

DISTRICT PRIMARY EDUCATION PROGRAMME  
GENDER STUDIES 135

OPERATIONAL PLAN



DEPARTMENT OF WOMEN'S STUDIES  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SRI AUROBINDO MARG  
NEW DELHI-16

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# OPERATIONAL PLAN FOR GENDER STUDIES UNDER SSN-DPEP

## INTRODUCTION

### BACKGROUND

Women and girls are the most vulnerable group in the context of Education for all by 2000 AD. The District Primary Education Programme (DPEP) is being implemented in low female literacy and low female enrolment districts in the country. As girls education continues to be a low supply and low demand area, it is necessary that the district plans provide necessary interventions for increasing number of school places for girls and for generating an environment for promoting girls' education.

### PURPOSE

- (i) Gender studies are being visualized to provide inputs into plan formulation and,
- (ii) into the content and process of education with a view to promoting girls' education and women's empowerment.

### OBJECTIVES

- (1) Mapping out gender disparities in access, enrolment, retention (and achievement, which is being handled under base line studies.
- (2) Identify causes for non enrolment and drop out of girls and propose effective districts/local specific strategies for improved enrolment, retention & achievement among girls.
- (3) Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
- (4) To collect information on gender bias in (a) text books, (b) teacher training, (c) teachers' attitude, (d) curriculum transaction, and (e) administrators' attitudes.
- (5) To identify supportive community structures such

as women's groups, V.E.Cs, Panchayats, P.T.As, Teacher Organisations, Youth Clubs for developing effective strategies of UPE among girls.

- (6) Identifying and facilitate convergence of services of different departments for UPE among girls (focal areas ECCE, Health and Support Services).
- (7) Study the availability of educational (books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.).
- (8) To assess participation of women in teaching, administration and other decision making bodies.
- (9) To develop state/district level monitoring and evaluation framework.

## **METHODOLOGY**

The methodology of research would comprise both qualitative and quantitative techniques and will be carried out in the participatory mode. The concerned communities, parents, officials and researchers would work together to identify problems and issues and work out practical solutions and strategies. The data will be collected from both primary and secondary sources. As far as possible the data will be collected from secondary sources. However, specific information would necessarily be obtained through primary investigation.

## SECONDARY DATA

Secondary Data will be collected on the following-

- (i) Social and demographic indicators
  - Population distribution by sex, rural-urban areas, sex ratio, age specific population especially for age group 0-6 and 6-11 years, population density, age specific mortality rates, infant mortality rate, child mortality rate, age at Marriage by sex, child labour, work participation rate by sex by main and marginal workers and by rural/urban areas.
- (ii) Literacy by sex , rural urban , SC/ST 1981,1991
- (iii) Availability of primary schools/NFE centres, ECCE Centres within walking distance of 1 to 1.6 km. for girls.
- (iv) Availability of educational and other (books, stationary and remedial teaching) incentives (uniforms,noon meals, attendance scholarships).
- (v) Enrolments by sex, rural urban, SC/ST for the last five years.
- (vi) Dropouts by sex, rural urban, SC/ST for the last five years
- (vii) Total number of teachers by sex, rural urban, SC/ST
- (viii) Women teachers as percentage of total teachers
- (ix) Women's participation in terms of percentages in educational administration and other decision making bodies like Panchayats and Village Education Committees.
- (x) Supportive structures such as ECCE (Anganwadi, Balwadi, Preschools)) Women's Groups (Mahila Mandals, Mahila Samakhya, NGO's etc.), Village Education Committees, Parent Teacher Association, Panchayat Education Sub-Committees, Teacher's Organisations, Nehru Yuvak Kendras (Youth clubs).
- (xi) Schemes and programmes of education departments and other departments (GOI and State Governments) for girls education and women's development.

#### Sources of Secondary Data

1. Census of India. District Handbooks.
2. Educational and social Researches on Girl's education and status of women.
3. Government (State ,GOI) Documents.
4. National Sample Surveys
5. Any other.

Secondary Data will be used for preparation of State/District status paper on Girls' Education.

#### PRIMARY DATA

Primary data will be collected through field observation, household surveys and individual and group discussions

Qualitative information with respect to the following will be collected:

(i) Perception of parents, teachers, institution heads, community leaders on low enrolments, poor retention and low achievement of girls in primary schooling.

(ii) Perception of parents on utility of girl's education ,educational and occupational aspirations for thier daughters and gender roles.

(iii) Perception of teachers , institutional heads , community leaders on gender equality and utility of girl's education.

(iv) Eliciting from parents and community the conditions which conducive for promoting girls' education, such as availability of adequate educational infrastructures, facilities, women teachers, relevant curriculum and any other support mechanisms.

(v) Finding out from parents and community as to what they are willing to do for educating girls.

(vi) To obtain perceptions of dropout and non-enrolled girls on a) reasons for dropping out/non enrolment. b) self-perception c) and educational and occupational aspirations.

## **TOOLS AND TECHNIQUES**

A broad array of tools and techniques would be employed in the study to include, preparation of a status paper based on literature review, interviews with groups and individuals

i) Preparation of Status paper on Girl's Education for the state and districts as per format provided at Appendix I.

ii) Interview schedules:

- GS.1.1 -Household schedule
- GS.1.2 -Dropout girl schedule
- GS.1.3 -Non-enrolled girl schedule
- GS.2 -Teacher schedule
- GS.3 -Institution head schedule
- GS.4 -Community leader schedule
- GS.5 -Educational Functionaries Schedule

## **DATA ANALYSIS**

Quantitative and qualitative technique of data analysis including content analysis will be applied.

## **FOCUSSED GROUP DISCUSSIONS**

What is a focussed group discussion?

When a group of people have a common agenda which is focussed on a specific issue/set of issues, for example, in the present instance, we are interested in finding out the bottlenecks for UPE of girls and clarifying workable strategies, there is a tendency in group to discuss issues which are currently pressing than those stated in the agenda. FGD leader (Discussant) should clearly introduce the objective of the discussions and his/her expectations in clear terms and language, any deviations should be gently but firmly avoided.

How to select the groups for FGD?

The groups should be representing the following interests in the community.

- a) gender



- b) caste
- c) socio-economic occupational groupings.
- d) parents
- e) institutional heads and teachers
- f) community leaders, some activists government functionaries.
- g) youth groups

The team for conducting the FGD should comprise a minimum of two persons who can exchange their position as discussant and rapporteur.

The diaries of the team should provide the data for content analysis along the above stated themes. The content analysis shall bring out issues strategies emerging from group discussion and from field observation of entire re-search team.

