

CHAPTER II

REVIEW OF RELATED RESEARCHES AND LITERATURE

2.1 Introduction

The purpose of the present chapter is to survey and review the research literature on the study of life style of slum dwellers and its relation with education which mainly aims at studying the social, economic, health and hygiene condition and educational status of the people, their awareness about the educational opportunities provided to them, their attitude towards education and their educational and vocational expectation, with a view to finding out what has been so far investigated and what is yet to be investigated. Such an attempt is likely to help in formulating the objective, tools and methodology of the present investigation.

It should be made clear at the outset that the investigator would try to identify trends in related research and focus on the findings and conclusion of the researches that have some bearing, direct or indirect on the present investigation.

2.2 Importance of the Review of Related Researches and Literature

The present chapter is found in most of the research studies. The review indicates what has already been studied by others to date which has a bearing upon the problem of the investigator. The purpose of this chapter generally is to provide a brief and initial review and appraisal of any of the related studies and to show how the present study contributes more or advance the available knowledge further in the area under study. This chapter also gives report of research in which the similar concepts, tool and techniques have been used successfully and which the investigator intends to use in his research. All this discussion forms a necessary background for the work and serves also as a test of required knowledge with which investigator must be acquainted. (Patel, and Lulla, 1964).

According to Kerlinger (1964), there are two main reasons for discussing the general and research literature related to the research profession. The first of these is the more important to explain and clarify the theoretical rationale of the problem. A second reason for discussing the literature is to tell the reader what researcher has not been done on the problem. The underlying purpose of course is to locate the present research

in the existing body of research on the subject and to point out what it contributes to the subject.

According to Good and Scates (1954) the review of the past studies gives the history, background and the links of the various researches done in the area under study, and a reader who is a stranger gets the global picture of the background and the rationale of the problem under investigation.

The review of the previous researches also provides suggestions for further research. From these suggestions and implications the investigator gets links and guidelines for his own study.

Review of related researches and literature is an important step in any research study. It provides the investigator with an idea about different approach, methods, tools, sample and analysis adopted by the research workers. It also gives the investigator the insight about the difficulties faced by the researchers. The most important thing is that it helps the research worker to understand the area that has been covered by the earlier researcher. To pinpoint the importance -

1. The review of literature is the basis of the most of the research project in the physical science, natural sciences, social sciences and humanities.
2. A review of related literature gives the scholar an understanding of the previous work that has been done.

3. The result of the review actually provides the data to be used in research.
4. It enables the researchers to know the means of getting the frontier in the field of problems under investigation. Unless the investigator learns that what others have done and what still remains to be done in the area concern, he cannot develop a research that will contribute in widening the horizons of knowledge in the field.
5. A review of literature deepens the insight of the investigator.
6. The importance of review is quite obvious in delimiting the research problem and its scope.
7. The review of literature will give the researcher the insight he needs to convert his tentative research problem to a specific and concise one
8. A review of literature can help the research worker in making him alert to research possibilities that have been overlooked.
9. In the process of reviewing the literature the researcher becomes alert for finding out research approaches in his area that have proved to be sterile.
10. The review of the literature provides the investigator with an opportunity of gaining insight into the methods, measures, subjects and approaches employed, by other research workers. This will in turn lead to significant improvement of the research design.
11. A careful consideration of the chapter entitled 'Recommendations for further researches' in various research studies guides the investigator regarding the suitability of the problem and in assisting him in delimiting the research.

The present investigator has generally kept almost all these points in view while reviewing the previous related studies.

2.3 Review of the Researches

Manas Dasgupta (1980) has raised some doubts on efficiency of education to remove poverty of the slum dwellers. He says that our policy makers at the top level have failed to realise the importance of the relative level of education and the 'factor market'. The chance for a person belonging to a vulnerable class crossing the threshold level is very poor because of the long gestation period involved and the poor quality of education they receive compared to the children of the elite class due to the caste factor. Even though education is free in the secondary standard and the government provides various other educational facilities to the vulnerable sections, the poorer classes have to trade off their present subsistence level of living because of the complementary expenses that have to be borne even with free education and any higher education necessarily implies current loss of earning hands. One more important factor that has created the imbalance, is the faulty policy of 'top heavy' investment in education. University education is growing much faster than school education, creating a disparity in the educational level. The survey of this researcher reveals that the literary rate in the slum areas is gradually increasing at least as far as school education is

concerned but it has helped them little to increase their income level. Most of them are engaged in such occupation like casual labour or self employment schemes where education is unlikely to raise their productivity. Due to the urgency to start earning, they can ill afford to wait for a suitable job the corresponding educational qualifications can provide and get themselves engaged in poverty induced occupations having no bearing on education. The graduates among the slum dwellers blame their educational qualification for remaining unemployed as their degree comes in their way of accepting a blue collar job which their less educated neighbours can easily accept. This piece of research not only justifies the government's policy of job reservation for the backward classes, who are sizeable chunks of the slum dwellers. Since both facilitywise and qualitywise their standard of education is much poorer than the elite classes but also emphasises that more than education the general living condition of slum dwellers are required to be improved to remove their poverty. It is the same economic factor this research points out, that has made the slum dwellers generally averse to family planning programmes. Slum dwellers do not adopt family planning not because of their lack of awareness but because every additional child is considered to be a potential earner. At their standard of living, the investment they are required to make for the upbringing of a

child is a comparison much less than the return they can expect from an earning child. For the slum dwellers the earning children are the only 'Money bank' in their old days. Therefore, it is not merely the educative process to remove their 'ignorance' that can induce them to take to family planning but rather the assurance of economic protection that can break the ice.

