

## CHAPTER V

## REVIEW, DISCUSSION OF RESULTS AND SUGGESTIONS

I Review

Ever since the industrial revolution the mankind flocks to the industrial centres and cities with high hope of becoming rich and to enjoy the glamour of the city. After migration to cities they have disheartening experience because of the scarcity of bare minimum necessities of life for which they have to continuously struggle. For want of housing accommodation they just try to hide their bodies. They start their house wherever they get open space. This process continues and slums are created. Baroda was once upon a time a princely city, a city of gardens and a paradise for the middle class people, a great seat of learning attributing to The Maharaja Sayajirao Gaekwad and a city of the glory of the rules of the state of Baroda. Today Baroda has become overcrowded due to the installation of varieties of industries at its outskirts and around. This is the chief cause for the formation of slums in this city. In

Baroda there are innumerable chawls, khadkis and slums including 'Kisanwadi' which is under the focus of the study, by the investigator. To be specific in 1976 in Baroda city there were 192 slums out of which 20 slums have the number of households below 25, 49 slums have between 26 to 40 household, 39 slums have 51 to 100 households, 33 slums have 101 to 250 households and there are slums having more than 250 households. The root causes of the slum formation are social and economical. However, according to the newspaper (Loksatta Daily dated 29-5-1983) there are 228 slums in Baroda. The other details of the slum in this city are not yet published by Baroda Municipal authority.

To review the opinions of experts and the research findings of the research workers in this area it can be said that education is not in a position to eradicate the poverty of slums, Literacy has helped them to increase their income level a bit, their standard of education is miserably low. Eradication of poverty of people will expediate the process of the eradication of slums. For slum dwellers every additional child is a potential earner. Economic protection for them is much more than education. Economic factor is the most significant factor responsible for keeping the people deprived

from other facilities that educated classes take the advantage of. The living conditions in the city slums continue to remain pathetic with pools of dirty water, surrounding huts providing a breeding ground for mosquitos and piles of garbage everywhere. Slums are raised due to migrants from neighbouring districts and states in hunt of jobs; not only from the industries but the combination of factors like the lack of totality of city planning, absence of effective and easily implementable civic laws, most important of all domination by political vested interest which exploits, the sentiments of slum dwellers do their own advantage is responsible for encouraging slums. In Baroda housing problem has given birth to slums in Corporation area. Poverty, rising population, economic stagnation and social disturbances are responsible for supporting slums. Children from slums are not low in calibre, but their adverse family environment is responsible for their lower achievement. Poverty or low economic status has been found to be a predominant cause of school dropouts and failures, and the slums have negative impact even on the aspiration and motivation of their dwellers.

In the field of education very few researches have been done with regard to education on slum life. Slum in India is one of the major sickness. Because of the advancement of

science and technology, many industries have sprung up around the city of Baroda. Consequently unskilled and semi-skilled villages have flocked near these industries in order to earn their livelihood. People living in slums have their own pattern of life, they have their own values, beliefs and ideals. Uptil now no study was made and we have, if any, very little knowledge about it. Besides, the investigator's personal interest in slum and her experiences in the past few years have also inspired in undertaking this study. A through study of atleast one slum area and disseminating the findings of the same among others could create an awareness among the more fortunate brethren that a part of human life is in pain, in deprivation and want. It is with this hope that the response of many more persons in the educational field may be positively turned towards the upliftment of the down trodden in the slum that the investigator desires to work at her problem.

The main purpose of the present investigation is to study the life of slum dwellers of Kisanwadi of Baroda with respect to their social conditions, 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 present investigator has adopted personal interviews, case studies and the survey of the opinions of teachers in the schools nearby Kisanwadi, and social workers through questionnaires. To collect the relevant information from the parents and children interview schedules that were used are :

1. General Information Schedule made up of 18 items.
2. Slums Information Schedule made up of 11 items.
3. Social Relation Information Schedule of 15 items.
4. Economic Information Schedule of 8 items.
5. Occupational Information Schedule of 12 items.
6. Health and Hygiene Information.
7. Educational Information Schedule for parents having 36 items, and
8. Educational Information Schedule for children with 43 items.

