CHAPTER IV

I have chosen the problems of teaching English in vernacular medium schools of slum area of Mumbai for my study, to build up the background knowledge of slums of India and the World, I have reviewed and collected information as given below.

4.1 Slums of the World

“A squatter is a person who settles on public land without title; a person who takes unauthorized possession of unoccupied premises.” (The Concise Oxford Dictionary)

Figure-4.1 Slum in Nairobi

Encyclopedia Britannica defines slums as “…residential areas that are physically and socially declined and in which satisfactory family life is impossible.”

According to Mrs Anna Tibaijuka, Executive director of UNCHS [United Nations Center for human settlements], more than billion people in the world are deprived of adequate housing and basic facilities in slums and squatter settlements. To improve their living environment is a challenge of the urban age and everyone must work hard to make sure that one day there will be a world without slums.
According to the study, more than 1 billion people around the world live in slums and the number can increase to 2 billion by 2030 if no action is taken for their welfare. The markets in the slums sell sour milk, contaminated chicken, and spoiled meat pieces. Most of the slum dwellers have never tasted pure, drinking water and many suffer from hunger and diseases such as AIDS and Malaria. According to Dr. Tibaijuka of UNCHS, government agencies in developing countries generally tend to focus on the poor living in villages and rural areas, so, the plight of slum dwellers often goes unnoticed though they live in misery.

Though the definition of a slum varies in different countries, there are several common factors. A slum is a residential area in an urban region that is occupied by the extremely poor who do not have no their own land. These people squat on either private or public vacant land.
The hope of a better life prompts rural inhabitants to migrate to cities. They believe that cities will provide better quality of life as well as vicinity to better jobs and incomes.

The question of adequate housing is one of the first problems that faced by the inhabitants. They build illegal shelters on any vacant piece of land as it is the only option available to many urban migrants. This problem is intensified by the inconsiderate attitudes of several government agencies, who think the development of slums needs to be eliminated.
Municipal services within these areas are insufficient or don’t exist at all, due to the illegal status of this slum. It lacks water supply, electricity, sanitation, roads and drainage, schools, health centers and market places or operate at a minimum level.

Public water pipes are often provided as water supply to individual households is unavailable. But these pipes frequently get filled with excrement and defuse due to which water becomes smelly. This unsafe water is used by the slum dwellers for drinking and other purposes.

They face similar problems for electricity, drainage, and toilet facilities. Public authorities hardly pay attention towards these problems. Therefore these areas become a breeding ground for germs and disease. Inhabitants live in squalor.
Dharavi, Mumbai, India

The slums of Dharavi spread out over parts of the Sion, Bandra, Kurla, and Kalina suburbs of Mumbai, India. It is situated in the heart of the world’s third largest city and occupies an area of 500 acres. Approximately 600,000 to 1 million people live in this slum. This every day budding slum exports goods around the world, and its total turnover is estimated to be more than $650 million US dollars each year. The re-development of this slum has been delayed due to the global economic and financial crisis.

Orangi Town, Pakistan

The slum located in the northwestern part of Karachi (Pakistan), is the largest slum in Asia. People from various ethnic groups are the inhabitants of this slum. As per the 1998 census, the population of Orangi Town is more than 720,000.
Kibera slum, Nairobi, Africa

At least 550,000 Nairobians that is 60 percent of Nairobi’s populations live in Kibera which even can’t be found on a map. Kibera does not receive municipal services, as well as public waste collection. Some of the huts are even built on trash and their refuse contains excrement, which contaminates the water. From the garbage, hazardous and infectious diseases are on the rise and malaria is a huge worry at present. The estimate of people live in Kibera is 750,000 people in one square mile.

Rio De Janeiro, Brazil
Shanty towns in Brazil are known as *Fevelas*. They are somewhat different from slums in terms of origin and location. Usually, slums are created when rural migrants come to the city and are unable to find proper and affordable housing. Whereas, shanty towns emerge when large groups of people become displaced.

Several *favelas* have electricity these days, but they are practically unapproachable to vehicles. They comprise sporadically self-constructed houses that are illegally occupied and often built one on top of another. The houses are connected by a network of stairways, sidewalks, and simple tracks. Many of them are built on hills that overlook the city’s prosperous neighborhoods.

![Figure-4.12 Slums of Rio de Janeiro](image)

In 1969, Rio de Janeiro had approximately 300 favelas. The number has doubled since then. Rio de Janeiro and Sao Paulo contain some of the biggest *favelas* in Brazil.

![Figure- 4.13 Govandi slum , Mumbai](image)
4.2 LIFE IN THE SLUMS OF THE WORLD: A COMPARATIVE STUDY

According to the research made by United Nations, every seventh person now is a slum dweller. Their numbers are increasing all over the world and they are coming together to improve their slums.[Y. P. Aggarwal and Sunita Chugh 2003].

Nairobi, the capital city of Kenya, has its centre built like any modern city but has vast stretches of thickly populated, shanty towns surrounding it. 55% of Nairobi’s population lives in these slums.

Mtumba is one of such slums which is on the edge of Nairobi National Park, where unsanctioned community of 6000 people live in 800 homes which are built on 5 to 6 hectares.

The people of Mtumba has formed a governing council of their community and leader of this council they choose by informal elections for several years as they do not get any help from the city government. Therefore the people of Mtumba have planned their own ways to take care of life and security of slum people.

They do not depend on the government for anything. They have two small taps which supply water to the whole settlement. These taps are not fed by city water but by private companies who sell their water at a premium. But no company has yet established any sort of business of setting up toilets or sewers. Instead three flimsy pit latrines are shared by the 6,000 inhabitants. They use flying toilets which are baggies of human excrement that are flung atop roofs or into rubbish piles.

Cinders and fumes from disordered piles of burning garbage mix with ash and smoke from coming from the charcoal cooking fires when women prepare meals. Majority of Nairobi's households in slums use charcoal for cooking, but the whole neighbourhoods are smelly and lack both electricity and garbage removal.
It is difficult to determine the degree of HIV infection, but it is assumed that most of the adults are HIV positive and therefore their life span is five years due to the lack of any medical aid. It is surprising that most of the children are born free of the infection. The few children that are infected usually die within months of childbirth. Hence, most school-aged children are free of HIV. As a result, there are thousands of orphaned children living in the slums. In many cases, 10 years old children have to take the responsibility of being the head of the household and the family lives in 8' x 6' rusted-tin huts where 6 or more may sleep on cardboard.

Everything in Mtumba, seems insecure and informal as there is no land ownership and public infrastructure and even no protection is provided by the law. Mtumba's families who landed in this location in 1992 tried to fight against it twice. Since then they are often threatened by Nairobi Officials to destroy the community and on one occasion, the settlement was completely demolished with the bulldozers. Some homes in the settlement are destroyed more than 10 times. Castro the leader of the settlement told that there was always fear of demolition squad and therefore they felt themselves as refugees in their own country.

