

FOR RESTRICTED CIRCULATION

STUDY OF
THE SPECIAL PROGRAMMES
FOR GIRLS' EDUCATION

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FOREWORD

In accordance with the provisions in the Constitution of India and also in tune with the Directive Principles of the State Policy, considerable emphasis has been laid on the promotion of girls' education in the successive Five Year Plans. The overall aim was to provide free and compulsory education for all children - both boys and girls - upto the age of 14 years within a period of 10 years from the commencement of the Constitution. But as the education of girls was lagging behind, special efforts had to be made to attract them to the schools. Consequently, a variety of special schemes were formulated from time to time to encourage enrolment of girls in elementary schools. These schemes, introduced during the Second Five Year Plan, were expanded and extended in course of time to the State Sector also.

The Programme Evaluation Organisation conducted an Evaluation Study of this programme in 1971 at the instance of the Planning Commission. The main objective of the Study was to appraise the impact of the schemes on the progress of girls' education, particularly in rural areas and also to identify the impediments, if any, in their promotion.

The Study covered 16 States and one Union Territory, 26 Districts, and 78 schools. Views and reactions were elicited from 169 headmasters and teachers, and 1376 villagers. On the basis of the field data collected, the Draft Report was prepared in 1974 under the guidance of Shri Anand Sarup, the then Chief, Programme Evaluation Organisation. The Report has since been scrutinised and marginal modifications introduced wherever necessary. The Chapters on Enrolment of Children of the Sample Households, Attitude of Parents Towards Girls' Education, and on Summary of Findings and Conclusions have been substantially revised.

The Report in the present form has been revised by Dr. B.N.Sahay, Joint Director, Shri V.E.Baso, Senior Research Officer, Shri Ashok Kumar, Research Officer, and Shri C.A.Kadam, Sr. Economic Investigator of the Social Development Division.

It happens to be my privilege to release the Report for restricted circulation which, it is hoped, will be of use to all concerned, particularly to those engaged in planning, administration and implementation of elementary education in the country.

New Delhi,
July, 1978.

S.P. Bagla,
Joint Secretary,
Programme Evaluation Organisation.

PREFACE

The framers of the Constitution attached priority to elementary education and made it obligatory on the part of the State to provide free and compulsory education for children upto the age of 14 years by 1960.

Notwithstanding the shortfall in comparison to the goal, the increase in the enrolment of girls in primary and middle schools over the different plan periods can be considered impressive. The education of girls has, however, been lagging behind. It is estimated that by the end of the Fourth Plan (1973-74), 64 millions children in the age group 6-11 years were going to schools and the girls would constitute 38.3 percent of the total school-going children as against 28.1 percent in 1950-51.

In recognition of the importance of girls' education in accelerating socio-economic development, the Government of India formulated a variety of measures from time to time to promote girls education. Analysis of facilities for schooling and their utilisation in terms of enrolment shows marked disparities among States and within a State especially in respect of education of girls and weaker sections of the communities. Therefore, there is imperative need for augmenting educational opportunities among regions and population groups.

Special programmes for promotion of girls' education were initiated as early as 1957-58 with a plan provision of Rs. 335 lakhs during the Second Five Year Plan, which was later reduced to Rs. 210 lakhs. The main schemes initiated were ; Provision of attendance scholarships for girl students, the appointment of school-mothers, construction of quarters for women teachers and payment of stipends for the teachers' training courses.

This evaluation study was undertaken by the P.E.O. at the instance of the Planning Commission with a view to appraising the working of the above mentioned special schemes for girls' education. Field data for the study were collected from 16 States and one union territory, 26 districts, and 78 schools. Besides, 169 headmasters and teachers and 1376 villagers were also interviewed.

The study was not intended to be estimational in character nor was it sought to assess directly the impact of the programme on enrolment of girls. Rather, it was a diagnostic study with an action orientation and focus on the process of implementation of the programme, the difficulties faced, and the response received from different sources. Although the study was conducted during the later half of 1971, the observations made and the inferences drawn are valid even now as no significant developments which could have brought about a basic change in the situation on the ground appear to have taken place during the last three years.

By and large, the programme for accelerating girls' education, of which these schemes were some of the elements, has been a mixed success. The findings of the study are encouraging in respect of increase in enrolment of girls in the sample districts and schools, increase in number of lady teachers, and general appreciation of the utility of the schemes by the headmasters, teachers, and villagers interviewed.

The study also revealed some deficiencies in the planning and implementation of the schemes. They relate to aspects such as absence of specific guidelines from the Centre, inadequate preparation while implementing the schemes, limited coverage, lack of mobilisation of funds

from other sources, delay in release of funds, and lack of awareness of the schemes among substantial proportion of villagers, etc. These have been dealt with in detail in the relevant chapters of the report.

A number of conclusions emerge from the study. They are presented below as they may be of interest to planners and administrators of development programmes :

(a) The input in girls' education cannot be considered large considering the magnitude of the problem and the total amount spent on elementary education. The expenditure on special schemes for girls' education per thousand girls enrolled in schools (6-14 years) during the different plan periods was Rs. 4,196 during Second Plan, Rs. 6,868 during Third Plan, and Rs. 2,517 during the Annual Plan periods. Statewise analysis of expenditure showed that there was little association between level of expenditure and backwardness of the States in terms of girls' education.

(b) A programme in operation for a short period/duration would not have any substantial or lasting impact. Under the present system of central assistance, the schemes with heavy financial implications such as attendance scholarship, free tuition, appointment of school mothers, payment of stipend, supply of books, slates, etc., were given up once expenditure on their account became committed. This happened especially in educationally backward States where the need for continuation of the schemes was greater than in other States.

(c) The Centre did not lay down any specific guidelines in terms of norms for selection of areas, allocation of funds among different schemes, coverage, targets for various schemes, stipulations regarding people's contribution and expenditure norms for construction works.

In the absence of these guidelines, the schemes tended to become routinised and States tended to ignore their special character and approach to girls' education.

(d) The special schemes for girls' education in a number of States appear to have been initiated without adequate planning preparation, and consultation with lower tier organisations and agencies. Besides, there was no integrated overall plan for the selected districts or blocks taking into account the local needs and financial resources from the concerned departments. Hence, schemes and programmes drawn up tended to be ad-hoc based on the recommendations of the departmental officials.

(e) It appears that besides backwardness of the districts or blocks, other considerations seemed to have influenced the launching of the schemes in various areas. It was noted that one-third of the sample districts selected for the study, where considerable inputs were reported, were the districts which were not educationally the most backward districts in the States. In many States, the districts which were educationally and economically most backward did not receive the high priority they deserved in the implementation of these schemes.

(f) These schemes were intended to be catalytic in character and were meant to demonstrate the utility of these experimental approaches to increase enrolment of girls in schools. Therefore, they were intended to supplement the normal educational programmes of the States. In practice, in a number of States, funds from the normal educational budget did not seem to be available to the desired extent so as to build up a reasonable tempo of work. Therefore, the total allocation for the programme

Central and State resources) tended to be meagre and hence the coverage was limited, and impact also has been marginal.

(g) The study had established the utility of some of the special incentive schemes such as attendance, scholarships, supply of free books, stationery, appointment of school-mothers, as well as the provision of amenities such as quarters for lady teachers, special allowance for lady teachers, etc. The utility of these schemes has been generally endorsed by the headmasters, the teachers, and the parents interviewed in the sample villages. The findings of the study point to the need for the continuation and expansion of the schemes on a more selective and systematic basis, active involvement of the local communities in planning and implementation of the schemes and more publicity so as to promote greater awareness among the villagers regarding the facilities provided.

(h) Unexpectedly, the study also revealed that villagers have become somewhat more aware of the utility of educating girls from the point of improving their marriage prospects as well as their economic security in cases of unforeseen exigencies.

(j) For fulfilling the goal of universal, free, and compulsory education, much larger investment is called for than had been available so far. Funds for elementary education come mainly from the State Governments and the contributions of the Central Government, local bodies and local communities, have been very small. Although the system of multiple financing is accepted, the relative contributions of the different agencies differ very much and the burden is not distributed among them on a rational basis. According to the present pattern of assistance,

assistance from the Centre is available for such developmental programmes only that get included in the five year plan. This forms only a small fraction of the total expenditure on elementary education.

(k) Finally, the study had also thrown up a few basic issues for consideration as regards the working of primary and middle schools; in general and of girls' education in particular. The emphasis so far has been on quantity rather than on quality as evident from the concern given to the growth in the number of schools as well as in the enrolment.

Even the objective and content of education for girls upto 14 years of age are not clear and needs reconsideration. There is a growing recognition that the present system of girls' education particularly at the middle stage does not impart the necessary knowledge and skills to make them better mothers and enlightened citizens.

Another problem is that of wastage resulting from stagnation and drop-outs. This is much more among the girls than among the boys. A great majority of the girls undergo schooling only for a few years. Concrete measures should be worked out to increase their retention rates in the primary and middle schools and to prevent wastage due to stagnation and drop-outs.

Lastly, the involvement of the village institutions like the Panchayats and cooperatives as well as the community leaders in the management of the schools is found to be minimal. More linkages should be developed between the school and the village communities so that the local people may assume responsibilities for effecting improvements in schools even on a self-help basis. This aspect was emphasised during

the early phase of the Community Development Programme. This needs to be re-emphasised on a more systematic basis than has been done so far.

The study was looked after by the Social Development Division of the Programme Evaluation Organisation. The first draft of the report was prepared by Dr. B.N.Sahay, Deputy Director in the Division, with the assistance of his colleagues. Subsequently, the report was revised and finalised by Shri V.Gopalan, Joint Director and Head of the Social Development Division.

The successful completion of the study was possible because of the unreserved support and cooperation received from the concerned officials of the State government at different levels, senior officers of the Education Division of the Planning Commission, the villagers, the headmasters, and the teachers of the sample schools. Their help and cooperation are gratefully acknowledged.

New Delhi,
July, 1974.

Anand Sarup,
Chief,
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SUMMERY OF FINDINGS
AND CONCLUSIONS

SUMMARY OF FINDINGS AND CONCLUSIONS

Analysis of the information obtained in course of the study suggests the following major conclusions :

1. It was observed that there had been gradual but progressive increase in the enrolments of the girls over the plan periods and that the gap in the education of boys and girls appears to have been narrowing down during the last two decades. At the end of 1977-78, 68.0 per cent of the girls in the age group 6-11 years reported to have attended primary schools as against 32.4 per cent at the end of the First Plan. However, great disparity in the progress of girls' education among the States is still noticeable.
2. The number of schemes and the money spent varied from State to State, depending upon local conditions. The overall annual expenditure was found to be highest (Rs.213.6 lakhs) during the Third Plan. The level of expenditure after the Third Plan period declined to a considerable extent.
3. The total expenditure on special schemes was of the order of Rs.5.5 lakhs per sample district over a period of 14 years. There was, however, considerable variation among selected districts, the maximum expenditure was reported in Burdwan with a figure of over Rs.44 lakhs and the minimum in Ferozepur below Rs.16,500. In 13 out of 26 districts, the expenditure was much below the overall average figure of Rs. 5.5 lakhs.
4. In as many as 7 States, special arrangements were made for the administration and supervision of girls' schools. Lady officers were posted exclusively for the supervision of girls' education programme at different levels. But no uniform pattern was noticeable.

5. Construction of quarters or hostels for women teachers was widely undertaken in many States, followed by hostels for girls' reported in 11 States. Appointment of school mothers and award of scholarships and stipends were reported in 8 and 7 States respectively. Most of the schemes were in operation during the Third Plan period. A number of States could make only a beginning in launching of the schemes during the Second Plan period.

6. The special schemes for girls' education in a number of States appear to have been initiated without adequate preparation and close consultation with lower tier organisations and agencies. Besides, there was no integrated overall plan for the selected districts or Blocks to take into account the local needs and resources available from different sources.

7. The scheme for attendance scholarship was operative on different basis in different States. There was no uniformity among the States regarding the amount given or the number of beneficiaries per school.

8. The appointment of school mothers was intended to increase the enrolment of girls. Their main duty was to escort girls to schools and back to their homes after school hours. They were supposed to attend to the needs of the girls during day time also. Though increase in attendance in most of the selected schools cannot be directly attributed to the appointment of school mothers as such, it had helped in this matter and the scheme has potentialities for increasing enrolment.

9. The construction of quarters for women teachers in the village of their posting was intended to overcome their reluctance to serve in rural areas. This was taken up in 19 sample districts. The scheme was discontinued in almost all the districts in 1966-69.

10. The construction of sanitary blocks for girls was taken up both in girls and mixed schools in 8 selected districts in six States. The construction of these blocks was not only delayed but difficulties were experienced in raising local contributions in a few districts.

11. The supply of free books, slates and stationery articles and school uniforms was extremely popular with the parents because it directly lightened their burden on the education of their wards.

12. The special allowance for women teachers serving in rural areas was granted to teachers in the district of Chamba, Cuttack, Sambalpur, Banda and Pondicherry from 1965-66 onwards. The special allowance varied from State to State and also between the trained and untrained teachers.

13. The proportion of girls coming from other villages and attending primary classes in the sample schools was 17 per cent as against 34 per cent for the middle classes. The number of students on roll in the primary schools in the sample districts was 17.5 lakhs in 1960-61 and it increased by 55 per cent in 1969-70. The increase in enrolment of girls was much more (80%) than that of boys (43.4%) between 1969-61 and 1969-70. In respect of middle schools also the increase in enrolment of girls in 1969-70 as compared to 1960-61 was of the order of 37.6 per cent as against 20.4 per cent in respect of boys.

14. The percentage increase in enrolment of girls in sample primary schools in 1969-70 was of the order of 190 as compared to the number on roll during 1960-61. The corresponding figure for the boys was much lower for the same year (87%). In respect of the middle schools also, the percentage increase in enrolment of girls was much more than boys.

15. The average number of teachers in the primary school in the selected districts increased from 1.95 in 1960-61 to 2.35 in 1969-70. As against this, the average number of lady teachers increased to a greater extent from 0.28 in 1960-61 to 0.58 in 1969-70.

16. The school accommodation was considered inadequate by majority of headmasters, of the selected institutions. Half of the institutions did not have playgrounds and only about one-fourth of them (27%) had kitchen gardens.

17. Sanitary blocks for girls were reported in about half of the sample schools. Hostel facilities were reported only in 7 sample schools. The capacity of these hostels was also not fully utilised. The furniture, play and craft equipments were said to be inadequate in substantial proportion of sample schools.

18. Generally, the enrolment of girls in the schools was somewhat lower than that of the boys. About half of the headmasters and 61 per cent of the teachers mentioned economic backwardness of the parents as one of the main reasons for low enrolment of girls. Indifference to girls' education or apathy of the parents was another reason given by more than two-fifths of the headmasters and one-half of the teachers.

19. Over half of the parents of school-going children (57%) and three-fourths of the knowledgeable persons reported that the school authorities took some measures for increasing the enrolment of the girls. A majority of the headmasters felt that the members of the village panchayats, youth clubs, and mahila mandals could also assist in enrolment drives while about 25 to 30 per cent of them suggested that village cooperatives and Block agency should earmark some funds to enable the schools to supply books, slates, uniforms, etc., (either free of cost or at cheaper rates) to the poorer children.

20. Majority of the respondents felt that it was necessary to educate the girls in the present set-up of the society and that the educated girls could manage their household duties and child care in a better manner than those who were uneducated.

21. There were four main reasons for parents for not sending their girls to schools, viz., (a) financial difficulties, (b) girls being required to help in household work, (c) girls being needed to act as nurse-maids to younger children in the family, and (d) girls being required to help in household occupation or to earn wages to supplement the family income. Social barriers such as Purdah, indifference of parents, lack of appreciation of education, etc., were not found to be of much importance. The parents of the non-school going children desired facilities, such as, free supply of text books, stationery, slates and school uniforms, followed by stipend/scholarship and free-mid day meals/milk supply for sending their daughters to schools.

22. Large proportion of parents of school-going children were appreciative of the incentive schemes introduced and considered them good for inducing girls to attend schools. In respect of 4 schemes, viz., free supply of uniforms, books and slates, payment of stipends, and attendance scholarships, almost all the heads of the selected institutions felt that these schemes were not adequate in terms of number as well as the amount sanctioned. They also expressed dissatisfaction because of the delay in the receipt of funds or supplies for these schemes.

23. Some of the respondents pointed out that some kind of deficiencies with regard to the functioning of the schools such as lack of accommodation, playgrounds and other amenities, inadequate number of teachers, lack of punctuality among teachers, and their disinterestedness in teaching, etc.

Suggestions

24. The study had brought out the utility of some of the special incentive schemes such as attendance scholarships, supply of free books, stationery, appointment of school-mothers, as well as provision of amenities such as quarters for lady teachers, sanitary blocks for girls in schools and special allowances for lady teachers. These seemed to have contributed significantly to the increase in enrolment of girls. The utility of these schemes have been generally endorsed by the Headmasters, the teachers and the parents interviewed during the study. The findings of the study, therefore, point to the need for the continuation and expansion of the schemes, perhaps on a more selective and systematic basis. There is also a need for more publicity so as to

promote greater awareness especially among the rural population regarding the facilities provided.

25. The schemes such as supply of free books, slates, stationery articles and school uniforms which were extremely popular with the parents, as they directly lightened their burden on the education of their wards, should be extended considerably.

26. Diverting the services of school mothers for functions not envisaged under the scheme, such as, attending to miscellaneous and odd jobs or to work as peons, etc., as reported from some areas, need to be avoided.

27. As the purpose for constructing quarters for lady teachers is to provide them with convenient and safer accommodation, care need to be taken about their location. They should not be constructed at places away from the school or at a distance from the main habitation, as that is likely to defeat the purpose for which they are constructed. The authorities also should be vigilant about strictly following rules and regulations in the allotment and proper utilisation of the quarters, as there had been some reports of malpractices in this regard. Arrangements for the maintenance of the quarters/sanitary blocks constructed also should be made on a regular basis.

28. The study also revealed some deficiencies in the planning and implementation of the scheme. These relate to aspects such as absence of guidelines from the Centre, inadequate preparation while implementing the scheme, limited coverage, lack of mobilisation of funds from other

sources, delay in release of funds, etc. The lacunae, wherever found in these matters, need immediate attention of the concerned authorities at the Centre as well as in the States.

29. The input on girls education is found to be not large considering the magnitude of the problem. It would, therefore, be necessary to allot more funds for special schemes for promoting enrolment of girls.

30. Any programme, if it is in operation for only a short period, would not have any substantial or lasting impact. The special schemes for girls education which are initiated under the present system of Central assistance got discontinued in many States after the termination of such assistance. Efforts need to be made to avoid discontinuation of schemes in schools after they have been once started.

31. It is necessary for the Centre to keep a close watch on the implementation of the scheme as also to guide the State governments in the matter of evolving the norms for selection of areas, allocation of funds, among different schemes, coverage, targets for various schemes, etc. In the absence of such guidance from the Centre the schemes tend to become routinised and the States more often tend to ignore the special character of and approach to girls education.

32. These special schemes were intended to be catalytic in character and were meant to demonstrate the utility of these experimental approaches to increase enrolment of girls in schools. Therefore, they were intended to supplement the normal educational programmes of the States. In practice, in a number of States, funds from the normal educational budget did not seem to be available to the desired extent so as to build-up a reasonable

tempo of work. State Governments may have to look into this matter for remedial action.

33. The rapid expansion of education seems to have resulted in some deterioration in quality. There is, therefore, need to reorganise the curriculum, attract better educated and trained teachers and to provide better physical amenities and ancillary facilities.

34. Even the objectives and goals of girls education are not clear and, therefore, need reconsideration. Girls should be equipped with the necessary knowledge and skills to play their role in social, political, and economic spheres more effectively.

35. As a great majority of girls undergo schooling only for a few years, the retention rates for girls in the primary and middle schools should be increased so as to prevent wastage due to stagnation and drop-outs.

36. The involvement of the village institutions like the Panchayats and Cooperatives as well as the Community leaders in the management of the schools is minimal. More linkages between the school and the village communities should be developed so that the local people may assume responsibilities for effecting improvements in the schools even on a self-help basis.

Chapter I

INTRODUCTION

The Perspective

1.1 Considerable emphasis has been laid on girls' education during the successive Five Year Plans. This is in consonance with Articles 15(1), 16(1), and 45 of the Constitution of India as also with the Directive Principles of the State Policy which lay down that, "The State shall endeavour to provide within a period of 10 years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."¹ Since this Constitutional commitment covers boys as well as girls and the education of girls has been lagging behind, government has been making special efforts to attract girls to the schools by formulating a variety of schemes from time to time.

1.2 The appointment of the National Committee on Women's Education in 1958-59 was a landmark in the efforts for accelerating the programme of girls' education. The terms of reference of the Committee were:

- (i) to suggest special measures to make up the loeway in women's education at the primary and secondary levels;
- (ii) to examine the problem of wastage in girls' education;
- (iii) to examine the problem of adult women who

1. First Five Year Plan, Planning Commission, 1952.

have relapsed into illi- c have received inadequate education; and (iv) to examine the methods for encouraging larger number of women to go into vocational training.

1.3 The committee made far-reaching recommendations on various aspects such as creation of special machinery to deal with the education of girls and women at the central and state levels, financial and other incentives, provision of additional educational facilities, financial assistance to states to implement different schemes, training and appointment of lady teachers, improvement in the quality of education, mid-day meals to the poor, etc.

Expansion of Girls' Education

1.4 The expansion of enrolment of girls in schools at different levels since 1951 is given in Table 1.1. This table brings out progressive increase in the enrolment of girls in primary, middle, and secondary schools over the different Plan periods. The gap in the education of boys and girls is gradually getting narrowed during the last two decades. The percentage increase in enrolment of girls is found to be highest towards the end of the Third Plan period as compared to other Plan periods.

1.5 It is anticipated that by the end of 1977-78, 71.3 million children in the age group 6-11 years were going to schools and the girls constituted 39.3 per cent

(28 millions) of the total school-going children. As for the attendance in the middle schools for children between 11-14 years, the enrolment was expected to be 18.7 millions-girls accounting for 32.1 per cent (6 millions) of the total.

1.6 The overall picture obtained is not reflected in a number of states as the range of variation was found to be wide among the states during 1968-69 and 1973-74, as may be seen in the Appendix Table A 1.1. This table reveals that in the states such as Bihar, Rajasthan, and Haryana, the proportion of girls on roll in the primary classes was much below the overall average (between 27 to 29%). At the other end are states such as Kerala, Punjab, Tamilnadu, and Pondicherry, where girls constituted 43.7 to 47.4 per cent of the total children on roll. Similarly, the proportion of girls on roll in middle classes also showed considerable variations among states and percentage figures ranged from 15.6 in the case of Bihar to 45.5 in the case of Kerala.

1.7 A better picture of the progress of girls education in different states can be obtained by relating the girls enrolled in schools to the total girls in the respective age-group. Details are given in Appendix Table A 1.2. In this table it is noted that Kerala, Pondicherry,

Table 1.1: Expansion of girls education

(enrolment in million)

Sl. No.	Year	I-V			VI-VIII			IX-XI		
		Enrolment		Col.3 as	Enrolment		Col.6 as	Enrolment		Col.9 as
		Total	Girls	%age of Col.2	Total	Girls	%age of Col.5	Total	Girls	%age of Col.8
0	1	2	3	4	5	6	7	8	9	10
1.	1950-51	19.15	5.38	28.1	3.12	0.53	17.0	1.21	0.17	13.5
2.	1955-56	25.17	7.64	30.4	4.29	0.87	20.3	1.98	0.33	16.7
3.	1960-61	34.99	11.40	32.6	6.70	1.63	24.3	3.03	0.56	18.5
4.	1965-66	50.47	18.29	36.2	10.53	2.85	27.1	5.28	1.20	22.7
5.	1969	54.39	20.18	37.1	12.05	3.34	27.7	6.83	1.74	25.5
6.	1974	64.12	24.32	37.9	15.30	4.60	30.1	8.50	2.34	27.5
7.	1978 (anticipated)	71.30	28.00	39.3	18.70	6.00	32.1	11.21	3.17	28.3

Source: Fifth Five Year Plan, Planning Commission, 1973, p.197;
 Draft Five Year Plan, Planning Commission, 1978, p.227;
 and Education Division, Planning Commission.

and Tamilnadu occupies the first three ranks both in terms of percentage of girls in the age-group 6-11 years attending primary classes. The first two states hold the same ranks in respect of enrolment of girls in the middle classes also. Bihar occupies the last rank in terms of girls' education.

1.8 A rough idea of the children pursuing education after primary schools could be obtained by comparing the number of children enrolled in these two levels of education. Whereas, 64.1 million children were enrolled in classes I-V, only 15.30 millions were in middle schools during the year 1973-74. In the case of girls, the proportion is somewhat lower. This gives the idea of the extent of movement of the boys and girls from primary classes to the middle schools. However, the position is much better at the end of 1977-78 as compared to earlier periods (Table 1.1).

Proportion of Children Attending Schools

1.9 While reviewing the position of girls, a better picture is obtained if the proportion of girls as well as boys attending schools is examined over a period of time. These are presented in table below:

(Table on next page)

Table 1.2: Percentage of children attending primary/middle schools.

Sl. No.	Period	Primary			Middle		
		Age Group 6-11			Age Group 11-14		
		All Children	Boys	Girls	All Children	Boys	Girls
1	2	3	4	5	6	7	8
At the end of							
1.	First Plan	52.9	70.3	32.4	16.5	25.5	6.9
2.	Second Plan	62.4	82.6	41.4	22.5	33.2	11.3
3.	Third Plan	76.7	96.3	56.3	30.9	44.2	17.0
4.	Fourth Plan	83.9	100.2	66.4	35.6	48.3	22.2
5.	1977-78	85.0	101.0	68.0	40.0	51.0	27.0

Source: Draft Fifth Five Year Plan, 1974-79, Vol.II, p.194 and Draft Five Year Plan, 1978, p.227.

1.10 The above data show that 85 per cent of the children between 6-11 years attended primary classes during 1977-78. Larger proportion of boys attended schools (101.0) than girls (68.0). The figures are somewhat inflated as children below 6 years as well as above 11 years have also been included. They are likely to constitute about one-fourth² of the total attending primary classes.

1.11 The proportion of girls attending schools had shown a steady increase over the different Plan periods. At the end of the First Plan, the percentage figure for the age group 6-11 years was as low as 32.4. A much smaller

2. According to a study conducted by the P.E.O. in 1962, the proportion of children attending primary schools belonging to the age group 5-6 years and 11-15 years is said to be 28.1. The data related to 2181 households from 142 villages distributed all over India.

proportion of girls (27.0%) attended middle schools even during the year 1977-78. The corresponding figure for boys was much higher.

1.12 The position in the states is given in the data presented in table below:

Table 1.3: Distribution of states according to proportion of girls (6-11 years) attending classes I-V (1973-74).

Percentage Group	Name of states	No. of states
1	2	3
30-40	Bihar, Rajasthan	2
40-50	Haryana, Madhya Pradesh, Orissa	3
50-60	Jammu & Kashmir, West Bengal	2
60-70	Andhra Pradesh, Assam, Gujarat, Himachal Pradesh	4
70-80	Maharashtra	1
80-90	Karnataka, Punjab, Uttar Pradesh	3
90-100	Tamilnadu	1
Over 100	Kerala(120), Pondicherry*(111)	2

*Union Territory.

1.13 The proportion of girls attending primary classes varied much among the states. The proportion was low for Bihar and Rajasthan and high for Kerala, Pondicherry, and Tamilnadu.

Schemes for Girls' Education

1.14 A special programme for the expansion of girls' education was initiated in 1957-58 with a plan provision of Rs.335 lakhs during the Second Five-Year Plan, which

was later on reduced to Rs.210 lakhs. The main schemes implemented under this programme included provision of attendance scholarships for girl students, the construction of (rent free) quarters for women teachers particularly in rural areas, appointment of school-mothers, and payments of stipends to women for teachers' training courses. The schemes were implemented as a centrally sponsored programme with a central assistance of 75 per cent. The state governments were expected to find a matching contribution of 25 per cent from this Plan. In view of the difficulty experienced by some of the states in providing even the 25 per cent of the share for lifting central assistance, it was decided to release central allocation without insisting on the states for finding their share. The state governments were, however, left with the freedom to contribute whatever they could to supplement the central assistance. The central assistance admissible to the states was worked out in proportion to the number of non-attending girls in the age-group 6-14.

1.15 In the Third Five-Year Plan, the programme was included in the State Plans with 100 per cent central assistance. In other words, the outlay required for the special schemes for girls' education was to be found out from within the overall ceiling approved by the Planning Commission under the head education for a state. But the

entire expenditure incurred by the states was reimbursed by the central government. This position continued during the three Annual Plans of 1966-69.