In addition to these eight Schedules two more schedules were developed for school teachers and social workers, having 17 and 16 items respectively.

## II Findings

The focus of the present investigation is on 'Kisanwadi' slum. The investigator has come out with the following findings.

1. The total population of 'Kisanwadi' is 16,725, having 52.02 percent males and 47.98 percent females.
2. More than half of the population comprises of adults (51.33 percent).
3. The percentage of the school-going children under the age-group of 6-14 is 72.33 percent.
4. The number of boys going to school is greater than that of girls. The school dropouts is more among the girls.
5. About 20.11 percent of the children under the age-group of 6-14 are not at all admitted in the schools.
6. Uneducated females outnumber the uneducated males above 18 years of age.
7. About 1,240 males and only 234 females have received education upto secondary level, the percentage of which comes to 26 - 92 and 5.36 respectively; whereas, higher Secondary Education is received by 74 males and 12 females only, which comes to 1.60 percent and 0.27 percent respectively.
8. About 2.06 percent of the total males and about 0.25 percent of the total females have received education upto college level.
9. Only 12 percent of the families are of the joint type while a fairly large number of families i.e. about 88 percent belongs to the unitary type. This means the joint family system tends to extinct.
10. About 92.03 percent of families are Hindus, 7.91 percent are Muslim families and there is only one christian and one sikh family.

11. Only 23.94 percent of the total population are earning members, that is 76.06 percent are sheer dependents.
12. The service-going males are 56.42 percent, 13.08 are self-employed, 24.38 percent work on daily wages, 1.12 percent of males are unemployed, whereas 92.88 percent of total females are unemployed. About 2.31 percent of the total females are service-women, 1.58 percent are self-employed women, and 3.26 percent go for daily wages.
13. The 35.36 percent of the total earning members fall between the Rs. 200/- to Rs.300/- range of income per month. Only six persons get Rs. 901/- to Rs. 1000/- per month. About 21 persons have their income above Rs. 1000/- per month.
14. Most of them have left their native places in hunt of a job and they have settled down in 'Kisanwadi' after getting a job. They stay there without paying any rent of the lands owned by the Municipal Corporation of Baroda. Most of them do not want to leave 'Kisanwadi' because they are very well settled and they do not get such a cheap accommodation they can afford elsewhere.
15. The main factors responsible for slum formation are unemployment and the cheap accommodation they get here. The people who migrated to this slum are from Baroda, Baroda District, Mehsana District and some of them are from Maharashtra.
16. Slum dwellers are quarrelsome. They quarrel on the problems of water, children, and other trifling matters. On the other hand they share joy and sorrow together. Gambling, drinking, prostitution and juvenile

- delinquency are the widespread vices which spoil the social climate among them. They do want to come out of this, but they cannot.
17. They have their own social organisation and they organise some social programmes, garbas, dramas and religious celebrations on a very small scale. They enjoy Holi, Navratri, Dasera, Diwali etc.
  18. The provision for water, toilets, open land for children to play and cleanliness is a very sorry state of affairs.
  19. According to their opinion in order to improve their social life buildings for schools should be constructed, adequate water facilities should be provided, a common hall should also be constructed. Provision for a garden and open places for children are the prime needs of the slum dwellers.
  20. Slum-dwellers have their relatives in the city and exchange of visits with their relatives is a regular feature of their social life.
  21. For want of adequate income, they always fall short of the funds. During long-term illness the financial shortage becomes all the more acute. They have too many mouths and too little income. Deficit budget is a regular feature of slum dwellers. Consequently they form the habits of stealing anything they need.
  22. The slum-dwellers are engaged in collecting and selling scraps, hawking eatables and other useful commodities. Labour work in the mills and factories, teaching, nursing, vessel repairing, tailoring, bus and truck driving, gardening, tea-canteen-lari, masanory work, welding etc.