Slums like Mtumba, Greenwich Village in Manhattan or the Rive Gauche in Paris are the examples for modern urban living. According to the research made by the UN the sum of people live in slums of Kampung in Indonesia, a Favela in Brazil, a Gecekondu in Turkey, or a Katchi abadi in Pakistan is between 835 million to 2 billion. The population of people living in formal housing is now outnumbered by in some of the largest cities of the world like Bombay, Bogotá, and Cairo the population of slum dwellers has surpassed the population living in formal housings. New slums are exploded in sub-Saharan Africa and South Asia-the because of sudden urban growth combined with the worst poverty of the world. Global population is hoped to increase by another 2 billion over the next three decades. According to the city planners, the increasing population will put pressure on developing cities, because of urban migration and high birth rates.

A number of factors are driving the growth of cities worldwide. The number of rural jobs has curbed rural economies in many regions which resulted in environmental degradation, military or ethnic conflicts, and the mechanization of agriculture. Many people are drawn to cities due to the prospect of better-paying jobs.
Latin America is far away from the most urbanized regions of the developing world. The proportion of rich and poor people in Latin America who live in cities is almost equal. While only 37 and 38 percent of Asians and Africans live in cities respectively, shift of poverty to urban centre is seen by a number of nations. For instance, there is increase in the proportion of people living below the poverty line in rural Kenya between 1992 and 1996 is 48 to 53 percent respectively, while that of doubled in Nairobi from 25 to 50 percent.

In general, the "off-the-books" nature of Mtumba and other informal communities enjoy certain advantages of lower rents than in formal housing. They are free from property taxes. clumsy zoning laws that separate housing from businesses, and free to set up shop inside their homes or just outside. Mtumba's commercial band claims rows of brightly painted storefronts, each about 1 meter wide and it consists produce stands, coffee shops, a "movie house" showing videos, a barber shop, and an outfit that collects old newspapers.

Slums are often situated in a city's most condemned area like, on steep hillsides, in floodplains, or downstream from industrial polluters-leaving residents susceptible to disease and natural disasters. Another long-term cost is the finest residents pay for basic services. The African Population and Health Research Centre recently made a research and showed that Nairobi's slum dwellers pay more than residents of wealthy housing estates for water but use less than adequate to meet health needs. "A family needs 100 litters per day for drinking and cleaning," says Mtumba's Tom Werunga. Income of people is on average, make about 50 to 60 shillings (60 to 75 cents) per day so cost of 100 litters 25 Kenyan shillings (30 cents) if they pay for buying water half of their income will be spent.

Landlords operating in slums can easily extort their tenants without fear of legal option. And the proportion of renters in slums is higher than commonly thought. Ratio of enterprising landlords in slums is higher and they quick in developing vacant land close to employment opportunities. The Kenyan government and UN-HABITAT, the UN agency for human settlements, which happens to be headquartered in Nairobi made a study and found that four out of five slum residents in Nairobi are renters. The huts are profitable investments, yielding returns in less than two years (compared to 10 to 15 years in the formal property market). Still the landlords do not
reinvest their profits by repairing the huts or providing electricity or water. The tenants also do not hold landlords responsible.

Without sufficient and safe water, toilets, and garbage removal, crowded slums breed diseases that threaten the overall health of entire cities. More than half of Nairobi's 3 million people live in slums, which covers just 5 percent of the city's land area. In urban centres throughout the developing world, AIDS and tuberculosis are spreading rapidly. The death rate of children under five years of age is 151 per 1,000 births in Nairobi slums which is far higher than the average of 61 per 1,000 for the city as a whole.

Economic disparities may considerably obstruct public health, as per several new studies. Economic inequality in the United States and parts of Europe correlates with reduced public health is shown by the Society and Population Health Reader has brought together journal articles. In Nairobi where slums occasionally had classy, gated enclaves, the economic disproportions are as visible as the public health nightmare.

In an era of exceptional economic prosperity the growth of slums contribute to tensions that threaten local, national, and even global safety. Poor urban settlements are breeding grounds for disease, crime, and terrorists [Molly O'Meara Sheehan 2003] warned Anna Tibaijuka, the head of UN-HABITAT, in April 2002. The poor are disproportionately the victims of crime while desperate situations foster problems. Some slums are crime ridden and some are crime free, but more dangerous are those that lack municipal or community policing.

After terrorist attacks in the United States on September 11, 2001, New York Times columnist Tom Friedman wrote, ‘In an progressively interconnected world, it will be impossible to ignore the problems of people living in frantic conditions at home or abroad: "if you don't visit a bad neighbourhood, a bad neighbourhood will visit out"’ [Red Roof Academy 2011].

Many children in these slums walk or run over sharp rocks, human and animal waste, and all sorts of garbage without shoes. The desire to help slum dwellers into better housing has been carried out with rather frustrating outcome throughout history. In the United States, for example, the 1949 Housing Act allowed cities to destroy shattered neighbourhoods and build giant public housing projects to house the newly displaced dwellers. Such campaigns were also launched in
1960s in the developing nations like Brazil, Colombia, Egypt, and South Korea. The networks of family and friends that slum-dwellers had used to survive were destroyed by these costly efforts. With fewer job prospects communities often had to move from inner-city locations to outer areas. Added transportation costs meant less could be spent on food. In many cases, the new public projects could not be afforded by the people whose homes were destroyed which end up housing wealthier residents. "Urban renewal" projects often had the obstinate effect of worsening living conditions for the people they were planned to help.

The city planners realized that poor people had been improving their neighbourhoods more effectively and with less money than many government projects, this is a major shift occurred in the 1970s. Drawing on his experiences British architect John F.C. Turner, who was working in the slums of Lima, Peru in the 1960s, challenged the normal custom with his influential 1972 book, *Freedom to build*, warned those officials to stop doing more harm than good.

Lacking city services, some communities have decided to bring improvement in slums themselves. One of the leaders Akhter Hameed Khan, began activating the community of Orangi, the largest squatter settlement in Karachi, Pakistan in 1980. He is the founder of a research institute called the Orangi Pilot Project to help residents to organize and build a drainage system. Each block collected money and began construction of their own drains, which added some 90 percent of Orangi's residents by the late 1990s. Child death rates in the settlement dropped from 130 per thousand to 37 per thousand between 1982 and 1991.

In the slums of Nairobi, communities began to gain some level of political importance. For example In Mtumba, residents have begun to organize. "On our own," says Tom Werunga, "we have built a school." Four teachers manage morning and afternoon shifts to teach more than 400 children in three classrooms. The classroom consists of a small chalkboard, and about 30 to 40 small children. The survey done by Africa Population and Health Research Centre (APHRC) in 2008-2009, found that many children in the slums suffer due to lack of schools. Consequently, the survey that was done in Nairobi slums of Korogocho, Viwandani, Mukuru, Mathare and Kibera found that due to lack of education many gangs emerge from these slums whose members do not go to school hence threatening the safety of people within that environment.[ Chetan Chauhan ,2009]
In Kibera, there were few good and disciplined schools who serve slums, for example Olympic, old Kibera, Jamuhuri, Toi and others. But these previously good performing schools lost their dignity due to the fact that the government is offering free education to all children in the Republic does not really change or improve the performance of pupils in primary schools countrywide. Due to the introduction of free primary education by the government, all the public schools received many children, and this ruined the good results displayed by these schools. The ratio of teachers to city pupils is also not proportional and this is the main problem in Primary schools of these slums.