Thomas Mathew (1979) in his paper on Research Trends in Education of the Deprived' has revealed very interesting points which can be of immense use to the present piece of research undertaken by the investigator. The most of the studies that he has reviewed say that it is not education only but other factors, economic factor being the most significant factor, are responsible for keeping the people deprived from other facilities that educated classes take the advantage of, below the poverty level mark. These studies are by Dasgupta (1963), Sharma and Sapral (1969), Sachidananda (1967), Srivatsave (1971), Srivatsave and others (1971), Mehta (1976), Rath (1974) and (1976), Oad (1976), Dogra (1977), Koppikar (1956), Kant (1967), Ambasht (1970), Agriculture Economic Research Centre (1971), Jati Nirmalan Sanstha of Poona (1974), Azad (1976). The main findings of these studies are in tune with the following conclusions.

- (i) Poverty did not allow the child to continue with their study
- (ii) excessive involvement of the child in domestic and other

kinds of work to supplement the family income and (iii) inadequate financial facilities. However by educating all the children of the deprived communities and the slum dwellers in India, we can attain one of the important social objectives of education, 'to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a level for the improvement of their condition.

Yusuf Khan (1980) says eradication of slums is a far distant dream, as distant as eradication of poverty from our country. Over the years, many schemes have been formulated and extended to minimise slums in the urban areas but experience has shown that most of these schemes failed not only in solving the problem but also in showing a proper direction towards a solution of the problem. A majority of these schemes were based on the western concept of planning and overlooked the socioeconomic condition of the slum dwellers, their interest in such schemes and type of houses they want. Most of the schemes of the civic body providing for two and three storeyed buildings have failed to find favour with slum-dwellers. Most of the houses as a result, have been sub-let by the slum-dwellers to the middle and upper middle group among the industrial workers and the white-collar. The classic example as how a scheme could fail has been provided by the integrated Urban Development Plan's 2000 odd houses in Juhapura (Ahmedabad). The houses meant for the flood affected

slum-dwellers on the river bank have now been occupied by others after paying 'Pugri' which ranged from Rs. 5000/- to Rs.10,000/-. Most of those who stay in these houses do not even pay the minimum rent, which is Rs.20. Regarding the houses to be constructed for slum-dwellers a care should be taken so that houses are not sublet. Strict action should be taken against such slum-dwellers.

Yusufkhan (1980 a) has said that the living condition in the city slums despite several measures taken by the Ahmedabad City Municipal Corporation to provide them with drainage, public lavatories, drinking water taps and street lights continue to remain pathetic with pools of dirty water surrounding huts providing a breeding ground for mosquitos and piles of garbage everywhere. A survey of city slums by Mr.B.P.Patel of Sardar Patel Institute of Economic and Political Research has brought to light the condition of these slum dwellers. A survey of 10153 slum households carried out over a period of three years between 1977-80 has revealed that in most of these slums basic amenities like drinking water and lavatory were utterly lacking. About 90 P.C. of slum dwellers depend on common water taps in the slum or on the main road near the huts. Eleven p.c. of them fetched water either from the water taps in adjoining private compounds, from a river or a well. As drinking water itself was rare commodity there was hardly enough quantity of water for

washing, bathing and other purposes. In addition they have extremely scanty amenities like lavatories.

Yusufkhan (1980 b) says that mushroom growth of slum is a matter of causing great concern for city dwellers. The proliferation of slums over the decades has jeopardised the existing civics resources as they cannot cope up with the growing demand of the city for basic amenities. Many planning experts feel that the growth of slums in the city could be minimised with full concentration over the problem rather than piecemeal approach. Ahmedabad and many other industrial cities have migrants problems. Most of these migrants are from neighbouring districts and states. The United Nation has defined slum as 'a building, group of buildings, or area characterised by overcrowding, deterioration, insanitary condition or absence of facility or amenities, which because of these conditions or any of them endanger health, safety or morale of its inhabitants of the community'. Even by the U.N. definition our slums are worse than any of the urban slums in many Asian and other developing countries. All the housing schemes for slum dwellers and the economically weaker section, according to a civil official, are just a drop in the ocean. Ironically, a majority of these houses have been occupied by middle classes people who have paid 'premium to the slum dwellers.'