23. Slum-dwellers are poor, poorly paid, poorly equipped and fed and due to adiction to drinking and other habits, they become the victims of malaria, skin diseases, ashtama, abdominal diseases (females), tuberculosis, paralysis, cancer, typhoid, etc. In slums the birth rates and the death rates go hand in hand at a higher level.
24. Inhabitants of slum celebrates their religious festivals in their own way. They do believe that religious beliefs help them, they do favour pious and truthful life, but they cannot practise, accordingly due to their poor conditions.
25. Parents of 22 families could not get education, but they have manifested positivism towards education. Only one parent could not get education and manifested negativism. Again one parent could get education and manifested positivism and one parent again could get education and manifested negativism towards education.
26. In four families children can get education and share positivism towards education. The children of two families could not get education and did not share negativism. Children of 13 families got education and manifest positivism towards education and children of 6 families can get education but express negativism towards education.
27. For want of finance most of the families could not get education. Those who could get it, took primary education only. Distance between the school and home is the another factor responsible for the families not to get education.

28. The parents of the slum children want their children to earn something by hook or crook, and they cannot afford to send their children to schools. They have to pay some opportunity cost for the education of their children.
29. The elder children in the family have to look after their younger brothers and sisters when their parents are at work. This factor is also responsible for the slum children not to get education.
30. In the cities, wastage and stagnation appear to be the highest in the slum areas.
31. As some of the families are engaged in their family craft or work that do not find the need of education.
32. Some of the families are very aspirant, but poverty crushes their aspirations.
33. Unemployment, overpopulation and poverty are the leading forces helping in formulating slums. They have too little money and many mouths to feed and the prices of the minimum necessities of life are ever increasing.

There are many causes of slum formation such as industrialisation, urbanisation, technological advancement, facilities available in the cities, attraction of luxurious life, more income and possibilities of improving one's status. It is a fact that most of the parents in slum areas are not able to send their children to school. There are many reasons responsible for this. One reason is that in order to supplement their income many parents do some odd jobs in their spare time at home wherein they make some

household articles. While doing this they take the help of the children also. As a result the children are not in a position to attend the school.

Sometime the parents are always going out for their regular duties or part time jobs here and there. Under these circumstances their older children look after their younger ones. Thus they are unable to go to school.

Another factor which affects the education of slum dwellers' children is their mobility. Many slum dwellers move from place to place in search of better opportunities. This does not allow their children to pursue their education at one particular place. As a result their children if at all attending some schools have to give up their studies in order to accompany their parents and thus suffer educational loss. The state of girls' education among the slum dwellers is still worse. The idea of sending a girl even at the age of 8 or 9 years to a mixed school is not favoured by the majority of the parents. Some of the parents even question the desirability of sending the girls to school and feel that sending the girls to school is not essential.

Some people living in the slum compare their earning with earnings of educated people and they find that their earnings are far better than earnings of the educated people.

Hence they feel that education cannot help to earn more, instead they can earn more by doing physical labour and manual work.

The statement 'Hungry man cannot philosophize' very truly applies to slum dwellers, since they are always struggling to meet their basic needs such as food, clothing and shelter. They hardly have any time to think of self esteem and self-actualization needs in the form of acquiring education, developing their abilities, potentialities and achieving something worth in their life.

Deprived community improvement programme should be launched upon by the Government and other allied agencies. The Deprived Community improvement programme needs three-dimensional approach. Efforts should be made to study their present position - economic, social, educational vis-a-vis the position of other strata of the society. Efforts should also be made to interrelate their social economic and educational facts of their life. Moreover it is very much necessary to study their attitude towards education. The present investigator has endeavoured to explore and study all these three dimensions.

