6.1 SUMMARY

This is the concluding chapter of the thesis. It depicts in brief, a review of the significant aspects of the whole study leading to its findings.

Calcutta is a city full of slums of different types. In some particular areas there are slums with multireligious and multi-lingual heterogenous population. A large portion of these population are illiterate working class people migrated from different provinces. Illiteracy among them naturally creates multidimensional problems in the city. The slums are the essential parts of all the cities of the world and Calcutta is no exception. As such unless and until the educational condition of these slum-dwellers are improved, the social and economic conditions of the city life are sure to suffer terribly and regularly.

Admittedly, social, economic and religious development can only be achieved if the state of literacy and primary education be improved. So the total slum development must include programme of education. Calcutta Corporation has its primary schools in both slum and non-slum areas. Yet, a large number of children are out of school along with a vast illiterate groups of adults as will be evident from the results of the study.
So naturally the questions arise what is the state and condition of literacy in those slum areas? What percentage of children are out of school or dropping out from the school? All these require proper investigation in slum areas.

The problems are recognised as -

a] To know the state of literacy in slums and to compare it with the rest of Calcutta's literacy rate.
b] To find out the state of primary education in slums.
c] To make an assessment of the provisions for educational facilities in CMC Schools.

So, the study probes into the state of literacy in multi-religious and multi-lingual slum areas of Calcutta. At the same time the conditions of primary education in those slums imparted by CMC schools must be studied.

Three types of tools have been prepared and administered on the samples of slum population and CMC schools in those areas.

The data collected from the tools have been processed and analysed. On the basis of the data the picture that comes into view is that the rate of literacy in those slums is very poor in comparison to the rate of literacy in the rest of Calcutta Corporation area. So illiteracy is high among the multireligious and multilingual slum population. Again, the picture of primary education in the slum areas
is very gloomy also. A large portion of School going children are dropouts.

In comparison to non-slum area schools, slum children in both the Hindus and Muslim communities dropout in large number though there is variation in dropout between those two religions. Again, in respect of languages there are also differences in dropout between slum and non-slum schools.

So, the interesting feature that comes up in the study is that there is significant differences between slum and non-slum proportion of dropouts in respect of both religions and languages. Tables 3B-3D indicate these differences and their significances. If we look at the Tables 4A, 4B it becomes evident that in respect of availability of educational facilities in CMC Schools, there are significant differences in some items between slum and non-slum schools.

6.2 FINDINGS:

For better description, several sub-sections have been used in dealing with different issues of the study.

6.2.1. State of Literacy - Data collected by the tool Family Data have been organised and analysed in Tables 1A & 1B for finding out the state of literacy in the slums. Table 1A indicates that among 2062 sample slum population only 715 are literates. The total number of people in Calcutta Corporation area are 43,88,262 and among them
37,11,153 are literates. So excluding the sample literates, the number of literacy has been found to be 37,10,440.

Now, in the Table 1B it is found that the proportions of literacy in Calcutta Corporation area is \( 0.8457 \) (\( p_{\text{comb}} \)), that for group excluding the sample is \( 0.845537 \) (\( p_1 \)) and for the same it is \( 0.346751 \) (\( p_2 \)). So the difference between two proportions (\( p_1 - p_2 \)) is \( 0.49918 \). The Standard Error (SE) is \( 0.7955 \) and the value of \( Z \) is 62.75 which is prodigiously high. It thus suggests that the difference in literacy rates is highly significant and the corresponding probability is much less than \( 0.001 \).

So, in comparison to the rest of Calcutta's rate of literacy, the literacy rate of the slum sample areas is miserably low.

6.2.2 State of Primary Education

In order to find out the differences in the state of primary education between slum and non-slum area CMC Schools, results regarding admission and dropouts were used. The results are given in Table 2A, 2B, 3A, 3B, 3C and 3D.

Total number of admission and dropouts in 22 slum and 10 non-slum CMC Schools have been presented in Table 2A. In slums 964 students were admitted, out of them 410 dropped out. During the same period in non-slum schools 1092 children were admitted among whom 280
dropped out. Further, the number of students in non-slum area schools is proportionately larger than those in slum area schools, considering the number of schools sampled in either of the areas; 22 and 10.

