CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is an essential aspect of a research project. An adequate familiarity with the work that has already been done in any field of knowledge is of most necessity for any worthwhile study. Literature review is an integral part and makes a valuable contribution to almost every operational step. It is the base for deciding the research problem, selecting objectives and formulating hypotheses.

Review of related literature is helpful to the researcher basically in two ways. Firstly it informs the researcher about what has already been done in a particular field so that unnecessary duplication could be avoided. Secondly it also helps to know what is to be done and in which direction one have to march. Thus in the initial stage, it helps in formation of theoretical knowledge, clarify ideas and develop methodology, but in later stage it serve to enhance the knowledge and integrate the findings with the existing body of knowledge.

After going through a number of related literatures from different research journals, books, theses, and other study materials, the researcher found that there is dearth of literary contribution on educational backwardness of
children in urban slums. Here, an attempt is made to survey the earlier works which were carried out related to the educational backwardness in urban slums. The researcher has collected sufficient number of related studies conducted both abroad as well as India and have arranged serially.

2.01: STUDIES DONE ABROAD

Mugisha (2006) explores patterns of school enrolment by comparing children of urban slum, urban non-slum and rural. The result suggests that school enrollment is higher in urban non-slum than in urban slum areas. It is also found to be higher in slums than in rural areas at younger age. Factors contributing to these results points to the poor quality of primary school in slums, limited access to secondary school for slum children and other ills that hinder school participation, disabling environment at home and child labour.

Bridgeand, et.al (2006) study to identified five major reasons why students drop-out of school as - (i) Classes not interesting, (ii) missed school for many days and could not cope again, (iii) spend a lot of time with those not interested in school; (iv) have absolute freedom to do what I like and (v) failing in school.
Cameron,(2008) stress on how families in slums make decisions about schoolings, how these decisions related to their economics, social and migration background, and to their aspirations and expectations concerning their children’s future. A survey of 400 household in each of four slums in Dhaka was taken as sample. The findings of the study shows that school going children from slum varied from 43 to 85%. In fact the number of dropout is 12% and 27% of children were never enrolled.

Cameron (2009) aim at to study the socio-economic and migration background and about the aspiration and expectation concerning their children’s future. A sample of 400 households was selected and semi-structure interview schedule were used. The study stresses the difficulty of the people living in slum of Dhaka in accessing schooling facilities. It draws the theory of rates of return to education but also looks into the factors that create hurdles in accessing the financial and other rewards that supposedly result from education.

Cameron (2010) examines the types and options of schools available in the slums of Dhaka. It also aims at the barriers as well as the enrollment & exclusion of school children at primary level.

Cameron (2011) focuses on how parents and children made decisions about schooling 1600 slum household were taken as a sample for the
study. The finding highlights the fact that slum children enrolled in primary schools were 70%. Most were in government or NGO schools, with minorities in madrasas and private schools. Almost half of the school-going children were supplementing their classes with private tuitions.

Abuya et al. (2013) seeks to determine risk factors associated with dropout among primary school children in the low-income areas of Nairobi. The result of the findings shows that the location of slum area distracts children out of school. Even chronic poverty within families lure the girls of aged 14-16 into transactional six. Thus, the declaration of free primary education is not sufficient to realize improved educational attainment as drop-out after initial entries nullify the purpose for which it was introduced.

Kabiru et al. (2013) explores the concerns, challenges, aspirations and expectation of sub-Saharan African youth. It also aims at how these youth cope with neighbourhood constraints to aspiration achievement. The sample of the study was 4,033 from two slums of Kenya. The findings shows that despite the challenges characteristics of urban slums, some youth maintain high aspirations and try to achieve them through
education, delinquency, etc. It also highlight positive youth agency and underscore the need to improve the quality of life in urban slums.

Shadrick (2013) examine school related factors and circumstances that lead to students dropping of rural day secondary schools from Zhamba cluster in Gokwe district. The study established that poverty and financial constraints were critical in the dropout phenomenon. It also revealed that school dropout is primarily grounded in school problems such as school distance and inadequate teacher – student relationship inadequate resources and facilities as well as an irrelevant curriculum.

