

DISTRICT PRIMARY EDUCATION
PROGRAMME STUDIES

DISTRICT HISSAR

AT

A

GLANCE

DEPARTMENT OF WOMEN'S STUDIES

National Council of Educational Research and Training

Sri Aurobindo Marg, new Delhi - 110016

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D.P.E.P. : GENDER STUDIES : HISAR AT A GLANCE

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D. P. E. P. Gender Studies

Workshop on Gender Studies Organised

by

DEPARTMENT OF WOMEN'S STUDIES

N.C.E.R.T. NEW DELHI

From

(16.5.94 to 20.5.94)

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1- AN INTRODUCTION:-

The Constitution of India recognises education as a basic right of every child and enjoins on the state to provide free and compulsory education to all children up to the age of fourteen.

31001 1.1 Universalisation of Elementary Education (UEE)

UEE was launched as a major educational programme in the first five year plan. The goal of U.E.E. is to enrol and retain girls and children of deprived castes and communities residing in rural/remote areas and urban slums. But gender disparities between caste and region were the major barrier to UEE and Social development.

It was noticed that India can be better understood in terms of its districts which is more homogeneous and effective development planning and even day to day planning.

Now Educational planning with district becoming the focal point of planning for basic education i.e. UEE, ECCE and adult education and now a move towards the block and village level.

Analysis of the researches shows that girls education is linked with the status of women. Planning of any intervention strategies for girls education has to be based on deep study and understanding of specific situations, cultures and communities.

In 1986 significant research on girls education of Rural areas and women's empowerment was done. the most significant contribution of these field based impivical studies was to high light the regional and gender disparities. This research helped to in identifying districts witch were backward in female Literacy and Schooling. This formed the basis for girls/women focussed EFA programme and eighth Five Year Plan(1990-95) focussed on issues of rural girls and women from disadvantaged groups.

✓ The DPEP is a path breaking programme in which there is not only educational research but is is undertaking a set of studies in some of the focal areas in every DPEP districts like Gender Studies.

Gender Studies were taken up in 43 districts of the slates of Assam, Haryana, Karnataka, kerala, Madhya Pradesh, Maharashtra, Orissa & Tamil Nadu .

METHODOLOGY

✓ The study is primarily qualitative and was carried out in participatory research mode. The concerned communities, parents, officials and researchers met together in face to face interaction and discussed the major issues of continuance, discontinuance and non enrolment of girls in primary education.

Structured individual interviews through schedules and group discussions were carried out in addition to secondary data obtained from the State, districts, blocks and sample villages.

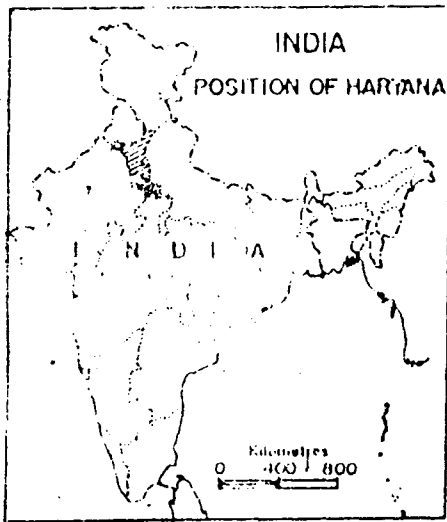
✓ 30 households selected for interviews, where household women, mother, wife, daughter all participated.

Goals of Gender Studies:

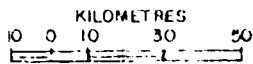
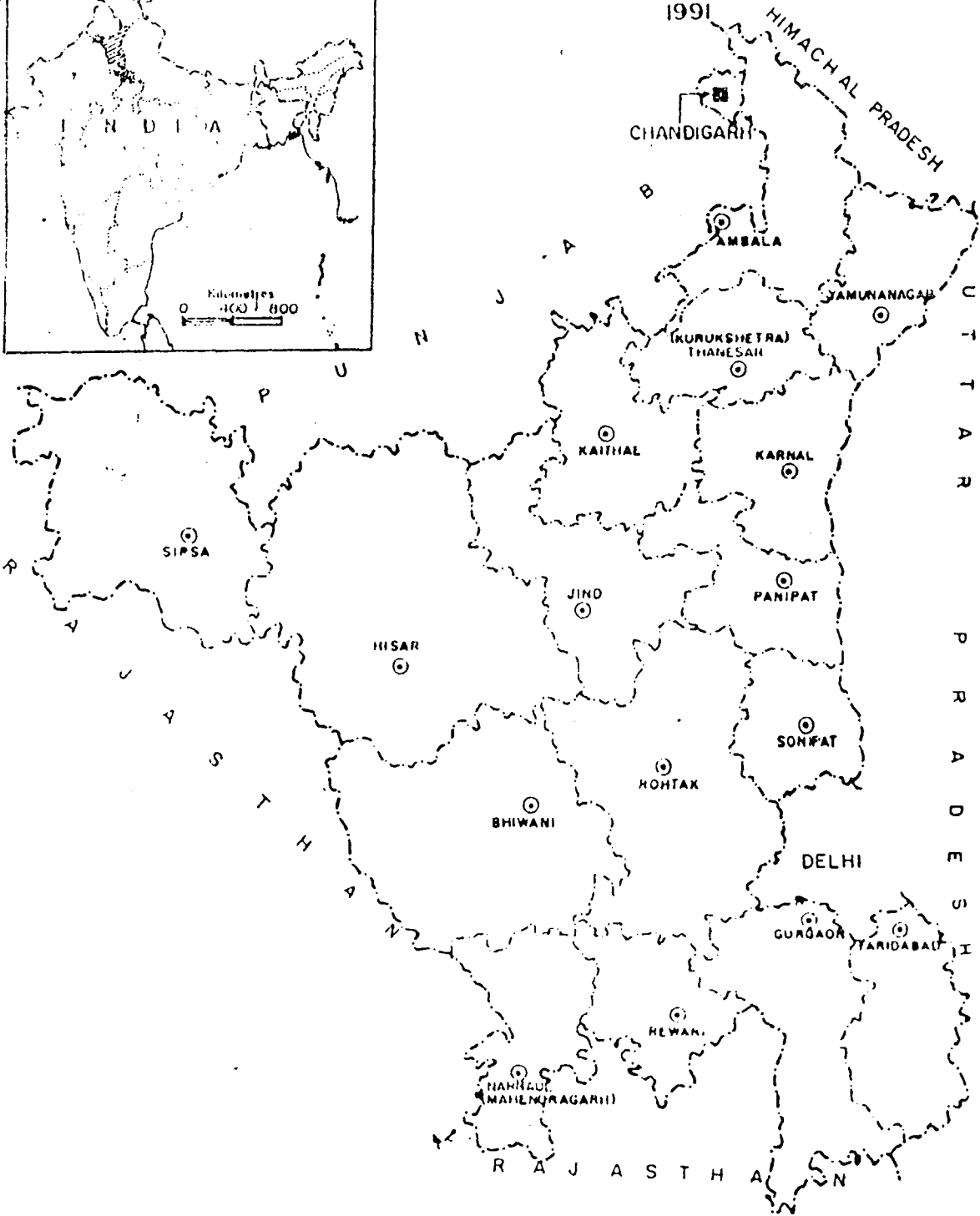
Gender Awareness	Gender Sensitive Project Planning and Implementation.
Improving supply	-Increasing number of schools places - Formal/Non-formal. -Improving infrastructure and support services for girls: increasing number of women teachers. -Monitoring progress towards gender equality.
Women's empowerment	-Supporting action by women and the community to raise status of women.

