CHAPTER VII

SUMMARY, CONCLUSIONS AND SUGGESTIONS.
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The present study aimed at studying the educational development of slum children with special reference to five selected slum-areas in the Kolhapur city. The general objective of the study was to relate educational development of children in slum-areas with their socio-economic background and educational facilities provided to them. The specific objectives of the study could be stated as follows--

1. To identify the children of slum-areas by sex, age, caste, religion with their level of education.
2. To study educational deprivation of slum children.
3. To find out and analyse the factors responsible for educational deprivation and development of slum children.

With these objectives in view, a study of 200 families in five slum-areas in the Kolhapur city was conducted. Two separate interview-schedules were prepared for collecting the necessary data. One interview-schedule was prepared to collect data from the heads of the families and another was framed to collect information from teachers in various schools, especially in Kolhapur Municipal Corporation's schools to which the children in five selected slum-areas were admitted. The collected data were tabulated and analysed, as presented in the two chapters namely, 'Socio-economic profile of slum dwellers' and 'Motivational and encouraging factors of educational development of slum children'. The conclusions drawn from this study were
summarised as under-

1. Scheduled caste people constituted the majority of slum dwellers in the study. Nearly half of the population was comprised of scheduled caste families. Very small percentage of the population was covered by the Vimukta Jati families whereas OBC families constituted the meagre number of total population of the study. The percentage of Muslim families was found similar to that of the OBC and V.J. families. Upper-caste Hindu families formed one-fourth of the total population of the study so far as the total percentage SC people in Maharashtra was concerned, it was 36 and in relation to this percentage we found that there was a large concentration (i.e. 40.5%) as dwellers in slum-areas. Scheduled caste people, constituted majority of the slum population under study together with V.J. families. OBC families formed the major part of the slum population. So far as these families of various lower caste people were considered, one would reach to the conclusion was that driven by economic difficulties, being in search of land to make a living, they were compelled to stay in slum-areas. In case of these people low income was an important reason for settling in such slum-areas.

2. So far as the religious distribution of the families under study was concerned, Hindu families formed the majority (75%). Many families coming under Hinduism, were categorized as SC families. But the
religion practised by them was Hindu, therefore, Hindus formed the majority. Buddhism comprised of mainly SC families. Buddhist families and Muslim families formed a low percentage of the total population of these slum-areas. Here again, low-caste Hindus formed the majority of the slum population under study.

3. A meagre percentage of quarrelsome families was shown in picture of the study of five selected slum-areas. While majority of the families were peaceful. Peacefulness of the family was dependent on the manner of satisfaction of the needs of the family members. While quarrelsome nature of the family was determined by the non-fulfilment of needs of the family-members.

4. Married persons formed the majority of the heads of 200 families under study (89.5%). The percentage of divorced, widow, widowers was very low. When the married couples share the sorrows and happiness in familial life, divorced, widowers and widows had to tackle their problems in their capacity as individuals. This factor could be a reason for peacefulness prevalent in majority of the families under study.

5. The literate fathers constituted nearly half of the total population. And half of the population of the total number of fathers was illiterate. The
reasons behind illiteracy of these respondents were poverty and ignorance. Parents achieving minimum educational level know the importance of education in life. One could conclude that 50% fathers of the total population were concerned about provision of educational facilities to their children.

6. Illiterate mothers formed the majority of the population (69%). While nearly one-third of the total population of mothers was literate. Poverty and impact of traditions proved to be reasons of illiteracy found among mothers. An educated mother could teach her child at home. She could develop her child in a proper way.

7. A majority of families in these five slum-areas were small in size (consisting of members from two to six). One-fourth of the total number of families in this study were large in size. Only 1.5% of 200 families were large enough to consist of the number varying from 13 to 21 members. The size of house had a direct bearing upon the educational development of children in the state of learning. A small family required limited space of accommodation and could cater to the educational needs of the children while large families unable to satisfy the needs of children were characterised by less harmonious relations among family members.
8. In this study, the percentage of constructed houses outnumbered the percentage of ordinary huts by 13. It was concluded that constructed houses provided basic facilities as sufficient space to pursue studies, water, electricity, ventilation. In case of ordinary huts basic necessities to lead human life were absent.