Focussed Group Discussions shall focus on the following major points:

- a) Reasons why parents do or donot send their daughters to school.
- b) Household demand factors/constraints
- c) Factors making schools accessible and attractive/ inaccessible and unattractive
- d) Physical factors
- e) Relevance of curriculum
- f) Which families/communities want for girls/tribal children.
- g) What they are willing to do to send girls to school
- h) Existence and role (actual/potential) of community organizations (e.g. VEC's .MM's)

## **HINTS FOR CONDUCTING FOCUSED GROUP DISCUSSIONS**

- i). The study team would be free to evolve their own strategies for making the entry point into the villages and communities for organizing FGD's. The villagers could be approached and grouped for FGD with the help of teachers, patwaris, community leaders, students, health and rural workers and NGO's.
- ii). Festival times and festivities can be utilised for meeting women in groups. Existing women's groups like Matru probodhan, Mahila Samakhyas, Mahila Mandals could be the rallying point.
- iii). For sparsely populated areas, especially in the tribal belts, groups can be convened on occasions like (a) Hatt (weekly bazaars) and (b) when contractors assign work to them and when they collect their wages.
- iv). For organizing FGD for teachers the ideal time, perhaps, would be the pay day at headquarters or school complex meetings.

## **THE SAMPLE DESIGN**

1. Although the district selected under the SSN Project are low female literacy districts, in each district for gender studies in two blocks one with relatively high female literacy block and other with low female literacy rate block will be selected. These blocks will be the same as identified under the baseline studies.
2. In each block four villages will be selected on random basis for collection of primary data to represent.
  - a) village having no school
  - b) village having primary school
  - c) village having middle school
  - d) village having secondary or higher secondary school.
3. This type of purposive sampling is being resorted to, following the results from earlier studies, which show that given the educational facilities girls tend to utilise the same. The availability of schooling facilities is a major pace setter and has an emulation effect.

Since there is a shortage of women teachers in rural areas, this has far reaching effect on girls education.

4. Considering that the villages will vary in population size, the minimum number of 30 households and a maximum of 50 households may be surveyed on random basis.
5. Sampling should cover urban slums population. About 50 households in two localities should be interviewed on random basis.
6. In each block 30 teachers may be canvassed interview schedule GS.2.
7. All educational functionaries at the block and district level as well as the DIETs may be interviewed.
8. An investigator is expected to fill up a set of 4-6 household schedules and on an average 6-8 teacher/institutional/community leader schedules per day.
9. Field investigator is expected to write his/her name, date of filling up of the schedule and date of submission to the office.
10. A Supervisor is expected to check 10-12 sets of household schedules and 12-14 teacher/institutional/community leader schedules submitted to him/her by the team of investigators daily.
11. Any discrepancy/anomaly shall be reported to the investigators for necessary corrections without claiming for additional time.

#### **Gender Sensitive Planning - Analysis of textbooks and Teacher Training Programme**

Content analysis of textbooks and teacher training programmes with a view to study the gender bias and suggest interventions for the same will be undertaken as a Departmental Programme of the DWS, NCERT. A five day programme will be conducted to evaluate the textbooks and junior basic teacher training programmes from the view point of gender bias and educational for empowerment of women. The States will be requested to depute two or three persons, representing the textbook authors, NFE instructors and teacher educa-

tors.

The gender sensitization material based on gender studies will eventually be prepared for orientation of educational functionaries at district State levels.

A check list for the gender studies is given at Appendix.I

## LOCATION AND PERSONNEL

The study will be located in the department of women's studies (DWS), the NCERT. Head, DWS will act as the Project Director. Members of the National Core Group (Gender Planning) will comprise the National Advisory Body for the project. These members have been assigned the responsibility for initiating and assisting the State and District level action in the area of Gender Planning and Gender Studies.

At National Level one Project Consultant (Dr. Sarojini Bisaria) and four Project Associate (to be appointed) will be paid an honorarium of Rupees four thousand per month and Rupees three thousand per month respectively.

The States would identify the following:

- i) State Coordinator - 1
- ii) District Coordinator - 1
- iii) District Project Associates - 2 for each District
- iv) State Advisory Team - five to seven members
- v) District Advisory Team - five to seven members

The above resource persons will be drawn from SCERTs, DIETs, Teacher Training Colleges, Faculties of Education and Women's Studies from the universities, active N.G.O's, sister Departments of Women and Child Development, Social Welfare, Health etc.

All above positions would be honorary except District Project Associates who would be recruited through advertisement by a Selection Committee comprising.

State Coordinator - member

District Coordinators - members

Director, SCERT/SIE - Chairperson

Nominee of State Education Secretary - member

One member from National  
Core Group (Gender) - member

### **Qualifications:**

- (i) Reputed and eminent persons would be nominated for the honorary positions.
- (ii) Professional Assistants would be required to possess the following qualifications:

#### **Essential**

- (a) Master's Degree (with more than 50% marks) in any discipline, preferably in Social Sciences, Computer Sciences, Statistics etc.

#### **Desirable**

- (a) Two to three years of experience of working in Social Development (Education, health, rural development etc.) field based research projects.
- (b) Ability to conduct field work, collect and analyse data and write reports.
- (c) M.Phil/B.Ed/M.Ed.

The post of the Professional Assistant will carry a consolidated remuneration of Rupees three thousand only. Besides, the TA/DA allowance will be paid as per NCERT rules.

#### **Note:**

As the studies are time bound and are to be completed by November, 1993, recruitment procedures need to be simplified and the qualification, age etc. could be relaxed while making selections of the project personnel. \*Chairperson can use his/her discretion. Services of retired educationists can also be availed for the project. Preference would be given to local persons and if necessary qualifications, age etc. may be relaxed in such cases.

## FORMAT FOR STATUS PAPER ON WOMEN'S EDUCATION AND DEVELOPMENT

### PART I A BRIEF OVERVIEW

#### (a) Social and Demographic Indicators

Population by sex rural and urban areas and SC/STs.

Sex ratio by rural urban areas

Population by age-group 0-6 and 6-11 years by sex.

Density of population

Number of villages block-wise

Age at marriage

Death Rate

IMR

CMR

Birth Rate

Life Expectation

Percentage of births attended by trained Dais Work force participation rate.

Main workers

Marginal workers

(b) Policies and Programmes for Girls for Women (policy and programmes by other Departments like rural development, social welfare etc., may be included.

(c) Political participation of women

## PART II

### Education of Women

- a. Policies and Programmes for Girls
- b. Literacy Status
- c. Educational participation of girls and women by level and by types:
  - i) elementary stage - Formal/Non-Formal
  - ii) Second and third level education with a focus on Vocational Technical and Professional Education including teacher education.
  - iii) Higher Education - General Professional Teacher Education.
  - iv) Innovative Programmes of Girls Education.

**NOTE:** Data for latest available year may be collected and analysed. Source and year of data should be indicated.

The suggestive Format of Tables for compilation of data is given at Appendix I.