SPECIFIC OBJECTIVES OF THE STUDY:-

- (1) Mapping out gender disparities in access, enrolment, retention (and achievement, which is handled under base line studies).
- (2) Identify causes for non enrolment and drop out of girls and propose effective districts/local specific strategies for improved enrolment, retention and achievement among girls.



HARYANA
ADMINISTRATIVE DIVISIONS
1991



75° East of Greenwich

76°

77°

31°

30°

29°

28°

- (3) Assess the situation of women in each district with regard to some social and demographic indicators and women's equality and empowerment.
- (4) To collect information on gender bias in(a) text books,(b)teacher training,(c) teachers attitude, (d) curriculum transaction, and(d) administrators attitudes.
- (5) To identify supportive community structures such as women's groups, V.E.Cs, Panchayats, P.T.As, Teacher Organisations, Youth Clubs for developing effective strategies of UPE among girls.
- (6) Identifying ways to facilitate convergence of services of different departments for UPE among girls(focal areas ECCE, Health and Support Services).
- (7) Study the availability of educational(books, stationery, uniforms) and other incentives (noon meals, attendance prizes etc.).
- (8) To assess participation of women in teaching, administration and other decision making bodies.
- (9) To develop state/district level monitoring and evaluation framework.

LOCATION AND SIZE:-

Situated in the North West of India, the State of Haryana is bounded by Punjab, Himachal Pradesh, Uttar Pradesh, Rajasthan and the Union Territory of Delhi. Haryana came into existence on November 1, 1966 having been carved out of the erstwhile State of Punjab.

Haryana is one of the smaller states in India, both in terms of area and population. Haryana has made rapid strides on all fronts and at present has the second highest per-capita net domestic product amongst all states of India. The economic pace of development of the state is also marvelous.

The State is determined to universalise primary education and achieve total literacy by the end of the Eighth five Year Plan i.e. by 1995-96. It is perhaps pertinent to mention that the progress in literacy in Haryana has resulted from expansion of primary schooling in the last decade. The present strategy is of course two fold(a) to unversalise primary education and (b) to attain unversal literacy through a voluntary based Total Literacy Campaign(TLC) in each district.

Literacy Rates for Haryana 1961-91

Census Year	Persons	Males	Females
<u>1961</u>	<u>19.93</u>	<u>29.22</u>	<u>9.21</u>
<u>1971</u>	<u>26.89</u>	<u>37.29</u>	<u>14.89</u>
<u>1981</u>	<u>43.85</u>	<u>58.49</u>	<u>26.89</u>
<u>1991</u>	<u>55.85</u>	<u>69.10</u>	<u>40.47</u>

In Haryana, percentage of literates to estimated population aged 7 years and above has moved up from 43.88 in 1981 to 55.85 in 1991: the corresponding rise for female literacy during this period was from 26.89 to 40.47 (14 percentage point increase) compared to 58.49 to 69.10 (8 percentage point increase) for males. In order to accelarate the pace of literacy it is essential, to stem the phenomenon of drop out and make Universal achievement a target alongwith universal enrolment.

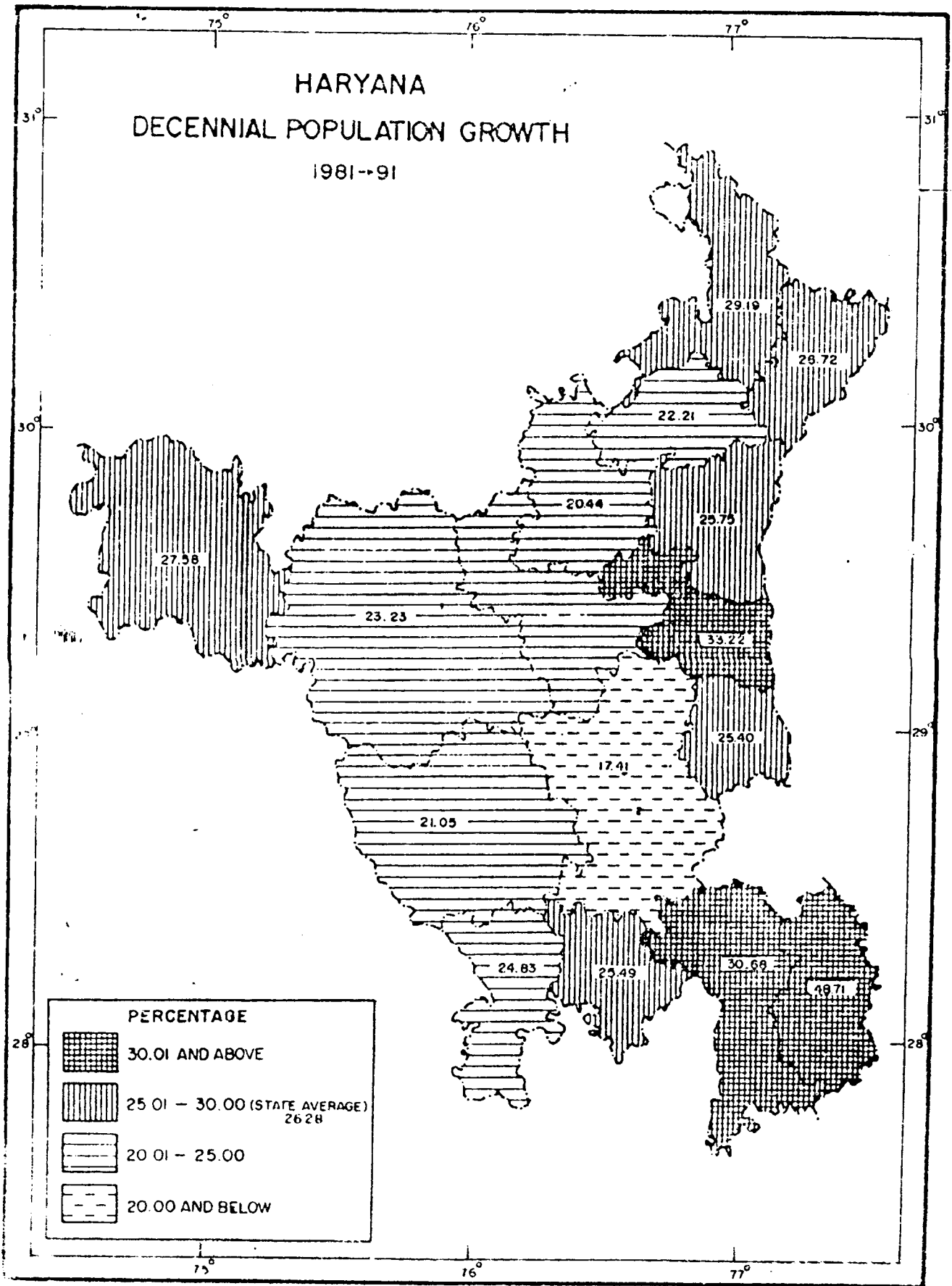


FIGURE 11

POPULATION:

Distribution of Haryana Population 1981 and 1991:

Year	Persons	Male	Female	Density	Sex Ratio	Decadal Growth Rate
1981	12922	6910	6012	292	870	28.75
1991	*16464	8828**	7636***	372	865	27.41

The population of Haryana according to the 1991 census is *16.5 million comprising, 8.8** million males and 7.6*** million females. Haryana accounts for about 2 per cent of the total population of India.

