

SECURING SOCIAL JUSTICE TO URBAN POOR CHILDREN

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ABSTRACT

Children are our future. Securing their present is our foremost responsibility. Including them in the process of development is the first step in this direction. Inclusive development is a great challenge in the era of globalisation. All the articles in the Indian constitution including the Golden Triangle of Art. 14, 19 and 21 are mere paper rights unless all marginalised section of society is included in the process of development. Children are the most marginalised section of our society. This is because of the fact that they do not form the economic or political lobbying section. This is doubly true if the children are the offspring of poverty for their parents also lack bargaining powers.

Researcher in this paper examines the reasons for exclusive development in India since 1990's. Education, energy, health, culture and employment are some of the reasons for poor development. Further, the result of such exclusive development on urban children is analysed. Paper is concluded with suggestion of tools, techniques and better governance policies to achieve real time social justice to marginalised urban poor children.

Keywords: *Inclusive development, Plights and rights of urban poor children, policy suggestions to achieve social justice.*

INTRODUCTION

Oxford dictionary defines social justice as justice in terms of the distribution of wealth, opportunities, and privileges within a society. In Western as well as in older Asian cultures, the concept of social justice has often referred to the process of ensuring that individuals fulfil their societal roles and receive what was their due from society. (Wikipedia). It is the primary objective of any government to secure social justice to all its people. Indian constitution in part IV the directive principles (articles 36 to 51) provides for social justice. Particularly articles 41, 45, 46, 47, speaks of securing social justice to young children. Regrettably many impediments are seen while achieving social justice as balancing development with social justice is very hard and continuous process.

ORIGIN AND PERSISTENCE OF ECONOMIC INEQUALITY

To understand what causes the emergence of inequality, let us start with a world populated by persons with the same resources. The initial equality of conditions, and the possibility of peace, breaks down as soon as there is some kind of technological shock. To illustrate, primarily the domestication of plants and animals, raises the payoffs differently across different individuals, households or groups.

The technology-biased shock increases inequality. It has a discriminating effect on the behaviour of individuals. Whereas benefiting person follow production strategy, the disadvantaged person has higher tendency to loot. In other words, as inequality increases, violence becomes more likely both within established communities and across territory. Statements matches a strong regularity in human history. The fact that less rich lands have tended to breed much more war prone societies than fertile lands. The rise of economic inequality and violence induced, in turn, a key transformation in the existing political structure, (formation of state) which then affected the distribution of wealth and income. After the formation of state, the overall distribution of income continues to be unequal because of technological shocks, trade and political powers.¹

¹Carles Boix, Origins and Persistence of Economic Inequality, <http://www.annualreviews.org.proxy.inflibnet.ac.in:2048/doi/pdf/10.1146/annurev.polisci.12.031607.094915> accessed on 30/11/2016 11 am.

Particular patterns of development may have exclusion built into it. Economic growth if concentrated in particular group, it leads to capturing of gains by national or international elites. Causing, problems of social exclusion. It is a form of deprivation, which can also originate from unfavourable inclusion. There is active and passive exclusion. Social exclusion causes capability deprivation. Exclusion from labour market, credit market, or health care, gender-related exclusions, food-market poverty, exclusion from political engagement can all cause capability deprivation, this list is not exhaustive.² Statistics with regard to development in India proves the fact of this inequality.³ Particularly since 1990's.⁴

SOCIO- ECONOMIC EXCLUSION AMONG SOCIAL GROUPS IN INDIA

A minority at the present historical juncture is the first and foremost section of the society which has a poor access to power and suffers from a democratic and developmental deficit. A minority is a state of marginalisation. Social exclusion is defined as social process which involves denial of fair and equal opportunities to certain social groups in multiple spheres in society, resulting in the inability of individuals from excluded groups to participate in the basic political, economic and social functioning of the society.