Tabitha being in charge of the advisory of all public schools in the city agrees that lessening illiteracy among the people living in slums is challenging without sufficient facilities. “We have begun a campaign dubbed Rudi Shuleni which is meant to encourage all the children in Kibera who have not gone to school, to go back to school, but we are facing a challenge because the facilities on the ground are not enough and pupils spend their days in school suffering from hunger thus prompting them to steal.” Tabitha, further explained that “school feeding programme” had been begun by city hall through the ministry of education. This, programme promises to ease the burden of parents in providing food for their children and to help the pupils concentrate in class.

Slum/Shack Dwellers International (SDI) Group was formed in 1996 when the Asian Coalition for Housing Rights and the South African Homeless People's Federation joined together. Today, the group has members from various countries. In recent years, these new federations have voiced ground-breaking tactics for urban development, and they work as equal partners with government to undertake efforts to improve slums. Home security, employment opportunities and government representation, are the three thing about which they always worry.

1. Home Security

"Land is the key to implement any project for development," says a Mtumba teacher who is working in the community's self-run school explains that the people of her community have difficulty in convincing themselves to spend money in water, toilets, or any sort of improvement due to the fear of getting bulldozed their homes every day. Land plays a main role in under
taking any project of progress. But here the main obstacle the land does not belong to slum dwellers legally.

This problem of safe land occupancy is gaining importance. The UN's Millennium Summit in 2000 of state meeting in New York has promised to improve the lives of 100 million slum dwellers by 2020. The two methods of "improvement" are to be admission to sanitation and security of occupation. Slum dwellers are not counted in the censuses of many governments.

2. Employment Opportunities

Mostly, seeking jobs, people come to cities end up in slums, living in-with unstable homes, mounds of garbage, and inadequate water supplies—could become key causes of employment. Municipal authorities pay little salary to slum dwellers to build drains, collect garbage. To provide jobs for the poor people to make a living, cities could also renovate their policies.

In 2000, the Kenyan government devoted itself to work with the slum dwellers’ federation, which consist local authorities on a seven year slum-upgrading activity. Under this program extension of roads and services into slums are made and connected them to the city. UN-HABITAT's Chris Williams says that his organization is working for providing sources for job opportunities, housing, water, electricity, and other services.

Urban gardens can be nurtured with collected and compost garbage waste and even human excrement and can reduce the problems and costs of waste management. According to the UN Development Programme, 800 million urban farmers harvest 15 percent of the world's food and this can be increased if governments encourage to undertake the above the practice. Agriculture provides the highest self-employment earnings in small-scale industries in Nairobi and stands third highest in Kenya.

Costly transportation obstruct the poor people in taking the jobs in cities. Zoning laws at Kenya separate homes from businesses areas, so poor people invest in arrangement for private cars, rather than standing in bus lanes, which is a cheap transit or use safe pedestrian walkways or use bicycles. Today, bus fares are so high that 40 percent of Nairobi’s citizens cannot afford it. If priority is given to cheaper forms of transportation like small buses called matatus in Nairobi and
bicycles by the government, large number of people will be benefited. For many years, poor people could not buy bicycles due to heavy taxes on bicycles and a heavy registration fees on bicycles in Nairobi. Sales of bicycles increased by 15 percent when Kenya reduced its tax on bicycles from 80 percent to 20 percent between 1986 and 1989. Buildings and money-making activities could be helpful to enhance financial atmosphere and strengthen communities. In Nairobi's jua kali, or "hot sun," important source of income for many poor people are workers-street hawkers selling vegetables, motor parts, and all manner of goods and services.

3. Government Representation

A number of factors can contribute to limiting the public scrutiny of key decisions regarding resource allocation: complicity between politicians and real estate developers; government influence over the press; or a weak civil society, for example. The wealthy, even if a small minority, have greater political power.

Government corruption also takes a disproportionate toll on slum residents. "When you take a complaint to a local authority employed by the government," says Isaac Mburu, who lives in Nairobi's Mtumba slum, "if you go without cash, you won't be served." While 67 percent of all Kenyans surveyed recently by Transparency International-Kenya said that interactions with public officials required bribes, 75 percent of the poorest and least educated said they were forced to pay bribes. An independent team visited Kenya in March 2000 and concluded that "the land and housing situation is characterized by forced evictions, misallocation of public land, and rampant land grabbing through bureaucratic and political corruption." According to Transparency International's Michael Lippe, "corruption is a tax on the poor." [Indian NGOs 2011]

In some parts of the world, however, community organizers and dedicated leaders are upset by corruption. Porto Alegre, Brazil is famous for a municipal budgeting experiment which began in 1989. It invites citizens to engage in setting public urgencies and shows people how funds are assigned. A survey done after the first year of participatory budgeting revealed that the process had improved the voices of the city's poor. Urgency for clean water and toilets were the highest of city's slum population than that of public transport.
Today, participatory budgeting has been introduced in more than 200 cities in Latin America. Brazil sanctioned a national "City Statute" in July 2001. According to this, among other procedures, municipalities should include citizens in urban planning and management, through participatory budgeting. While only a small share of a city budget is usually up for grabs, the process does get important problems on the agenda and helps fight corruption.

In Bombay, growing partnership between local authorities and the national slum dwellers federation has benefited both the municipality and poor neighbourhoods. "Fifteen years ago, we were just trying to get poor people to be part of the city," said Sheela Patel, director of the India-based Society for the Promotion of Area Resource Centre. "Now there's a realization that this is a key component of good governance." For example, she says, "When hawking is illegal, the municipality loses 170 million rupees ($3.5 million) per month by not giving the hawkers licenses."

The first ever Nairobi Civic Assembly in January 2002 demanded the government to open itself up to all citizens, including the poor majority.

For years, whenever residents of a Nairobi slum tried to repair their homes, the city council obstructed them. He forced them to pay bribes or obstructing their efforts on the grounds that they were residents on public land. The community made attempts to come together to overcome these problems but failed to do so. Once, when they collectively refused to pay the bribes, their houses were set on fire.

"With the savings scheme, we are not only collecting money, we are collecting people," says David Mwaniki, a 37-year old father, who makes his living by selling utensils. He also works as the assistant to the secretary of Huruma's community council, which organized the savings group. He appeals the people living in informal settlements all over the world to join the group to eradicate poverty and wipe out slums."

Recently, three surveys were conducted in New Delhi, and it is found that nearly one fourth of a million children living in slums do not go to schools. The findings have also highlighted the problems of unemployment, poor health and lack of civic facilities in these slums.
According to the survey out of 1.38 lakh million people, 25 lakh people live in Delhi’s slums of which 2.42 lakh children do not go to schools. This means only 71% of Delhi children go to school as compared to the national average of 94.5% and it is 100% in states like Tamil Nadu. While expressing the surprise on the state of children in Delhi, Amodh Kanth, chairperson of Delhi Commission for Protection of Child Rights (DCPCR), said about the failure of the city to implement alternative modes of education to bring children who are not admitted under the education system.