Everybody joins with Pagedar (1980) who says 'Baroda the beautiful' was the slogan of city fathers in the good old days of early sixties. The talk of beautifying the town went well with its self-congratulating residents till the city skyline began to be dotted with ugly slums fast spreading their concerous tentacles in all possible directions. Today the dream of beautiful Baroda lies in the shambles around. The city, which once boasted of Mecca of high culture is fast deteriorating into a 'C' grade urban centre with deteriorating civic services. The alarming magnitude of the overgrowing slums could be easily grasped by the simple fact that little less than one fourth of the cities' 6 lacs people live in slums to-day. According to Municipal survey, the population in 219 identified slums area in Baroda had reached a standing number in 1976. Some of the biggest slums in Baroda are Kisanwadi, Danteshwar, Pratapnagar Railway compound near Lalbag, Ambedkarnagar, Fatehgunj, Fatehpura, Nizampura and Sayajigunj. A quick glance at the composition and characteristics of the Baroda slum reveal that about 50 p.c. of the dwellers predominantly Hindu Harijans are industrial workers and casual labourers. A large percentage of others are tribals engaged in construction works. The rest of them are accommodated in a number of small trees and services like pan shops, hawkery and automobile repair.

A survey sponsored by Mr. Sanat Mehta, the then, Housing Minister, and conducted by Operation Research Group in 1973 points out that the average per capita monthly income is hardly Rs.200. The abject poverty in slums is evident in the rickety mud dwelling and the wretched living conditions around them. According to a rough estimate 38 p.c. of the huts in the slums are less than 4' in height living no scope for sufficient ventilation. Bearing a few stray cases, basic amenities like drinking water, lighting and latrines are totally absent in all the slums in Baroda according to the Municipal Survey itself.

Defaction in the open is a common practice with the helpless hut dwellers. Approach roads to the slums is repelling sight as most of the huts are surrounded by dirty pools of water resulting from the absence of a drainage system. In the monsoon these slums, most of which are in low lying areas turn into reeking hell of filth and stench.

While 86 p.c. of the slum dwellers are illiterate, those few who have been to school have not crossed primary level with their seclusion from the society. These zhupdiwalas particularly jobless youth have taken to shabby activities like running illicit distilleries and gambling.

Not only the industries but the combination of factors like the lack of totality in city planning, absence of effective

and easily implementable civic laws and most important of all domination by political vested interest which exploit the sentiments of slum dwellers to their own advantage is responsible for encouraging slums in this type of city.

Every fourth person living in this sixth largest metropolitan city of the country' says Gupte (1980) 'is a slum dweller''. This is not by choice but by sheer force of circumstances. He has further observed that Ahmedabad witnessed an unprecedented explosion of slum huts in the past decade and half with nearly 404 per cent growth during the period, as Dr.B.B.Patel of Sardar Patel Institute of Economic and Social Research points in this case study. Slums in this flourishing industrial complex cannot be equated with poverty since 30 to 40 p.c. of the slum population can not be called poor and can afford to pay rentals of Rs. 40 to Rs.50 per month. One can find even lectures^r among the slum-dwellers. Poverty generates poverty and illiteracy breeds illiteracy. This is true generally in the case of all the slums. A slum usually is made up of a cluster of hutments using wooden planks tin sheets, gunny bags, and plaster or just rags for roofs and walls. With lack of basic amenities like tap water supply drainage, lavatories, lights and filth and garbage all around they emanate a stench all the time. Public lavatories are so far and few between that men, women, children defecate

in and around the area or along the road side. In slum-huts people say that they will be able to stretch their legs when they die.

The slant of Sabyasachi (Ray's (1980) observation is that the housing problem in Baroda city is a very acute problem which gives birth to slums in the Municipal Corporation area here and there. The primary need often migrant populace in an urban centre are jobs and essentials like clear drinking water and toilet facilities. Their housing needs are secondary and they must be accepted as such to avoid wasteful use of resources. These migrant people stay where they can have these facilities and they create slum slowly and gradually. They use open land for toilet and try to have some water from any private compound or Municipal water taps. Ray has suggested that low-cost houses can go a long way in solving many of the problems of urbanisation. Villages are breaking down and cities are coming up. Slums are also the result of urbanisation. Today the process of urbanisation go on with rapid strides due to the industrialisation and slums synchronise with it.

Shrinivas Laxman (1980) has given an equally pathetic picture of Bombay slum. He has said that people keep coming to the city from the far corners of the country and raise the slum. They come to the cities lured by the prospect of a permanent job and earning a steady income. In Bombay they come

find a vacant spot to dump their meagre belongings and put up a little shack. The land may be a private property, or it may be ~~z~~ belonging to the state or central government, the Bombay Municipal Corporation or the Bombay Housing and Area developing Board. Soon the shacks proliferate. A 'Dada' oversees all this. It is done under his 'protection'. Even it is not, he soon turns up to offer them 'protection' from the owner and the law. The shanty dwellings stay while tax-payers in buildings around helplessly watch the slums growing and mar the neighbourhood. Municipal Corporators come and go, one government come and another government go but the slums in the cities of India go on for ever and they will go on still many more decades to come. In some cities the housing authorities have constructed tenaments, but slum dwellers complain that they cannot pay the rent. Those who pay sublet it to others at a higher rate and earn money and create slums elsewhere. Houses are built for slum-dwellers but the people from lower middle class stay in them.