9. Half number of the total families under study had one room while the other half of the total families had two rooms the percentage of the families having five rooms at their disposal was very low (1.5%). Though some families having four and five rooms at their disposal were large in size. It did not mean that these families have many rooms at their disposal. On the whole, one could conclude that due to low income and scarcity of land these families did not provide sufficient space for children to study which could be proved as a detrimental factor in educational development of children in slum-areas.

10. The families having insufficient space of accommodation were many in number in number than the families having sufficient space of accommodation. It was difficult for children to study at home with insufficient space. They could not concentrate on their studies.

11. The majority of fathers were unskilled labourers having no minimum
educational level and training. One-fourth of the total number of respondents were servicemen. The percentage of skilled labourers was low (16.5%). Due to inability of achieving education and poverty, majority of respondents were unskilled labourers. Skilled labourers and servicemen having minimum educational level and technical training were more concerned with the educational facility which they provided to their children than the respondents who were unskilled labourers.

12. The majority of mothers were only house-wives (61%). A small number of mothers carried on economic activities of one kind or another. On account of impact of traditions, absence of educational facility and poverty mothers could not profess any type of profession. So they could not contribute to achievement of higher income-level of their families. Pressed by economic difficulties, such respondents had to make a living with meagre income and experienced many difficulties in providing educational facilities to their children.

13. In case of the other members in the families under study, the percentage of skilled labourers was very low (1.5). A small number of other members in the families was unskilled labourers. So far as these members in the families under study were concerned, they could not contribute much to the income of the families.
14. One could conclude that the families not having additional source of income formed the majority of the total number of families under study. The percentage of the families having additional source of income was very low (7). The agricultural land which these families owned varied from one acre to five acres. This agricultural land did not proved to be an adding factor for rise in income-level of these respondents. These families in the five selected slum-areas had to be satisfied with the limited income at their disposal. One family from Lakshatirth slum-area had accessory income gained from rent for a room which was used for establishment of Anganwadi.

15. Majority families came under the lowest income group i.e. I category varying from Rs. 1001 to 10,000 per year. One-third of the families of the total number of families came under II category varying from Rs. 10,001 to 20,000 per year. The percentage of the middle class families coming under the category of Rs. 30,000 per year was very low (5). Only two families gaining income above Rs. 30,000 were unique examples. Due to non-availability of white-collar jobs, absence of technical knowledge, the income level of most of the families living in slum-areas was very low. It is obvious that respondent-parents from high income group could provide educational facilities to their children. Respondents-parents from the lowest income-group experienced difficulties in providing educational facilities to children.
16. Almost all families in the respective five slum-areas admitted their children to school. Only parents of one family did not admit their wards to school. The majority of children of respondent-families attended school (92.5%). The number of children who did not go to school was less. There are three indicators of educational development are 1) enrolment 2) literacy 3) educational attainment. The percentage of admitted children to schools was a good sign of enrolment of children in slum-areas.

17. So far as the admission of children to the schools was concerned, the children of one-half of the total number of families attended Corporation's schools. There was a slightest difference between the percentage of families having children who attained private schools and the percentage of the family whose children attended Corporation's schools. The percentage of the children who attended Convent Schools was very low (2). It was concluded that mainly the children in slum-areas attended both types of schools. Generally the parents with lowest income groups admitted their wards to Corporation's schools. While the parents in the lower middle class income groups admitted their children to private schools.

18. The families with one boy who attended the school, formed the majority of the total number of families under study. But the families
with two boys per family proved to be the low percentage of the total number of families who attended schools. The families which included three boys in them accounted for the least percentage of these children who attended schools. It was clear that the families having children less in number could provide educational facilities to their wards.

19. The families with one girl (in every family) who attended the school formed the majority of the total number of families under study. The families with two girls (in every family) formed the low percentage of the total number of the families whose children attended schools. The families with three girls (in every family) accounted for the least percentage of those families whose children attended schools. It was clear that the families having limited number of children could provide educational facilities to their wards.

20. The second indicator of educational development is literacy i.e. the ability of a person to write and read. The families having their first child learning in I std formed the majority of the total number of families under study. Whereas the families whose children were admitted to colleges showed the least percentage of the total number of families in five selected slum-areas. Attitude of parents towards education and low level of income proved to be responsible factors
for the least percentage of the families who admitted their children to colleges.

