

DISTRICT PRIMARY EDUCATION PROGRAMME

Focus On Education For Girl Child

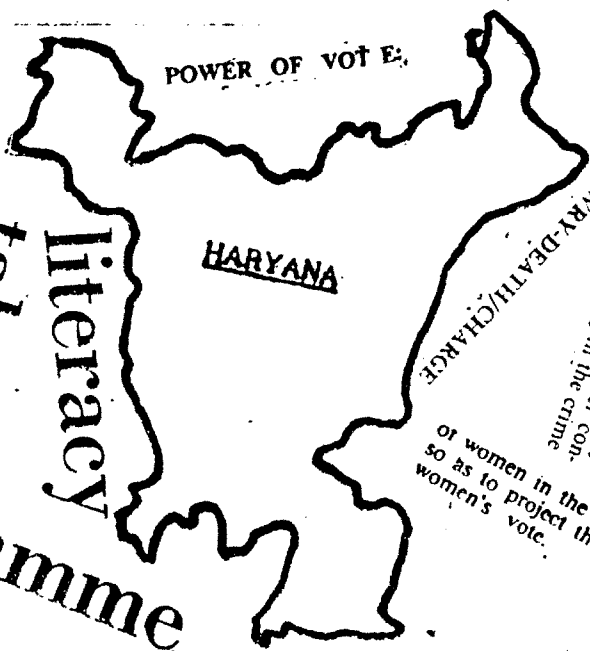
World women's meet

Woman set fire by husband

THE TIMES OF INDIA NEWS SERVICE  
NEW DELHI, February 15.  
THE fourth world conference on women, to be held in Beijing in 1995, may be two years away but discussions on the key issues that need to be highlighted at this important meeting have already been initiated.

Women take up literacy programme

RESERVATION OF SEATS ON  
PANCHAYATS (LOCAL SELF-GOV-  
ERNMENT BODIES) BILL  
NEW DELHI, February 16



Child Marriage: Act for marry-  
ing a minor girl without her con-  
sent and for assisting in the crime  
DOWRY-DEATH/CHANGE

Early Marriage  
In order to universalise elementary  
of world.  
education, the focus on female child  
are  
education, to be on the rates of girls and  
school has to drop-out classes I to VIII.  
While the drop-out from classes I to VIII,  
50.4 per cent from classes I to VIII,  
68.8 per cent from classes I to VIII,  
the corresponding figures for girls  
are 49.5 per cent and 61.1 per cent  
respectively.

participation  
of women in the political process  
so as to project the power of the  
women's vote.

Female Teachers  
The presence of only male teachers  
could be the most prominent reason  
for parents in certain areas and  
communities to withdraw girls from  
schools beyond the age of nine or  
ten years.

Women Mountaineers

STATUS PAPER

WOMEN'S EDUCATION AND DEVELOPMENT IN HARYANA

Gender

Studies

eminism: Chasing its own shadow  
Emerging out of the shadows

January 1994

**A STATUS PAPER**  
**ON**  
**WOMEN'S EDUCATION AND DEVELOPMENT**  
**HARYANA STATE**  
**1993-94**

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**Members of DWS NCERT, New Delhi.      Members of SCERT, Hr., Gurgaon.**

1. Dr. Usha Nayar,  
Prof. and Head, DWE, NCERT.

2. Dr. Janak Duggal

3. Dr. Sarojini Bisaria

4. Dr. Kallash Nautial

1. Mrs. S. Sandhir,  
Director, SCERT.

2. Mrs. Swarn Chopra.

3. Mrs. Usha Batra.

4. Mrs. Sudesh Sehgal.

5. Miss Laj Rohila.

6. Mr. Ajay Bhardwaj.

7. Sh. Narain Dutt Sharma

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17-B, Sri Aurobindo Marg,  
New Delhi-110016  
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## STATUS PAPER

ON

### WOMENS EDUCATION AND DEVELOPMENT HARYANA STATE 1993-94

I. A comparatively new state carved out of the erstwhile Punjab, Haryana, within a compass of a few years of its birth, has set up an example for the rest of the country whether be it in the development of electricity, roads, irrigation, what to speak of its achievement in the field of education. The country indeed looks forward to this state of brave sons of the soil. Haryana State came into existence on Nov. 1, 1966. According to the census 1971, its population was 10037000. Now as per census 1991, it has gone up to 16463648. It has increased approximately 64% in this period. Its area is 44212 sq. kilometers.

2. As on 24.1.92, Haryana has 4 divisions, 16 Districts, 39 sub divisions, 55 Tehsils, 30 sub-tehsils and 108 CD blocks. The ratio of rural/urban population is 75:25. The percentage of scheduled caste population of Haryana is 19.75. The literacy rate of the State and country in 1971 was 26.89 and 29.46 respectively. In 1991 the rates have risen to 55.33 and 52.1 respectively. This shows that there has been a tremendous increase in its own literacy rate and these rates have gone a bit higher than national literacy rate.

3. Haryana celebrated its Silver Jubilee in 1991. During this period of 25 years (1966-67 to 1990-91), it has made many strides in the field of education.

The following table will illustrate this progress.

Table 1 Showing the progress of educational Institutions in Haryana State during 1966-67 to 1990-91

S.No.	Institution	Position in 1966-67	1990-91	Percentage Increase in Complete numbers
1.	Art & Science Colleges	40	120	200
2.	Teacher's Training Colleges	5	17	240
3.	High/Sr.Sec.Schools	597	2356	295
4.	Middle Schools	738	1399	90
5.	Primary Schools	4447	5136	15
6.	Pre Primary Schools	2	27	1250

Source: Page No. 117 Stastical Abstract of Haryana 1990-91

3.1 The percentage increase in Art and Science Colleges, Teachers training colleges and High/Sr.Sec. Schools have been from 200 to 295%

3.2 The percentage increase at Primary level is 15% This increase is very low. In order to augment primary education, operation Black-Board and D.P.E.P. Project are being launched.