Table 2B indicates the data regarding dropouts in respect of different religions and languages (Medium of instruction). It is found that among 284 Hindu children 140 dropout from slum schools whereas among 517 Hindu children in non-slum schools 95 only dropped out.

Among 660 Muslim students in the slum areas 270 were found to dropout whereas in the non-slum area among 575 students 185 dropped out.

Further, in respect of the media of instruction, the data present an interesting fact. In Urdu medium slum schools, the number of dropouts is 184 among 364 students, when in non-slum the dropout is found to be 135 among 575 Urdu students. In Hindi medium slum schools out of 167 children 94 are found to be dropouts and in non-slum schools among 314 children 105 dropped out.

So far as Bengali medium students are concerned it is found that in slums among 433 students 131 dropped out and during that period out of 203 students in non-slum schools 40 dropped out.

All the proportions of dropouts in slum and non-slum schools
are shown in Table 3A. From the Table it is found that in general the proportions in slum ($p_1$) is .4253, in non-slum ($p_2$) it is .2564. Regarding religion's the dropout proportion among the Hindus in slum ($p_1$) area is .4929 and in non-slum area it is .1837 ($p_2$). Among the Muslims the same in slum areas ($p_1$) is .4090 and in non-slum area it is .3217 ($p_2$).

In respect of medium of instruction the proportions of dropouts in Urdu medium are .5055 in the slum areas and .2348 in non-slum areas.

In Hindi medium the proportions are respectively .5628 (in slum areas) and .3344 (in non-slum areas).

In Bengali medium schools, the same are .3025 (in slum areas) and .1970 (in non-slum areas).

It is indicated in Table 3B that the differences between dropouts in slum and non-slum areas in respect of religion and medium of instruction are all significant at the .01 level.

In general, the difference between slum and non-slum ($p_1 - p_2$) is .1689, $p_{comb}$ is .3356, SE is .0208 and the Z value is 8.096 which is prodigiously high. Thus difference in dropouts is highly significant at .01 level. Similarly in respect of Hindu religion, the difference
between the proportions is .3092, $p_{comb}$ is .2933, standard Error is .0334 and the Z value is found to be as high as 9.20, significant at .01 level. It suggests that the difference between slum and non-slum proportions of dropout is highly significant for the Hindus.

Among Muslims the difference between the proportions of slum and non-slum dropout is .0873, $p_{comb}$ is .3683 SE is .0274 and the Z score value is 3.186 which is significant at .01 level.

Regarding medium of instruction, the Table shows that in Urdu medium, the difference between the proportions is .2707 ($p_1 - p_2$), $p_{comb}$ is .3397, SE is .2348 and the Z value is 8.566 which is significant at .01 level.

In Hindi medium the difference is .2284 ($p_1 - p_2$), $p_{comb}$ is .4137, SE is .0471 and the Z value is 4.849 which is significant at .01 level.

In Bengali medium the difference is found to be .1055 ($p_1 - p_2$), $p_{comb}$ is .2688, SE is .0377 and the Z value is 2.798 which is also significant at .01 level.

Thus it is clear that both in respect of religion and language the differences between slum and non-slum dropout proportions are significantly high. But one point needs special mention. Although the difference is significant in general, between slum and non-slum area
schools, the value of Z in respect of medium of instruction are 2.798 (Bengali), 4.849 (Hindi) and 8.566 (Urdu). It suggests indirectly that Bengali medium students as also their families even in slums are more positively oriented towards education than their Hindi medium counterparts who are in their turn on a superior position than their Urdu medium counterparts. This point is further explored in the results given in Table 3C.

The total Muslim dropouts are in significantly larger proportions than their Hindu counterparts. The respective proportions are .7307 (Muslim $p_1$), .6766 (Hindus $p_2$) and the difference and the Z value are .0541 and 2.639 respectively. The Z value is significant at .01 level. Similarly, regarding medium of instructions the total dropout proportions in Bengali, Hindi and Urdu are .4995, .8972 and .7403 respectively. The difference between the proportions of Hindi and Urdu is .1569, $\hat{p}_{\text{comb}}$ is .7934, $SE$ is .0227 and the Z score value is 6.911 which is significant at .01 level. When compared between the proportions of Urdu and Bengali, the difference is .2408, $\hat{p}_{\text{comb}}$ .6430, $SE$ is .0245 and Z value is as high as 9.828. It is significant at .01 level.