21. So far as the second child of the respondent family was concerned, the families with their wards learning in III std. formed the majority of the total number of families in the study. The families with their children learning in IX std. were proved to be with the least percentage in the study of the families in slum-areas. A similar trend was exhibited in case of the families with their second child.

22. So far as the III child of the respondent-family was concerned, families with children learning in I std. formed the majority in the study. While the least percentage centred about two families who admitted their children to VIII std. The families with their third child showed the trend that as the number of children grew up, there was the decline in the percentage of the families who admitted their children to higher std. of schools.

23. In case of fourth child of family the trend was shown that as the number of children in the family was increased, the chances of learning of the children in higher stds. were decreased. There was a decline in the percentage of the families where children did not learn in the higher stds. of schools.
24. Majority of the children in families attended schools (93.5%). Shortage of money, illness of the child, work at home were the reasons for non-attendance of the school. So far as the reasons of non-attendance of children at the school were concerned, shortage of money formed the major reason. Again low level of income was a major cause of shortage of money in case of these slum people.

25. With regards to the third indicator of educational development i.e. educational attainment it was clear that majority of families of the total number of families had successful children (83.5%). Almost one third of families of the total number of families experienced failure of their children. The reasons behind the majority of successful children were provision of educational facilities, attention provided by the parents and the presence of general awareness about the importance of education in children's life.

26. The reasons of failure in case of these children were listed as ill-health, work at home, poor memory, lack of comprehensive abilities and irregular attendance of children in school. Lack of comprehensive ability had formed the major reason of failure in case of slum children. While the reason such as work at home had borne the least percentage in case of these children.
27. A very small number of boys in the families under study had discontinued their education. The reasons for the least percentage of drop-out rate were poverty, work outside home and apathetic attitude of parents towards education.

28. One-fifth of the total number of families having the girls had discontinued education. The reasons were the same as mentioned above. A researcher must take into account the motivational and encouraging factors which can contribute to educational development of children living in five selected slum-areas under study. One could put forth the conclusions regarding motivational factors such as parent's attention to child's regular attendance at school, company of school-going children, nature of school-going children, children's interest in study and availability of school in locality.

29. The parents of the families providing attention to their children's regular attendance at school formed the majority in the study of 200 families. Whereas the parents of the families who did not care for regular attendance of their children formed the least percentage in the study. It meant that parent's attention to their children's regular attendance at school was an important motivational factor of educational development of these children.
30. To be in the company of school-going child was another motivation for the children to attend the school. One-half of the families of the total number of families had children who were not in the company of school-going children.

31. A child with good habits sets an example before other children to attend the school regularly. Parents of half of the families did not express their opinions with regards to their children being in the company either of vegabond or of well-behaved children. Children of nearly half of the total number of families secured the company of well-behaved children. A small number of families had children who had secured the company of vegabond children.

32. If a child shows interest in study, he is likely to continue his/her schooling. Majority of the families had their children who showed interest in the studies. One-tenth of the total number of families had children who did not show interest in studies. It was concluded that due to the awareness about importance of education in life, provision of educational means, children, on a large scale, showed interest in studies.

33. Every slum-area under study had Corporation's school as well as schools organised by private institutions. Presence of a school encouraged children to attend the school.
Encouraging factors of educational development are extraneous factors. The encouraging factors add to the effect of motivational factors. One should consider in respect of the children living in slum-areas how far the factors such as educational aid received from school as well as from parents, provision of mid-day meals, attendance scholarship had acted as encouraging ones.

34. Majority of the families of the total number of families had their children who did not receive any type of educational aid from the school (92.5%). The Corporation's schools were not in position to provide uniforms, slates, books to all children in slum-areas. On a very small scale these schools distributed books, slates and note-books among some of the poor students in the schools.

35. None of the parents of 92.5% families sent their children to school because they received educational aid from the school. Everyone of these families showed their readiness to provide educational aid to their wards. This was a clear indication of parent's urge to encourage their children in order to take education.