The survey, conducted by the *Samajik Suvidha Sangam Society* under the support of the Delhi government also found that 25.4% of the slum population, considered the most weak section, was illiterate and 92.3% of them did not have a bank account. The survey of 12,000 households in slum clusters exposes the educational disparity between the rich and the poor. Only 4.7% of them were graduates, 7.9% had passed Class XII; about 20% had completed elementary education and 15.2% primary education. “About one million children come from poor and vulnerable backgrounds and their basic rights and needs are not satisfied even though several government schemes are available,” Kanth said.
4.3 The slums of Mumbai

Definition and typology-

Slums are a widespread type of settlement in Mumbai and can be interpreted as an answer to the city’s housing shortage that has been constantly increasing since the 1940s. As defined by the 2001 Census of India, a slum is a compact area in which at least 300 people live in or about 60-70 households of poorly built congested residences, in unhealthy environment usually with poor arrangement without proper sanitary and drinking water facilities. These are commonly referred to as jhopadpattis or squatter settlements in the local terminology. Yet, this generic definition hides a great heterogeneity among slums, based on their size, location, density, consolidation levels and economic structure.
This restrictive definition also excludes other kinds of substandard housing structures that can be found in Mumbai, namely *chawls* and ‘pavement dwellings’. *Chawls* were initially rental tenements provided by factory-owners and by the public sector units to house low-income male workers during the first half of the twentieth century. These were excluded from the Census’ definition of slums. These are between one and three-story buildings with one-room tenements including cooking spaces and shared common lavatories. Through time, densities in *chawls* have grown sharply as a result of family consolidation. These structures have now become more and more dilapidated due to lack of maintenance, partly as a consequence of the Rent Control Act, 1948 (see Figure 13).
Most ‘pavement dwellings’ are similarly excluded from the Census’ definition of slums, as they are often small, scattered and recent structures (see Figure 3). These hutments built on the ‘footpaths’ (or pavements) of Mumbai’s roads, close to centers of economic activity, usually house families headed by male migrants. They are systematically excluded from rehabilitation schemes.
The singularity of Mumbai slums-

The pressure on the housing market has constantly been increasing since the beginning of the century. In 1911, 69 per cent of the population of Mumbai was living in one-room houses, by 1971, this figure had gone up to 77 per cent. But it is only since the 1940s that large slum settlements have started growing. The first official Census of slums was carried out by the Government of Maharashtra in 1976: 902,015 dwellings were identified in 2335 pockets (Risbud, 2003). As per the record of Census of India, 2001, Greater Mumbai comprises 1959 slum pockets, providing houses for 6.25 million citizens, which is 54 per cent of the city’s population. These figures are the highest ones recorded for an Indian city through the census (Risbud, 2003).

The estimated average household size in slums is 4.5 and the sex ratio – 842 women for 1000 men – is higher than in other types of settlements (811 women for 1000 men in Greater Mumbai).

In Greater Mumbai, 6 per cent of identified settlements are predominantly temporary structures while 62 per cent are permanent ones, mainly made with bricks and reinforced cement roofs. It then appears clearly that most slums have become long term answers to housing scarcity. It comes out as well that consolidating investments are the result of a higher level of perceived security; slums facing constant demolitions or credible threats of evictions display the most temporary structures. Slums lack the most basic services: 49 per cent of slum dwellers get only water through shared standpipes and 98 per cent of slums do not have any organized system for waste disposal. Sanitation remains the most worrying problem, with 73 per cent of slum dwellers depending on community toilets, while as much as 28 per cent still defecating in the open (Risbud, 2003).

In terms of localization, while the Census shows that 54 per cent of Greater Mumbai’s population lives in slums, such settlements only occupy 8 to 16 per cent of the city’s land. These
are mostly located on areas not suitable for development, like low-lying marshy lands, hillsides and areas along railway tracks. A large movement of slum expansion and densification can be observed in suburban wards, which encompass an increasing share of the city’s slums from 79 per cent which was in 1976 increased to 83 per cent in 2001). In contrast, the slums located in Mumbai Island have been facing constraining overpopulation (see Figure 15).

Figure-4.17 Dharavi in Mumbai.

Dharavi, one of the largest slums in Asia is located in Mumbai Island, it was estimated in 2002 that the number of dwellers had reached 700,000 and that the density exceeded 100,000 inhabitants per km [Saglio- Yatzimirsky, 2002]. This concentration of population has led to a consolidation of settlements structures, together with an increase in the number of tenements per plot of land and even an ‘informal verticalization’ of slums: 42 per cent of slum dwellings now have an area of 10 m or less, while 45 per cent have two or more floors.

Dharavi, spread over 557 acres and housing nearly three lakh people, is no longer Asia's largest slum. Mumbai has at least four larger slums, some of them three times the size of Dharavi. The erstwhile smaller slums in the suburbs have metamorphosed into contiguous, larger slums. The Kurla-Ghatkopar belt, the Mankhurd-Govandi belt, the Yogi and Yeoor hill slopes stretching from Bhandup to Mulund flanking the Sanjay Gandhi National Park (SGNP) on the east and Dindoshi on the western flank of the National Park have all eclipsed Dharavi.
The Mankhurd-Govandi slums that have recently formed up at the base of the Deonar dumping ground has the lowest human development key in the city. These slums have come up on hill slopes and mud flats and are constantly in the news for malnutrition deaths.

Mumbai city is largely clear of slums except on the borders, like Dharavi in the north, Antop Hill in the east, Geeta Nagar and Ambedkar Nagar in the south and Worli village in the west. Since 2005, as part of BMC's road widening projects, the action against slum dwellers seems to have had a transformative effect. The clearing of slums along Senapati Bapat Marg from Mahim to Elphinstone and P D'Mello road from the General Post Office, Mumbai CST, to Wadala were their significant activities.

The Kurla-Ghatkopar belt is a hilly area which covers thick slums. But every monsoon, the number of people die in landslides in this slum is more compared to Dharavi. According to Anil Galgali, a social activist and local resident, at least 75 large slum settlements are covered in the Kurla West-Ghatkopar West belt, part of the L and N civic wards. According to BMC, out of approximate 7.78 lakh the population L-ward, nearly 80% live in slums. In N-ward (Ghatkopar), out of seven lakh population 70% of the approximate resides in slums. In Ghatkopar West, nearly four lakh people live in slums.

The slums spread in the vast area, starting from the Kurla side of the airport, continuous stretch of settlements starting from Kajupada right up to Surya Nagar on the Ghatkopar-Vikhroli Link Road, from there slum curves towards Powai, ending at the Powai market area. "It is an uneven circle, start out from Kajupada on one side and return to the slum from the other side passing through a series of slums," said Galgali.

According to Galgali hilly areas cut and abandoned are flat land and so ideal for houses. "The entire stretch from Sakinaka to the LBS Marg from Kurla to Mulund is an industrial belt. Godrej and Tatas (Swadeshi Mills) are exceptions. None of the others thought of constructing houses for their employees," said Galgali. Slums, he said, were natural outcome of the government's failure to provide rental houses in the area.

There are approximately 75 large slum settlements from Kurla to Ghatkopar, like Kajupada near
the airport, at Powai, Khari No 3, followed by Milind Nagar behind the hillock and Mohili village, which ends near Sangharsh Nagar, Mulund from Kajupada, first comes the Sunderbaug slum, then Gaiban Shah Dargah slum, Narayan Nagar and Azad Nagar in Ghatkopar West, which is infamous for landslides, the airport slums and the Bhim Nagar slum, the Vikhroli Park Site slum settlements, which start from Amrut Nagar in Ghatkopar West along the Ghatkopar-Vikhroli Link Road right up to Surya Nagar Ghatkopar West.