Scheduled Castes constitute about one fifth of the total population of the State. This group of population enjoys (protective discrimination) special status under the constitution.

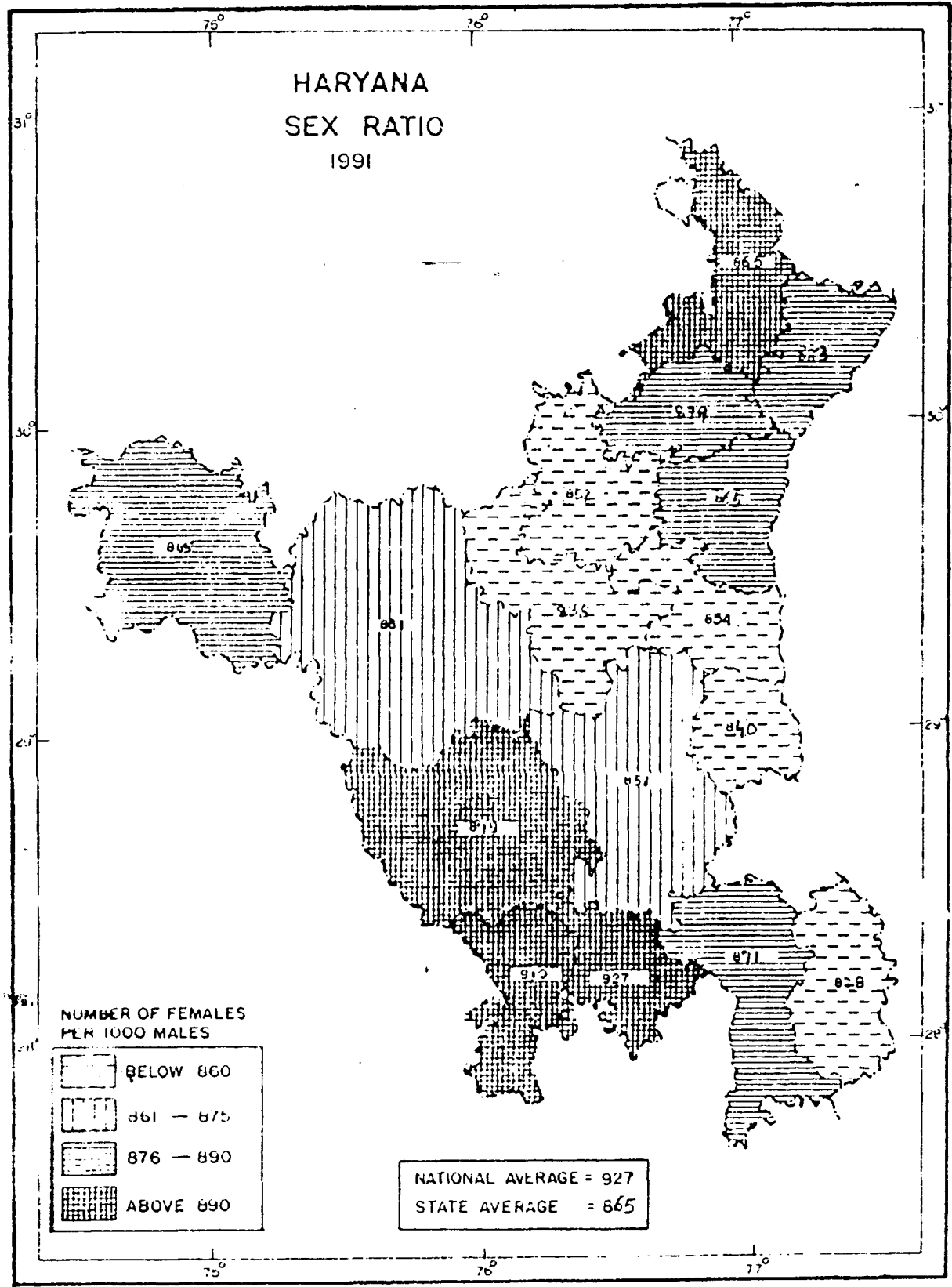
POPULATION DENSITY:

The density of population in Haryana in 1991 was 372 persons per square kilometres. Faridabad is the most densely populated district in the state with 697 persons per sq. km., while, district Hisar has the lowest density of 211 persons per sq. km.

DECENNIAL POPULATION GROWTH:

Transparency shows decennial population growth of Haryana. Haryana registered a decadal growth rate of 27.41 per cent during 1981-1991 compared to all India figures of 23.85 per cent. Most of the districts of Haryana showing higher growth rate than that of India.

HARYANA SEX RATIO 1991



SEX RATIO

The 1991 Census reveals sex ratio of 865 females as against 1000 males in Haryana as compared to 927 females per 1000 males in India. The sex ratio in Haryana was 870 in 1981 as against 934 for the country as a whole. Sex Ratio in most of the districts of Haryana is higher than state.

EDUCATION IN HARYANA:

✓ Since its inception in 1966, Haryana has made impressive progress all round including the field of education.

The state has a well developed educational system comprising 5136 primary, 1399 middle, 2356 high schools and 325 senior secondary schools. Nearly, all the middle and secondary schools have attached primary sections. Every child in Haryana is served with a primary school within 1.29 km., a middle school within 1.94 km. and a high school within 2.75 km. there are 120 colleges of general education, 18 Teacher Training Colleges, 15 Polytechnics and 133 Technical, Industrial and Arts Schools. There are a total of 3 universities in Haryana.

Rural Urban Divide

Literacy Rate - Haryana - 1991

District	<u>Percentage of Literacy rate</u>		
	<u>Total</u>	<u>Male</u>	<u>Female</u>
HARYANA T	55.85	69.10	40.47
R	49.85	64.78	32.51
U	73.66	81.96	64.06

As is evident in table, rural females are worst off. It may also be noted that urban females are better than the rural males. Pending further analysis of the Census 1991, the past trends indicate that rural scheduled caste females and males are at the bottom of the literacy pyramid in Haryana with the urban non-scheduled males at the top.

Teachers and Students

Growth in the number of pupils and teachers alongwith that of institution is given below and shows increasing trend.

Increase in Number of Teachers and
Students in Schools (in lakhs)
 (1961-1990)

Year	No. of Students			No. of Teachers		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1961	8.62	2.96	11.58	0.24	0.08	0.32
1971	10.17	3.59	13.86	0.40	0.10	0.50
1976	11.70	4.99	16.69	0.35	0.15	0.50
1981	13.71	6.32	20.03	0.39	0.18	0.57
1985	15.40	8.73	24.13	0.42	0.25	0.67
1990	18.92	13.20	32.12	0.44	0.30	0.74
No. of Scheduled Caste Teachers				0.02	0.05	0.25

Progress of Girls Education at Elementary State:

In 1970-71, the gross enrolment ratio (GER) for girls in the age group 6-11 years was 38% only and has moved to 81% in 1992-93*. The corresponding rise upper primary level is from 20% to 52%**. This shows that while considerable progress has been made in the last 15 years much more still needs to be done for girls especially at the upper primary level.