**SSN DPEP GENDER STUDIES PROPOSED BUDGET 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
<b>A. GENDER STUDIES NATIONAL CORE GROUP ACTIVITIES 1993-94</b>	
1. Planning and Organisation	49,320
2. Personnel Development	73,340
3. Material Development Preparation of Training Material	89,320
4. Programme support (Staff, Equipment, Travel)	287,000
5. Contingent Expenditure	54,000
	-----
Total	552,980
	Say 553,000
<b>B. GENDER STUDIES STATE/DISTRICT LEVEL ACTIVITIES 1993-94</b>	
1. Planning and Organisation	---
2. Personnel Development	49,000
3. Material Development Status paper workshop & Preparation of paper	940,000
4. Programme support	1,845,000
5. Contingent Expenditure	276,500
	-----
	3,110,500
	Say 3,111,000
	-----
	553,000
	+3,111,000
	-----
<b>GRAND TOTAL</b>	<b>3,664,000</b>
	-----

Details of the budget provision for each State and National Core Group Activities are given separately.

**SSN DPEP GENDER STUDIES PROPOSED BUDGET**

**A. GENDER STUDIES - NATIONAL CORE GROUP ACTIVITIES 1993-94**

ACTIVITIES/ITEM	AMOUNT (in Rs.)
1. Planning and Organisation	
i. Workshop to develop tools for collection of data and preparation of outlines of Status Paper	
TA to 8 State Coordinators	32,000
DA 8x105x3	2,520
Hon. to 3 Resource Persons 3x100x3	900
Tea/Coffee	400
Stationery & Typing of Report	1,500
Miscellaneous	2,000
TOTAL	39,320
ii. Monitoring and Evaluation on Gender Studies	
a. Development of check list for SSN DPEP Gender Component	
b. Indicators of progress of girl's education and women's empowerment	10,000
Preparation of documents on a and b	
TOTAL (i & ii)	49,320
2. Personnel Development	
Workshop for State Resource Persons on Elimination of textbooks and input into Teacher Education	
TA to 16 State Resource Persons	64,000
DA 16x105x3	5,040
Hon. to Resource Persons 3x100x3	900
Tea/Coffee	400
Stationery and Typing of Report	1,000
Miscellaneous	2,000
TOTAL	73,340

3.	Curriculum Development	
	i. Workshop for Development of Training Material	
	TA to 8 State Coordinators	32,000
	DA 8x105x3	2,520
	Hon. to 8 Resource Persons	900
	3x100x3	
	Tea/Coffee	400
	Stationery & Typing of Report	1,500
	Miscellaneous	2,000
		<hr/>
	TOTAL	39,320
		<hr/>
	ii. Preparation of Report, Printing and Binding etc.	50,000
	TOTAL (i & ii)	89,320
4.	Programme Support	
	i. Project Personnel	
	a. One Senior Consultant at National Level on Hon. basis @ Rs.4,000 p.m. for 6 months	24,000
	b. 6 Professional Assistants (including two for computer) at National Level for six months @ Rs.3,000/-p.m.	108,000
	c. TA/DA for National Personnel	100,000
	ii. Documentation/materials cost	55,000
		<hr/>
		287,000
5.	Contingent Expenditure (Diesel, Petrol, Procurement of books/documents etc.)	54,000
		<hr/>
	GRAND TOTAL	552,980
	Say	553,000

SSM DPEP GENDER STUDIES

B. STATE/DISTRICT LEVEL ACTIVITIES 1993-94

SL. NO.	ACTIVITY	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	ORISSA	TAMIL NADU	TOTAL	
1.	Planning and Organisation	S	-	-	-	-	-	-	-	--	
		D	-	-	-	-	-	-	-	--	
2.	Personnel Development	S	4,000	4,000	5,000	3,000	20,000	6,000	5,000	2,000	49,000
		D	-	-	-	-	-	-	-	-	--
3.	Material Development	S	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	40,000
		D	80,000	80,000	80,000	60,000	380,000	100,000	80,000	40,000	900,000
4.	Programme Support	S	-	-	-	-	-	-	-	-	--
	D Personnel		144,000	144,000	144,000	108,000	684,000	180,000	144,000	72,000	1,620,000
	TA/DA		20,000	20,000	20,000	15,000	95,000	25,000	20,000	10,000	225,000
5.	Contingency	S	5,000	5,000	5,000	3,000	20,000	6,000	5,000	2,500	51,500
		D	20,000	20,000	20,000	15,000	95,000	25,000	20,000	10,000	225,000
	TOTAL	S	14,000	14,000	15,000	11,000	45,000	17,000	15,000	9,500	140,500
		D	264,000	264,000	264,000	198,000	1,254,000	330,000	264,000	132,000	2,970,000
	GRAND TOTAL		278,000	278,000	279,000	209,000	1,299,000	347,000	279,000	141,000	3,110,500

S Denotes State  
D Denotes District

**GENDER STUDIES ASSAM****STATE LEVEL ACTIVITIES 1993-94**

<b>ACTIVITIES</b>	<b>AMOUNT (in Rs.)</b>
1. Planning and Organisation	--
2. Personnel Development	4,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	5,000
Total	14,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

<b>ACTIVITIES</b>	<b>AMOUNT (in Rs.)</b>
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	80,000
4. Programme support	144,000
i. Project Personnel, Two Professional Assistants for each District for six months 2x4x3000x6	
ii. TA/DA	20,000
5. Contingent Expenditure	20,000
TOTAL	264,000

**GENDER STUDIES HARYANA****STATE LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	4,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	5,000
TOTAL	14,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	80,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x4x3000x6	144,000
ii. TA/DA	20,000
5. Contingent Expenditure	20,000
	264,000

**GENDER STUDIES KARNATAKA****STATE LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	5,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	5,000
	----- 15,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	80,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x4x3000x6	144,000
ii. TA/DA	20,000
5. Contingent Expenditure	20,000
TOTAL	----- 264,000

**GENDER STUDIES KERALA****STATE LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	3,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	
5. Contingent Expenditure	3,000
TOTAL	11,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	60,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x3x3000x6	108,000
ii. TA/DA	15,000
5. Contingent Expenditure	15,000
TOTAL	198,000



**GENDER STUDIES MADHYA PRADESH****STATE LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	20,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	20,000
TOTAL	45,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	380,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x4x3000x6	684,000
ii. TA/DA	95,000
5. Contingent Expenditure	95,000
TOTAL	1,244,000

**GENDER STUDIES MAHARASHTRA****STATE LEVEL ACTIVITIES 1993-94**

<b>ACTIVITIES</b>	<b>AMOUNT (in Rs.)</b>
1. Planning and Organisation	--
2. Personnel Development	6,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	6,000
	-----
TOTAL	17,000

**DISTRICT LEVEL ACTIVITIES 1993-94**

<b>ACTIVITIES</b>	<b>AMOUNT (in Rs.)</b>
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	100,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x5x3000x6	180,000
ii. TA/DA	25,000
5. Contingent Expenditure	25,000
	-----
TOTAL	330,000

## GENDER STUDIES ORISSA

### STATE LEVEL ACTIVITIES 1993-94

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	5,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	--
5. Contingent Expenditure	5,000
	-----
TOTAL	15,000

### DISTRICT LEVEL ACTIVITIES 1993-94

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	80,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x4x3000x6	144,000
ii. TA/DA	20,000
5. Contingent Expenditure	20,000
	-----
TOTAL	264,000

