CHAPTER I

INTRODUCTION

Education is important for the development of both an individual and a nation. It endows a man with the necessary skills and attitudes in order to become an earning member of society. Educational system prepares an individual to acquire specific knowledge and skills which can enable him or her to achieve status in society. Also the economic growth of a country is positively attributed to education in general and in some cases to literacy in particular. (Shukla, 1991: 2195). The striking increase in population, poverty, the attitude towards use of education in life are the causes responsible for slow growth of educational development in India.

EDUCATION IN ANCIENT INDIA

During the beginning of the Aryan period, the education was of two types, i.e. religious and professional. Religious education was imparted to Brahmans and professional education was imparted to Kshatriyas and Vaishyas for preparing themselves for their work in life. The lower castes and out-castes (Shudras and Ati-Shudras) were deprived of any kind of education in their life. There wasn't any type of social intercourse between the Shudras and Ati-Shudras and other three Varnas. Deprivation of these Shudras was so severe that even they were not supposed to hear the Vedic Mantras. They were supposed to do menial work for the three Varnas. In the society, based on four-fold Varna system, the Shudras and Ati-Shudras were denied the
right to take education. This situation has remained the same upto the arrival of British in India.

In the meantime, during the Muslim rule in India, two types of institutions, i.e. the Maqtabas and the Madrassahs were established to impart education to Muslim children. The Maqtaba functioned with primary objective of teaching boys and girls to read and write and the Madrassah was an institution of higher learning which prepared men for the professions such as priests, judges and doctors.

The British administration took a liberal attitude and sought to establish the rule of law, a concept of individual freedom and civil liberties. The British took up the cause of reforming the age-old irrational practices of the Hindu society. In the beginning, the real pioneers of western education in India were the Christian missionaries. The British government formulated the educational policy on liberal, democratic and secular lines. They provided educational facilities to all persons in India irrespective of caste, class and religious differences. The Shudras and Ati-Shudras were provided educational facilities in the schools established by Christian missionaries. During the British regime a number of commissions and committees were appointed to chalk out the programme of education for India. During this rule, the Wood's Despatch of 1854, the Hunter Commission of 1882, the Sadler Commission in 1919, the Hartog Committee of 1926, the Abbot-Wood Report in 1936, 37 and the Sargent Report of 1944 have all recommended to provide for educational facilities to the Indians. This ultimately has resulted in the
steady growth in the rate of literacy during the British rule.

Table 1
(Figures in percentages)

Growth in Literacy (1901-1951).

<table>
<thead>
<tr>
<th>Year</th>
<th>Persons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>5.3</td>
<td>9.8</td>
<td>0.6</td>
</tr>
<tr>
<td>1911</td>
<td>5.9</td>
<td>10.6</td>
<td>1.1</td>
</tr>
<tr>
<td>1921</td>
<td>7.2</td>
<td>12.2</td>
<td>1.8</td>
</tr>
<tr>
<td>1931</td>
<td>9.5</td>
<td>15.6</td>
<td>2.9</td>
</tr>
<tr>
<td>1941</td>
<td>16.1</td>
<td>24.9</td>
<td>7.3</td>
</tr>
<tr>
<td>1951</td>
<td>16.7</td>
<td>24.9</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Source: Population studies, Directorate, Institute of Educational Administration, Maharashtra state, Pune, 1961, p.20.

The figures from the table 1 indicate the growth of literacy during the British period. The literacy rate rose from 5.3% in 1901 to 16.7% in 1951. There was a growth in literacy rate by 11.4% from 1901 to 1951.

EDUCATION IN INDEPENDENT INDIA

After the attainment of independence in 1947, we accepted the principle of universal, compulsory and free primary education to all between the ages of 6 and 14. Our constitution proclaimed the principles of equality, liberty and fraternity. During post-independence period the commissions such as the University Education Commission, 1948, the Secondary Education Commission...
1952, the University Grants Commission, 1952, the University Grants Commission, 1956 respectively were all appointed from time to time. The Government of India came out with the National Policy on Education in 1968, 1979 and 1986 respectively. In the educational policies, Government tried to provide educational facilities to the deprived sections of societies such as women, scheduled castes and scheduled tribes.