Social and economic exclusion is a dynamic and multi-dimensional process, driven by unequal power relationship in the society. It hinders to achieve equity and justice. India is the country known for its diversity and complexity known in its socio-economic and cultural policy. Poverty and unemployment are the major constraints in the path of development. The unique social system known as caste is an important feature of this country. This system is still critical and complex in the study of social sciences. The adverse effects of the caste system are

² Ann Nevile, "Amartya K. Sen and social exclusion" *Development in Practice*, Vol. 17, No. 2 (Apr., 2007), pp. 249-255 <http://www.jstor.org/stable/25548203> Accessed: 29-11-2016 05:49 UTC.

³ Sripad Motiram & Vamsi Vakulabharanam, *Understanding Poverty and Inequality in Urban India since reforms*, <http://www.epw.in.iproxy.inflibnet.ac.in:2048/journal/2012/47-48/review-urban-affairs-review-issues/understanding-poverty-and-inequality-urban> Accessed: 30-11-2016 11.00 am

⁴ Abhijit Sen & Himanshu, *Poverty and Inequality in India: II: Widening Disparities during the 1990s* <http://www.jstor.org/stable/4415594> Accessed: 29-11-2016 05:46 UTC.

prevalent in today's society. It has been perpetuated since ancient times and continues under the market economy and globalisation.⁵

India has always been home to millions of people belonging to various religion, socioeconomic classes, caste and cultures. India's prevalent structures have long been recognised as a basis for social inequality. With India's economy experiencing rapid growth during the last two decades, the age-old structure could be expected to have morphed into a newer class cognisance. Contemporary research on caste related aspects of urban India has however found that caste identities do play key role in determining schooling decisions, educational outcomes and probability of getting jobs. In a study based on the 2011 census of ward level data from ten largest cities of West Bengal shows that many wards where more SC's and ST's inhabit are outliers. Meaning access to private, public and essential goods for them is far less than others.⁶

The relationship between growth and economic inequalities has long been the subject of attention among policymakers and researches. Kuznet's(1955) classic study points out the existence of an inverse u_ shaped curve between the two. Growth initially aggravates inequality but at higher levels of growth, inequality starts falling. In India despite the focus on social justice both in constitution and in five-year plans disparity has remained an integral feature of society. Analysis of National Sample Survey NSS data reveals significant disparities in poverty levels and standard of living between castes. The Sachar Committee supplemented evidence of such cast disparities in India with respect to education, access to government programs, bank credit, employment and health (GOI 2006). One of the reasons for historical educationally backwardness of some socio_ religious communities is low perceived return to education. It is the perception of some social groups in India that for a long-time investment on education there is no proper returns.⁷

⁵ Digvijay Kumar, Social and Economic Exclusion among Social Groups in India, *Journal of Exclusion Studies* Vol. 6 No. 2, August 2016, 148-161 DOI: 10.5958/2231-4555.2016.00012.7

⁶ Ismail Haque, "Discriminated Urban Spaces A Study of Spatial Segregation in Urban West Bengal" *Economic & Political Weekly*, NOV 12, 2016 vol II no 46 available at <http://www.epw.in.iproxy.inflibnet.ac.in:2048/journal/2016/46/special-articles/discriminated-urban-spaces.html> accessed on 29/11/2016 11.00 am

⁷ Manpreet Singh, Zakir Husain, "Self-fulfilling Equilibrium and Social Disparities in Urban India" *Economic & Political Weekly*, NOV 26, 2016 vol II no 48 available at <http://www.epw.in.iproxy.inflibnet.ac.in:2048/journal/2016/48/self-fulfilling-equilibrium-and-social-disparitiesurban-india.html> accessed on 29/11/2016 11.00 am)

INEQUALITY IN PUBLIC HEALTH

Government statistics (Drever and Whitehead, 1997) show that life expectancy among men in class IV and V ('semi-skilled' and 'unskilled' occupations respectively) is five years shorter than that for men in social classes I and II (professional, managerial and technical occupations). For women, the difference is three years. A child from an 'unskilled' social class is twice as likely to die before the age of 15 as a child with a professional father. Better financial resources create opportunities for better experience of ill health through many mechanisms, including the capacity to purchase commercial or alternative health care products and services. Growing privatization of health and social care to contain state costs has increasingly transferred such costs to patients and carers, further undermining their capacity to secure a good quality of life when living with illness.⁸

