CHAPTER II

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After having stated the problem under study in the first introductory chapter an attempt has been made in the present chapter to present the review of literature pertaining to the topic i.e. Educational development of children living in slum-areas a study with special reference to five slum-areas in Kolhapur city. The books and articles referred to in the present chapter are classified as follows:

1. EDUCATION IN WESTERN COUNTRIES:

J.I. Roberts has dealt with the problem of low literacy rates found in slum-areas in U.S.A. and other problems of the students learning in schools in ghettos. In his opinion, the teachers in the schools in slums in U.S.A. find their work very difficult because they have to deal with academically retarded children in slum-areas. According to him, children living in slum-areas suffer from nutritional deficiencies which ultimately result in the loss of energy, lack of ability to concentrate, loss of self-control and increased irritability (Roberts, 1967: 12).

Kenneth Clark has dealt with the problem of indiscipline among students studying in Harlem, in his article 'Defeatism in ghetto schools'. In his view, the dominant and disturbing fact about the ghetto schools was that the teachers and the students regard each other as adversaries. (Clark, 1967: 599).

In order to ascertain the development of education at the international
level, one has to mention some countries in the world which can give a picture of educational development in the respective countries. One can get a proper insight of educational development in Canada by Joseph Katz. So far as system of education in Canada is concerned, the author gave an account of the private and public elementary and secondary schools. So far as pre-schooling education is concerned, Canada has day-care centres, nursery schools and kindergarten schools. With secondary schools, vocational and technical schools covered a wide variety of courses. The landmark in the development of educational system in Canada was junior or community college. (Katz, 1974: 48-50).

2. EDUCATION IN ASIAN COUNTRIES:

M.S. Huq has highlighted the main points of growth of educational system of countries in South East Asia. He compared the growth of education of the developing countries in South-East Asia with that of developed countries. According to him, the problem of educational development in these developing countries was accentuated by two factors such as the backlog of illiteracy and inadequate schooling and rapid growth of population. In his opinion, in Bangladesh, India and Pakistan the most populous regions of South East Asia, women as well as special social groups in some countries are socially disadvantaged groups. The author has demonstrated the wide educational gap between the Asian region and the developed region by the enrolment statistics.
He is of the opinion that the developing countries are bound up with some factors lying within the educational system and some out the educational system. The author has suggested strategies for educational development in Asian region such as population control and use of both formal and non-formal education. The author is optimistic about the future structure of education which would be broad enough to bring the adult illiterates under its ambit (Huq, 1976 : 7,142).

Some slum-areas lack educational facilities and the literacy rates are lower in slum-areas as compared to that of other areas in cities. This fact is pointed out by 'A survey of slum and squatter settlements in Asian countries' by the United Nations Commission in 1982. The commission was of the view that the rate of illiteracy in the slum was 33% higher than in the district and Alexandria as a whole. The commission has cited a case from Sabarmati slums in Ahmedabad where most children did not attend the school and 89% of the population of the slum-area were illiterates. In view of the commission, the conditions in squatter settlement in the African region appeared to be much more worse with regards to the school attendance and available facilities while in Latin America in spite of the shortage of school facilities the literacy rates were higher. (United Nations Commission, 1982 : 157).

The problem of non-schooling of children and drop-out rate is existed in other countries also. D.U. A. Galagedeva cited a number of factors
as the causes for non-schooling of the children and drop-out from schools in Sri Lanka 209, 293 and 263 families respectively in the urban, rural and the plantation sectors were interviewed. The causes of non-schooling of children and high drop-out rate were as follows: lack of interest on the part of the parents due to poverty, absence of father and mother from home, lack of interest among children to take education, family disunity, poor health and physical disability of the children and non-availability of birth certificates of children. (Galagedeva, 1989 : 69, 70).

3. INDIAN STUDIES:

In the opinion of S. Shukla education is important for the development of both an individual and nation. Educational system endows a person with certain skills and knowledge which can be useful for him to achieve status in society. According to him, economic growth of a country is dependent upon education. (Shukla, 1991 : 2195).

K.S. Vakil and S. Natrajan dealt with the history of education in India. They classified three parts in the development of education in India as - education in ancient period, education during Mohammedan period and education during the British rule in India. They also took an account of the efforts made by the government during the post independence period in India. (Vakil and Natrajan, 1946 : 302-307).

In order to study the educational development of children in slum-areas, one must get a picture about the characteristics of slum. A.R. Desai and S. Devdas Pillai, the editors of the book 'Slums and
Urbanization' have viewed slums as inevitable and expanding feature of cities in the developing countries. According to them, the slum is basically an area of darkness, despair and poverty. The cities attract and absorb migrants from the rural areas and the so-called small cities in the country. Such people are forced to live in tiny shaky dwellings. In this way, slums are emerged in large industrialised urban centres. (Desai and Pillai, 1970 : 2).

E.E. Bergel has given a definition of a slum. In view of the writer, slums may be characterised as areas of sub-standard housing conditions within a city. (Bergel, 1970 : 39).