Scheduled Caste girls are doing better than general population with GER of 94%*** at primary level due to incentive schemes specially directed at them.

Women Teachers:

There has been a sufficient amount of increase in the number of pupils, but the growth of girls enrolments has been faster than that of the boys. Likewise, the number of teachers has been going up and the increase has been more in case of female teachers over male teachers.

Haryana continues to face shortage of women teachers in rural areas where 78% population lives.

Women Teachers as Percentage to Total Teachers at Schools State.

	Primary	Upper Primary	secondary	Higher Secondary
Rural	34.25	36.22	29.22	25.77
Urban	74.77	78.79	65.46	47.33
Total	41.25	40.49	38.10	40.53

The shortage of women teachers is to be seen in conjunction with the fact that compared to 100 girls in class I in rural areas there are only 10 girls in class X and only 0.29 in Class XII. The pre-entry requirement for primary teacher training courses is 12 years of schooling. It may be pointed out that in the last four decades, no serious effort has been made to prepare rural girls for taking up teaching.

The efforts, if any, have been directed at the stage of entry into JBT courses and at best recruitment without any quotas for rural girls.

Enrolment Ratio in Classes I-V, VI-VIII

		Population (100) 6-11 Years.	Enrolment Classes I-V	Enrolment Ratio
<u>Total</u>	Boys	10,579	9,79,327	92.57
	Girls	10,045	8,14,987	81.13*
	Total	20,624	17,94,314	87.00
S.C.	Boys	2,017	2,23,580	110.85
	Girls	1,916	1,80,682	94.30***
	Total	3,933	4,04,262	102.79
		11 -14 Years	Class VI-VIII	
Total	Boys	6,340	4,64,169	73.20
	Girls	5,756	2,98,409	51.80**
	Total	12,096	7,62,578	63.00
S.C.	Boys	1,209	80,564	66.63
	Girls	1,098	44,677	40.70
	Total	2,307	1,25,241	54.29

No doubt, Haryana is the lead state in green, white & blue revolutions. But inspite of all that the economic pace of development of the state is, however, asymmetrical to social basic needs and Human resource

development. Indicators display a marked Gender discriminating bias reflecting a very low status of women in the society. The male and female sex ratio in Haryana is second most adverse amongst the 15 major states of India. The sayings like 'Beta Kul Ka deepak Hai Aur Bettia To Praya Dhan Hai' such sex discriminatory attitude which persist in all Indicators relating to health, education, participation in workforce, skill training and discriminating social practices aimed at women in general and girls child in particular. The over burdening of the women as a domestic, agricultural, familial workers without any reward or remuneration to the detriment of her health without leisure self esteem and dignity is one of the factors which lower the status of women. All these factors isolates the women particularly belonging to the these certain castes and communities are prone to domestic and other types of exploitation and violence. This refelects the actual image of the women in social sector which is not only poor but also self discouraging one. Though much efforts are being made to improve the status of women but still there is much scope for improving the status of women through education and developing them in skills by training, excluding the gender bias contents from the text, with the inclusion of practices for sensitising the masses in the field of education.

II- PRACTICES DEROGATORY TO DIGNITY OF WOMEN IN HARYANA

‡ Most of the popular folk songs sung at social and cultural occasions hinder proper socialisation of girls for modern roles and functions. The themes of these songs centre around clothes and jewellery or articulate feelings of mental subordination, economic dependence and emotional inferiority in the girls. They develop low self esteem right from their early childhood.

- Daily life of rural women is full of drudgery. From early morning till evening they are busy either in looking after cattle, kitchen, siblings or working in the agricultural field to augment family income. But their contribution to family is not valued by menfolk. They take the contribution of women for granted and there is no realisation that women are overworked and are left with no leisure time for themselves.

- A young girl is treated like a temporary member in her natal home and as an alieu in her matrimonial home. Her movement is restricted and purdah continues to be observed by them even while working. The daughter-in-law has a tough time as she is not even allowed to sit on the same cot along with older women and sits on the floor as per cultural norms. By such practices she is repeatedly reminded of her inferior social status. Indirectly, the girl child imbibes inferiority complex by observing such practices and these work as impediments in her development and empowerment.

- Neither the women nor the family attaches much importance to the practices injurious to the health of females. for example married girls cover their face through out the day as they observe "Pardah" even from the women in their husband's home.

- If the girls suffer from any disease, the family rarely gives timely medical attendance to them. Because the village community and the parents have low value for the life of a female child, preventive, and curative health care of a female child is invariably neglected by the family.

- Non-availability of lavatories at home put women and girls to a lot of inconvenience, and to health and at time sexual harrassment. The problem aggravates specifically during rainy season and if they fall sick. But the community is indifferent towards this particular problem faced by females.

- Benefits of modern technology have not reached rural women to the same extent as the same are enjoyed by urban women. No efforts have been made to provide labour saving devices to facilitate their work at home or in the agricultural field.

- a) Early Marriage.
- b) Dowry.
- c) Pardah.