4. There has been a significant increase in school enrolment as per table furnished below:

Table 2 : Showing increase in enrolment of girls and boys and number of (Pry, Middle, High/S.S.) female and male teachers at primary level and school level during 1966-67 to 1990-91.

Category	Position in 1966-67		Position in 1990-91		Percentage increase in 1991 over 1967.	
	Girls/F Teachers	Boys/M Teachers	Girls/F Teachers	Boys/F Teachers	Girls/F Teachers	Boys/M Teachers
1. General enrolment at primary level	141003	393761	365750	418887	159.39	6.38
2. General enrolment in school (Pry/Middle/High/S.S)	298238	863279	1163335	1721050	290.07	99.36
3. Scheduled caste enrolment at primary level	8396	53853	99725	111335	1087.76	106.73
4. Scheduled caste enrolment at school level (Primary/Middle/High/SS)	15305	100460	233266	340773	1424.12	239.21
5. Percentage of Scheduled caste to total at primary level	5.95	13.67	27.26	26.57	4½ times	2 times
6. Percentage of scheduled caste to total at school level (Primary/Middle/High/S.S)	5.13	11.63	20.05	19.80	4 times	1- <sup>3</sup> / <sub>4</sub> times
7. No. of teachers at primary level	3187	9773	8050	12118	152.5	23.9
8. No. of teachers at school level (Pry./Middle/Hyg/S.S)	8009	24465	30532	46963	281.2	91.9

Source: Statistical Abstract of Barwana - 1991 Page 130-131.)

4.1 This table reveals that in 1966-67 the enrolment of girls in primary schools was 141003. It went upto 365750 in 1990-91. The percentage increase was 159.39 whereas the percentage increase of boys during this span was 6.38 only.

4.2 The total enrolment of girls in 1966-67 was 298238 and in 1990-91 it rose to 1163335. The percentage increase came out to be 290.07 whereas that of boys was 99.36.

4.3 The scheduled caste girls enrolment at primary level in 1966-67 was 8396 and it went up to 99725 in 1990-91. The percentage increase rose to 1087.76 and that of the boys was 106.73.

4.4 The total number of S.C. girls at school level in 1966-67 was 15305 in and in 1990-91 it was 233266. The percentage increase came out to be 1424 and that of boys 239.21.

4.5 The percentage of scheduled caste girls to the total no. of students in 1966-67 was 5.95. It went up in 1990-91 to 27.26. Approximately the increase was  $4\frac{1}{2}$  times where as that of boys was 2 times.

4.6 Percentage of scheduled caste to the total students at school level in 1966-67 was 5.13 and in 1990-91 it has went up to 20.05 (4 times). In the case of boys the incre.ase was  $1\frac{3}{4}$  times only.

4.7 The no. of female teachers at the primary level in 66-67 was 3187 and in 1990-91 it was 8050. The increase was 152.5% the increase in the case of male teachers happened to be 23.9.

4.8 The total no. of female teachers in 1966-67 was 8009 and in 1990-91 it was 30532. The net percentage increase was found to be 281 where in the case of male teachers, it was 91.9. 5. The ratios of enrolment of girls/boys, female/male teachers were calculated and shown in the following table.

Table:3: Showing ratios of enrolment at Primary level/school level in Haryana in 1990-1991.

General Enrolment at Pry. Level	General Enrolment at School Level	SC Enrolment at Primary Level	SC Enrolment at school Level	No. of Teachers at Pry. Level	No. of Teachers at School Level
Girls:Boys	Girls:Boys	Girls:Boys	Girls:Boys	Female: Male	Female:Male
6:7	12:17	10:11	23:34	2:3	30:47

5.1 This shows that the component ratios of the enrolment of girls are comparatively lower.

5.2 Similarly the component ratios on female teachers are also lower than the component ratios of male teachers.

5.3 Referring to the percentage increases shown in Table-2 there are tremendous increases but the component ratio of girl students and female teachers shown in table 3. reveal that there is yet much more to be done for girl Education and women's development.

6. The female literacy rates according to census 1991 are also low. These are given in the following table.



Table 4 : Showing Literacy rates of India, Haryana and 4 Selected Districts for the year 1990-91.

M	India		Haryana		Hisar		Jind		Kaithal		Sirsa	
	F	M	F	M	F	M	F	M	F	M	F	
64.13	39.29	69.10	40.47	61.41	32.12	61.07	30.12	54.71	28.37	57.21	34.02	

Source: Census of India 1991 series-1 Paper-2 of 1992 Final Pop.

Totals: Brief Analysis of Primary Census Abstract

(Pages 242-247).

6.1 All the male as well as female literacy rates are slightly higher than those of India.

6.2 All the female literacy rates in the above table are comparatively lower.

6.3 The female literacy rates in the above table are comparatively lower.

6.3 The female literacy rates of Distt. Hisar, Jind and Kaithal are approximately half of the respective male literacy rates.

#### 7. Sampling

7.1 Since the female literacy rates of the above mentioned 4 districts are lower it was decided to conduct a survey of these 4 districts for finding out the status of girls education and women's empowerment in these selected districts.

7.2 At the 2nd stage of sampling one CD block from each district was selected. These blocks were Hisar-I district Hisar, Jind block in district Jind, Rajauna in district Kaithal and Sirsa-II in district Sirsa.