A slum mapping of the city is done by P K Das, architect and civic activist who faced difficulties in mapping the slums due to the size and variation in the thickness of slum pockets. He was of the opinion that as city has housing crisis and no additional land available for housing the urban poor, slum land must therefore be reserved for reasonable housing.

According to the 2011 census, there are 3.1 crore people in Mumbai and 9.3 crore in the suburbs, out of which nearly 78% of the population lives in slums. Population density in the suburbs is the highest in the state, at 20,925 persons per sq km, whereas it is 20,038 people per sq km in Mumbai.

Official sources said that the government wants to certify housing for the urban poor but there are legal problems as the Slum Redevelopment Act of 1995 dictates free housing structure. However, urban development officials accredited the lack of progress to the strong builders lobby and opposed the scheme as the present SRA scheme ensured a profit of nearly 40%.
In case of land ownership, the 2001 Census shows that 48 per cent of slums are situated on private land, whereas 52 per cent are on public land, including that owned by the state government 21 per cent, municipal land 18 per cent and land belonging to the Indian Railway. All of them differ in terms of occupational status but are characterized by very dynamic informal sales and rent markets.

Most informal settlements have become the field of thriving economic activities through dense and complex networks of small scale, often informal, production, service and commercial units.
Consolidated slums, such as the large settlement of ‘Kurar village’ on the western fringe of the Sanjay Gandhi National Park, are particularly productive. In addition, Mumbai’s slums are characterized by low unemployment rates. As they tend to develop near centres of economic activity, the local labour demand is often high, especially in the fast-growing informal sector. In Mumbai, the average number of workers per slum household reaches 1.47 and only 3 per cent families are without any working member (Risbud, 2003).

Women are largely under-represented in the slum population participating in the labour market, even if they sometimes have subsidiary income-generating activities such as selling vegetables, producing cheap bracelets and necklaces or even illicit liquor. When they work outside the slum, women are often employed as domestic help such as maids and cooks or as unskilled labour in the construction industry.

**Historical perspective on public policies related to slums in Mumbai**

The poor in India, especially in cities such as Mumbai, dream only about their minimum existence and not beyond it. They fight for minimum enclosures. This time, this fight is deviating towards preparation of a long-term housing policy for the poor in the city. This preparation would lead to formulation of ‘comprehensive politics and policies’ even in city of Mumbai [Mahadevia and Narayan, 1999].

**The Influence of Slum Resettlement on Urban Assimilation in Mumbai**

While Mumbai’s policy-makers adopt recurring and ambitious benchmarks for the development of their city (the latest one being Shanghai), they often tend to deny the minimum ‘citizenship right’ to the majority of slum-dwellers. Until the 1970s, demolitions and forced evictions have been the main policy answer to the appearance and growth of slums. A widespread exclusive, ‘anti-poor’ vision was then prevailing among both the wealthy citizens and political elites, but also among the formally housed middle-class. While ‘slum clearance’ policies were adopted as early as 1936, the first large-scale evictions were undertaken during the 1950s and ’60s. In the very few cases where resettlement options were proposed, they were drafted without any
consultation and understanding of slum dwellers’ needs and involved relocation in distant areas. This strategy of systematic expulsion failed to report the root problem of sub-standard living conditions in the city. As a consequence, homeless families immediately re-appropriated their initial housing area.

In the 1970s, public perception started to change, as slums came to be more and more considered a persistent feature of Mumbai’s landscape and as politicians realized that their inhabitants constituted a significant vote bank. Although demolitions were still a frequent answer to the slum issue, the need for resettlement and for on-site tenure security was increasingly acknowledged. The first projects, providing basic infrastructure and amenities, were started in 1970 through the Slum Improvement Programme (SIP). In 1976, an exhaustive Census of slums was conducted for the first time. Some were officially registered and their inhabitants provided ‘photo-passes’ (identity documents). By granting voting rights to ‘official’ slum dwellers, this Census marked the beginning of a very recurrent and populist political sequence that can still be observed today [Mahadevian and Narayanan, 1999; Burra, 2003]: promises of land regularization, then elections followed later by large-scale demolitions. The 1980s witnessed limited improvement, mainly through the World Bank funded ‘Bombay Urban Development Programme’ [BUDP], under which two innovative projects were held: the Slum Upgrading Project, where dwellers were for the first time given some right to land, and the Low Income Group Shelter Programme, precursor of the ‘cross-subsidy’ approach. Yet, the ‘demolition drive’ did not stop during the ’80s. In 1981, the then Maharashtra Chief Minister, A R Antulay, stated that slum dwellers had to return to their native place voluntarily, ignoring the fact that many of them were actually born in Mumbai. In the course of a single year [1983], 44 times, the slum of Sanjay Gandhi Nagar, located between Cuffe Parade and Nariman Point, was demolished [Mahadevian and Narayanan, 1999].

In 1985, when the Shiv Sena took control of the BMC, its leader Bal Thackeray declared that Mumbai was not the country’s orphanage, so there was no question of showing humanity to slum dwellers. In 1985, the court banned demolitions during rains without notice. The same year, the central government provided a grant of one billion rupees to the State of Maharashtra to improve housing conditions through the project named ‘Prime Minister’s Grant Project’ [PMGP]. Its principal objective was the rehabilitation of the extremely densely populated slum of Dharavi.
Yet, it initially made provision for the rehabilitation of only 35,000 families out of the estimated 100,000 living in Dharavi, and lacked the required land, financial resources and administrative capacity to implement such a complex strategy.

During the state electoral campaign of 1990, the Shiv Sena proposed a large free housing programme through a cross subsidized rehabilitation scheme relying on the private sector. The Sena lost the elections, but the Congress Party who won the election found it politically necessary to introduce a similar programme: the Slum Redevelopment Scheme (SRD). Under the SRD, builders were incited to act as developers through an increase in the FSI and the possibility of selling additional flats in the open market. The maximum profit allowed was 25 per cent of the initial investment. However, the scheme had a limited success due to the impractical profit cap of 25 per cent and the irrelevance of the financial model used by the SRD Committee to calculate additional FSI. Builders remained skeptical, claiming that the process was too complicated and too slow. After winning the 1995 state elections, the Shiv Sena decided to implement its own redevelopment strategy. The ‘Afzulpurkar Committee’ was set up to identify the limits of the SRD and to come out with a workable proposal for a new scheme. This resulted in the development of the Slum Rehabilitation Scheme (SRS).

4. 4 Barriers of Education in slum schools

The challenge of growth of the urban poor is extremely huge. It is expected that by 2025, half of India’s population would be living in urban slums. In this scenario, education will poses its own set of challenges. Most of these slums will be deprived in terms of good schools. Due to the problem of insecurity in terms of livelihood and tenancy, the urban poor will move frequently from one place to another. Owing to such difficult situation, large number of children in urban slums will be out of school.