## **GENDER STUDIES TAMIL NADU**

### **STATE LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	2,000
3. Material Development Preparation of Status paper	5,000
4. Programme support	
5. Contingent Expenditure	2,500
TOTAL	9,500

### **DISTRICT LEVEL ACTIVITIES 1993-94**

ACTIVITIES	AMOUNT (in Rs.)
1. Planning and Organisation	--
2. Personnel Development	--
3. Preparation of District Reports: Compilation, processing, analysis of Data, typing, photocopying, computer- zation, graphic work, printing, binding etc.	40,000
4. Programme support	
i. Project Personnel, Two Professional Assistants for each District for six months 2x2x3000x6	72,000
ii. TA/DA	10,000
5. Contingent Expenditure	10,000
TOTAL	142,000

## CHECK LIST FOR DPEP: GENDER COMPONENT

### i. Analysis of Present Situation

- (i) Does the Project Report reflect gender concerns in UPE such as low enrolment and low retention of girls in primary education and the causes thereof?
- (ii) Has "Education for Women's Equality" (NPE:POA) and its message of Women's Empowerment and Women's Development as a major responsibility of the educational system been adequately reflected?
- (iii) Does the analysis of the present situation contain gender disaggregated; rural-urban, SC and ST, linguistic minorities data for age-group 6-11 years who are in school or out of school?
  - (a) indicating the girls percentage to total number of students in primary classes; and
  - (b) Gross enrolment ratio of girls or proportion of girls in the age-group 6-11 years in classes I-V.Similar disaggregated data would be needed for drop-out rate, retention rate, and the distribution of incentives like free textbooks, uniforms, stationery, mid-day meals.
- (iv) What is the proportion of women among teachers, educational administrators in Panchayats and Village Education Committees etc?
- (v) What are the existing programmes for women's development and for/organising women e.g., Mahila Mandals, Mahila Samoohs, Mahila Samakhya, programmes of NGOs, Department of Women and Child Development and other ministries?
- (vi) Are the schools equipped with separate lavatories for girls.?
- (vii) Above all, do girls have easy access to schools/part schools/voluntary schools/NFE Centres and at hours suited to them?
- (viii) What is the coverage for ECCE for age group 6-11 years.

## II. Target setting and monitoring:

- (i) Are the targets being disaggregated by gender, rural-urban SC/ST, for enrolment, retention and achievement and year-wise?
- (ii) Why lower targets for girls? As in the MHRD guidelines, lower targets are fixed for girls. It should be the otherway round. Higher targets, more effort would be needed for bringing girls to school and helping them receive education.
- (iii) Does the project report provide for analysis of textbooks and teacher training materials for elimination of gender bias?
- (iv) Does it contain a detailed proposal for gender sensitization of curriculum developers, textbook writers, teacher educators, teacher, administrators, parents, members of village education committees, Panchayats, women's groups NGOs etc. Funds for preparation of training materials and training activities would be required.
- (v) Is there a clear plan of action for environment building for UPE with focus on girls?
- (vi) Is there any concrete proposal/policy changes for (a) for training and (b) recruitment and posting of women teachers in rural areas.

## III. Strategies

- (i) Are there enough girl specific strategies suggested, especially for girls belonging to rural areas, urban slums and other disadvantaged groups like the SC, ST, linguistic/religions.
- (ii) All project reports should carry the extracts from NPE, Para 4.2 & 4.3 as a preamble for girls/women specific strategies.

Please ensure that physical and financial component of the above are adequately catered for.

PLEASE USE GENDER INCLUSIVE LANGUAGE AVOID USING MAN AS A GENERIC TERM, LIKEWISE MANMADE, MANPOWER, MANKIND ETC. BE AVOIDED: USE HE/SHE, HIM/HER, HUMAN, PERSON, CHAIRPERSON, HUMANKIND

# National Policy on Education - 1986 & Programme of Action - 1992

## Recommendations

### For Education for Women's Equality

#### Education for Women's Equality

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

NPE-1986, P-10

SSN DPEP GENDER STUDIES SURVEY TOOLS



SSN DPEP GENDER STUDIES DISTRICT SCHEDULE

68 1

Identification

Date

Name of the District

Filled by

Signature

Population in the year

Date

No.	Block	No. of Villages	Population (TOTAL)		SC		ST	
			Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9

Source

Population by Age Group in the year

No.	Block	0 - 4		5 - 9		10 - 14	
		Male	Female	Male	Female	Male	Female

Source

4. Vital statistics etc

S. No.	Item	Year	Rural	Urban	Total
(a)	Crude birth rate				
(b)	Crude death rate				
(c)	Decennial population variation 1981-1991				
(d)	Sex ratio				
(e)	Total fertility rate				
(f)	Mean age at marriage				
	Female				
	Male				
(g)	Percentage married females in age group				
	10-14 years				
	15-19 years				
(h)	Couple Protection rate				
(i)	Infant mortality rate				
	Female				
	Male				
(j)	Child mortality rate				
	Female				
	Male				
(k)	Female child deaths by age two				
(l)	Excess of female child deaths over male child deaths by age five				
(m)	Age specific death rates				
	Male				
	Female				
(n)	Maternal mortality rate				
(o)	Percentage of births attended by trained medical personnel				
(p)	D.P.T. coverage				
(q)	Applied nutrition programme				

SOURCE

5 Economic characteristics

- (i) Major economic activities with special reference to women and girls - e.g., agricultural, for horticulture, pisciculture, industries (including small scale and cottage industries)
- (ii) Percentage of main and marginal workers by sex and rural urban areas in the year

S. No	Category	Female		Male	
		Rural	Urban	Rural	Urban
1	2	3	4	5	6
	Main workers				
	Marginal workers				

SOURCE

- (iii) Distribution of workers by major occupations in the year

S.No.	Activity	Number of Main Workers					
		Female total female workers	% of	Male total male workers	% of	Total workers	% of total
1	2	3	4	5	6	7	8
(a)	Cultivators						
(b)	Agricultural labourers						
(c)	Livestock and forestry etc.						
(d)	Mining and quarrying						
(e)	Manufacturing						
	— Household industry						
	— Others						
(f)	Construction						
(g)	Transport, storage and communication						
(h)	Trade and commerce						
(i)	Other services						
	Total						

SOURCE :

- (iv) Percentage of child labour by sex, rural and urban areas in the year

S. No.	Sex	Total population		Working population		Percentage of workers	
		Rural	Urban	Rural	Urban	Rural	Urban
1	2	3	4	5	6	7	8
(a)	Girls						
(b)	Boys						

SOURCE :

(v) Women's employment in public sector as percentage to total employment in public sector \_\_\_\_\_

(vi) Women's employment in private sector as percentage to total employment in private sector \_\_\_\_\_

6. Women's organisations at block level in the year

i) Mahila Mandals

- Structure
- Functions
- Coverage

S.No.	Block	No. of Villages	No. of MM having educational Programme	No. of beneficiaries

(i) Non-governmental organisations working for women's education and development at block level in the year