7.3 It was further planned to select eight villages and two slum areas from each block.

7.4 The criteria for the selection of villages were as given below-

- Two villages having High/Senior -Secondary with Primary attached and having girls enrolment.
- Two villages having Middle schools as mentioned above.
- Two villages having primary school having girls enrolment.
- Two villages having no primary school or having single teacher/double teacher school.

7.5 33 villages and 8 urban slum areas were selected. Their list is given on annexure-I.

7.6 The villages selected were classified according to the criteria adopted for selection and shown in the following table.

Table-5: Showing district-wise classification of the schools of the selected villages.

S.No.	Distt.	High/Sr.Sec.	Kind of School			Total
			Middle	Primary	Primary Single/Two Teacher	
1.	Hisar	2	1	3	2	8
2.	Jind	2	3	2	2	9
3.	Kaithal	2	2	2	2	8
4.	Sirsa	3	1	2	2	8
Total		9	7	9	8	33

7.7 The 9 schedules were developed for conducting the survey. The schedules were filled in either by collecting the information of the secondary data from various offices/district agencies required for the schedule or taking the interviews of the heads/representatives of the household, drop out girls, never enrolled girls, identified from the households, DPEOS, BEOS, Heads of the Primary School or Primary Sections, Teachers, Village Community leaders or by developing case studies for collecting information and perceptions about girls continuing their education, reasons of the girls dropping out or not joining the school so far, the utility of girls

education and gender disparity. perceptions of the village community leaders were taken through focussed group discussions.

The Schedules/information thus filled in/collected were classified districtwise and furnished in the following table.

Table-6: Showing districtwise classification of the Schedules filled in and information collected from 33 villages, and 10 urban slums in the sample.

District	Case studies													
	1. Distt. Schedule	2. Household Schedule	3. Dropout Girl Schedule	4. Never Enrolled Girl Schedules	5. Village Schedule	6. Institutional Schedule	7. Teacher Schedule	8. Community leader Schedule	9. Educational Administration Schedule	10. Dropout Girls	11. Never Enrolled Girls	12. No. of F.G.D. Conducted	13. No. of Participants	14.
Hisar	1	219	57	63	10	8	28	42	10	x	2	10	72	
Jind	1	269	57	45	11	10	33	48	12	2	x	10	70	
Kaithal	1	275	101	106	8	8	30	33	11	10	10	8	97	
Sirsa	1	248	61	63	10	8	25	38	10	17	14	10	94	
	4	1011	276	277	39	34	116	161	43	29	26	38	333	

Total of persons interviewed (column 2 to 10 and 14) = 2290

I.1 Approximately a team of 40 workers including National co-ordinator, N.C.E.R.T. Professional Assistants, Distt. Co-ordinators, SCERT Professional Assistants, DPEOS, B.E.O's and concerned supporting staff were involved in conducting the survey.

7.7.2 1564 persons were interviewed while taking their perceptions and information at household level, 393 persons were interviewed for collecting information/getting perceptions at Institutional, Village, BEO and DPEO level; 333 community leaders participated in focussed Group Discussions (F.G.D.). The ratios of the three areas, roughly came to be 29:7:6.

8. Population by sex, rural and urban area, scheduled caste and percentages of Total Scheduled caste, male Scheduled Caste and female Scheduled Caste to their total  
Table-7

		Total Population	Total Male	Total Female	Total S.C.	S.C. Male	S.C. Female	Percentages		
								Total SC to Total Pop.	SC Male to Total Male	SC Female to Total Female
India	T	838583988	435216358	403367630	138223277	71928960	66294317	16.48	16.53	16.43
	R	622812376	321279405	301532971	112343797	58342419	54001378	18.03	18.16	17.91
	U	215771612	113936953	101834659	25879480	13586541	12292939	11.99	11.92	12.07
Haryana	T	16463648	8827474	7636174	3250933	1747821	1503112	19.75	19.80	19.68
	R	12408905	6657334	5751570	2675277	1438290	1236987	21.56	21.60	21.55
	U	4054744	2170140	1884604	575656	309531	266125	14.20	14.26	14.12
Hissar	T	1844634	991016	853618	428072			23.21		
	R	1455081	782054	673027	360378			24.77		
	U	389553	208962	180591	67694			17.38		
Jind	T	963104	524014	439090	188409			19.56		
	R	797560	434946	362614	167205			20.96		
	U	165544	89068	76476	21204			12.81		
Kaithal	T	820685	443019	377666	175977			21.44		
	R	700048	378790	321258	159474			22.78		
	U	120637	64229	56408	16503			13.67		
Sirsa	T	903536	479407	422129	240793			26.65		
	R	712336	377510	334826	210711			29.58		
	U	191200	101897	89303	39082			20.44		

Source: Census of India 1991 Series-1 INDIA pages 242-246 Paper-2 of 1992 Final Population Totals Brief Analysis of Primary Census Abstract.

8.1 The percentage of scheduled caste population of India is 16.48 and that of Haryana is 19.75.

8.2 Rural percentages of Scheduled Caste are higher than those of Urban percentages.

In 4 selected districts the range of scheduled caste percentage in rural area is from 20.96 to 29.58 and that of urban area is from 12.81 to 21.44

8.3 The Scheduled Caste male percentages are slightly higher than those of Scheduled Caste female percentages.

9. Density, sex Ratio, decadal growth population in the age group of 0 to 6 years and the percentage of female girls in this age group.

The following table was developed for depicting above information.