Chawla (1972) has observed that the problem of unemployment has many dimensions, social, economic, political and educational. Poverty, economic stagnation and social disturbances are some of the glaring result of the prevailing unemployment situation. One can add the creation of slums in this result. The slum-dwellers are partially employed or not employed at all or

they are misfit for many jobs they do which in turn add to their poverty and they are forced to select the cheap housing accommodation which is available in slums only in industrial cities. Further the rising population in the country, inflationary trends in the economic, the growth of capital intensive industries rather than labour intensive industries and insufficiency of adequate vocational training facilities are some of the crucial factor that have made this problem of unemployment. Which is one of the forces of creating slums in the cities, a formidable challenge before the nation.

Christophen Etal (1973) found that family background had much more influence than I.Q. genotype on an individual's educational attainments which depended partly on socio-economic status and partly on social and cultural characteristics. The effect of cognitive skills on educational attainment was significant. Qualitative differences between schools played a very minor role in determining how much schooling people eventually get.

Adiseshiah, Desai, Pande, Pimple, Rajagopalan, Sachidanandan (1974), Nayar, Singhi (1975) as reviewed by 'A Survey of Research in Education in India' 1977 have found that the teachers of the children coming from adverse family circumstances, were of the view that they were not inherently low in calibre, but their adverse family environment was responsible for their

lower achievement. Further, their participation in extra-curricular activities was low. However, their educational and occupational aspiration were quite high.

Patel Surbhi (1978) has said that socio-economic status of different sections of people and in different locations has been found to be one of the most significant factors affecting the magnitude, quality and effectiveness of educational opportunities available to them. Many Indians and Australian studies are available on this aspect.

Like all other selective measures school dropouts and grade repetition or wastage and stagnation are co-related with social background. In a survey of an age-cohort of Stockholm students who were followed up for 10 years Boalt (1947) was able to show that grade repetition and drop outs are correlated with social background. While the individual cost of grade, repetition and drop out are particularly for students of lower class origin, the social costs have caused much concern in West Germany (Frommberger 1954, Udenlack (1955,1960), and France.

In a number of studies on wastage and stagnation conducted in India, poverty or low socioeconomic status has been found to be a predominant cause of school dropouts and failure. (Naik 1941, Gadgil and Dandekar 1955, Choudhary 1965 NCERT (1967). In the Gadgil and Dandekar study and in the study conducted by the

NCERT, more school dropouts than staying were found to be children of low education and low income, labourers and artisans from lower caste and backward classes whose family needed a helping hand in running the home, looking after younger children or earning a living.

Patel Surabhi (1978) has revealed that social class is a crude, overall measure comprising rating on the education, income and occupation or a particular individual or his parents. While it tells us a lot about some characteristics of groups of people belonging to a particular class as a whole, it does not reveal much about individual member. Numerous studies on the relationship between socio-economic status of school children and their academic performance have shown that the lower class children on an average achieve less than middle class children, but such studies have been unable to say why some children with the same economic status and intelligence achieve better than others.

In India, numerous studies on the relationship between socio-economic status and educational achievement have been conducted. Such studies have been reviewed extensively in 'A Survey of Research in Education' (Buch, ed. 1972, 1977) and educational research in Rajasthan (Khanna and Verma 1976). Most of these studies have found strong relationship between socio-economic status and academic performance in general or in specific subject.

Among the studies reviewed in 'Survey of Research in Education' 1972, Mathur (1963) and Chopra (1964) found that the socio-economic and home background of pupils' influences even their intelligence and conduct.

About characteristics and problems of slum children, Patel Surabhi (1978) says that the most common denominators of the heterogeneousness of slum dwellers are substandard housing and poverty with their concomitant social, cultural and psychological consequences. Apart from other differences in life-style, values, child-rearing practices, skills for urban living and educational attainment.

From the point of view of the school, this is the population which sends the lowest number of children in Urban areas to the school and whose children exhibit the most severe academic retardation the highest rate of failure, grade repetition and dropouts and the thinnest transition to upper levels of education. Schools in or near the slums are usually described as having retarded, low caste and lower class children who lack the basic necessity of life, over-crowded dilapidated or poorly maintained buildings inadequacy of essential school facilities (Sharma 1973) high pupil and teacher mobility, chronic teacher shortages and low academic achievement and the moral.

Deficient home environment seems to be the principal reason for under-developed intelligence and low academic achievement of slum children among whom the range of intellectual potential should be as normal as other children. Intelligence grows out of experience with objects and people, but lower class homes fail to provide a variety of objects, playthings and stimuli to the child's sense of sight, hearing, touch, feeling and so on (Hunt, 1961 and 1964). This environmental deprivation in the lower class homes results into a deprivation of cognitive development in a child (Deutch, 1965).