36. There was only one family in the study for whose children there was availability of eatables and milk in the school. It was clear that availability of eatables, milk had not worked out to be an encouraging
factor for slum children. But for the children learning in stds. from I to IV in Corporation's schools the govt. of Maharashtra had started to provide milk (Pudhari 1993:3).

37. Majority of parents recognised importance of education as they, in a large number provided educational aid to their children. There was the least percentage of the families whose parents were not in a position to provide educational means to their children.

38. Majority of the parents of families provided text-books to their children (89.5%). But the parents who did not provide text-books to the children formed the least percentage in the study. It was concluded that apathetic attitude of the parents towards education and poverty were the major reasons for not providing text-books to their children.

39. Majority of the parents provided note-books to children (68.5%). Whereas the parents of the families who did not provide note-books to children had constituted less percentage in the study. But one must consider the fact that many of the children of one-fourth of the families under study did not use note-books in their studies. The children studying in I std. and II std. used slates.

40. Majority parents provided uniforms to their children while the small
number of parents of families did not provide uniforms to their children. This percentage showed the fact that some of the children did not use uniforms while attending schools. It was not compulsory for the children attending, Corporation's schools to wear uniforms.

We could also draw conclusions from the responses of the teachers about problems such as dropping-out rate, suitability and adequacy of the syllabi and encouraging factors such as provision of educational aid, necessity of pre-matric scholarships and attendance scholarship.

1. Majority of the total number of teachers were upper-caste people having professional qualifications such as D.H.E., Junior-trained, Senior-trained (73%). With respect to the monthly income, teachers were grouped under the income group varying from Rs. 3001 to 4000 per month (72%).

2. So far as the present state of enrolment of students in schools was concerned, majority teachers were satisfied with the present number of enrolment of students. Comparatively less percentage of the teachers was not satisfied with the present number of enrolment of students.

3. Majority respondents laid emphasis on the factors such as apathy of parents for the deficiency in enrolment. Some respondents emphasised poverty as the reason of deficiency in the enrolment of students. Lack
of interest on the part of the students and non-provision of educational facilities were reasons for deficit enrolment of students. According to some respondents, apathetic attitude of the parents was the result of poverty of parents. Due to poverty, these parents could not provide educational means to their wards.

4. According to one-fourth of respondents of the total number of teachers there was no drop-out rate in their schools. Majority of the respondent-teachers experienced the dropping-out rate varying from 10 to 50 percent in schools. The Corporation's schools experienced high drop-out rate among students. Poverty and apathy of the parents were the major causes of high drop-out rate among students.

5. We found the highest dropping-out rate among the students who were learning in II and III stds. According to the interviewed teachers, the dropping-out rate of students was decreased in case of upper-primary and high school students. It was evident that as the children after passing in V std., they showed their interest in studies. This factor was responsible for encouraging parents to provide educational facilities to their wards.

6. It was clear that the major reason of dropping-out rate of these students was poverty. According to respondent-teachers, lack of
comprehensive ability was not found to be a major reason for drop-out rate in this study. Besides, another cause of drop-out rate was apathetic attitude of parents. Some of the teachers expressed that the parents were troubled by economic hardships and they were engaged in their work, they were not in a position to provide careful attention to study of their wards and they did not encourage children to attend the school. The least percentage of parents of the total number of parents forced their children to work outside home.

7. Majority of the teachers of the total number of respondents expressed their views in favour of the suitability of the school hours and holidays with local conditions (80%). But according to the least number of respondents-teachers the holidays were not suitable with respect to local conditions.

8. When the point of suitability of syllabi of the text-books for students was raised, some respondents expressed their opinions that the syllabi was comprehensive for the students. But majority of the total number of teachers opined that syllabi of the text-books was not suitable for the students to comprehend (60%). According to them the present syllabi was framed for children of middle-class families.

9. The respondent-teachers who were against suitability of syllabi for
students had suggested some changes in the syllabi. Among them the majority teachers were in favour of the provision of vocational training for these students, it was important point for those teachers to attend Refresher Courses so that teachers would teach new syllabi in a simpler way.