Table 8: Showing density, sex ratio, decadal growth and population in the age group of 0 to 6 years and the percentage of girls in this age group and enrolment ratio in the age group 6 to 11 years in 1991.

Country/ State/ District	Area Selected	Density	Sex Ratio	Decadal Growth of 1991 over 1981	Population 0 to 6		Percentage of Girls in 0-6	Enrolment Ratio in the age group 6 - 11			
					Total	Boys		Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
India	T	273	927	23.50	150421175	77322151	75099024	48.56			
	R				116828332	59963100	56865232	48.67			
	U				33592843	17359051	16233792	48.33			
Haryana	T	292	865	26.27	3125173	1663350	1461823	46.78	102.20	112.90	91.04
	R				2429267	1294035	1135232	46.73			
	U				695906	369315	326591	46.93			
Hissar	T	292	867	23.23	349187	186931	162206	46.45	100.38	109.47	91.11
	R				281712	150833	130879	46.46			
	U				67475	56148	31327	46.13			
Jind	T	350	846	22.47	184859	99483	85376	46.18	104.31	118.61	89.36
	R				155400	83772	71628	46.09			
	U				29459	15711	13748	46.67			
Kathal	T	292	853	20.44	154839	83504	71335	46.07	90.91	102.75	78.61
	R				133261	71885	61376	46.06			
	U				21578	11619	9959	46.15			
Sirsa	T	211	877	27.58	165762	88038	77724	46.89	96.87	109.04	84.74
	R				132539	70310	62229	46.95			
	U				33223	17728	15495	46.64			

Source: Column 3,4,6,7 & 9 as in table-7 column 5,10,11, & 12 Pages 12 & 41 of Innovative Pilot project or promotion of Primary education of girls and disadvantaged groups in Haryana.

- 9.1 In the above table out of 4 selected districts the density of population of District Jind (350) is the highest & of Sirsa (211) is the lowest. As such Jind is thickly populated & Sirsa is sparsely populated.
- 9.2 Sex ratios of Haryana & 4 selected districts are comparatively lower to those of the country. It may lead to infer that representation of female sex in Haryana will be lower in comparison with many other states of the country.
- 9.3 Referring to Table-7 & Table - 8. Female literacy rate of Sirsa is 34.02 & its sex ratio is 877, whereas the literacy rate of District Kaithal is 28.37 & sex ratio is 853. There is a possibility to conclude that sex ratio of Sirsa district may be higher than that of Kaithal due to the reason that its literacy rate is higher.
- 9.4 The decadal growth of Sirsa district (27.58) is the highest of all four selected districts, its density of 211 persons per sq. km. is lowest & that growth of Jind (22.47) is comparatively lower having the highest density rate (350). Thus it is quite natural that there is a possibility of more growth of population in the district/area whose density rate is less & on the contrary there may be less growth of population in the district/area where density rate is high.

9.5 The percentage of girls in 0-6 age group in rural & urban areas of Haryana & its 4 selected districts is between 46 & 47; the corresponding percentage of India is between 48 & 49. Here again the girl birth rate/girl representation in this age group is lower.

9.6 Out of the four selected districts the girls enrolment ratio (78.61) in Kaithal is lowest. In Hisar district it (91.11) is better. In Jind district it is 89.36 & in Sirsa it is 84.74. Thus the position of girls enrolment in Hisar & Jind districts is better than that of Sirsa & Kaithal districts.

#### 10. Participation of Women Workers.

The following table was developed to show the disparity between men workers & women workers.

Table - 9 Showing Sex wise Percentage Distribution of workers-1991

<u>Distt.</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Hisar	50.17	13.22	33.02
Jind	47.80	13.09	31.89
Kaithal	50.51	8.60	31.22
Sirsa	52.76	15.25	35.14
Haryana	47.92	11.29	-
India	51.52	22.69	-

Source: Pg-137 Ref. Book same as of column 5 of Table 8.

Table-10 Showing sexwise percentage distribution of workers in India & Haryana in 1991

Year	Area	Main workers		Marginal workers		Non Workers	
		Male	Female	Male	Female	Male	Female
1991	India	51.00	16.03	0.61	6.24	48.39	77.73
1991	Haryana	48.26	6.01	0.25	4.75	51.49	89.24

Source: As of Table - 7

10. The Table-9 shows that the percentages of participation of male workers is higher than that of female workers. The male participation ranges from 47-80 to 52.76 and female participation ranges from 8.6 to 15.25.
- 10.2 The table 10 reveals that the percentage of participation of women as main workers at national as well as state level is low. It is 16.03 at the national level and 6.01 at the state level. It proves that the females are not getting their due share in this respect.
- 10.3 By referring to marginal workers percentages those of female 6.24 of the country and 4.75 of the state are higher. It infers that there is gender disparity in it because this type of work is not as significant and paying as that of main workers.
- 10.4 The percentages of non-workers again reveals that the percentages of females are higher. It clearly shows that a large number of percentage of females is out of job and constitute the greater part of unemployment.

11. Vital Statistics

The following table shows the vital statistics in Haryana and the meanage at marriage of 4 selected districts as well.

Table 11-showing vital statistics as in 1991.

1. Crude Birth rate 33.1/1000
2. Total Fertility Rate 4.4 per couple
3. Maternal Mortality rate (MMR) 350/1000 live births selected
4. Infant Mortality Rate (IMR) 68 per 1000 live births selected.
5. Couple protection Rate 55.9%
6. Deliveries attended by Trained persons (1989) 82.1%
7. Death Rate 1989 (Prov) 8.4
8. Meanage at Marriage
 

India	-	16.50
Haryana	-	17.8
Hissar	-	16.5
Jind	-	15.7
Kaithal	-	17.2
Sirsa	-	17.4

Source: Item 1-6 SRS Estimates Haryana 1991-92.