Bloom (1964) has shown that more than half the differences in performance on conventional intelligence tests found at the end of high school could be accounted for by differences at the age of 6 i.e. at the beginning of the regular schooling. In other words, these differences are there when children first enter school, and what is more, they go on increasing progressively with the passage of time eventually causing a 'Cumulative deficit'.

Other scholars like Basil Bernstein (1961) hold that the lower class children's difficulties in school stem chiefly from their poor language development due to insufficient and defective verbal communication in the home where parents are uneducated and have little time or ability to develop the necessary language skills among the children through

conversation, answering of questions and explanation of various phenomena. This means that when new concepts in transactional terms are acquired verbally i.e. by definition and context from speech and reading rather than by abstraction from direct and concrete experience, the lower class child suffers from the paucity of abstraction in the very day vocabulary of his elders, from the rarity of stimulating conversation in the home, from the relative absence of books, magazines and newspapers and from the lack of example of a reading adult in the family (Ausubel, 1964).

Environmental deprivation means living in an environment which is deficient not only physical stimuli and meaningful conversation but also in various other non-tangible ways including the interaction that takes place among the family members especially with the mother. Wolf (1965) in his studies of the effect of parent child interaction on intellectual development has shown how a home environment is rich in the press for language development the press for achievement motivation and the provision for general learning is able to boost up cognitive development. The lower class home, however, conspicuously lacks such an environment with obvious results. (Rath, 1976).

Still others influenced by David McClelland's work on achievement motivation ascribe the scholastic failure of the

lower class child to the failure of the lower class culture to develop the complex of attitudes which are indispensable for academic achievement - attitude emphasising a 'future orientation', individual rather than collective mobility, personal achievement and a sense of control over one's destiny.

Further, a low self concept and low educational and occupational aspirations have been cited as one of the major characteristics of the disadvantage children (Rath, 1976). A poor self image is surely the result of a life of imprisonment, neglect and insignificance, but gets reinforced in the school by academic failure and retardation. Numerous studies have found high relationship between self concept and academic achievement. The low self image of the slum child leads to inferior academic achievement, and low performance in turn reinforces a negative evolution of the self. Moreover, much of what goes on in the class-room is not continuous with the home experiences, values and orientation of the slum child. So it further reinforces its feeling of inferiority depresses his inspiration and deepens his already scanty motivation for achievement.

It may thus be seen from the above accounts that lower class children lack the necessary cognitive, linguistic and attitudinal preparation for school. Their early experiences

in the home, their motivation for present learning and their goals for the future are such as to handicap them in schools. Slum living and social isolation further enhances this problems (Bloom, 1965).

Patel Surabhi (1978) along with other findings has come out with the following useful findings, given under relevant headings :

- I The Slum group of children as a whole are much older than in non-slum group.
1. A high percentage of them are village born and much higher percentage i.e. three times more than of non-slum children have working mothers. While a large majority of both slum and non-slum children come from middle size family, more slum children come from small and big sized families.
 2. Considerable differences were found in the educational level of the parents of slum and non-slum children. The educational level of the slum parents being much lower than that of the non-slum parents, an over-whelming majority of slum parents, especially the mothers, can absolutely be of no help in the education of their children.
 3. The slum child on an average has more siblings while the non-slum child has double the number of working siblings which may be due to their greater employ ability because of better education. Regarding the educational level of siblings, much discrepancy was

revealed between the educational attainments of the siblings of slum and non-slum children, the difference being in favour of non-slum siblings. Twenty-five percent more non-slum siblings under the age of 14 years and twenty percent more non-slum siblings above the age of 14 years were found receiving education.

4. On an average, the slum family has a little more than half the income and a little less than half the per capita income of a non-slum family. Further, against three-fourths of slum fathers being engaged in manual, non-white-collar jobs, three-fourths of non-slum fathers are engaged in non-manual, white collar jobs. Thus, a slum father has a lower occupational status and income.
5. The slum homes have much less living accommodation, essential facilities and basic amenities like kitchen, bathrooms, toilets, ventilation, water and electric lights. Thus, life is quite hard and uncomfortable in slum homes which are much less suitable for study. As many as thirty-one percent more slum children have reported that they do not have a quiet place for study at home.
6. The slum homes are much less furnished and equipped with various items of daily use which make life worth-living. However, the most serious differences are with regard to items of educational value such as the radio, the television and the dictionary which for fewer slum homes possess. Similarly, reading materials like newspapers and magazines are not being received in slum homes as frequently as in non-slum ones. The above facts show lesser exposure of slum children to extra educational experiences in the home.