- Structure
- Functions
- Coverage

S.No.	Name of Voluntary organisations covered	No. of villages covered	No. of villages having educational programmes	No. of beneficiaries

10) Women in Educational Administration in the year

Position	Total No. of Persons	No. of Women

source

iv) Other Women Development Agencies at Block Level in the year

S.No.	Name of Agency	No. of blocks covered	No. of villages covered	No. of beneficiaries

source

Names of leading women

Judges

Administrators

Member of Legislative Assembly

Any other (specify)

Educational status

Educationists

Member of Parliament

Social workers

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Number of educational institutions in the year

S.No	Educational Level	Rural	Urban	Total
1	2	3	4	5
(a)	Pre-primary			
(b)	Primary			
(c)	Middle			
(d)	Secondary			
(e)	Higher secondary			
(f)	Vocational training centres			
(g)	Non-formal education centres			
(h)	Arts and science degree			
(i)	Arts and science post-graduate degree			
(j)	Teacher training			
(k)	Other professional courses			
	Total			

SOURCE

Number of habitations served by schools in the year

S. No.	Educational level	Number of habitations having schools			
		Within habitation	Within 1 km	Within 2 km	Within 3 km
1	2	3	4	5	6
(a)	Pre-primary				
(b)	Primary				
(c)	Middle				
(d)	Secondary				
(e)	Higher secondary				
(f)	Non-formal education centres				
(g)	Adult education centres				
(h)	Any other (specify)				

SOURCE

Availability of basic amenities in schools in the year

S.No	Educational level	Number of schools having		
		Drinking water	Play ground	Toilet for girls
1	2	3	4	5
(a)	Primary			
(b)	Middle			
(c)	Secondary			
(d)	Higher secondary			
(e)	NFE			

source

Literacy Rate 1991 (Population 7+)

Block	Rural			Urban		
	Female	Male	Total	Female	Male	Total
	2	3	4	5	6	7
All Communities						
Scheduled Castes						
Scheduled Tribes						

source

Females educated upto secondary level  
(Class X) as percentage of female population \_\_\_\_\_

Females educated upto graduation level as  
percentage of female population \_\_\_\_\_

Enrolment ratio by rural and urban area in the year \_\_\_\_\_

Stage	Rural			Urban		
	Female	Male	Total	Female	Male	Total
1	2	3	4	5	6	7
<i>All Communities</i>						
Primary						
Middle						
<i>Scheduled Castes</i>						
Primary						
Middle						
<i>Scheduled Tribes</i>						
Primary						
Middle						

SOURCE

Female teachers by rural and urban areas in the year \_\_\_\_\_

Stage	Rural			Urban		
	Female	Male	Female as % of total	Female	Male	Female as % of total
1	2	3	4	5	6	7
<i>Rural</i>						
Primary						
Middle						
Secondary						
Higher secondary						
<i>Urban</i>						
Primary						
Middle						
Secondary						
Higher secondary						
<i>Total (Rural + Urban)</i>						
Primary						
Middle						
Secondary						
Higher secondary						

SOURCE



Drop-out rates by rural and urban areas in the year

Stage	Rural			Urban		
	Female 2	Male 3	Total 4	Female 5	Male 6	Total 7
<i>All Communities</i>						
Primary						
Middle						
<i>Scheduled Castes</i>						
Primary						
Middle						
<i>Scheduled Tribes</i>						
Primary						
Middle						

SOURCE

Number of Villages having ICDS Centres in the Year

S.No.	Name of the Block	No. of villages having ICDS Centres	No. of beneficiaries	
			Boys	Girls

SOURCE

No. of Villages with Balwadi in year

S.No.	Name of the Block	No. of Villages having balwadis	No. of beneficiaries	
			Boys	Girls

Source

Name	Date	Signature	Remarks
:Field Investigator:			
:Field Supervisor:			
:Submitted:			

I.(a) IDENTIFICATION

(b) BASIC AMENITIES

- |                           |            |                  |            |                                  |
|---------------------------|------------|------------------|------------|----------------------------------|
| 1.State:                  | 2.District | 3.Block:         | 4.Village: | 8.Source of water:               |
| 4.Name of the respondent: |            | 5.Religion:      |            | 9.Distance from source of water: |
| 6.Caste:                  |            | 7.Mother tongue: |            | 10.Fuel used:                    |

II. GENERAL INFORMATION

Sl. No.	AGE	SEX	RELATION	EDUCATION LEVEL	OCCUPATION	INCOME PER MONTH	TYPE OF SCHOOL	EDUCATIONAL EXP. PER MONTH						REASONS FOR			ASPIRATIONS		INCENTIVES RECEIVED*				
								FEE	BF	BKS	STAT	OT	TOT	DROPOUT	NON ENROL	EDU	OCCUP	19	20	21	22	23	24
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

- 19. Free uniform
- 20. Attendance scholarship
- 21. Free education upto higher secondary
- 22. Free writing & stationary material
- 23. Book banks/Free books
- 24. Any other.

### III. SUPPORT SERVICES

SERVICES	AVAILABLE		SATISFACTORY		SUGGESTIONS/
	yes	no	yes	no	REMARKS
1. Anganwadi					
2. Balwadi					
3. ICDS					
4. TRYSEM					
5. JRY					
6. Health Centres					
7. Mahila Mandals					
8. Any other					

**a) In your opinion what are the Educational/Vocational Programs that are needed in the village.**

1. Literacy programs: NFE centres
2. Income generating programs
3. Programmes/camps on health & nutrition.
4. Any other.

**b) In your opinion what factors can encourage parents to send their daughters to school.**

AREAS	SUGGESTIONS
1) Changing school timings suitably	
2) Change of curriculum to suit vocational needs of girls	
3) Free uniforms and books	
4) Free bus facilities	
5) Female teachers	
6) Free meals	
7) Women to escort the girls to school	
8) Any other	

## 1. Utility of Girl's Education

NO	UTILITY	AGREE	DISAGREE	NO RESPONSE
	Helps in earning a livelihood			
	Helps in becoming a good housewife			
	Utilisation of leisure time			
	Improves matrimonial alliance			
	Improves capacity for rendering social services			
	Prevents social exploitation			
	Improves social status			

## GENDER EQUALITY

NO	STATEMENTS	AGREE	DISAGREE	NO RESPONSE
	Girls and boys need equal education			
	Both need the same kind of food/health care.			
	Both can be assigned the same duties/responsibilities			
	Both should be given the same freedom			
	Both should be given an equal time to play			
	Both can perform all tasks equally well			
	Both can have similar occupations			
	They should be paid equal wages for equal work			
	Both have same intelligence and abilities			
	.Husband and wife should take all decisions jointly			