It is in the fitness of the things to study the pros and cons of slums. Of course they must have created certain

problems for the society, side by side they have solved some problems of the society. Slums are the result of unemployment indirectly. They have solved the labour problems. We get unskilled and semi-skilled labour from slums. Some of them help to the ladies of the upper strata of the society in their household work. They stay together and create fellow-feeling which is exemplary for the upper class people. The only thing that is to be done on the part of Government is to utilise this human resources effectively and efficiently. They can be very well utilised in industries.

Like chinese commune. the government should provide them houses of bricks and mortar, so that they may live in organised way. Human being is the only living being that consumes less and produces more in quantity. That is why this human force or manpower should be utilised in proper way. In order to make the effective and efficient use of these human resources all the efforts should be made to develop these resources materially, socially, psychologically and culturally. This is a must for our country. Instead of creating slums in an unplanned and unsystematic way they should be organised in planned and systematic way.

The connotation of the term 'education' is to bring out' or 'to bring forth'. We have to bring out from the slum dwellers whatever they have to the fullest extent through

educational activities. They are human beings and they are educable. The Three 'R' movement is anachronism for them. Economic backwardness is the root cause of slum formation and their way of life. First of all they should be economically made better off. If they have minimum necessities of their life they will improve their way of life. One useful craft should be the medium of education for them because earning is more helpful to them rather than learning. They would like to send their children to earn rather than to learn.

Israel has fought against the desert, China has fought against population growth. India can also solve her problem of population growth and slums by channalisation of human resources.

The role of education is to develop craft (education through craft) to enrich their environmental conditions, and to make them useful for the development of the country. Through education they should be made aware economically, sensitive socially and concerned nationally. However, Government has made some efforts in this direction.

The constitution of India enforces free and compulsory primary education upto the age of 14 years. Yet these

unfortunate children are deprived of their right to receive education. In practice the opportunities of education for these people are not equal because the schooling facilities are available in the city and not in the city slums. As a result children at the school-going age are cut off from the school.

Our Government has planned to provide various facilities such as free schooling, free accommodation, reserved seats for them, uniforms, books etc. but still Government is not able to achieve the goal of promoting education because many parents living in slums do not know about these privileges and facilities. The necessary steps to enforce the provision of compulsory primary education from 6 to 10 years are not taken by responsible authorities and therefore this objective of free and compulsory primary education mentioned in the constitution is not realised to a great extent.

A few children enrolled in the nearby schools have their own problem. In going to school they experience social isolation as they are accepted neither by the teachers nor by the students. They do not get recognition and approval from the teacher. They are often ill-treated and neglected on the basis of their poor economic and social conditions.

The children from slums indulge in anti-social activities. The seeds of mal-adjustment are sown at this stage and the children develop negative attitude towards life. This negative attitude is reflected either in the form of authoritarian and aggressive behaviour or fate-ridden submissive behaviour.

III<sub>a</sub>. Suggestions for the Improvement of Education in Slum Areas

The slum dwellers utilise the educational opportunities provided to their children very poorly due to economic difficulties. They always fall short of finance because of their peculiar way of life. Here in this section many programmes are suggested for the improvement of education in slum areas. These programmes can be launched upon by all these agencies any way concerned with the improvement of the life of slum dwellers. The agency may be governmental, semi-governmental or purely voluntary and may be dealing with any one or any combination of functions such as planning, organisation, administration, promotion or financing of education. They may include besides state department of education or municipal bodies. Social welfare organisation, youth and women's organisations, benevolent and charitable institutions, universities and colleges. The list of programmes given hereunder is only suggestive and not

comprehensive or exhaustive.