Item 7 Page 103 Stastical Abstracts of Haryana 1990-91.

Item 8 Page 118 of Innovative project in Promotion of Primary Education of girls and disadvantaged groups in Haryana D.W.S., NCERT, New Delhi-16.

11.1 The table reveals that the 82.1% deliveries are attended by trained persons.

- 11.2 Mean age at marriage in India and Haryana and 4 selected districts is below the national norm of 18 years. In Jind it is 15.7% is the minimum and in Sirsa 17.4 is the maximum out of the 4 selected districts.
- 11.3 Crude girls rate of the State for the year 1991 is 33.1 per thousand and according to available data of 1989. Death rate of the State is 8.4. There is <sup>an</sup> acute gap between birth rate and death rate.

Table 13 Showing Participation of women in Educational Administration  
(Pertaining to Primary Education)

Districts	Class	Distt. Level			Block Level			School Level		
		Total	Female	%age to Total	Total	Female	%age to Total	Total	Female	%age to Total
Hissar	II	1	-	-	10	1	10.0	-	-	-
	III	6	-	-	30	-	-	610	212	34.8
	IV	2	-	2	11	-	-	3	1	33.3
Jind	II	1	-	-	4	1	25.0	-	-	-
	III	6	-	-	10	-	-	252	76	30.0
	IV	5	-	-	8	-	-	-	-	-
Kaithal	II	1	-	-	4	-	-	-	-	-
	III	8	1	12.5	11	-	-	201	134	40.0
	IV	4	-	-	14	-	-	1	1	100.0
Sirsa	II	1	-	1	5	1	20.0	-	-	-
	III	5	-	-	13	1	8.0	309	72	24.0
	IV	4	-	-	6	-	-	4	3	75.0
Total	II	4	-	-	23	3	13.0	-	-	-
	III	25	1	4.0	64	1	1.5	1372	494	36.1
	IV	15	-	-	39	-	-	8	5	62.5

Source: Educational Administrative Schedules of 4 districts selected for gender studies under DPEP Project in 1993-94

- 12.1 The participation of women in teaching on the basis of 4 selected districts in rural areas is 41.05 and that of urban area is 68.38. Most of the female teachers like to serve in urban areas. The reason may be that they have more facilities and easy access to urban schools.
- 12.2 Their participation in rural areas of Jind District is 28% Kaithal 32.5%, Hissar 38.8% and Sirsa 57%.  
The participation in District Jind is the lowest and in Sirsa it is the highest. Referring to table 4 the literacy rate of District Jind and Sirsa are 30.12 and 34.02 respectively. The number of literate in Sirsa being more the local teachers may be available there and they may like to serve in rural areas.
- 13 Participation of women in Educational Administration (Primary Education)
- 13.1 The women working in Administrative offices at District/Block/School level was collected during the survey and classified is the following table:



12. Participation of women in teaching. Since this study relates to primary education, so the strength of female teachers working in primary/primary attached schools in rural/urban areas of four selected districts were collected and classified in the following tables:

Table 12

Participation of women in teaching in Primary/Primary attached schools in 1992-93

Category	District	Total	Female	Female % of the total
Rural	Hissar	3141	1154	38.8
	<del>Jind</del>	<del>114</del>	<del>32</del>	<del>28.0</del>
	Kaithal	1279	416	32.5
	Sirsa	1578	907	57.0
			6112	2509
Urban	Hissar	330	269	81.5
	<del>Jind</del>	<del>561</del>	<del>294</del>	<del>52.4</del>
	Kaithal	131	97	74.04
	Sirsa	145	138	95.00
			1167	798
Total	Hissar	3471	1423	41.0
	<del>Jind</del>	<del>675</del>	<del>326</del>	<del>48.3</del>
	Kaithal	1410	513	36.4
	Sirsa	1723	1045	67.0
			7279	3307

- 13.2 The participation of women in education administration is very low. Out of the 4 selected districts it is only 12.5% of Class III Ministerial Staff in one district Kaithal only. This average participation of these 4 districts at district level of this aspect comes to the only 4%.
- 13.3 The participation at block level is also not very encouraging. It is 10% in Hissar district, 25% in Jind, 20% in Sirsa. These percentages are of Class II Officers. Their average comes out to be 13%. In Ministerial Staff (Class III of Sirsa district female participations is 8%.
- 13.4 The women participations as Head Teachers is 34% in Hissar 30% in Jind, 40% in Kaithal and 24% in Sirsa. Their average comes out to be 36%. This participation is some what encouraging.
- 13.5 There are 8 Class IV Servants Posts in these 4 districts. Five women (62.5%) are working on Class IV posts.
14. Drop out rate
- 14.1 Drop out, especially of girls is a main hinderance in achieving the targets of UEE. The following table shows the Drop out rates in India and Haryana (1987-88) as taken from Ministry of Human Resource Development, selected Educational Statistics 1990-91, New Delhi.

Table 14 Showing Drop out rates 1987-88.

	<u>Haryana</u>		<u>All India</u>	
	Class I-V	I-VIII	I-V	I-VIII
Boys	24.35	33.01	43.28	58.80
Girls	31.61	48.22	49.42	67.55
Total	27.32	38.62	46.97	62.29

Source: Page 46 of the Innovative Project on Promotion of Primary Education for Girls and Disadvantaged Groups in Haryana. DWS, NCERT, New Delhi.

