in urban areas will outpace the growth of the urban population.

In India, all children between 6 and 14 have the legal right to a primary education. A nation's children are its most valuable resource since they will shape the Country's destiny. Children who are well-nourished and given a good education will grow up to be engaged and bright members of society. As a result, the nation has an immense moral obligation to ensure that the youngest and most defenseless members of society have access to a quality education that will set them up for success in adulthood. However, the "Children's Charter of Rights" does not reflect the reality of the children's situation. The issue of children who do not attend school has recently become a significant concern in our nation (Kumar & Nayak, 2009). A nation's advancement can be facilitated by educated individuals fulfilling their roles. Everyone has the inherent entitlement to an education. Sustainable development, peace, and stability on a global scale depend on it, making it an essential tool for 21st-century economic and social engagement (www.iqraisd.edu.pk). Children are a nation's most precious resource and a society's most beautiful flower. They represent an untapped resource for a developing nation's future growth. Much of an individual's personality, character, and outlook on life are formed over the formative years of childhood, which is why this time is often hailed as the most formative. Tragically, most child lives are lost in rural areas compared to urban areas, mainly owing to poverty, despair, hunger, and inadequate and unclean conditions (Naidu & Ramaiah, 2006). Everyone has always understood the significance of education. A significant portion of India's youth still needs to attend formal education despite efforts to transform the Country into a fully literate state. For a youngster, educational deprivation is the gravest kind of deprivation imaginable. The term "out of school children" or "educationally deprived children" describes students no longer enrolled in formal education programs. "Children who are not in school" suggests a demographic of kids who are supposed to be learning but are not. Across the world, this group of children is referred to as primary school-aged children. Some children may be counted as school-aged even when they do not satisfy the age criteria for primary school, which could lead to the erroneous belief that they are not enrolled in any educational program (Vasavi & Mehendale, 2003).

The term "out-of-school children" presents a clear image of youngsters who, although primary education is universally acknowledged as a fundamental human right, choose not to attend school. These kids, who usually fall into a specific age range set by the government (though there are exceptions), are at a crossroads regarding their future happiness. To solve the issues that out-of-school children confront, it is necessary to understand the idea of wellbeing and all its facets. The idea of wellbeing is surprisingly complex despite its seeming simplicity. It encompasses both contentment with life and monetary, social, emotional, and physical health. The World Health Organisation says good mental health is synonymous with physical health. The importance of individuals embracing their abilities, making a big difference in their community, and skillfully navigating life's obstacles is emphasized. A sense of purpose and happiness go hand in hand. Whether providing for one's family, working a job, or contributing to one's community, having a life purpose matter.

Children not in school are at risk since getting an education is challenging. Education not only equips students for the workforce of the future; it also helps them build character traits like purpose, social competence, and self-confidence. On the other hand, when kids are not in school, it may negatively impact their physical and mental health, economic opportunities, and overall happiness. Consequently, a holistic strategy that acknowledges the interdependence of education and welfare is required to tackle the problem of children who are not in school. By guaranteeing people access to school, we do more than teach them a trade; we improve their health and provide them the tools they need to build successful, happy lives.

In most cases, a person's or a group's socioeconomic status is determined by their level of education, money, and job type. Access to finite resources is determined by income, which can lead to material suffering or affluence. Based on what we know from microeconomics, people will spend money on things that will improve their lives. The more disposable income customers have, the more options they have, and the more likely they will be satisfied. Although poverty is a worldwide problem, the causes of poverty are probably not Country-specific. The impact of race on socioeconomic status is illustrated with global case cases for the Philippines and other racial/ethnic groupings, which are then explored. Through income modulation of wellbeing and constrained access to desired resources, the effects of poverty on wellbeing can be better understood.

This study focuses on economically, socially, and culturally disadvantaged students in Lucknow, India. Numerous youngsters in Lucknow, the state capital of Uttar Pradesh, are deprived of education because the city struggles to provide equal access to education. Several factors, such as poverty, a lack of parental support, and insufficient infrastructure, make it difficult for these children, who are frequently members of marginalized communities, to pursue an education.