Nels Anderson enumerated the following characteristics of slums -
1) appearance of structural over-age and decline
2) Poverty area.
3) Over crowding of buildings and people.
4) a refuge area for the aged, the chronically sick, the homeless and the socially maladjusted.
5) low standards of sanitation. 6) immorality
7) Social isolationism. He provided the upliftment programmes for the children and youth in slum-areas which aimed at provision of educational and health care facilities on the following lines-
1. Provision of educational facilities for children and adults and vocational guidance and counselling for youth & adults.
2. Providing facilities for the care of children of working mothers.

As a deprived section of the society, A.B. Bose had reported the high incidence of wastage and stagnation among scheduled castes at all levels in the country. According to him, the NCERT has reported that in primary education and secondary education the five variables such as attendance in schools, parents' view towards the child's educational performance, motivation for learning from home, pupil's academic performance, caste and age at the time of admission to school had discriminated drop-outs from stayings. The author of this article had suggested measures for reducing high drop-out rate such as improvement of teacher-student ratio, provision of special coaching facilities for weaker students and extension of facilities for career guidance. (Bose, 1970 : 209,30).

In order to take a brief outline of the history of education in India, one has to refer to book 'Student's history of education in India' by J.P. Naik and S. Nurullah. J.P. Naik and S. Nurullah classified two stages in the history of education in India. In the first stage, they dealt with the education during the British period and in the second stage they took an account of the educational developments during the post-independence period. (Naik and
In order to study educational development of children living in slum-areas, one must have a concern with the development of education in India. F.E. Keay has given an account of the history of education in India. He classified the stages in the development of education in India such as Brahmanical education, Buddhist education, Muslim education, Western education and education during the post-independence period. So far as Brahmanical education in India is concerned, he has pointed out its early beginnings, development and special features. In the second stage i.e. Buddhist education, he has emphasised the role of Bhikkus and Viharas in the expansion of education in India. In the third stage of the development of Indian education, he has mentioned the Muslim rulers of India who took a keen interest in the expansion of education. In the fourth stage, the real pioneers of Western education in India were Christian missionaries. The East India Company and Governors of India had made outstanding efforts for the spread of education in India. During pre-independence period in India, a number of commissions were appointed to suggest recommendations for providing educational facilities to Indian people. So far as education during post-independence period in India is concerned, the author has emphasised the acceptance of the new constitution which made provisions for a national and democratic system of education. He has pointed out importance of the National policy on education 1968 which has proved to be the basis for educational development in fourth and fifth five year plans. (Keay, 1978 : 197).
B.R. Goyal evaluated the role of education in creating opportunities for scheduled caste people and in ending disparities in different sections of the population. According to him, the impediments to the slower expansion of education among Harijans, are poverty and the dissuading attitude of the higher castes towards Harijan people. The incentives were free supply of stationery to the needy and poor children, attendance scholarship, post-matric scholarships. There were instances of misutilization of these facilities in some cases. The author is optimistic in the sense that education will be a contributory factor in arousing awareness and adoption of modernised techniques for economic progress. (Goyal, 1981 : 16; 107, 108).

While considering the importance of education as an instrument for social change, development and equity in providing adequate opportunities to different groups in society, G.S. Mehta tried to examine the extent and magnitude of policy measures and provisions of educational development in independent India, for socio-economically disadvantaged groups, the relative differentials at various levels of education between the state (U.P.) and country as a whole and also in different rural and urban areas and between men and women, the pattern of expansion of different levels of educational facilities and the utilization pattern at different levels of education. According to him, emphasis was laid on the provision of incentives and subsidies, free tuition, books and stationery aids, scholarships, free hostel accommodation to the SC/ST students by the government under the provision of the opportunity-cost system. The Secondary Education Commission recommended that the
co-educational institutions should have facilities for girls' education, adequate number of women teachers. The expansion of educational facility has been in favour of rural areas particularly at the primary and middle level of education so far as utilization pattern of education among the people, sex, caste and economic conditions are the major factors. Such as enrolment rates of males are significantly higher than those of females because facilities for education of women are rather limited. Enrolment rates of high caste people are higher than those of scheduled caste people and finally students from better of families receive benefits of education more easily than those who come from poor families. (Mehta, 1991 : 51).

Since independence, vigorous efforts have been made in India to recognise and reform the system of education, to make it respond to the needs and aspirations of its people. Changes have been introduced in the form, structure, content and techniques of education. As a result, a number of issues have been cropped up in the various facts of education. S.K. Kochhar has dealt with these pivotal issues. She has taken an account of the development of the educational system existed since ancient India to the dawn of free and independent India. The author of the book has emphasised the problems relating with elementary education, wastage and stagnation, secondary education, adult education, single teacher schools, education of women and non-formal education. (Kochhar, 1967 : 89).

We find that there is a lack of motivation on the part of some parents of slum children. As a result of this, these children do not attend school.
Again one has to find out which factors can motivate children to take education and what are the objectives of providing motivation to children. In this respect, A.P. Srivastav has enumerated the sources from which lack of motivation may be resulted. According to him, the objectives of providing motivation to a child are to find out child's special abilities, work out appropriate goals for a child and to improve his social and human relations. Further he has classified motivation into three types i.e. achievement motivation, intrinsic motivation and social motivation. For him, providing motivation to children is the responsibility of parents. (Srivastav, 1982: 25).