The Govt. of India is keen on expanding education to the members of the socially deprived groups in the society. A number of educational institutions, governmental and voluntary agencies provided facilities for the educational development of individual in the society. As a result, the literacy rate among the total population of India has increased from 17 percent in 1981 to 52.11 percent in 1991. It means, much is to be done to achieve the goal of cent percent literacy.

The problem of educational development among socially disadvantaged groups.

The problem of educational development exists among some socially handicapped groups. There is a slow educational growth among disadvantaged groups such as scheduled castes, scheduled tribes and women.

The table 2 showing literacy rates among scheduled castes and scheduled tribes is presented below:
Table 2

National Literacy Among STs, SCs and others.

(Figures in percentages)

<table>
<thead>
<tr>
<th>Year</th>
<th>STs</th>
<th>SCs</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>11.30</td>
<td>14.67</td>
<td>33.8</td>
<td>29.4</td>
</tr>
<tr>
<td>1981</td>
<td>16.35</td>
<td>21.38</td>
<td>41.30</td>
<td>36.2</td>
</tr>
</tbody>
</table>


The Table 3 reveals the educational disparity among scheduled caste groups in Maharashtra.

Table 3

Literate persons among scheduled caste groups in Maharashtra.

<table>
<thead>
<tr>
<th>Caste group</th>
<th>Literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Scheduled Castes</td>
<td>92,194</td>
</tr>
<tr>
<td>Bhangi</td>
<td>7829</td>
</tr>
<tr>
<td>Mang</td>
<td>1670</td>
</tr>
<tr>
<td>Mahar</td>
<td>1482</td>
</tr>
<tr>
<td>Chambhar</td>
<td>769</td>
</tr>
<tr>
<td>Dhor</td>
<td>463</td>
</tr>
</tbody>
</table>

Source: Census of India 1971, series II Maharashtra, Part V - A. Special Tables on Scheduled Castes and Scheduled Tribes, pp. 304, 305, 306.

So far as various scheduled caste groups in Maharashtra are concerned,
there is educational disparity among the Mahars, Mangs, Chambhars, Dhors and Bhangis. It is evident from the census report of 1971 that out of 194 scheduled caste people, the Bhangis topped the list with 7829 in literacy. The second to follow were the Mangs with 1670. The Mahars were ranked third with a majority of 1482. Following these three scheduled caste groups, were 769 Chambhars and 463 Dhors. The Bhangis topped the list in literacy because a large degree of occupational mobility was found among them in comparison with other scheduled caste groups. Due to this occupational mobility they migrated towards cities and hence could take advantage of educational facilities found within them where as the Chambhars, the Dhors were tied to their traditional occupations hence they did not take advantages of educational facilities.

So far as the literacy among females is concerned in 1981, only 24.82 percent females were literate, where as the percentage among males was 46.81. (Govt. of India: Census of India, 1981, Series - 1, paper - 3 p. 121) As compared to that of males, the literacy among females was less by 21.99 percentage.

<table>
<thead>
<tr>
<th>Persons</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maharashtra</td>
<td>47.18</td>
<td>34.79</td>
</tr>
<tr>
<td>Kolhapur District</td>
<td>45.36</td>
<td>30.79</td>
</tr>
</tbody>
</table>
In Maharashtra State, there is a difference of 23.92% between literacy rates among males and females. And in Kolhapur district, the literacy rate among males is almost double the rate among females. The reasons for lower literacy rates among them are generally attributed to poverty, gender bias among those rural and socially backward groups and child labour.

LITERACY RATE AMONG SLUM POPULATION.

Having considered the lower literacy rates among socially disadvantaged groups in society, in addition one has to take into account a group of slum dwellers, who are mostly the rural migrants, is identified as the economically weaker section of the urban community. The migrants living in slum areas constitute scheduled castes, scheduled tribes and other backward groups in society (Rao, Rani and Murty, 1977: 3; Naidu, 1978: 303; Singh, 1986: 35; Pati and Mohanty, 1989: 46).