7. A lower percentage of slum children report receiving the love, help, attention and interest of their parents in their studies. However, an overwhelming majority of both slum and non-slum parents are reported to be entertaining high ambition from the education of their children as they wish education to turn them into great men. Again, while a higher percentage of slum parents are sending their children to school for negative reasons such as getting rid of their children's mischief, a much higher percentage of them are sending them to school because they consider education to be important. This is a very healthy trend and if it continues and grows, slum children will be able to utilize educational facilities offered by the state to a much greater extent.
8. The slum parents are entertaining lower aspirations about the educational excellence and the final educational level of their children than non-slum parents while a majority of slum parents wish their children to go upto high school/higher secondary, a majority of non-slum parents wish their children to have college education.
9. A slightly higher percentage of slum children have an easier access to school but a much higher percentage of non-slum children use various means of conveyance to reach their schools. Again, the slum and non-slum children have received preschool education in the proportion of 4.7 respectively and also a lower percentage of slum children are speaking and using the same language at home and school. Thus the slum children have a disadvantage in the matter of conveyance facilities, nursery school education and the medium of instruction as compared to the non-slum children.

10. Two-fifths of slum children against one-fifth of non-slum children were found working for a living. Again, double the number of slum children were engaged in paid work, but they were also working for much longer hours every day. Consequently, twice as many slum as non-slum children were not getting enough time for studies at home and consequently devoting much less time to them every day.
11. Though both slum and non-slum children have not shown much participation in cocurricular activities, the slum group has shown much less participation in all activities except two viz. games and sports and dramatics. This is much as expected since the slum children have a greater liking for activities of a physical nature. Further, the slum children were found to be having fewer extra-educational experience like reading of books other than those prescribed and seeing films and television programmes.
12. The slum children change schools one and a half times more often than non-slum children and their rate of failure is more than double that of the non-slum children. Also they have poorer personal-social adjustment as shown in their morefrequent quarrelling, getting angry over trifles, feeling being unnecessarily blamed by others, and so on.
13. The slum child on an average is facing more than double the number of difficulties in the way of learning. Double and ~~treble~~ the percentage of slum children have reported lacking interest in studies and being unable to understand them. Two to three times more slum children find it difficult to study because of lack of space, time and help in studies and non-supportive parental and community attitudes. Also more slum

children find it difficult to study due to disease and unexpected incidents and accidents.

The Non-cognition Outcomes of Learning

1. The slum children were found to be having a low social self-concept. They were also found to be having a lower self-concept than non-slum children on all the three Dimensions described above.
2. More slum children have reported finding studies, games and other activities less interesting than the non-slum children, feeling happier over not getting any homework, not liking the school and staying away from it. Thus the slum children have evinced less favourable attitudes towards studies, homework and the school than the non-slum children. They also attributed more negative qualities such as indifference, malignance, punitiveness and disliking to their teachers thereby showing less favourable attitudes towards them.
3. The slum children have much lower educational and occupational aspirations than non-slum children. Twice as few slums as non-slum children wished to be the best student in the class and twenty-five percent less expressed a desire to go in for college education. Again, twenty-nine percent more non-slum children wished to have a professional career.
4. The slum children are also less motivated for achievement than non-slum children as is evident from their responses to five items on achievement motivation in the Pupil Questionnaire.

Academic Achievement

1. On the whole, the slum children have shown much lower academic achievement as compared to the non-slum children. While their inferior achievement in Hindi is due to real differences in ability, their lower achievement in Mathematics can also be due to greater variance in their scores caused by the nature of the subject matter.
2. The slum children have also shown inferior academic achievement in class V examination. Further, their incidence of failure in classes I - V is more than double that for non-slum children.

Thus, the academic achievement of slum children as judged from the results of achievement tests in Hindi and Mathematics, the results of class V examination and the magnitude of failure in classes 1 - 5 is much lower as compared to the non-slum ones.

The Fraser study was the first major study in which an attempt was made to relate the total affect of the home environment and not just some kind of socio-economic index to scholastic performance. No previous study had provided such an extensive coverage of the home milieu as this, which also included a series of relevant psychological variables.

The Fraser investigation comprised 408 Aberdeen students in different schools who were followed from the age of 12½ to 13½. The intelligence tests and one attainment test in English

were administered. Home environment was assessed by personal interviews with parents. Four environmental aspects were considered :

1. Cultural (Parental education and reading habits).
2. Material (Income, occupation, family size and living space).
3. Attitudinal (Parental attitudes and encouragement towards the child's educational and vocational career), and
4. Degree of abnormality in the home (working mother, broken home, poor quality of living).

Results of the investigation are presented in the following tables.

Correlation Between Environmental Indicators on the one Hand and I.Q. and School Marks on the other hand among Secondary School Students in Abardeen.

Environmental Indicators	I.Q.	Scaled School Marks
1. Parental education	.42	.49
2. Parental book-reading	.28	.33
3. Parental magazine and newspaper reading	.38	.40
4. Income	.35	.44
5. Family size	.40	.40
6. Living space	.36	.45
7. Parental attitude towards education	.30	.30
8. Parental encouragement	.60	.66
9. General impression of home	.30	.46
10. All environmental indicators (Multiple correlation)	.69	.76

The above table shows that parental encouragement i.e. supporting action has a higher correlation with both intelligence and scholastic attainment than any other environmental variable. Again, all environmental variables correlate higher with scholastic performance than with I.Q., which reflects among other things, that they are all loaded with non-cognitive factors. Indicators of material conditions, however, do not correlate lower than those that measure psychological processes. This shows that both material conditions and socio-psychological variables are equally important.