1.16 During the Fourth Five-Year Plan, the pattern of linking central assistance to specific schemes was changed and instead the pattern of giving block grants was adopted. Therefore, no special assistance was given by the Centre for the implementation of the special programme for girls' education. The Fifth Five Year Plan does not as such contain any special categories of the schemes on the pattern of special programmes implemented in the Second and Third Five Year Plans for girls' education. Moreover, as a part of the National Programme of Minimum Needs, elementary education sector contains programmes for promoting education among girls and among the under-privileged sections of the population. These, designated as incentive programmes, include supply of free books and stationery, free uniforms, mid-day meals, quarters for lady teachers, and stipends. Since considerable latitude is allowed to the states in the choice of incentive programmes, these may include in their Plans such programmes which have special relevance to local conditions. It may be added that except for the programme of construction of quarters for lady teachers, the other schemes are expected to benefit both boys and girls.

1.17 Considering the importance of girls' education, several special schemes were introduced and funds were made available during successive Plan periods. The number of such schemes and amount of money spent varied from state to state depending upon the local conditions. Details are given in Appendix Table A 1.3. It, however, seems that states while reporting special schemes for girls' education, include all special measures that they were taking as part of their Plan for promoting girls' education, though many of them probably did not receive any central assistance.

1.18 The tempo of expenditure on special schemes for girls' education over the three Plan periods is given below:

Table 1.4: Expenditure in the states during different Plan periods.

Sl. No.	Plan periods	Approved outlay*	Expenditure	Col.4 as %age to Col.3	Average Expenditure per year	Percentage increase over the previous Plan.
1	2	3	4	5	6	7
1.	Second Plan (1956-61)	473.87	432.27	91.2	86.45	-
2.	Third Plan (1961-66)	1051.35	1067.97	98.3	213.59	147.1
3.	Annual Plans (1966-69)	510.30	430.76	84.4	143.59	32.2

Note: *Includes non-Plan funds

1. Data for some schemes were not available.

2. Rajasthan is not included.

1.19 There had been very little shortfall in expenditure as compared to the outlay during all the periods under reference. The overall annual average expenditure is

found to be highest during the Third Plan. The increase in expenditure over the Second Plan is of the order of 147 per cent. The level of expenditure since the Third Plan period has declined to a considerable degree.

1.20 Since the population of the states varies very much, comparison of actual expenditure incurred on special schemes for girls' education may not be meaningful. Therefore, expenditure per thousand girls enrolled in the age-group 6-14 years was compiled for the different states. Details are given in Table 1.5.

Table 1.5: Expenditure per thousand girls enrolled (6-14 years) on special schemes for girls' education during the different Plan periods.

State/Union Territory	Expenditure per 1000 girls enrolled (6-14 years)		
	Second Plan	Third Plan	Annual Plans (1966-67 to 1968-69)
1	2	3	4
1. Andhra Pradesh	292.6	149.0	N.A.
2. Assam	-	929.1	718.2
3. Bihar	6113.2	5273.4	N.A.
4. Gujarat	232.0	1618.0	N.A.
5. Haryana	N.A.	N.A.	540.5
6. Himachal Pradesh	13300.0	15027.0	N.A.
7. Jammu & Kashmir	1508.8	2282.8	641.7
8. Karnataka	2637.7	2620.6	1211.2
9. Madhya Pradesh	4961	1177.1	837.4
10. Maharashtra	287.6	N.A.	225.0
11. Orissa	2679.5	12298.6	1282.1
12. Punjab	N.A.	N.A.	341.2
13. Rajasthan	1576.1	4927.2	769.9
14. Tamilnadu	389.3	9913.5	551.7
15. Uttar Pradesh	10762.9	8685.1	611.0
16. West Bengal	16737.4	17486.0	17365.7
17. Pondicherry	N.A.	14217.4	8678.6
Total:	4195.6	6867.8	2517.2

1.21 The overall expenditure per thousand girls enrolled is found to be the highest during the Third Plan period (Rs. 6,853). The figures for West Bengal, Pondicherry, and Himachal Pradesh are about double than that of the overall average. At the other extreme, in states like Andhra Pradesh, Assam, Madhya Pradesh, and Gujarat, the amount spent was much below the overall average. While generally the expenditure incurred during the Third Plan period is higher than that of the Second Plan, there were exceptions to this in the case of states like Andhra Pradesh, Bihar, Madhya Pradesh, and Uttar Pradesh. The tempo of expenditure continued to be high during the Annual Plan periods in Pondicherry and West Bengal.

Target and Achievement

1.22 Information was collected from the different states regarding target and achievement during the different Plan periods for the specific schemes. Some difficulty was experienced in compiling this data as complete and comparable information were not available for a few states. The details are given in Table 1.6.

1.23 As noticed in the pattern of expenditure, physical accomplishments were also more during the Third Plan period as compared to the other periods with the exception of two schemes, i.e., free supply of uniforms, slates, and books and free education and reimbursement of fees. Accomplishments in respect of these two schemes were highest during the Annual Plan periods. By and large, the targets were fulfilled but they appear to be low considering the magnitude of the problems. (Refer Table A 1.4)

Table 1.6: Target and achievement during different plan periods

Sl. No.	Scheme	II Plan			III Plan			Annual Plans		
		States/ Union Territory reporting	Target	Achievement	States/ Union Territory reporting	Target	Achievement	States/ Union Territory reporting	Target	Achievement
1	2	3	4	5	6	7	8	9	10	11
1.	Compulsory and free education/tuition/fee reimbursement	1	N.A.	1,69,192	2	N.A.	7,11,223	1	N.A.	7,95,314
2.	Appointment of school-mothers	-	-	-	5	9,242	8,028	1	24	24
3.	Quarters/Hostels for women teachers	7	2,575	2,835	11	11,763	10,277	7	263	201
4.	Attendance scholarship	2	2,00,000	2,04,175	4	4,06,400	4,81,356	2	1,54,100	1,45,986
5.	Stipends and scholarship/Merit prizes:									
	(a) Students	1	N.A.	3,152	4	1,56,376	3,75,673	3	6,720	6,720
	(b) Teacher trainees	2	6,845	5,304	3	1,769	969	1	200	200
	(c) Allowance to teachers	-	-	-	2	4,000	3,172	2	2,208	1,189
6.	Free supply of uniforms, slates, books, etc.	-	-	-	2	28,000	43,050	4	5,44,550	1,99,572
7.	Condensed courses/continuation classes.	3	79	72	4	2,172	2,099	3	1,332	1,185
8.	Construction/improvement/extension of school bldg.	4	78	220	6	628	638	3	309	309
9.	Hostels for girls:									
	(a) Students	2	45	45	5	249	177	4	72	44
	(b) Adult women teacher trainees	-	-	-	3	7	7	1	3	3
10.	Sanitary blocks for girls	-	-	-	6	4,098	2,108	1	16	16

Note: A few states did not furnish figures on achievement and therefore these states have not been included in this table.

1.24 The reason for the limited success of girls' education is perhaps due to the factors which are essentially socio-cultural and psychological in nature. These are traditional prejudices, poverty, child marriage, the division of labour in the family, etc. The physical factors like absence of separate schools for girls, lack of women teachers, distance of the school from home, etc., seem to come in the way of girls' education.

Objectives of the Study

1.25 The overall objective of this study was to evaluate the working of various special schemes for the promotion of girls' education in the country, with special reference to rural areas.

Specific Objectives

1.26 The following were the specific objectives of the study:

- 1) To study the formulation, administration, and implementation of the various schemes meant for the promotion of girls' education;
- 2) To assess whether the achievements have been commensurate with the objectives of the schemes -- both financial and physical; and
- 3) To study the attitude and response of the relevant sections of the community towards the schemes for the promotion of girls' education.

Methodology

Approach to the study

1.27 A multiple approach combining a number of methods was adopted for a comprehensive study of the programme. First, the data regarding the existing schemes for the promotion of girls' education programme—both in the field and at the state headquarters—were collected. This helped to understand the various types of schemes including their objectives, expenditure involved, targets set, and achievements made. The second approach was to study the effectiveness and working of the schemes in relation to the socio-cultural factors. The rural communities are still in the process of change and hence the problem requires a historical perspective for a comprehensive understanding of their response to the programme of girls education. Therefore, the third was the historical approach which took into consideration the time perspective.

Coverage

1.28 Sixteen states, the union territory of Pondicherry, 26 districts, 78 institutions, 72 villages were covered by the study. Besides, 125 officials, 169 teachers, and 1376 parents were also interviewed. While the details on the sampling design have been given in Appendix I, the following table gives a brief resume of the coverage of the study:

(Table on next page)

Table 1.7: Selected states, districts, institutions, and respondents.

Sl.No.	Selected Units	Number
1	2	3
1.	State	16
2.	Union Territory	1
3.	District/Block	26
4.	Institution	78
5.	Village	72
6.	Officials:	125
	State	17
	District	65
	Block	43
7.	Teachers:	169
	Headmaster/	
	Headmistress	78
	Teachers	72
	School-mothers	19
8.	Parents and Knowledgeable Persons:	1376
	Parents of school-	
	going children	754
	Parents of non-	
	school-going	
	children	388
	Knowledgeable	
	persons	234

1.29 The distribution of sample schools by type was as follows:

Table 1.8: Number and type of selected schools.

Type	No. of schools		
	Girls	Mixed	Total
1	2	3	4
Lower primary	6	3	9
Upper primary	9	20	29
Junior basic	2	6	8
Middle	7	8	15
Senior basic	4	3	7
Higher secondary	7	3	10
Total:	35	43	78

1.30 The following were the instruments used for the study:

- Guide points for State/District level notes.
- State level statements.
- Schedule for the officials connected with the Girls' Education Programme - State, District and Block levels.
- District schedule.
- Institution schedule.
- Schedule for Headmistress/Headmaster, teacher and school-mother.
- Village schedule.
- Schedule for parents of school-going children, non-school-going children, and knowledgeable persons.

Limitations of the study

1.31 The study is not intended to be estimational or to assess directly the impact of the programme on enrolment of girls as this would throw up methodological and operational problems. It is a diagnostic study with a

focus on the process of implementing the programme, the difficulties experienced, and the response received at different levels.

1.32 Since the programme was scattered, the sampling of districts, blocks, and schools was purposive. Thus, the districts and schools selected were much above the average in terms of number of schemes implemented as well as money spent. Besides, the number of schools selected for depth study was small. In view of the fact that the implementation of the special schemes was uneven, among the states and the sample districts, and since the data were collected at various levels through observation and discussions, the picture obtained would reflect broadly the manner in which the schemes had been implemented, types of problems faced, and achievements.

Chapter II

ADMINISTRATION OF THE PROGRAMME

2.1 Education being a state subject, the onus of implementing any of the educational schemes is primarily the state concern. However, there are some centrally sponsored special schemes also for the promotion of girls' education in the country.

2.2 The special schemes aimed at promoting girls' education in rural areas generally fell into the following categories:

(a) Schemes to lessen the economic burden of the parents, for example, the schemes of free tuition, stipends, supply of free text books, slates, school uniforms, mid-day meals, etc.; (b) Attendance scholarships were incentives meant not only to increase the enrolment but also to ensure regular attendance of the girls in the schools; (c) Appointment of school mothers, construction of sanitary blocks, and quarters for lady teachers, to create more congenial atmosphere to attract girls to schools; and (d) Training courses for women teachers and grant of special rural allowances meant to encourage more women teachers to serve in rural areas.

Special Schemes in the States

2.3 In course of the present study, the number of special schemes in operation in the various states was ascertained from the state governments. According to the available information, there were only 7 special schemes

reported in 5 or more states out of the 16 states and one union territory covered by the study. Details are given in Table 2.1.

Table 2.1: Special schemes in operation in the selected states and Pondicherry during different Plan periods.

Sl. No.	Name of the scheme	Total states reporting	No. of states reporting the operation of the scheme during				
			Second Plan period	Third Plan period	Annual Plan periods		
1	2	3	4	5	6	7	8
1.	Quarters/Hostels for women teachers.	13+1*	7	11	7	6	5
2.	Hostels for girls.	11	2	8	6	7	5
3.	Stipends and scholarships.	6+1*	1	7	4	5	2
4.	Appointment of school-mothers.	8	2	7	3	3	1
5.	Attendance scholarships.	6+1*	3	6	2	1	1
6.	Sanitary blocks for girls.	5+1*	-	6	3	-	1
7.	Free supply of uniforms, slates, books, etc.	5	-	3	5	4	4
8.	Free tuition/ Freeship	4	2	4	1	1	1
9.	Opening of training colleges for primary school teachers.	4	2	3	-	-	-
10.	Condensed courses of education.	2	1	1	1	1	1
11.	Special allowance for women teachers serving in rural areas.	1+1*	-	1	2	2	2
12.	Opening of girls schools.	2	2	1	-	1	-
13.	Others	10	5	6	3	3	5

* Pondicherry.

2.4 Construction of quarters or hostels for women teachers was the programme widely reported from 13 states and one union territory followed by the programme of construction of hostels for girl students reported by 11 states. Next in importance was the appointment of school-mothers reported by 9 states. Details are given in Table 2.2.

Table 2.2: Special schemes in the selected states.

Sl. No.	Schemes	States/Union territory reporting	
		No.	Name
1	2	3	4
1.	Quarters/Hostels for women teachers.	14	A.P., Assam, Bihar, Gujarat, H.P., M.P., Mysore, Orissa, Punjab, Rajasthan, Tamilnadu, U.P., West Bengal and Pondicherry.
2.	Hostels for girls	11	Assam, Gujarat, Haryana, H.P., Mysore, Orissa, Punjab, Rajasthan, Tamilnadu, West Bengal and Uttar Pradesh.
3.	Stipends and scholarships.	7	Assam, Bihar, Gujarat, M.P., Rajasthan, U.P. and Pondicherry.
4.	Appointment of school-mothers.	8	A.P., Assam, J.&K., M.P., Mysore, Orissa, Rajasthan and U.P.
5.	Attendance scholarships.	7	A.P., Bihar, H.P., Mysore, Orissa, Rajasthan and Pondicherry.
6.	Sanitary blocks for girls.	6	Assam, Bihar, H.P., Mysore, Orissa and Pondicherry.
7.	Free supply of uniforms, books and slates.	5	Assam, M.P., Maharashtra, Karnataka, and Rajasthan.
8.	Free tuition/Freeship	4	Tamilnadu, U.P., Bihar, and West Bengal.
9.	Opening of training colleges for primary school teachers.	4	Bihar, Gujarat, H.P. and U.P.
10.	Condensed courses for girls.	2	J.&K., and Rajasthan.
11.	Special allowance for women teachers serving in rural areas.	2	Orissa and Pondicherry.
12.	Opening of Girls Schools	2	Gujarat and U.P.
13.	Others	10	Assam, Bihar, Gujarat, H.P., M.P., Maharashtra, Karnataka, Orissa, Rajasthan and U.P.

Most of the schemes were in operation during the Third Plan period. Their number went down in subsequent years.

Criteria for allotting schemes

2.5 The officers concerned with the programme at the state, district and block levels were asked to indicate the criteria, if any, taken into consideration while allotting the various schemes to different areas or institutions. The officers mentioned various criteria in respect of different schemes. With regard to the construction of quarters for lady teachers, which is one of the important special schemes, the criteria for selection of the area were mentioned to be the availability of free land, educational backwardness of the area, and preference for rural areas where women teachers do not get suitable residential accommodation. Similarly, for construction of hostels besides the preference being given to the rural areas and availability of free land, the enrolment of number of girls in a particular school who needed this facility and recommendation of District Education Officer were also kept in view. As regards the appointment of school-mothers, the basis was reported to be mainly the number of girls students enrolled in the school, the range being at least 30 to 50 girls. Educational backwardness of the area and the potential girl students' population were also factors reported to be responsible for the

selection of the institutions for the appointment of school-mothers. Merit-cum-economic backwardness was the main factor considered for the award of stipends and scholarships. Similarly, low income of the parents was taken into consideration for provision of free books, slates, and school uniforms. Scheduled Castes and Scheduled Tribes students were given special preferences in this matter. Stipends to teachers under training were given on the basis of their length of service and special allowance to women teachers were given on account of their being posted in relatively remote areas.

2.6 With regard to many of the other special schemes also, backwardness of the area together with the number of girls enrolled, and recommendation of District Education Officer were main criteria kept in view for selection.

Administrative set-up for Girls' Education

2.7 According to the information gathered by interviewing officials connected with the education programme in the states, it was found that everywhere girls' education was dovetailed into the general programme of education. However, in seven states, viz., Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, and Uttar Pradesh, some special arrangement to look after girls' education in general was found in existence. In these states, it was reported that a

cadre of lady officers was in-charge of the girls' education programme at the levels of state, district, sub-division, etc.

2.8 In Haryana, the Deputy Director (School) at the state level was in-charge of the girls' education for formulation and implementation of the programmes. In Himachal Pradesh, there was an Assistant Director of Education for women's education at the state level but no separate officers existed at the district and block levels. In the selected district of Khargone (M.P.), out of two sanctioned posts of Lady Assistant District Inspector of Schools, one is manned by the male officer in the absence of a qualified inspectress. In Orissa, decision was taken in the recent past to abolish the post of District Inspectress of Education. In Punjab, the Education Department was re-organised in April, 1963 and the girls' and boys' wings were amalgamated with the arrangement that among the District Education Officers (D.E.Os) and Deputy District Education Officers (Dy.D.E.Os), one must be a lady to inspect and supervise the girls' schools.

Supervision

2.9 In 7 states, viz., Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, and Uttar Pradesh, special arrangements were found in existence for the administration and supervision of

girls schools. Lady officers were posted exclusively for the supervision of girls' education at different levels and no uniform pattern was noticeable as may be seen in Table 2.3.

Table 2.3: Lady supervisory staff appointed at various levels.

Levels	State
State	Himachal Pradesh, Jammu & Kashmir, Andhra Pradesh, Bihar, Haryana, Madhya Pradesh and Uttar Pradesh.
Zonal/Regional Officers	Uttar Pradesh, Jammu & Kashmir.
District	Andhra Pradesh, Bihar, Haryana and Uttar Pradesh.
Sub-division	Bihar
Block	Andhra Pradesh, Madhya Pradesh and Uttar Pradesh.

Execution of the special schemes

2.10 As discussed earlier, size of population of the area, enrolment of girls vis-a-vis boys in schools, educational backwardness of the locality, preference of rural over urban areas, and tribal over non-tribal sections, etc., were enumerated as the main considerations in the allotment of the special schemes for the promotion of the girls' education. The states usually followed these criteria. Director of Public Instruction or the Head of the Education Department at

the State level was responsible for laying down the principles for allocating funds and formulating schemes. He administered and implemented the schemes through his deputies at various levels. He fixed the principles and number of beneficiaries keeping in view the budget allotted and allocated the funds and beneficiaries to be covered in each district on merit, generally on the basis of the considerations enumerated above. The Regional/District Education Officers called for the applications for a particular scheme on the basis of the quota allocated for that district or region from eligible institutions or candidates. Applications were submitted every year through the Head of the Institution. The particulars of the recommended candidates or institutions were then forwarded by the Regional/District Education Officer to the state headquarters for scrutiny. After scrutiny, approval was accorded and funds were released for particular scheme in the name of the Regional/District Education Officer who, in turn, drew and disbursed the amount to the institution or the candidates with the assistance of the Head of the Institution.

2.11 Generally, the schemes were found to be of two types - (1) Schemes providing incentives like stipends, attendance scholarships, merit prizes, mid-day meals, etc., and (2) Schemes for construction works, like construction of teachers' quarters, school buildings, hostels, sanitary blocks, etc.

2.12 The 'incentive schemes' were executed directly by the officials of the department posted at different levels. The construction works such as school buildings, quarters for teachers, sanitary blocks, etc., were undertaken by agencies, like, School Managing Committee, Zilla Parishad, Panchayat Samiti/Block Samiti and Public Works Department. The Public Works Department executed the schemes mainly in respect of government institutions. Other works were executed under their close supervision.

2.13 It has been reported that in Gujarat, Maharashtra, Mysore, and Rajasthan, local agencies like Panchayat Samiti, Zilla Parishad, Taluka Board, and District Development Council had greater say in the administration and implementation of the schemes. In other states, departmental officials were reported to be wholly responsible for the formulation, management, and execution of the special schemes. Role of village institutions and local voluntary organisations was reported to be insignificant in most of the states. However, in the case of construction of lady teachers' quarters, contribution from the village Panchayats was reported from Gujarat and from the School Managing Committees in West Bengal. While in Gujarat, the funds for teachers' quarters were allocated only to these villages where Panchayats agreed to bear the cost of construction exceeding the sanctioned government

grant of Rs.3,450; in West Bengal, only these villages were selected for this programme where the Managing Committees agreed to share 12½ per cent of the cost of construction.

Progress in Implementation

2.14 The type and number of schemes implemented in different states during the different Plan periods varied as may be seen in Table 2.4.

Table 2.4: Special schemes for girls' education in operation in the selected states during different Plan periods

Sl. No.	Name of the State	Second Plan	Third Plan	Annual Plan		
				1966-67	1967-68	1968-69
1	2	3	4	5	6	7
1.	Andhra Pradesh	A, E.	A, D.	N.	N.	N.
2.	Assam	N.	B, C, D, F, L.	A, C, I, L.	C.	C, I.
3.	Bihar	A, C, F, L, N.	A, C, E, F, K.	C, F.	C.	L.
4.	Gujarat	B, G.	A, C, H, L.	A.	N.	A.
5.	Haryana	N.	N.	B.	B.	B.
6.	Himachal Pradesh	E, L.	A, B, E, F, H, I.	N.	N.	N.
7.	Jammu and Kashmir	D.	D, M.	M.	M.	M.
8.	Madhya Pradesh	A.	A, C, D, I.	C, D, I.	C, D, I.	L.
9.	Maharashtra	L.	N.	I.	L.	I.
10.	Karnataka	A, E.	A, B, D, E, F, I.	A, B, D, E, I.	B, D, E, I.	E, I.
11.	Orissa	L.	A, B, D, E, F, L.	A, B, E, F, J, L.	A, B, J, L.	B, J, L.
12.	Punjab	N.	N.	B.	A, B.	A, B.
13.	Rajasthan	A, D, M.	B, C, E, I, L.	A, C, D, I, L.	A, C, D, I, L.	A, C, D, I, L.
14.	Tamilnadu	A.	A, B, K.	A, B.	A, B.	A, B.
15.	Uttar Pradesh	G, H, K, L.	A, B, C, D, G, H, K.	B.	B, C, L, G.	B, L.
16.	West Bengal	A, B, K.	A, B, K.	K.	A, B, K.	K.
17.	Union Territory of Pondicherry	N.	A, C, E, F, J.	A, F, J.	A, J.	A, F, J.

Legend:

- | | |
|--|--|
| A - Quarters/Hostels for women teachers. | I. - Free supply of uniforms, slates books, etc. |
| B - Hostels for girls. | J - Special allowance for women teachers serving in rural areas. |
| C - Stipends and Scholarships. | K - Free education/Free-ships. |
| D - Appointment of school-mothers. | L - Others. |
| E - Attendance Scholarships. | M - Condensed courses for girls. |
| F - Sanitary blocks for girls. | N - Nil |
| G - Opening of schools. | |
| H - Opening of training college for primary school teachers. | |

2.15 A number of states could make only a beginning in launching of the schemes during the second Plan period. Generally, only one or two schemes were implemented in majority of states. However, Uttar Pradesh, Bihar, and Rajasthan were the exceptions.

2.16 During the second Plan period, the scheme for building quarters for lady teachers was taken up in rural areas of states such as Andhra Pradesh, Bihar, Madhya Pradesh, Karnataka, Rajasthan, Tamilnadu, and West Bengal. More schemes were introduced during the third Plan period, particularly in the states of Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Orissa, Rajasthan, Uttar Pradesh, and Pondicherry. It may be observed that the scheme for construction of quarters for lady teachers was in operation in 10 states and the Union Territory of Pondicherry during this period. The appointment of school-mothers, attendance scholarships, and hostels for girls were taken up in 6 to 8 states while the sanitary blocks were constructed in rural schools in 6 states during this period.

2.17 During 1966-67, four to six schemes continued to be operated in Assam, Karnataka, Orissa, and Rajasthan, while in the remaining states, except Andhra Pradesh and Himachal Pradesh, one or two special schemes were continued. The Government of Andhra Pradesh and Himachal Pradesh had discontinued the programme from 1966-67. The number of special schemes was reduced in the next two financial years

in Assam, Karnataka and Orissa also. Only Rajasthan Government continued to implement the same number of schemes in 1967-68 and 1968-69 also. The construction of quarters/ hostels for lady teachers/girls, stipends/scholarships, free supply of uniforms, books, etc., were some of the schemes which were welcomed in most of the states.

2.18 The scheme for attendance scholarship was operative on different basis in different states. There was no uniformity among the states regarding the amount given for attendance scholarships or the number of beneficiaries per school. It was given in cash in Himachal Pradesh and Pondicherry and in kind by way of clothes and stationery in Karnataka and Orissa. The value of the scholarship was Rs.2 per month for primary and Rs.5 per month for middle classes in Himachal Pradesh. In case of Karnataka, for classes I and II, the ceiling was Rs.6/-, for classes III and IV, Rs.14, for classes V and VI Rs.18, and for class VIII, Rs.22/- per annum. In case of Orissa, for class I to V, the ceiling was Rs.10/- for a session. In Pondicherry, the amount of scholarship was Rs.40/- per annum both for the primary and middle classes.

2.19 The attendance scholarships were awarded to 2 selected girls in each class in Orissa, while it was awarded to all the girls who attended schools regularly, subject to the availability of funds in Andhra Pradesh, Bihar,

Himachal Pradesh, Karnataka, Rajasthan¹, and Pondicherry. These scholarships were given in the form of text-books/uniforms in Madhya Pradesh, Karnataka and Orissa. The scheme was in vogue in the concerned states mostly during the Second and Third Five-Year Plans.

2.20 The appointment of school-mothers was another strategy which expected to increase the enrolment of girls. The underlying idea was to provide mother-like security to girl students to overcome the reluctance on the part of the parents to send their daughters to schools. Their main duty was to escort girls to schools and back to their homes after school hours. They were supposed to attend to the needs of the girls during day time also. In Himachal Pradesh, school-mothers were appointed in co-educational schools which had no lady teachers. They were, in addition, expected to teach dance, music, cooking, cleanliness, etc., to the girls in Orissa. The scheme was tried for one or two years during the Third Five Year Plan in Madhya Pradesh and Rajasthan but was dropped afterwards as it did not have the expected impact on enrolment of girls. Besides, there was also shortage of funds. In Karnataka, the scheme was implemented in one Block only through state Social Welfare Board from 1963-1964 to 1967-68; while it could not at all be implemented in Bihar because suitable

1. In Rajasthan, it was meant for girls studying in 9th to 11th classes.

elderly women were not available to take up the job. In Assam, the wives of headmasters of the school were appointed to this post which in a way was a good solution to overcome the difficulties of getting suitable ladies for doing this duty. School-mothers in Jammu and Kashmir State were reported to work ~~as~~ school peons at the neglect of the assigned duties.

2.21 The school-mothers or conductresses were appointed in 9 to 13 districts. In Krishna district, no target for the beneficiaries or allocation of funds was fixed. In Chamba and Anantnag districts, the scheme was taken up since 1966-67 and 1965-66 respectively; while in Khargone, Bangalore, Cuttack, and Sambalpur districts, it was tried for 2 to 3 years from 1965-66 and then it was discontinued. The scheme was continued from 1965-66 till 1969-70 in Banda, Gazipur, Rampur, Burdwan, and Darjeeling districts. The scheme was popular in some of the states while in some others the scheme had no impact on the enrolment of girls as there was shortage of necessary funds or suitable persons were not forthcoming to accept the jobs for the emoluments offered and hence the scheme was discontinued.

2.22 The construction of quarters for women teachers in the village of their posting was intended to overcome their reluctance to serve in rural areas by providing them safer accommodation. This programme was taken up

in all the states (except Haryana, Maharashtra, and Punjab) at some stage or the other during the reference period. These quarters were, in most of the cases, constructed away from schools and/or main habitation of the villages because these were constructed on sites donated by the villagers which were not conveniently situated. The lady teachers were, therefore, reluctant to occupy them. Another possible reason was that the teachers occupying these quarters had to pay 10 per cent of their basic pay while relatively cheaper accommodation was available in some rural areas. Some lady teachers preferred to commute daily from the towns in spite of time consuming and unreliable transport facilities. These quarters, therefore, remained unoccupied or were occupied by male teachers, used as additional class rooms or were occupied by block staff or were in the custody of some other departments and institutions.

2.23 The provision of separate sanitary blocks for girls was another major scheme introduced to facilitate the attendance of girls in co-educational schools. The scheme was implemented in Assam, Bihar, Himachal Pradesh, Karnataka, Orissa, etc., during the Third Five Year Plan and subsequent Annual Plans through the Taluka Development Boards, Panchayat Samities or Zilla Parishads.