10. Almost all teachers opined in favour of the provision of educational aid from school. They thought that due to poverty, the parents could not provide necessary means of education to their wards. It was a must for the children to receive educational aid from schools. It might be an encouraging factor for them to take education. Majority of respondents stated that text-books were provided to students by the school. One-half of the total number of respondents told that slates were provided as instruments of educational aid to the students through the schools. In view of some of them, note-books and uniforms as means of educational aid were provided to some of the poor students in schools.

11. Milk and eatables were not provided to students living in slum-areas both by Corporation's schools and private schools.

12. All respondents (100%) admitted the necessity of educational aid and mid-day meals for educational development of slum children. The
teachers were of the opinion that means of educational aid and midday meals were useful to the students in creating interest among students about their studies and for growth of health of students.

13. Majority of the respondents of the total number of respondents were in favour of the necessity of pre-matric scholarships and attendance scholarship (82%). Only the least percentage of the teachers did not admit the necessity of such scholarships for good enrolment of students. According to them, the money received through scholarships might be misused either by the parents or by the students. In view of 18% teachers means of educational aid should be provided instead of money provided through such scholarships.

After having reached these conclusions some suggestions have been put forward for achieving the goal of educational development of slum children. Some suggestions are important for bringing about educational development of these children.

1. Minimum educational facilities should be provided to local students according to their needs and timings. Mobile schools which can cater to the needs of the students engaging in domestic work in slum-areas should be established.

2. Some children in slum-areas have to bear the burden of work of
looking after smaller children in their families. The burden of such work may be lessened by the establishment of creches attached to slum school.

3. To solve the problems of children taking care of younger siblings, there should be splitting of divisions of primary and high school so that all the children of a family would be accommodated in one shift. The children should feel school a more attractive activity and teachers in schools should be warm, affectionate enough to be mother-substitutes for young children.

4. In order to help children to achieve better results in primary schools, pre-school educational facilities should be expanded on a large scale.

5. Teachers should use more informal pre-school techniques in the teaching methods in classes I and II. If a teacher introduces manipulation of materials and techniques of learning for disadvantaged children, they can be prepared to learn to enjoy the process of schooling.

6. Teachers in schools should gear the methods and content of the school curriculum to the needs and levels of development of children.

7. There should be improvement of teacher-student ratio.
8. Classes in schools should be held regularly. Individual attention should be provided to the needs of students by teachers.

9. Improper guidance provided by the teaching staff would largely attribute for the students to suffer. Hence trained, experienced teachers should teach the slum children. Extra-coaching should be provided to the slum children. A separate division should be formed for slum children in school which is organised by private institutions.

10. Technical education relating to various occupations such as cycle-repairing, watch-repairing, carpentry, tailoring should be provided to children living in slum-areas who are deprived of higher educational facilities. In this respect one would like to cite two examples of schools organised in two slum-areas namely Lakshatirth Vasahat and Rajendranagar.

Prabuddha Bharat school was established in June 1991 in Lakshatirth Vasahat. The school conducted six classes consisting of 275 students. The students were learning in classes from V std. to X std. The school emphasised provision of vocational guidance to students. The school had sought permission from Shivaji Tantra Niketan Sanstha, Kolhapur in respect of providing guidance in occupations such as carpentry, tailoring, book-binding, motor-rewinding. The schemes such as attendance-scholarship, curricular, co-curricular, extra-curricular activities
would be provided to the students by the organisers of this school. Tejas Mukta Vidyalaya was organised by Institute for socially disadvantaged groups, educational improvement in Rajendranagar slum-area in 1988. The school consisted of 600 students learning in the classes from I std to VII std. The staff of this school was consisted of 16 teachers and 26 members of non-teaching staff. The school conducted night classes for 32 girls. Illiterate girls were admitted to this school. These girls were prepared within two years for IV std. Examination for IV std was conducted by Kolhapur Municipal Corporation's Board. School Board was established for conducting examinations for V std. This school provided coaching, medical care, uniforms, mid-day meals, textbooks and note-books to students. The school conducted weekly tests to evaluate the progress of the children learning in various stds. Extra-coaching classes were held for the students who were unable to comprehend the syllabus of subjects in this school. Basic knowledge of all subjects teaching in the school was provided to all students. The teachers were instructed to plan a weekly study-budget to complete the portions in time. The school conducted out-station trips for students to be conversant with knowledge about places of historical importance, institutions relating with modern scientific knowledge. The aim of this school was to provide technical training which was a sort of industry-based one. A student after having passed VII std could be admitted to K.T.I. (Kohinoor Technical Institute) on the basis of
provision of free technical training. In such cases, choice of a student with respect to vocation was taken into consideration by the organizers of the school.