ENERGY POVERTY

The energy poor (EP) encompass between 1.25 billion and 3 billion people who do not have access to beneficial energy for their cooking, illumination, or mechanical needs. Their lives are disfigured by ill health, poverty, lack of education, and under development. The universally accepted norm of sustainable development (SD) demands from the world, spearheaded by the rich nations, to address the plight of the EP.⁹

POVERTY AND EDUCATION

Overcoming poverty and inequality is therefore the most important task that should motivate policy formulation. Poverty and inequality are the biggest challenges human beings face in the twenty-first century. Global poverty statistics do not always coincide with the extent of the problem, as there are different approaches on how to measure and, above all, how to understand and define poverty. But independently of whether 1.6 billion people live in poverty (if taking the World Bank definition of living on less than one US dollar a day), or more - or less - if

⁸ EILEEN MCLEOD AND PAUL BYWATER, *Tackling Inequalities in Physical Health: A New Objective for Social Work*, Br. J. Social Wk. (1999) 29, 547-565 November 29, 2016 <http://bjsw.oxfordjournals.org/>

⁹ Lakshman Guruswamy, *Energy Poverty*,

<http://www.annualreviews.org.iproxy.inflibnet.ac.in:2048/doi/pdf/10.1146/annurev-environ-040610-090118>

taking other definitions, the numbers are always a reason for indignation. Precisely because they are not numbers, they are human beings who live in a world of plenty and in spite of the over-consumption, squandering and waste that characterises the global society, millions of children, women and men live without the possibility of satisfying their most basic needs, die from preventable and curable diseases, are excluded from democratic processes, suffer discrimination and exploitation and lack the possibility to autonomously decide the path of their lives. There are many challenges for education in relation to poverty eradication. Education can be instrumental in the sense of providing human beings the necessary skills to integrate into the production system and perform efficiently. This requires an understanding of how societies function, our place within society, different role-players and to transform that society for the benefit of all its citizens, fully respecting their differences and particularities.¹⁰

POVERTY AND INEQUALITY AMONG CHILDREN

By current standards, children suffer disproportionately high rates of measured poverty, and they are often the innocent victims of rapid changes in our most fundamental institutions—the family, school, and government. Childhood poverty impairs physical growth, cognitive development and socioemotional functioning. Poor children are also more likely to be physically abused; indeed, effective parenting suffers in economically stressful environments. The incidence, duration, and chronicity of childhood poverty also have large negative effects on children’s IQ, educational achievement, and later adult productivity (as measured by wage rates and hours worked). The implication is obvious. The effects of high rates of economic deprivation among today’s children may only be fully realized by tomorrow’s adults.¹¹

HUMAN RIGHTS OF STREET CHILDREN

The presence of children living on the street has elicited emotive public concern. Given considerable media coverage, it has become a matter of priority for national and international

¹⁰ Ana Agostino, POVERTY, EDUCATION AND WORK: SOME INTRODUCTORY THOUGHTS, *Convergence*, Volume XL, Number 3-4, 2007

¹¹ Daniel T. Lichter, POVERTY AND INEQUALITY AMONG CHILDREN, <http://www.annualreviews.org.iproxy.inflibnet.ac.in:2048/doi/pdf/10.1146/annurev.soc.23.1.121> accessed on 30/11/16.

child welfare organizations. Publications in both academic and welfare literature have emphasized the sheer scale of the worldwide problem. Recent publications concerning street children have explicitly referred to children's rights.¹²

De la Barra said, "Being poor is itself a health hazard; worse, however, is being urban and poor. Much worse is being poor, urban, and a child. But worst of all is being a street child in an urban environment". To present street children as helpless victims of social discrimination does little to recognize their remarkable initiative and ingenuity in coping with difficult circumstances. For this reason, research has shifted emphasis from portrayals of vulnerability and dependency to a discussion of children's coping strategies in the face of adversity. It may be more helpful to identify the factors that help children cope with adversity than to emphasize the problems in their circumstances. Portrayals of street children (as victims, villains, dependents, or deviants) also have an impact on types of intervention. Interventions focused on "rescuing" children from the streets by placing them back at school or with the family have generally not provided lasting solutions because they tend to ignore children's own views. They are vulnerable but not incapable. They need respect, not pity".