Progress in the Sample DistrictsConstruction of Quarters:

2.24 The construction of quarters for lady teachers was reported in 19 sample districts. Details regarding number of units constructed, amount spent for different Plan periods were not available for six districts. Construction of quarters on a large scale was reported in Madurai² and Muzaffarpur. Relevant details are given in Table 2.5.

Table 2.5: Construction of quarters for lady teachers.
(Upto 1968-69)

Period	No. of districts reporting	Expenditure (Rs.)	Total No. of units constructed
1	2	3	4
Second Plan	9	5,47,800	211*
Third Plan	13	4,97,116	211*
Annual Plan (1966-67)	3	69,000	10*

*Excludes Madurai.

2.25 The number of quarters constructed varied among the districts. During the Second and Third Plan periods, 211 quarters each were constructed and Rs.5.48 and Rs.4.97 lakhs were spent, respectively, during these periods. This excludes the amount spent in Madurai and a few other districts. The scheme was discontinued in almost all the sample districts after 1966-67.

2. In Madurai district (Tamilnadu), high priority was given to this programme and a total amount of Rs.8.64 lakhs was spent for constructing 174 quarters.

2.26 The stipends/scholarships for girl students were given in the selected districts of Assam, Bihar, Himachal Pradesh, and Madhya Pradesh from the Third Plan period. The attendance scholarship scheme was taken up in ⁷ sample districts (Chamba, Bangalore, Dharwar, Cuttack, Burdwan, Darjeeling, and Pondicherry). The scheme was in operation in Sambalpur district during 1966-67 and in Pondicherry in 1965-66 and 1969-70 only.

2.27 The construction of sanitary blocks for girls was taken up both in girls and mixed schools in 9 of the selected districts in six states. The construction of these blocks was not only delayed but difficulties were experienced in raising local contributions in a few districts. It was also reported that in some places their maintenance was not satisfactory. The cost of the construction of blocks varied considerably depending on the specifications. In Cuttack, it was as low as Rs.100 per unit as against Rs.2600 in Hazaribagh.

2.28 The supply of free books, slates, and stationery articles and school uniforms was extremely popular with the parents because it directly lightened their burden on the education of their wards. The schools in Cachar and Kamrup districts implemented this scheme in 1966-67 and 1968-69 respectively while those in Chamba district, during 1966-67. In Khargone district, the scheme was in

operation since 1962-63, while in Amravati district, during 1965-66 and in Bangalore and Dharwar districts since 1965-66.

2.29 The special allowance for women teachers serving in rural areas was granted to teachers in the districts of Chamba, Cuttack, Sambalpur, Banda, and Pondicherry from 1965-66 onwards. The special allowance varied from state to state and also between the trained and untrained teachers. In case of Gazipur and Banda, trained teachers were given Rs.15 as against Rs.10 for untrained teachers. In Cuttack, the under-graduate teachers were paid Rs.5 per month whereas the untrained teachers were given Rs.10 per month.

2.30 In addition to the above schemes, there were number of other schemes which were reported in one to three states. Following are given by way of illustration:-

- a) Upgrading, improvement and expansion of schools, (Bihar, Uttar Pradesh, and Himachal Pradesh).
- b) Improvement in teaching facilities and equipment in home science (Bihar, Karnataka, and Himachal Pradesh).
- c) Continuation classes (Uttar Pradesh).
- d) Subsidised transport (Orissa and Rajasthan).
- e) Condensed courses for women (Jammu and Kashmir).

Chapter III

REVIEW OF PROGRESS

3.1 The special schemes for girls' education were introduced to accelerate the enrolment of girls particularly in rural areas in the primary and middle schools. Central assistance was given for these schemes since the Second Five Year Plan. The number and type of special schemes introduced in different states varied depending on the needs of the different areas. Some of the important schemes implemented were the following:

- i) Provision of freeship, stipends, free uniform, free text books, slates, etc.
- ii) Appointment of school-mothers.
- iii) Quarters for women teachers.
- iv) Hostels for girls.
- v) Attendance scholarships.
- vi) Sanitary Blocks for girls.

3.2 Analysis of expenditure on special schemes for promoting girls' education during the different Plan periods would indicate the tempo of work as well as the relative priorities given to the different schemes.

Relevant data are presented below:

(Table on next page)

Table 3.1: Expenditure incurred in states on special schemes for the promotion of girls' education during specified periods.

(Figures in lakhs)

Schemes	Expenditure				
	Second Plan	Third Plan	1966-67	1967-68	1968-69
1	2	3	4	5	6
1. Appointment of school-mothers.	0.86	39.80	0.08	0.06	-
2. Attendance scholarship.	17.47	32.65	6.97	3.36	3.26
3. Free education/tuition fee reimbursement.	299.81	505.90	97.96	109.47	119.15
4. Condensed courses/Continuation classes	-	65.88	4.66	4.97	11.04
5. Construction/Improvement/Extension of school buildings.	20.83	7.53	-	-	0.52
6. Free supply of uniforms, slates, books, etc.	-	5.56	7.38	4.03	2.86
7. Hostels for girls.	1.53	46.80	3.01	7.14	5.00
8. Quarters/Hostels for women teachers.	63.82	221.73	7.67	9.00	7.89
9. Sanitary blocks for girls.	-	6.79	1.14	-	-
10. Stipends and scholarships/Merit prizes.	0.03	18.80	0.10	0.99	11.30
11. Others.	27.92*	119.80*	3.01	8.59*	2.58
Total	432.27	1071.24	131.98	147.61	153.60

*In Orissa and Rajasthan, separate figures of expenditure incurred on different schemes have not been given. Hence, they are put in the category of 'others'.

3.3 Among the ten schemes under consideration, free education or reimbursement of fees is found to be the most important one accounting for the largest proportion of expenditure during all the periods under reference. Next in importance is found to be the construction of quarters or hostels for women teachers. This programme received more attention during the Third Plan period than during other periods. Except for two schemes (construction and improvement of school buildings and free supply of uniforms, slates, books, etc.), the expenditure on the remaining schemes were relatively much more during the Third Plan periods as compared to other periods.

Expenditure on Special Schemes

3.4 The expenditure incurred on special schemes in the selected districts (an index of the tempo of the work done) was collected for all the years since the beginning of the Second Plan upto 1969-70. Information was available for all the sample districts (25) except one district in Rajasthan. The total expenditure in all the sample districts worked out to Rs.136.45 lakhs. This amounted to an average expenditure of Rs.5.5 lakhs per district. However, there was considerable variation among the districts, the maximum for all schemes was reported in Furdwan with a figure of over Rs.4.4 lakhs and the minimum in Ferozepur, below Rs.16,500. There were as many as

8 districts where the expenditure exceeded the overall average figure of Rs.5.5 lakhs. This shows that the intensity of work was very uneven in the sample districts. A note of caution is necessary while interpreting the figures of expenditure in the sample districts, especially in view of the method of sampling followed. Districts were selected based on the number of schemes implemented and, therefore, they represent more than average districts in terms of inputs.

3.5 The distribution of districts by amount spent on the special schemes is given below:

Table 3.2: Distribution of districts by amount spent on the special schemes (1955-56 to 1969-70).

Amount (Rs.)	Districts
1	2
Upto 25,000	3
25,000 - 50,000	-
50,000 - 1,00,000	3
1 - 2 lakhs	4
2 - 3 lakhs	3
3 - 4 lakhs	2
4 - 5 lakhs	2
5 - 6 lakhs	-
6 - 7 lakhs	3
7 - 8 lakhs	1
8 - 9 lakhs	1
9 - 10 lakhs	-
Over 10 lakhs	3*

- * 1. 44.52 lakhs
- 2. 14.86 lakhs
- 3. 11.14 lakhs

3.6 Since the number of girls enrolled in the schools in the sample districts varied considerably, it would be more appropriate for the purpose of comparison among the districts to work out the expenditure per thousand girls enrolled. The details are given below:

Table 3.3: Expenditure on special schemes per 1000 girls enrolled (6-14 years) in the sample districts (1955-56 to 1969-70).

Sl. No.	Districts	Expenditure per 1000 girls enrolled (6-14 years) (in Rs.)
1	2	3
1.	Burdwan	27064
2.	Gazipur	17906
3.	Rampur	17576
4.	Anantnag	17312
5.	Cuttack	13779
6.	Banda	13491
7.	Pondicherry	13483
8.	Chamba	12590
9.	Darjeeling	7323
10.	Hazaribagh	7253
11.	Rajkot	7098
12.	Krishna	6190
13.	Muzaffarpur	3078
14.	Sambalpur	2824
15.	Madurai	2796
16.	Dharwar	2727
17.	Bangalore	2115
18.	Surat	2080
19.	Cachar	2060
20.	Rohtak	1810
21.	Kamrup	783
22.	Amravati	596
23.	Khargone	505
24.	Anantpur	280
25.	Ferozepur	205
	All districts	6576

3.7 The highest expenditure is reported in Burdwan and the lowest in Ferozepur. In 6 districts, the expenditure figure was less than Rs.1000 and in another 6 districts,

it was below Rs.3000. There appears to be little association between level of advancement of girls' education and expenditure reported. Thus backward districts such as Khargone, Dharwar, Sambalpur and Anantpur reported much less expenditure as compared to advanced districts such as Pondicherry, Gazipur, Banda, etc.

3.8 Considering the fact that this is the cumulative total expenditure incurred over a period of 14 years or so and that too in the districts which were above average in terms of inputs, the expenditure was meagre. Besides, this would constitute only a small proportion of the expenditure incurred by the state government on elementary education. In the circumstances, not much response could be expected.

3.9 In order to get an idea of the priority given to the different schemes, the overall expenditure was analysed according to the schemes for the sample districts. Figures were computed per sample district as well as per district reporting the programme and expenditure incurred per thousand school-going girls in the districts reporting. Details are given in Table 3.4.

3.10 The average expenditure per reporting district is found to be highest for the scheme of free education followed by opening and maintenance of girls' schools and appointment of school-mothers. In these cases the expenditure per district reporting varied between

Rs.2.3 to 7.6 lakhs. Even in terms of expenditure per thousand school-going girls, the figures under free education was the highest (Rs.9,607).

Table 3.4: Schemewise expenditure in the sample districts (1955-56 to 1969-70)

(In Rs.)						
Sl. No.	Scheme	No. of sample districts reporting	Total expenditure	Average expenditure per sample district	Average expenditure per district reporting	Expenditure per 1000 school-going girls in the districts reporting
1	2	3	4	5	6	7
1.	Free education	5	3808350	152334	761670	9607
2.	Appointment of school-mothers.	13	3005365	120215	231182	3269
3.	Construction of quarters for lady teachers.	18	1890953	75638	105052	1204
4.	Opening and maintenance of girls' schools.	3	1012162	40487	337387	5738
5.	Construction of hostels for girls.	4	587321	23493	146830	1329
6.	Attendance scholarships.	8	387547	15502	48443	686
7.	Opening and maintenance of continuation classes.	2	263779	10551	131890	2683
8.	Stipends/Merit scholarships.	6	231024	9241	38504	597
9.	Special allowance to lady teachers working in rural areas.	6	212302	8492	35384	721
10.	Supply of uniforms.	7	164591	6583	23513	300
11.	Provision of sanitary facilities.	8	79038	3162	9880	156
12.	Other schemes.	9	2003379	80135	222598	2896
	All schemes:	25*	13645811	545832		6576

The figures for the other schemes were considerably lower. Table 3.4 shows clearly the differential priority given to the special schemes among the states (Appendix Table A-3.1).

Schemes in the Sample Schools

3.11 As explained in Chapter I, three sample schools with the maximum number of schemes in the selected blocks were chosen purposively. This method of selection was feasible from the point of organising the logistics of field work. Also, the focus of the study was not to make any statistical estimates which may warrant a representative sample of schools. The purpose of the study was to find out the working of the schemes and the problems and difficulties faced. The distribution of sample schools by number of schemes is given in Table 3.5.

Table 3.5: Distribution of sample schools by number of schemes.

No. of schemes in operation	Primary schools	Middle schools	Total schools
1	15	10	25
2	15	10	25
3	10	6	16
4	3	3	6
5	1	3	4
Total:	44	32	76*

*Details not available for 2-schools.

3.12 As may be noted, the majority of the schools had one or two schemes. Only a small number of schools reported the simultaneous operation of 4 or 5 schemes.

3.13 The distribution of sample schools by schemes and the total expenditure incurred is as follows:

Table 3.6: Distribution of sample schools by schemes and total expenditure (1955-56 to 1969-70)

Schemes	No. of schools reporting operation of the scheme	Percentage	Total amount spent so far	Average per school reporting	Total number of beneficiaries
1	2	3	4	5	6
1. Attendance scholarship.	27	39.7	13784	511	1122
2. School mother and conductress.	22	32.3	53560	2435	NA
3. Construction of teachers' quarters.	22	32.3	97553	4434	26
4. Remission of school fees/freeships.	6	8.8	124385	20731	3435
5. Village allowance to lady teachers.	8	11.8	7036	880	78
6. School building.	5	7.3	157253	31451	NR
7. Supply of free uniforms.	9	13.2	2339	260	375
8. Free text-books.	5	7.3	890	178	178
9. Sanitary blocks.	7	10.3	6006	857	505
10. Others (Loan/stipends, etc., to teachers).	10	14.7	21360	2136	152

Total schools reporting - 68. Particulars not available for 10 schools

3.14 Three schemes were reported in a large number of sample schools (over 32%). They were attendance scholarships, appointment of school-mothers and conductress and construction of quarters. But in terms of total amount

spent, their relative importance varied. Construction of school building mainly because of its capital intensive nature ranks first, followed by remission of school fees or freeships. The average amount spent per school on these schemes was Rs.31,451 and Rs.20,731 respectively. The lowest amount was reported in respect of supply of free text-books. There was also wide variation in respect of the average beneficiaries.

Growth of Schools

3.15 In most of the states, girls were admitted in boys' schools also. Similarly, in some states boys were admitted in girls' schools. In Rajasthan, Uttar Pradesh, and a few other states, boys were not admitted in girls' schools. Therefore, depending on the composition of students on roll, schools can be classified into boys, girls, and mixed schools. However, this classification is not very rigid.

3.16 Having reviewed the different schemes implemented in the sample districts, and the sample schools, it is relevant to examine the expansion of school facilities and the enrolment position over the years.

3.17 The number of primary and middle schools were ascertained at different points of time in the sample districts in order to find out the growth of schools over a period of time. The year 1960-61 was taken as the base year for the purpose of comparison as complete and comparable

data were not available for earlier periods. Relevant data for selected periods both for primary and middle schools are given in Table 3.7,

Table 3.7: Growth of primary and middle schools in the selected districts.

Sl. No.	Year	Primary schools (No.)	Middle schools. (No.)
1	2	3	4
1.	1960-61	19632	4064
2.	1965-66	20794	4597
3.	Percentage increase	5.9	13.1
4.	1969-70	20093	5109
5.	Percentage increase	2.3	25.7

3.18 In the 16 sample districts the total number of primary schools in 1960-61 was 19,632. This increased by 5.9 per cent in 1965-66 and by 2.3 per cent in 1969-70. On the other hand, the growth rate of middle schools for the corresponding period was much higher as compared to the growth of primary schools. This was mainly due to the upgrading of a number of primary schools into middle schools (Appendix Table A-3.2).

3.19 As for the middle schools for girls, and the total number of middle schools in the sample district, the number generally increased in each subse ment plan period and also during annual plans in many cases. However, their number had declined at the end of the Third Plan in a

few districts such as Krishna, Surat, and Cuttack. In some districts, their number had remained somewhat static since 1965-66.

Teachers in schools

3.20 Appointment of lady teachers is one of the strategies adopted to attract girls to schools. Details regarding the number of lady teachers working at different years are given in Table 3.8.

Table 3.8: Average number of teachers per school in the selected districts for primary and middle schools.

Year	Average number of teachers					
	Primary schools			Middle schools		
	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7
1960-61	1.67	0.28	1.96	3.78	1.03	4.82
1965-66	1.73	0.53	2.26	4.66	1.38	6.04
1969-70	1.77	0.58	2.35	5.69	1.60	7.29

3.21 The average number of teachers in the primary schools in the selected districts has increased from 1.96 in 1960-61 to 2.35 in 1969-70. As against this, the average number of lady teachers increased to a greater extent, from 0.28 in 1960-61 to 0.58 in 1969-70. As for the middle schools, the average number of teachers for the year 1969-70 was 7.3 as compared to 4.8 in 1960-61. There had been an increase in the number of lady teachers also but it is not to the same extent as noted in the case of primary schools. The average number of lady teachers

doubled in the case of primary schools during the year under review whereas in middle schools, the increase was of the order of 55 per cent only.

Enrolment

3.22 In order to find out as to what extent the expansion of school facilities over the years had benefited the girls, enrolment of girls in the sample districts was analysed for selected years. Details are given below:

Table 3.9: Proportion of girls to total on roll in the sample districts.

Year	Percentage of girls	
	Primary schools	Middle schools
1	2	3
1955-56	29.6	27.1
1960-61	31.9	31.5
1965-66	35.7	29.7
1969-70	36.5	33.9

3.23 As may be noted, there is only a small increase in the proportion of girls attending schools over the years. The girls constituted 36.5 per cent of the total school children, in 1969-70 as compared to 29.6 per cent in 1955-56. The position in respect of the middle schools was also not very different. (Appendix Table A-3.3).

3.24 The proportion of girls in the sample schools is as follows:

Table 3.10: Proportion of girls in the sample schools (mixed).

Year	Percentage of girls	
	I-V classes	VI-VIII classes
1	2	3
1960-61	33.9	12.5
1965-66	36.2	24.7
1969-70	35.2	26.5

3.25 The proportion of girls in the sample mixed schools in classes I-V is somewhat higher during the year 1960-61 and 1965-66 as compared to the position obtaining in the sample districts. Girls constituted about one-third of the total children on roll. The opposite tendency is noticed in case of middle schools. While the proportion of girls in 1960-61 was as low as 12.5 per cent, it had risen considerably by the year 1969-70 (26.5%).

3.26 The increase in enrolment in schools (both primary and middle) in the sample districts for specified years is indicated in the table given below:

Table 3.11: enrolment in Increase in the sample districts.

Year	Primary Schools			Middle schools		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
No. on roll in 1960-61 (in lakh)	12.07	5.42	17.49	5.31	2.53	7.84
Year - 1965-66: Percentage increase over 1960-61.	39.4	73.4	50.1	7.9	3.3	6.4
Year 1969-70: Percentage increase over 1960-61.	43.4	79.6	54.6	20.4	37.6	25.9

3.27 It may be noticed that the increase in enrolment of girls is more than that of boys in the primary schools both during 1965-66 and 1969-70 as compared to the base year 1960-61. The position in respect of middle schools is slightly different in that the increase in enrolment of girls during 1965-66 is somewhat lower than that of boys. But this was made up considerably during 1969-70 (Appendix Table A-3.4).[□]

3.28 A better picture is obtained when the increase in enrolment is analysed over a period of time. The relevant data are given below.

Table 3.12: Percentage increase in the enrolment of students in the sample schools.

Year	No. of schools	(Base year - 1960-61)					
		Primary			Middle		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1960-61 (Base year)	78	3671	2641	6312	716	540	1256
Percentage increase over 1960-61.							
1965-66		53.1	106.5	75.4	37.0	125.7	75.2
1966-67		52.8	114.7	78.7	44.6	162.8	95.4
1967-68		70.9	145.8	101.5	54.9	250.4	138.9
1968-69		82.7	185.0	125.5	59.9	284.6	156.5
1969-70		86.8	189.6	129.8	85.0	335.0	192.6

3.29 The picture obtained in the sample schools is entirely different from that obtained at the district level. The percentage increase in enrolment of girls in primary schools is considerably higher as compared to boys. During

the year 1969-70, the percentage increase is of the order of 190% as compared to the number on roll during 1960-61. The percentage increase in respect of boys is much lower for the same year (87%). In respect of the middle schools also, the percentage increase in enrolment of girls is much more than boys as well as much higher than was noticed for the primary schools.

3.30 In order to find out whether this increasing growth in enrolment of girls is due to opening of new schools or because of the increase in the roll strength per school, the enrolment position was analysed on the basis of average per school in the district as well as the sample institutions. The relevant data are given in the table given below:

Table 3.13: Average enrolment per school in the selected districts.

Year	Average enrolment in primary classes			Average enrolment in middle classes		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1960-61	66.5	31.5	98.0	88.9	48.1	136.9
1965-66	97.0	55.1	152.1	95.3	44.0	139.3
1969-70	111.6	61.4	173.0	105.8	59.8	165.6
Percentage increase in the year 1969-70 over 1960-61:	71.8	99.2	80.7	49.8	56.4	52.1.

3.31 The average number of children enrolled in primary classes (I-V) in 1960-61 was 98.0 and it increased to 173.0% in 1969-70. The increase was of the order of 81 per cent. The increase in enrolment of girls was slightly higher as compared to boys during this period. This indicates that this increase may be the result of both opening of new girls schools as well as to some extent increase in average roll strength per school.

3.32 In respect of middle schools also, there had been significant increase in enrolment of children during the 9 year period. But it is much less as compared to the primary schools. The average number of girls per middle school was somewhat lower in 1965-66 as compared to 1960-61.

3.33 The relevant details in respect of the average enrolment per school for the sample institutions are given in Table 3.14 on page 55.

3.34 It may be noted that the average enrolment per sample primary school is much higher (about 50% more) than that of the corresponding figure for the sample districts. The picture is just the reverse in respect of the middle schools. In view of the bias in the sample, too much importance cannot be attached to the trend noticed.

3.35 It is not surprising that the picture obtained in the sample schools is different from that of the district because of the bias in sampling in favour of girls' schools.

Attendance

3.36 The cause of girls education would not be served fully by merely increasing their enrolment in schools. It is also essential that they should attend the schools regularly. In order to find out whether there is any difference between boys and girls in this respect, information was collected from the sample schools regarding average attendance of boys and girls for selected years. Details are given in the Table 3.15, (on page 56).

3.37 The above data were compiled from the school records and it was not possible to verify them. The difference in attendance between boys and girls studying in primary and middle schools is not significant. There had been a slight improvement in attendance of girls in 1969-70 as compared to earlier years. During the year 1969-70, 84.2 per cent of the girls enrolled attended primary schools as compared to 81.2% of the boys. The same trend is noticed in respect of middle schools also. In other words, the attendance of girls is slightly better than that of boys especially during the year 1969-70. The opposite trend was noticed during the earlier two years.

Table 3.14: Average enrolment per sample school during specified period

Year	Average enrolment in I-V Classes					Average enrolment in VI-VIII Classes				
	Girls Schools		Mixed Schools			Girls Schools		Mixed Schools		
	No. of schools reporting	Girls	No. of schools reporting	Girls	Total	No. of schools reporting	Girls	No. of schools reporting	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1960-61	15	53.3*	35	53.3	157.5	7	62.6	15	6.9	54.5
1965-66	26	88.7*	39	81.3	224.7	13	69.0	19	16.9	68.6
1969-70	31	135.2*	42	86.5	245.6	20	93.6	22	21.7	82.0

*Two girls schools had a few boys on their roll.

Table 3.15: Enrolment and percentage attendance pattern in the selected schools

Year	I-V Classes						VI-VIII Classes					
	Boys		Girls		Total		Boys		Girls		Total	
	On roll	%age of attendance	On roll	%age of attendance	On roll	%age of attendance	On roll	%age of attendance	On roll	%age of attendance	On roll	%age of attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
1965-66	5620	78.5	5454	75.4	11074	77.0	981	87.4	1219	78.8	2200	82.6
1966-67	5610	79.5	5672	77.9	11282	78.7	1035	85.7	1419	82.5	2454	83.9
1969-70	6857	81.2	7649	84.2	14506	82.8	1325	82.7	2350	83.9	3675	83.5

Chapter IV

THE SAMPLE SCHOOLS

4.1 It was considered that a more detailed study of these schemes at the institutional level would highlight the brighter aspects of these schemes as well as would throw light on the difficulties, if any, experienced in the implementation of the same at the local level. With this idea in view, three institutions in each block, which had the maximum number of special schemes in operation, were selected for the intensive study. One of these three institutions was to be a girls school, provided such a school existed in the selected block. Only in Anantpur, Cachar, Rohtak, Rajkot and Chamba districts, all the three selected institutions were mixed schools.

4.2 In all, 78 schools were selected of which 35 (45%) were girls schools while the rest 43 (55%) were mixed schools. Nearly 50 per cent of these were primary schools and about 10 per cent were the junior basic schools which catered to the needs of the children between the age of 6 to 11 years. About 20 per cent each were the middle senior basic and higher secondary schools. This chapter covers aspects like physical facilities at the schools, the number of students enrolled in the schools, details of expenditure on the special schemes incurred during the Plan periods, etc.

Year of Establishment

4.3 A majority of the selected institutions (56%) were established before the First Five Year Plan (1951). About 40 per cent schools were in existence before the Independence. Substantial proportion of schools were established during the Plan periods as may be seen below:

Table 4.1: Year of inception of the selected schools.

Year of Inception	Schools reporting	
	No.	%
1	2	3
Before 1947	31	39.7
1947-51	13	16.7
1951-56	7	9.0
1956-61	14	17.5
1961-66	6	7.7
1966-67	2	2.6
1967-68	2	2.6
1968-69	2	2.6
Not available	1	1.3
Total	78	100.1

4.4 Nearly 49 per cent of these institutions were under the management of District Boards, Municipal Boards, Gram Panchayats, etc., while 40 per cent of them were run by the Government Departments. The remaining schools were managed by the private agencies.

4.5 It may be noted that about 49 per cent of the selected schools consisted of the lower primary (11.5%) and upper primary (37.2%) classes while another 10 per cent

were junior basic schools. The remaining 32 (41%) schools were middle, higher secondary, and senior basic schools. There were 559 sections in these schools. Details regarding average number of sections class-wise and average number of students per section are given in the table below separately for girls and mixed schools.

Table 4.2: Average number of students per section in different classes during 1959-70 in the selected institutions.

Class	Girls Schools			Mixed Schools		
	No. of schools	Average No. of sections	Average No. of students per section	No. of schools	Average No. of sections	Average No. of students per section
1	2	3	4	5	6	7
I	27	1.2	36.7	39	1.8	45.7
II	27	1.2	25.8	39	1.5	33.2
III	26	1.2	23.5	38	1.6	30.5
IV	23	1.2	21.4	36	1.3	33.5
V	23	1.2	23.0	29	1.7	27.9
VI	19	1.4	29.4	23	1.1	33.2
VII	19	1.2	26.7	22	1.1	28.7
VIII	12	1.3	32.9	9	1.1	25.3
Total	35	6.2	27.2	43	8.0	32.6

4.6 The average number of sections in the primary classes as well as the average number of students per section are somewhat higher in the mixed schools than in the girls' schools. This trend is not noticeable in the middle classes. One reason for this appears to be that three girls' schools are located in a semi-urban area. It may also be noted that the average number of students

-- per section in mixed schools had shown a steady tendency to decline upto class IV in girls' schools and upto class III in mixed schools. No definite trend is noticed in higher classes in both types of schools.

4.7 Considering 40 as the norm per section, the extent of under-utilization of a capacity from class IV onwards ranges from about one-fourth to one-third. This holds true both for girls' as well as for mixed schools.

Location of Schools

4.8 Rural parents may not hesitate to send their boys to the schools located at a distance from their residence in the same or a nearby village. But they definitely have some reservations about sending their daughters to the schools in other villages. The distance of the school from their homes or from their village (in cases the schools are located in nearby villages) generally affects the enrolment and regular attendance of the children, particularly the girls. The location of a primary school in each village will be the easiest solution for this problem but it may not be a feasible proposition particularly in cases of very small villages or small habitations. Majority of the sample schools were located inside the selected villages. Only 11 schools were located outside the main villages, out of which 8

schools were within a distance of a kilometer and only 5 schools were at a distance of 1 to 2 kilometers from the selected villages. The majority of the students in the sample, therefore, did not have to trek long distances to attend the schools.

4.9 Some of the selected schools, however, catered to the needs of children from nearby villages. It was reported that girls from the nearby 180 non-school villages walked between 1 to 5 kms. to attend these schools. Of these, the girls from nearly 49 per cent of the villages had to cover the distance of 1 to 3 kms. to reach their schools, while those from about 42 per cent of villages trekked 3 to 5 kms. or even more distance to attend the schools. Further details are given below:-

Table 4.3: Distance covered by the girls of non-school villages.