In 2016 Bonal and his associates explores how different ways of experiencing poverty affect the possibilities of poor children to make the most of their education. It was conduct on the capital of the state of Minas Gerais, Brazil. The study shows the conditions that hinder the success of educational practices and the learning of poor students.

Cameron (2017) aims at whether education is a viable route to better livelihood and social inclusion for children living in poor urban areas in Dhaka, Bangladesh. The sample comprises of 36 students aged 11-16 living in slum areas. It reveals that many children from slums are excluded
altogether from education. In fact different types and quality of schools, obstacles prevent children to reach higher level of education. It also limits the potential for education to be socially transformative institutions.

Khan and his associates studied on “A co-relational study of Family Income and poor parenting in child’s educational performance in district Dir lower, Pakistan” in 2017. The study was aim at to know the role of parental socio-economic status in child educational performance. The study shows that low family income affects the child educational performance due to constraints like fee could not pay, buy books and other educational materials etc. which have resulted in school dropouts.

2.02: STUDIES DONE ACROSS INDIA

Azim (1983) conducted a study on the life of slum–dwellers of Kisanwadi of Baroda with special reference to educational status of parents & children, their awareness the extent of availing of educational opportunities provided to them & their attitude toward education. It shows that the school going children under the age–group of 6-14 is 72.33%. But
the school dropout rate is found to be aware among the girls. Poverty, adult literacy and the distance between school & home are the factors responsible for school drop-outs. In this study it has been found that education of the slum dwellers children is affected by their mobility. They move from place to place in search of better opportunities.

Seetheramu in 1983 in the book “Education in slum” focuses on the participatory behavior in schooling in slum areas and utilization of educational facilities by those slum-dwellers. The study has emphasis on the fact that schools in the slum areas lack the basic educational facilities.

Singh (1994) in his study highlight the higher rate of dropout at the level of grade I. Further the dropout is higher among the boys than girls while to enrolment rate is found to be higher among boys.

Patil (1995) in his thesis “Educational development of children in slum areas: A study with special reference to five slum areas of Kolhapur City” aimed at studying the educational development of slum children with special reference to five selected slum-areas in the Kolhapur city. The general objectives were to relate educational development of children in slum areas with their socio-economic back ground and educational facilities provided to them. The reasons for deprecation of educational facilities of slum children were concerned apathy on the part of the
parents, lack of interest on the part of the children, low income & scarcity of land & space are the reasons behind difficulties in providing educational facilities to their children. 92.5% children of respondent families attended school which is a good sign of enrolment of children in slum areas.

Mukhopadhyay (1997) in her study aims at knowing the state of literacy in slum & to compare it with the rest of Calcutta’s literacy rate as well as to find out the state of primary education in slums. Firstly the state of literacy among the slum awareness of Calcutta is deplorable. The study reflects that a large no of adults are illiterate and ignorant which resulted in large no of children drop-out after 2/3 years of taking admission in class I. It has been found that the parents do not bother about the education & well being of their children. The reason behind the drop-out is basically financial constraints and adults illiteracy. Certain other reasons behind school dropout are school environment, mode of teaching, insufficient teacher, in availability of educational facilities. These children don’t get educational help from their parents and they gradually lag behind and ultimately lose their interest in school. Even parents do not allow their daughter to join the school where there is no female teacher.
Aggarwal *et al.* (2003) focuses on facilities available to the selected schools and gathered information on the available physical infrastructure. It also study the children from the slum could have access to good quality education or not and whether there were any differentials in terms of quality of access and availability of resources which plays a contributory role in learning achievement levels. The study was conducted in six slums selected purposively from different parts of Delhi. The analysis of the six selected slums reflects that the slums are deprived of necessary physical and civic amenities, with no schooling facilities or with poor schooling facilities. Socio-economic backwardness, over-crowded and untrained teacher reveals the low performance of the slum children.