One set of authors concluded: "Rather than being the most victimized, the most destitute, the most psychologically vulnerable group of children, street children may be resilient and display creative coping strategies for growing up in difficult environments". Attention is here paid to streetwise behaviours and remarkable survival skills, which cannot however be equated with invulnerability or immature emotional development.¹³

PREVENTION PARADIGM FOR URBAN POOR CHILDREN

The intent of the intervention activities undertaken to help poor children should be two-fold—first, to enhance the capacity of individuals, families and communities to gain access to resources and opportunities and second, to contribute to reform of wider systems and social structures and overcome the limit options for certain members of society. Intervention policy

¹² The Consortium for Street Children produced *The Human Rights of Street and Working Children*, devised as a practical manual for implementing the UNICEF Convention (Byrne 1998).

¹³ Catherine Panter-Brick,
<http://www.annualreviews.org.proxy.inflibnet.ac.in:2048/doi/pdf/10.1146/annurev.anthro.31.040402.085359>
accessed on 30/11/16. 11.00 am

that recognises risk but does not allow it to dominate, will be more holistic. For example, The Australian Pathways to Prevention Programme. Pathways works in partnership with Griffith University, many schools of Australia and an NGO by name National Community Service agency, mission Australia. Participation in Pathways, which is always entirely voluntary, is associated with a range of positive outcomes, including reduced levels of difficult child behaviour, increased pre-school language skills, improved Grade 1 school performance and higher ratings of school readiness.¹⁴

CHILD LABOUR LAW IMPLEMENTATION IN INDIA

Some of the areas where one can find child labour being significant part of the labour force are agriculture fields, performing heavy work and exposed to many hazards associated with the introduction of modern machinery and chemicals; in dangerous industries and occupations such as, glass making, construction, mining and carpet weaving; in domestic service, carrying out arduous work under conditions of isolation, over excessively long hours and with physical and sexual abuse; in the streets, working as a rag pickers, vendors and child prostitutes often under the threat of violence from street gangs and the police and with exposure to life-threatening diseases; in small industrial workshops like fireworks and crackers making small industries, as bonded labourers in outcry slavery and in predominant exports industries, such as textiles, clothing, carpets and footwear making small units of production. In India, the problem of child labour is quite alarming. It is said that roughly out of 5 children below the age of 14 years, one child is engaged in some kind of labourer work, which means 20 percent children are labourer out of the total populations of the children in the country.

The Constitution of India has lay down that no child under the age of 14 years shall be employed in any mine or engaged in any hazardous employment (Article 24) and any contravention of this provision shall be an offence punishable in accordance with law. The directive principles of state policy in Article 39(e) provide that the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are

¹⁴ Alan France, Kate Freiberg, and Ross Homel, Beyond Risk Factors: Towards a Holistic Prevention Paradigm for Children and Young People British Journal of Social Work (2010) 40, 1192–1210 doi:10.1093/bjsw/bcq010 Advance Access publication February 8, 2010 INFLIBNET N List Project (College Model) on November 29, 2016 <http://bjsw.oxfordjournals.org/>

not forced by economic necessity to enter avocations unsuited to their age or strength. Article 39 (f) directs that the children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and moral and material abandonment. Legislation to control and regulate child labour in India has existed for several decades. Notwithstanding these constitutional provisions, there are a number of enactments in the country which protect and safeguard the interest of child labour. The employment of children below 14 years of age has been prohibited under: • The Children (Pledging Labour) Act, 1933. • The Factories Act, 1948. • The Mines Act, 1952. • The Motor Transport Workers Act, 1961. • The Bidi and Cigar Workers (Conditions of Employment) Act, 1966. • The Plantation Labour Act, 1951.