For various reasons, this research is vital. To begin with, it elucidates the complex character of children's wellbeing who are educationally disadvantaged. The research offers a comprehensive view of their difficulties and possible solutions by investigating economic, social, and cultural aspects. Second, by understanding the unique challenges faced by this at-risk group, policymakers and interventionists will be better equipped to meet their needs. Policymakers and stakeholders can better promote social inclusion, cultural engagement, and economic empowerment by recognizing the essential elements affecting their wellbeing and designing programs and activities accordingly. In addition, the current body of knowledge on educational gaps and their effects on children's wellbeing is enhanced by this research. This study provides important new information about the unique struggles of poor children in the Lucknow area, which may pave the way for future comparative research and the discovery of remedies with broader applicability.

2 | REVIEW OF LITERATURE

It is necessary to evaluate the existing research on the complex issues affecting this vulnerable population to investigate the social, cultural, and economic health of educationally deprived children. This review's goal of synthesising significant findings and identifying knowledge gaps can better inform further research and action.

Ali et al. (2009) investigated residents' quality of life in Amman, Jordan. Health was shown to be the most important domain of life happiness, followed by city profile and transportation. Domains such as equity and satisfaction with local government-subdomains of community engagement had a more significant impact on quality of life than subdomains such as working circumstances under economics. The economy scored first, but community participation ranked tenth in terms of choice.

Anzilli, Facchinetti, and Mastroleo (2013) looked at eight indicators: material wellbeing (income, consumption, and assets), health, education, personal activities, employment, political engagement, social relations, and the environment. They had developed a macro fuzzy inference system with

"Wellbeing" as the end outcome of aggregating eight sub-indexes. Each sub-index represented the final output of other fuzzy inference algorithms. They determined that environmental and health factors and the other six variables might generate an aggregated wellbeing assessment.

Tintu (2013) discovered that slum dwellers are academically, socially, and poor. These inhabitants' family earnings are insufficient, causing them to abandon their children's schooling. Most of the families studied were found to be cutting back on spending, sticking to a nuclear family structure, and having no more than two children each. Unfortunately, there are no decent schools in their area, and the school's remote location is the primary cause of the high dropout rate. The youngsters are also involved in some jobs that require them to be away from school most of the time, resulting in insufficient time to study. Financial insecurity or poverty is another factor that causes dropout. They are also subjected to discrimination by their friends and instructors. Teachers devote less attention to these students, making them psychologically vulnerable. Slum dwellers are unaware of the RTE Act, including its terms and benefits. Some schools have even failed to apply the RTE Act adequately.

Amao (2014) investigated the wellbeing of an impoverished residential community. The researcher investigated the issues that had influenced impoverished communities, including poverty, the expansion of the informal sector, and a housing shortage. The researcher discovered that disadvantaged residential neighborhoods had a detrimental impact on respondents. The survey discovered that most respondents were poor and worked in the informal sector. The study revealed that urban redevelopment and slum upgrading programs effectively enhanced the respondents' socioeconomic situations.

Angur et al. (2015) investigated the usefulness of subjective and objective neighborhood quality-of-life markers. Both indicators are highly linked with resident assessments of overall neighborhood quality. Researchers suggested that both forms of indication are helpful to decision-makers.

According to Kumar and Shukla (2016), children with literate and graduate parents send their children to private schools. Children with illiterate or low-educated parents are more likely to engage in domestic or unpaid child labor during their childhood. Their youngsters only attend school occasionally. The high absenteeism of slum children indicates they are involved in home or labor duties. The survey revealed they were involved in various paid or unlawful activities outside school as the children missed classes.