Hussain (2005) seeks to examine the nature of educational decisions among low income Muslims and identify the factors behind it. It also tries to explain the reason for low educational attainment of Muslims. The data was collected from a household survey of 107 slum dwellers in Calcutta. This study reveals that a vast majority of adult illiterates belonging to the poor economic stratum are not aware that literacy is a basic right of every child. The parents see no reasons to send their children to school. Yet, the parents support their daughter’s education as it makes them independent. Even in some slum areas the enrolment rate is high and case of dropout found is negligible. But the enrolment rate is found to be lowest in Jhupri
areas and the children are enrolled in NGO run school rather than formal educational institutions

Bansode (2007) assess the educational & economic status of slum-dwellers in Kolhapur city. Overall literacy acquisition in slum areas of Kolhapur city was 68.34% in 2005. It has also been investigated that in the entire thirteen slum undertaken for the present study almost all the children in the age group 6-14 were enrolled in the school. The schooling facility is also available within & nearby each slum area.

Kotwal and Pani (2007) conducted a study on girls’ drop-out in rural schools. It identified causes of dropping out of girls from school in rural areas as reluctance of parents and participation in domestic activities. Another major reason was financial difficulties. The parents’ educational status was poor and they did not give much importance to the education of girls as they did to their son.

Kumar et.al. (2007) attempted to provide the literacy scenario of slums through their studies Regional Dimension of Disparities in Slum Literacy in India on the basis of slum data made available by the Census of India 2001. The study attempted an all India level analysis for major states and for all municipal corporations having population of one million and above.
An intra-city analysis has been done for Kolkata, Delhi, Ahmedabad, Jaipur, Ludhiana and Indore. The study finds out a major locational disparity in literacy i.e. slum population is educationally deprived. They found large scale regional division and gender division in terms of slum and non-slum literacy. Their report reveals that slums in Tripura and Meghalaya have more than 80 percent literate males, whereas males residing in the slums of Delhi and Chandigarh are at the bottoms with 43 and 55 percent respectively. However, the study also found high gender disparity in respect slum- non slum literacy in Meghalaya, Tripura, Assam, West Bengal and Tamil Nadu. The study concludes that the educational status of female living in the slum is not up to mark and is facing significant gender disparity within slum. They also mentioned that slums require special schools where learning and earning can coexist.

According to the report by Consultancy services for study on dropout rates of school children in Punjab (2009) reflects that most of the dropout children belong to nuclear family and parents are unskilled labour. The home environment is found to be not conducive for students. The prime reasons behind student dropped out are demand of household chores along with use of children in family occupation. Apart from these early marriage, security of girls, failure, lack of interest in studies, drug
addiction, lack of basic amenities like toilet, drinking water etc. were some reasons for school dropouts.

Tsujita (2009) present a general idea of education among slum children aged 5 to 14 in Delhi and to highlight the difference between slum and other children. Its study is based on data collected from a slum survey in Delhi and three-stage stratified random sampling techniques were used. This study reflects that high over-age and drop-out ratio exists among the slum children. This is due to late admission, migration of parents for employment purpose, lack of facilities in school and of course economic constraints.

Nath (2010) conducted a study on urban slums of Kolkata to identify the chief causes of non-enrolment, dropout & irregular attendance among boys and girls at primary school level of education. It is also to throw light on socio-economic structure of families & conditions of schools. It has been found that 36.06% were non-enrolled & 6.25 were drop out, 3.12% were non attending while 54.57% were continuing education. In regard to parental education it was found that 55.97% mothers & 44.71% fathers were illiterate. The chief cause identified was poverty behind the non-enrollment & school dropout. Apart from these health related problems lack of interest in studies, fixation of marriage (in case of girls) are the
other causes for drop out. According to teacher major reasons identified as cause for dropout & non attendance were economic, domestication & household activities.

Nath et.al (2010) tries to access the impact of living condition, home and surrounding environment, parent education, school condition on elementary education of slum children of Kolkata of 6-14 years of age. The sample of 440 household & 18 schools through purposive sampling was used. The findings of the study show that 27.27% of children of age group 6-14 years were non-enrolled; 24.17% were drop outs while 48.56 were continuing elementary education. It was found that migration, health, nature of occupation of the family, mother’s level of education, per-capita income of the family home and surrounding environment has a significant impact on child’s education. However, among various problems faced by the slum children of 6-14 years of age group are large family size, poor living conditions, poor health, unfavourable home conditions, migration, unstable occupations and economic conditions, poor parental educational background and school environment.