1. Programmes for the improvement of the finances, facilities, services and staff in slum schools.
2. Compensatory Education programmes, viz. (i) Compensatory programmes in language and basic skills of reading and writing (ii) Compensatory Programmes for concept development; (iii) Compensatory Programme for the development of activities and motivation.
3. Enrichment programmes.
4. Remedial programmes.
5. Tutorial programmes.
6. Guidance programmes.
7. Curriculum renewal programmes.
8. Programmes for the development of suitable institutional and evaluation materials.
9. Non-formal Education Programmes.
10. Teacher Education programmes.
11. Formulation of proper guidelines and policies for the recruitment, posting and motivation of slum school teachers.
12. Changes in school organisation, administration and supervision.
13. Programmes for the education, involvement and the development of the slum community.

14. Other miscellaneous programmes viz.,

- (i) Play centres
- (ii) Nutrition programmes,
- (iii) Evening study centres
- (iv) Children's libraries,
- (v) Holiday camps
- (vi) Family counselling and education programmes
- (vii) Community development programmes.

Programmes for the Improvement of the Financial

Facilities, Services and Staff in Slum Schools : The schools

in slum areas are poorly equipped in terms of material as well as human resources. Buildings of the schools too are inadequate in size and other facilities. Other academic facilities are also very miserably poor. The schools are falling short of anything that is needed for life or education. The teachers posted in the schools of these areas are also poorly equipped as teachers. The children in the schools are mainly from the slums. In these schools the poor and inadequate inputs are poorly processed and obviously the outputs are of the low quality. The poor quality of students go back to slum community which gets further deterioration. To provide more adequate, appropriate and effective educational inputs in slum schools is very much necessary. Such schools should be singled out as priority schools. A special consideration

should be given to such schools. To compensate they should be provided with better quality of human resources and the greater quality of material resources.

Compensatory Education Programmes : These programmes are necessary for them because they are deprived of educational opportunities which the children of other community have the advantage of. The slum child comes to the school with quite a low level of intellectual preparation and motivation for school. The slum home typically lacks these experiences which are basic to the development of necessary concepts, attitudes and skills for success in school tasks. Intelligence develop from experience, but they do not have the experiences necessary for even school education. The poor environment at home prevents the full development of his verbal and intellectual capacities and consequently retards his academic progress. Therefore, it becomes necessary to introduce compensatory education programmes at the pre-school state when the very foundation of cognitive development is being laid. Compensatory Programmes at this state will prevent the accumulation of deficiencies later and will, therefore, be more economical and fruitful in the long run. Such compensatory programmes introduced at nursery stage pay much more at

school stage. But our country cannot afford this. Compensatory programmes should be operated during the pre-school summer of the children. These programmes should be continuous rather than once a while. The compensatory programmes that are needed are; compensatory programmes in language and basic skills of reading and writing. Compensatory programmes for the development of basic concepts which support the whole structure of education in future, compensatory programmes for the development of proper attitudes and motivation.

Enrichment Programmes : There are individual differences among the children from slum areas. Not all the slum children are backward in learning. Some of them are able and their achievement is better than the children from the other advantaged areas. For such children curriculum enrichment is needed in order to develop their potential more fully and to enable them to reach higher educational and occupational levels. These enrichment programmes should cover both academic as well as cultural components. They should be exposed to the experiences and reading material which they find unique for them. Their horizon of experience should be widened through the tours, excursions and visits of the places like colleges, hospitals, industries, business houses, shopping centres, museums, art exhibitions and so on.

They should also be taken to films, dramas, plays, music performances. They should be led to middle class homes also. So that they see the varieties of things and get themselves motivated. Through these activities, curriculum environment programmes for slum children will go a long way to develop their creative talents to the maximum possible.

Remedial Programmes : Remedial measures are curative measures when initial deficiencies are not made up. They cause a cumulative deficit in learning which blocks further progress. It becomes essential then to take up remedial measures in different aspects such as languages, reading numbers and so on. Such programmes are needed to eradicate, retardation, prevent further failure, and thereby help in reducing the number of potential dropouts. The aims of remedial programmes would be the improvement of learning by identifying the weak children's learning, designing appropriate materials and methods, employing special personnel, and developing proper guidance and audio-visual services. Such programmes should form an essential part of the regular school teaching which at present is characterised by uniformity in standards, methods and pacing for all children irrespective of their educational background.