Communities in urban slums lack the space or forums to speak about their education needs, and to engage in an planned manner with the government on fulfilling their needs. Over the last several decades, much of the resources and attention is paid to rural India ignoring the issue of urban poverty, including education of children living in urban slums.
Rapid developments in educational provisions in Independent India have led to many positive outcomes, which are essential but not adequate for the universalization of Elementary Education. Presently, India is the second largest education system in the world. It presently contains of about 640,000 primary schools, 206,000 upper primary and 126,000 secondary and senior secondary schools. There are about 10,000 arts, science, commerce and professional colleges. There are about 114 million students in primary, 43 million in upper primary and 28 million in secondary and senior secondary grades. Approximate 1.9 million, 1.3 million and 1.7 million number of teachers work in primary, upper primary and secondary/senior secondary schools respectively [Educational Statistics 2000-01, MHRD]. These are remarkable achievements by any standards but are not enough to meet the needs for achieving justifiable UEE.

**Primary and upper primary Education**

While the admission at primary and upper primary schools has increased since independence, a large number of children are deprived of their educational needs due to the intra and inter-regional differences. By 1980's, a significant quantitative expansion had taken place as far as formal primary education was concerned. An equally important question began to rise about the improvements in quality of education. Parents often complain that children graduate from the schools without gaining proficiencies equivalent to the level of certification. Studies have also shown that children who attend school regularly for five years still fail to complete their primary education with success [Aggarwal, TN cohort, 2001].

**Teachers**

Many poor parents feel cheated due to inappropriate content, insufficient infrastructure and low motivation of the teachers to develop the necessary skills and values among the children. Therefore many schemes were launched to bring about improvements in the quality of education based on various reviews and recommendations of the commissions and numerous committees. Following this approval of the National Policy on Education (1986) the scheme of Operation Blackboard was launched in 1988 with the idea that each primary school would have a minimum of two all-weather classrooms and two teachers. In improving the quality of teacher training institutions, the establishment of National Council for Teacher Education acted as a major reform. Therefore, the establishment of DIETs was considered as a landmark initiative in
improving the quality of in-service and pre-service training because teachers play a significant role in imparting education services.

**Provisions of Mid-Day Meal and Other Incentives**
The central government also came up with other innovative incentives such as free textbooks, free uniform and midday meals. The response and success of these reforms vary from state to state. As a clear result of the reforms, the gap in academic achievement between the privileged and the deprived children is excessively high and has continued over the years. The dual system of education is getting emphasized over the years and without any solution [Aggarwal Yash & Jha, M.Mritinjay, 2001]. The central and state governments in India are responsible for providing basic standardized education to all children.

This has resulted in the explosion of private fee-charging schools even for the benefit of slum children, part of the population, which remained neglected for decades. The relative disparities are more distinct in urban areas and reduction in urban poverty is proceeding at a lower rate is recognized by the Ninth Five-Year Plan. The poverty ratios in the urban areas are expected to surpass those of the rural areas (Govt of India, 1999). As the World Bank (1994, P. 9) rightly recognized, "Poverty is not only a problem of low incomes; rather, it is multi-dimensional problem that includes low access to opportunities for developing human capital and to education". Slum children also face educational deprivation in terms of convenience and excellence as well.

**Distance of the School**
Adequate facilities are not available for the children from slum areas and the teachers who are working for them to reach the schools. Just like the rural areas face natural geographical barriers like hills, mountains and adverse weather conditions, children of the slum areas have their own hindrances; busy road, railway tracks and temporary obstructions. The school may be in the vicinity but the child may need to cross a busy road or railway crossing which becomes a problem in attending school. In reality, in urban settings the physical distance like the settlement structure, social stratification and the population density that play critical role in the demand for
comforts and facilities. Therefore, overcrowding in schools has developed as a major problem in urban settings especially in the schools for the urban poor.

In India, education in the poor sections of the community has to be seen in the wider social context. Thus both home and school aspects are important for influencing the educational status and accomplishment of the child.

**Home income**-
Large amount of income of economically backward people is spent on meeting the basic requirements. So, analysis of the income is very important. Parents with low income feel it difficult to incur expenditure on stationery and school uniforms. So, education of children becomes secondary. The situation worsens when they have 2 or more school going children. The income level of the household is the sum of the total income of all members of the family. The parents want their children to break the malicious circle of educational backwardness and attain higher education. But the home background and school environment, put restrictions on them and as a result a large number of children drop out of school before completing the primary or upper primary levels. And those who survive, only few of them achieve the proficiency level equivalent to their level.

**Disinterest of the students in study**-
The parents of slum children wished that their children should study up to higher levels, but the children are not interested in study due to various reasons. The reasons are : Some of them were interested to take up job, some fail to understand what was taught in the school, some children complained about the rude behaviour of teachers and some of them said that no teaching takes place in the school, the school is far away and they were not able to reach on time, the educational expenditure is more etc. It clearly suggests that the incentive schemes like the provision of free uniform, free supply of textbooks are yet to be executed effectively and benefit the poor.

**Parental and Other Members’ Academic Support**
Slum children face more difficulties in pursuing their education due to the fact that there is high illiteracy among the women. Even though the children manage to attend the school, they are deprived of academic help from their parents. Many parents reported that the fathers come back home tired after long working hours and hardly have the time or energy to help the children. Mothers take major responsibility in the upbringing of their children. Therefore, the education level of mothers is more important for the education of the children. Poor school functioning and no help from the parents greatly impacts their academic achievement.

**Tuition**
The fast growing tuition centres in the city, brought the awareness among the slum dwellers that children cannot learn from the school only. There is need of additional support if they have to perform well in the school. They are also doubtful of the fact that their children get inferior quality of education. Because in the schools where their children attend the teachers’ motivation level is low and therefore the children are not taught properly. To compensate this, they send their children to private tuitions.

**Availability of Study Materials**
The teaching-learning process in the schools totally depends upon the textbooks. These textbooks are referred by the teachers as they contain prescribed syllabus. The subjects like language, mathematics, science, and social studies are taught at primary stage. Each subject has a separate book and each child requires textbooks to learn. The government schools provided books to around 85 per cent children free of cost, while 13 per cent purchased themselves.

**Consistency in Attending School**
Jyotsana & Jha (2002) both stressed on need to redefine universalisation of basic education. It should include universal admission, regular attendance and continued participation. Regular attendance helps the child to be disciplined, well versed with the curriculum and steadiness in studies. The specific feature of the children of slum areas is that they remain absent for a long time when their families go to their native place without informing the school. When they return, either their name is struck off from the register or they lose track of the school syllabus. When a child attends school after a long absence the child forgets and also misses the studies at school.
This loss cannot be compensated in most of the cases due to absence of educational support from the family. Therefore, they cannot share among themselves. Due to poor comprehension and poor performance certain concepts and skills remain unclear.

**Classroom Processes and Learning Achievement**

Learners’ achievement greatly depends on the incentives, consistency and communication of the teachers. Classroom process involves the course of action and kind of activities that take place in the classroom. School building, availability of classroom, place to sit, teaching-learning materials and basic facilities like drinking water, toilet, are the essential modules of the physical aspect of classroom atmosphere. Most of the studies conducted in the field of learning achievement focus on the school inputs and background information of learners. These studies believe that if the same inputs given, the outcomes will be same. Anitha (1993) tried to study the classroom processes in nine different schools. She observed each school for fifteen days. She found that there was a wide variation in the classroom processes although the schools had similar physical and human resources.