- 14.2 The drop out rates of Haryana State are comparatively lower than those Country's drop out rates at both the primary and the elementary levels.
- 14.3 The drop out rates of girls 31.61 of Haryana and 49.42% of India in Classes I-V and even the corresponding drop out rates 48.22 and 67.55 in Classes I-VIII are higher than the respective drop out rates of the boys. This shows more illiteracy among girls.
- 14.4 All the Primary stage in Haryana the male female gap is 7 percentage points and that of India is 6 percentage points.
- 14.5 The drop out rates in Classes I-VIII are higher than those of Classes I-V. It leads to conclude that the drop out rate in upper classes is higher.

15. Perceptions on Girls continuing their education.

15.1 Since the data collected from the field is under processing stage, the perceptions are made on the basis of interviews conducted by the team, group discussion held and observations made from the field.

15.2 Causes of the girls continuing their education are:

- maximum schools within the access of girl students.
- self motivation among girls.
- better economic standing of household.
- Parental education
- Parental motivation
- Provision of incentives to SC/BC/weaker section of society.

15.3 For keeping the girls continuing their education the following suggestions were given by the teachers, educational administrators, community leaders, heads/representatives of the households, leading ladies and various agencies such as Mahila Mandals, Health Centres etc. of the village

Parents should be made to think about the utility of girl education in long term gains.

- N.G.Os, P.T.As, VECs should be entrusted with the job of making parents aware of the importance of Girls, education
- As far as possible the girls should be provided the schooling facility in their village after completing their primary education.

- The school environment should be attractive.
- The members of the Mahila Mandal Panchayat, Village Education Committee, P.T.A., Heads of Institutions and Educational Administrators should be sensitized regarding the utility of Girls' education. Reputed and renowned
- Literature on ladies should be prepared and supplied in schools for supplementary reading in order to keep the girls inspired for continuing their education and documentary films relating to such ladies should be displayed to the girls, their parents and teachers.

16. Perception on Girls dropping out from the School.

16.1 The reasons for dropout received from the field are as under:-

- Parental illiteracy
- Parental lack of motivation
- Poverty
- Domestic work
- Helping parents in their occupation
- Care of siblings
- Negative attitude of the teachers
- Shortage of teachers

In District Jind, teacher pupil ratio goes upto 1:125 against the state norm of 1:45

- Early marriage
- Onset of puberty

16.2 The remedies suggested were enlisted as given below:-

- Reopening of non-formal education centres for making the adults literate <sup>and</sup> to make them aware of the utility of girl education.
- Organising vacation camps for motivating, inspiring and educating the parents and members of P.T.A., Panchayat, VECs, Youth Clubs about the importance of women section in society in general and utility of girl education in particular.
- Providing Creches in schools so as to enable the girl students to leave their siblings there to be looked after.
- Orienting the teachers about developing positive attitude towards the girls, gender equality and making their teaching interesting and effective to retain the girls in school.
- Motivating the parents against early marriage.

17. Non enrolment of girls in school.

17.1 Causes of non enrolment of girls were found as:-

- Inability of the parents to afford the expenditure on uniform, textbooks, stationery and other funds.
- Social taboos, specially in slum area the parents donot want to send the girls to schools as they think that their only duty towards their daughters is to marry them off.

- Illiteracy of the parents.
- Engaged in Remunerative employment.

i) In slum areas such as rag picking, making 'Ghaj', helping parents in making agricultural implements (Bagri Lohar Community). It is interesting to point out that they prefer their wards to keep them engaged in their trade where the girls earn Rs. 20/- per day as compared to the attendance prize of Rs. 1/- per student per attending day.

ii) In Sirsa District, the girls are a source of enhancing the income of their parents by cotton picking and picking cotton.

In Kaithal district most of the girls remain busy in field with their mothers.

17.2 The remedies suggested by the interviewees and the persons participated in Group Discussions were as follows:

- Motivating the parents for sending their girls to schools as an educating girl can improve the status and standard of living of two families.
- Utilizing the mass media for sensitizing the parents and all other community members about the utility of girls' education and mobilizing the efforts of GOs and NGOs in bringing all the girls to schools, retaining them in school system and improving their achievement level and also ensure a better adjustment in the family and in the society.

18. Perception on Gender Equality.

- 18.1 Most of the persons agreed that girls and boys need equal education; both need to be given equal amount of food as equal health care; both can be assigned same duties and responsibilities.
- 18.2 There is a significant number of respondents who have different opinions on same freedom and equal time to play to be given to both boys and girls.
- 18.3 A large number of respondents agree that both can perform all tasks equally well and both can have similar occupation but some of them disagree saying that both cannot perform all the tasks equally well.
- 18.4 As far as the ratings on 'both have similar intelligence and abilities' and 'men and women should be paid equal wages for equal work' <sup>are concerned</sup>, all respondents agree to these statements.
- 18.5 The perceptions on 'husband and wife should take all decisions jointly' and 'household work must be shared by all the members of the household' are almost positive. There are a few cases of disagreeing and giving no response.
- 18.6 As far as the responses obtained on 'The assets of the family should be registered in joint names of husband and wife', there were divided opinions i.e. most of the villages gave favourable response and most of the persons living in slum areas gave negative response.



18.7 The observations of the interviewers are that though they have given favourable responses on gender equality verbally but it was perceived that there was a lot of difference between what they said and what they actually practice in life.

19. A Brief Overview of Political Participation of Women

19.1 In Haryana State. Women are not lagging behind their counter-parts in the field of politics, once thought to be the male's domain.