Between Hindi and Bengali medium students, the difference between dropout proportions is .3972, $\hat{p}_{\text{comb}}$ is .6707, $SE$ is .0283 and the Z score has been found to be significantly high at .01 level (13.743).
Thus the table indicates that regarding religion there is significant difference between Muslims and Hindus when both the slum and non-slum proportions are taken together. The proportion of dropout among Muslim is much higher than the Hindus. In respect of medium of instructions it is most interesting to note that the difference between Hindi and Bengali is higher than others as Hindi medium dropout proportion is much larger than Bengali and Urdu.

There is intermedia difference in dropout. It is least among the Bengali medium ones and Urdu medium students hold the middle position.

When the comparison is made between different media schools in slum and non-slum schools separately, the picture becomes more clear (Table 3D). It is indicated that there is no significant differences in dropouts between Hindi and Urdu media students in slum areas but in non-slum this difference is highly significant , with dropout proportions higher for Hindi medium students. Again, in slum, there is significant difference between Urdu and Bengali (5.915 in Z score) while it is not at all significant in non-slum area schools.

The most interesting point is that, between Hindi and Bengali medium dropout proportions, there is highly significant differences in slum areas (5.903) as well as in non-slum areas (3.395).
This indicates that though in slum the dropouts are more or less same in both Hindi and Urdu medium, the dropout proportions are more in non-slum areas than Urdu and Bengali medium.

In slum areas Urdu medium dropout proportions are more than the Bengali medium dropouts. Dropout proportions in Bengali medium are in both the areas less than the other two medium. So, dropout is least among the Bengali medium students either in slum or in the non-slum area schools and highest among the Hindi medium students irrespective of locality.

6.2.3. Availability of educational facilities

Table 4A presents the number of slum and non-slum schools where different items of educational facilities are available. In all the slum and non-slum sample schools, educational facilities are not at all available equally. There are differences between slum and non-slum school facilities.

Table 4B indicates the details about the significant differences present in respect of some items. Between slum and non-slum schools, significant differences have been found in respect of (a) hygienic condition, (b) open space, (c) indoor and outdoor games, (d) Cleanliness, (e) Parent-teacher co-operation.

Besides these above items other items are not significantly different. It indicates that except those items other facilities are either available in more or less all the sample CMC schools or totally absent.
6.3 DISCUSSION

From the investigation carried out in and through the selected slums with multireligious and multilingual people some most interesting and relevant information have been brought to light. These are the supporting features of the findings of the study.

The population of those slums are of different communities and mainly consist of Muslims and Hindus. Languages spoken by those multireligious people are Bengali, Urdu, Hindi and Oriya by negligible few. Many of the non-Bengali Muslim families speak a mixture of Urdu and Hindusthani. The population is heterogenous. The general condition of those slum-dwellers is poor. They are either engaged in Dock, Port in Kidderpore - Garden Reach or working in local factories including Tannery factories in Tiljala - Tangra areas. Smuggling and other anti-social practices are Largely found in those slum areas, specially in Dock area, as there are readY foreign -goods market in Kidderpore area.

The areas are thickly populated with slums of unhygienic, unhealthy sanitation and drainage system. So the filthy atmosphere prevail in those areas specially in Tiljala-Tangra areas due to tanneries.

A large number of adults are illiterate and ignorant. People live in a segregated life of close knit communities. Minimal social relationship is found among different communities. Religious and
linguistic differences obstruct the close and easy contact among the communities. This lack of interchange of thoughts and ideals leads to disintegration. So due to lack of intercommunications among those multireligious and multilingual heterogenous population cultural, emotional or social interaction is not possible. As a result they remain rooted to one mental spot with their fore-fathers. They stick to their own belief, superstitions and age old practices which seem to be the outcome of their ignorance illiteracy and lack of integration with others.