The field data reveals that a substantial improvement in the curriculum and classroom processes is required. It is essential that the teachers make use of teaching aids like blackboard, chalk, chart etc. for enhancing the level of understanding of the children. The active participation of every child is a prerequisite for improving the achievement level of children. Around 69% children reported that they were not able to grasp what the teacher taught in the classroom. The time devoted for classroom teaching has greater importance in student learning rather than the scheduled learning time. The schools have the working days and hours well prescribed. However, in practice it is found that a substantial amount of time is not utilized due to numerous reasons such as the absence of teachers, teachers' involvement in census work, departmental work, administrative work etc. Therefore, the actual time for teaching remains much less than what has been prescribed. An analysis of the reasons for the loss of instructional time reveals that the most common causes are the delayed start of the school or the early closure of the school or the non-availability of the teacher to the students of a particular class. Many times, the children are kept busy in some namesake activity in unmonitored classrooms where they engage in play rather than learning.
The teachers themselves believe that they do not leave any stone unturned to ensure that the children acquire the required skills and knowledge. However, the reality is quite different. If the teachers perform all their tasks with commitment and due diligence, there is no reason for the children to fail or to perform poorly. An important conclusion that can be drawn from the data provided by the teachers is that perhaps they have not provided the genuine information. Since there is no other means to check on the quality and reliability of the data provided by the teachers, not much credibility is given to the data thus provided.

**Difficult to Comprehend**

The educational curriculum is arranged in a sequential and graded manner and if a child fails to understand the fundamental concepts in a particular grade, it would not be possible for him/her to understand relatively more advanced and complex concepts in the next grade. It could lead to cumulative deficiency in children for that particular subject. Curriculum developers should take serious note of the situation and take some remedial measures to improve the achievement level of children in this subject. The data make it evident that a serious modification is necessary in the curriculum and teaching methodology. Either the number of hours for the teaching of the subject should be increased or remedial teaching should be introduced for the weak children.

**School and Other Organizations**

Education is also considered to be important for economic development and technical progress, crucial for social transformation towards a better order based on values of freedom, social justice and equal opportunity.

Universal Elementary Education (UEE) has become a popular slogan but hardly any effort is being made to achieve this goal for the people living in the slums. The government has sponsored either ongoing or previous programs like National Slum Development Programme, Sarva Siksha Abhiyan (SSA), National Literacy Mission (NLM), Integrated Child Development Programme (ICDS) have never given special attention to the slum education. The Jawaharlal Nehru National Urban Renewal Mission (JLNURM) is also not working for slum education as providing basic education to slum dwellers is not the part of the mission. It is evident from the
status of slum’s literacy that slum education has remained an ignored sector of human resource planning in India. What is needed is the location specific educational research and practice in social sciences [Kumar, R., S. Kumar, & Anurag 2007]. Development programmes should focus on the slums having a low literacy level and high gender disparity in literacy target area, since slums do not represent common society. Slums are physical manifestations of urban poverty, where child labour is easily visible and informal sector of employment exists. The slum dwellers have no or very poor basic services like housing, water and electricity. Immigration is prevalent and mass illiteracy and gender discrimination is present. In these circumstances it is impossible for a poor bread earner to send his children in the schools, which are located outside the slum. Slums require special schools where learning and earning can coexist.

Ms Vijaya Kartha of ‘QUALITY EDUCATION FOR SLUM CHILDREN’ tells her experience about slum school “I always felt education could help to remove a lot of problems from society. It can improve the standard of living, bring in values, and definitely make the poor financially independent. I wanted to do something for the slum children. It is our hope that with the sort of education we provide, a new generation will come out of these slums. We are already seeing changes happening. Initially, when we had our parent-teacher meetings our chairs were always empty, but now we have 100% attendance from the parents. We see the eagerness to know, in the eyes of our parents. We see their attitude changing slowly and my children say that the quality of life in their slums is changing because of the education, and because of their knowledge and awareness they have gained from the school”[Vijaya Kartha, 2007].

4. 5The miserable condition of people living in Indian slums

The definition of "slum" varies from country to country. In India, The Slum Areas Improvement and Clearance Act of 1956 defines slum area as “places where buildings: are in any respect unfit for human habitation and are by reason of dilapidation, overcrowding, faulty arrangement and design of such buildings, narrowness or faulty arrangement of streets, lack of ventilation, light, sanitation facilities or any combination of these factors which are detrimental to safety, health and morals.”

The Census of India defines slum as "a compact area of at least 300 in population or about 60-70 households of poorly built, congested tenements in an unhygienic environment usually with
inadequate infrastructure and lacking proper sanitary and drinking water facilities"[Vineet Prakashan]. The United Nations agency UN-HABITAT, defines slum as "a run-down area of a city characterized by substandard housing and squalor and lacking in tenure security".

Slums represent the imbalance between migration into cities and economic growth within the city itself. They grow due to poor utilization of the reproductive child health services provided by the government, lack of awareness regarding birth spacing, minimum use of contraceptives, illiteracy, and marriage at a young age.

Slums dwellers face problems of housing, access to drinking water and sewage facilities. Residents live in overcrowded situations, a majority of them with dirt floors and poor ventilation which can lead to rapid spread of respiratory problem and skin diseases. Also, the lack of safe drinking water facilitates the spread of water borne diseases. The presence of stagnant water further promotes the breeding of mosquitoes and diseases such as malaria. It is estimated that over one third of slum households have no access to bathroom and toilet facilities, promoting open defecation, which in turn leads to spread of facial-oral disease and parasitic infestation.

According to the 2001 census, literacy in slums is only 65 per cent, though slums in Chennai are at 80 per cent, above the national average. Though education is provided free to slum children, the dropout rates remain high, and many students do not continue studying beyond their 8th standard. Even those children who become literate, lack suitable educational levels to pursue higher studies which is the only way to break out of a vicious cycle of poverty.

While slums are the evidence of a huge economic failure, the range of problems faced by the slums goes beyond economic problems. For example, alcoholism is a disease prevalent to slums that leads to moral and economic degradation. Besides limiting the amount of people's income that can be spent for their family, alcoholism also leads to domestic abuse as well as serious health problems.

According to 2001 census, slum population in India is 40,297,341 i.e. about 4 per cent of the total Indian population. About 22 per cent of the slums dwell in the cities. Amongst the states, Maharashtra leads with a slum population of 10,644,605 persons, followed by Andhra Pradesh and Uttar Pradesh. While Goa is at the bottom in the list, the city of Mumbai has about 49 per
cent of its population living in slums. Slums cover only six per cent of Mumbai's land and its growth rate is greater than the general urban growth rate.

Even globally, the number of slum dwellers is rising due to increasing population. Around one billion people worldwide live in slums and the figure is likely to double by 2030. A common feature of slums across the world is the low socioeconomic status of its residents, most of who are employed in the informal economy. This includes street vending, drug dealing, domestic work, and prostitution. In some slums people even recycle trash of different kinds from household garbage to electronics for a living. They either sell the odd usable goods or strip broken goods for parts or raw materials.

Slums are greatly impacted by natural and man-made disasters, such as fires, landslides, earthquakes and tropical storms. In many slums, especially in poor countries, people live in very narrow alleys that do not allow vehicles like ambulances and fire trucks to pass. The lack of services such as routine garbage collection allows rubbish to accumulate in huge quantities. The lack of infrastructure is caused by the informal nature of settlement and no planning for the poor by government officials.