SSN - DPEP : GENDER STUDIES - CODING PLAN

HOUSEHOLD SCHEDULE

GS-1.1

<u>Question No.</u>	<u>Field Length</u>	<u>Code</u>
1. State	<input type="checkbox"/>	Give appropriate code on the basis of alphabetically arranged STs/UTs and serially numbered
2. District	<input type="checkbox"/>	Give appropriate code on the basis of alphabetically arranged districts and serially numbered
3. Block	<input type="checkbox"/>	Give appropriate code on the basis of alphabetically arranged and serially numbered blocks.
4. Village	<input type="checkbox"/>	Give appropriate code on the basis of alphabetically arranged and serially numbered villages
5. Religion	<input type="checkbox"/>	Hindu -1 Muslim -2 Sikh -3 Christian -4 Any other -5
6. Caste	<input type="checkbox"/>	Scheduled Castes - 1 Scheduled Tribes - 2 OBC - 3 Others - 4
7. Mother Tongue	<input type="checkbox"/>	Hindi - 01 English - 02 Marathi - 03 Tamil - 04 Telegu - 05 Malayalam - 06 Punjabi - 07 Gujarat - 08 Urdu - 09 Bengali - 10 Oriya - 11 Konkani - 12 Assamese - 13 Kannada - 14 Sindhi - 15 Nepali - 16

8. Source of water	<input type="checkbox"/>	Piped	- 1
		Tubewell/ well	- 2
		River/Pond	- 3
		Tanker	- 4
		Any other	- 5
9. Distance from source of water	<input type="checkbox"/>	Close by/ at home	- 1
		1-2 kms. away	- 2
		2-3 kms. away	- 3
		3-4 kms. away	- 4
10. Fuel used	<input type="checkbox"/>	wood/coal/ charcoal/ cow-dung cakes	- 1
		kerosene	- 2
		Gas	- 3
		any other	- 4

**- II**      General Information

1. Age	<input type="checkbox"/> <input type="checkbox"/>	Write in completed years. Write 99 for ages 99 and above.
2. Sex	<input type="checkbox"/>	Male            - 1 Female         - 2
3. Relation	<input type="checkbox"/>	Father         - 1 Mother         - 2 Son             - 3 Daughter       - 4 Any other      - 5
5. Educational Level	<input type="checkbox"/>	Illiterate      - 1 Primary         - 2 Middle          - 3 Higher secondary      - 4 Senior Secondary      - 5 Graduate       - 6 Post Graduate & above.       - 7
6. Occupation	<input type="checkbox"/>	Cultivators    - 1 Labourers      - 2 Vendors/ Petty Trader   - 3

Skilled/craftsmen - 4  
 Service - 5  
 Any other - 6

7. Income per month

Write actual income

8. Type of School

Government/Govt. aided - 1  
 Private - 2  
 Any other - 3

9. Fees per month

   

Write actual amount

10. Students Fund per month

   

11. Books per month

   

12. Stationary "

   

13. Others "

14. Total "

15. Reasons for dropout and non-enrolment

Financial - 1  
 Social - 2  
 Educational - 3  
 Any other - 4

16. Educational aspirations

Primary - 1  
 Middle - 2  
 Higher secondary - 3  
 Senior secondary - 4  
 Graduation - 5  
 Post Graduation and above. - 6

17. Occupational aspirations

cultivators - 1  
 ag. labourers - 2  
 vendors/business - 3  
 skilled - 4  
 service - 5  
 any other - 6  
 none - 7

18. Incentives received

Free uniform

Yes - 1  
 No - 2

19. Attendance scholarship

Yes - 1  
 No - 2

20.	Free education upto higher secondary	<input type="checkbox"/>	Yes No	- 1 - 2
21.	Free writing & Stationary	<input type="checkbox"/>	Yes No	- 1 - 2
22.	Book banks/ free books	<input type="checkbox"/>	Yes No	- 1 - 2
23.	Any other	<input type="checkbox"/>	Yes No	- 1 - 2

Support Services

1.	Anganwadi			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2
	- Satisfactory	<input type="checkbox"/>	Yes No	- 1 - 2
2.	Balwadi			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2
	- Satisfactory	<input type="checkbox"/>	Yes No	- 1 - 2
3.	ICDS			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2
	- Satisfactory	<input type="checkbox"/>	Yes No	- 1 - 2
4.	TRYSEM			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2
	- Satisfactory	<input type="checkbox"/>	Yes No	- 1 - 2
5.	JRY			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2
	- Satisfactory	<input type="checkbox"/>	Yes No	- 1 - 2
6.	Health Centres			
	- Available	<input type="checkbox"/>	Yes No	- 1 - 2



viii) Any other	<input type="checkbox"/>	Yes	- 1
		No	- 2
<b>IV. Utility of Girls</b>	<input type="checkbox"/>		
i) Helps in earning a livelihood	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
ii) Helps in becoming a good housewife	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
iii) Utilisation of leisure time	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
iv) Improves matrimonial alliance	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
v) Improves capacity for rendering social services	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
vi) Prevents social exploitation	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
vii) Improves social status	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
<b>V. Gender Equality</b>			
i) Girls and boys need equal education	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
ii) Both need the same kind of food/health care	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
iii) Both can be assigned the same duties/responsibilities	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
iv) Both should be given the same freedom	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
v) Both should be given an equal time to play	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
vi) Both can perform all tasks equally well	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3
vii) Both can have similar occupations	<input type="checkbox"/>	Agree	- 1
		Disagree	- 2
		No response	- 3



- v) Did you like your school and your teachers? yes/no  
Give reasons.
- vi) Did you enjoy learning in the classroom yes/no
- vii) @Subject most liked @Most difficult
- viii) Did you get your teachers help when required yes/no
- ix) Was there any difficulty in doing your home work? yes/no  
If yes help received from?
- x) Distance of school from residence:
- a) primary: b) Middle:
- xi) Mode of transport for going to school?
- a) On foot b) Cycle c) Bus
7. Were you regular in going to school yes/no  
If no why?
8. Were you punctual? yes/no  
If no why?
9. Did you get enough time to play? yes/no  
If not why?
10. Work done by the girl at home
- i) Fetching water
- ii) Fetching fodder and fuel
- iii) Care of livestock
- iv) Care of siblings
- v) Cooking/washing/cleaning utensils
- vi) Any other

<u>Question No.</u>	<u>Field Length</u>	<u>Code</u>
2. Age	<input type="text"/>	Write age in completed years
3. Class last attended	<input type="text"/>	
4. Reasons for Dropouts	<input type="text"/>	Financial/Poverty - 1 Domestic work/care of siblings - 2 Helping parents in occupation - 3 Parents unwilling - 4 School far away - 5 No separate school for girls - 6 Failure - 7 Teacher's attitude - 8 Illness - 9 Any other - 10
5. Have you ever failed in class	<input type="text"/>	Yes - 1 No - 2
6. i) Feeling bad about not attending school	<input type="text"/>	Yes - 1 No - 2
ii) like to resume studies	<input type="text"/>	Yes - 1 No - 2
iii) Parents like to send to school again	<input type="text"/>	Yes - 1 No - 2
iv) benefits of education	<input type="text"/>	Yes - 1 No - 2
v) Liking for school and teachers	<input type="text"/>	Yes - 1 No - 2
vi) enjoy learning in classroom	<input type="text"/>	Yes - 1 No - 2
vii) Subjects most liked	<input type="text"/>	Hindi - 1 English - 2 Maths - 3
viii) Most difficult	<input type="text"/>	Science - 4 Social Science - 5 Sanskrit - 6 Regional Lang. (specify) - 7