It is interesting to note that, social life of these people has been restricted and limited to their own respective cultural, religion and linguistic group. Sometimes, it leads to disintegration among them resulting in communal clashes over even trifling matters. This limited social life may be indirectly responsible for lack of healthy attitude towards education. So though living in the same 'bustee' the non-Bengali or Bengali speaking Muslims, Hindusthani, the Bengali speaking Hindus do not freely and whole-heartedly mix with one an-other. Each community people keep a safe distance from others and maintain their own religious rituals and social customs by themselves.

The most important point is that language is the factor which gives rise to various problems. The slum people in many cases cannot communicate properly with others due to this linguistic problem. The slum dwellers of those areas speak mainly in Urdu,
Hindi, Bengali languages. A large number of them do not know the language other than their own.

Calcutta Municipal Corporation run the primary schools in those slum areas in Urdu, Hindi and Bengali medium. These CMC schools are for the children of financially deprived slum families.

(1.6)

From the investigation it has been revealed that a large number of children who are admitted in Class I dropout after 2/3 years. The probable reasons behind their dropout are many as found during this survey.

Slum families are found to suffer from population explosion. This is more acute among the Muslim families. Each family has got minimum 6/7 children with parents and 2/3 other elderly relatives. In most of the cases father is the single earning member. Specially the Muslim and non-Bangalee women do not work outside, while the Bengali speaking Hindu women in few cases found to work outside. So it is quite easy to imagine that how does the family run.

From the interview, it has been found that parents do not bother about the education and well being of their offsprings. The children are found playing whole day on the narrow pathways of the slums. These children do not get their required food, medicine and clothes. The parents send 2/3 children to schools and after one or
two years of schooling they are forced to leave the school to make room for their younger ones. (Interview section). The dropout boys then are forced to be engaged as child labour in any job, and girls remain at home for household works. So dropout children ultimately turn to be child labours.

Moreover, due to malnutrition and parental ignorance regarding hygiene and health many children suffer from chronic and contagious diseases which act as indirect cause behind their dropout or ultimately strike out the names from the school register due to long absence.

Languages sometimes act as a bar. The Bengali Hindu slum families are sending their children to Bengali medium CMC schools. A portion of Urdu speaking Muslims use to send their children to most Hindi medium schools with a handful to Bengali medium, as there is lack of sufficient number of Urdu medium CMC schools in those areas. It is natural that many of these children can never get necessary educational help from their parents. Gradually they lag behind and ultimately lose their interest in schools. That may be the reason behind the maximum dropout from the Hindi medium schools, (Table 3C). From the interview it has been found, that, working class people who migrate from Bihar, U.P. and others for their jobs use to bring their families as and when necessary. The children of those families take admission to schools and after 2/3 years of persuasion
of studies parents force them to leave schools and send them to native villages to look after their property and to cultivate lands. So non-Bengali work force is mobile in nature and because of this mobility they send their children to homeland for cultivation and others works (1.2).

At the same time, among many slum Muslim families there is the superstition regarding the education of girls. Parents do not allow their daughters to join the schools where there is no female teacher. These girls though take admission at tender age forced to leave the schools after 2/3 years. The dropout girls then study only Arabi at home from Moulvis for reading Koran, Girls education has been restricted still now in Muslim community.

From the interview, it has been revealed that, illiterate parents bother more for earning of their children than for their education. Ignorant and illiterate poor parents deprive the children of their right to education. Child labours are largely found among the tailors and tannery workers. Metaburuz is famous for its tailoring works where a large number of children are engage in this job. Tangra and Tiljala are well known for their tanneries where preliminary works are done by the child labours mainly.

On the other side, there is another type of gloomy picture. Calcutta Municipal Corporation run the primary schools in the slum in
Urdu, Hindi and Bengali medium and education is free of cost. But the desired result has not yet been obtained in the field of primary education.

During the investigation some glaring defects of CMC schools have been explored which seem to be the cause of dropout. These are related to school environment, mode of teaching, insufficient teacher availability of educational facilities etc.