19.2 They represent the womenfolk from the grass-root to the top levels. Beginning from the village Panchayats there is atleast one lady panch in each panchayat. They represent at the state and national levels. Names such as Sushma Sawraj, Kartari Devi and Shanti Rathi have been state Ministers of Education. Kumari Shelja, Deputy Minister, Ministry of Human Resource and Development is the youngest minister in the Central Cabinet and <sup>hails</sup> from Distt. Sirsa, Haryana.

20. A Synoptic view of the work being done by Haryana Govt. for the upliftment of girl education and women's empowerment.

20.1 ITI for girls: The purpose of these ITIs is to impart training to girls in different trades like cutting and tailoring, stenography, electronic course etc.

20.2 Mahila Vikas Nigam: The main function of Mahila Vikas Nigam is to sanction loans for self employment. It also gives 10% subsidy on the loans. This Nigam also awards stipends for having

training in tailoring, embroidery, mushroom growing, Bee keeping, beautician.

20.3 DCM Textile Hisar gives apprenticeship training in DCM textile to the girls and women.

20.4 Distt. Council for child Welfare: It runs balwadis, NFE Centres, mobile creches, Distt. Children Library, Balmela short time courses.

20.5 Haryana Govt. gives oldage pension and also pension to widows.

20.6 There are houses for destitutes. Where they can live peacefully - and there is a provision of pension for them.

20.7 Mahila Mandals work for the Welfare of Women. They are given training in candle making, Agarbati making, Papar making, <sup>work,</sup> crochet, durri making etc. Money is given for running these activities. The members of Mahila Mandal motivate the never enrolled girl and get them enrolled in the regular school.

They also literate the illiterate women.

They inspire the women to save money and deposit it in post office/banks.

They also run the activities like making smokeless chullas, family planning, cleanliness, kitchen garden etc.

They also provide social security to women.

20.8 Under DWCRA Scheme DRDA arranges similar activities for the welfare of women. The main idea behind this scheme is to provide the chances of earning money, to make them economically sound and in the long run provide them financial security.

21. Policies and programmes for enhancing Primary education - with special emphasis on Girls

21.1 Enrolment Drive.

There is a target of enrolling 20833 children in 1991-93. An amount of R. 50 Lakhs has been allocated for achieving this target.

21.2 Construction of new buildings. The number of new buildings constructed in the four selected districts during the year 90-91 was as follows:

Sr.No.	Name of Distt.	No. of new buildings constructed
1.	Hissar	42+4 additional rooms
2.	Jind	27+2 Additional rooms
3.	Kaithal	6
4.	Sirsa	36

21.3 Incentives to girls. various steps have been taken by Haryana Govt. to attract more girls to school and also to retain them. The details of incentives for boosting up girls' education at primary level are as follows:

Sr.No.	Incentives	Amount in lakhs 92-93	Numbers of students Benefited
1.	Free Uniforms to SC and Economically weaker section Girls.	102.50	141425
2.	Free Stationery	60.00	400000 (Boys & Girls)
3.	Attendance Prize to S.C. Girls.	180.00	150000
4.	Attendance Prize to Nomadic Tribes children.	50.00	20833 (Boys & Girls)
5.	Free Text books to SC & Weaker Section girls.	23.50	47000
6.	Stipend to denotified tribes children.	7.00	5800 (Boys & Girls)
7.	Stipend to the children of those who are engaged in unclean occupations	20.00	2500 (Boys & Girls)
21.4	Education is free for all the girls in Govt. Schools and colleges upto graduation level irrespective of Their <u>Time Schedule</u> caste and class.		
22			
22.1	Tools for conducting the survey of Gender Study were developed in the months of Sept.Oct. 1993.		
22.2	The Survey work was completed in the following three months i.e. from Oct. '93 to Dec. '93.		
22.2.1	The Duration of Survey was 4 to 6 days.		
23.	<u>Limitations of covering less than 30 households in some selected villages.</u>		
23.1	The criteria for selecting the households was that such households were to be selected where there must be a girl either studying or drop out or never		

enrolled. As a result of that the targets fell short as the investigators could not find such more households.

- 23.2 The Survey work of one village was to be completed in one day by a team of four members. In certain villages the members of the team remained three. So the target could not be achieved.
24. Studies already conducted.
- 24.1 Two studies were conducted by DWS of N.C.E.R.T. about girls Education and dropout among girls in Haryana. The titles of the study are :-
- "Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana"
  - Study of Drop out and Non Enrolment among girls in Rural Haryana.
- 24.2 The aim of First study was to conceive (1) improvement of access and retention of girls and disadvantaged groups in rural and remote areas (ii) intervention into the content and process of education to eliminate existing sex bias and sex stereotyping with a view to raising the status of women within the framework of equality as guaranteed by the Indian constitution.

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24.3 The second study offers some insights into the Twin phenomenon of dropout and non enrolment of girls in districts of Haryana with lowest rural Female literacy rates i.e. Kaithal (19.04%), Gurgaon (20.59%) and Faridabad (15.01). The sample villages represent Prosperous agricultural belt, the proximate of the industrial hub of the state and the Mewat region, the abode of Meos (Muslim), among whom Female literacy is the poorest. Sh. S. Banerjee, the then Education Commissioner, Haryana, Sh. S.S. Kaushal, Director Primary Education, Haryana, Sh. Ishwar Singh the then Director S.C.E.R.T. Haryana gave their valuable support in preparing this study report.