ix) Finding difficult in doing homework	<input type="checkbox"/>	Yes	- 1
		No	- 2
x) Distance of school from residence		Closeby	- 0
a) Primary	<input type="checkbox"/>	1-2 km	- 1
		3-4 km	- 2
b) Middle'	<input type="checkbox"/>	5 + km	- 3
xi) Mode of Transport to go to school	<input type="checkbox"/>	Foot	- 1
		Cycle	- 2
		Bus	- 3
		Any other	- 4
7. Regular in going to school	<input type="checkbox"/>	Yes	- 1
		No	- 2
8. Punctuality	<input type="checkbox"/>	Yes	- 1
		No	- 2
9. Enough time to play	<input type="checkbox"/>	Yes	- 1
		No	- 2
10. Work done by Girls at home	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fetching water	- 1
		Fetching fodder&fuel	- 2
		Care of livestock	- 3
		Care of siblings	- 4
		Cooking/washing/cleaning	
		utencils	- 5
		Any other	- 6

.....  
 Name Date Sign Remarks :  
 -----  
 :  
 :  
 Field Investigator: :  
 -----  
 :  
 Field Supervisor: :  
 Submitted: :

State:

District:

Block:

Village/Locality:

.NAME:

2.AGE:

.Reasons for not going to school:

)Financial/Poverty

i)Domestic work/care of siblings

ii)Helping parents in occupation

v)Parents unwilling

)School far away

i)No separate school for girls

ii)Illness

iii)Any other

i)Did you ever want to go to school? yes/no

)Did you ever talk to your parents about it ? yes/no  
If no why?i)Would your parents send you to school yes/no  
If not why?)Would you like to go to school now? yes/no  
If not why?

i)Can you read/write? yes/no

ii)If yes can you write your name? yes/no  
(Demonstration for i & ii)

ii) Can you count

yes/no

If yes upto?

a) 10

b) 50

c) 100

iii) If (i) & (ii) are yes who taught you?

6. What kind programmes would help you if organized in your village:

i) Literacy programmes

ii) Income generating programmes

iii) Programmes on health and nutrition

iv) Any other.

7. Work done by the girl at home

i) Fetching water

ii) Fetching fodder and fuel

iii) Care of livestock

iv) Care of siblings

v) Cooking/washing/cleaning utensils

vi) Any other

<u>Question No.</u>	<u>Field Length</u>	<u>Code</u>
2. Age	<input type="checkbox"/> <input type="checkbox"/>	
3. Reasons for not going to school	<input type="checkbox"/> <input type="checkbox"/>	Financial - 1 Domestic work - 2 Helping parents in occupation - 3 Parents unwilling - 4 School far away - 5 No separate school for girls - 6 Illness - 7 Any other - 8
4.a) Want to go to school	<input type="checkbox"/>	Yes - 1 No - 2
b) Talked to parents about going to school	<input type="checkbox"/>	Yes - 1 No - 2
c) Would like to go to school now	<input type="checkbox"/>	Yes - 1 No - 2
5.a) Can you read/write	<input type="checkbox"/> <input type="checkbox"/>	Yes - 1 No - 2
b) Can you write your name	<input type="checkbox"/>	Yes - 1 No - 2
c) Can you count	<input type="checkbox"/>	Yes - 1 No - 2
d) Can count upto	<input type="checkbox"/>	upto 10 - 1 upto 50 - 2 upto 100 - 3 upto 1000 - 4
e) Who taught you to read/write/count	<input type="checkbox"/> <input type="checkbox"/>	Father - 1 Mother - 2 Brother/sister - 3 Teacher - 4 Any other - 5
6. Kind of programmes which would help you	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Literacy programmes - 1 Income generating programmes - 2 Programme on Health&Nutrition - 3 Any other - 4
7. Work done by girls at home	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fetching water - 1 Fetching fodder and fuel - 2 Care of livestock - 3 Care of siblings - 4 Washing/Cooking/ Cleaning utencils - 5 Any other - 6



Name	Date	Sign	Remarks
:Field Investigator:			
:Field Supervisor:			
: Submitted:			

1. Name
  - (i) Local address
  - (ii) Permanent address
2. Distance of residence from school Km.
3. Mode of Transport
4. Age
5. Sex
6. Educational qualification
7. Length of service
8. Classes taught
9. What in your opinion/experience are the main reasons for the girls continuing their education in school?
10. Give main reasons for girl students of your classes dropping out from school?
11. Give reasons for girls not attending the school regularly
12. Have you tried to tackle the problem of drop outs of girls? Yes/No  
If yes, please specify the steps taken
13. Please suggest measures to reduce drop outs amongst girls
14. Please suggest measures to improve attendance of girls
15. Suggest measures to increase enrolment of girls
16. Suggest measures to increase achievement of girls in schools?

17. In your opinion can we get the cooperation of the community for the promotion of girl's education? If yes how?

18. i) Do you think that the incentives available are adequate? Y/N  
If not why?

ii) Are the incentives available on time?

### 19. Utility of Girl's Education

S.NO	UTILITY	AGREE	DISAGREE	NO RESPONSE
1)	Helps in earning a livelihood			
2)	Helps in becoming a good housewife			
3)	Utilisation of leisure time			
4)	Improves matrimonial alliance			
5)	Improves capacity for rendering social services			
6)	Prevents social exploitation			
7)	Improves social status			

### 20. GENDER EQUALITY

S.NO	STATEMENTS	AGREE	DISAGREE	NO RESPONSE
1.	Girls and boys need equal education			
2.	Both need the same kind of food/health care.			
3.	Both can be assigned the same duties/responsibilities			
4.	Both should be given the same freedom			
5.	Both should be given an equal time to play			
6.	Both can perform all tasks equally well			
7.	Both can have similar occupations			
8.	They should be paid equal wages for equal work			
9.	Both have same intelligence and abilities			
10.	Husband and wife should take all decisions jointly			

Name	Date	Sign	Remarks
:Field Investigator:			
:Field Supervisor:			
: Submitted:			

1. Name and address of the institution:

2. Distance from

- (i) Nearest pucca road km (ii) Bus stop km  
 (iii) Railway station km (iv) Block Education Office km

3. Name of the principal / head teacher

- (i) Local address  
 (ii) Permanent address  
 (iii) Distance of residence from school Km. (iv) Mode of transport  
 (v) Age (vi) Sex (vii) Educational qualification  
 (viii) Length of service (ix) Classes taught

4. Number of students in school

Class	All communities			SC			ST			Minorities		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
I												
II												
III												
IV												
V												
Total												

5. Number of teachers

Sex	All communities		SC		ST		Minorities	
	Total	% Trained	Total	% Trained	Total	% Trained	Total	% Trained
1	2	3	4	5	6	7	8	9
(i) Female								
(ii) Male								

6. Physical Facilities

- (i) Playground Available / Not available (iv) Toilets Available/ Not available  
 (ii) Laboratory Available / Not available (v) Separate toilets for girls Available / Not available  
 (iii) Library Available / Not available (vi) Health/Medical Available/ Not available

7. Special efforts being made in the institution for creating equality between sexes

**8. Centrally Sponsored Schemes**

S.No.	Name of the scheme	No. of beneficiaries		
		Girls	Boys	Total
1.	2	3	4	5
(i)	Mid day meals			
(ii)	Free uniform			
(iii)	Free stationery and books			
(iv)	Attendance scholarship			
(v)	Stipends/scholarship			
(iv)	Any other			

9. What is the catchment area of the school (specify)

- (i) At what distance is the nearest middle school for girls                      km
- (ii) At what distance is the nearest secondary school for girls                      km

10. What in your opinion/are the main reasons for the girls continuing their education in school?

11. State below some of the main reasons for girl students of your classes dropping out from school?

12. (i) What is the average attendance (in percentage)of your school classwise?