Women, being deprived section of the society, have to face the problems such as inadequate availability of women teachers, socio-economic disabilities. Kuldip Kaur dealt with these problems existent in education of women. In her opinion, the measures for tackling the problem are as follows- Provision of scholarships to local girls, organization of condensed courses and correspondence courses for the less educated women and girls, orientation for the curriculum to meet the special needs of house-wives. (Kaur, 1985: 262-264).

In order to study educational development of slum children one has to refer to the National Policy on Education 1986 which provides educational facilities and make special arrangements for educational development of deprived sections of society. The educational policy of 1986 aimed at providing uniform core curriculum throughout the country, establishing open-school system, providing special coaching to scheduled caste and
scheduled tribe people and invigorating adult education in the country. The policy emphasised investment for childhood care and education of the young children in the country. The policy brought out to the notice of the administrators, the importance of providing non-formal education for school drop-outs, for the children from habitations without schools and for working children. J.C. Aggarwal has criticised primary and secondary education embodied in educational system in India. According to him, there are defects in the implementation of educational policy at the primary level and secondary level such as out-dated methods of teaching, unsatisfactory position of enrolment of students, high drop-out rate, total dependence on government in running the schools, non-availability of the systematic study of non-formal education, provision of uninspiring curriculum, poor laboratory facilities and unethical practices in the working of secondary school-boards. (Aggarwal, 1986 : 7, 8, 16, 17, 108, 109).

Kusum K. Premi reviewed 'Educational policy of 1986' and emphasised the important aspect i.e. education for equality of the policy. The Educational Policy intended to provide educational facilities to the disadvantaged groups in society including women SC/ST, other educationally backward sections and areas, minorities, disabled and adults. She examined the present status of primary, middle, secondary and higher education in quantitative terms and brought out the task ahead for educational planners, policy-makers and the community leaders in the country. The article focussed certain emerging issues in primary, secondary and higher education. So far as primary education
is concerned, universal enrolment and universal retention of children up to 14 years of age and a substantial improvement in the quality of education are the problems to be considered. According to her, the enrolment rates for the boys in the 11-13 age group were at 63.7% but for girls were only 38.7%. Therefore the task of achievement of universal elementary education implied raising the school enrolment from 70.5 million in 1981 to 152 million in 1990 and to 160 million in 1995. So far as secondary education is concerned, it is proposed that vocational courses should cover 10% of high secondary students by 1990 and 25% by 1995. (Premi, 1990: 129).

Fifth All-India educational survey - selected statistics as on Educational Research and Training gave statistical data regarding enrolment of boys and girls in primary schools and secondary schools during the period from 1978 to 1986. (NCERT, 1986: 60, 61).

The Muslims form a large class of Indian society. The Muslims in India are educationally backward. Imliaz Ahmad put forward two explanations for Muslim's educational backwardness such as the slowness of the Muslims to take advantage of the vast educational development since independence due to their particular attitudes or cultural ethos, i.e. their strong tendency to reject secular learning for religious education and the invidious discrimination practised against them which was reducing them to the status of hewers of wood and drawers of water. Therefore, there was a demand from the Muslim elite for reservation policy in educational institutions. The author is of the opinion that the Muslims are divided into two sections i.e. Ashraf and Ajlaf.
The Ashraf family have been belonging to the upper and middle classes, and the Ajlaf have constituted the lower middle or lower classes. The secular education was limited to the upper social strata of the Muslim society. According to Imtiaz Ahmad, the poor Muslims or those who were concentrated in lower occupations did not respond to secular education because there was no need of attainment of a high level of educational competence. The explanation put forward by the author for educational backwardness of Muslims is the small size of the social strata whose members can be expected to go in for education as a normal activity. Due to the separation between religious and secular education, the children of the lower-middle class Muslim families in the first place took to religious education and later on they took to secular education on an increased scale. Lastly, the author expressed his opinion about the availability of the community schools as they were in Kerala and Tamilnadu to the Muslim children both from the viewpoint of increasing the educational preparedness as well as enlarging the size of the educated among the Muslims. (Ahmad, 1981: 1457-1463).

G. Rajanikanth and K. Sumanachandra perceived literacy rate among tribal people in India. As per 1981 census, literacy rate among tribal people is only 16.32%. They pointed out the fact that the Govt. had endeavoured to promote education among scheduled tribes and other weaker sections by allowing 50% of the VII plan's expenditure on education. According to them, the drop-out rate among tribals is high. They have suggested the measure of identifying such needy poor parents of children and providing them remunerative
Kumar Krishna tried to relate the inadequacy of curriculum to the high drop-out rate among the scheduled castes. He criticised the provision of special facilities such as hostels, scholarships and free text books for SC and ST students. He expressed his opinion about the present educational system that the educational system failed to attract the majority of SC and ST students at the middle and secondary levels and failed to retain the students in classes. According to him, the educational experience of the SC and ST become means of training the younger members of these groups to internalise their subservient position in society. This majority of SC and ST students would not be survived in the system long enough to qualify for status jobs reserved for them. In his opinion, the worst weakness of the prevailing curriculum is that it provides a distorted view of social reality to all children. (Kumar, 1983 : 87).