It seems that the global community is falling short of the Millennium Development Goals which targeted significant improvements for slum dwellers. In India too, the number of people living in slums has more than doubled in the past two decades and now exceeds the entire population of Britain.

Many governments, especially in the Third World, have attempted to solve the problems of slums by clearing away old decrepit housing and replacing it with modern housing with much better sanitation. However, when a slum is cleared, often the former residents are not welcome in the renewed housing. Moreover, new projects are often on the semi-rural peripheries of cities far from opportunities for generating livelihoods as well as schools, clinics etc. Hence, at times inner city slum dwellers militantly oppose relocation to formal housing on the outskirts of cities.

In some countries, the situation has been addressed by rescuing rural property rights to support traditional sustainable agriculture. However this solution has met with open hostility from capitalists and corporations. It also tends to be relatively unpopular with the slum communities.
themselves, as it involves moving out of the city back into the countryside, a reverse of the rural-urban migration that originally brought many of them into the city.

It is argued that slum clearances tend to ignore the social problems that cause slums and simply redistribute poverty to less valuable real estate. Moving of communities out of slum areas to newer housing may result in loss of social cohesion. If the original community is moved back into newer housing after it has been built in the same location, residents of the new housing may face the same problems of poverty and powerlessness. So, there is a growing movement to demand a global ban of 'slum clearance programmes' and other forms of mass evictions.

4.6 Efforts of Indian Govt. and NGOs for upliftment of people in slums

Children from deprived families and slum areas cannot afford the overpriced courses that are offered by top-class universities, but education is equally important for every child that forms the future of India. So, to overcome this complexity for the slum children, government has made several efforts to ensure that every child receives proper education.

There are several children who face challenges regarding their primary education and for them reaching 100% literacy count is a difficult task. This is the reason that government schools have been opened in all the villages within every state and children are encouraged to attend the school. Various advertisements and encouragement programs are run on television and radios so that people become familiar about the fundamental rights provided by the government. As per Right of Education Act, every child between the ages of six to fourteen has the fundamental right to education, which is now made compulsory by the government.

The literacy rate in India is far from flattering. Education doesn't reach the slums – India's education scenario is dismal to say the least. Slum children all over India have the right to quality education. They cannot be deprived of this basic right that can transform their lives dramatically. However, not all of them are fortunate enough to receive private education. Private education comes at a price. The majority of slum children don't even have access to basic education.

Stifling poverty is a major impediment to education. Moreover, inappropriate infrastructure, inadequate resources, lack of basic amenities like food, water, etc do not paint a flattering picture
of India's education system. Thankfully, there is a concept of social service in India. NGOs in India are committed to providing quality education to the downtrodden and the poor. They are committed to providing education to the less fortunate. Every Indian NGO is involved in a number of philanthropic projects to bring out the best in children. Some of them even offer the ‘Food Seva’ facility to children. The initiative of offering food seva has improved the attendance in night schools dramatically. These night schools impact academic performance in children. It has been instrumental in capturing the vast pool of untapped talents in the slums.

Slum children need the right guidance and education to realize their dreams. They are vulnerable; they are likely to go astray without proper guidance. Young minds need to be empowered the right way. They need to be educated to become self-sufficient and self-reliant. How will they ever realize their true potential? How will they ever be inspired to achieve their dreams? Proper education can empower them to live the life of their dreams! It can help them live a life of dignity and abundance. Thankfully, people seem to have woken up to the importance of free education in India. NGOs are doing their bit to accommodate the educational needs of slum kids.

A reputable NGO in India can help the underprivileged meet their educational needs. Indian educations are committed to educating each and every child. They create a stress-free, lively learning environment to ensure children have fun while studying. Children can look forward to an enjoyable, fulfilling and rewarding learning experience. Indian NGOs are involved in numerous non-educational activities. They organize fun events like sports day and picnics from time to time. Children have fun while they learn – it definitely cannot get better than this! Some NGOs also offer crash courses to improve the overall pass percentage.

There are several NGOs’ and other organizations that are supporting the education of slum children. Various campuses have also come together to contribute towards providing quality education for slum children. Every bit of contribution can help to enrich the experience of the slum children regarding learning and gaining knowledge. Many underprivileged families do not recognize the importance of education and so they keep their children away from schools. In order to encourage all such people, free education and midday meals are being provided at govt. schools which not only facilitate children, but also help them in making a bright future.
For providing quality education for slum children, various influential steps have been put forward by the government of India. Various research studies are being done so as to get a clear idea about the ratio of children who attend the school regularly and teachers focus towards providing education to the slum children. These days every child is looked after properly so that he can become more competent. Previously, most of the subjects were taught in the vernacular languages but now English is also made compulsory within the course. Quality of education for slum children is actually providing an opportunity to all those who are below literacy rate so that they can come up and get a breakthrough. Various government websites have been uploaded on the web which provides complete acquaintance about providing quality education for slum children, thereby making the process easier.

On the side-lines of these extremities, a silent revolution in the form of private education has been taking place on the education front in urban slums. According to research findings by the Michael & Susan Dell Foundation, 50-70% of children living in slums in the metros of Bangalore, Chennai and Hyderabad attended private schools. Despite the mushrooming of these private, mostly unrecognised schools, the research found that the educational outcomes in this fragmented population were poor. There was also an absence of any educational improvement initiatives targeting this very large number of children. The research threw up a crucial challenge in the form of a long term change in the teaching process and improving the learning outcomes in poor urban children. Subsequently, the Foundation tied up with leading education company Educomp Solutions Ltd to launch Project Gyana Shakti recently. The pilot project will assess the effectiveness of innovative teaching methodologies developed by education camp for use in private schools which serve low-income students.

The goal of this project will be to evaluate the educational interventions provided to the schools, with the ultimate wider goal being to develop a sustainable and scalable model for improvement in private unaided schools.

Delving upon the project, Aslesha Thakur, Director, Education Empowerment, Educomp, said, 'With the belief that quality education is the right of every child, Project Gyana Shakti aims at unleashing the power of knowledge to the urban poor, who are otherwise vulnerable to exploitation. This pioneering programme proposes to impact quality of education in private
budget schools in Hyderabad. We hope to transform these schools by implementing systematic measures that include capacity building of teachers, working with school leaders, parent orientation programmes, etc.

World Vision is encouraging parents in India’s slum communities to re-enrol their children in school for another year. “We have experienced that talking to parents and giving them reasons to send their kids to school works,” said Gamaliel Sherio of World Vision India. “In a context where economic poverty, poor hygiene and sanitation, alcohol addiction and many more social ills affect slum communities, many of the women are convinced that education is the answer to their problems”[World vision home news 2009]

Thanks to India’s economic boom, better schools are being established in the rapidly-growing Guwahati city. However, the quality of schooling in the slums – though gradually improving – still has a long way to go. Previous education campaigns in the slums have been successful, with children who had been picking rags along railway lines starting to attend school regularly or do computer courses. As a result of World Vision’s work in one of Guwahati’s slums, Pathar Quarry, school attendance has risen from two percent to fifty five percent

The researcher hope that the above information of slum life, their financial, social and cultural background, their fear and aspirations, struggle, etc. will help in the study of problems of teachers and students who involve in teaching and learning English in slum area.

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