Indiscipline and lack of interest in studies on the part of the students, unhealthy atmosphere in the families, non-inculcation of social values in the minds of the children are the problems faced by slum children. A school like Tejas Mukta Vidyalaya catered to the needs of these students in slum-areas.

As compared to the Corporation's schools in this slum-area, this school has been very useful to students to prepare them both academically and economically. The courses such as tailoring, making of artistic objects out of beads, jute, plaster of paris, different types of ointment, tooth-powder and soaps were provided to the needy students and it was important to note that due to provision of such courses students could make their living independently. Imparting bookish knowledge was not useful to these children living in poverty-stricken families.

The second point of difference between these two schools in Rajendranagar slum-area was that due attention was not provided to the children learning in Corporation's schools by the teachers. We experienced absence of use of teaching aids, non-commitment to teaching profession by teachers, absence of facilities like drinking water, urinals, play-ground. Proper guidance was not provided to children by the teachers. As a result of this, a student learning in IV
std. could not be able to read and write properly. One could say, here, a child could not be trained in a proper way academically. In Tejas Mukta Vidyalaya, with respect to the provision of proper guidance, technical training, due care had been taken to make a student conversant with the current events, to gain knowledge about natural surroundings. In this way, Tejas Mukta Vidyalaya appeared to be of great help and use to the children living in slum-areas.

Tejas Mukta Vidyalaya was different from the Corporation's school in Rajendranagar slum-area because means of educational aid and mid-day meals were provided to all students in Tejas Mukta Vidyalaya whereas Corporation's school did not provide educational means to their students on a large scale. The three facilities i.e. provision of mid-day meals, means of educational aid, extra-coaching classes and technical training highlighted the importance of this school in Rajendranagar slum-area.

The school had the funds provided by donations given by wealthy industrialists and businessmen in the city itself and foreign institutions from countries such as Canada and Germany. Rs. 2.5 lakhs had been provided by foreign institutions.

The organiser of the school experienced some difficulties in the implementation of various schemes are religious matters and rules of the govt. In his views, undue importance had been given to religious festivals such as Gauri Pujan, Nag Panchami, Holi. For celebration of religious festivals children demanded holidays.
So far as the rules of the govt. were concerned, the organisers required some kind of flexibility. The rules of the Government were uniform and rigid with respect to all children studying in schools. Therefore some children did not receive the educational facilities. They did not get advantages of the schemes provided by the govt. So the rules of the govt. should be flexible enough to cater to the needs of poor students living in slum-areas.

Some suggestions with regards to the flexibility of rules of the govt. had been made. The rules of the government should be flexible in respect of conducting examinations of students, percentage of marks for passing examinations, the date of beginning of educational year and the days specified compulsory for attendance of students in classes. Lastly, one would say that Tejas Mukta Vidyalaya had experienced the space problems. It needed a building to conduct classes, provide educational facilities and training amenities to the children living in the slum-areas.

11. The student should feel the syllabus easy and teaching should be such that can attract students on a large scale. Some students develop school phobia in their minds and they leave the schools. The atmosphere in school should be such that the student should feel themselves at home in the schools.
12. Syllabus should be framed in such a way as to create interest among students. For the students of VIII, IX, X stds., the number of subjects in each std. should be six only.

13. While framing syllabus, the age of students should be taken into consideration. In order to frame syllabus for the students learning in stds from I to IV, one point must be taken into consideration that these students should be basically prepared for receiving knowledge of languages and sciences.

14. Emphasis should be placed on the subject like Mathematics and laboratories for conducting experiments in science should be made available in schools.

15. Framers of the curriculum of school should take into consideration the practical use of curriculum. School-curriculum should include courses relating to work-experience. So that students after passing X std. can be self-reliant to make a beginning for some vocations.