It has been found that, there is total absence of hygienic condition. There is neither cross ventilation in the classroom nor adequate space for each child. Most of the slum CMC schools are held in only two/three or even in one room sometimes while classes I to IV require 4 classrooms at least for smooth running of each institution. It is quite natural that the children feel uncomfortable and under this inhumane condition it is impossible either to maintain proper discipline or to impart any lesson. Moreover the children are coming mostly from those poor illiterate slum families where discipline remain a vague term for them and we cannot expect them to maintain discipline if the environment is not favourable. To make the matter worse there are scarcity of teachers in almost all the schools. Some of the schools are run by only two teachers out of which one alternatively remain absent. That single teacher has to manage all the classes. So it it easy to imagine that proper imparting of any lesson is impossible under such condition.
Besides these, the educational equipments like books, paper, pencils are not provided by the schools to the poor children. Free tiffin is also not available in the schools. All these seem to become financial burden to the poor parents which is impossible to be born by them for a long time. That is why, after a certain period they fail to provide their children with all the necessary educational equipments leading to their dropout from the schools. (Ref. interview section).

Parent teacher co-operation appears to be meagre in the slum schools. Educational consciousness among the parents seem to be nil in most cases.

Therefore, the rate of literacy and condition of primary education are still very poor and despicable in those multireligious and multilingual slum areas of Calcutta.
6.4 CONCLUSION

Literacy is an essential and vital issue from the point of national development. Literacy and education are essential for adjustment with the national heritage. National development in every field requires literate and trained persons. Universal literacy and education are the sign of progressiveness of any modern state. The curse of illiteracy and lack of education are endangering the socio-economic growth of our country. Illiteracy and lack of education create hindrances in the way of economic development of our country. So any developmental programme requires to take into account literacy and education.

The present study probes into the states of literacy and primary education in some multireligious and multilingual slum areas of Calcutta. The investigation has been made on the basis of sample study. In this respect, the study has its limitations. The samples are not chosen at random but they are samples of convenience.

On the basis of the findings the followings conclusions can be drawn.

Firstly, the state of literacy among the multireligious and multilingual slum dwellers of Calcutta is deplorable. (6.2.1).

The difference between the rate of literacy of the survey areas and that of the rest of Calcutta is significantly wide. The difference
between them is .49918 and the Z score value is 62.7510 at .001 level. So the difference is significantly high. This glaringly exposes educational deprivation of the slum people.

Secondly, the state of primary education in the slums under study is very poor in comparison with the non-slum areas of Calcutta (6.2.2.).

The educational facilities provided in CMC schools not at all seem to be encouraging. The schools suffer from unhygienic conditions, lack of required number of teachers, free supply of educational and dress materials to the children and free tiffin system (6.2.3.).

To add more, some of the CMC schools have not much sufficient or even sometimes required classrooms for smooth running of all the classes. Many of the schools though have brickwalls, roofs are of corrugated sheets or tiles. The children do not feel comfort in such schools. All these seem to be responsible for large proportion of dropouts in those schools. It has been confessed by most of the dropouts (whom the investigator interviewed) that, school to them is neither a joyful nor an interesting place.

Further, dropouts among Muslims are higher than those among Hindus in the slum areas. Intermedia Comparison makes it clear that Hindi medium students dropout in large proportions. In Table 3D the
proportions of dropout in Hindni medium schools in slum is .5628 and in non-slum areas is .3343, whereas in Urdu medium schools in slum it is .5055 and in non-slum areas it is .2347. In Bengali medium schools the proportions of dropout in slum areas is .3025 and in non-slum it is .1970. A large percentage of these Hindi speaking students are of the families who migrated from Bihar and U.P. The proportions of dropout has been found least among Bengali students and the middle position is being held by Urdu medium students. It can be concluded that Bengali speaking families even though poor seem to be more educationally conscious rather than their Urdu and Hindi speaking counterparts.

As a whole, it can be concluded that the slum people are less educationally oriented and are not conscious about educating their own children. These people seem to be indifferent about long-term future prospects and it is also true that the children are not at all motivated correctly to attend to their classes regularly. The illiterate slum families seem not to be civic-minded at all. They may not encourage the children to go to schools. As a result there are significantly large scale dropouts in the slums.

If any programme for the development of urban slums is ventured, improvement of the state of literacy and that of primary education should receive primary attention.