The slum dwellers are migrated from their native places to cities in search of work. The slum population of most of the cities in India is estimated at 20 to 30 percent of the total population of each city (DeSouza, 1981: 175). Even today the influx of migrants to cities is high. Therefore the slum population is estimated at 40 percent of the total population in the
country in 1991. At all India level, the literacy percentage in 1991 was 52.11, whereas among slum population it was only 19 percent. The study of squatter settlements in Delhi has reported that 46% of the adult male population were illiterates and 54% of the male population were literates. So far as the adult female population is concerned, only 10% of them were literates. (Majumdar, 1983 : 32,33) From a study of tribal slum dwellers in Cuttack city, it is reported that 66.66% of total slum dwellers were illiterates as compared to the 28.43 percent being literates and 11.10 percent being educated. (Pati and Jena, 1989 : 182) Another study of slum dwellers in Bangalore city has reported that the majority (i.e. 52.40%) of slum people were without any formal education. (Rao, 1983 : 240). These studies on slum people indicate a very low literacy level among them.

A growth of slums in cities is a world-wide phenomenon except socialist countries. So the problems of literacy growth are peculiar to the non-socialist countries, for example, the United States and other developing countries of Asia. Hence a review of studies is confined to the studies undertaken in those countries.

REVIEW OF STUDIES ON EDUCATIONAL GROWTH.

In order to have a concise idea about the problem stated above, the studies highlighting educational problems in America, South Asia and South-East Asia introduce problems like school - discipline and enrolment rates of both boys and girls.
EDUCATIONAL PROBLEMS IN GHETTO-SCHOOLS IN AMERICA.

One can find some educational problems faced by the schools in slum-areas in America. The prejudices were created in the minds of both the teachers and students against each other. The teachers in these schools thought that they must deal with the academically retarded children. The students were considered by the teachers as hoodlums and brats. These were differences of skin colour between the teachers and students. Above all this, there were differences of economic conditions. The teachers were from the better areas of the metropolis or from suburbs, while students were from decaying neighbourhoods. Under these conditions the teachers were reluctant to teach and the students resisted learning. Problems of discipline were created in ghetto-schools. Teachers in slum-areas frequently faced the learning problems that resulted from health difficulties. The problems such as broken homes, unstable family life and neglected child put obstacles in the way of taking education in case of Negro children. (Clark, 1967 : 599).

So far as the percentages of combined primary and secondary enrolment rates in North America and Latin America are concerned, they were 96 and 55 respectively in 1970, while the percentage of combined primary and secondary enrolment rates in developing countries was 44 in 1970. (Huq, 1976:7).
PROBLEMS OF EDUCATIONAL PROGRESS IN SOUTH ASIA AND SOUTH EAST ASIA.

The facts about quality of educational progress in Indonesia, Malaysia, Thailand, Sri Lanka, Burma, Phillipines, Bangladesh, India and Pakistan are mentioned below:

1. Inspite of educational efforts, over 55% children were outside the educational system.

2. The number of illiterates constituted two-third of the adult population and it rose by 100 million to 800 million during the last decade.

3. With the increase in population the quantitative gap between educational supply and demand is widening.

4. The problem of financing educational development with their limited resources has in the past proved to be a major impediment to foster progress.

In Bangladesh, India and Pakistan, the most populous regions of South-East Asia, women as a class are among the socially disadvantaged people and had fewer educational opportunities. Social beliefs continued to present a formidable block to their equal participation in educational opportunities and these beliefs were stronger in places that were educationally more backward.

All the developing countries in Asian region are committed to the objective of universal primary education. The countries unable to attain the goal are bound up with several factors; some lying within the educational
system, such as physical facilities, motivation and the contents and methods of education and some outside the system such as social attitudes towards female education, home environment and the economic dependence of some families on the employment of school-age children. (Huq, 1976: 142).

Problems of Educational Growth in India during Post - Independence period.

While considering educational growth during post - independence period in India one can point out the factors responsible for slow educational development among socially disadvantaged groups in the country. Provision of universal, compulsory free education to all children up to the age of 14 and equality of educational opportunity to all citizens of India have become the cherished objectives of educational system in independent India. Both these goals are yet to be realised. In spite of several constitutional provisions and the efforts made by politicians, planners and administrators for expansion of education among the masses, the gap between socially disadvantaged groups and the rest of the population has remained alarming. The benefits of various educational schemes have rather been captured by some privileged groups and the vast segment of the population continued to be neglected.

A question is arised as to why there is a very slow educational development among socially disadvantaged groups in India. The following factors are identified for the slow educational development among them.
1. **The existence of caste system.**

   Due to the existence of caste system the attitude of discrimination is developed among various caste groups. Acceptance of traditional occupations based on caste line has proved to be an impediment among people to take education. The traditional outlook of upper caste Hindus towards scheduled caste people binds them to their hereditary occupations and leaves no scope for taking education. (Chitnis, 1978 : 226, 227).