16. Availability of facilities such as drinking-water, latrine is important to the teachers and students in the schools. The headmaster of Corporation school No 10, Sadar Bazar experienced the problem such as insufficient space. Educational aids such as charts, maps and material used for sports and games were absent in this school.
There was no adequate building for students learning in Shivaji Vidyalaya, Udyamnagar, Kolhapur. The teachers teaching in Shivaji Vidyalaya experienced the acute space problem. The facilities such as availability of desks, electricity, drinking water were not provided to these students. Due to the absence of such basic amenities and facilities such school experienced low enrolment-rate and high dropping-out rate of students.

So far as Radhakrishnan Vidya Mandir in Rajendranagar slum was concerned, the school was badly in need of provision of electricity, drinking-water, latrines, a compound wall around the building itself. A compound wall would act as a barrier to prevent children from running out of school and it would act as a protection-wall for running and moving children of the school from traffic of K.M.T. buses and private vehicles.

In case of these three schools, one would like to request The School Board Committee of Kolhapur Municipal Corporation to provide the necessary amenities to such schools.

17. Camps for examining health of slum children should be organised. Importance of hygiene should be known to parents and their children so that they can maintain their personal hygiene and keep cleanliness of surrounding environment.
18. Programmes on Television should not be telecasted during the period of school-hours. Students remain absent during school-hours and watch the T.V. programmes at homes.

19. T.V. sets should be provided by the Municipal Corporations to their students to show slide-shows on educational themes.

20. T.V. films and serials emphasizing the importance of social values and social norms should be telecasted.

21. Mid-day meals should be provided to slum children who attend the schools regularly. Due to poverty they are weak and suffer from some diseases. Provision of milk and eatables is a must for these children, learning in primary schools. Facilities relating to provision of educational aid, milk should be extended to all poor students learning in Corporation's schools as well as in private schools.

22. The reasons for dropping out were that the drop-outs had either to supplement the income of their parents or look after their younger sisters and brothers. Therefore the school should be of a shorter duration i.e. it would work for three and half hours or four hours in a day.
23. The parents of the drop-outs felt that education did not help their children in earning a livelihood. Therefore, the programmes based on non-formal education might be planned to enable the pupils from the weaker sections to acquire skills in developing appropriate technology.

24. Experimental studies might be conducted to find out the suitable curriculum for the pupils of the weaker section on a large scale. Improved method in teaching would improve the attendance and punctuality of the pupils.

25. Greatest care and attention should be provided to enrolled children and the learning programme should be made simple, relevant, meaningful and effective.

26. Due to poverty and other economic difficulties parents could not provide uniforms, text-books and note-books. Therefore uniforms, text-books, note-books should be provided to students by the government and student's welfare programme should be implemented for this purpose.

27. Parent's education is a must for admitting all children to schools and maintaining their attendance in school. To fulfil this object, meetings with the parents should be organised with the leadership of the
schools. So far as the five selected slum-areas were concerned, we found absence of adult education centre in them. Adult education centres should be established in slum-areas so that illiterate parents could learn and know the importance of education in their children's lives.

28. Night-classes should be started to impart education to those students who could not attend schools during the day-time due to some economic difficulties or work at home. Teachers teaching in these night classes should be given extra-allowances.

29. The percentage of stagnation was high in I and II stds. To maintain literacy in these two stds oral or written tests should not be taken. The emphasis or stress should be laid on student's attendance in schools. The student having attendance of specific number of days should be promoted to higher std.

30. Special efforts should be made for uneducated parents through cinema-shows, rallies and exhibitions at the beginning of academic year of the school so that they can understand the importance of education.

31. Provision of libraries should be made to the students and teachers.
32. School-inspectors should visit the schools very often and while inspecting the schools they should give important suggestions for the development of the schools.


34. Delay in the sanction and disbursement of scholarships should be avoided. Proper use of facilities provided by the beneficiaries should be made. Provision of rewards should be made to the local organizations who effectively assist the slum dwellers in providing educational facilities to them. Dr. S. Radhakrishnan School in Rajendranagar was helped by Rotary Club by providing means of educational aid. Youth clubs in Udyamnagar provided text-books, uniforms to poor students in Shivaji Vidyalaya while Lion's club, Rotary club, Kolhapur Grain Merchant's Association extended their hands to help students in Prakash Vidya mandir, Sādar Bazar, Kolhapur by way of providing text-books, uniforms, note-books and money. Rotary Club and Bank of Maharashtra met with the demands of Korgaonkar School by provision of means of educational aid to the poor students. Savitribai Phule
Adoption Scheme for girls was implemented in this school. Some poor girls were adopted by the school under this scheme.