DPEP DISTRICT : GENDER STUDIES

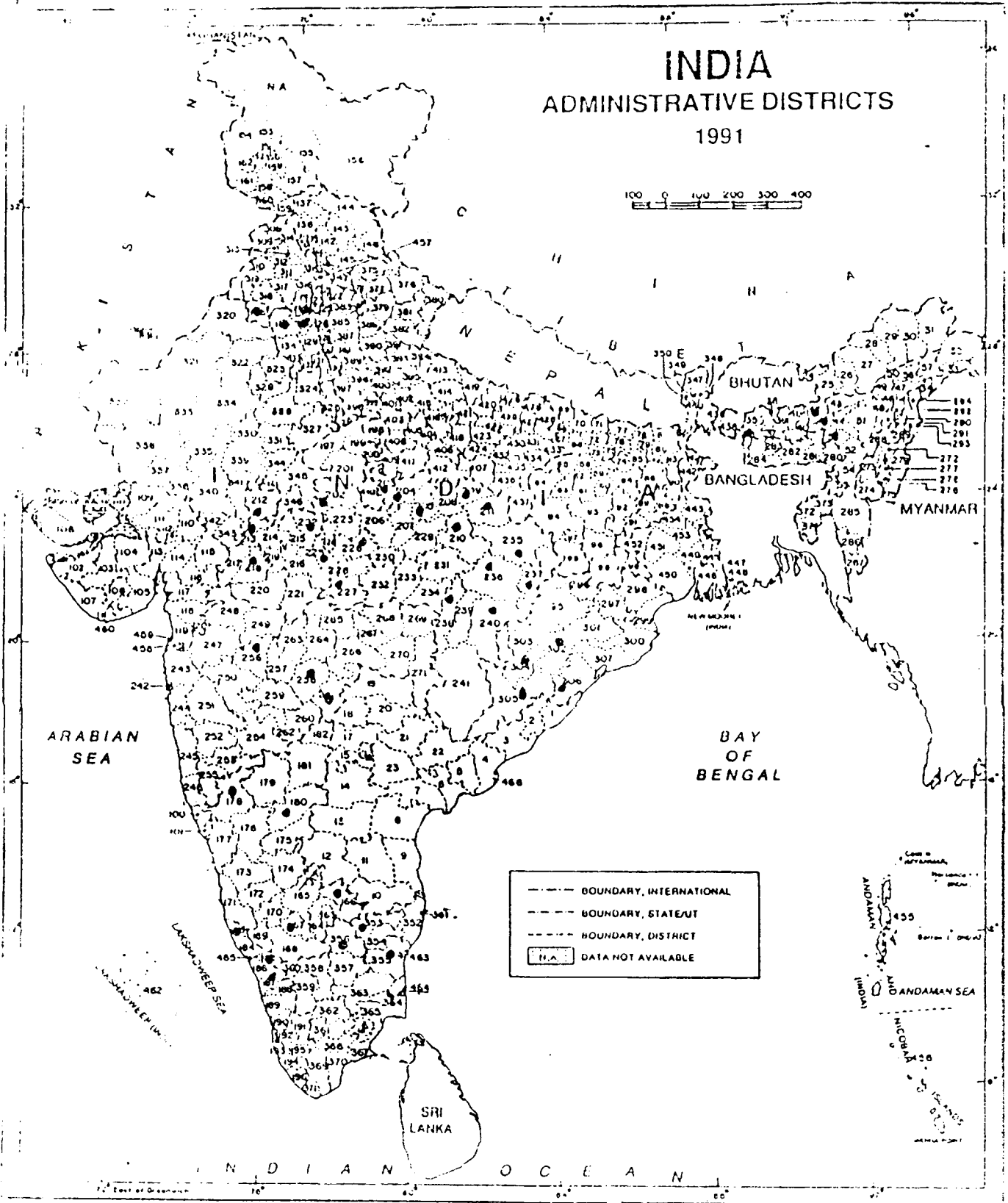


Fig. 1

Note: The dotted areas indicate districts taken for Gender Studies

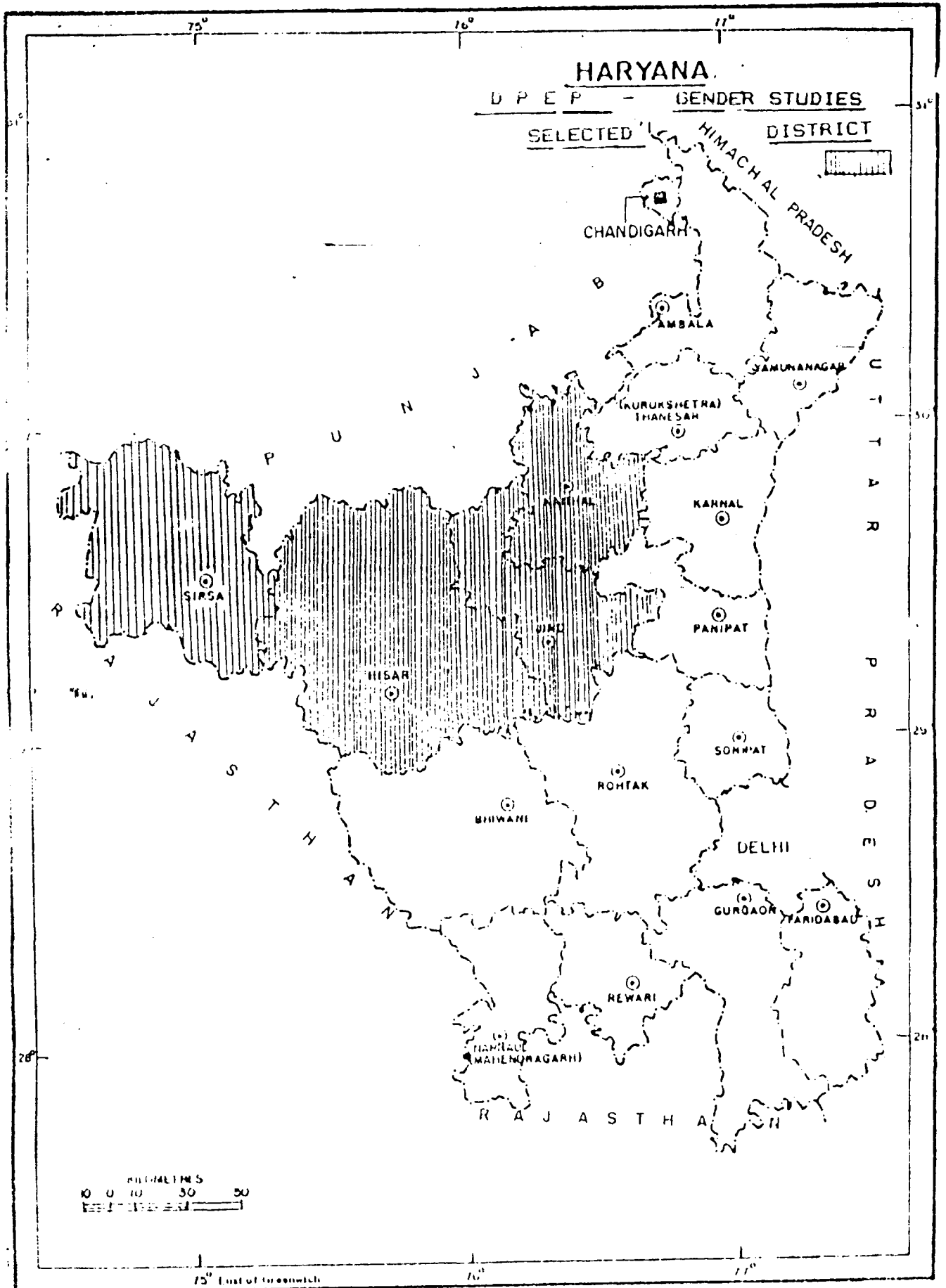


FIGURE 15

- d) Strong son preference
- e) Unequal rights for girls in parental property
- f) Low valuation of female life in general
- g) Livestock care
- h) Support in clutivation of cash crops
- i) Young children in care of the older childre..
- j) Lower educational and occupational aspiration for daughters as compared to sons.

Literacy rates of India, Haryana and 4 Selected districts for the year 1990-91

		<u>India</u>		<u>Haryana</u>			
<u>M.</u>		<u>F.</u>		<u>M.</u>		<u>F.</u>	
64.13		39.29		69.10		40.47	
<u>Hisar</u>		<u>Jind</u>		<u>Kaithal</u>		<u>Sirsa</u>	
M	F	M	F	M	F	M	F
61.41	32.12	61.07	30.12	54.71	28.38	57.21	34.02

The Table Shows:

1. All the male as well as female literacy rates of Haryana are slightly higher than those of India.
2. All the female literacy rates are in the above table are comparatively lower than India and Haryana.

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

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

At the Second stage of sampling one C.D. Block from each district was selected. These blocks were Hisar-I, in Distt. Hisar, Jind Block in district Jind, Rajuand in district Kaithal and Sirsa-II in district Sirsa.

DISTRICT HISAR - AT A GLANCE

Hisar is the western district of the State of Haryana. The district is bounded by north-west by Bhatinda district of Punjab in east by Jind district, in the south east by Rohtak district in the South by Bhiwani district in the west by Sirsa district of Haryana and in the South west by Jhun-Jhun district of Rajasthan. The district covers an area of 6279 sq.kms.