2. **The social attitude towards female education.**

   The traditional outlook of people towards female education prevented girls from taking education. Early marriages of girls in rural areas, assigning home duties to the girls, dearth of female teachers in schools in rural areas are proved to be obstacles in their way. (Desai and Pillai, 1972 : 169; Ramanamma and Bambawale, 1978 : 34; Patel, 1984 : 7).

3. **Poverty**

   Poverty results from social and economic deprivation of people. Due to poverty it becomes an obligation for many children to work for the family. Due to economic dependency parents cannot provide educational motivation to their children. (Desai and Pillai, 1972 : 154; Chitnis, 1979 : 224; Patel, 1984 : 7; Parasnis, 1991 : 13; Dahiwale and Kambale, 1991 : 69).
4. **Physical Setting**

The scheduled tribe people live in hilly and remote areas. They are not provided educational facilities. So they remain deprived of educational facility. (Ramanamma and Bambawale, 1978: 35; Patel, 1984: 162).

5. **Defects in the implementation of various governmental schemes.**

In the opinion of K.C. Nautiyal and Y.D. Sharma the state governments provide various educational schemes to the weaker sections of society. But, sometimes, these schemes are not planned properly to reach to the weaker sections of society. Grants and educational facilities to these sections are not received by the institutions in time. Schemes like provision of residential schools, free hostel accommodation, mid-day meals, scholarships, free textbooks, and other stationary materials are not implemented in a proper way. A.S. Seetharamu is of the opinion that there are loopholes in the planning and implementation of policies and programmes organised by the government. (Nautiyal and Sharma, 1979: 27, 28; Seetharamu, 1983: 36).

6. **Method and content of education.**

According to J.P. Naik and S. Nurullah, the content of education should be related to the needs of people. Education trains individuals to encounter the problems of life. The content of education should be used in such a way that people can solve their problems in day-to-day life. Sometimes there is a lacuna in the context of education that it is not directly related to
the needs of people. Therefore people cannot realise the importance of education in their life. (Naik and Nurullah, 1974 : 456; Report on the project on a study of the incidence and factors responsible for dropping-out of children from Municipal and local authority schools in Greater Bombay and Thana District from std I to VIII during 1973-77 sponsored by NCERT, : 78).

In the developed country, U.S.A. as such the educational problems were faced by the ghetto-schools. One can find that there are differences of skin colour and economic conditions between the teachers and the students. Negro children could not take education due to their familial problems. So far as developing countries in Asian regions are concerned, the countries are unable to attain the goal of universal compulsory primary education due to the factors such as poor physical facilities, lack of motivation, defective contents and methods of education, indifferent social attitude towards female education, unfavourable home environment of some families and poverty. In all these factors poverty proves to be a major one. The factor such as unfavourable home environment of some families has proved to be a particular factor in the way of attaining the goal of universal compulsory primary education by developing countries.

The people living in slum-areas experience a lot of difficulties. They are socially disadvantaged people. Being pressed by economic difficulties, they experience a feeling of social disturbances. But being in touch with modern times and attracted by modern amenities and facilities they try their
level best to cope with the challenging modern time. Being the members of modern and urban life they look forward to attain the gains of modern urban life. Therefore they hopefully look at the future time and try to get facilities for their children. The wishes of these people are tied up with the future life of their children.

In the light of above discussion there is an effort to study the educational development of children living in slum-areas. A study of children of five selected slum-areas of Kolhapur city has been undertaken. In this study an attempt has been made to measure the indicators of educational development of these children. The Govt. has provided universal and compulsory free education to children of the socially disadvantaged groups. We have attempted to measure the three major indicators of educational development. a) literacy b) enrolment c) educational attainment. One may examine the major factors for bringing about educational development of these slum children. An attempt has been made in the study to specify the motivational and encouraging factors of educational development. We have studied socio-economic conditions of the slum dwellers. Because in order to get educational facilities, some minimum requirements to satisfy the needs of human beings such as minimum income-level, sufficient space of accomodation, stable, happy familial life are essential. And lastly we have suggested some measures to reach the educational facility to these children of weaker section of society.
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