To combat with the problem of illiteracy in general and to instil educational interest among children living in slum-areas in particular, care should be taken at the time of enrolment of children in schools. One might consider the provision of educational facilities to them as the appropriate and proper remedy over the problems faced by these students. The second important point in the way of bringing about educational development of these children was to provide mid-day meals and milk to them. From one's view-point it was also necessary to establish mobile schools in slum-areas. And lastly, after having taken into consideration the comprehensive ability of these children learning in stds. from V to X should be of practical use, relevant to the satisfaction of their needs and simple.

In view of the above discussion, one would like to note the policy of the Central Govt. to the provide mid-day meals for all students in the primary schools the provision of mid-day meals has been announced by Prime Minister on August 15, 1995. [To improve enrolment, retention and attendance in all Government, local body and private aided primary schools (Class I-V). Over 6 Lakh primary schools and 12 Crores children to be covered, with an outlay of Rs. 610 Crores in 1995-96, Rs.1474 Crores in 1996-97 and Rs.2226 Crores in 1997-98.] Times of India 1995 : 21.
Limitations of the study:

The awareness of a few difficulties in the due course of study involving interviews with the respondents whether they might be either parents or teachers set limitations to the scope of study in general. These limitations of the study may be related with the aspects of study such as genuinity of the responses, public awareness, objectives and primary focus of the study. These few limitations can be summed up as:

1. **A check to find the validity of the information obtained from respondents:**

   While conducting interviews with the respondent-parents, it was experienced that respondents were hesitant to present genuine information through their conversation thus conveying the interviewer. Especially they were not ready to give true information with regards to congenial environment found in the family and income-sources. Some of them feared that providing the information regarding source of illegal income would place them in difficulties. With regards to congenial atmosphere or peacefulness in their familial life, the respondents were not found honest to furnish the correct and true information.

   So far as the reactions of the respondent-teachers were concerned, some respondents were found reluctant to present information about their teaching experience. They showed little concern about the teaching profession and activities carried on in respective schools.
In the opinion of a researcher to gain correct and true information for research-work posed a difficult job for him/her.

To check the validity of the responses of the respondents there should be a dialogue between an interviewer and respondent based on a feeling of faith. So a researcher pursuing study of education in slums would be able to complete this task with maximum accuracy in near future.

2. **Use of parents as media to collect data:**

In this study namely educational development of children living in slum-areas researcher has dealt with children as the primary focus of the study. But a researcher could not approach directly to them for interview-purposes as they were not matured enough to answer questions such as whether it was difficult for them to understand the present syllabus. Another question was related with the lack of interest found among some of them in studies. Of course some questions with regards to the liking about subjects and activities carried on in schools were asked to them. The questions pertaining to interview-schedules were asked mainly to parents in the families. The parents, here, were used as via-media or interface to collect information.

3. **Public awareness:**

Any research-project in order to be successful, needs public awareness about its objectives and utility of its implementation in society. People
were not patient enough to wait for the results of the application of findings and suggestions of the project. It was found that the respondents aspired for instant results of the project which were implemented for their benefit. They were worried and suspicious about the gain that the results would provide them with on the implementation of projects. To create awareness about the utility of research project, faith should be created among slum people. A researcher should be confident enough to convince the use of his research-work for the welfare of the slum-people. A researcher should make use of his energy, talents and skill in order to ensure faith among them.

4. Factors under consideration:

So far as the reasons for deprivation of educational facilities of slum children were concerned, apathy on the part of the parents, lack of interest on the part of children were the reasons stated in the study. But these reasons were not the only reasons for educational deprivation of slum children in the study. Besides them, there might be other responses stated miscellaneous in the study could be a limitation because we did not specify and generalise other reasons of educational deprivation of the slum children. If any researcher wants to study education in slum-areas, he may specify and add other factors of educational deprivation to the factors already mentioned in the study.
REFERENCES

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