District Hisar has 529 villages, 10 Towns, 5 Sub Divisions, 14 Community Development Blocks and 11 Educational Blocks.

POPULATION:

The total population of district Hisar, according to 1991 Census is 18,44,634 which is 11.25% of the total population of Haryana. State of which 8,53,618 are females and 9,91,016 are males. The total population of the Scheduled Castes is 4,28,072, of which 1,98,054 are females and 2,30,018 are males. The total Scheduled Caste population is 23.21% of total population of district.

Population and its distribution - 1991

Sr. Name No.	Population		Density of pop. per sq. km.	Sex Ratio	% Rural Pop.	% S.C.
	Male	Female				
1. India.	435216358	403367630	273	927	73.87	16.73
2.Haryana	8827474	7636174	372	865	73.37	19.75

3. Hisar	T	991016	853618	281	862	78.88	23.21
	R	386460	135486	-	-	-	-
	U	145343	91973	-	-	-	-
4. Hisar	CD	45934	38759	265	844		23.82

As is evident from the table the table, there is heavy concentration of Scheduled Caste population in these blocks. Any district specific strategy would need to take note of high preponderance of Scheduled Caste population, who are also likely to be landless labourers and families with no assets.

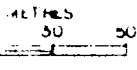
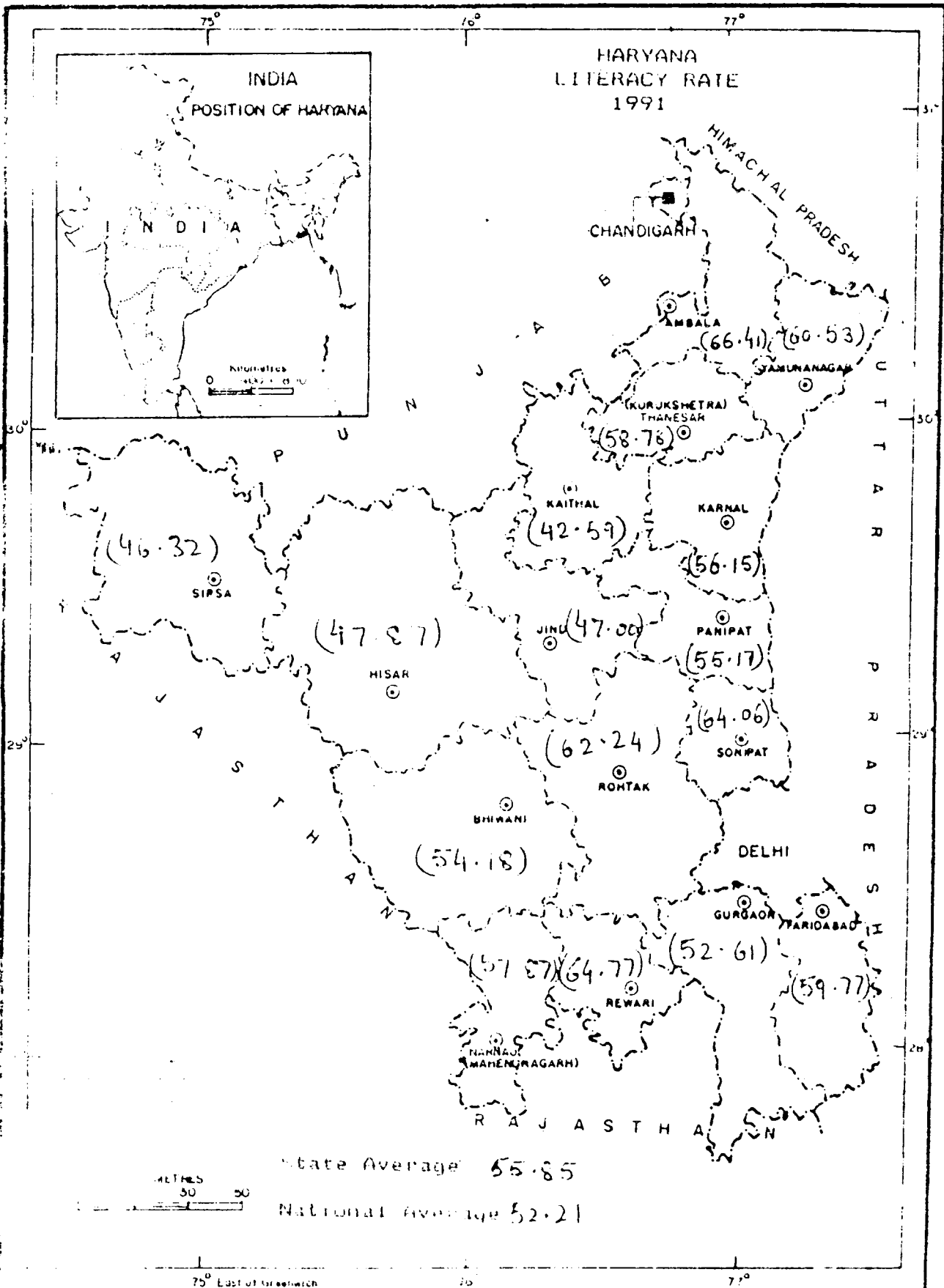
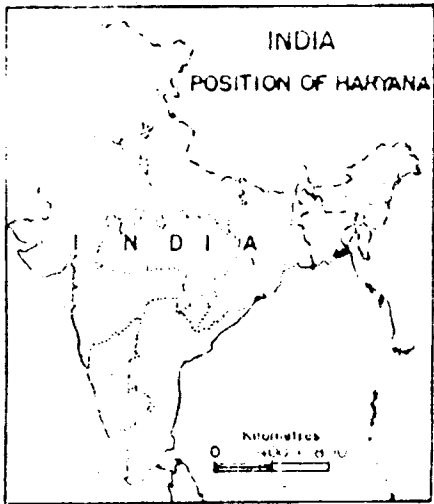
Population Density:

The population density for the district is 281 compared to 372 for the State of Haryana. Maximum density is in Bas C.D. Block (265 persons per sq. km.) and minimum is in Hisar-II(172 persons per sq.km.). Low density of population is a major challenge for delivery of all development services.