(ii) How many group are highly irregular?Give approximate numbers classwise

(iii) State some of the major reasons for girls not attending the school regularly

13. Have you tried to tackle the problem of drop out of girls?                      Yes/No  
If yes, please specify the steps the steps you took.

14. Suggest measures to reduce drop outs amongst girls

15. Suggest measures to improve attendance of girls

16. Suggest measures to increase enrolment of girls

17. Suggest measures to increase achievement of girls in schools?

18. In your opinion can we get the cooperation of the community for the promotion of girl's education? If yes how?

19. i) Do you think that the incentives available are adequate? Y/N  
If not why?

ii) Are the incentives available on time?

#### 20. Utility of Girl's Education

S.NO	UTILITY	AGREE	DISAGREE	NO RESPONSE
1)	Helps in earning a livelihood			
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5)	Improves capacity for rendering social services			
6)	Prevents social exploitation			
7)	Improves social status			

#### 21 GENDER EQUALITY

S.NO	STATEMENTS	AGREE	DISAGREE	NO RESPONSE
1.	Girls and boys need equal education			
2.	Both need the same kind of food/health care.			
3.	Both can be assigned the same duties/responsibilities			
4.	Both should be given the same freedom			
5.	Both should be given an equal time to play			
6.	Both can perform all tasks equally well			
7.	Both can have similar occupations			
8.	They should be paid equal wages for equal work			
9.	Both have same intelligence and abilities			

Name	Date	Sign	Remarks
: Field Investigator:			
: Field Supervisor:			
: Submitted:			

1. Name and Address \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Age \_\_\_\_\_
4. Educational Qualifications \_\_\_\_\_
5. Occupation \_\_\_\_\_
6. Please tick mark (√) wherever applicable  
 Are you a
 

(i) MLA	(ii) Gram-Pradhan
(iii) Member sarpanch	(iv) Doctor
(v) Teacher	(vi) NFE instructor
(vii) Anganwadi worker	(viii) Social worker
(ix) Administrator	(x) Planner
(xi) Any other	
7. How long have you been associated with this village? (specify the number of years) \_\_\_\_\_
8. Do women participate in the following?
 

(i) Village Panchayat meeting	Yes/No/Sometimes
(ii) Mahila Mandals	Yes/No/Sometimes
(iii) Any political or social organisation	Yes/No/Sometimes
9. What activities/programmes have you started in the village? Please specify.
 

(i) Developmental	(ii) Educational
(iii) Social and cultural	(iv) Religious
(v) Any other (specify)	
10. Do women participate in decision making related to village activities such as:
 

(i) Developmental	Yes/No/Sometimes
(ii) Educational	Yes/No/Sometimes
(iii) Social and cultural	Yes/No/Sometimes
(iv) Religious	Yes/No/Sometimes
(v) Any other (specify)	Yes/No/Sometimes
11. (i) Do all girls go to school in your village? Yes/No  
 (ii) If no, specify the reasons
12. Have you taken any steps to motivate parents to send their daughters to school? If yes, specify the steps taken
13. (i) Have any efforts been made by the community to promote girls education during recent years in the village? Yes/No  
 (ii) If yes, specify the efforts
14. Are you aware of the special programmes/ schemes/ incentives given for promoting education of girls belonging to:-
 

(i) Scheduled Castes	Yes/No	(ii) Backward Classes	Yes/No	(iii) Others	Yes/No
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15. (i) Is there a NFE centre in the village Yes/No  
 (ii) If No, would you like to have an NFE centre in the village? Yes/No/Not sure  
 (iii) If Yes, what facilities can be provided by the village for the NFE centre?  
 (a) accomodation (b) volunteers (c) any other
16. Is there a need for a separate NFE centre for girls? Yes/No

17. Do you have any objection in girls and boys studying together in the same institution?  
If yes why?

18. Do you have any objection to girls being taught by male teachers?  
If yes why? yes/no

#### 19 . Utility of Girl's Education

S.NO	UTILITY	AGREE	DISAGREE	NO RESPONSE
1)	Helps in earning a livelihood			
2)	Helps in becoming a good housewife			
3)	Utilisation of leisure time			
4)	Improves matrimonial alliance			
5)	Improves capacity for rendering social services			
6)	Prevents social exploitation			
7)	Improves social status			

## 20. GENDER EQUALITY

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6.	Both can perform all tasks equally well			
7.	Both can have similar occupations			
8.	They should be paid equal wages for equal work			
9.	Both have same intelligence and abilities			
10.	Husband and wife should take all decisions jointly			

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Name	Date	Sign	Remarks
Field Investigator:			
Field Supervisor:			
Submitted:			

State: District: Block: Village/Locality:

1. NAME: 2. AGE: 3. SEX:

4. DESIGNATION: 5. EDUCATIONAL QUALIFICATION:

6. In your opinion/experience what are the main reasons for girls continuing their education in school?

7. Give main reasons for girls not attending school regularly.

8. Have you tried to tackle the problem of dropout girls? Y/N  
If yes, please specify the steps taken.

9. Please suggest measures to reduce dropout amongst girls.

10. Please suggest measures to improve attendance of girls.

11. Suggest measures to increase enrolment of girls.

12. Suggest measures to increase achievement of girls in schools?

13. In your opinion can we get the cooperation of the community for the promotion of girl's education? If yes how?

14. i) Do you think that the incentives available are adequate? Y/N  
If not why?

ii) Are the incentives available on time?

15. Utility of Girl's Education

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16. GENDER EQUALITY

S.NO	STATEMENTS	AGREE	DISAGREE	NO RESPONSE
1.	Girls and boys need equal education			
2.	Both need the same kind of food/health care.			
3.	Both can be assigned the same duties/responsibilities			
4.	Both should be given the same freedom			
5.	Both should be given an equal time to play			
6.	Both can perform all tasks equally well			
7.	Both can have similar occupations			
8.	They should be paid equal wages for equal work			
9.	Both have same intelligence and abilities			
10.	Husband and wife should take all decisions jointly			

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