Singh (2010) examines the status of unrecognized school post-RTE Act in a study entitled as “Right to Education and Right to Educate: A study of
"the impact of Right to Education Act on Unrecognized schools in Delhi".

The finding reveals that the state norm and RTE norms for the school could not be met. It argues that while it is good to provide recognition and make every school meet a certain minimum standard.

Chugh (2011) made an attempt to explore the drop-out phenomenon and the factors responsible for the situation in Delhi. A sample of 432 children who had dropped out from 33 schools of Delhi was ‘identified’. The dropout rate was found to be highest in grade IX but at the lowest in grade XII. It was also found that family background, poverty, adult illiteracy and educational status of the parents has correlation with the dropout phenomena. Failure in academic activities, discrimination in the class, poor teaching – learning process, etc has also contributed to this phenomenon.

Das et al. (2012) focus on physical and living condition of slum and its problems. A total of 6491 slum population living in the Melatala Dasnagar area was taking as population. Out of which 296 persons living in 54 household was taken as sample. The findings of the study reveal temporary and illegal housing and unhygienic living conditions under the railway. Adult illiteracy and economic instability has forced drop-out their
children from school. The social and cultural reasons also effect the educational situations of the slum areas.

Kumar (2012) studied on the enrolment ratio of the school going children along with the cause of drop-out among the children of slum areas. A sample of 50 household was purposively selected and structure Interview schedule was used as tool for data collection. The findings of the study show that the enrolment ratio of illiterate respondents was 57.69% whereas in case of graduate respondents the enrolment ratio is high. Further the size of the family also affects the enrolment ratio of school going children. Target the family lower the enrolment ratio. Poverty was to be found the main cause of drop out and non enrolment among the children.

Mali et.al (2012) had undertaken a study to find out the magnitude of the problem of school dropouts and the etiological factors related to it. The study uses a community based descriptive cross-sectional design to identify school dropouts, and the factors responsible for it. The result of the study shows that the chances of dropouts were more in class IX and V and it was also found higher among the lower socio economic status. Even the relation between socio-economic status of dropouts and comparison
with non-slum, group was found to be significant high. Even the reasons perceived for non-attendance of school was poverty.

Priya & Kanaga (2013) in their report made an attempt to study the family environment of slum children in Tiruchirappalli with a descriptive study design. Census method was adopted and data was collected from 100 respondents from in 2013. It was found that more than half of the respondents (57%) had poor family environment. They concluded that social work intervention is very essential for young children and their families in slums to enhance their family environment, since family is the first socializing agent of the child.

Putcha (2013) investigated the relation between educational provisions and learning achievement of school children in the slum of Visakhapatnam City. This study reveals that majority of fathers of slum areas are illiterates, unskilled labour, while the mothers of the students studied up to secondary level. Most of the classroom does not have sufficient facilities but the teacher use leasing material and audio-visual in the classroom for better performance in their teaching. Even the performance of the slum children was much below the expected levels in both the subjects and the grades.
Tsujita (2013) scrutinize the factors that prevent slum children from accessing education. The findings of the study shows school attendance in Urban India have recently stagnated or even deteriorated. The findings of the study reveal that lack of preparation for schooling in the pre-schooling ages and school admission procedures are the main obstacles for migrated children.

Gouda and Sekher (2014) in the paper on school dropout in India tried to show the differentials and factors associated with school dropouts in India. It was found that only 75 percent of the children in the age group 6 to 16 years were attending school, about 14 percent never attended school and 11 percent dropped out of school for various reasons. It was also mentioned that the dropout was high among the children belonging to minority groups. Parental involvement plays a significant role in determining school education. The dropouts among the children belonging to illiterate parents were four times higher than the literate parents. The study suggests that unless and until there is a considerable improvement in the economic status of the households and change in the social attitudes of parents, still achieving the goal of universalization of school education will remain a major challenge for India.
Mishra *et.al* (2014) made a study to analysis the family factors that contribute to the school dropouts. The finding indicates majority of parents of dropouts out children are illiterate or not even completed their primary education. The primary reasons for school dropout are lack of interest of child in school. Apart from this, financial difficulties, negative home environment and consumption of alcohol etc.