However, it was in 1979, Government formed the first committee called Gurupadswamy Committee to study the issue of child labour and to suggest measures to tackle it. Based on the recommendations of Gurupadswamy Committee, the Child Labour (Prohibition & Regulation) Act was enacted in 1986. The most important factor for its improper implementation has been paucity of funds. However, there are other sorts of evidence to show that the system suffered not so much due to lack of funds, but mostly due to frittering away of scarce resources or by adopting of more expensive measures with lesser outcomes like institutionalization. One of the main factors for the improper implementation of the child labour laws and reforms in India has been the lack of organized pressure on the state either from the beneficiaries of the system or any other group involved in it to improve the policy or operations. Moreover, despite the declaration by the state in the National Policy on Children in 1974 that a nation's Children are a supreme 'National Asset', children are still treated as the subject of welfare. Here in lies the problem. It is found that there has been this shift from 'welfare' to 'right' approach, yet this shift has not produced any significant results. The only change one witnessed has been in the form of formulating more and more policies and Programmes without giving effective tooth.¹⁵

¹⁵ Naresh Kumar Gupta, CHILD LABOUR IN INDIA: A BRIEF STUDY OF LAW AND ITS IMPLEMENTATION, International Journal of Advanced Research in Management and Social Sciences ISSN: 2278-6236 Impact Factor: 5.313

RIGHT TO EDUCATION

The right to education is clearly recognized in the United Nations' Universal Declaration of Human Rights (UDHR) Article 26, adopted in 1948. Apart from UDHR, right to education is affirmed, protected and promoted in many international human rights treaties, such as the following:

- Convention concerning Discrimination in Respect of Employment and Occupation (1958) - Article 3
- Convention against Discrimination in Education (1960)
- International Covenant on Economic, Social and Cultural Rights (1966) - Article 13
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1981) –Article 10
- The United Nations Convention on the Rights of the Child (1989) – Article 28 and 29

The Indian Constitution is known to be a document committed to social justice. Through the Eighty-sixth Amendment, a new article (21A: Right to education – ‘The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.’) was inserted and made education a fundamental right.

The judicial decision from which the right to education emanated as a fundamental right was from the one rendered by the Supreme Court in *Mohini Jain vs. State of Karnataka*.¹⁶ In this case the Supreme Court through a division bench comprising of justices Kuldeep Singh and R.M Sahai, deciding on the constitutionality of the practice of charging capitation fee held that: ‘The right to education flows directly from the right to life. The right to life and the dignity of an individual cannot be assured unless it is accompanied by the right to education.’ This rationality of this judgment was further examined by a five judge bench in *J.P.Unnikrishnan vs. State of Andhra Pradesh*¹⁷. a constitution bench had held education up to the age of 14 years to be a fundamental right. It said, “The right to education further means that a citizen has a right to call upon the State to provide educational facilities to him within the limits of its economic capacity and development.” The same has also been reiterated by the Hon’ble Supreme Court in *Bandhua Mukti Morcha, etc. vs. Union of India*¹⁸ right to education at the secondary stage was

¹⁶ ((1992) 3 SCC 666)

¹⁷ (1993) 1 SCC 645

¹⁸ (JT 1997 (5) SC 285)

held to be a fundamental right. It would be therefore incumbent upon the State to provide facilities and opportunity as enjoined under Article 39 (e) and (f) of the Constitution and to prevent exploitation of their childhood due to indigence and vagary.”¹⁹

To quote Justice PN Bhagwati, Former Chief Justice of India: The child is a soul with a being, a nature and capacities of its own, who must be helped to find them, to grow into their maturity, into a fullness of physical and vital energy and the utmost breadth, depth and height of its emotional, intellectual and spiritual being; otherwise there cannot be a healthy growth of the nation.”²⁰

COMMUNITY ANTI-POVERTY STRATEGIES

Balloch and Jones (1990) define an anti-poverty strategy as a strategy for directing scarce resources more effectively toward poor people, making services more accessible to them, and granting them greater control over their own living standards.