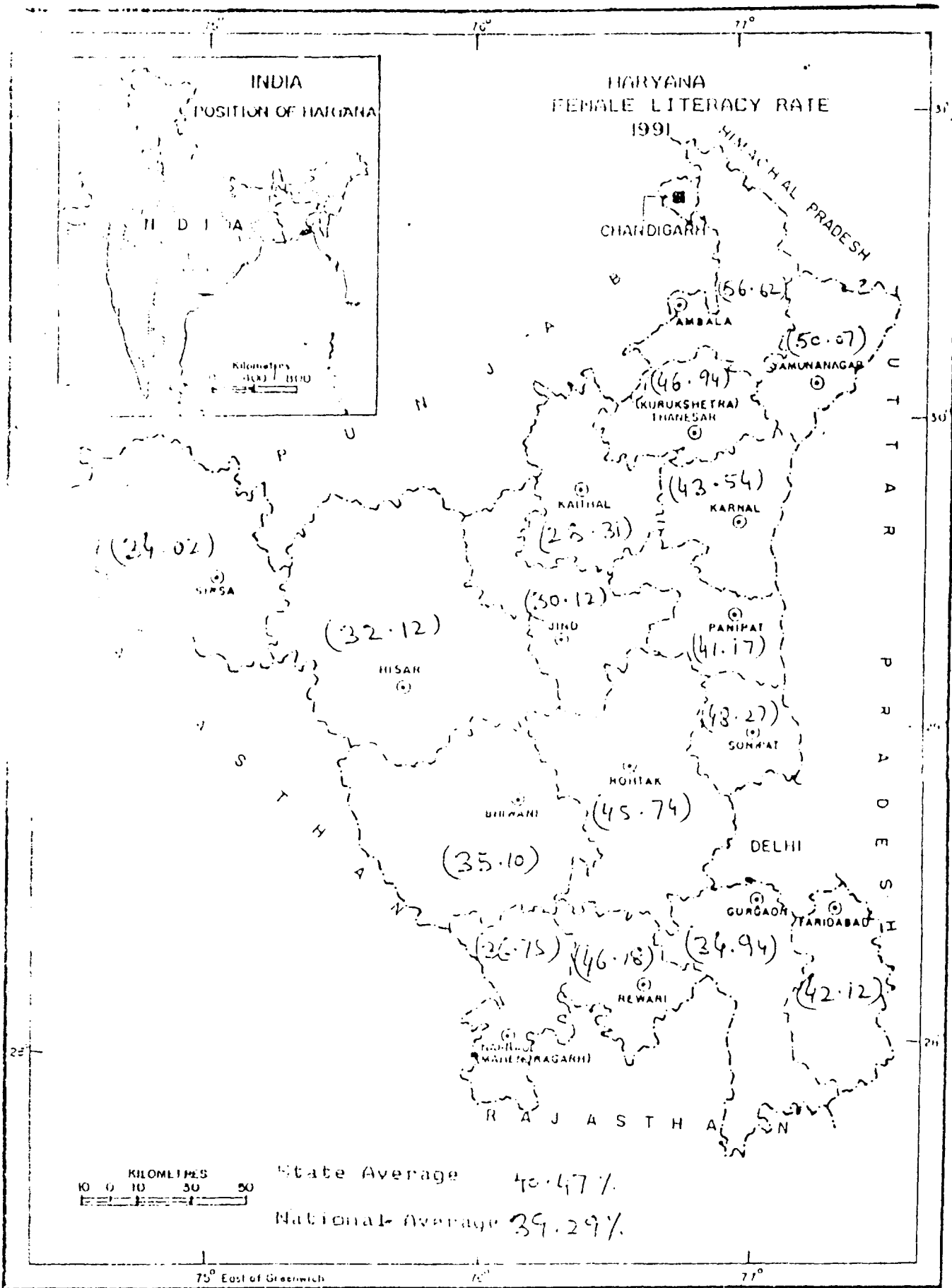
Sex Ratio: -

Sex ratio is a powerful indicator of value accorded to female life. For the district Hisar, Sex ratio (Female per 1000 males) is 862. It is lower than the State average 865. It is obvious that the female Survival is a major issue as regards status of women in Haryana. The Sex ratio ranges from 819 in Bhattukalan block to 902 in Ratia. Sex ratio in age group 0-6 years

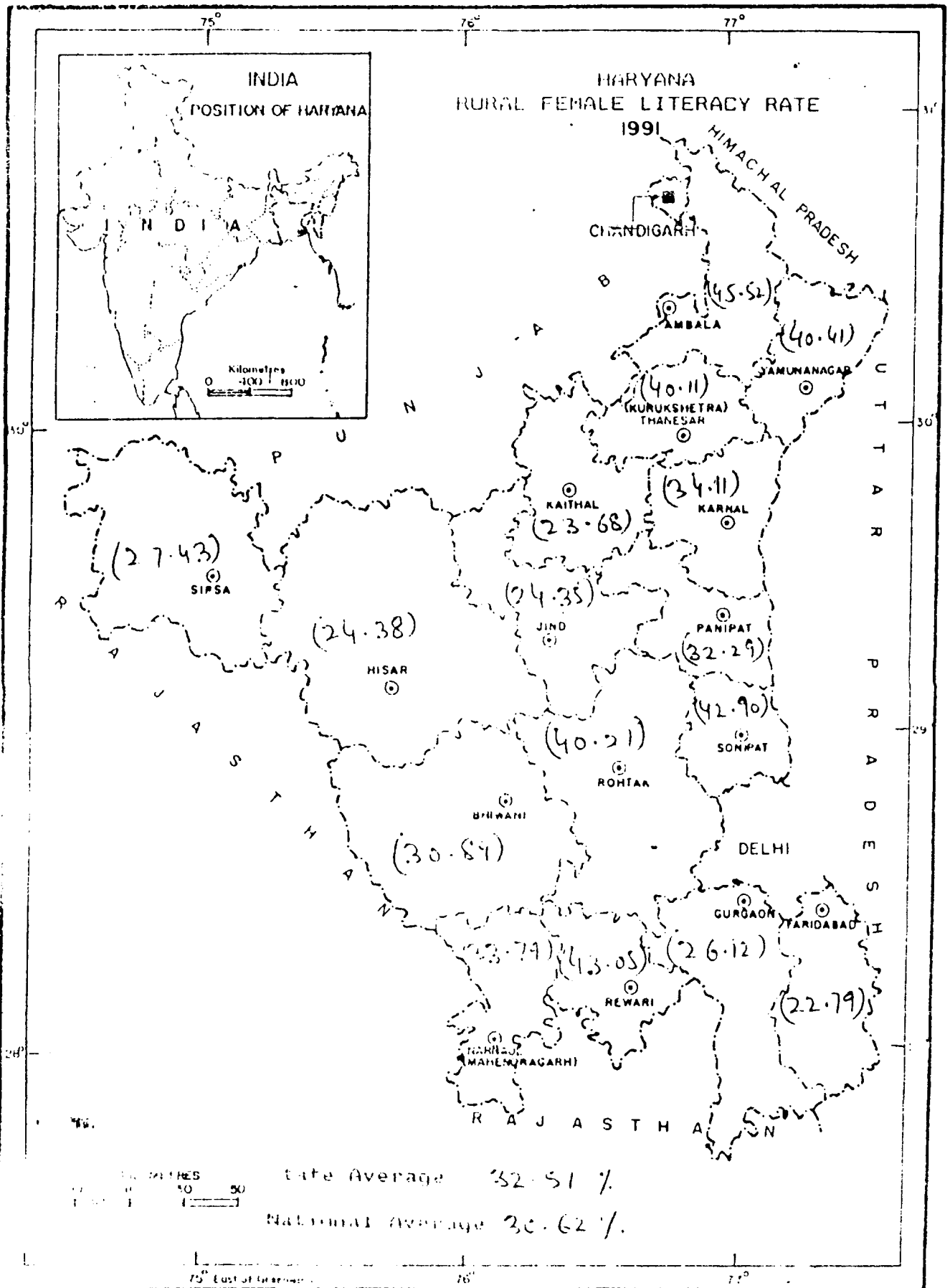
HARYANA LITERACY RATE 1991



75° East of Greenwich 77°



Figure



in district. Hisar is 868 which is also lower than State average 879.