Distance	No. of Villages	Per-centage	No. of districts reporting
1	2	3	4
Below 1 km.	16	8.9	8
1 - 2 kms.	45	25.0	12
2 - 3 kms.	42	23.3	14
3 - 4 kms.	31	17.2	13
4 - 5 kms.	18	10.0	8
5 kms. and above	28	15.5	12
Total No. of villages	180	99.9	26

4.10 The percentage of girls from non-school villages who attended the middle schools in other villages was nearly double than those who attended the primary classes. More girls attended the primary as well as the middle schools wherever these were located in the villages of their residence, as may be seen in the table given below:

Table 4.4: Attendance of girls from the school and the non-school villages in the selected districts.

Description	Classes I-V	Classes VI-VIII
	No. of girls (%)	No. of girls (%)
1	2	3
Girls from school villages	6158 (82.9)	1261 (65.9)
Girls from non-school villages	1273 (17.1)	654 (34.1)

4.11 Enrolment and regular attendance of girls are found to be sizable where schools are located within the village. The middle school facilities may also be extended to those areas where there is adequate response from the people.

Physical Facilities

4.12 Attempts were made to have an idea about the physical facilities like school buildings, play grounds, sanitary facilities, teaching aids and equipments, etc., available with the selected institutions. The programme for construction of school buildings received an impetus

with the launching of the Community Development Programme. Apparently, as a result of this, about 79 per cent of the selected institutions had their own buildings while only about 11 per cent each were housed in the rented or rent free accommodation. The schools in 10 selected districts had upper primary, middle and/or higher secondary, senior basic sections but these had adequate number of rooms to accommodate these sections.

4.13 Most of (51.2%) these school buildings had pucca construction, while in another 40.8 per cent cases some of the rooms had pucca construction while some were of the kutchha type. Only 8 per cent of sample schools were housed in completely kutchha buildings. Out of 500 rooms occupied by these schools, 80 per cent of the accommodation was utilised as class rooms. Details are given below.

Table 4.5: Types of school buildings in the selected districts.

Type of construction	No.	Percentage
1	2	3
Kutchha	10	8.0
Pucca	64	51.2
Mixed	51	40.8

4.14 The available accommodation for class rooms was considered adequate by the headmasters of only 23.2 per cent schools. Only 30 institutions had teachers' room

but this accommodation was thought as inadequate by the headmasters of 19(24.3%) schools. Fortysix schools had office rooms and 32 of them had rooms to accommodate the library and reading rooms. The available accommodation in these respects was considered sufficient by the headmasters of 23 (29.5%) and 3 (10.2%) schools respectively.

Play-grounds

4.15 Thirtynine, i.e., 50 per cent of the selected institutions reported that these did not have play-grounds for the children to play games while the rest of the 39 institutions had this facility. Hence, all the schools could not look after the physical development of these children through training in various games and exercises. The play-grounds and the games material was adequate to meet the demands of the students in the opinion of the headmasters of only 22 (28.3%) schools.

Kitchen-gardening

4.16 The rural schools could also give elementary lessons in scientific methods of farming, horticulture, poultry keeping, bee-keeping, etc., depending on the geo-physical conditions of the area. The schools would require additional space and, of course, funds for necessary equipments. Among the selected institutions, only 21 (26.9%) had the facility for teaching kitchen-gardening

to the children. These schools were mainly from the states of Andhra Pradesh, Bihar, Himachal Pradesh, Maharashtra, and Tamilnadu.

Sanitary Facilities

4.17 The construction of sanitary facilities and hostels for girls were the special schemes for the promotion of girls' education introduced since the Second Five Year Plan. As stated in the earlier chapter, not all the special schemes were implemented uniformly by all the state governments. There were in all 35 girls' schools in the sample. Out of these, 17 had constructed 36 sanitary blocks. Of the remaining 43 mixed schools, 14 had constructed sanitary blocks exclusively for girls and in 11 cases exclusively for boys also. In 5 mixed schools, sanitary blocks were common for both.

Hostel Accommodation

4.18 The hostel facilities are generally required for grown up children studying in middle or high schools and that too if there are no such schools in a group of near by villages and hence the students from these villages need hostel accommodation for continuation of their higher studies. In the present sample, there were only 7 schools in the districts of Hazaribagh, Cuttack, Sambalpur, Madurai, and Darjeeling which had hostel facilities. Three of these hostels were meant

for boys and the remaining 4 were for the girls. The capacity of these hostels was grossly under-utilised except those in Darjeeling district where 64.6 per cent of the seats were occupied at the time of this study. The heavy investment on the construction, furnishing of hostel building, and also the appointment of staff for managing these hostels without first assessing the requirement of such hostels amounts to diversion of funds which could have been more fruitfully utilised on some other pressing requirements of these schools.

Teaching Aids

4.19 One of the elementary and essential teaching aid even at the primary school level is the black-board (with chalkstick and duster). Alphabetical charts, maps of the taluka, district, atlas of the state and the country, etc., are needed in these schools. All the selected institutions had black-boards but even these were not available in required numbers in about 33 per cent schools. These schools presumably did not have a black-board for each class room. It needs hardly be stressed that this important basic and not so expensive teaching aid must be made available in the required number to all the schools. The maps and charts had been supplied to 72 (92.3%) schools but only 40 (51.3%) schools reported that these were available in the required

quantity. Details about the availability of equipments are given in the table below:

Table 4.6: Equipments available with the sample schools.

Items	No. of selected schools reporting availability		No. of schools reporting adequacy	
	No.	%	No.	%
1	2	3	4	5
Black-board	78	100.0	52	66.7
Atlas, Maps, Charts	72	92.3	40	51.3
Other Teaching Aids	43	55.1	26	60.5
Tables	76	97.4	46	60.5
Chairs	75	96.2	43	57.3
Benches	46	59.0	18	39.1
Desks	37	47.4	16	43.2
Radio	9	11.5	8	88.9
Craft equipments	32	41.0	11	34.4
Play equipments	43	55.1	19	44.2
Others	30	38.5	11	36.7

Furniture

4.20 The schools required certain minimum items of furniture like tables and chairs for teachers and benches, desks, etc., for the students. The students, particularly those from the lower classes, are required to sit on coir mats or durries in cases benches/desks were not available in adequate numbers or are not available at all. It was observed that tables and chairs were available in almost all the schools. These were not available in one institution each in Hazaribagh and Jaipur districts while chairs were not available in one of the institution in Anantpur district.

4.21 The tables and chairs were available in requisite numbers in only 55 to 60 per cent institutions. Similarly, benches and desks were supplied to 59 and 47 per cent schools respectively but less than half of these schools reported that the available furniture was adequate to meet their requirements.

Play and Craft equipments

4.22 Even though all the schools did not have play ground facility, these could teach some indoor games to the students. This has apparently been not done by the selected institutions and hence only 55 per cent of them had play equipments and only half of them considered it adequate to meet the demands of students. The training in craft was not introduced in all the selected institutions. Only 32 (41.0%) schools had some craft equipments but only about one third of them considered it sufficient to meet their requirements. Nine institutions had radio sets for the entertainment-cum-education of the school children. The radio set in one institution only was not in working order.

Quarters for Teachers

4.23 The village school teachers, who were not residents of the villages of their posting or nearby villages from where they could commute daily to and from the village of their posting had to make some make-shift

arrangements for their stay in the villages. In order to overcome the housing problem faced by the teachers posted in villages, the programme of building quarters for them was taken up mainly from the Second Five Year Plan period. The special scheme for the construction of quarters for the lady teachers to ensure their security in villages was introduced by some of the state governments around the same period.

4.24 In the present sample, only 10 (12.8%) schools had constructed the quarters of the headmasters/headmistresses and 22 (28.2%) schools had quarters for the teachers. Most of these quarters were constructed during and after the Second Five Year Plan and had brick and cement construction. The quarters for 12 schools were constructed by the local bodies like Gram Panchayats, Municipal Committees, etc., with the funds sanctioned by the government departments and people's contribution while those for 17 schools were constructed by the Education Department through the Block Agency or Public Works Department. The remaining 3 quarters were constructed by the other agencies like Gandhi Smarak Nidhi (Muzaffarpur) and the Catholic Mission (Darjeeling).

4.25 These quarters had 2 to 3 rooms except 7 quarters which had only one room. The quarters were constructed in the school premises or within a distance of only one

kilometre from the school buildings. The funds allocated under one of the following three schemes had been used in the construction of these quarters:- (1) Quarters for lady teachers, (2) Special programmes for the promotion of girls' education, and (3) Nai Talim.

4.26 The scheme for the construction of quarters was initiated with the noble idea of providing sure and safe accommodation to the lady teachers posted away from their homes, in the village schools. But the underlying purpose seems to have been defeated because most of these quarters were not occupied by the lady teachers for whom these were meant.

4.27 The lady teachers' quarters constructed at some of the selected institutions were not occupied by them as these were considered unsafe because these were very much away from the main village (Anantnag and Khargone), or these had leaking roofs and needed major repairs (Hazari-
bagh and Cuttack), or the lady teachers had own houses in the villages (Muzaffarpur, Kamrup, and Hazaribagh) or they stayed in private houses because they could get it on rent-free basis (Muzaffarpur) or for a lesser rent than charged for the government quarters (Dharwar). These quarters were, therefore, occupied by the male teachers (Muzaffarpur, Bangalore, and Pondicherry), used as class rooms or office rooms (Kamrup, Surat and

Bangalore), occupied by teachers of other or neighbouring schools (Sorsalpur and Pondicherry), and in one extreme case, the quarter of lady teacher in a school in Bangalore district was permanently occupied by an employee of some other government department. There is a need for greater scrutiny while selecting villages for the construction of lady teachers' quarters.

4.28 This scheme should be implemented only at such places where it would not be possible for the lady teachers to get accommodation in the villages, and the construction of these quarters be sanctioned at such villages where the land for the quarters could be made available near the main habitation. Even though the responsibility for construction work be assigned to some local agency, the department should depute some official to supervise the construction work. The department should also be vigilant about following the rules and regulations in the allotment and proper utilisation of these quarters.

Teachers

4.29 Table 4.7 gives the average number of teachers in the selected schools during 1969-70.

Table 4.7: Strength of teachers in different types of selected schools.

Type of school	Mixed School			Girls School		
	No. of schools	No. of teachers	Average	No. of schools	No. of teachers	Average
1	2	3	4	5	6	7
Lower Primary	3	8	2.7	6	11	1.8
Upper Primary	20	166	8.3	9	23	2.6
Junior Basic	6	19	3.2	2	3	1.5
Middle/Junior	8	51	6.4	7	27	3.9
High/Higher Secondary	3	37	12.3	7	101	14.4
Senior Basic	3	29	9.7	4	30	7.5
	43	310	7.2	35	195	5.6

Students-Teacher Ratio

4.30 In order to find out the work-load of teachers, the student-teacher ratio was worked out and is presented in table below:

Table 4.8: Students-teacher ratio in sample schools(1969-70)

Type of schools	Students-teacher ratio	
	In girls schools	In mixed schools
1	2	3
Primary	24.9	38.2
Middle	27.7	33.7

The student-teacher ratio is somewhat higher in the mixed schools as compared to the girls schools. In the case of the latter, it is slightly higher for the middle schools than for the primary schools. The opposite tendency was noticed in respect of the mixed schools.

4.31 The average number of teachers in all the types of girls' schools was much lower except in the case of high schools, as compared to the mixed schools. The number of teachers is generally related to the number of students on roll and generally the number of students on roll in girls schools of all types is lower than that of boys or mixed schools.

4.32 Half of the teachers appointed in the selected schools were educated upto matriculation, 28 per cent had the graduate or the post-graduate degrees while one fifth of the teachers had studied upto middle standard. Only a few teachers had the primary school education. Two of them were craft/sewing teachers. The remaining were engaged in teaching the students of lower standards. Table 4.9 gives particulars regarding the educational background of headmasters/headmistresses and teachers.

Table 4.9: Distribution of the staff of selected schools by their academic qualifications

Academic Qualifications	Headmasters/ Headmistresses (79)		Teachers of selected schools (505)	
	No.	%	No.	%
1	2	3	4	5
Upto Primary	-	-	6	1.2
Upto Middle	15	19.2	105	20.8
Upto Matric	37	47.4	253	50.1
Upto Graduate	20	25.6	122	24.2
Upto Post-Graduate	6	7.7	19	3.8

4.33 About 94 per cent of the headmasters and 88 per cent of the teachers had attended the teachers training courses. Out of these trained personnel, 99 per cent of the headmasters and 97 per cent of the teachers had attended long-term training courses while the rest had attended the short-duration courses.

Period of Service

4.34 The maximum number of headmasters as well as teachers were working in the selected institutions for a period of 5 years or more. Only 15 per cent headmasters and 12 per cent of the teachers had served in these institutions for less than a year. The period of service of the remaining teachers varied anything between one to five years. Some of these institutions were set up recently which might be the reason for their lesser tenure of service in them.

Chapter V

ENROLMENT OF CHILDREN OF THE SAMPLE HOUSEHOLDS

5.1 In this chapter, a detailed analysis will be made about the enrolment of children in the schools in selected villages, the family background of the children who attended or did not attend the schools, measures taken to increase the enrolment of children by school authorities, parents, local leaders, and contribution of school-mothers towards increasing the attendance of children particularly the girls. On the basis of the analysis of these data, it may be possible to establish the trend in the enrolment of children in the selected village schools.

5.2 As already mentioned three types of respondents were interviewed in the village in order to get an idea about the family background of the children who attended or those who did not attend the schools. These were the parents of the school-going and non-school-going children and also the local leaders or the knowledgeable persons. In all, 1376 families were covered. Of these, 754 (54.8%) families sent their children to the schools; 388 (28.2%) families did not send their daughters of school-going age to the schools, while 234 (17%) families were of the knowledgeable persons in the selected villages.

Size of Family

5.3 The average size of the family and the average number of children of the Hindus, Scheduled Caste and Scheduled Tribes, and 'Others' belonging to the three groups of households are given in Table 5.1.

Table 5.1: Family size and average number of children in the sample households(cultural groups).

Item	Parents of school-going children				Parents of non-school-going children				Knowledgeable persons			
	Hindu	Others	SC/ST	Total	Hindu	Others	SC/ST	Total	Hindu	Others	SC/ST	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Average size of Family	7.9	7.4	7.3	7.8	7.2	7.5	6.7	7.1	8.4	8.5	9.6	8.5
2. Average No. of children	3.8	3.9	3.8	3.8	3.8	3.8	3.6	3.7	3.7	4.0	5.2	3.8
3. Average No. of children of school-going age (6-14 years)												
Boys	0.9	0.8	0.7	0.8	0.9	1.0	0.9	0.9	1.1	1.4	2.3	1.3
Girls	1.7	1.7	1.8	1.7	1.5	1.5	1.5	1.5	1.3	1.2	1.6	1.3
Total	2.6	2.5	2.5	2.6	2.4	2.4	2.4	2.4	2.4	2.6	3.9	2.6
Total respondent	568	14	72	754	201	59	128	388	181	33	20	234

5.4 The average size of the family varies from 7.1 to 9.6 among various cultural groups of the three categories of respondents. By and large, the knowledgeable persons had larger family size and among them the average size of the family among the Scheduled Castes and Scheduled Tribes figures to be 9.6. In case of the other two categories of respondents the Hindus and 'Others' have larger size of families than the Scheduled Castes and Scheduled Tribes. There is, however, not much variation in respect of average number of children or average number of children of the school-going age except in the case of the children of the Scheduled Castes and Scheduled Tribes belonging to the category of knowledgeable persons.

5.5 In terms of occupational groups, one finds that the size of family of the knowledgeable cultivators is larger (9.1) in comparison to the cultivators of the other two categories. Next to this comprise the occupational groups of trade and commerce (8.2) belonging to the category of parents of school-going children and those engaged in service (8.2), falling in the category of parents of non-school-going children. 'Others' occupational group of all the three categories and the parents of school-going children having 'no occupation' have relatively smaller family size. The average number of children in case of all occupational groups of all the three categories of

respondents ranges from 2.8 to 4.3 per family. The smallest and the largest number of children come from the service and cultivators respectively belonging to the category of knowledgeable persons. There is no much variation with regard to the children of school-going age except that the number is relatively less in case of the service holders belonging to the category of knowledgeable persons.

(Table on page 79)

Table 5.2: Family size and average number of children in the sample households (occupational groups).

Item	Parents of school-going children						Parents of non-school-going children					Knowledgeable persons				
	Cul-ti-vator	Tra-de/com-merce	Ser-vice	Oth-ers	No occu-pation	Tot-al	Cul-ti-vator	Tra-de/com-merce	Ser-vice	Oth-ers	To-tal	Cul-ti-vator	Tra-de/com-merce	Ser-vice	Oth-ers	To-tal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Average size of family	7.9	8.2	8.1	6.9	6.3	7.8	7.6	7.0	8.2	6.6	7.1	9.1	7.6	7.5	7.1	8.5
Average number of children	3.9	4.1	4.0	3.3	3.3	3.8	3.8	3.2	4.1	3.6	3.7	4.3	3.3	2.8	3.1	3.8
Average number of children of school-going age (6-14 years)																
Boys	0.9	1.0	0.8	0.7	1.7	0.8	1.0	0.6	1.3	0.9	0.9	1.4	1.2	1.0	0.8	1.3
Girls	1.7	1.6	1.9	1.7	1.3	1.7	1.4	1.8	1.4	1.5	1.5	1.4	1.2	0.9	1.3	1.3
Total	2.6	2.6	2.7	2.4	3.0	2.6	2.4	2.4	2.7	2.4	2.4	2.8	2.3	1.8	2.1	2.6
Total relevant respondents	320	104	167	160	3	754	145	13	25	205	388	146	33	20	35	234

Proportion of Children Attending Schools

5.6 Out of the total children from the sample households, the proportion attending the schools have been categorised in terms of cultural and occupational groups. Table 5.3 gives the distribution of the children in terms of cultural groups:

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(Table on next page)

Table 5.3: Proportion of children attending school (Cultural groups)

Children	Parents of school-going children				Knowledgeable persons			
	Hindu	SC/ST	Others	Total	Hindu	SC/ST	Others	Total
1	2	3	4	5	6	7	8	9
<u>Below 6 years:</u>								
<u>Boys</u>								
Total in the age group	325 (47.5)	51 (55.4)	82 (53.2)	458 (49.2)	124 (54.9)	17 (65.4)	23 (47.9)	164 (54.7)
Attending school	22 (6.8)	-	3 (3.7)	25 (5.4)	14 (11.3)	1 (5.9)	-	15 (9.1)
<u>Girls</u>								
Total in the age group	359 (52.5)	41 (44.6)	72 (46.8)	472 (50.8)	102 (45.1)	9 (34.6)	25 (52.1)	136 (45.3)
Attending school	33 (9.2)	1 (2.4)	3 (4.2)	37 (7.8)	11 (10.8)	-	-	11 (8.1)
<u>Total</u>								
Total in the age group	684	92	154	930	226	26	48	300
Attending school	55 (8.0)	1 (1.1)	6 (3.9)	62 (6.7)	25 (11.1)	1 (3.8)	0 (0.0)	26 (8.7)
<u>6-14 years:</u>								
<u>Boys</u>								
Total in the age group	496 (33.5)	48 (26.8)	95 (33.2)	639 (32.9)	204 (46.6)	45 (58.4)	45 (52.9)	294 (49.0)
Attending school	472 (95.2)	38 (79.2)	83 (87.4)	593 (92.8)	199 (97.5)	33 (73.3)	37 (82.2)	269 (91.5)
<u>Girls</u>								
Total in the age group	983 (56.5)	131 (73.2)	191 (66.8)	1305 (67.1)	234 (53.4)	32 (41.6)	40 (47.1)	306 (51.0)
Attending school	901 (91.7)	100 (76.3)	164 (85.9)	1165 (89.3)	208 (88.9)	10 (31.3)	32 (81.0)	250 (81.7)
<u>Total</u>								
Total in the age group	1479	179	286	1944	438	77	85	600
Attending school	1373 (92.8)	138 (77.1)	247 (86.4)	1758 (90.4)	407 (92.9)	43 (55.8)	69 (81.2)	519 (86.5)

Percentages in parenthesis.

5.7 The above table reveals that the percentage of children below six years of age attending schools is more in the case of knowledgeable persons as compared to the other category of parents of school-going children. The position gets changed in the case of the children belonging to the age group of 6-14 years. The table further reveals that the percentage of Hindu children (in both the age groups) attending the schools is more in comparison to the other cultural groups. Only one Scheduled Caste and Scheduled Tribe child below six years of age is noticed attending the school in each of the categories of parents of school-going children and knowledgeable persons.

5.8 Coming to the occupational groups, one finds that percentages of children below six years of age attending school are more in case of all the various occupational groups (except 'no occupation') of knowledgeable persons' category (individually and collectively) in comparison to the counterpart occupational groups of the category of parents of school-going children. There seems to be slight variation in case of the corresponding occupational groups (except 'no occupation') of both the categories of respondents whose children between 6-14 years of age are attending the schools. However, maximum percentages (over 94%) of children (6-14 years) of the service holders of both the categories of respondents have been attending the schools. Details are given in Table 5.4.

Table 5-4: Proportion of children attending school (Occupational groups)

Children	Parents of school-going children						Knowledgeable persons				
	Cultivator	Trade/Commerce	Service	Others	No occupation	Total	Cultivator	Trade/commerce	Service	Others	Total
1	2	3	4	5	6	7	8	9	10	11	12
<u>Below 6 years</u>											
<u>Boys</u>											
Total in the age group Attending school	206	69	110	72	1	458	120	17	11	16	164
	(50.7)	(43.7)	(50.7)	(48.6)	(100.0)	(49.2)	(54.8)	(58.6)	(57.9)	(48.5)	(54.7)
	8	6	8	2	1	25	12	1	2		15
	(3.9)	(8.7)	(7.3)	(2.8)	(100.0)	(5.5)	(10.0)	(5.9)	(18.2)		(9.1)
<u>Girls</u>											
Total in the age group Attending school	200	89	107	76	-	472	99	12	8	17	136
	(49.3)	(56.3)	(49.3)	(51.4)	-	(50.8)	(45.2)	(41.4)	(42.1)	(51.5)	(45.3)
	15	8	10	4	-	37	5	4	1	11	11
	(7.5)	(9.0)	(9.3)	(5.3)	-	(7.8)	(5.0)	(33.3)	(12.5)	(5.9)	(8.1)
<u>Total</u>											
Total in the age group Attending school	406	158	217	148	1	930	219	29	19	33	300
	(5.7)	(8.9)	(8.3)	(4.1)	(100.0)	(6.7)	(7.5)	(17.2)	(15.8)	(33.3)	(8.7)
	23	14	18	6	1	62	17	5	3	1	26
	(5.7)	(8.9)	(8.3)	(4.1)	(100.0)	(6.7)	(7.5)	(17.2)	(15.8)	(33.3)	(8.7)
<u>6-14 years</u>											
<u>Boys</u>											
Total in the age group Attending school	287	100	130	117	5	639	209	39	19	27	294
	(34.6)	(36.9)	(29.1)	(30.2)	(55.6)	(32.9)	(50.9)	(49.4)	(52.8)	(36.5)	(49.0)
	265	95	129	99	5	593	187	37	19	26	269
	(92.3)	(95.0)	(99.2)	(84.6)	(100.0)	(92.8)	(89.5)	(94.9)	(100.0)	(96.3)	(91.5)
<u>Girls</u>											
Total in the age group Attending school	543	171	317	270	4	1305	202	40	17	47	306
	(65.4)	(63.1)	(70.9)	(69.8)	(44.4)	(67.1)	(49.1)	(50.6)	(47.2)	(63.5)	(51.0)
	471	159	292	239	4	1165	158	37	15	40	250
	(86.7)	(93.0)	(92.1)	(88.5)	(100.0)	(89.3)	(78.2)	(92.5)	(88.2)	(85.1)	(81.7)
<u>Total</u>											
Total in the age group Attending school	830	271	447	387	9	1944	411	79	36	74	600
	(88.7)	(93.7)	(94.2)	(87.3)	(100.0)	(90.4)	(83.9)	(93.7)	(94.4)	(89.2)	(86.5)
	736	254	421	338	9	1758	345	74	34	66	519
	(88.7)	(93.7)	(94.2)	(87.3)	(100.0)	(90.4)	(83.9)	(93.7)	(94.4)	(89.2)	(86.5)

Percentages in parenthesis.

Reasons for Low Enrolment

5.9 It was noted that the enrolment of girls in the schools was lower than that of the male children. The headmasters and the teachers were asked to give reasons for the low enrolment of girls in their schools. Nearly one half of the headmasters and 61 per cent of the teachers mentioned economic backwardness of the parents as one of the main reasons for low enrolment of girls. Indifference to girls' education or apathy of the parents was another important reason given by more than two-fifths of the headmasters and one half of the teachers. Nearly 50 per cent of the headmasters and one third of the teachers emphasised that ~~the~~ parents were not willing to send the girls to the schools because they could help in household work and could be employed in some more gainful activity by current norms. Table 5.5 gives necessary details:

Table 5.5: Reasons for low enrolment of girls as reported by headmasters and teachers

Reasons	Headmaster		Teacher	
	No.	%	No.	%
1	2	3	4	5
Economic backwardness	36	49.3	41	61.2
Girls engaged in domestic/gainful activity	33	45.2	25	37.3
Indifference/Apathy of parents	30	41.1	33	49.2
Another school nearby	12	15.6	5	7.4
Inadequate building/sitting arrangements	10	13.7	8	11.9
Social backwardness	7	9.6	10	14.9
Inadequate teaching aids/craft class equipments/lack of play grounds	3	4.1	4	5.9
School at a distance/communication difficulty	3	4.1	3	4.5
No separate girls' school	1	1.4	5	7.4
Total reporting	73		67	

Efforts Made and Suggestions Offered to Increase the Enrolment

5.10 There was a tendency amongst parents to withdraw children from the schools after some years of schooling as by that age they could be helpful in agricultural operations or household work. Over half of the parents of school-going children (57%) and three-fourths of the knowledgeable persons reported that school authorities took some measures for increasing the enrolment of the girls. Of them, two-thirds of the former and three-fifths of the latter reported that teachers contacted the guardians of the children. About one-fifth of the respondents of both the categories reported that the survey of the eligible children was conducted in their villages. About 20 per cent of the parents and 17 per cent of the knowledgeable persons were not aware of any such measures taken by the schools. Further details are given in Table 5.6.

(Table on next page)

Table 5.6: Efforts made by the schools for increasing the enrolment as reported by parents

Efforts made	Category of Respondents			
	Parents of school-going children		Knowledgeable persons	
	Respondents reporting		Respondents Reporting	
	No.	%	No.	%
1	2	3	4	5
1. Teachers contacted guardians	270	63.4	108	61.4
2. Conducted survey of eligible children	79	18.5	42	23.9
3. School Committee members contacted guardians	47	11.0	26	14.8
4. Organised meetings/Group discussions	48	11.3	30	17.0
5. Arranged Prabhat Pheries/canvassed door to door for enrolment	41	9.6	39	10.8
6. School buildings constructed/extended	38	8.9	13	7.4
7. Formed enrolment committee/parents teacher association	35	8.2	14	7.9
8. Offered incentives to girls	24	5.6	10	5.7
9. School was upgraded	16	3.8	7	3.9
10. Headmaster/Teachers contacted influential persons	39	9.2	29	16.5
11. No measures taken	153	20.3	40	17.1
12. Cannot say	175	23.2	18	7.7
<u>Respondents reporting measures taken</u>	<u>426</u>	<u>56.5</u>	<u>176</u>	<u>75.2</u>
<u>Total No. of relevant respondents</u>	<u>754</u>	<u>100.0</u>	<u>234</u>	<u>100.0</u>

5.11 The headmasters and the teachers were also asked to specify the measures taken by the school for increasing the enrolment of girls. Nearly, three-fourths of the headmasters and 70 per cent of the teachers reported that attempts were made by the school in this connection. The

foremost of these attempts was to meet and contact people in general and the parents in particular to persuade them to send their girls to schools. Enumeration of children of school-going age was also considered as a helpful measure to increase the enrolment of girls by about 14 per cent of the headmasters and teachers. The special schemes like provision of text books, mid-day meals, etc., appointment of school-mothers and sanitary facilities have been reported by only 13 headmasters and 4 teachers. Details are given below.

Table 5.7: Headmasters and teachers reporting efforts made by schools to increase enrolment.