Myron Weiner expressed his opinion about the relationship between child labour and illiteracy in India. He dealt with the problem of a high rate of drop-outs in schools. He is of the opinion that in the initial stages, every country has to make education compulsory to end child labour. He is of the opinion that child labour is the main cause of non-schooling of children and high rate of drop-outs in India. (Weiner, 1991).

Sheel C. Nuna has presented the literacy data during 1991 which indicated distorted and lop-sided march of literacy against the backward regions and disadvantaged groups. The data given in her paper pointed out
the fact that in spite of the efforts to develop an egalitarian social order, the country has moved towards a non-egalitarian system. She recorded a literacy rate of 52.11 in 1991. She has admitted the fact that literacy programmes have not become useful for backward sections of society. So far as female literacy rate is concerned, it is lower than male literacy rate up till now. Therefore the writer of the present paper pointed out the need for developing planning strategies for the promotion of literacy in general and female literacy in particular. (Nuna, 1991 : 454).

4. EDUCATION IN OTHER STATES EXCEPT MAHARASHTRA.

According to Alfred Desouza, 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).

There are certain socio-economic factors for educational development of children. P.K. Michael Tharakan tried to explain the socio-economic development of children in South Kerala. The first question is related to the socio-economic factors which created enough demand for education in Travancore and which prompted govt. and private agencies to increase the number of schools under their management. The second question is related to the nature of the demand for education as it was felt in the latter years of 19th century. In trying to answer the second question the author of the paper offered tentative conclusions about how primary and vernacular education came to predominate in Travancorean school network. The factors
put forward for the expansion of educational facilities during the 19th century Travancore, were the implementation of state policy allowing liberal grants to private schools in South Kerala, emergence of job opportunities in the govt. and in private trade and plantation companies, governmental intervention in education, Syrian Christian Enterprise in education, the commitment of the successive Dewans of Travancore to the spread of modern education, the aspirations of the Christians, Ezhavas and Nairs to acquire positions in governmental service and the prosperity gained by the Ezhavas in liquor trade and coconut produce. A situation of commercialised agricultural economy in Travancore created an interest among people to take education. (Tharakan, 1984 : 1913).

R.N. Pati and S. Mohanty are of the opinion that the in-migrants of Cuttack city are Santhals in a large number. They are both economically and educationally backward people. (Pati and Mohanty, 1989 : 46).

Amar Kumar Singh has expressed his views about slum dwellers. They are mostly the rural migrants and who constitute the economically weaker section of the urban community. (Singh, 1986 : 35).

Saroj Kanti Chaudhari assessed educational progress among backward castes in rural West Bengal. He selected four villages of South Bengal - Nachangacha, Mohisgot, Kanrsar, Shahajapur where backward castes predominated numerically. The illiteracy rate ranged from 65% to 96% in this area, while female illiteracy rate ranged between 90 and 100% for all villages. The over-all position of school registration among children belonging
to scheduled castes was below 20% in Nachangacha and Mohisgot and varied between 40% to 60% in Kanrsar and Shahajapur. The agricultural labour groups had lagged far behind cultivators in villages. The measures suggested for children of scheduled castes and scheduled tribes are supply of free meals, books and writing materials, conducting adult literacy classes for scheduled castes and tribes. (Chaudhari, 1970 : 196).

Ratna Naidu has cited the percentage of literate slum dwellers according to 1971 census i.e. only 23%. In her opinion, the literacy rate of the slum population has remained the same as compared to that of the city population during the decade. (Naidu, 1978 : 303).

K.R. Rao, K.S. Rani and K.R. Murty presented the percentage of illiterate migrants. According to them, it is difficult for any urban centre like Vishakha Patnam to absorb illiterate inmigrants in urban employment market. (Rao, Rani and Murty, 1977 : 3).

R.N. Pati and Basantibala Jena have presented the percentage of illiterate persons from the study of tribal slum dwellers in Cuttacl^ city i.e. 66.66%. Only 33.34% slum dwellers are literates. (Pati and Jena, 1989 : 182).

VLS Prakasa Rao has reported in his study of Bangalore city that 52.90% slum dwellers are without any formal education. (Rao, 1983 : 240).

Some children of the slum-areas do not attend the school. They are truants, sometimes they form gangs to achieve their aims. One must get a clear meaning of the word 'truancy'. N.S. Chauhan defined truancy as the
deviation from school discipline, demands of society and absorption in other personal activities. He studied truants from classes XI to XII students in twenty institutions in Agra. On the findings of the study he advocated maltreatment of child as a cause of truancy among school-going children. (Chauhan, 1968 : 1-106).

K.N. Venkatrayappa, while highlighting education in slums, has expressed the view that children's education in slum-area is not in a happy state of affair and the problem of illiteracy is acute in slums. According to him, the following factors have proved to be obstacles in the way of education of children such as poverty of the slum dwellers, inability of the children to attend the school, inability of parents to provide educational facilities to their children, unwillingness on the part of children to attend the school, indifference on the part of parents towards education, the apathy of the children and non-availability of governmental school in slum-areas. (Venkatrayappa, 1972 : 64-70).