Malik (2016) discovered a study on educational mobility among slum children in Bhubaneswar City, which revealed that 58.25 percent of respondents had primary education, 3.75 percent had secondary education, and 23.75 percent were illiterate. There were no higher secondary schools in this generation due to a lack of educational planning and an underestimation of the value of education. This generation needed to be fully conscious of their education because their parents and grandparents needed a higher education. The mother's educational achievement was significantly lower than the father's. Most respondents were engaged in daily wage activities, with 21% working in transportation and 19% working in construction.

According to Lahon (2017), urban poor children dislike going to school since the school environment and infrastructure do not appeal to them. The investigator discovered that only 20% of the parents of slum children are aware that primary education is free and compulsory in our Country. Only 35% of parents are aware of government initiatives affecting education. The scientists discovered that barely 40% of pupils are regular students. Some children may not attend school regularly but are admitted merely to get free textbooks, uniforms, bags, and midday meals through the Sarva Shiksha Abhiyan program. 100% of children receive free textbooks and uniforms, 40% believe that the medium of instruction impedes their studies, and 60% are uninterested in attending school due to poor conditions. 100% of children believe they must undertake domestic duties. Nearly 95 percent of children need more time or place to study at home, and their parents do not assist 100 percent of children with their

academics. None of the students receive college scholarships since they are uninformed of government policies.

Saikia and Boruah (2017) studied educational challenges, status, and awareness among children in Guwahati's slums. They concluded that urban slum children in Guwahati do not receive adequate free and compulsory education. Children disliked going to school due to the school's awful conditions. Most children do not have time to study because they are working to support themselves. One primary reason for educational issues is a need to understand what is taught in school. Due to illiteracy, parents could not assist their children with their academics.

Mahapatra and Goowalla (2019) observed that the infrastructure amenities in state-managed government schools could be better when compared to private schools and schools run by central organizations. It needs to meet the fundamental requirements of the teaching-learning process. The lack of suitable infrastructure hurts both student and instructor motivation and performance. As a result, the government must think wisely, plan precisely, and act swiftly to improve the infrastructure facilities of government schools to recruit and retain brighter kids while competing with private schools.

3 | NEED AND SIGNIFICANCE OF THE STUDY

To achieve widespread social fairness, education is crucial. As a democratic society takes shape, it is believed that schools should help students reach their full potential to impact the world positively. Education is crucial to a sustainable society that welcomes all members. In our Indian constitution, which forbids discrimination, education is a universal and fundamental right. Equal access and participation in education systems is a common goal, but almost every Country needs help. The right to an education is guaranteed by two fundamental human rights: equality and non-discrimination. It helps kids grow socially by teaching them to connect with others, work together productively, and eventually become upstanding members of society. In addition to imparting knowledge, education fosters cultural awareness and respect. In addition, people can better provide for their families and the community with the education and training to get good jobs. The impact of educational disadvantage on these vital areas of a child's growth will be investigated in this research. This research has the potential to inform policymakers and stakeholders by shedding light on the unique challenges faced by children in Lucknow who are educationally disadvantaged. Findings may guide focused interventions to help these kids acquire a better education, break out of their educational ruts, and live healthier, happier lives. Children from marginalized groups are particularly impacted by educational deficiency. This research has the potential to positively impact social fairness by drawing attention to the difficulties these youngsters encounter and promoting inclusive teaching methods.

4 | STATEMENT OF THE PROBLEM

The problem statement for this study is the social, cultural, and economic wellbeing of educationally deprived children in Lucknow.

5 | DEFINITION OF THE KEY TERMS

5.1 Social Wellbeing

Social wellbeing is used to evaluate and quantify how well people and communities are doing in a particular geographical setting.

5.2 Culture Wellbeing

Cultural wellbeing is the ability to practice your own and celebrate others' experiences, beliefs, traditions, and values.

5.3 Economic Wellbeing

Economic wellbeing means people have their most basic survival needs met and have sustainable income and assets, which allows them to prosper.

5.4 Educationally Deprived Children

Educationally deprived children are those who lack access to quality education or who are falling behind their grade-level expectations.