Efforts made	Headmaster		Teachers	
	No.	%	No.	%
1	2	3	4	5
Contact/Meeting with people/parents	55	94.8	49	98.0
Enumeration of eligible children	8	13.8	7	14.0
Provision of text books/mid-day meals, etc.	5	8.6	-	-
Arrangement of extra coaching/craft classes, etc.	3	5.2	3	6.0
Improvement in the standard and discipline	3	5.2	1	2.0
Appointment of school mother/provision of escorts	5	8.6	3	6.0
Construction of building/sanitary facility, etc.	3	5.2	1	2.0
Others	7	12.1	6	12.0
Number reporting	58	74.4	50	69.4
Total respondents	78	-	72	-

~~5.12~~

5.12 The parents of school-going children and the knowledgeable persons or leaders could also be helpful in increasing enrolment of girls by persuading the parents who were reluctant to send their girls to schools for one reason or the other. Only 40 per cent of the respondents in the first category helped by contacting and persuading the parents to send their girls to schools or motivated the girls to attend schools through the examples of their school-going daughters. The percentage of persons in the second category, i.e., knowledgeable persons, who also helped in the enrolment of girls was almost double than that of those in the first category. The measures taken or methods adopted by them in this respect were mainly the same as followed by the respondents in the first category. In addition to these two measures mentioned above, some respondents had organised or took part in meetings organised for increasing enrolment of girls, contacted officials, village leaders, and other influential persons in the village.

5.13 The village institutions like the panchayats co-operatives, youth clubs, and mahila mandals wherever in existence could also assist the schools in enrolment of girls. The headmasters of the selected institutions were asked to offer their opinions on this point. A majority of them felt that the members of the village panchats, youth clubs, and mahila mandals could also take part in

enrolment drive while about 25 to 30 per cent of them considered that village cooperatives and block agency could as well be helpful in this respect. It was started by some headmasters that cooperatives, panchayats, and block agency should earmark certain funds which might enable the schools to supply books, slates, uniforms (either free or at cheaper rates) to the poorer children and if sufficient funds were made available, the schools could undertake the programme of free supply of mid-day meals to the children. These two measures are likely to motivate even the poorer parents to send their children to the schools. Another suggestion was that these three institutions could initiate award of stipends, scholarships or some sort of financial assistance to the parents who were unable to send their children to the schools on account of their poverty. The members of youth club could contribute free labour in the construction work undertaken for school building, teachers quarters or sanitary blocks. The mahila mandals could assist in organising cultural and recreational functions for the village schools. Thus, if all the village institutions are activated to assist the village schools, this will have impact on the traditional ideas and/or social constraints experienced by the parents regarding sending girls to the schools.

Role played by School-mothers

5.14 As stated in one of the earlier chapters, the special scheme for the appointment of school-mothers was introduced with the specific intention of assuring the parents of the motherly care of their daughters while going to and returning from the schools as well as at the schools by the school mothers. It was assumed that the introduction of this scheme would have the desired effect on increase in the enrolment of girls in the schools. It was observed that this scheme was introduced in only 19 institutions as against 78 institutions selected for this study. Among the selected schools, only 19 school-mothers were appointed when the present survey was conducted. Though this could not be considered as an adequate sample to represent the all-India picture, attempts were made to find out what sort of duties were performed by these school-mothers, how many girl students were generally required to be taken care of by them and if their appointment has really achieved the purpose of increasing the enrolment of girls in the schools.

5.15 The general educational level of school-mothers was low. Out of the 19 sample school-mothers, 9 were illiterate, 8 had read upto primary standard, and 2 were middle pass.

5.16 The main job assigned to the school-mother was to escort the children and also to look after them in the schools. This duty was performed by the school-mothers in most of the sample schools. Fifteen of them used to wash faces and comb the hair of the children, while some of them conducted prayers and classes also (if they were educated), and prepared mid-day meals. Ten school-mothers reported that they had to do odd jobs as well as to serve as school attendants also. This last one could not be considered as a job to be done by school-mothers as envisaged in the scheme.

5.17 More than half of the school-mothers were not happy about their service conditions. They expressed resentment that they had to do miscellaneous jobs but were paid very meagre salary. The service conditions were not considered satisfactory. Nine of them were part-time workers and were paid a remuneration of Rs.20 to Rs.30 per month while 5 others were getting salary ranging from Rs.80 to 100 and the remaining over Rs.100. The school-mothers employed in primary schools had generally to take care of 25 to 50 children per head but nine school-mothers reported that they were required to look after 50-75 or even upto 100 school children per head. The strength of school children studying in middle schools was generally smaller and the school-mothers who were employed in schools having middle classes had to bear the additional charge of 10 to 20 children.

5.18 The pertinent question is how the school-mothers perceive their role in enhancing the enrolment of girls in schools. They stated that they had been able to persuade the parents to send their daughters to the schools on the assurance that they (the school-mothers) would be escorting them to and from the schools and would also look after them during school hours. About 30 per cent of the school-mothers stated that their appointment did not contribute towards increase in the enrolment of children because the people in the areas in which they served were very poor, illiterate, and they could not be persuaded to send the girls to schools as the girls were required to help in household work. These school-mothers were from the selected institutions in Cachar, Chamba, and Anantnag districts.

5.19 The usefulness of the scheme of school-mothers was also corroborated by the parents of school-going children as well as the knowledgeable persons. Fiftyfive per cent, out of 207 relevant parents, stated that the school-mothers took care of their young girls. So also 49 per cent, out of 60 relevant knowledgeable persons, shared the same view. A substantial proportion of the above two categories of respondents (18 and 24 per cent respectively) stated that this scheme ensured regular attendance of children in the schools.

5.20 The appointment of school-mothers was one of the main schemes aimed at increasing the enrolment of students, particularly the girls. It had already been noted that in most of the selected institutions and districts surveyed for this report there had been increase in the enrolment of children in general and girls in particular. It was a cumulative effect of various special schemes introduced as well as other socio-economic factors. It would not be possible to isolate the contributions of school-mothers towards the enrolment of girls in the schools.

5.21 The scheme, however, has potentialities for increasing the strength of children in schools because it provides a free escort for the children to and from schools and parents need not spend their time in reaching their children to the schools. The persuasion by school-mothers may not by itself be sufficient to convince parents about the advantages of sending the children to the schools but if it is accompanied by enrolment drive or similar attempts on the part of teachers and community leaders, it will have the better effect.

Chapter VI

ATTITUDE OF PARENTS TOWARDS GIRLS' EDUCATION

6.1 Since the attainment of Independence, efforts have been made for the implementation of various rural development programmes and to bring about change in the attitude of the rural people. It would be relevant to know the extent to which the attitude of villagers have changed towards the education of girls.

6.2 New ideas and practices are generally first adopted by the upper stratum of the rural community. These practices then gradually percolate to the middle and lower strata of the community. In the light of this, it was considered essential to have the background information about the selected parents of the school-going and non-school-going children.

Cultural and Occupational Groups

6.3 Out of the total respondents of 1,376, 54.8 per cent were the parents of the school-going children, 28.2 per cent were the parents of the non-school-going children, and 17 per cent were the knowledgeable persons. While more than seventyfive per cent of the parents of the school-going children and knowledgeable persons were the Hindus, over fifty per cent of the parents of the non-school-going children belonged to this cultural group. Taken all the three categories of respondents together 69.0 per cent were the Hindus, 16.0 per cent constituted

the Scheduled Caste and Scheduled Tribes, and the remaining (15%) belonged to the other cultural group (including Muslim, Christian, Jain, and Sikh). Details are given in the table that follows:

Table 6.1: Distribution of respondents by cultural groups

Category of Respondents	Respon- dents reporting	Cultural groups		
		Hindu	SC/ST	Others
1	2	3	4	5
1. Parents of school-going children	754 (54.8)	568 (75.3)	72 (9.5)	114 (15.1)
2. Parents of non-school-going children	388 (28.2)	201 (51.8)	128 (33.0)	59 (15.2)
3. Knowledgeable persons	234 (17.0)	181 (77.4)	20 (8.5)	33 (14.1)
Total	1376 (100.0)	950 (69.0)	220 (16.0)	206 (15.0)

(Percentages in parenthesis)

6.4 Another factor which is likely to affect the decision of the parents to educate or not to educate their daughters is their economic condition. Though the education upto middle school standard at the government institutions is free, the parents generally incur expenditure on the text books, stationery, school uniforms (or clothes), etc., of the children. In addition, the parents have to forego the wages these children could earn or their assistance on the farm or in the household work if they are sent to the schools.

6.5 With a view to confirm this presumption, the selected families were divided according to the principal occupation of the head of the family. The maximum percentage of the respondents from all the three categories taken together were of the cultivators (44.4%). Considering the individual categories of respondents, one can state that 62.4 per cent of the knowledgeable persons and 42.4 per cent of the parents of school-going children belonged to the majority category of cultivators. On the other hand, a majority of the parents of the non-school-going children belonged to the 'others' occupational category (including agricultural labourer, unskilled labourer, etc.). Table 6.2 reveals the distribution of the respondents in terms of other occupational group as well.

Table 6.2: Distribution of respondents by occupational groups (Principal occupation).

Category of respondents	Respon- dents reporting	Occupational groups				
		Culti- vators	Trade & Commerce	Service	Others	Nonoccu- pation
1	2	3	4	5	6	7
1. Parents of school-going children	754 (54.8)	320 (42.4)	104 (13.8)	167 (22.1)	160 (21.2)	3 (0.4)
2. Parents of non-school-going children	388 (28.2)	145 (37.4)	13 (3.4)	25 (6.4)	205 (52.8)	--
3. Knowledgeable persons	234 (17.0)	146 (62.4)	33 (14.1)	20 (8.5)	35 (15.0)	--
Total	1376 (100.0)	611 (44.4)	150 (10.9)	212 (15.4)	400 (29.1)	3 (0.2)

(Percentages in parenthesis)

Reasons for Sending Girls to Schools

6.6 It has already been stated that 988 respondents (of which 234 were knowledgeable persons) had enrolled their children (including girls) in the schools. What were the reasons which brought about change in their traditional approach towards the education of girls and prompted them to send their daughters to the schools? The foremost reasons given by the majority of the respondents of all the cultural groups (except the Scheduled Caste and Scheduled Tribes) in both the categories of respondents were that they were convinced that it was necessary to educate the girls in the present set-up of society and that the educated girls could manage their household duties and child-care in a better manner than the uneducated ones. About 30 to 46 per cent of the total respondents in both the categories expressed that the educated girls would be in a secure position to work and earn money, at least in cases of emergency, and felt that the educated girls would have better marriage prospects. These views were expressed in larger proportion by the Hindus followed by others and Scheduled Castes and Scheduled Tribes. Location of schools in their villages, free education, and persuasion by the school teachers also played some role in prompting the respondents to send their daughters to the schools. The emphasis on these reasons were relatively more among the Scheduled caste and Scheduled Tribes (Table 6.3).

Table 6.3: Reasons for sending girls (6-14 years) of the family to the schools (cultural

Reasons for sending girls to school	Parents of school-going children				Knowledgeable persons			
	Hindu	Others	SC/ST	Total	Hindu	Others	SC/ST	Total
1	2	3	4	5	6	7	8	9
1. Girls need to be educated in the present set up of the society for social status.	312 (54.9)	61 (53.5)	33 (45.8)	406 (53.8)	96 (53.0)	14 (42.4)	4 (20.0)	114 (48.7)
2. Educated girls can manage their home better/bringing up their children better	314 (55.3)	54 (47.4)	32 (44.4)	400 (53.0)	104 (57.5)	15 (45.4)	5 (25.0)	124 (53.0)
3. For pursuit of better career/to work and earn	260 (45.8)	49 (43.0)	38 (52.8)	347 (46.0)	57 (31.5)	10 (30.3)	4 (20.0)	71 (30.3)
4. To facilitate marriage alliance with family of equal status	189 (33.3)	38 (33.3)	13 (18.1)	240 (31.8)	70 (38.7)	8 (24.2)	1 (5.0)	79 (33.8)
5. School is better place than home for learning and playing	110 (19.4)	17 (14.9)	15 (20.8)	142 (18.8)	31 (17.1)	4 (12.1)	1 (5.0)	36 (15.4)
6. As the school is located in the village/near the house	55 (9.7)	23 (20.2)	27 (37.5)	105 (13.9)	12 (6.6)	6 (18.2)	3 (15.0)	21 (9.0)
7. As education is free	42 (7.4)	14 (12.3)	19 (26.4)	75 (9.9)	8 (4.4)	4 (12.1)	3 (15.0)	15 (6.4)
8. Persuasion by teachers	6 (1.1)	3 (2.6)	10 (13.9)	19 (2.5)	1 (0.6)	-	-	1 (0.4)
Total Respondents	568 (75.3)	114 (15.1)	72 (9.5)	754 (100.0)	181 (77.4)	33 (14.1)	20 (8.5)	234 (100.0)

(Percentages in parenthesis)

6.7 The reasons suggested by the various cultural groups have received almost the same weightage (with little variation) by the respondents belonging to the various occupational groups in both the categories (parents of school-going children and knowledgeable persons). Thus, 40 to 64 per cent of the respondents who were in service were sending their girls to the schools because the educated girls would be in a better position: (i) to work and earn money, at least in the cases of emergency; (ii) to manage their household work and child care; and (iii) to enable them to adjust in the present set-up of the society (which would give them social status) than the uneducated ones. The above reasons were also put forward in varying percentages (23 to 59%) by the cultivators, those engaged in trade and commerce, and 'others'. Besides these reasons, 23 to 39 per cent of the respondents of the various occupational groups of both the categories felt that the educated girls would have better marriage prospects. The reasons like availability of a school near the house, free education, persuasion by the teachers, school being a better place than home for learning and playing, etc., were also mentioned as the considerations for sending the girls to the schools by the various occupational groups of both the categories (Table 6.4).

Table 6.4: Reasons for sending the girls (6-14 years) of the family to the schools(occupational groups).

Reasons	Parents of school-going children						Knowledgeable persons				
	Culti- vator	Trade/ Com- merce	Ser- vice	Oth- ers	No occu- pation	Total	Culti- vator	Trade/ Com- merce	Ser- vice	Oth- ers	Total
1	2	3	4	5	6	7	8	9	10	11	12
1. Girls need to be educated in the present set up of the society for social status	176	93	80	1	46	406	78	14	12	10	114
	(55.0)	(49.0)	(58.7)	(50.0)	(33.3)	(53.8)	(53.4)	(42.4)	(60.0)	(28.6)	(48.7)
2. Educated girls can manage their homes better/bring up their children better	170	50	100	78	2	400	86	18	8	12	124
	(53.1)	(43.1)	(59.9)	(48.8)	(66.7)	(53.0)	(58.9)	(54.5)	(40.0)	(34.3)	(53.0)
3. For pursuit of better career/ to work and earn	124	38	107	75	3	347	34	16	10	11	71
	(38.8)	(36.5)	(64.1)	(46.9)	(100.0)	(46.0)	(23.3)	(48.5)	(50.0)	(31.4)	(30.3)
4. To facilitate marriage alliance with family of equal status	100	34	65	41	-	240	51	13	7	8	79
	(31.2)	(32.7)	(38.9)	(25.6)	-	(31.8)	(34.9)	(39.4)	(35.0)	(22.9)	(33.8)
5. School is better place than home for learn-	57	22	29	34	-	142	24	6	2	4	36
	(17.8)	(21.2)	(17.4)	(21.2)	-	(18.8)	(16.4)	(18.2)	(10.0)	(11.4)	(15.4)

Table 6.4 (Contd.)

	1	2	3	4	5	6	7	8	9	10	11	12
6. As the school is located in the village/near the house		51 (15.9)	8 (7.7)	13 (7.8)	33 (20.6)	-	105 (13.9)	16 (11.0)	2 (6.1)	1 (5.0)	2 (5.7)	21 (9.0)
7. As education is free		38 (11.9)	4 (3.8)	11 (6.6)	22 (13.8)	-	75 (9.9)	10 (6.8)	2 (6.1)	-	3 (8.6)	15 (6.4)
8. Persuasion by teachers		9 (2.8)	1 (1.0)	3 (1.8)	6 (3.8)	-	19 (2.5)	-	1 (3.0)	-	-	4 (0.4)
Total Respondents		320 (42.4)	104 (13.8)	167 (22.1)	160 (21.2)	3 (0.4)	754 (100.0)	146 (52.4)	33 (14.1)	20 (8.5)	35 (15.0)	234 (100.0)

(Percentages in parenthesis)

Reasons for not Sending Girls to Schools

6.8 In spite of the special efforts made, some parents did not send their children especially girls to the schools. This would be of interest from the point of taking remedial measures. There were four main reasons for not sending girls to the schools. These were, (a) financial difficulties, (b) girls were required to help in household work, (c) girls were needed to look after the younger children in the family, and (d) girls were required to help in the household profession or to earn wages to supplement the family income. These reasons were mentioned by a substantial proportion (varying from 24 to 66%) of the parents of non-school-going children belonging to all the three major cultural groups as may be seen in the table below. Girls leaving after marriage, indifference of parents, lack of appreciation, lack of interest in the study by the girls, social barrier, lack of separate girls school in the village, school located at a distance, purdah system, difficulty in the marriage of educated girls, etc., were the reasons narrated by a lesser percentage of the parents of non-school-going children belonging to the various cultural groups (Table 6.5).

Table 6.5: Reasons for not sending the girls (6-14 years) of the family to the schools (cultural groups).

Reasons	Parents of non-school-going children			
	Hindu	SC/ST	Others	Total
1	2	3	4	5
1. Financial difficulties	117 (58.2)	83 (64.8)	39 (66.1)	239 (61.6)
2. Required to help in domestic work	79 (39.3)	69 (53.9)	20 (33.9)	168 (43.3)
3. Needed to look after younger ones	67 (33.3)	40 (31.2)	8 (13.6)	115 (29.6)
4. Needed to help in household profession/to work to supplement household income	48 (23.9)	42 (32.8)	19 (32.2)	109 (28.1)
5. No benefits to parents as girls leave after marriage	13 (6.5)	7 (5.5)	4 (6.8)	24 (6.2)
6. Girls need not be educated	11 (5.5)	10 (7.8)	2 (3.4)	23 (5.9)
7. Indifference of parents	8 (4.0)	12 (9.4)	3 (5.1)	23 (5.9)
8. Lack of interest of girls.	16 (8.0)	15 (11.7)	7 (11.9)	38 (9.8)
9. Social barriers	1 (0.5)	4 (3.1)	3 (5.1)	8 (2.1)
10. No separate school for girls in the village	-	3 (2.3)	4 (6.8)	7 (1.8)
11. School at distance	2 (1.0)	4 (3.1)	1 (1.7)	7 (1.8)
12. Purdah system	-	-	2 (3.4)	2 (0.5)
13. Difficult to find suitable grooms for educated girls	3 (1.5)	8 (6.2)	-	11 (2.8)
14. Others	11 (5.5)	6 (4.7)	5 (8.5)	22 (5.7)
Total number of relevant respondents	201 (51.8)	128 (33.0)	59 (15.2)	388 (100.0)

(Percentages in parenthesis)

6.9 When the parents of the non-school-going children were classified into various occupational groups, one finds that the maximum percentage (80%) of the service holders were not sending their girls to the schools due to financial difficulties. About 71 per cent of those in 'others' group, 48 per cent of the cultivators, and 39 per cent of those engaged in trade and commerce were of the same view. The next reason for not sending the girls to the schools was the fact that the girls were required to assist their parents in domestic work. This was reported by about 48 per cent of the cultivators, 46 per cent by those in trade and commerce, and 42 per cent by those engaged in 'others' occupation. 'Girls are needed to look after the younger ones' was the reason reported by 46 per cent of those engaged in trade and commerce followed by 31 per cent of the cultivators. Girls are required to help in household profession and supplement to the household income was another reason put forward by 30 per cent of the cultivators followed by those belonging to 'others', service, and trade and commerce categories. Lack of interest of girls, no benefit to parents as girls leave after marriage, indifference of parents, purdah system, etc., were some of the minor considerations for not sending the girls to the school by the various occupational groups of respondents. Details are given in the table that follows (Table 6.6).

Table 6.6: Reasons for not sending the girls (6-14 years) of the family to schools (occupational groups)

Reasons	Parents of non-school-going children				
	Culti- vators	Trade/ Commerce	Service	Others	Total
	2	3	4	5	6
1. Financial difficulties	69 (47.6)	5 (38.5)	20 (80.0)	145 (70.7)	239 (61.6)
2. Required to help in domestic work	69 (47.6)	6 (46.2)	8 (32.0)	85 (41.3)	163 (43.3)
3. Needed to look after younger ones	45 (31.0)	6 (46.2)	4 (16.0)	60 (29.3)	115 (29.6)
4. Girls needed to help in household profession/to work to supplement household income	43 (29.6)	2 (15.4)	5 (20.0)	59 (28.8)	109 (28.1)
5. Lack of interest of girls	16 (11.0)	3 (23.1)	3 (12.0)	16 (7.8)	38 (9.8)
6. No benefits to parents as girls leave after marriage	15 (10.3)	-	-	9 (4.4)	24 (6.2)
7. Indifference of parents	7 (4.8)	-	-	16 (7.8)	23 (5.9)
8. Girls need not be educated	10 (6.9)	2 (15.4)	2 (8.0)	9 (4.4)	23 (5.9)
9. Difficulty to find suitable grooms for educated girls	8 (5.5)	-	-	3 (1.5)	11 (2.8)
10. Social barriers	3 (2.1)	-	1 (4.0)	4 (2.0)	8 (2.1)
11. No separate school for girls in the village	5 (3.4)	-	1 (4.0)	1 (0.5)	7 (1.8)
12. School at a distance	3 (2.1)	-	-	4 (2.0)	7 (1.8)
13. Purdah system	-	-	2 (8.0)	-	2 (0.5)
14. Others	7 (4.8)	1 (7.7)	2 (8.0)	12 (5.8)	22 (5.7)
Total number of respondents	145 (37.4)	13 (3.4)	25 (6.4)	205 (52.3)	388 (100.0)

(Percentages in parenthesis)

Reasons for Withdrawing Girls from Schools

6.10 Apart from the parents who did not at all send their daughters to the schools, there were some others who enrolled their daughters in the schools but had withdrawn them after two or three years of schooling or after completion of their primary school education. There were about 11 per cent of the respondents in all the three categories who had withdrawn their daughters from schools, the maximum percentage of whom were the parents of non-school-going children. They put forth, more or less, the same pleas for discontinuance as for not sending the girls to the schools. Some girls could not continue their studies because the next higher school was located in another village at a distance from their resident village. Moreover, the grown up girls were needed to assist in household work and they were given training in household duties so that they could manage these duties in a better manner after marriage. Another reason given was that the girls were not interested in further education.

6.11 There seems to be less reluctance on the part of the parents to send the younger girls to the schools. There were about 40 per cent respondents in the three categories who had younger girls in their families and they were willing to send them to the schools. The various reasons enumerated by them indicate that they seem to appreciate the necessity of educating the girls. Details are given in Table 6.7.

Table 6.7: Respondents willing to send their younger girls to schools and reasons thereof

Reasons for wishing to send younger girls to schools	Category of respondents					
	Parents of school-going children		Parents of non-school-going children		Knowledgeable persons	
	Respondents reporting		Respondents reporting		Respondents reporting	
	No.	%	No.	%	No.	%
1	2	3	4	5	6	7
1. Educated girls can manage home better/bring up children better.	154	49.5	34	37.0	52	60.5
2. Girls needed to be educated in the present social set-up.	151	48.6	25	27.2	48	55.8
3. For pursuit of better career/to work and learn	118	37.9	18	19.6	32	37.2
4. To facilitate marriage alliance with family of equal status.	81	26.0	8	8.7	31	36.0
5. School is better place than home for learning and playing.	60	19.3	26	28.3	24	27.9
6. As the school is located in the village near house.	29	9.3	15	16.3	9	10.5
7. As the education is free.	21	6.7	18	19.6	6	7.0
8. Persuasion by teachers.	11	0.3	5	5.4	0	-
Relevant Respondents	311	41.2	92	23.7	86	26.7
Total No. of Respondents	754		388		234	

Reasons for Willingness to send the Younger Girls (below six years at present) to the Schools

6.11 Forty-one per cent of the parents of school-going children, 36 per cent of the knowledgeable persons and about 24 per cent of the parents of non-school-going children showed their willingness to send their younger girls (below six years at present) to the schools. The reasons put forward by them in this regard and placed in tables 6.8 and 6.9 reflect their appreciation for girls' education. Table 6.8 reveals that majority of the Hindus belonging to categories of parents of school-going children and knowledgeable persons and 83 per cent of the Scheduled Castes and Scheduled Tribes belonging to the latter category felt that the educated girls can manage their homes better/bring up their children in a better way. An examination of Table 6.9 indicates that the same reason was favoured by majority of the cultivators from all the three categories of respondents and 80 per cent of the service holders belonging to the category of knowledgeable persons. The other important reasons narrated by the different cultural and occupational groups of respondents belonging to the three different categories were: girls need to be educated in the present social set-up, for pursuit of better career, to facilitate marriage alliance with the family of equal status, school being a better place than home for learning and playing, etc. (Tables 6.8 and 6.9;c

Table 6.8: Respondents willing to send their younger girls to schools (cultural)

Reasons	Parents of school-going children				Parents of non-school-going children				Knowledgeable persons			
	Hindus	SC/ST	Oth-ers	Total	Hindus	SC/ST	Oth-ers	Total	Hindus	SC/ST	Oth-ers	Total
	2	3	4	5	6	7	8	9	10	11	12	13
1. Educated girls can manage home better/bring up children better	130 (56.0)	6 (22.2)	21 (42.0)	157 (50.8)	20 (37.0)	7 (33.3)	6 (37.5)	33 (36.3)	39 (63.9)	5 (83.3)	9 (52.9)	53 (63.1)
2. Girls need to be educated in the present social set-up	114 (49.1)	12 (44.4)	25 (50.0)	151 (48.8)	13 (24.1)	6 (28.6)	5 (31.3)	24 (26.4)	38 (62.3)	4 (66.7)	7 (41.2)	49 (58.3)
3. For pursuit of better career/to work and learn	93 (40.1)	13 (48.1)	13 (26.0)	119 (38.5)	12 (22.2)	5 (23.8)	1 (6.3)	18 (19.8)	21 (34.4)	3 (50.0)	8 (47.1)	32 (38.1)
4. To facilitate marriage alliance with family of equal status	65 (28.0)	6 (22.2)	10 (20.0)	81 (26.2)	4 (7.4)	2 (9.5)	2 (12.5)	8 (8.8)	25 (41.0)	-	6 (35.3)	31 (36.9)
5. School is better place than home for learning and playing	42 (18.1)	10 (37.0)	9 (18.0)	61 (19.7)	12 (22.2)	6 (28.6)	8 (50.0)	26 (28.6)	21 (34.4)	1 (16.7)	2 (11.8)	24 (28.6)
6. As the school is located in the village/near the house	17 (7.3)	3 (11.1)	9 (18.0)	29 (9.4)	7 (13.0)	3 (14.3)	5 (31.3)	15 (16.5)	4 (6.6)	2 (33.3)	3 (17.6)	9 (10.7)
7. As education is free	12 (5.2)	3 (11.1)	6 (12.0)	21 (6.8)	10 (18.5)	3 (14.3)	5 (31.3)	18 (19.8)	2 (3.3)	1 (16.7)	3 (17.6)	6 (7.1)
8. Persuasion by teachers	1 (0.6)	-	-	1 (0.3)	2 (3.7)	2 (9.5)	1 (6.3)	5 (5.5)	-	-	-	-
9. Others	6 (2.6)	2 (7.4)	2 (4.0)	10 (3.2)	4 (7.4)	3 (14.3)	2 (12.5)	9 (9.9)	1 (1.6)	-	-	1 (1.2)
Relevant Respondents	232 (40.8)	27 (37.5)	50 (43.9)	309 (41.0)	54 (26.9)	21 (16.4)	16 (27.1)	91 (23.5)	61 (33.7)	6 (30.0)	17 (51.5)	84 (35.9)
Total No. of respondents.	568	72	114	754	201	128	59	388	181	20	33	234

100%

Table 6.9: Respondents willing to send their younger girls to schools (occupational groups)

Reasons	Parents of school-going children				
	Cultivator	Trade/ Commerce	Service	Others	Total
1	2	3	4	5	6
1. Educated girls can manage home better/bring up children better	76 (56.7)	20 (37.7)	34 (52.3)	27 (47.4)	157 (50.8)
2. Girls need to be educated in the present social set-up	65 (48.5)	25 (47.2)	34 (52.3)	27 (47.4)	151 (48.9)
3. For pursuit of better career/ to work and learn	38 (28.3)	21 (39.6)	36 (55.4)	24 (42.1)	119 (38.5)
4. To facilitate marriage alliance with family of equal status	30 (22.4)	13 (24.5)	21 (32.3)	17 (29.8)	81 (26.2)
5. School is better place than home for learning and playing	26 (19.4)	13 (24.5)	9 (13.8)	13 (22.8)	61 (19.7)
6. As the school is located in the village/near the house	17 (12.7)	2 (3.8)	5 (7.7)	5 (8.8)	29 (9.4)
7. As education is free	11 (8.2)	1 (1.9)	2 (3.1)	7 (12.3)	21 (6.8)
8. Persuasion by teachers	1 (0.7)	-	-	-	1 (0.3)
9. Others	3 (2.2)	1 (1.9)	5 (7.7)	1 (1.8)	10 (3.2)
Relevant Respondents	134 (41.9)	53 (50.9)	65 (38.9)	57 (35.6)	309 (41.0)
Total Respondents	320	104	167	160	754*

*Includes 3 'no occupation' with 'no responses'.