Tutorial Programmes : Like slums, the slum schools are also over crowded. The shortage of teachers in slum areas is quite acute. Consequently the children of the slum schools do not get enough attention from teachers. Hence the need for tutorial programmes which aim at improving the academic achievement of individual, pupils through small group instruction and personal attention. The regular school teachers, college students, high school students, retired persons, domestic wives, social workers can be employed for this purpose on part-time basis and during the vacation also. These tutors should be provided adequate material for children's learning. N.S.S. should concentrate on these types of programmes during vacation.

Guidance and Counselling Programme : Slum schools have problems of discipline and school climate. Disciplinary problems bring down the teacher morale also. It further deteriorates the pupils motivation towards school. In slum schools where the classrooms team with children who are noisy, restless, overactive and disobedient. Use of abusive language, and acts of physical violence are very frequent there. The self-concept and academic achievement of slum children being quite deteriorated their degree of maladjustment is much higher. In slum-schools, the children have the personality

disorders in general. Stealing, lying, pick-pocketing etc. have higher rate of incidence among them. Retardation in learning due to socio-emotional conflicts is quite common in slum schools. Hence the need for guidance programmes which should help in overcoming the emotional, social and academic problems of the slum children. The Education Departments of the Municipal bodies or the State Governments which deal with school education should provide psychological guidance, therapatic facilities and services at least to the slum schools. For this purpose, child guidance centres should be set up, if they are non-existent or their number should be increased. In addition, mobile teams of guidance, counsellors and social workers should be appointed to work in school with a concentration of emotionally disturbed slum children. Also arrangement should be made for instituting intensive group therapy programmes and concentrated clinical services for pupils with psychological, social and academic difficulties. Social workers should also be attached to each slum school to deal with children's problems of a psychological character and to bridge the gap between the school and the slum home.

Curriculum Renewal Programmes : The present school curriculum is not at all suited to the needs of the average slum child. It is in favour of middle class people. The

curriculum is completely divorced from the realities of the life in slums. There is premature withdrawal and dropout in slum schools due to school-based courses. Such as too much emphasis on information-gathering and literary skills, absence of warmth and love in the school climate, use of uninteresting and unmeaningful instructional materials, employment of abstract and passive modes of learning and the use of measurement and evaluation only for the purpose of classification or certification rather than for the important purpose of learning with this state of affairs. Curriculum renewal programmes should be launched upon by the Government in these type of schools. The suggestions are already incorporated in curriculum environment programmes.

Programmes for the Development of Suitable Instructional and Evaluation Material : The curricular goals, content, teaching-learning activities and strategies are the most indispensable tools in the hands of the busy teachers who have neither time nor the competence to devise all or most of them. Therefore, the need to organise special programmes for the production of instructional and evaluation materials suited to the background and needs of children in the city slums and involving, curriculum and evaluation experts, textbook writers, programmers, slum school teachers audio-visual experts and so on. Instructional materials

should be suited to the needs and problems of life in slums. Moreover, it should cater the needs of the individual differences among the slum children. The instructional materials should be in the form of loose units of learning and should be of self-instructional type graded according to difficulty. Side-by-side, evaluation materials should include a variety of formal and informal tools and techniques, should be both of a diagnostic and appraising character and above all should help in the improvement of teaching-learning process comprehensive records of children's growth and academic progress should be developed and used for guidance purposes.