6 | DELIMITATION OF THE STUDY

1. The study examines these components of their wellbeing and does not consider anything else that may affect it.
2. The Lucknow city area is the only focus of this study.
3. The study's limited sample size will be its primary constraint.
4. The study's results cannot be considered universally accepted.

7 | RESEARCH QUESTIONS OF THE STUDY

The following are the main research questions of this study.

1. What are the social and cultural wellbeing of educationally deprived children in Lucknow?
2. What is the current scenario for the economic wellbeing of educationally deprived children in Lucknow?

8 | RESEARCH OBJECTIVES OF THE STUDY

The following are the main research objectives of this study.

1. To assess the social wellbeing of educationally deprived children in Lucknow City.

2. To assess the cultural wellbeing of educationally deprived children in Lucknow City.

3. To evaluate the current economic wellbeing of educationally deprived children in Lucknow City.

9 | METHODOLOGY OF THE STUDY

This study seeks to investigate the subjective wellbeing of children from low-income families in Lucknow City, India, who have experienced educational deprivation through a qualitative method based on content analysis.

9.1 Sampling Methods

The sample size for this study is 30 children living in the slums of Lucknow City. Purposive sampling was chosen for convenience and Accessibility.

9.2 Collecting Data

One-on-one semi-structured interviews: In a controlled setting, researchers will interview 30 children and parents of those 30 children one-on-one in Lucknow city. Subjects covered in the interview guide include:

1. One's view of their social support system, friendships, and familial relationships contribute to their social wellbeing.

2. Their cultural practices, beliefs, and values shape their experiences, which impacts cultural wellbeing.

3. Financial security: How poverty and lack of resources affect their financial security.

4. One's sense of happiness, contentment, and difficulties in life as viewed by themselves is their sense of self-perceived wellbeing.

9.3 Data Analysis

Inductive thematic/content analysis will be used to evaluate 30 transcribed interviews.

10 | RESULT AND DISCUSSION

Table 1. Parental Themes

Theme	Description
Maintaining a Loving Family Environment	All respondents emphasized creating a supportive and nurturing home for their children. This involved spending quality time together, sharing meals, participating in traditions, and encouraging curiosity.
Importance of Cultural Practices	Cultural values and traditions played a significant role in the lives of many children. These practices provided a sense of belonging, connection, and identity.
Challenges of Limited Education	The lack of formal education was a significant concern for all parents. Children who did not attend school experienced feelings of exclusion, frustration, and a lack of access to knowledge.
Financial Strain and Limited Opportunities	Financial limitations restricted access to resources and opportunities. Children often felt they were missing out on experiences available to other children.
Child's Positive Qualities	Despite the challenges, all respondents highlighted their children's positive qualities. This included curiosity, kindness, creativity, resourcefulness, and a strong social nature.

The key findings of the above study are as follows:

Maintaining a Loving Family Environment

The centrality of "Maintaining a Loving Family Environment" in supporting children's health and happiness is highlighted by the substantial attention it receives. This is evident in respondents' emphasis on participation in cultural traditions, shared meals, and quality time together. These activities provide safety, community, and predictability, crucial for a child's healthy growth. The "Importance of Cultural Practices" further supports this idea. Cultural values and traditions help youngsters feel grounded and connected to their community while also giving them a sense of who they are as individuals.

Difficulties and Roadblocks

The table also shows that these children faced significant challenges. Parents were particularly concerned about addressing the issue of "Formal Education." This restriction may lead to feelings of isolation, frustration, and ignorance among the children. As mentioned in "Financial Strain and Limited Opportunities," these difficulties are exacerbated by financial constraints. When kids do not have easy access to the things they need, it might make them feel like they are missing out.

The Strengths of Children

Despite the difficulties, the study had one positive outcome. These children have great natural talents, highlighted in the "Child's Positive Qualities" section. Naturally curious, generous, creative, resourceful,

and socially adept children are better suited to handle challenging situations. These abilities can be fostered as a foundation for resilience and growth.