Table 6.9 (Contd.)

Parents of non-school-going children					Knowledgeable persons					
Culti- vator	Trade/ Commerce	Ser- vice	Others	Total	Culti- vator	Trade/ Commerce	Ser- vice	Others	Total	
7	8	9	10	11	12	13	14	15	16	
1.	17 (45.9)	1 (50.0)	1 (25.0)	14 (29.2)	33 (36.3)	42 (68.9)	4 (50.0)	4 (80.0)	3 (30.0)	53 (63.1)
2.	10 (27.0)	-	1 (25.0)	13 (27.1)	24 (26.4)	35 (57.4)	6 (75.0)	2 (40.0)	6 (60.0)	49 (58.3)
3.	5 (13.5)	-	1 (25.0)	12 (25.0)	18 (19.8)	25 (41.0)	2 (25.0)	4 (80.0)	1 (10.0)	32 (38.1)
4.	4 (10.8)	1 (50.0)	1 (25.0)	2 (4.2)	8 (8.8)	21 (34.4)	4 (50.0)	2 (40.0)	4 (40.0)	31 (36.9)
5.	12 (32.4)	1 (50.0)	1 (25.0)	12 (25.0)	26 (28.6)	17 (27.9)	3 (37.5)	1 (20.0)	3 (30.0)	24 (28.6)
6.	5 (13.5)	1 (50.0)	-	9 (18.7)	15 (16.5)	8 (13.1)	1 (12.5)	-	-	9 (10.7)
7.	5 (13.5)	1 (50.0)	-	12 (25.0)	18 (19.8)	5 (8.2)	1 (12.5)	-	-	6 (7.1)
8.	1 (2.7)	1 (50.0)	-	3 (6.3)	5 (5.5)	-	-	-	-	-
9.	5 (13.5)	-	-	4 (8.3)	9 (9.9)	1 (1.6)	-	-	-	1 (1.2)
	37 (25.5)	2 (15.3)	4 (16.0)	48 (23.4)	91 (23.5)	61 (41.8)	8 (24.2)	5 (25.0)	10 (28.6)	84 (35.9)
	145	13	25	205	388	146	33	20	35	234

(Percentages in parentheses)

Suggestions for Facilities for Education of Girls

6.12 The parents of non-school-going were asked to give their suggestions which would enable them to send the girls to the schools. Their main suggestions revolved round the lessening of the financial burden. Thus, over 71 per cent of the respondents belonging to all the various cultural and occupational groups were of the opinion that free supply of books, slates, uniforms, etc., may be provided free of cost. Among the various categories of respondents, Hindus (83.7%) from the cultural groups and those belonging to trade and commerce (80.0%) from the occupational groups rank first and second respectively. This suggestion was followed by the award of stipend and scholarships which was favoured by 44 per cent of the Scheduled Castes and Scheduled Tribes from the cultural group and about 40 per cent of those belonging to trade and commerce and 'others' categories of the occupational groups. The other important suggestions were the free supply of mid-day meals/milk, provision of school-mothers to escort the children, opening of girls schools near the villages, shift system/evening classes, etc., which were given mostly by the Hindus and Scheduled Castes and Scheduled Tribes from the cultural groups and cultivators and those belonging to service and 'others' categories of the occupational groups. The details of the above together with other suggestions of minor nature can be seen in Table 6.10.

Table 6.10: Parents of non-school-going girls reporting facilities required to enrol the girls in the school.

Facilities required	Cultural group			Total
	Hindu	SC/ST	Others	
1	2	3	4	5
1. Free supply of books/ slates/uniforms, etc.	144 (83.7)	85 (78.7)	38 (77.5)	267 (81.2)
2. Stipend/scholarships	54 (31.4)	48 (44.4)	18 (36.7)	120 (36.5)
3. Free mid-day meals/milk supply	57 (33.1)	46 (42.6)	14 (28.6)	117 (35.6)
4. Escort of children/ school-mother	12 (7.0)	3 (2.8)	4 (8.2)	19 (5.8)
5. Opening of girls school (nearby)	10 (5.8)	5 (4.6)	-	15 (4.6)
6. Shift-system/evening classes	5 (2.9)	6 (5.6)	4 (8.2)	15 (4.6)
7. Hostel facilities	8 (4.6)	-	2 (4.1)	10 (3.0)
8. Craft-oriented teaching in the school	3 (1.7)	-	5 (10.2)	8 (2.4)
9. Free tuition	6 (3.5)	2 (1.8)	-	8 (2.4)
10. Free transport	5 (2.9)	2 (1.8)	-	7 (2.1)
11. Special classes for girls during slack seasons	1 (0.6)	3 (2.8)	2 (4.1)	6 (1.8)
12. Others	16 (9.3)	10 (9.3)	11 (22.4)	37 (11.2)
Relevant Respondents	172 (85.6)	108 (84.4)	49 (83.0)	329 (84.8)
Total Respondents	201	128	59	388

(Percentages in parenthesis)

(Table Contd.)

Table 6.10 (Contd.)

Occupational groups					
	Culti- vator	Trade/ Commerce	Service	Others	Total
	6	7	8	9	10
1.	77 (70.6)	8 (80.0)	17 (77.3)	165 (87.8)	267 (81.2)
2.	36 (33.0)	4 (40.0)	6 (27.3)	74 (39.4)	120 (36.5)
3.	25 (22.9)	4 (40.0)	11 (50.0)	77 (41.0)	117 (35.6)
4.	8 (7.3)	-	-	11 (5.8)	19 (5.8)
5.	6 (5.5)	-	1 (4.5)	8 (4.2)	15 (4.6)
6.	9 (8.2)	-	2 (9.1)	4 (2.1)	15 (4.6)
7.	3 (2.8)	-	-	7 (3.7)	10 (3.0)
8.	6 (5.5)	-	-	2 (1.1)	8 (2.4)
9.	2 (1.8)	2 (20.0)	1 (4.5)	3 (1.6)	8 (2.4)
10.	1 (0.9)	-	1 (4.5)	5 (2.7)	7 (2.1)
11.	4 (3.7)	-	-	2 (1.1)	6 (1.8)
12.	16 (14.7)	1 (10.0)	4 (18.2)	16 (8.5)	31 (9.4)
	109 (75.2)	10 (76.9)	22 (88.0)	188 (91.7)	329 (84.8)
	145	13	25	205	388

(Percentages in parenthesis)

6.13 The respondents who did not send their children to the schools, enumerated requirements the fulfilment of which would enable them to send their children to the schools, as given in the earlier paragraphs. It showed that the special schemes meant for promotion of girls education were either not introduced in these areas or these parents were not aware of the existence of the special schemes and hence could not avail of the already existing facilities. It was also observed that only one-third of these respondents were aware about the existence of special schemes in the schools in their villages. It was obvious that the majority of the respondents (parents of non-school-going children) were not aware of the special schemes. This should be a matter of concern.

6.14 Although these respondents had not availed of the benefits of special schemes by sending the girls to the schools, most of them, with percentage varying from 40 to 100 per cent, considered that these were good schemes for the promotion of girls' education. They expressed this opinion with regard to the schemes of financial assistance like free tuition, attendance scholarships, scholarships to students belonging to Scheduled Castes and Scheduled Tribes, merit prizes, appointment of school-mothers, etc. In the opinion of some of these respondents the number of scholarships/stipends awarded and quantity of books, uniforms, etc., supplied was

not adequate and often not timely also. They must have formed such an opinion on hearing complaints to this effect from their friends whose children attended the schools.

Functioning of the Schools

6.15 An attempt was also made to find out if the respondents were satisfied with the functioning of the schools. The lack of adequate facilities in these schools might affect the attitude of the parents whose children were attending schools as well as of those parents who did not enrol their children in the schools. A majority of the parents did not have any specific complaint about the functioning of the schools. However, over one-third (35.4%) of the parents of school-going children and 44 per cent of the knowledgeable persons had something to say about the deficiencies noted by them in the functioning of the selected institutions. Of them, about 40 per cent of the Hindus from both the categories of respondents (parents of school-going children and knowledgeable persons) and 40 per cent of the parents of school-going-children from Scheduled Caste and Scheduled Tribes category reported that the school did not provide adequate sitting arrangements. Over 73 per cent of Scheduled Tribes parents and all from the knowledgeable persons felt that the supply of free books, slates, uniforms, etc., was inadequate. About 20 to 50 per cent of the respondents

(except the Scheduled Castes and Scheduled Tribes from the knowledgeable persons) expressed that the number of teachers in the schools was inadequate. Forty per cent. of the Scheduled Castes and Scheduled Tribes from knowledgeable persons' category and 80 per cent of the same cultural groups from the category of parents of school-going children commented that free mid-day meals/milk was not offered to the children. The other important comments on the functioning of the school were: inadequate supervision, inadequate teaching aids and equipments, lack of interest on the part of teachers, etc. Details of the other comments may be seen in Table 6.11.

(Table on next page)

Table 6.11: Comments on the functioning of the schools (cultural groups)

Reasons	Parents of school-going children				Knowledgeable persons			
	Hindu	Others	SC/ST	Total	Hindu	Others	SC/ST	Total
1	2	3	4	5	6	7	8	9
1. Inadequate accommodation in school	78 (40.6)	5 (10.2)	6 (40.0)	89 (34.8)	33 (40.2)	2 (12.5)	1 (20.0)	36 (35.0)
2. No free supply of books/slates/uniform, etc.	59 (30.7)	12 (24.5)	11 (73.3)	82 (32.0)	19 (23.2)	3 (18.8)	5 (100.0)	27 (26.6)
3. Inadequate number of teachers	42 (21.9)	18 (36.7)	3 (20.0)	63 (24.6)	23 (28.0)	8 (50.0)	-	31 (30.1)
4. Free midday meals/milk not offered	39 (20.3)	10 (20.4)	12 (80.0)	61 (23.8)	13 (15.9)	2 (12.5)	2 (40.0)	17 (16.5)
5. Inadequate supervision	32 (16.7)	14 (28.6)	4 (26.7)	50 (19.5)	20 (24.0)	4 (25.0)	3 (60.0)	27 (26.2)
6. Teaching aids and equipments inadequate	26 (13.5)	10 (20.4)	8 (53.3)	44 (17.2)	10 (12.2)	3 (18.8)	3 (60.0)	16 (15.5)
7. Teachers not regular/punctual	25 (13.0)	12 (24.5)	3 (20.0)	40 (15.6)	9 (11.0)	2 (12.5)	-	11 (10.7)
8. No stipend/scholarship offered	29 (15.1)	6 (12.2)	3 (20.0)	38 (14.8)	17 (20.7)	2 (12.5)	2 (40.0)	21 (20.4)
9. Teachers not interested in teaching	30 (15.6)	5 (10.2)	2 (13.3)	37 (14.7)	12 (14.6)	2 (12.5)	1 (20.0)	15 (14.6)
10. Inadequate furniture	23 (12.0)	4 (8.2)	7 (46.7)	34 (13.3)	9 (11.0)	-	2 (40.0)	11 (10.7)

	1	2	3	4	5	6	7	8	9
11. Lack of drinking water facility	26 (13.5)	1 (2.0)	1 (6.7)	28 (10.9)	12 (14.6)	-	-	-	12 (11.6)
12. Inadequate sitting arrangements	24 (12.5)	4 (8.2)	-	28 (10.9)	5 (6.1)	-	1 (20.0)	-	6 (5.8)
13. Low pay scale/irregular payment to teachers	18 (9.4)	3 (6.1)	2 (13.3)	23 (9.0)	14 (17.1)	1 (6.3)	-	-	15 (14.6)
14. Teachers not staying in the school/village	14 (7.3)	7 (14.3)	1 (6.7)	22 (8.6)	7 (8.5)	4 (25.0)	-	-	11 (10.7)
15. School has no building of its own	15 (7.8)	7 (14.3)	-	22 (8.6)	6 (7.3)	3 (18.8)	-	-	9 (8.7)
16. Lack of adequate funds for maintenance of school	19 (9.9)	1 (2.0)	-	20 (7.8)	15 (18.3)	-	-	-	15 (14.6)
17. Lack of contact between teachers and parents	18 (9.4)	1 (2.0)	1 (6.7)	20 (7.8)	14 (17.1)	2 (12.5)	-	-	16 (15.5)
18. Lack of playgrounds	17 (8.8)	-	1 (6.7)	18 (7.0)	6 (7.3)	-	-	-	6 (5.8)
19. Teachers untrained/lack experience in teaching	13 (6.8)	3 (6.1)	-	16 (6.2)	3 (3.7)	-	-	-	3 (2.9)
20. Lady teachers not provided with quarters	13 (6.8)	-	2 (13.3)	15 (5.9)	7 (8.5)	2 (12.5)	3 (60.0)	-	12 (11.6)

(Percentages in parenthesis)

(Contd)

(Table 6.11 Contd.)

	1	2	3	4	5	6	7	8	9
20. Body teachers not									
21. Interference by political leaders/parties	8 (4.2)	-	-	-	8 (3.1)	2 (2.4)	-	-	2 (1.9)
22. No sanitary blocks for girls	7 (3.7)	-	-	-	7 (2.7)	1 (1.2)	-	-	1 (1.0)
23. Lack of discipline among teachers	6 (3.1)	-	-	-	6 (2.3)	4 (4.9)	-	1 (20.1)	5 (4.8)
24. Others (specify)	11 (5.7)	5 (10.2)	-	-	16 (6.2)	6 (7.3)	2 (12.5)	1 (20.0)	9 (8.7)
Relevant Respondents	192 (33.8)	49 (43.0)	15 (20.8)	15 (20.8)	256 (35.4)	82 (45.3)	16 (48.5)	5 (25.0)	103 (44.0)
Total Respondents	568	114	72	72	754	181	33	20	234

(Percentages in parenthesis)

6.16 As regards the comments on the functioning of the school by the various occupational groups, one can notice that inadequate accommodation in the school was reported by over 40 per cent of those engaged in service and trade and commerce from both the categories of respondents, i.e., parents of school-going children and knowledgeable persons. Over 30 per cent of the cultivators from both the categories of respondents felt that the books, slates, uniforms, etc., were not supplied free of cost. Twenty-six per cent of the cultivators from the category of knowledgeable persons and 32 per cent of the parents belonging to 'others' category complained about the non-payment of stipends and scholarships. Another important comment on the functioning of the school was that free mid-day meals/milk was not supplied to the children. This was reported by over 26 percent of the cultivators and 41 per cent of 'others' belonging to the category of the parents of school-going children and 30 per cent of 'others' belonging to the category of knowledgeable persons. Other comments with varied responses may be seen at the Table 6.12.

Table 6.12: Comments on the functioning of the schools (Occupational group)

Reasons	Parents of school-going children					Knowledgeable persons				
	Culti- vator	Trade/ Comme- rce	Ser- vice	Others	Total	Culti- vator	Trade/ Comm- erce	Ser- vice	Others	Total
1	2	3	4	5	6	7	8	9	10	11
1. Inadequate accommodation in school	31 (26.3)	16 (43.2)	27 (47.4)	15 (34.1)	89 (34.8)	16 (25.8)	12 (57.1)	4 (40.0)	4 (40.0)	36 (35.0)
2. No free supply of books/ slates/uniforms, etc.	40 (33.9)	10 (27.0)	14 (24.6)	18 (40.9)	82 (32.0)	19 (30.6)	3 (14.3)	1 (10.0)	4 (40.0)	27 (26.2)
3. Inadequate number of teachers	32 (27.1)	7 (18.9)	15 (26.3)	9 (20.4)	63 (24.6)	15 (24.2)	8 (38.1)	4 (40.0)	4 (40.0)	31 (30.1)
4. Free mid-day meals/milk not offered	31 (26.3)	4 (10.8)	8 (14.0)	18 (40.9)	61 (23.8)	12 (19.4)	1 (4.8)	1 (10.0)	3 (30.0)	17 (16.5)
5. Inadequate supervision	24 (20.3)	6 (16.2)	13 (22.8)	7 (15.9)	50 (19.5)	18 (29.0)	5 (23.8)	1 (10.0)	3 (30.0)	27 (26.2)
6. Teaching aids and equipments inadequate	16 (13.6)	4 (10.8)	10 (17.5)	14 (31.8)	44 (17.2)	12 (19.4)	3 (14.3)	-	1 (10.0)	16 (15.5)
7. Teachers not regular/punctual	25 (20.2)	5 (13.5)	6 (10.5)	4 (9.1)	40 (15.6)	7 (11.3)	1 (4.8)	2 (20.0)	1 (10.0)	11 (10.7)
8. No stipend/scholarships offered	13 (11.0)	1 (2.7)	10 (17.5)	14 (31.8)	38 (14.8)	16 (25.8)	2 (9.5)	1 (10.0)	2 (20.0)	21 (20.4)
9. Teachers not interested in teaching	16 (13.6)	7 (18.9)	6 (10.5)	8 (18.2)	37 (14.4)	11 (17.7)	3 (14.3)	-	1 (10.0)	15 (14.6)

(Table 6.12 (Contd.))

1	2	3	4	5	6	7	8	9	10	11
10. Inadequate furniture	15 (12.7)	4 (10.8)	10 (17.5)	5 (11.4)	34 (13.3)	8 (12.9)	2 (9.5)	1 (10.0)	-	11 (10.7)
11. Lack of drinking water facility	16 (13.6)	4 (10.8)	6 (10.5)	2 (4.5)	28 (10.9)	8 (12.9)	2 (9.5)	-	2 (20.0)	12 (11.7)
12. Inadequate sitting arrangements	9 (7.6)	6 (16.2)	7 (12.3)	6 (13.6)	28 (10.9)	2 (3.2)	2 (9.5)	-	2 (20.0)	6 (15.8)
13. Low pay scale/irregular payments to teachers	10 (8.5)	5 (13.5)	6 (10.5)	2 (4.5)	23 (9.0)	7 (11.3)	6 (28.6)	1 (10.0)	1 (10.0)	15 (14.6)
14. Teachers not staying in the school/village	8 (6.8)	1 (2.7)	6 (10.5)	7 (15.9)	22 (8.6)	11 (17.7)	-	-	-	11 (10.7)
15. School has no building of its own	11 (9.3)	1 (2.7)	7 (12.3)	3 (6.8)	22 (3.6)	8 (12.9)	-	-	1 (10.0)	9 (8.7)
16. Lack of adequate funds for maintenance of school	6 (5.1)	7 (18.9)	5 (8.8)	2 (4.5)	20 (7.8)	9 (14.5)	2 (9.5)	3 (30.0)	1 (10.0)	15 (14.6)
17. Lack of contact between teachers and parents	6 (5.1)	4 (10.8)	4 (7.0)	6 (13.6)	20 (7.8)	11 (17.7)	2 (9.5)	2 (20.0)	1 (10.0)	16 (15.5)
18. Lack of playgrounds	6 (5.1)	2 (5.4)	6 (10.5)	4 (9.1)	18 (7.0)	1 (1.6)	5 (23.8)	-	-	6 (5.8)
19. Teachers untrained/lack experience in teaching	7 (5.9)	2 (5.4)	6 (10.5)	1 (2.3)	16 (6.2)	2 (3.2)	1 (4.8)	-	-	3 (2.9)

(Percentages in parenthesis)

(Contd.)

(Table 6.12 (Contd.))

	1	2	3	4	5	6	7	8	9	10	11
20. Lady teachers not provided with quarters	6 (5.1)	2 (5.4)	5 (8.8)	2 (4.5)	15 (5.9)	8 (12.9)	-	2 (20.0)	2 (20.0)	12 (11.7)	
21. Interference by political leaders/parties	4 (3.4)	-	4 (7.0)	-	8 (3.1)	1 (1.6)	-	1 (10.0)	-	2 (1.9)	
22. No sanitary blocks for girls	6 (5.1)	1 (2.7)	-	-	7 (2.7)	-	1 (4.8)	-	-	1 (0.9)	
23. Lack of discipline among teachers	1 (0.8)	-	3 (5.3)	2 (4.5)	6 (2.3)	2 (3.2)	2 (9.5)	-	1 (10.0)	5 (4.9)	
24. Others	9 (7.6)	-	4 (7.0)	3 (6.8)	16 (6.2)	3 (4.3)	3 (14.3)	1 (10.0)	2 (20.0)	9 (8.7)	
Relevant Respondents	118 (36.9)	37 (35.6)	57 (34.1)	44 (27.5)	256 (35.4)	62 (42.5)	21 (63.6)	10 (50.0)	10 (28.6)	103 (44.0)	
Total Respondents	320	104	167	160	754*	146	33	20	35	234	

(Percentages in parenthesis) * Includes three from 'No occupation'.

Suggestions for improving the functioning of the schools

6.17 The suggestions of the respondents for improving the functioning of the school are, by and large, in the light of the comments on functioning of the schools. Their suggestions have been, as usual, categorised both in terms of cultural and occupational groups and the responses of the parents of school-going children and knowledgeable persons have been recorded. The analysis of Table 6.13 on next page reveals that maximum percentages of the Hindus from the category of parents of school-going children, and Hindus and 'others' from the knowledgeable persons suggested that money for school building should be provided by the government and/or other agencies. Maximum percentages of Scheduled Castes and Scheduled Tribes from the categories of knowledgeable persons and parents of school-going children felt that free books, slates, uniforms, etc., be supplied free of cost and that the arrangements for the free mid-day meals/milk should be ensured. More than one-third of 'others' cultural group falling in the category of parents of school-going children desired that more number of trained teachers be posted in the schools. Other important suggestions were in favour of more effective administrative supervision, adequate supply of furniture, teaching aids and equipments, adequate number of scholarships and stipends, teachers should stay in the village, provision for drinking water, etc., reported by most of the cultural groups of both the categories of respondents in varying degrees. Details may be seen in table that follows:

Table 6.13: Suggestions for improving the functions of the schools (cultural groups)

Improvements suggested	Parents of school-going children				Knowledgeable persons			
	Hindu	SC/ST	Others	Total	Hindu	SC/ST	Others	Total
	2	3	4	5	6	7	8	9
1. Money for the school building should be provided by Government/other agencies.	115 (57.5)	8 (50.0)	15 (30.6)	138 (52.1)	45 (54.9)	4 (66.7)	8 (53.3)	57 (55.3)
2. Free books/slates/uniforms be supplied	61 (30.5)	11 (68.7)	11 (22.4)	83 (31.3)	21 (25.6)	5 (83.3)	3 (20.0)	29 (28.2)
3. More effective administrative supervision	49 (24.5)	3 (18.8)	16 (32.6)	68 (25.7)	27 (32.9)	4 (66.7)	7 (46.7)	38 (36.9)
4. Arrangement for mid-day meals/ milk be granted	38 (19.0)	12 (75.0)	11 (22.4)	61 (23.0)	13 (15.8)	2 (33.3)	2 (13.3)	17 (16.5)
5. Posting of more trained teachers	39 (19.5)	-	18 (36.7)	57 (21.5)	19 (23.2)	-	7 (46.7)	26 (25.2)
6. Adequate supply of furniture	39 (19.5)	6 (37.5)	4 (8.2)	49 (18.5)	12 (14.6)	3 (50.0)	-	15 (14.6)
7. Adequate supply of teaching aids/equipments	27 (13.5)	9 (56.2)	10 (20.4)	46 (17.4)	9 (11.0)	3 (50.0)	3 (20.0)	15 (14.6)
8. Adequate number of stipends/scholarships be granted	29 (14.5)	3 (18.8)	7 (14.3)	39 (14.7)	16 (19.5)	3 (50.0)	2 (13.3)	21 (20.4)
9. Teachers should stay in the school/village	23 (11.5)	2 (12.5)	11 (22.4)	36 (13.6)	9 (10.9)	-	3 (20.0)	12 (11.6)

(Percentages in parenthesis)

(Contd.)

Table 6.3 (Contd.)

	1	2	3	4	5	6	7	8	9
10. Provision for drinking water	26 (13.0)	1 (6.2)	1 (2.0)	28 (10.5)	11 (13.4)	-	-	1 (6.7)	12 (11.6)
11. Posting of lady teachers in girls school	22 (11.0)	4 (25.0)	1 (2.0)	27 (10.2)	13 (15.8)	-	-	1 (6.7)	14 (13.6)
12. Close contact between parents and teachers	20 (10.0)	1 (6.2)	-	21 (7.9)	15 (18.3)	-	-	3 (20.0)	18 (17.5)
13. Punishment for defaulting teachers	14 (7.0)	1 (6.2)	3 (6.1)	18 (6.8)	8 (9.8)	-	-	2 (13.3)	10 (9.7)
14. School should have playground	17 (8.5)	1 (6.2)	-	18 (6.8)	7 (8.5)	-	-	-	7 (6.8)
15. Better scale of pay for teachers	12 (6.0)	-	2 (4.1)	14 (5.3)	10 (12.2)	-	-	-	10 (9.7)
16. Regular payment of salary	9 (4.5)	-	1 (2.0)	10 (3.8)	4 (4.9)	-	-	1 (6.7)	5 (4.8)
17. Provision for incentives to teachers/promotion	4 (2.0)	3 (18.3)	1 (2.0)	8 (3.0)	-	-	1 (16.7)	-	1 (1.0)
18. Syllabus be craft-oriented	2 (1.0)	-	6 (12.2)	8 (3.0)	2 (2.4)	-	-	-	2 (1.9)
19. Sanitary blocks be constructed	7 (3.5)	-	-	7 (2.6)	1 (1.2)	-	-	-	1 (1.0)
20. School be kept away from the politics	6 (3.0)	-	-	6 (2.3)	2 (2.4)	-	-	-	2 (1.9)

(Percentages in parenthesis)

(Contd..)

Table 6.13 (Contd)

	1	2	3	4	5	6	7	8	9
21. Improved techniques of teaching	3 (1.5)	-	-	-	3 (1.5)	3 (3.7)	-	-	3 (2.9)
22. Discipline be maintained amongst students	2 (1.0)	1 (6.2)	-	-	3 (1.1)	3 (3.7)	-	-	3 (2.9)
23. Taking over the management of the school by government/other agencies	2 (1.0)	-	-	-	2 (0.8)	13 (3.7)	-	-	3 (2.9)
24. Effective enrolment drive	2 (1.0)	-	-	-	2 (0.8)	6 (7.3)	-	-	6 (5.8)
25. Others	13 (6.5)	1 (6.2)	3 (6.1)	3 (6.1)	17 (6.4)	9 (11.0)	-	2 (13.3)	11 (10.7)
Relevant Respondents	200 (35.2)	16 (22.2)	49 (43.0)	49 (43.0)	265 (35.1)	82 (45.3)	6 (30.0)	15 (45.5)	103 (44.0)
Total Respondents	568	72	114	114	754	181	20	33	234

(Percentages in parenthesis)

6.18 Coming to the various occupational groups, one notices that the maximum percentages of various occupational groups of both the categories (parents of school-going children and knowledgeable persons) report that money should be provided by the government and/or other agencies for school buildings. Next to this was the suggestion with regard to the free supply of books, slates, uniforms, etc., given by 35 per cent of the cultivators and 27 per cent of those engaged in trade and commerce belonging to the category of the parents of school-going children. Twentynine per cent of the service holders and 41 per cent of those in 'others' occupational group and belonging to the category of parents of school-going children suggested for the posting of more number of trained teachers and provision for mid-day meals/milk respectively. Posting of more trained teachers was also favoured (as a second preference) by 'others' occupational group belonging to the category of knowledgeable persons. The cultivators (38%) and traders (43%) falling under the category of knowledgeable persons advocated the need for more effective administrative supervision. Thirty per cent of the service holders of the 'knowledgeable persons' category opined that lady teachers should be posted in the girls' schools. Further details on the suggestions for improving the functioning of schools can be seen from Table 6.14.