S.No.	<u>Village/Slum</u>	District Hissar	Block Hissar-I	<u>Selection Criteria</u>
1.	Balawas			Govt. Co-edu.Pry. School
2.	Bhojraj			Govt. Middle School
3.	Dabra			Govt. High School
4.	Dahina			Govt.Co-edu.Pry.School
5.	Dhani Jaimal			Govt.Co-edu.Pry. School
6.	Nalwa			Govt. Girls Pry. School
7.	Niana			Govt. High School
8.	Talwandi Rukka			Govt. Girls Pry. School

Slum Thandi Sarak

Singikat Community Hissar

Dabra Chowk

Durga Colony

Hissar

	District Jind	Block Jind
1.	Bibipur	Govt. Middle School
2.	Shimana	Govt. Middle School
3.	Ikas	Govt. Girls Pry. School
4.	Karamgarh	Govt. Pry.Schoo,(2 Teacher
5.	Khera Ram Rai	Govt. Pry. School(2 Teacher
6.	Manoharpur	Govt. High School
7.	Nirjan	Govt. High School
8.	Rajpura	Govt. Middle School
9.	Taloda	Govt. Pry. School

Slum: i) Balaji Mandir Colony Jind (Muslims)

ii) Indira Colony, Jind (Dehe, Singikat and Sikligar



Distt. Kaithal

Block Rajaund

1. Bakal • Govt. Sr.Sec.School
2. Bir Bangra Govt. Middle School
3. Jakholi Govt. Sr.Sec. School
4. Khurda Govt. Primary School
5. Narwal Govt. Primary School
6. Rajaund Govt. Primary School
7. Ramna Ramani • Govt. Primary School
8. Titram Govt. Middle School

- Slum: i) Sikligarh' Colony  
ii) Bahurupia Colony  
iii) Bakal Village  
iv) Bir Bangra Village

Kaithal

Distt. Sirsa

Block Sirsa-II

1. Bhavdin Govt. High School
2. Chakaryan Govt. Primary School (Single Teacher
3. Chak Kasaban Govt. Primary School
4. Dhani Suchan Govt. Primary School(Single Teacher)
5. Mangala Govt. Sr.Sec.School
6. Modia Khera Govt. High School
7. Moriwala Govt. Middle School
8. Salarpur Govt. Primary School

- Slum: i) J.J. Colony, Sirsa, Bhat

- ii) Shiv Nagar, Sirsa, Singikat community

Persons Contributed in D.P.E.P. gender studies project of Haryana State in 1993-94.

Sr.No.	Name	Designation & Address
1.	Dr. Usha Nayar	Prof. & Head, D.W.S. N.C.E.R.T., New Delhi.
2.	Dr. Janak Duggal	Incharge Haryana State project DWS, N.C.E.R.T. New Delhi
2A	Dr. Sarojni Bisaria	Consultant Project (N.C.E.R.T.)
3.	Mrs. S. Sandhir	Project Director, S.C.E.R.T. Haryana, Gurgaon.
4.	Mrs. Swarn Chopra	Incharge Project W.E.W. S.C.E.R.T., Haryana, Gurgaon
5.	Mrs. Usha Batra	Distt. Co-ordinator, W.E.W. S.C.E.R.T. Haryana, Gurgaon.
6.	Mrs. Sudesh Sehgal	Dist. Coordinator W.E.S. S.C.E.R.T., Haryana, Gurgaon.
7.	Mr. Ajay Bhardwaj	Dist. Coordinator W.E.S. SCERT Haryana, Gurgaon.
8.	Miss. Laj Rohila	Dist. Coordinator W.E.S. S.C.E.R.T. Haryana, Gurgaon.
9.	Sh. R.K. Baweja	Substitute Dist. Coordinator P.E.C., S.C.E.R.T., Haryana Gurgaon.
10.	Sh. S. Kant	Substitute Dist. Coordinator P.E.C., S.C.E.R.T., Haryana Gurgaon.
11.	Sh. Narayan Dutt Sharma	(Professional Assistant S.C.E.R.T. Haryana, Gurgaon)
12.	Sh. Mukti Narayan	-do-
13.	Sh. M.M. Joshi	-do-
14.	Sh. Jagmohan	-do-
15.	Sh. Jamaluddin	-do-
16.	Mrs. Anita Nuna	-do-
17.	Miss. Hemant Lata	-do-
18.	Miss. Kasturi Devi	-do-
19.	Mr. Hari Tyagi	P.A. N.C.E.R.T., New Delhi
20.	Mr. Rajinder Pal	-do-

<u>Sr.No.</u>	<u>Name</u>	<u>Designation &amp; Address</u>
21.	Mr. Unus	P.A. N.C.E.R.T, New Delhi
22.	Miss. Priti	-do-
23.	Miss. Ritu	-do-
24.	Sh. A.K. Chawla	D.P.E.O. Hisar.
25.	Sh. Kukreja	D.P.E.O. Jind
26.	Sh. S. Gopal	D.P.E.O. Kaithal
27.	Sh. Nathu Ram Bishnoi	D.P.E.O. Sirsa.
28.	Sh. Manu Dutt Bishnoi	B.E.O. Hisar-I
29.	Mrs. Prem Atri	B.E.O. Jind.
30.		B.E.O. Rajaund
31.		B.E.O. Guhla
32.		B.E.O. Sirsa
33.		Assistant D.P.E.O. Hisar.
34.	Sh. Mange Ram	Asstt. D.P.E.O. Jind.
35.	Sh. Surender Sharma	Asstt. B.E.O. Jind
36.	Sh. Gulati	-do-
37.		Assistant D.P.E.O. Kaithal
38.	Sh. Bhawani Parsad	Asstt. D.P.E.O. Sirsa.
39.	Sh. Pritam Singh	Asstt. P.E.C. S.C.E.R.T. Gurgaon
40.	Sh. Mool Chand	Asstt. W.E.W. S.C.E.R.T. Haryana Gurgaon.

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