#### Establishment of Non-formal Education Courses in Slum

Areas : Formal school does not suit the realities in slum life. Parents need the help of the child in earning the bread for the family. They have to pay heavy opportunities cost by sending the children to schools. Moreover, the school programme is quite unsuitable for their level of cognitive development, his affective concerns and work-needs. So it is necessary to provide non-formal education programmes to the slum-child who does not come to formal school system. Non-formal education centres should be started in all slum areas. These centres can be housed in school buildings, community centres or other public or private places that are available. They can be managed with the help of school teachers, student

volunteers or social workers for token payment. These centres should be put up under the supervision of a Non-formal Education Section in the Directorate of Primary Education of the state financing and staffing should be done by this section. Non-formal Education centres will help in fulfilling our hopes of universalisation of primary education in urban slums which have by far shattered all the attempts to do so.

Teacher Education Programmes : In tune with the life in slums our pre-service and in-service education programmes for teachers need drastic modifications. In the pre-service teacher education programme the courses of philosophy, psychology, and sociology of education, methods of teaching, curriculum and evaluation, school organisation and administration, guidance and counselling early childhood education, education of the gifted and retarded and so on. Suitable courses on educationally disadvantaged children should be included. Certain field experiences acquainting the teachers with the living conditions of slums, psycho-social attributes of slum children and their parents as influenced by these conditions, physical, economic, social and educational problems in slums and ways and means of tackling them in a satisfactory manner should

also be given to them. Initiative should be taken by State Institute of Education, State Boards of Teacher Education, University Departments of Education and Autonomous Colleges. In-service Education for slum teachers should be organised so as to develop in them an understanding of the conditions, forces and dynamics of life prevailing in slum areas and an appreciation of the way in which they are influencing the behaviour and learning of slum-children, an awareness that through supportive attitudes and appropriate teaching strategies, the teacher can raise the children's motivation and achievement levels appreciably, and the necessary competence to foster their alround development.

Formation of Proper Guidelines and Policies for the Recruitment, Transfer and Motivation of Teachers for Slum Schools : In education systems nothing can be substitute the teacher. As stated earlier, slum schools have different climate and different environment around. In order to meet the special challenges posed by the difficult conditions of life in slum areas, more experienced, competent, devoted and committed teachers who are imbued with a sense of mission and one willing to work in difficult areas are needed. Such teachers are rare. Therefore, it is needed to give incentive to teachers such as special increment or allowance, quicker

promotion to the next higher grade or post, recognition of work in the form of certificate or award, residential facilities near the slums and so on. Other academic facilities should also be provided to them for teachers in the slum-schools. This will motivate teachers to work sincerely for a long time in slum-schools.

Changes in the System of School Organisation and Administrative and Supervisory Arrangements : The rate of failures, drop-out and repetition in slum schools has created urgency of making drastic changes in school organisation, management and administration. In slum school pupil-teacher ratio will have to be reduced with a view to individualisation of instruction, introducing block periods of time for different areas of learning, introducing flexible schedules, continuing the same teacher with a group of children for a number of years, by organizing tutorial, remedial, enrichment<sup>of</sup> cultural and vocational programmes in the afternoon or evening and during vacation time, identifying and using knowledgeable and skilled persons in the community for imparting education and work-skills to the children, introducing open classrooms and making use of the team-teaching approach. The teacher's role should be extended to include that of educating their parents and the

neighbouring community and the time devoted to it should form the part of their duty hours. These changes should be accompanied by non-graded school system and non-formal education system. Both these systems need changes in teacher preparation programme accordingly. The principals and teachers should be appointed in slum schools as are conversant with life in slum in toto. The frequency of supervision and inspection in these schools should be increased with the same view-points.