Kumar (2014) attempted to trace out the economic condition of schedule caste communities. It also tried to find out the relation between educational and infrastructural facilities in slums as well as educational status of selective slum. A sample of 75 households has been selected from 25 slums. The low educational attainment of the SC people found in the study is due to the conservation attitude of parents. Apart from this, early marriage, reluctance to send daughters to school and a preference for religious education result in low educational attainment.

Mir (2015) in his study ‘*A study of educational opportunities available to the slum areas children of the Kashmir valley*’ tried to find out whether slum area children are availing educational opportunities similar to non slum areas. The finding of the study highlight that although the slum area children has free access to educational facilities, yet educational
opportunities was far from equal. This is evident from the unequal academic and non academic outcomes of learning, school dropouts, low utilization of educational facilities etc.

Verma et.al (2015) aimed to know the reason for dropout in school education and to find out the educational status of dropout students. The findings of the study shows the overall dropout rate SC students for all states in primary stage in 2014-15 is 3.3% which was 3.1% in 2013-14

Singh (2016) examines and analyses the effects of school, teachers and home factors on learning outcomes in elementary schools in the urban slums areas of Varanasi city and assesses the learning outcomes of students of these elementary schools. The sample of 75 elementary schools was randomly selected and self-constructed questionnaires were used to collect data. The results of the study revealed positive effect on learning outcomes of both school and home factors. However, the learning outcome of elementary schools in slum areas found to be unsatisfactory in comparison with national norms.

Gloor et.al (2016) attempted to identify and analyse the determinants of school drop-out in urban slum communities in Ahmadabad and selected
rural areas of Gujarat specifically from the perspective of the child. The result of the study showed that school dropout are due to inter related factors like institutional deficits and failures, unmotivated teachers, un-contextualised curricula limited support from parents, disadvantaged living conditions.

Shivakumar et.al (2016) carried out a study to find out how the educational achievement of socially and economically disadvantaged children is influenced by various factors such as family characteristics, socio-economic and educational background. The findings indicate that although the parents are illiterate (37%) but they have tried to provide better education to their children. In fact 49% of slum children were enrolled in private or private aided English medium schools. Srivastava et.al (2016) examine relative household costs and experiences of accessing private and government schooling under India’s Right of Children to Free and Compulsory Education Act, 2009. The study was based on survey of 290 households and 40 semi-structure household interviews. It was found very low in stances of children with private school freeships. In fact, household accessing freeships and higher fee schools experienced considerable barriers to securing a seat & admissions.
Baite et al (2017) aim at to analyze the effect of poor socio-economic conditions on child education as well as the how slum environment affect child education. The study shows that poor economic conditions as well as parents’ illiteracy has adversely affected child education. The drop-out rates among the boys found to higher in comparisons with the girls. The factors behind poor educational scenario of the children of slum were financial constraints, unconducive environment, lack of interest in studies, early marriage of girls etc.

Bali (2017) conducted a study on women from selected slum of Trikuta Nagar of Jammu city. The objectives of the study were to study the educational and health status as well as the living conditions of women slum dwellers. The sample comprises of 100 women slum dwellers only. The findings of the study reflect that 20% of the respondents does not give importance to girl education and consider education of the boys to be of immense importance. Majority of the slum dwellers have poor educational qualification.

2.03: REGIONAL STUDIES

Other than these studies made on slum education in India and abroad, certain studies have been done in Assam also, however studies on slums in Assam are very few in numbers.
Choudhury (2000) aimed to study the overall picture of the life-style of the slum women of Guwahati city. It has been found that 58.67% respondents are illiterate and the 59.05% are school drop-out. Illiteracy is the main reason behind the socio-economic backwardness. In fact, slums do not have proper educational environment and they don’t feel the need of education. Female illiteracy is very high, and dropout rate is 64.67% in comparison to 36.95% made school dropout. The condition of schools in slum is found to be deterioted and also the facilities available to the children is negligible.