Table 6.14: Suggestions for improving the functioning of the schools(Occupational groups)

Improvements suggested	Parents of school-going children					Knowledgeable persons				
	Culti- vator	Trade/ Com- merce	Ser- vice	Oth- ers	Total	Culti- vator	Trade/ Com- merce	Ser- vice	Oth- ers	Total
1	2	3	4	5	6	7	8	9	10	11
1. Money for the school building should be provided by government/other agencies	55 (45.4)	23 (56.1)	36 (61.0)	24 (54.5)	138 (52.1)	36 (59.0)	11 (52.4)	4 (40.0)	6 (54.5)	57 (55.3)
2. Free books/slates/uniforms be supplied	42 (34.7)	11 (26.8)	13 (22.0)	17 (38.6)	83 (31.3)	19 (31.1)	5 (23.8)	2 (20.0)	3 (27.3)	29 (28.2)
3. More effective administrative supervision	30 (24.8)	9 (22.0)	15 (25.4)	14 (31.8)	68 (25.7)	23 (37.7)	9 (42.8)	2 (20.0)	4 (36.4)	38 (36.9)
4. Arrangement for mid-day meals/milk be granted	31 (25.6)	4 (9.8)	8 (13.5)	18 (40.9)	61 (23.0)	12 (19.7)	1 (4.8)	1 (10.0)	3 (27.3)	17 (16.5)
5. Posting of more trained teachers	25 (20.7)	8 (19.5)	17 (28.8)	7 (15.9)	57 (21.5)	14 (23.0)	5 (23.8)	2 (20.0)	5 (45.5)	26 (25.2)
6. Adequate supply of furniture	18 (14.9)	7 (17.1)	13 (22.0)	11 (25.0)	49 (18.5)	9 (14.8)	4 (19.0)	1 (10.0)	1 (9.1)	15 (14.6)
7. Adequate supply of teaching aids/equipments	16 (13.2)	4 (9.8)	12 (20.3)	14 (31.8)	46 (17.4)	12 (19.7)	2 (9.5)	—	1 (9.1)	15 (14.6)
8. Adequate number of stipends/scholarships be granted	15 (12.4)	1 (2.4)	10 (16.9)	13 (29.5)	39 (14.7)	16 (26.2)	2 (9.5)	1 (10.0)	2 (18.2)	21 (20.4)
9. Teachers should stay in the school/village	16 (13.2)	4 (9.8)	8 (13.5)	8 (18.2)	36 (13.6)	11 (18.0)	—	1 (10.0)	—	12 (11.6)

(Percentages in parenthesis)

(Oontd.)

Table 6.14 (Contd.)

	1	2	3	4	5	6	7	8	9	10	11
10. Provision for drinking water	16 (13.2)	4 (9.8)	5 (10.1)	2 (4.5)	28 (10.6)	8 (13.1)	3 (14.3)	-	1 (9.1)	12 (11.6)	
11. Posting of lady teachers in girls school	18 (14.9)	2 (4.9)	5 (8.5)	2 (4.5)	27 (10.2)	6 (9.8)	5 (23.8)	3 (30.0)	-	14 (13.6)	
12. Close contact between parents and teachers	6 (5.0)	5 (12.2)	4 (6.8)	6 (13.6)	21 (7.9)	14 (22.9)	2 (9.5)	2 (20.0)	-	18 (17.5)	
13. Punishment for defaulting teachers	8 (6.6)	2 (4.9)	4 (6.8)	4 (9.1)	18 (6.8)	7 (11.5)	1 (4.8)	1 (10.0)	1 (9.1)	10 (9.7)	
14. School should have playground	6 (5.0)	2 (4.9)	6 (10.1)	4 (9.1)	18 (6.8)	1 (1.6)	5 (23.8)	-	1 (9.1)	7 (6.8)	
15. Better scale of pay for teachers	7 (5.8)	4 (9.8)	3 (5.1)	-	14 (5.3)	4 (6.6)	4 (19.0)	1 (10.0)	1 (9.1)	10 (9.7)	
16. Regular payment of salary	3 (2.5)	2 (4.9)	4 (6.8)	1 (2.3)	10 (3.8)	3 (4.9)	1 (4.8)	-	1 (9.1)	5 (4.8)	
17. Provision for incentives to teachers/promotion	5 (4.1)	1 (2.4)	1 (1.7)	1 (2.3)	8 (3.0)	-	1 (4.8)	-	-	1 (1.0)	
18. Syllabus be craft-oriented	2 (1.6)	1 (2.4)	5 (8.5)	-	8 (3.0)	-	1 (4.8)	1 (10.0)	-	2 (1.9)	
19. Sanitary blocks be constructed.	6 (5.0)	1 (2.4)	-	-	7 (2.6)	-	1 (4.8)	-	-	1 (1.0)	

(Percentages in parenthesis)

(Contd.)

Table 6.14 (Contd.)

	1	2	3	4	5	6	7	8	9	10	11
20. School be kept away from the politics	3 (2.4)	-	3 (5.1)	-	6 (2.3)	1 (1.6)	-	1 (10.0)	-	2 (1.9)	
21. Improved techniques of teaching	-	1 (2.4)	1 (1.7)	1 (2.3)	3 (1.1)	-	1 (4.8)	1 (10.0)	1 (9.1)	3 (2.9)	
22. Discipline be maintained amongst students	1 (0.8)	-	2 (3.4)	-	3 (1.1)	3 (4.9)	-	-	-	3 (2.9)	
23. Taking over the management of the school by government/ other agencies	2 (1.6)	-	-	-	2 (0.8)	1 (3.5)	-	2 (20.0)	-	3 (2.9)	
24. Effective enrolment drive	-	-	2 (3.4)	-	2 (0.8)	2 (3.3)	1 (4.8)	1 (10.0)	2 (18.2)	6 (5.8)	
25. Others	10 (8.3)	-	4 (6.8)	3 (6.8)	17 (6.4)	17 (11.5)	3 (14.3)	2 (9.1)	4 (9.1)	11 (10.7)	
Relevant Respondents	121 (37.8)	41 (39.4)	59 (35.3)	44 (27.5)	265 (35.1)	61 (41.8)	21 (63.6)	10 (50.0)	11 (31.4)	103 (44.0)	
Total Respondents	320	104	167	160	754*	146	33	20	35	234	

(Percentages in parenthesis)

* Includes three from 'No occupation'.

Chapter VII

VIEWS AND REACTIONS

7.1 It was considered useful to elicit the views from the headmasters and headmistresses of the sample schools regarding the adequacy of the existing special schemes vis-a-vis the needs in the respective areas. Information in this respect was obtained scheme-wise. Relevant data collected are given below.

Table 7.1: Views of headmasters of the selected institutions.

Schemes	No. of relevant Headmasters	No. considering it inadequate
1	2	3
1. Construction of quarters for lady teachers	29	15
2. Appointment of school-mothers	23	8
3. Attendance scholarships	19	19
4. Supply of uniforms	16	14
5. Supply of books, slates, etc.	12	12
6. Payment of stipend	14	13
7. Provision of sanitary facilities	12	9

7.2 Of the 7 schemes listed, in all except two, almost all the headmasters/headmistresses felt that these were not adequate as their number or the amount sanctioned was reported to be inadequate. Even in respect of construction of quarters for lady teachers, about half of them considered it inadequate.

Timeliness of Existing Special Schemes

7.3 The success of a programme of this nature mainly depends upon the timely initiation and execution of the special schemes so as to be of use to the beneficiaries. From this angle, the headmistresses/headmasters of 78 selected schools were asked to comment on this aspect. By and large, most of them were reported to be satisfied with the timely initiation of the special schemes except in the case of 4 schemes, namely, 'attendance scholarships', 'payment of stipends', 'supply of books, slates, etc.', and 'supply of uniforms'. With regard to the scheme of attendance scholarships, 12 out of 19 headmasters were dissatisfied because the allotment of funds for this scheme was not made in time. Eight out of 14 headmasters were unhappy with the scheme of payment of stipends on account of the procedural delays involved. According to them, the beneficiaries were put to avoidable hardships due to untimely payment. Seven out of 12 headmasters expressed dissatisfaction over the supply of books, slates, etc., which was not in time. Seven out of 15 headmasters also reported that the school-uniforms were not supplied in time. Thus, the purpose of these schemes was partially defeated in the absence of their timely execution.

7.4 Twenty out of 23 headmasters appreciated the timely appointment of school-mothers. Twenty-one out of 29 headmasters reported that construction of lady teachers' quarters was done in time. Details in respect of other schemes may be seen in Table A.7.1.

Views of Parents of School-going Children and Knowledgeable Persons on the Existing Special Schemes

7.5 During the course of study, 754 parents of the school-going children and 234 knowledgeable persons such as village leaders and office bearers/members of village institutions (purposively selected) from 72 selected villages, were interviewed to ascertain their knowledge and views on the special programmes for girls education.

Awareness about the Special Schemes

7.6 Firstly, an attempt was made to find out the extent of awareness among both the categories of respondents about the special schemes in operation. It was found that a large proportion (78% in case of parents of school-going children and 85% of knowledgeable persons) of the respondents from both the categories knew about the existence of special schemes. However, the parents of non-school-going children had very poor knowledge of the schemes (33%) (Table A.7.2 and A.7.3).

Views of Parents of School-going Children

7.7 When the awareness about the special schemes from the parents of school-going children was examined in respect of the selected districts, it was found that in 51 villages in 17 districts more than four-fifths of the respondents knows about them while in two districts (Surat and Khargone), these schemes were practically

unknown to any of the respondents. As regards the spread of knowledge about the special schemes was concerned, three schemes, namely, appointment of school-mothers, quarters/hostels for lady teachers, and attendance scholarships were better known, the percentage of respondents reported being 35, 29 and 28 respectively. Other important schemes which were known to the respondents, though to a lesser degree, were supply of uniforms (15%), supply of books, slates, etc. (14%), payment of stipends (12%), and provision of sanitary facilities in schools (11%). Further details may be seen at Table A.7.2.

Views of the Knowledgeable Persons

7.8 The knowledgeable persons of the sample villages from Surat(Gujarat) and Khargone (Madhya Pradesh) districts were practically not aware of special schemes. The respondents in other districts had fair knowledge. Among the specific special schemes, quarters for lady teachers and appointment of school-mothers were reported to be known to 34 per cent of the knowledgeable persons.

Attendance scholarship was reported to be the next in importance (31%). Some knowledgeable persons were also aware of the schemes of the free tuition and the free supply of books, slates, etc. (17%). Further details may be seen at Table A.7.3.

Benefits Derived

Views of the Parents of School-going Children

7.9 Information from the parents of school-going children was elicited to know the extent of the benefits derived by them from the existing schemes. A significant proportion of respondents were of the view that schemes such as free tuition, opening of schools for girls, and free supply of books, slates, etc., enabled them to send the girls to schools. They were of the opinion that the schemes like free tuition (89%), attendance scholarships (56%), free supply of books, slates, etc. (48%), supply of uniforms (42%) helped in reducing the financial burden of the parents. They further reported that the facilities like appointment of school-mothers (24%) and attendance scholarships (21%) provided encouragement to the girls.

Views of the Knowledgeable Persons

7.10 Special schemes which were meant to reduce the financial burden of the parents have been envisaged as direct benefits by the knowledgeable persons. Free tuition (68%) and free supply of uniforms (69%) have been reported under this category. The schemes which were providing the facilities to students as well as teachers have also been rated as beneficial schemes. These were appointment of school-mothers (49%), sanitary facilities (48%), quarters for teachers (27%). Opening of schools at a

walking distance for the girls has also been reported as one of the useful facilities by the knowledgeable persons.

Agencies Sponsoring the Schemes

7.11 In order to ascertain the views on the indirect benefits of the schemes, the respondents were asked a general question "Did these schemes help in promoting girls' education in the village?" A large majority of parents of the school-going children reported that these schemes helped to a great extent towards the promotion of girls' education. Some of them were of the opinion that the schemes launched to benefit the teachers have also helped indirectly the promotion of girls' education in the village.

7.12 The knowledgeable persons have also corroborated the opinion of the parents of school-going children. The only difference noticed was that they considered the schemes beneficial to teachers as equally helpful for promotion of girls' education. A large number of knowledgeable persons felt that the schemes giving financial benefits have helped more in the enrolment and attendance than those dealing with common facilities.

7.13 The credit for the increase in the enrolment of girls has been attributed to the schemes like opening of schools for girls (71%), supply of books, slates, etc., (75%), free tuition (66%), and supply of uniforms (49%). Schemes like school-mothers and sanitary facilities were mentioned by a small number of respondents only. Parents of the poor and low income group have started sending their daughters to the schools on account of the following schemes. These are; payment of stipend (77%), opening of schools (53%), free tuition (49%) and supply of books, slates, etc. (33%). For regular attendance,

the respondents have attributed the credit to attendance scholarship scheme (93%). Provision of lady teachers' quarters (73%) ensured the stay of teachers in the villages of their posting as mentioned by about three-fourths of the parents. (Table A.7.4).

Views of the Knowledgeable Persons

7.14 Views of the knowledgeable persons were also ascertained on the same points. They also mentioned that the schemes giving the financial relief to the parents did promote enrolment of the girls. A large proportion of the knowledgeable persons reported that enrolment of girls increased on account of the schemes like free tuition (77%), supply of books, slates, etc. (63%), and supply of uniforms (54%). Another reason that the poor and lower income group guardians started sending their daughters to schools has been the schemes like payment of stipends (69%) and opening of new schools for girls (90%). The scheme of attendance scholarship ensured and inculcated regular habit of attending school (94%) among the girls. The responses between the knowledgeable persons and the parents of the school-going children were almost similar (Table A.7.5).

Contributions by Various Agencies

7.15 Information about the type of contributions made by the local agencies for the promotion of girls' education was collected from the headmasters. Nearly 73 per cent

of them reported that they received some types of contribution either from the teaching staff or from the local agencies. They reported that they received help and contribution primarily from the teaching staff (70%), followed by from the villagers and the village institutions (mainly Panchayats). The contribution made by the teaching staff was mainly in the shape of persuasion to the parents to send their daughters to attend the schools (28%), arrangement of coaching classes (16%), and administration and supervision of the Special Schemes as well as supervision of construction work (19%). It was found that in Bihar, Mica Syndicate Welfare Board (Hazaribagh) instituted some scholarships for a few girls and Khadi Gramodyog Sangh (Muzaffarpur) endowed Rs.2700/- for the sanitary facilities. Similarly, for the construction and improvement of school building, Sarva Seva Sangh, Gandhi Smarak Nidhi, and Khadi Gramodyog Sangh in Bihar contributed Rs.10,000/-, Rs.500/-, and Rs.3,000/- respectively.

7.16 Thus the local agencies and the voluntary organisations have contributed only to a small extent in the construction schemes or in the incentive programmes of girls' education.

7.17 The special schemes have not been uniformly adopted and executed by all the states. They were selected by the particular state on the basis of their own priority

and allotment of funds. On account of paucity of funds, they were implemented only in a few districts. Therefore, coverage was limited and efforts and resources somewhat spread over a wide area.

7.18 Parents of non-school-going children did not have adequate knowledge of the scheme. Need for more dissemination of the schemes was felt. Almost all the schemes were attributed to the state governments. Role of voluntary agencies and other local institutions was very insignificant. Most of the schemes were in operation for a very short period and, therefore, their impact was limited and was not very significant.

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APPENDIX I

APPENDIX I

A Note on the Sampling Design

I.1 All the sixteen states and the Union Territory of Pondicherry where the schemes were in operation were covered by the study. The number of districts selected in a state was decided on the basis of a joint consideration of the number of schemes for girls' education in operation during the plan periods and the total expenditure incurred on the implementation of the same. From a state with more than 5 schemes in operation and with expenditure of more than 100 lakhs during 8 years ending with the beginning of the Fourth Five Year Plan, three districts were selected. From a state with five schemes or less and expenditure of less than Rs.50 lakhs during the 8 years, one district was selected, whereas two districts were selected in the remaining states. One district was selected from the Union Territory of Pondicherry. Some minor adjustment became necessary depending upon the availability of resources of the staff in the various states.

Selection of Districts

I.2 In states where three districts had to be taken up, one district with more than five schemes, one with 4 or 5 schemes, and one with three schemes were selected. In the case of states with two districts, one district with five or more schemes and the other with three or four schemes were taken up. In the case of one district

in a state, the one with maximum number of schemes was selected. Out of the districts falling in a particular category, the one with the maximum number of schemes for girls' education was taken up. In case the districts with requisite number of schemes were not available, the districts having the schemes nearest to it were selected.

Selection of Blocks

I.3 Within each selected district, one block with maximum activity in terms of schemes implemented was selected. In case more than one Block had the same number of schemes, one of them with the highest budget for girls' education was taken up.

I.4 The districts and block selected in the different states are as follows:

List of sample districts and blocks

Sl. No.	State/ Union Territory	District	Block	Sl. No.	State/ Union Territory	District	Block
1	2	3	4	1	2	3	4
<u>States</u>							
1.	Andhra Pradesh	Anantapur	Gooty	10.	Maharashtra	Amravati	Dharni
		Krishna	Avanigadda	11.	Orissa	Cuttack	Athgarh
2.	Assam	Cachar	Ramakrishna Nagar			Sambalpur	Rengali
		Kamrup	Bhawaniapur	12.	Punjab	Ferozepur	Muntsar
3.	Bihar	Hazaribagh	Kodarma	13.	Rajasthan	Jaipur	Dhansa
		Muzaffarpur	Mushari	14.	Tamilnadu	Madurai	Chinnamanur
4.	Gujarat	Rajkot	Gondal	15.	U.P.	Banda	Chitrakoot
		Surat	Choryasi			Gazipur	Mohamadabad
5.	Haryana	Rohtak	Jhajjar	16.	West - Bengal	Darjeeling	P. Kheribari
6.	H.P.	Chamba	Chamba			Burdwan	Mewari
7.	J. & K.	Anantnag	Dachripara	<u>Union Territory</u>			
8.	Karnataka	Bengaluru (Rural)	Devenahally	1.	Pondicherry	Pondicherry	Pondicherry
		Dharwar	Hubli	Total (16+1)		26	26
9.	M.P.	Khargone	Barwaha				

Selection of Institutions and Villages

I.5 In each selected block, those institutions where schemes on girls' education had been implemented, were listed. From this list, three institutions with maximum number of schemes were selected with the constraint that one of the schools was a girls' school if separate schools exclusively for girls functioned in the Block. The village where the selected institution was located was the sample village.

Selection of Headmistress/Headmaster, Teacher, and School-Mother

I.6 Headmistress/Headmaster, one trained teacher with maximum length of service as a teacher, and one school-mother were to be canvassed. In case there was no trained teacher in the school, an untrained teacher with maximum length of service as a teacher was selected for interview.

Parents of the School-going and Non-School-going Girls

I.7 Ten parents of school-going girls and five parents of the non-school-going girls were selected from the sample village. For the selection of the parents of the school-going girls, a list of girls benefited by any of the special scheme and belonging to the sample village was generally prepared from the attendance register serially from Class I to VIII. From this list, ten girls were selected at random and the parents or guardians of these girls were to be canvassed. Five parents belonging

to the sample village and not sending their daughters (of the age-group 6 to 14) to the school were to be purposively selected as sample parents of the non-school going girls.

Knowledgeable Persons

L.8 Three knowledgeable persons, e.g., Surpanch/Mukhia/ Members of Village Panchayat, Leader of the Traditional Panchayat (Caste Leader, village headman, etc.), Leader of the Youth Club/Mahila Mandal, etc., were also selected as respondents.

A P P E N D I X I I

APPENDIX III

Table A.1.1: Proportion of girls enrolled to total enrolment in states and union territory during 1968-69 and 1973-74 in primary and middle classes.

Sl. No.	State/Union Territory	Primary Classes I-V(6-11 years)		Middle Classes VI-VIII(11-14 years)	
		1968-69	1973-74	1968-69	1973-74
1	2	3	4	5	6
1.	Andhra Pradesh	40.5	39.9	28.9	30.6
2.	Assam	39.1	41.7	32.8	38.0
3.	Bihar	25.5	26.8	15.5	15.6
4.	Gujarat	37.0	37.9	34.2	34.2
5.	Haryana	28.4	28.6	21.4	24.2
6.	Himachal Pradesh	37.0	38.5	22.3	24.8
7.	Jammu and Kashmir	28.1	35.9	23.1	32.1
8.	Karnataka	42.5	43.2	32.3	35.6
9.	Kerala	47.2	47.4	45.5	45.5
10.	Madhya Pradesh	28.8	30.3	30.1	24.2
11.	Maharashtra	39.8	40.1	30.1	31.4
12.	Manipur	38.3	39.4	31.0	34.2
13.	Meghalaya	NA	40.4	NA	25.0
14.	Nagaland	35.8	36.6	32.0	33.3
15.	Orissa	34.4	35.1	20.3	28.7
16.	Punjab	40.2	43.8	30.4	37.5
17.	Rajasthan	27.0	27.9	17.2	21.9
18.	Tamilnadu	42.6	43.7	34.5	35.9
19.	Tripura	41.0	41.2	38.5	39.6
20.	Uttar Pradesh	36.7	38.7	19.2	19.4
21.	West Bengal	36.5	39.8	31.0	37.0
Total: States		-	38.2	-	29.9
	Rondicherry	42.6	44.7	35.7	38.8
Total		37.1	38.3	28.6	30.2

Source: Compiled from Fourth and Fifth Five Year Plans.

Table A.1.2: Enrolment of children (boys and girls) and girls in different age groups in primary and middle classes and ranking of states in terms of achievement.

Sl. No.	States/ Union Territory	Percentage of children (boys and girls) on roll in classes I-V to total in the age group (6-11 years)		Ranking of States		Percentage of girls on roll in classes I-V to total girls in the age group (6-11 years)		Ranking of States	
		1968-69	1973-74	1968-69	1973-74	1968-69	1973-74	1968-69	1973-74
		3	4	5	6	7	8	9	10
1.	Andhra Pradesh	72	76	X	XIII	59	62	IX	X
2.	Assam	71	78	XI	XI	56	62	XI	XI
3.	Bihar	57	62	XVI	XVIII	30	34	XVIII	XVIII
4.	Gujarat	83	88	VII	VIII	64	69	VI	VIII
5.	Haryana	63	69	XV	XIV	38	41	XIV	XV
6.	Himachal Pradesh	82	86	VIII	IX	61	67	VIII	IX
7.	Jammu and Kashmir	66	78	XIV	XII	38	57	XV	XIII
8.	Karnataka	85	97	V	V	74	86	IV	IV
9.	Kerala	120	124	I	I	116	120	I	I
10.	Madhya Pradesh	57	65	XVII	XVII	33	41	XVI	XVI
11.	Maharashtra	91	89	IV	VII	74	74	V	VII
12.	Orissa	70	67	XII	XV	48	48	XIII	XIV
13.	Punjab	69	90	XIII	VI	59	82	X	V
14.	Rajasthan	56	66	XVIII	XVI	32	38	XVII	XVIII
15.	Tamilnadu	105	110	II	III	91	98	II	III
16.	Uttar Pradesh	84	100	VI	IV	64	81	VII	VI
17.	West Bengal	73	80	IX	X	53	60	XII	XII
18.	Pondicherry	105	121	III	II	90	111	III	II

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(Contd..)

Table A.1.2 (Contd.)

Sl. No.	Percentage of children (boys and girls) on roll in classes VI-VIII to total in the age group (11-14 years)		Ranking of states		Percentage of girls on roll in classes VI to VIII to total girls in the age group (11-14 years).		Ranking of states	
	1968-69	1973-74	1968-69	1973-74	1968-69	1973-74	1968-69	1973-74
	11	12	13	14	15	16	17	18
1.	27	30	XVI	XV	16	19	XIV	XIII
2.	32	40	XI	X	21	36	X	V
3.	20	24	XVIII	XVI	6	8	XVIII	XVIII
4.	40	42	X	VIII	28	30	V	VI
5.	46	50	V	V	21	25	XI	XII
6.	49	54	LII	LII	22	27	VIII	IX
7.	45	38	VIII	XI	22	26	IX	XI
8.	32	41	XII	IX	21	30	XII	VII
9.	69	78	I	I	64	73	I	I
10.	46	23	VI	XVII	28	11	VI	XVII
11.	46	43	VII	VII	28	28	VII	VIII
12.	21	23	XVII	XVII	8	13	XVI	XVI
13.	44	51	IX	IV	29	42	IV	LII
14.	23	31	XVI	XIV	8	14	XVII	XIV
15.	49	50	IV	VI	34	37	III	IV
16.	27	33	XV	XIII	11	14	XV	XV
17.	32	35	XLII	XII	20	27	XIII	X
18.	51	67	II	II	37	53	II	II

Table A.1.3: Outlay and expenditure for the promotion of girls' education during the different plan periods

(Rupees in lakhs)

Sl. No.	State	Second Plan			Third Plan		
		Outlay	Expenditure	No. of schemes	Outlays	Expenditure	No. of schemes
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	3.67	3.59	3	2.56	2.53	3
2.	Assam	-	No scheme introduced	-	6.16	6.16	5
3.	Bihar	*47.43	48.60	6	99.64	56.90	7
4.	Gujarat	1.93	1.93	2	36.19	18.85	5
5.	Haryana	NA	NA	NA	NA	NA	NA
6.	Himachal Pradesh	*15.85	2.66	5	22.22	11.12	11
7.	Jammu and Kashmir	@NA	0.86	1	*0.39	2.26	2
8.	Kerala	31.04	23.95	2	39.68	39.65	7
9.	Madhya Pradesh	45.11	24.71	1	*10.50	10.17	3
10.	Maharashtra	4.75	4.74	1	NA	NA	NA
11.	Orissa	3.02	11.79	1	80.07	79.08	7
12.	Punjab	NA	NA	NA	NA	NA	NA
13.	Rajasthan	NA	3.83	1	29.50	20.30	8
14.	Tamilnadu	NA	5.80	1	143.00	219.98	3
15.	Uttar Pradesh	*127.92	*106.66	5	*284.01	*294.79	13
16.	West Bengal	*193.15	*193.15	3	*297.43	306.18	3
Total		473.87	432.27	32	1051.35	1067.97	77
<u>Union Territory</u>							
1.	Pondicherry	NA	NA	NA	4.27	3.27	5

* Figures for some schemes are not available

@ For the state J.& K., figures for the schemes "construction of staff quarters for lady teachers" are not available.

Table A1.3 (Contd.)

	Annual Plans								
	1966-67			1967-68			1968-69		
	Outlay	Expenditure	No. of Schemes	Outlay	Expenditure	No. of Schemes	Outlay	Expenditure	No. of Schemes
1	9	10	11	12	13	14	15	16	17
1.	NA	NA	NA	NA	NA	NA	NA	NA	NA
2.	3.18	3.18	5	0.70	0.70	1	1.37	1.37	2
3.	3.92	*0.94	2	1.92	NA	1	2.92	*0.52	2
4.	1.00	1.00	1	Nil	Nil	Nil	1.00	1.00	1
5.	0.64	0.64	1	3.00	0.48	1	NA	0.55	1
6.	NA	NA	NA	NA	NA	NA	NA	NA	NA
7.	0.33	0.17	1	0.23	0.22	1	0.45	0.38	1
8.	8.86	8.23	5	6.06	5.87	4	5.50	5.34	2
9.	*4.89	2.17	2	*4.30	3.75	2	*2.95	3.04	2
10.	10.50	3.50	1	4.35	2.08	1	3.81	0.71	1
11.	7.76	5.50	6	4.40	2.97	5	0.92	0.71	3
12.	0.51	0.51	1	3.37	1.21	2	2.80	0.59	2
13.	-	-	-	&136.92	&4.75	6	-	-	-
14.	21.50	2.79	2	*5.00	5.30	2	*5.00	5.90	2
15.	15.96	4.75	2	7.96	*6.10	4	10.64	13.37	3
16.	NA	97.96	1	*326.58	113.36	3	NA	119.15	1
	68.15	131.34	30	404.79	146.79	33	37.36	152.63	23
	0.65	0.64	3	1.35	0.82	2	0.56	0.97	3

* Figures for some schemes are not available

@ For the state of J. & K., figures for the schemes "construction of staff quarters for lady teachers" are not available.

& Separate figures for three annual Plans not available for Rajasthan.

Table A.1.4: Target and achievement in the sample districts.

Sl. No.	Scheme	1955-56			1960-61			1965-66		
		Dt. R	T	A	Dt. R	T	A	Dt. R	T	A
1	2	3	4	5	6	7	8	9	10	11
1.	Compulsory and free education/ Fee reimbursement	-	-	-	1	300	278	3	875**	7696
2.	Appointment of school-mothers	-	-	-	5*	138*	241	8	223*	360
3.	Quarters/Hostel for women teachers	2	6	4	6	214	127	14	466*	318
4.	Attendance scholarship	-	-	-	1	30*	31	7	9842*	9947
5.	<u>Stipend and Scholarship</u>									
	(a) Stipend to women teachers trainees	-	-	-	-	-	-	1	40	36
	(b) Special allowance to women teachers working in rural areas.	-	-	-	-	-	-	4	1825*	1034
	(c) Loan to women teachers under training	1	24	24	1	18	18	2	8*	164
	(d) Special scholarship/ stipend and merit prizes	-	-	-	2	153	153	6	219	219
6.	Free supply of uniforms, slates, books etc.	-	-	-	-	-	-	4	1050*	4520
7.	(a) Condensed courses	-	-	-	-	-	-	1	15	15
	(b) Continuation classes	-	-	-	-	-	-	1	17	17
8.	Construction/Improvement/Exten- sion of school building	-	-	-	1	21	23	1	359	86
9.	Hostel for girls	-	-	-	-	-	-	3	8	7
10.	Sanitary blocks for girls	-	-	-	1	2	2	6	251	151

Dt. R = District Reporting
T = Target
A = Achievement

* Data not available for one
district.
** Data not available for two
districts.