Programmes for the Education, Involvement, and Development of the Slum Community : The slum children are handicapped by three conditions peculiar to their parents and community in which they live; (i) lack of awareness on the part of his parents regarding imperative need for the education of their children; (ii) low educational status of their parents because of which they are of little direct or indirect help in their intellectual development and academic progress, and (iii) a host of inimical factors and forces in the slum-physical, economic, social and psychological which stand in the way of their satisfactory progress in schools. These conditions create the need of undertaking programmes (i) to create awareness among the slum parents of the urgent need for the education of their children as a means of survival and success in the

modern technological world, (ii) to involve the slum parents in the education of their children and the development of their locality, (iii) to provide minimum education to them so that they can reinforce at home what their children have learnt at school, and (iv) to effect improvements in present sub-human living conditions in the slum dwellers and make efforts for their socio-economical development. The awareness programmes include programmes of publicity and education comprising talks and discussions, house-to-house visits by teachers, dramas, puppet shows, tamashas, films, demonstrations, radio-broadcast, T.V. programmes and so on. The programmes for the involvement of the slum parents in various activities and the programmes of schools would need frequent organisation of parent-teacher meetings, fixation of special days and timings for parents' visits, house to house visits by school teachers, informal out of school meetings of teachers with community members organisation of school functions of featuring pupils performance, elicitation of the opinions of parents on various issues, and securing of voluntary services of the community in different dimensions of the school programmes. Finally the programmes of parents education and community development would require the school to be turned into a community school so that it can be used as an instrument for the total education and development of the entire community. The community school would cater to the educational needs of the infants, the

adolescents, the adults and the old into these of the children. In addition, the community school can be the centre of vocational training, a place of recreational activities, headquarters of community services, such as health, family welfare, employment, counselling, technical training, and cooperative enterprise, and a focus of community life for confronting and solving problems of insanitation, unemployment, poverty, violence, crime, drinking, gambling, prostitution, child marriage, and so on. The community school can also be the coordinating centre of isolated efforts to improve the life in slums by various agencies. This school will have to work 16 hours a day and all the year round.

Miscellaneous Programmes : The social welfare Boards, the councils for the child welfare, women's organisations, youth clubs, students' Associations, Philanthropic organisation/ individuals, National Service Scheme wings in the universities and colleges, besides state, national and international departments, institutions and organisations should take initiative to undertake various activities, projects/programmes for the advancement of the welfare of slum-children in different aspects of their life. Some of these activities/ programmes projects could be : (i) Nutrition Programmes (ii) Study Centres, (iii) Play centres (iv) Childrens' Library (v) Holiday camps, (vi) Family counselling and

Educational Programmes (vii) Community Development programmes and so on.

Thus, in the present section of this chapter, problems of slum-life have been considered which confront the education of children from urban slums in general and also as they pertain to different aspects of the educational process. Specific suggestions have been made to organise programmes for the improvement of each aspect. However, it must be emphasised that education is only one component, although a highly significant one, if the totality of life in which housing, employment, wage policies, social welfare etc. play a very vital role. Unless simultaneous action is taken on all these fronts and concern generated for the welfare of slum-dwellers among their fellow-brothers, be they politicians and administrators, social leaders, reformers, philanthropists, or general public in the urban habitant, education alone will not be able to create the desirable impact. It should, therefore, be our endeavour to impress this idea on those in control of public affairs and secure the maximum cooperation of various agencies performing diverse functions as mentioned above. Also we should educate and involve the whole slum community in the children's education and in programmes of community development and improvement of slums. The key to the problems can thus be found in simultaneous action of different dimensions of life,

co-ordination of efforts of various agencies and co-operation and involvement of the slum community in its education and development. The actual success can be obtained only through vision, sincerity, commitment and dedication which do not come so easily. Researchers should, also join hands with concerned people and agencies for the improvement of life in slums.

(III) b. Suggestions for Further Study

Various ideas for further studies emerge from this study which are given hereunder :

1. A study is necessary for intervention in reality. A combining education programme can be tried out and the improvement in the slum-dwellers perception about education can be studied.
2. An indepth interview study can be taken up in order to find out the causes behind the insecurity of the slum dwellers.
3. A study should be made with the rehabilitation programme of slum dwellers and its effect on them.
4. A futurological study is necessary to predict the slum formation and slum growth.

Such studies will enrich our knowledge which will create a greater awareness and sensitivity to the problems of slum dwellers.