For improvement of the rate of literacy the first thing is to make them educationally conscious. For bringing this consciousness
among the adult slum people wider arrangements should be made for non-formal/adult education. The long standing beliefs, superstitions, age old practices may be removed through adult education. Unless the adults themselves are literate, free from time-old lulled prejudices and positively oriented towards education, literacy rate can never be improved and as a by-product of illiteracy coupled with poverty the anti-social criminal activities will persist in those areas. So effective drive for adult education by the Govt. or by any non-govt. organisation should be taken not only for eradication of illiteracy but also for lowering down the rate of anti-social criminal activities and at the same time to develop healthy attitudes towards life and education.

So far as the primary education is concerned, suggestion can be made for the improvement of both material and human aspects of CMC schools.

It should be kept in mind that the children from economically deprived families are attending the schools. It is implied that these poor children are materially deprived at home. It is quite natural that they expect far better environment and materials in schools. That is why, healthy and hygienic environment, free educational materials and free tiffin should be provided to these humble poor slum children. Otherwise the poor children who do not get necessary food, clothes and other materials shall never feel motivated to attend the classes regularly.
Poverty stricken slum people are the victims of wrong social system. They are financially handicapped. Most of the parents have three/four or even five/six children. So it is impossible for these poor parents to afford money for providing above mentioned materials to all their children. Sometimes in spite of their noble desire of sending children to school they fail to do it due to their financial stringency. Therefore, if the materials, necessary, for attending schools are supplied by the CMC Schools, then the parents feel encourage to send their children and thus the rate of dropout can be reduced.

Further, each student has got five/six or even more brothers and sisters with whom they have to share every thing at home. It is easy to imagine what type of treatment they get at home. Home to them is a very narrow space or room where they can never feel comfort either physically or mentally. In that atmosphere love, affection, sympathy and consideration are seem to be absent completely. So if these deprived poor children can get affectionate and sympathetic treatment from the school teachers, then a feeling of binding with the school can be easily developed which may help decrease the dropout rate in CMC School.

Therefore, it can be suggested that more trained teachers are to be recruited in the slum CMC schools who should approach towards those poor little souls psychologically and affectionately.
If such measures be implemented then it can be expected that the present discouraging picture of literacy and primary education in the slum areas of Calcutta might be improved.

6.5 LIMITATION

The study has its own limitations. The investigation has been made in some particular slum areas of Calcutta with multireligious and multilingual dwellers. As it was not possible to encompass all the slums of Calcutta. Only a few particular slums had been included in the study. So the findings of the study are limited and confined only to those particular slum areas of Calcutta.

For investigation into the rate of literacy in those slum areas, all the slum families had not been enumerated. Random sampling was not at all possible. Due to some unavoidable reasons arising in the slum environment, all the families could not be interrogated. Naturally, the investigation had been made with the sample of families that agreed to cooperate. So instead of random sampling the study is limited to a sample of convenience.

For the study of state of primary education, the CMC schools which are engaged in the task of educating poor children, had been selected. The CMC schools of those particular slum areas along with a few non--slum CMC schools for comparison had been selected as sample. There are primary schools in those areas other than CMC
School. But non-corporation schools had not been considered. Therefore, the study is limited only to the findings of the corporation schools (CMC) in those particular slum areas of Calcutta.

6.6 NEED FOR FURTHER STUDY

Research never ends; one topic begets other. Present study has thrown light to some relevant aspects. At the time of investigation, the investigator had come across some related issues which she felt required further study, within the limited span of this research work it was not possible to study other aspects. This present research work had led different topics to be studied further.

Firstly, a more sophisticated study to probe into the socio-cultural economic-religious and lingual basis behind the low literacy rate in the multireligious and multilingual slum areas of Calcutta should be ventured.

Secondly, there is a need to study on a broader basis the socio-cultural and economic factors really responsible for high rate of dropout in the slums.

Thirdly, in the present study the maximum number of dropout has been found among Hindi speaking students, large percentage of which come from migrated families from states of U.P. and Bihar. A thorough investigation is required to know the mobility of the Hindi
speaking working force. If there is any special issue behind their mobility and how far this mobility affect their education of their children require independent study.

Further, on a wider basis a study need to be undertaken to appraise the state and functioning of CMC Schools in general and those in slum areas in particular. The present study brings to light the rate of dropout and the inadequate educational facilities available in CMC Schools in the particular areas. But it requires to study in details the present functioning of CMC schools covering all the different aspect in view for better decision making for the improvement of primary education in those slum areas of Calcutta.