(Contd.)

Table A.1.4 (Contd.)

Sl. No.	1966-67			1967-68			1968-69			1969-70		
	Dt. R	T	A	Dt. R	T	A	Dt. R	T	A	Dt. R	T	A
	12	13	14	15	16	17	18	19	20	21	22	23
1.	3	982	7578	3	1234**	8237	3	1513**	8874	4	10160**	17730
2.	10	329**	957	9	208**	939	7	208**	686	7	215**	708
3.	7	27	46	6	38*	58	3	19*	42	2	17*	28
4.	7	7065**	8697	5	4355*	4504	4	4350*	446	6	5650*	5914
5(a)	1	27	24	1	32	24	1	5	2	1	13	8
(b)	5	697*	315	5	633*	424	4	538	355	3	557	350
(c)	2	35	26	2	66	58	2	21	21	2	22	20
(d)	5	347	347	5	689	689	5	1049	1049	4	224	224
6.	7	6077*	6661	5	2179*	3437	7	2496	3750	5	2289*	3783
7(a)	1	4	4	1	1	1	1	1	1	1	4	4
(b)	1	22	17	1	22	22	1	22	22	1	22	22
8.	-	-	-	-	-	-	-	-	-	-	-	-
9.	2	1*	3	1	1	1	1	2	2	-	-	-
10.	2	2	13	-	-	-	-	-	-	1	11	11

Dt. R = District Reporting
 T = Target
 A = Achievement

* Data not available for one district
 **Data not available for two districts.

Table A.3.1: Expenditure incurred on the special schemes for girls' education in the sample districts during the period from 1956-1970

(In Rs.)

Sl. No.	District	Const- ruction of quar- ters for lady tea- chers	Sani- tary faci- liti- es	Supp- ly of uni- forms	Scho- ol moth- ers	Special allowa- nces to lady teach- ers work- ing in rural areas	Free educa- tion	Stip- end and Merit schol- ar- ships	Atten- dance schol- ar- ships	Host- el for girls	Open- ing/ maint- enance of schools	Open- ing/ main- tenan- ce of conti- nuati- on clas- ses	Other sche- mes	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Anantapur	22372	-	-	-	-	N.A.	-	-	-	-	-	-	22372
2.	Krishna	30000	-	-	1083600	-	-	-	-	-	-	-	-	1113600
3.	Gachar	20000	-	9310	81540	-	-	28230	-	-	-	-	7200	146280
4.	Kanrup	280000	N.A.	14630	N.A.	-	NA	59830	-	-	-	-	-	102460
5.	Hazaribagh	80000	16500	-	-	-	-	46964	-	-	260531	-	-	403995
6.	Muzaffarpur	172500	NA	-	-	-	-	88800	-	-	-	-	-	261300
7.	Rajkot	41400	-	-	-	-	247877	-	-	30000	-	-	305311*	624588
8.	Surat	31050	-	-	-	-	-	-	-	-	-	-	144120**	175170
9.	Rohatak	-	-	-	-	-	-	-	-	-	-	-	65597/	65597
10.	Chamba	-	-	11670	39600	12340	1512	600	8995	-	-	-	-	64208
11.	Anantnag	-	-	-	280724	-	-	-	-	-	-	-	27423	308147
12.	Khargone	10400	200	792	2070	-	-	6600	-	-	-	-	-	20062
13.	Maravati	-	-	47672	-	-	9115	-	-	-	-	-	-	56787
14.	Bangalore	17500	3200	41654	22000	-	-	423380	123480	-	-	-	9796	217630
15.	Mharwar	55000	-	49372	-	-	-	-	169076	-	-	-	8010	281458
16.	Cuttack	232100	9000	-	3900	46700	-	-	22200	420500	-	-	-	734400
17.	Sambalpur	-	-	-	134059	4695	-	-	15820	16000	-	-	-	170574
18.	Ferozepur	-	16500	-	-	-	-	-	-	-	-	-	-	16500
19.	Madurai	550831	-	-	-	-	-	-	-	120821	-	-	-	671652

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(Contd.)

Table A.3.1 (Contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
20. Banda	131000	12038	-	50880	66135	-	-	-	-	-	-	164859	392643 [ⓐ]	817555
21. Gazipur	45000	4600	-	115140	21332	-	-	-	-	-	256831	-	1043279 ⁺	1486182
22. Rampur	56500	-	-	12400	-	-	-	-	-	-	494800	98920	-	662620
23. Burdwan	-	-	-	1157206	-	3259835	-	35024	N.A.	-	-	-	-	4452065
24. Darjee- ling	25300	-	-	22246	-	203011 290011	-	2952	-	-	-	-	-	340509
25. Pocherry	342000	17000	-	-	61100	-	-	-	10000	-	-	-	-	430100
Total	1800953	79038	164591	3005365	212302	3808350	231024	387547	587321	1012162	263779	2003379	13645811	
No. of dis- tricts re- porting	18	8	7	13	6	5	6	8	4	3	2	9	25	

* Includes Loan (197171), Full pay (48140) and stipend (60000) facilities to women teachers under training.

** Loan to women teachers under training.

/ Music classes for girls.

ⓐ Construction of school buildings.

+ Opening of schools and construction classes.

Table A.3.2: Growth of primary and middle schools in the sample districts

Sl. No.	Districts	Primary schools								
		No. during 1960-61			1965-66 % increase over 1960-61			1969-70 % increase over 1960-61		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11
1.	Cachar	1591	-	1591	21.9	0.0	21.9	26.9	0.0	26.9
2.	Hazaribagh	1747	132	1879	22.1	15.1	21.7	34.9	15.9	33.5
3.	Muzaffarpur	2377	355	2732	17.8	13.8	17.3	20.8	19.2	20.6
4.	Rajkot	435	5	440	-9.5	-40.0	-8.9	-1.7	-9.5	-1.1
5.	Surat	1257	3	1260	-43.3	66.6	-43.1	-49.0	-33.3	-49.0
6.	Chamba	157	-	157	142.0	-	142.0	173.2	-	173.2
7.	Kharagone	697	75	772	30.3	16.0	28.9	24.5	34.7	25.5
8.	Bangalore	1618	85	1704	22.3	-2.7	21.1	22.4	-38.4	19.4
9.	Dharwar	985	74	1059	2.9	13.5	3.7	-18.3	-6.8	-8.2
10.	Cuttack	4075	43	4118	-45.5	-39.5	-44.4	71.8	-51.2	-71.6
11.	Sambalpur	1644	26	1670	20.6	11.5	20.5	28.0	30.8	28.1
12.	Banda	618	87	705	42.0	110.6	51.6	42.1	110.6	51.8
13.	Gazipur	527	73	600	47.1	157.5	60.5	38.1	164.3	53.5
14.	Rampur	285	17	302	65.3	564.7	93.4	65.9	582.3	95.0
15.	Darjeeling	379	25	404	32.7	-4.0	31.7	66.5	8.0	62.9
16.	Pondicherry	228	11	239	-1.3	27.2	0.0	3.9	18.2	11.1
All	Districts	18620	1012	19632	4.2	36.5	5.9	0.5	35.0	2.3

Notes: Comparable data not available for the remaining sample districts.

Table A.3.2: (Contd.)

Sl. No.	Middle Schools								
	No. during 1960-61			1965-66 (% increase over 1960-61)			1969-70 (% increase over 1960-61)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	12	13	14	15	16	17	18	19	20
1.	160	12	172	50.0	15.3	47.4	81.2	38.5	78.0
2.	186	14	200	61.3	100.0	64.0	84.9	171.4	91.0
3.	438	30	468	16.4	3.3	15.6	23.5	3.3	22.2
4.	391	22	413	29.1	50.0	31.5	52.4	68.1	54.7
5.	770	54	824	-48.0	-61.1	-48.8	-31.4	-63.0	-33.5
6.	22	2	24	68.2	100.0	70.8	150.0	100.0	145.8
7.	76	10	86	60.5	30.0	59.0	88.1	50.0	83.7
8.	318	24	342	58.2	0.0	54.1	83.3	12.5	78.4
9.	706	103	809	7.5	10.7	7.9	11.8	-8.7	9.1
10.	304	18	322	2.3	55.5	5.3	-36.2	-89.9	-39.1
11.	142	10	152	78.8	110.0	80.9	121.8	-40.0	111.2
12.	49	8	57	38.7	62.5	42.1	118.4	87.5	114.0
13.	83	5	88	20.4	220.0	31.8	42.1	440.0	64.7
14.	100	3	103	60.0	336.7	100.0	35.0	446.7	134.8
15.	24	7	31	-16.7	14.2	-10.0	12.5	0.0	9.6
16.	32	21	53	71.8	-10.0	39.6	90.6	19.1	47.2
All Districts	2721	343	4064	13.5	9.3	13.1	27.2	9.3	25.7

Note: Comparable data not available for the remaining sample districts.

Table A.3.3: Number of students enrolled and percentage of girls to total in the selected districts during specified period

Sl. No.	Name of the district	I - V Classes						VI-VIII Classes					
		1960-61		1965-66		1969-70		1960-61		1965-66		1969-70	
		Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Anantapur	NA	NA	37.9	212491	36.1	201038	NA	NA	22.9	29550	24.6	29959
2.	Krishna	45.8	201978	47.3	271340	47.0	255595	30.7	69131	29.3	66904	40.6	147502
3.	Cachar	34.3	118641	35.9	146993	37.5	153456	27.8	45549	27.8	32790	34.6	38956
4.	Komrup	NA	NA	NA	NA	37.7	278084	NA	NA	NA	NA	36.3	71459
5.	Hazaribagh	6.5	145980	19.7	203716	22.6	229445	7.3	17476	15.4	21663	14.9	25369
6.	Muzaffarpur	22.4	250557	22.4	280321	24.4	319510	11.3	37203	12.0	40251	14.2	48076
7.	Rajkot	36.2	91060	36.8	112246	38.4	167192	30.7	22936	34.0	31501	40.9	57961
8.	Surat	30.4	69689	47.5	28836	39.4	38336	40.3	243337	38.5	134583	40.2	171999
9.	Rohatak	NA	NA	31.2	157745	30.0	206147	NA	NA	22.6	56011	23.3	82129
10.	Chamba	12.8	8990	23.6	13807	25.9	15933	19.6	980	23.3	3134	23.6	4300
11.	Anantnag	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12.	Khargone	9.7	38169	23.9	72434	27.4	78566	1.6	10077	31.0	14369	40.4	30479
13.	Anravati	NA	NA	42.4	156573	44.4	177909	NA	NA	32.8	40878	35.6	45973
14.	Bangalore	41.8	238877	45.4	201624	43.5	197584	34.7	61508	31.9	47874	34.8	48537
15.	Dharwar	45.7	81224	47.6	95888	47.2	78872	36.8	171808	39.3	224975	43.0	153461
16.	Cuttack	36.9	66736	39.7	182509	40.2	98327	8.4	13128	22.0	66472	28.1	48903
17.	Sambalpur	33.7	128146	34.5	157004	35.2	156215	NA	NA	16.7	15392	25.8	20969
18.	Ferozepur	34.4	95144	37.3	164115	37.5	169707	26.0	26491	30.2	35752	32.1	52411
19.	Jaipur	NA	NA	23.7	151110	22.6	163978	NA	NA	19.4	41114	21.8	48612
20.	Madurai	NA	NA	NA	NA	43.1	451381	NA	NA	NA	NA	36.5	125491
21.	Banda	15.8	53244	40.7	139924	39.8	142711	14.1	10951	13.0	20039	10.7	35318
22.	Gazipur	17.8	78890	34.6	183413	37.1	211733	7.4	12467	8.8	29128	11.4	38510
23.	Rampur	18.5	30198	31.1	74633	34.6	95720	19.2	7330	15.9	8274	27.0	16976
24.	Burdwan	39.0	215631	38.7	310882	-	-	14.4	36458	26.3	60898	NA	NA
25.	Darjeeling	35.8	51522	40.3	84713	40.0	95118	31.1	8008	37.8	12226	35.2	15477
26.	Rondicherry	35.1	15059	40.7	20748	41.3	27390	37.1	25771	37.5	44537	38.7	53303
	Total	31.9	1979856	33.7	3423065	36.5	4009947	31.5	820609	29.7	1078315	33.9	1412132

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Table A.3.4: Percentage increase in the enrolment of children over the year 1960-61 in the selected districts

Sl. No.	Name of the district	I-V Classes								
		Enrolment - 1960-61			Percentage increase in enrolment over the year 1960-61					
		Boys	Girls	Total	1965-66			1969-70		
3	4	5	6	7	8	9	10	11		
1.	Krishna	109493	92435	201973	30.7	38.7	34.3	23.8	29.8	26.5
2.	Cachar	77953	40688	118641	20.9	29.7	23.9	23.0	41.4	29.3
3.	Hazaribagh	136427	9553	145980	20.0	19.2	39.6	30.1	443.2	57.2
4.	Muzaffarpur	194462	56095	250557	11.9	11.7	11.9	24.2	39.2	27.5
5.	Rajkot	58123	32937	91060	22.0	25.4	23.3	77.1	95.0	83.6
6.	Surat	48534	21155	69689	-68.8	-35.2	-58.6	-52.1	-29.7	-45.0
7.	Chamba	7840	1150	8990	34.5	183.9	53.6	50.6	258.6	77.2
8.	Kharagone	34470	3699	38169	59.9	358.3	89.8	65.4	482.9	105.8
9.	Bangalore	138936	99941	238877	-20.7	-8.4	-15.6	19.7	-13.9	-17.3
10.	Dharwar	44133	37091	81224	13.8	23.1	18.1	-5.6	-10.3	-2.9
11.	Cuttack	42085	24651	66736	161.4	194.0	173.5	39.6	60.5	47.3
12.	Sambalpur	85004	43142	128146	21.1	25.4	22.6	19.0	27.6	21.9
13.	Ferozpur	62454	32688	95142	64.8	87.1	72.5	77.1	94.9	78.4
14.	Banda	44827	8417	53244	85.1	576.6	162.8	91.7	574.6	168.0
15.	Gazipur	64836	14054	78890	84.9	352.0	132.5	105.3	459.3	168.4
16.	Rampur	24611	5587	30198	109.1	314.8	147.1	154.2	493.4	217.0
17.	Darjeeling	33059	18463	51522	53.0	84.9	64.4	72.6	106.1	84.6
18.	Pondicherry	9774	5285	15059	25.9	59.7	37.8	64.5	113.9	81.9
Total		1207300	641866	1749166	39.4	73.4	50.1	43.4	79.6	54.6

Complete data were not available for 8 districts.

(Contd.)

Table A.3.4 (Contd.)

Sl. No.	Enrolment			VI - VIII Classes					
	1960-61			Percentage increase in enrolment over the year 1960-61			1965-66		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	12	13	14	15	16	17	18	19	20
1.	47928	21203	69131	-1.3	-7.7	-3.3	82.8	182.5	113.3
2.	32884	12565	45449	-28.0	-28.8	-28.0	-22.6	6.5	-14.5
3.	16202	1274	17476	13.0	162.5	23.9	33.2	197.3	45.8
4.	32990	4213	37203	7.3	15.0	8.2	25.0	61.6	29.2
5.	15896	7040	22936	30.8	51.9	37.3	115.4	236.7	152.7
6.	145376	97961	243337	-43.1	-47.2	-44.7	-29.3	129.5	-29.6
7.	787	193	980	205.3	278.7	219.7	317.5	425.4	338.8
8.	9918	159	10077	-0.1	180.0	42.6	24.0	1043.2	202.6
9.	40161	21347	61508	-20.8	-29.6	-22.2	-21.1	-21.1	-21.1
10.	108566	63142	171808	25.7	39.9	30.9	-19.6	4.6	-10.7
11.	12027	1101	13128	330.8	33.1	406.3	192.4	1147.2	272.5
12.					NA				
13.	19601	6890	26491	27.3	56.6	34.9	81.5	144.3	97.8
14.	9406	1545	10951	85.2	69.0	82.9	235.1	145.3	222.5
15.	11546	921	12467	130.0	178.8	153.6	195.4	377.0	208.9
16.	5920	1410	7330	17.6	-7.0	12.8	109.2	225.6	131.6
17.	5515	2493	8008	37.9	85.3	52.6	81.7	118.8	93.2
18.	16212	9559	25771	71.8	74.5	72.8	101.5	115.8	106.8
Total	531035	253116	784151	7.9	3.3	6.4	20.4	37.6	25.9

Complete data were not available for 8 districts.

Table A.7.1: Views of the headmasters on the timeliness of the special schemes and reasons for delay

Sl. No.	Scheme	No. of Districts reporting	No. of headmasters reporting	Whether timely			Reasons for not being timely			
				Yes	No	No response	Irregular/untimely allotment of funds	Procedural delay in sanctioning appointment	Delay in receipt	Purely temporary appointment - no payment made.
1	2	3	4	5	6	7	8	9	10	11
1.	Quarters for lady teachers	19	29	21	3	5	-	3	-	-
2.	Appointment of school-mothers	11	23	20	3	-	-	2	-	1
3.	Attendance Scholarships	7	19	7	12	-	3	6	2	1
4.	Supply of uniforms	6	16	8	7	1	-	4	3	-
5.	Payment of stipend	6	14	6	8	-	-	5	1	1
6.	Sanitary facilities	8	12	9	2	1	2	-	-	-
7.	Supply of books, slates, etc.	4	12	5	7	-	-	3	4	-
8.	Free tuition/Fee reimbursement	5	10	7	2	1	-	1	1	-
9.	Construction/Improvement/Extension of school buildings	2	4	3	1	-	1	-	-	-
10.	Village allowance to lady teachers serving in rural areas	2	4	4	-	-	-	-	-	-
11.	Opening of senior basic schools for girls	2	3	3	-	-	-	-	-	-

Table A.7.2 : Parents of school-going children reporting awareness of special scheme(s)

Sl. No.	State	District	No. of parents reporting any scheme	No. of parents reporting no scheme	Appointment of school-mothers	Quarters/ hostels for lady teachers	Attendance scholarship	Free tuition	Supply of uniforms
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	Anantapur	30	-	30	-	-	-	-
		Krishna	29	1	27	-	-	10	-
2.	Assam	Cachar	30	-	28	10	-	-	-
		Kamrup	28	2	10	3	-	-	18
3.	Bihar	Hazaribagh	26	4	-	8	-	-	-
		Muzaffarpur	30	-	-	8	-	30	-
4.	Gujarat	Rajkot	16	14	-	-	-	-	-
		Surat	-	30	-	-	-	-	-
5.	Haryana	Rohtak	9	18	4	-	-	-	-
6.	Himachal Pradesh	Chamba	28	2	20	-	25	-	18
7.	Jammu & Kashmir	Anantnag	30	-	30	10	-	-	-
8.	Karnataka	Bangalore(R)	26	4	-	16	26	-	26
		Dharwar	18	-	-	6	18	-	-
9.	Madhya Pradesh	Khargone	1	29	-	1	-	-	-
10.	Maharashtra	Amravati	26	-	-	-	-	-	26
11.	Orissa	Cuttack	30	-	10	20	16	-	-
		Sambalpur	25	5	18	10	20	-	-
12.	Punjab	Ferozepur	15	15	-	-	-	-	-
13.	Rajasthan	Jaipur	9	21	-	9	-	-	-

(Contd.)

Table A.7.2 (Contd.)

1	2	3	4	5	6	7	8	9	10
14. Tamilnadu	Madurai	25	5	-	19	-	-	-	-
15. Uttar Pradesh	Banda	20	3	10	6	-	-	-	-
	Gazipur	30	-	-	9	-	-	-	-
	Rampur	22	8	9	3	-	22	-	-
16. West Bengal	Burdwan	30	-	-	10	30	20	-	-
	Darjeeling	30	-	10	8	10	20	-	-
<u>Union Territory</u>									
1. Pondicherry	Pondicherry	25	5	-	16	21	-	-	-
Total		588	166	207	172	166	112	588	88
Percentage		77.9	22.1	35.2	29.2	28.2	19.0	14.9	

(Contd..)

Table A.7.2 (Contd.)

	11	12	13	14	15	16	17	18
14.	-	-	-	-	-	6	-	-
15.	-	-	-	20	5	-	-	-
	-	-	-	30	7	-	-	1
	-	-	-	-	3	-	-	-
16.	-	-	-	-	-	-	-	-
<u>U.T.</u>								
1.	-	-	7	-	21	-	-	-
	83	69	63	50	46	21	16	8
	14.1	11.7	10.7	8.5	7.8	3.6	2.7	1.4

Cols.6 to 18 relate to the number reporting the specific schemes.

Table A.7.3: Knowledgeable persons reporting awareness of special schemes(s)

Sl. No.	State	District	No. of KPS reporting any scheme	No. of KPS reporting no scheme	Appointment of school-mothers	Quarters/hostels for lady teachers	Attendance scholarships	Free tuition	Supply of uniforms
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	Anantapur	9	-	9	-	-	-	-
		Krishna	9	-	9	-	-	3	-
2.	Assam	Cachar	9	-	9	3	-	-	-
		Kamrup	9	-	3	1	-	-	6
3.	Bihar	Hazaribagh	9	-	-	5	-	-	-
		Muzafarpur	9	-	-	5	-	9	-
4.	Gujarat	Rajkot	6	3	-	-	-	-	-
		Surat	1	8	-	1	-	-	-
5.	Haryana	Rohatak	4	5	4	-	-	-	-
6.	Himachal Pradesh	Chamba	8	1	6	-	5	-	5
7.	Jammu and Kashmir	Anantnag	9	-	9	-	-	-	-
8.	Karnataka	Bangalore(R)	9	-	-	6	9	-	9
		Dharwar	9	-	-	3	9	-	-
9.	Madhya Pradesh	Khargone	2	7	-	2	-	-	1
10.	Maharashtra	Amravati	9	-	-	-	-	-	9
11.	Orissa	Cuttack	9	-	3	6	8	-	-
		Sambalpur	9	-	6	3	9	-	-
12.	Punjab	Ferozepur	6	3	-	-	-	-	-
13.	Rajasthan	Jai pur	3	6	-	3	-	-	-

Table A.7.3 (Contd)

1	2	3	4	5	6	7	8	9	10
14.	Tamilnadu	Madurai	9	-	-	6	-	-	-
15.	Uttar Pradesh	Banda	9	-	3	3	-	-	-
		Gazipur	9	-	-	3	-	-	-
		Rampur	6	3	5	2	-	6	-
16.	West Bengal	Burdwan	9	-	-	3	9	9	-
		Darjeeling	9	-	2	3	3	7	-
<u>Union Territory</u>									
1.	Pondicherry	Pondicherry	9	-	-	6	9	-	-
Total			198	36	68	67	61	34	30
Percentage			84.6	15.4	34.0	34.0	31.0	17.3	15.2

Table A.7.3 (Contd.)

	Supply of books/ slates, etc.	Payment of stipend	Sanit- ary facili- ties	Opening of schools for girls	Continuation of classes/Merit prizes/Con- densed courses	Hostels for girls	Scholarships/ stipend for lady teachers	Special allowance to lady teachers serving in rural areas
1	11	12	13	14	15	16	17	18
1.	-	-	-	-	-	-	-	-
2.	-	8	-	-	-	-	-	-
	7	-	-	-	-	-	-	-
3.	-	3	3	-	-	-	-	-
	-	9	1	-	-	-	-	-
4.	-	-	-	-	-	-	6	-
	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-
6.	1	-	-	-	-	-	-	-
7.	-	-	-	-	3	-	-	-
8.	9	-	3	-	-	-	-	-
	9	-	-	-	-	-	-	-
9.	-	2	-	-	-	-	-	-
10.	9	-	-	-	-	-	-	-
11.	-	-	8	-	-	3	-	2
	-	-	3	-	-	3	-	2
12.	-	-	3	-	-	-	-	-
13.	-	-	-	-	-	-	-	-

(Contd.)

Table A.7.3 (Contd.)

1.	11	12	13	14	15	16	17	18
14.	-	-	-	-	-	3	-	-
15.	-	-	3	3	3	-	-	-
	-	-	-	9	3	-	-	2
	-	-	-	1	2	-	-	-
16.	-	-	-	-	-	-	-	-
<u>U. T.</u>	-	-	-	-	-	-	-	-
1.	-	-	3	-	9	-	-	-
	35	22	27	13	20	9	6	6
	17.8	11.2	13.7	6.6	10.1	4.6	3.0	3.0

Table A.7.4: Parents of school-going children reporting the manner in which the special scheme(s) helped in the promotion of girls education

Sl. No.	Scheme	Dist- ricts report- ing	No. of respon- dents	%	Reasons for the opinion							
					Enrolment of girls increa- sed		Poor/low in- come group started send- ing their daughters to schools		Regular atten- dance en- couraged		Enrolment in- creased due to hostel faci- lity	
					No.	%	No.	%	No.	%	No.	%
2	3	4	5	6	7	8	9	10	11	12	13	
1.	Free tuition	5	110	98.2	73	66.4	54	49.1	2	1.8	-	-
2.	Payment of stipend	3	39	56.5	5	12.8	30	76.9	4	10.3	-	-
3.	Attendance Scho- larships	8	97	58.4	16	16.5	10	10.3	90	92.8	-	-
4.	Supply of books, slates, etc.	4	36	43.4	27	75.0	12	38.3	10	27.8	-	-
5.	Supply of uniforms	4	41	46.6	20	48.8	4	9.8	7	17.1	-	-
6.	Opening of schools for girls	2	45	90.0	32	71.1	24	53.3	2	4.4	-	-
7.	Sanitary facilities	6	26	41.3	6	28.1	-	--	15	57.7	-	-
8.	Hostel for girls	3	16	76.2	3	18.7	-	--	-	-	9	56.2
9.	Quarters/Hostels for lady teachers	14	78	45.4	3	3.38	-	--	2	2.6	-	-

Schemes mentioned by a small number of respondents have been excluded.

(Contd.)

Table A.7.4 (Contd.)

Sl. No.	Reasons for the opinion									
	Parents relieved from financial burden		Free supply of Books, Uniform,		Provision of residential facilities ensured presence of teachers		Facilities made teachers more interested in work		Better sanitary facility and privacy	
	No.	%	No.	%	No.	%	No.	%	No.	%
1	14	15	16	17	18	19	20	21	22	23
1.	49	44.5	-	-	-	-	-	-	-	-
2.	7	17.9	-	-	-	-	-	-	-	-
3.	4	4.1	-	-	-	-	-	-	-	-
4.	3	8.3	27	75.0	-	-	-	-	-	-
5.	11	26.8	26	63.4	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	6	23.1
8.	-	-	-	-	-	-	2	12.5	-	-
9.	-	-	-	-	57	73.1	22	28.2	-	-

Table A.7.5: Knowledgeable persons reporting the manner in which the special scheme(s) helped in the promotion of girls' education

Sl. No.	Scheme	Dist- ri- cts re- port- ing	No. of res- pondents reporting		Reasons for the opinion			
					Enrolment of girls increased		Poor/low income group started send- ing their daughters to school	
			No.	%	No.	%	No.	%
1.	Free tuition	5	31	91.2	24	77.4	13	41.9
2.	Payment of stipend	3	13	59.1	3	23.1	9	69.2
3.	Attendance Scholarships	6	32	52.5	5	15.6	5	15.6
4.	Supply of books, slates, etc.	4	16	45.7	10	62.5	6	37.5
5.	Supply of uniforms	2	13	43.3	7	53.8	3	23.1
6.	Opening of schools for girls	2	10	76.9	5	50.0	9	90.0
7.	Sanitary facilities	5	11	40.7	3	27.3	-	-
8.	Hostels for girls	3	7	77.8	-	-	-	-
9.	Quarters/Hostels for lady teachers	12	27	40.3	-	-	-	-

(Contd.)

Table A.7.5 (Contd.)

No.	Reasons for the opinion									
	Regular attendance encouraged		Enrolment increased due to hostel facility		Parents relieved from financial burden		Free supply of books/uniforms encouraged		Provision of residential facilities ensured presence of teacher	
	No.	%	No.	%	No.	%	No.	%	No.	%
	10	11	12	13	14	15	16	17	18	19
1.	-	-	-	-	12	38.7	-	-	-	-
2.	2	15.4	-	-	2	15.4	1	7.7	-	-
3.	30	93.7	-	-	-	-	1	3.1	-	-
4.	6	37.5	-	-	6	37.5	9	59.2	-	-
5.	3	23.1	-	-	7	53.8	7	53.8	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	3	27.3	-	-	-	-	-	-	-	-
8.	-	-	4	57.1	-	-	-	-	-	-
9.	1	3.7	-	-	1	3.7	-	-	16	59.3