The social and political philosophy governing the lives of any nation generates from its basic constitution. The last seventy years of world history unfolds the basic conclusion that at the international level, there is a growing emphasis for insuring an irriducable minimum standard of living for every human being on this planet. But to realize this objective mankind will have to go for massive global effort sustained over a long period. The population, accompanied by rapid industrialisation and urbanisation have made the task of building human settlement brizzle with innumerable complexities. Even a newly established beautiful city like Chandigarh in Punjab State, is getting marred by the growth of slum.

The basic challenge before the planners in all urban areas is to provide massive housing for the largest number drawn from the vulnerable groups. This is a migrant task whose fulfilment calls for a very high order of financial, material and human resources apart from first rate managerial ability. A bold and imaginative way of arresting the growth of metropolis decentralised pattern of development and infrastructure facilities in overgrown villages and small towns in and around a given centre of urban growth.

The major conclusions of the study (1977) on the inner city slums of Baroda Municipal Corporation can be summarised as under :

1. Slums or slum-like situation in the older part of the city represented by chawls and khadkhis call for solution under programme of re-development.
2. Slums whose population is unwilling to move owing to the nearness to place of work should be provided with basic amenities like drinking water supply, drainage, roads and street light. Such a programme would bring about an improvement in the environment and in the quality of life of slum population.
3. Families of slums which are willing to move on organised basis to new colonies should be provided with housing either in the nature of sight and surveys of economically weaker section quarters, keeping in mind their economic status.

Rapid industrialisation and urbanisation have made slums an inevitable part of almost all urban centres in the world. With the growth of industries, allied trades and services in Indian cities particularly after second world war, large number of people migrated from villages to urban areas for gainful employment leading to acute congestion arising from growing housing shortage. Hence the expansion of the slum areas.

A slum may be defined as a building for an area which is unfit for human habitation owing to serious deficiency in the, nature of living accomodation or in its environment. But a slum is more than a physical expression. Sociologically it is a way of life a sub-culture with a set of norms and values reflected in poor sanitation in health practices, deviant behaviour with attributes of apathy and social isolation. Slums include both insanitary hutments or bustis and group of pacca old buildings with inadequate light ventilation and sanitary services.

The hutment^t slum crop up in cities from time to time and are mostly the end-products of rural depopulation arising from a search for employment. The absence of regular employment, scarcity of accomodation and different background of environmental hygiene unsuitable to urban base if living are the main reasons underlying the growth of such slums. The

pacca built up slums are a heritage of earlier times, when civic standards were non-existent or of primitive character. Overcrowding, irreparable condition of the building, absence of suitable alternative accommodation at reasonable rents are some of the features responsible in downgrading these buildings into slums.

Thus, major problems of slum in Baroda consist of hutments or dhupadpattis, chawls and khadkis. The hutments are kachcha or temporary structures usually built on private lands or Municipal Corporation or government lands. These slums are fed by inflow of people from the surrounding Baroda and Panchmahal District regions.

Then there are types of buildings commonly known as chawls, which are usually extremely old structures with ground and first or more floors. The chawl consists of four or more rooms in a row with a common corridor on one side and common sanitary facilities. The rooms are generally small usually not more than 9 sq.mt.

Khadkis are old congested structures. There are more than one buildings with common passage of joint ownership. A khadki may or may not have common facilities of latrines, bathrooms etc. Originally at the time of construction the owner of the khadkis must have been one individual but with separation of sons or through inheritance. Although there may be some

khadkis with complete owner occupancy, there are some khadkis partly occupied by tenants and partly by owners.

The occupants in hutments slums, chawls and khadkis face problems of inadequate basic amenities of water, latrine, electricity and drainage. Overcrowding and poor ventilation made human habitation more difficult.

Past experiences show that if these problems are not tackled in time, Baroda city will also develop unwholesome facilities of metropolitan cities like Bombay, Calcutta, Madras.

Baroda Municipal Corporation is keenly aware of the hazardous growth of the slums and has been making intensive efforts to grapple with the problem.

In 1967 Baroda Municipal Corporation prepared a master plan for the Baroda city, keeping in mind appropriate land uses essential services like roads, water supply, electricity, drainage, etc. and provision of essential social services such as hospitals, secondary schools etc. at suitable locations.

A project financed by UNICEF through Centre for Municipal Administration was undertaken by Baroda Municipal Corporation and Baroda citizens Council during 1971-73. The first part of the project dealt with the socio-economic conditions of the children and youth under study and the second part dealt with the details of the proposals for environmental improvement.

In 1972 the Operational Research Group conducted a survey on the slums in Baroda and collected valuable information on the socio-economic factors influencing housing conditions in these slums.

In 1974 the Planning Cell of Baroda Municipal Corporation undertook a major study known as 'A Basic Plan of Baroda - a perspective for growth and structure', in order to provide guidelines towards building of a city with better environment and prepare the city to assimilate the future growth.