With reference to the educational development of slum children, one must have an insight of the educational circumstances prevalent in slum-areas of Indian cities and the problems faced by the people in city-slums. Paul D. Wiebe depicted conditions of education in Chennanagar. According to him, illiteracy rates in this slum were relatively lower for the younger than for the older people and education certainly made inroads into the life of the people. He noted the insincerity on the part of the teachers in the schools; lack of interest to learn among children and apathy on the part of
the parents as factors to be obstacles in the educational development of children in slums. (Wiebe, 1975: 144-146).

Children from slum-areas are disadvantaged in many ways. Murlidharan R. has given a definition of disadvantaged child. Disadvantaged child is one who does not receive any experience which prepares him for academic learning either intellectually or attitudinally. In his opinion, one of the main problems of the disadvantaged children is the problem of motivation. So far as Indian primary schools are concerned, the problem of wastage and stagnation is as high as 40%. For helping disadvantaged children to adjust and achieve better in primary school, some suggestions such as expansion of pre-school educational facilities, use of more informal pre-school techniques in teaching, acceptance of adequate school curriculum in relation to developmental needs and levels of children have been made by him. (Muralidharan, 1976: 12, 13).

Children living in slum-areas are the children of weaker sections of society. Kusum Premi has suggested some steps for the attainment of education by the children of weaker sections of society. The first one of them is that children of weaker sections should get the chance of admission at the school at a later stage. Secondly, the vacation-timing and school hours and school curriculum should be adjusted according to the local needs of the people. Thirdly, subsidy should be provided to the poor parents and lastly, day-meals or evening-meals should be provided as the shift may be. (Premi, 1976: 256).
Other deprived sections of society are scheduled castes and scheduled tribes. A large number of scheduled caste people live in slum-areas in cities. Many authors have put forward various schemes for providing educational opportunities to these deprived sections of society because without attaining education they cannot progress economically. K.C. Nautiyal and Y.D. Sharma have propounded the fact that the crude literacy rates in several states amongst scheduled castes and scheduled tribes have been below 10%. With regards to educational development of scheduled castes and scheduled tribes they noted the fact that the wastage, stagnation and drop-out rate among them were much higher than the other communities. They criticised the method of implementation of the governmental schemes of providing financial, educational assistance to the weaker sections of society. Finally, they suggested that the department of education should develop simplified appropriate system through which benefits of governmental schemes would be reached to the deprived sections of the society. (Nautiyal and Sharma, 1979 : 27, 28).

So far as the percentage of literate people in slums is concerned, T.K. Majumdar has made a reference to the literacy rate among the squatterers in Delhi. According to him, 46% of the adult male population were illiterate and among adult females 90% were illiterate and the remaining 10% were literate. (Majumdar, 1983 : 32, 33).

K. Saradamoni attempted to present intra-caste and inter-caste differences in education, employment and land-ownership in a village population
namely Vizhinjam and Vengaur near Trivendrum in Kerala with the objective of examining whether these differences were predominantly influenced by caste or economic factors. There are some prominent facts regarding illiteracy, the educational level achieved by both males and females. Illiteracy was low even among the lower socio-economic categories and women. The author of the paper has observed the poor performance of the poor and socially backward children in the matter of education. The educational facilities provided to them did not encourage the children to make good use of schooling. They experienced inability to get specially paid coaching. This paper shows that a minimum economic stability is a pre-condition to make improvement in educational qualification. (Saradamoni, 1981: 1466-1468).

There is a high rate of drop-outs in slums. A.S. Seetharamu dealt with the reasons of high rate of drop-outs in slums. For this objective in view, he had undertaken a study of 1000 children in twenty slums in Bangalore city. The children were distributed into 500 drop-outs and 500 regular children in the respective twenty slums in the city. A.S. Seetharamu attributed the following reasons to the high rate of drop-outs in slum-areas such as the problem of medium of instruction, employment of both father and mother, the will of parents to train their children in their skilled and unskilled occupations and the size of the family. In assessing reasons for drop-out behaviour of children he pointed out the factors such as poverty, fear about the teachers in schools, ill-health of children, distance of school from home, fear of traffic, failure of the child in class, lack of birth-certificates, over-age
of children and physical handicap. He criticised schemes such as mid-day meals, pre-matric scholarships, attendance scholarships and free supply of books. In his opinion, the drawbacks in the implementation of such schemes are inadequate coverage of children who are liable to get the benefits of scheme, misuse of benefits either by the beneficiaries or the administrative machinery. So far as pre-matric scholarship is concerned, the students in the slums receive the benefit only during the next year. In case of attendance scholarship, the amount is given in terms of uniforms, books, note-books, bags and some stationery material. So far as the distribution of this scholarship amount is concerned, there is leakage of the amount between the govt. and the children. Finally, he has suggested certain measures for retention of children in schools such as provision of simple, relevant and meaningful learning programme, vigorous and sustained efforts by the teachers at the time of enrolment of children in school, proper use of facilities by the beneficiaries, provision of rewards to the local organizations who effectively assist the slum dwellers in providing educational facilities to them. (Seetharamu, 1983: 1-68).