Promoting the Welfare of Children

Some Critical Factors

1. One goal of family support programs and policies is to assist families in becoming closer so that they may provide a better home life for their children.
2. Celebrate Culture: Programs highlighting cultural heritage and practices can help kids feel more connected to their community.
3. Strive to Eliminate Educational Inequalities: We must work towards a world where every child can get a high-quality education, regardless of their family's financial situation or other circumstances.
4. Play to Strengths: Interventions and programs can be crafted to support children's good traits, like imagination and interest, so they can gracefully face and conquer obstacles.

Table 2. Variations in Experiences for All Respondents

Variation	Description
Social Interaction	While some children thrived in social settings, others struggled with limited social interaction due to various factors.
Cultural Connection	The strength of a child's connection to broader cultural traditions varies across families.
Focus on Education	The level of frustration regarding the lack of formal education differed between children.
Adaptability	Children demonstrated varying resourcefulness and adaptability in the face of financial limitations.

The results show that children's lives are significantly impacted by social contact. Some kids do well in group activities, while others have a more challenging time for various reasons. These issues might be shyness, cultural norms about social engagement, or a lack of peer access. No matter how reserved a kid may be at first, giving them chances to grow in their social competence is critical. The extent to which a child identified with their cultural practices was another factor that emerged as a variable. Programs and interventions should be sensitive to cultural variations so that children from various walks of life feel welcome and at home.

Table 3. Children's Themes

Theme	Description
Importance of Social Connections	The results show that strong social ties with friends and family are critical for children's happiness and health. This aligns with other studies showing how social ties may positively affect emotional development, self-esteem, and resilience.
Cultural Identity and Practices	The findings provide further evidence that children's wellbeing is influenced by their ability to connect with their cultural background. Some ways this could manifest include participating in cultural activities, developing a bond with the language, or just experiencing a strong sense of belonging to a particular ethnic group.

Financial Security	Financial constraints were named the top issue because they influence health, education, etc. This indicates that reducing money worries may improve kids' moods generally.
Self-perceived Wellbeing	The positive outlook and enjoyment of life reported by all children is encouraging. This baseline of wellbeing highlights the importance of fostering environments that continue to nurture these positive feelings.

Here are the essential points of the above table:

The research highlights the importance of programs and treatments that proactively enhance children's social ties, whether with their families or classmates. Further study should look at ways to actively encourage cultural identity and behaviors in communities to improve children's health.

11 | CONCLUSION

This research focuses on the economic, social, and cultural wellbeing of Lucknow's educationally deprived children. Of all the factors preventing children from attending school, poverty is the most significant. Other factors include caring for younger siblings, lacking schools within walking distance, and household duties. Educationally Deprived Children also primarily suffer from poverty, low academic achievement, and a general disinterest in learning. This requires the full attention of all relevant parties since it is a critical topic. Essential details on the lives of troubled youngsters were uncovered in this research. To promote children's wellbeing, the study highlights the crucial function of solid cultural ties and families. On the other hand, it stresses how important it is to deal with financial constraints and educational inequality.

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Author's Biography: _____

Sanjay Kumar Yadav received his Bachelor of Arts in Geography and Hindi, Master of Arts in Geography, and B.Ed. Degree from Veer Bahadur Singh Purvanchal University, Jaunpur, Uttar Pradesh, India. He obtained an M.Ed. Degree from Guru Ghasidas Central University, Bilaspur, C. G. India. He qualified UGC-JRF in Education in June 2012 and UGC-NET in Education in Dec 2012. He is pursuing a Ph.D. from the University of Lucknow, Uttar Pradesh, India. He has 19 months of teaching experience at the Regional Institute of Education, NCERT, Ajmer. He is an Assistant Professor at the Center of Education, Indian Institute of Teacher Education, Gandhinagar, Gujarat. He is also a member of the GERA, IATE, AIAER.