Baroda Municipal Corporation (1977) undertook a series of surveys of slums, chawls and khadkis residents of the plinth quarters and of maldharis (a community keeping cattle mainly cows and buffaloes and selling milk) of Baroda city. The results of these surveys of slums, chawls and khadkis indicate that about 1 -10 lac people are living in slums or in slum like areas.

The main objective of the study of inner-city slums of Baroda (1977) is to elicit information on living conditions and needs of the slum communities to enable the limited nations to help governments in developing countries of Asia, Africa and Latin America to evolve policy and action oriented guidelines with a view to improve the conditions of life of slum communities.

To study the various aspects of the living conditions of slum community of hutments, chawls and khadkis of Baroda city in nearby areas were selected. Thus, the data for this study (1977) was collected from six hutment areas and seventeen chawls situated nearby Sayajiganj Ward No.6 of the city and one old chawl and six khadkis of the city Ward No.1 of the Baroda city.

Three types of tools were used for the collection of data : (i) Household Schedule (ii) Observer's Proforma, and (iii) Informats leader's/owner's Schedule. The household schedule was comprehensive one and mostly contained close questions. In this schedule effort was made to cover relevant information about social and economic life of all the members of the family.

Information about the residential environment of the family was also gathered. Observation method was used for collection of information regarding housing conditions, general cleanliness infrastructure and community facility which are very important from a hygienic point of view.

Informal Leader's/Owner's Schedule, was prepared to get some general information relating to problems and organization of the community area. In addition some of the data were collected from census publications and available survey reports mentioned below.

1. A basic plan for Baroda City Vol. I and II, Baroda Municipal Corporation.
2. Urban Integrated Programme : A Pilot Project, Environmental Surveys Volume I, Baroda Municipal Corporation, Baroda Citizens' Council.
3. Annual Report 1974 Baroda Citizens Council.

Reference period of the Survey was June - October, 1977.

2.4 Some Pertinent Findings

From the studies reviewed in the foregoing pages of this chapter, the pertinent findings that have bearing on the present investigation are summarised hereunder.

1. Education is not in a position to eradicate the poverty of slum dwellers.
2. The literary rate in the slum areas is gradually increasing atleast as far as school education is concerned, but it has helped them little to increase their income level.
3. Since both facility-wise and quality-wise their standard of education is much poorer than the allied classes but also emphasises that more than education the general living condition of slum dwellers are required to be improved to remove their poverty.
4. Slum dwellers do not adopt family planning not because of their lack of awareness but because every additional child is considered to be a potential earner. Therefore it is not merely the educative process to remove their 'ignorance' that can induce them to take family planning

but rather the assurance of economic protection that can break the ice.

5. The most of the studies that have been reviewed say that it is not education only but other factors, economic factor being the most significant factor, are responsible for keeping the people deprived from other facilities that educated classes take the advantage of, below the poverty level mark.
6. The living conditions in the city slums despite several measures taken by the concerned municipal corporation to provide them with drainage, public lavatories, drinking water taps and street lights continue to remain pathetic with pools of dirty water surrounding huts providing a breeding ground for mosquitos and piles of garbage everywhere.
7. Slums are raised due to migrants from neighbouring districts and states in hunt of jobs.
8. Not only the industries but the combination of factors like the lack of totality in city planning, absence of effective and easily implementable civic laws, most important of all domination by political vested interest with exploits, the sentiments of slum dwellers to their own advantage is responsible for encouraging slums.
9. In Baroda housing problem has given birth to slums in Corporation area.
10. Unemployment begets poverty. Poverty, rising population, economic stagnation and social disturbances are responsible for supporting slums.

11. Children coming from deprived localities like slums were not inherently low in calibre, but their adverse family environment was responsible for their lower achievement.
12. Poverty or low economic status has been found to be a predominant cause of school drop-outs and failures.
13. Socio-economic and home background of pupils' influences even the intelligence and conduct. Deficient home environment seems to be the main reason for underdeveloped intelligence and low academic achievement of slum children among whom the range of intellectual potential should be as normal as other children. Slums have negative impact even on the aspiration and motivation of their dwellers.

2.5 Implications for the Present Study

The main purpose of the present investigation is to study the life of slum dwellers of Kisanwadi of Baroda with respect to their social condition, economic condition, occupation, health and hygiene, the educational status of parents and children, their awareness and the extent of availing of educational opportunities provided to them, their attitude towards education and their educational and vocational expectation. The studies that have been reviewed in the foregoing pages in the chapter sheds light on the theme and various aspect of the present investigation. These studies have indicated the approaches of studying the life of slum dwellers. The present investigator has adopted personal interviews, case studies and the survey

of the opinions of teachers in the nearby schools and social workers through questionnaire. The major finding of the study summarised in the previous section has given much guidance for planners and designing the present investigation.

2.6 Conclusion

In fine the investigator has taken the full advantage of the researches and literature available on slums in carving the dimensions of the present investigation and in selecting the various methodological activities for studying these dimensions. The research activity and design of the present investigation is described in the next chapter.