Literacy, enrolment and educational attainment are the three indicators of educational development of slum children. A similar study for measuring the educational development of tribal women was undertaken by Tara Patel. In this study, she compared educational development of tribal women with that of Harijan women, non-SC/ST and tribal men. According her, the lowest level of educational development of tribal women was an indication of the
handicaps which they face in utilizing the available facilities and special assistance provided for education to the major tribal groups. She advocated that the major bottlenecks in the educational development of tribal women were 1) the traditional norms for female education 2) the need for seasonal migration in search for work 3) the absence of educational facilities in local area. She has suggested measures such as provision of ashramshalas and hostels in tribal areas. (Patel, 1984 : 7 162, 174, 175).

Children living in slum-areas are deprived children. What are the problems of deprived children? How is the sense of deprivation developed among such children? with respect to these two questions, an attempt to highlight the point of sense of deprivation among children has been made by Usha Upadhyaya. In her opinion, sense of deprivation is the feeling of deprivation caused by the non-fulfilment of needs due to the deficiency in the environment of the child, the deficiency of child's environment was studied with respect to his home and school environments. At home, sense of deprivation, was assumed to be caused by a lack of material resources, parental attention and affection, lack of motivation. In school situation, sense of deprivation was assumed to be caused by lack of adequate reading material, the partial behaviour of the teachers, difficulty in understanding the content of curriculum, lack of adequate facilities. The study has postulated that non-fulfilment of various biogenic and psycho-social needs of the child which may result from the deficient environmental conditions in home and school environment of the child is likely to lower the level of the child's
psycho-physical energy. As a result of this, the child experiences the presence of a feeling of deprivation in himself. This feeling of deprivation is likely to impair his self-concept and achievement. (Upadhyaya, 1985: 76, 96).

Ghanshyam Shaha expressed his views on the utility of governmental educational programmes for tribal people in Gujarat. According to him, The Tribal Area Sub-plan (1974-79) aimed at covering at least 75% of the children in the age-group 6-11 years for providing primary education by 1980-81. In addition to the finances granted by the government, special efforts to start primary schools in tribal areas were made. Especially he has taken a note of the reasons of non-attendance of children at schools namely historical, cultural and geographical locations of the tribal settlements. Majority of the children from the poor strata of tribal society are still deprived of schooling. The rate of education among the tribal females is significantly low. In conclusion, he suggested planners and administrators to adopt different approaches and strategies for raising educational levels among Bhils and Nayakas in Gujarat. (Shaha, 1985: 1, 44, 68, 71, 74, 75).

In the news reporter's report in 'The Times of India' dated 14.1.1991 there are some findings of the survey conducted by Mr. P.N. Rusia in the Tikamgarh Block in Madhya Pradesh. The survey revealed the factors which worked as taboos in the learning process of the children in Tikamgarh Block. The factors are as follows- early marriages of girls, untouchability, the attitude of scheduled caste/scheduled tribe-people towards upper caste Hindus, migration of families for two to eight months in search of work and
poverty. The report suggested solutions to the problem i.e. opening hostels
in the villages, provision should be made for villagers who come back to
their home-village for non-procurement of transfer certificates. (The Times
of India, 1991).

5. EDUCATION IN MAHARASHTRA:

Maharashtra State Gazetteers, Government of Maharashtra, Kolhapur
1960 provided the information about the agencies such as the district school
boards, authorised municipalities and private institutions employed for providing
universal, free and compulsory education to children in Kolhapur. The first
one among private institutions which catered to the educational needs of
students in Kolhapur district upto 1960 was The Prince Shivaji Maratha
Boarding House. (Govt. of Maharashtra. Maharashtra State Gazetteers, 1960 :
771, 819).

There are three indicators of educational development i.e. 1) literacy
2) enrolment 3) educational attainment. The topic for research work is
educational development of children living in slum-areas. While studying
educational development of children in slum-areas, one has to study educational
development of other deprived sections of society. Suma Chitnis presented
the literacy rates of the total population for four regions of the state i.e.
Bombay, Pune, Nagpur and Aurangabad which were based on 1961 census.
She compared the literacy rates of scheduled caste people with those of the
total population. According to her, the percentage of literates within the
scheduled caste people was lower than the percentage within the total
population. (Chitnis, 1974: 95).

In view of Suma Chitnis, Maharashtra State is the largest beneficiary of the post-matric scholarship scheme sponsored by the Central Govt. by scheduled castes. But the state is not equally advanced with respect to the scheduled tribes. According to her, backwardness and the constraints on the mobility of scheduled caste people came from the caste system while poverty and ignorance were important factors responsible for the backwardness of tribal people in Maharashtra. As a result of the promotion of education among these people they have not been integrated as equals into the Maharashtrian society. She mentioned the scheme launched by Bombay Municipal Corporation for revision of primary school text-books so that children from slums and chawls could adjust themselves to the middle and upper-middle class culture of the classroom. Lastly, she suggested two measures i.e. provision of non-formal education for scheduled caste and scheduled tribe people so that they can earn their livelihood and reconsideration of scholarships and free-studentship provided to the students from disadvantaged categories. (Chitnis, 1978: 226, 227).