Estivill (2003, p.100) described four categories of anti-poverty strategies according to the scope of their objectives: reproductive, palliative, preventive and emancipatory strategies. Estivill states that reproductive strategies are strategies co-ordinated actions that, despite their benevolent claims, intentionally or unintentionally, openly or subtly, lead to the reproduction of poverty. Palliative community anti-poverty strategies are programmatic efforts aimed at minimizing the rigours of poverty and of its consequences on the community. Preventive strategies are intended to anticipate the most immediate consequences of poverty and to inhibit the mechanisms that replicate poverty. A fourth strategy—the emancipatory or transformative one—strives to attack the sources of poverty through political engagement and participation of the communities.²¹

¹⁹ Younes Charbgoon, Promoting the Right to Education through Social Security System in India, Learning Community: 6(1): April 2015: 117-126, DOI Number: 10.5958/2231-458X.2015.00010.X downloaded From IP - 210.212.129.125 on dated 29-Nov-2016

²⁰ Planning Meeting, <http://www.cuts-international.org/linkages-Meeting-18.htm>

²¹ Roni Strier, Community Anti-Poverty Strategies: A Conceptual Framework for a Critical Discussion, <http://bjsw.oxfordjournals.org.iproxy.inflibnet.ac.in:2048/content/39/6/1063.full.pdf+html?sid=99825c1a-8845-41d3-9f05-1035f717958d> accessed on 29/11/16.

CSR IN NEW GLOBAL ORDER

The UN Sustainable Development Goals (SDGs) aim to create a more peaceful, just, global community. The SDGs demand immediate action by the international community, for eradication of poverty. Unfortunately, the world's most powerful nation-state actors are unlikely to make the costly investments required to achieve these goals. In fact, nation-state actors have powerful disincentives to play a leadership role in advancing the SDGs. The question then becomes: if nation-states are unable or unwilling to make these investments, who will?

Multinational Corporations (MNCs) have a unique capacity to address critical global challenges—not because they are more efficient, agile, or altruistic than other kinds of institutional actors. Rather, MNCs have the potential to make an impact on issues because they have a different incentive structure than nation-state actors. Unlike nation-states that answer to constituencies that are fundamentally parochial in their outlook, MNCs answer to stakeholders who are disposed toward global engagement.

MNCs spend billions of dollars each year on Corporate Social Responsibility (CSR) and philanthropic initiatives. Many observers claim that MNCs have a capacity to “do-good” better than NGOs, nation-states because of their entrepreneurial ethos and technical know-how. Making strategic investments to promote the Sustainable Development Goals can help MNCs build ties with diverse political and civil-society stakeholders. It is difficult to measure reputation of a company by it doing good character alone, but there is growing evidence that CSR is a good investment.²²

CSR IN TRAINING AND DEVELOPMENT

In India, CSR helps to achieve the sustainability of India above business growth. From company act of 2013 the 2% rule of CSR has been enforced. Lupin a registered company initiated the training programs on beauty business that provides employment to rural villagers and seen as a supportive measure to self-reliability and income generation activities. Company

²² Avi Sharma, WHO LEADS IN A G-ZERO WORLD? MULTI-NATIONALS, SUSTAINABLE DEVELOPMENT, AND CORPORATE SOCIAL RESPONSIBILITY IN A CHANGING GLOBAL ORDER, WASHINGTON INTERNATIONAL LAW JOURNAL VOL. 24 NO. 3 p 590-612.

as its CSR trained villagers in many vocations including tailoring, plumbing, beauty, electrical etc.²³

CSR PRESENT SCENARIO IN INDIA

Dalmia Cement (Bharat) Limited:

The water source for the villages in and around the Dalmia Cement factory is dependent on rains. During summer months, the villagers, particularly women folk, travel long distances to fetch water for drinking and other purposes. Considering the difficulties and hardship faced by the people, the company, after discussing with the village elders and concerned Government authorities, took the initiative of making water available by providing deep bore wells. So far, 45 bore wells have been provided in various villages. Approximately, 300 to 400 people get adequate drinking water from each bore well. Water tanks to store the water. Rain and seepage water is harvested in the quarries of the company is pumped into a tank and supplied to inhabitants. 44,000 trees were planted and nurtured over a period of eight years. The presence of large trees and vast greenery has considerably improved the ecology in the area. The Godrej Group, The K. C. Mahindra Education Trust etc. also indulge in philanthropic activities.²⁴