Medhi and Bhattacharyya (2012-13) published a paper on education of the out of school slum youth in Morashali Harijan Colony, Guwahati. The study found a large number of youths dropped out and not engaged in any formal economic activities. It also mentioned in the paper that since many schemes and policies have been implemented for the development of housing and other basic amenities of slum, but educational sector is still ignorant.

Gogoi (2016) reflects that 45.7% of slum dwellers are illiterate and does not encourage child education. This high rate of illiteracy has resulted in less skill and low income generation work.
Medhi (2016) attempted to study education among the slum youth in the three slum areas of Guwahati city. This study on education among the youth in the urban slums of Guwahati city attempted to understand the educational scenario of the slum youth which includes literacy rate, educational level, parental attitude toward education, non-enrolment rate, dropout rate and other related issues to educational perspective of youth with regard to educational status out of 304 youths. 6.25% are non-enrolled; 60.80% are dropouts & 32.89% are continuing their studies. Parental negligence, poverty, domestic work, parents death, physical inability and lack of own interest were the primary reason behind school drop-out. Parents’ negative attitude toward education is another reason behind youth’s non-enrollment & dropouts. In fact highest gender disparity regarding non-enrolment of the respondents i.e. 73.69% are girls & 26.3% boys. The major reason behind this is the parental negligence. In fact youths are not aware about the benefits of education. It was also reveal that most of the times slum youths are roaming around the neighbouring areas & take alcohol and drugs.

2.04 RESUME OF THE RELATED LITERATURE

From the existing literature it is clear that education of slum dwellers continues to remain a challenge across the globe. A total number of 49
research studies have been reviewed in international as well as in national and regional arena on educational backwardness of slum children. Out of these, 12 have been carried out in abroad, 33 at national level and 04 at regional level.

Studies conducted abroad highlight the fact that children living slum areas are still facing basic problems of education particularly in underdeveloped and developing nations of the world. Factors that have contributed toward educational backwardness of slum children are poor quality of primary school in slums, limited access to secondary school for slum children and other ills that hinder school participation. Apart from these disabling environment at home, school distance, poverty and child labour also play a significant role in this matter.

A large number of studies were conducted in India to highlight the scenario and challenges of education faced by the people living in slum areas. In fact the living standard and life style also shed light in the educational scenario of slum children. Most of the studies reflect that children especially girls are not enrolled in the primary education and
many have dropped out due to various reasons. A large no of adults are illiterate and ignorant which resulted in large no of children drop-out after 2/3 years of taking admission in class I. The other reason behind the educational backwardness is family background, and poverty. These slum children also suffer from malnutrition, poor accommodation, hunger, orphaned early in life, etc. They continue to live under the parasol of diseases, inadequate health services, poor drainage and sanitation, petty trade, violence, sexual abuse, and un-conducive learning environment.

Studies were conducted on slum children in Assam reflect the fact that children living in slum areas are still deprived of education. Slum dwellers are illiterate and do not encourage child education. The reason behind this is basically financial constraints, adult illiteracy, school environment, mode of teaching, insufficient teacher, and in availability of educational facilities. Failure in academic activities, discrimination in the class, poor teaching – learning process, etc has also contributed to this phenomenon.

From these it is been made clear that education of children living in slum areas has remain a grave challenge across the globe. A section of the society has been cut off from the mainstream of the society due to lack of education. The basic reasons which is found in almost all studies were
poverty, financial constraints, lack of educational facilities, un-conducive learning environment etc. In fact studies were conducted on slum in various aspect in Assam yet on educational backwardness and the problems faced by the slum children of age group 6-14 years was not conducted earlier. Henceforth for the overall development and progress of the nation education of this deprived section of people living in urban slum is essential. Studies on this area will definitely help in developing new policy for progressive development of the nation.

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