A. Ramanamma and Usha Bambawale explained causes of drop-outs among the students of scheduled castes and scheduled tribes and slum children in Maharashtra. The cause of drop-outs were categorised as ecological, economic, educational. Establishment of schools away from home, the knowledge gap among the disadvantaged groups which can be resulted in their disability to complete secondary education, early marriages in case of
girls in socially disadvantaged urban families, a total indifference on the part of parents towards education, poverty and inadequate schooling facilities were counted as causes of drop-outs among students in Maharashtra. Both these authors suggested curative measures to curb this tremendous wastage in the school educational system in slum-areas such as establishment of mobile schools and attachment of creches to schools in slum-areas (Ramanamma and Bambawale, 1978: 34, 35).

In the report of the project on a study of the incidence and factors responsible for dropping out of children from Municipal and local authority school in Greater Bombay and Thana District from standard I to VII during 1973-1977 sponsored by NCERT, the terms 'wastage' and 'drop-out' are defined and the causes of high drop-out rate found in these schools, covered by the project are mentioned as poverty, use of child labour at home, parental attitude towards education, crowded class-rooms, ill-adapted curricula, lack of appropriate text-books and instrumental material, ill-trained teachers, inadequacy of teaching and evaluation. The report has made some suggestions for minimising high drop-out rate found among the children in schools such as provision of schools of short duration, non-formal education providing technical skills for children to earn a livelihood, suitable curriculum for the pupils of the weaker section and adequate teaching. (NCERT, 1978: 7 The report of 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 standard I to VII during 1973-
Suma Chitnis has expressed her views on the enrolment of children, the problems faced by socially disadvantaged children and provision of measures for providing educational facilities to these children. In her opinion, the two factors - delay in school enrolment and stagnation of the primary level of education have presented an inflated picture of enrolment. According to her, poverty, the obligation of disadvantaged children to earn, parental pre-occupation with the struggle for survival, economic deprivation, apathy on the part of the parents were the major causes for non-enrolment of children in schools. The socially disadvantaged children like children in slum-areas have to face the problem of socialization. The children from poor families depend more on gestures and intonation rather than on complex vocabulary. They do not use abstract concepts in communication or interaction with others and dexterity gains importance in the life of these children. Finally, she has suggested some measures such as establishment of residential schools, provision of scholarships, freeships, health-centres and free counselling for dealing with the problems of socially disadvantaged children. (Chitnis, 1979 : 203-207).

M.G. Mali dealt with the problems faced by the schools, single-teacher schools in Maharashtra. Some of these problems are being faced by the schools in slum-areas. According to him, inexperienced teachers are appointed in single teacher schools. With this problem, there is a large number of parents who cannot provide educational facilities to their children.
in single teacher schools. As a result of this, there is a large percentage of drop-out and stagnation in these schools. Further he has suggested some measures to provide education to children coming under the age-group of 6 to 14 years. They are as follows - provision of attendance scholarship, freeship, establishment of primary schools and Ashramshalas in tribal and hilly areas, availability of night-classes to working students, provision of libraries and mid-day meals. (Mali, 1983 : 16, 24, 76, 81).

In order to consider the development in educational history of Maharashtra, one has to make a reference to the important stages in educational developments in Maharashtra during post-independence period. Comprehensive new legislation was passed in 1949 to replace the primary education was established to advise the government on matters relating to primary education. A.R. Kamat noted the establishment of the following universities such as Pune, Marathwada and Shivaji during the post-independence period. (Kamat, 1985 : 255, 256, 267, 268).

N.R. Parasnis has reviewed the progress achieved in the field of primary education in Maharashtra State. According to him, the objective of providing compulsory primary education to all children up to 14 years of age has not been yet achieved. The reasons put forward by him for dropping-out are as follows - 1) poverty of parents 2) distance of a school from home 3) unenthusiastic atmosphere in school 4) uninteresting and inaccessible syllabus 5) uneducational atmosphere at home 6) unsuitable timings of school 7) unfamiliarity with Marathi language. He has introduced 'the chalk-
board scheme' which is included in national educational policy of 1986. According to this scheme, educational instruments have been provided to primary school and the use of formal education along with non-formal has been emphasised. The author has pointed out the experiments carried out by Tarabai Modak and Anutai Wagh in tribal areas such as the establishment of primary schools with creches and meadow schools. He is of the view that 'Pantoji' (teacher of old times) school should be reviewed in small settlements in hilly areas and small villages. (Parasnis, 1991 : 13).

Sunilkumar Lavate dealt with the problem of deprived children. In his opinion, orphans, juvenile delinquents, prostitute's children, beggar's children, leper's children, destitutes, truants, blind and handicapped children are included in the class of deprived children. In his opinion, Juvenile Justice Act of 1986 could be a boon for the opinion that in order to instil educational interest among children in slum-areas, children of nomadic tribes and beggars, informal method of teaching would be the best method for teacher. (Lavate, 1987 : 26).

Parameswaran, E.G. and Beena, C have defined the term 'Motivation'. In every action of a human being which seeks to realise a goal, motivation plays an important role. According to them, there are three types of motivation i.e. achievement motivation, intrinsic motivation, social motivation. (Parameswaran and Beena, 1988 : 285).