INEQUALITY AND THE AMOUNT OF REDISTRIBUTION

The empirical study on effect of inequality on demand for redistribution in 26 countries indicates that (i) higher inequality leads to a stronger demand for redistribution among citizens, that (ii) this translates into greater redistribution and higher taxes, and that (iii) the ultimate outcome is lower long-term growth. While there is lot of controversy regarding the last two, first is taken as a fact. This empirical study shows that although there is relationship between inequality and growth as inequality needs balancing. More inequality leading to injustice less

²³ Dr. P. S. Nagarajan & A. Saravanan, COMPLACENT SUSTAINABILITY OF CORPORATE SOCIAL RESPONSIBILITY FOR TRAINING AND DEVELOPMENT IN SELECT COMPANY IN INDIA, International Journal of Advanced Research Management and Social Sciences in ISSN: 2278-6236 Impact Factor: 5.313

²⁴ Prabjot Kaur, Nov-2016 Corporate Social Responsibility: Present Scenario In India, Journal of Commerce & Management Thought Vol. 6-3, 2015, pp 496-511, DOI: 10.5958/0976-478X.2015.00031.2, www.IndianJournals.com.

inequality no incentive to grow or develop. There is no such provable relationship between inequality and demand for redistribution. As this depends on the culture of the concerned group.²⁵

POVERTY ALLEVIATION IN BANGALORE

The requirements for local governments to create conditions under which communities, NGOs or private sector organisations are enabled to participate in the production and/or delivery of services and in meeting the basic needs of citizens. This has been termed enablement, or an ‘enabling type of government’. It is about the conditions for a ‘facilitating’ rather than ‘providing’ type of governance, where efficiency and effectiveness are achieved by delegating tasks to communities, NGOs or commercial organisations.

After all, there is not much evidence of successful projects or policy for poverty reduction anywhere. So far it is the poor themselves who contribute most to poverty reduction. Hence, it makes good sense to start from the poor themselves to take the lead, and to facilitate them to make the best of it – without, however, neglecting the search for and implementation of much more effective anti-poverty strategies.

The BUPP (The Bangalore Urban Poverty Alleviation Programme) programme was a small programme with a budget of one million Dutch guilders (or US \$ 5,00,000), yet with rather ambitious objectives. First, BUPP was a regular urban poverty alleviation programme, whose core strategy was empowering the poor, while focusing on the most vulnerable groups, including women. By the time, it was completed in 1999, the project worked in 14 slums and directly or indirectly touched the lives and well-being of about 13,000 slum inhabitants, which was consistent with project objectives. One clear achievement was that seven (illegal, and/or privately owned) slums were legalised through intervention of the programme, which clearly contributed to increased assets among the poor. BUPP also had a good impact in terms of providing basic infrastructure: in most slums, more drinking water was made available, and toilet blocks were constructed. In almost all slums, community halls were constructed – or

²⁵ Malte Lubke, Inequality and the demand for redistribution: are the assumptions of the new growth theory valid, *Socio-Economic Review Advance Access publication* (2007) 5, 117–148 doi:10.1093/ser/mwl002 March 1, 2006 <http://ser.oxfordjournals.org/>

existing halls improved which were subsequently used for community and slum development meetings, as preschools and creches, for health and immunisation programmes and as the venue for training. In a few slums mud roads were paved, drainage channels were laid and houses linked to the electricity programme through a subsidised government plan. It is one of the most successful projects under BUPP, illustrating what a partnership between the urban poor, NGOs and the government can bring about.²⁶

we must agree with the fact that solutions for poverty alleviation of urban poor children must necessarily be multidimensional and culturally determined. There are no universal answers for poverty and inequality. It may be fair trade (rather than free trade), elimination of debts, withdrawal of conditionality's attached to development aid so that national plans can be drawn according to national priorities may be some examples of global measures. The above discussions are presented as suggestions to various available best practices and remedies for securing social justice to urban poor children.

²⁶ JOOP W DE WIT, Urban Poverty Alleviation in Bangalore Institutional and Community-Level Dilemmas, Economic and Political Weekly September 21, 2002 p 3935.