During the post-independence period educational opportunity has been provided to all the sections of society irrespective of caste, class, creed and religion. Directive principles of state policy have expounded free and compulsory primary education to all the citizens of India. Despite expansion of educational institutions and facilities, the present literacy rate in India has increased to only about 52.11%. It is a matter of observation that still education has not reached the weaker sections of the society. Studies on slums report that there is a low literacy rate among slum dwellers. The reasons for a low literacy rate among slum dwellers could be attributed to lack of motivation to take education, defective contents and methods of education, indifferent social attitude towards female education, unfavourable home-environment of some families and poverty.

The people living in slum-areas experience a lot of difficulties. They are socially disadvantaged people. They are pressed by economic difficulties. But being the members of modern and urban life they try to attain the gains of modern urban life. Therefore they hopefully look at the future and try to get facilities for their children.

Since the main objective of this study is to relate educational development with parent's socio-economic background and educational facilities provided by the institutional and voluntary agencies as the study will enlighten us to consider the problem of educational growth to be linked with the planning and programmes conducted by the Govt. and other agencies. Some measures
for educational development of children who are deprived of education may be suggested.

To study educational development of slum children in five selected slum-areas in the Kolhapur city, a survey of heads of 200 families was undertaken, besides 50 teachers in various schools established in five slum-areas were also interviewed in order to get a clear view about gainful effect of the educational facilities provided by the Govt., as well as by voluntary agencies.

The introductory chapter includes the objective of the study.

The second chapter reviews the available literature on the subject.

The third chapter discusses the methodology used in this study.

The fourth chapter is related with the socio-economic conditions of slum dwellers in five selected slum-areas.

The fifth chapter deals with the encouraging and motivational factors which can bring about educational development of the children in slum-areas.

The sixth chapter includes the case studies of some families which are proved to be favourable as well as unfavourable for educational development of slum children.

The last i.e. seventh chapter summarises the findings of the study and it includes some suggestions for educational progress of children in general.

The last chapter is followed by a select bibliography.

Model interview - schedules form the part of appendices.

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(Mrs. M.D. Patil)