Armaity S. Desai has expressed her opinion regarding the motivational factors for children in slum-areas to take education and has put forward
some suggestions for minimising wastage and stagnation in the schools in slum-areas. She studied students from the two schools established by Bombay Municipal Corporation, one at Colaba and another at Danda. On the basis of report of the project she suggested that non-formal education should be provided to the students from slum-areas. She is of the opinion that motivation for education is a primary motivation. Parents with some history of education having the necessary supports to free children for returns can motivate children to take education. The book-bank scheme and a limited input of financial sponsorship of children helped the children to remain in the school. She suggested a solution to the problems of the children who have to attend to the duties at home such as taking care of younger siblings, that was splitting the divisions of primary to middle school so that all the children of a family could be accommodated in one shift. The children should feel attending the school regularly and they find the school programme as an attractive activity. The teachers should be warm, affectionate enough to become mother-substitutes for young children. (Desai, 1989: 515-523).

A.R. Desai and S.D. Pillai expressed their opinions regarding education of slum child. They undertook a study of 300 households in Goliabar slum in Bombay. According to them, nearly 39% of the total population in the sample-households were illiterate and children in this slum-area were unaffected by the educational facilities and the motivation to make use of these educational facilities. The reasons put forward by both these authors in case of the children for not going to school were poverty, taking care of
younger siblings, conservative attitude towards girl's education, physical weakness, physical handicaps, illness of children, long distance of the school from home, inability to get admission in schools, lack of interest on the part of the children and fear in the mind of child about the teacher and the school. They also put forth the career aspirations of the slum people with regards to their children as these people expressed their will and wish for their children to get well settled in future life. In the view of these authors, female education in this slum-area was given only secondary importance. (Desai and Pillai, 1972 : 154, 169).

Shanta Cokhale reported about novel method of achieving literacy for children in Dalit Ambedkar Nagar near Cuffe Parade in Bombay. Children in this Nagar work with adults shoulder to shoulder. For these working children a new project has been devised by a student of college of social work, Nirmala Niketan. In this project, a new system namely 'door-step' school was started which made literacy available to children in their time at their door-step. Door-step now runs 20 classes in the colony. Fifteen children have achieved the required literacy level. Door step's target is to cover 2000 children during the year 1991-92. In this way, the slum children of A ward in Bombay will get the minimum benefits of literacy. (Gokhale, 1991).

Sohaila Kapur Limaye turned her attention to prostitute's children in Bombay's Kamathipura area. The children in this area are ambitious and want white-collar jobs and careers in the services. Their education is non-formal. One young social worker conducted classes for those children in this
area. She expressed the need to provide incentives such as T.V., extra milk, biscuits to these deprived children. According to Sohaila Kapur Limaye, the approach towards deprived children has changed internationally. But our own policy of neglected has not changed. The only formal move in this direction of protecting deprived children is 'The Juvenile Justice Act of 1986' which has turned out to be a nightmare for children. Dr. Gilda suggested the establishment of a special school for prostitute's children in this area. (Kapur-Limaye, 1991).

6. EDUCATION IN KOLHAPUR DISTRICT:

It is the experience of researchers and scholars that despite the efforts of the government to provide universal, free, compulsory education to all children, a number of children are still deprived of education. In order to study deprivation of such children in the age-group of 6 to 20 years, S.M. Dahiwale and P.G. Kambale had selected two villages in Kolhapur district i.e. Mauje Mhalunge and Mauje Sangav. They interviewed 30 respondent parents of deprived children and the 30 respondent-parents of non-deprived children. According to them, the reasons of deprivation of children of education are poverty of parents, uneducational environment in the families, alcoholic parents, the influence of corner-gangs upon children, uncongenial social environment, absence of facilities like electricity and adequate accommodation, divorce and disputes in families. The factors such as illiteracy of parents, indifferent attitude on the part of parents towards education of children, lack of interest on the part of children in education do not

7. EDUCATION IN KOLHAPUR CITY:

Being the deprived section of society, scheduled castes in Kolhapur city suffer from educational inequalities. A large number of scheduled caste people live in slum-areas. Therefore, it is appropriate to take into consideration the educational development of these people particularly in Kolhapur city. S.S. Rajhans in his M.Phil, dissertation examined the educational development of scheduled castes in Kolhapur city. He compared educational development of scheduled caste people with that of non-scheduled caste people in Kolhapur city. Lastly, he suggested measures such as provision of free hostels, scholarships, extra-coaching classes, school uniforms and stationery, nutritious food during the recess, facility of book-banks for economically backward students and 'Sanskar Varga' for students living in slum-areas. (Rajhans, 1985 : 55, 85).

The authors of the books and articles mentioned in this review of literature expressed their views on many aspects of the problem i.e. educational development of children in many countries of the world. Some books and articles, especially, are related to the problems such as wastage, stagnation, dropping-out of children living in slum-areas of cities, tribal regions in our country and other undeveloped countries in the world. The major causes of the problem of educational development of these children are such as poverty, non-availability of educational facilities in backward parts of the country, social attitude towards female education, lack of interest on the part
of children, apathy on the part of the parents, uneducational atmosphere at home, unsuitable timings of school. These studies have suggested various measures for solution of the problem such as use of formal and non-formal education, provision of special coaching facilities for weaker students and extension of facilities for career guidance, provision of educational aids to the children of scheduled castes and scheduled tribes, provision of Ashram Shalas and hostels in tribal areas, establishment of mobile schools and attachment of creches to schools in slum-areas.
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