Blockwise Population and Sex Ratio in the Age Group 0-6
Years 1991

S. No.	Name of Community Development Blocks.	Males	Females	Sex-Ratio (Females per 1000 males) 0-6 years.
1	2	3	4	5
	District Hisar	186981	162206	868
1.	Fatehabad	10921	9334	867
2.	Bhuna	10052	8795	875
3.	Bhattukalan	8489	7218	819
4.	Ratia	12057	10847	902
5.	Tohana	11747	10398	885
6.	Uklana	7819	6729	861
7.	Barwala	12350	10542	854
8.	Agroha	9916	8527	860
9.	Adampur	7313	6355	869
10.	Hisar-I	14163	12347	872
11.	Hisar-II	13464	11860	881
12.	Hansi	15103	12663	838
	Bas	8795	7738	880
14.	Narnaund	9156	7942	867
	Haryana	1665350	1461823	879
	India	77321151	73099024	945

Distribution of Workers by Sex and Rural/Urban Areas in 1991

Category	Male			Female		
	Rural	Urban	Total	Rural	Urban	Total
<u>DISTRICT</u>						
Main Workers	49.24	48.76	31.04	10.04	04.88	28.42
Marginal	01.24	00.25	03.06	05.16	00.95	00.58
Non-Workers	50.48	49.01	34.10	15.20	05.83	29.00
Total	100.00	100.00	100.00	100.00	100.00	100.00
<u>STATE:</u>						
Main Workers	48.20	48.43	48.26	06.46	04.65	06.01
Marginal	00.31	00.07	00.25	06.11	00.43	04.75
Non Workers	51.49	51.50	51.49	87.38	94.29	89.24
Total	100.00	100.00	100.00	100.00	100.00	100.00

Population Growth Rate:

During 1981-91 district Hisar registered population growth of 23.23 percent as against 27.40 percent for the State of Haryana. It is clear that the population growth for the State is higher than National population growth of 23.85% during this period.

Vital Statistics

S. District Hisar		Rural	Urban	Total
No.				
1	2	3	4	5
1	<u>Crude Birth Rate (1981)</u>	--	--	37.80(per thousand)
2	Crude Death Rate (1992)	7	9.1	8.5 (per thousand)
3	Infant Mortality Rate(1992)	--	--	68.0
4	Mean Age at Marriage of Currently Married Females	--	--	16.50
5	Couple protection Rate (1988)	--	--	62.00

The Literacy percentage of Hisar District is 47.87 which is much lower than the percentage of State (55.85%).

The literacy percentage in person for rural and urban areas of the district are 33.6% and 58.9% respectively.

The literacy rate for males is 61.41% whereas for females it is 32.12%. It is clear that the female literacy rate for the district is alarmingly lower than that of male.

LITERACY

Literacy Rates in Haryana 1991 (7 years+)

Sr. No.	Category.	Persons	Male	Female
---------	-----------	---------	------	--------

1. All Communities:

Total	55.85	69.10	40.47
Rural	49.85	64.78	32.51
Urban	73.66	81.96	64.06

2. Scheduled Caste:

Total	39.22	52.06	24.15
Rural	37.67	50.62	22.48
Urban	46.42	58.69	31.89

Primary Education:

There are in all 828 primary schools/sections inclusive of branch primary schools and primary sections of government aided schools. Details are given below:-

a)	Number of full fledged government primary Schools.	- 424
b)	Attached sections of Primary Classes with-	
	-Government Middle Schools	- 163
	- Government High Schools	- 237
	- Government Sr.Secondary Schools	- 11
	-Total number of government primary Schools	- 835
c)	Branch Primary Schools	- 54
d)	Number of privately managed & Govt. aided Primary Schools.	- 12
e)	Number of purely girls primary schools	- 114

There are 835 government primary schools in the district out of which 114 primary schools are exclusively for girls. Mostly the primary schools are co-educationa. Primary schools are evenly distributed all over the district. Mostly primary schooling facilities are available within the radius of about 1 km. But there are about 17 villages and habitations where primary school facility does not exist. Population of these villages is

less than 300 each. Only 3% inhabitation (17) having their population more than 300 do not have primary schools in their own areas, though the primary schooling facilities are available in neighbouring villages within reach of 1 km. In these villages, the villagers are sending their male children to the schools in the neighbouring villages but they are not interested to send their daughters in neighbouring villages, which is really a burning problem and main cause of low literacy rate of girls. Hence there is need to open primary schools in these inhabitations to promote the education, particularly girls education.

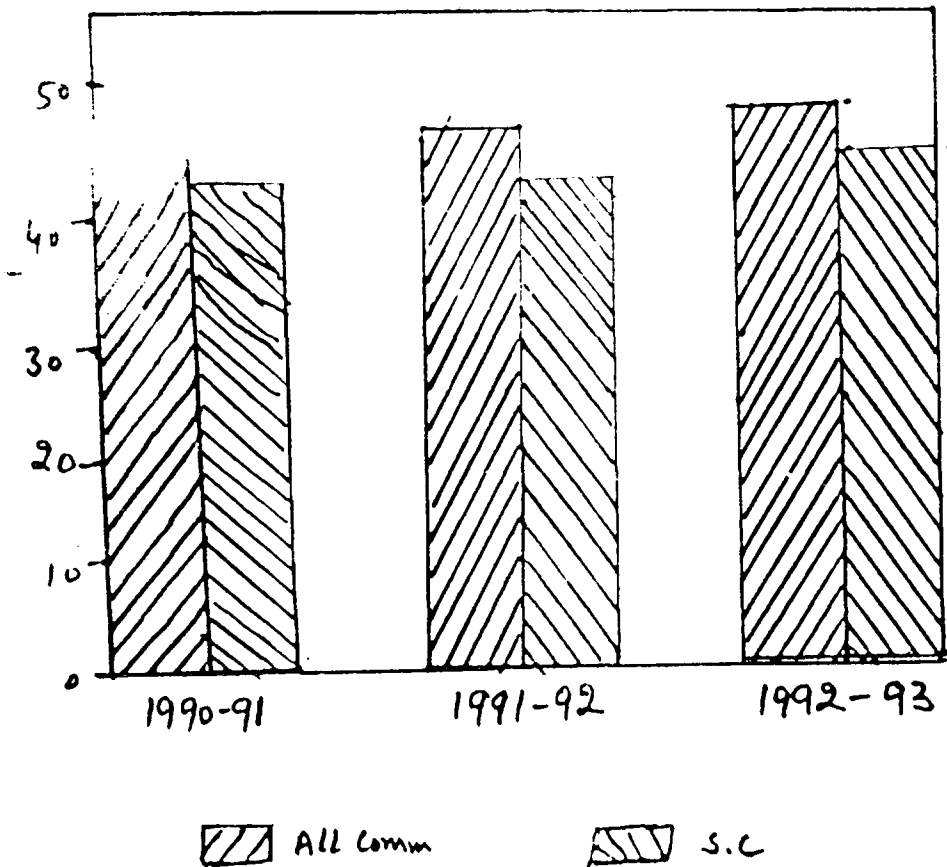
Enrolment:

Girls Enrolment at Primary stage. The enrolment of the children from I to V in 1992-93 for boys is 127446 whereas for girls it is 102921. For Scheduled caste the enrolment for boys is 27077 and for girls is 20391. It is clear that enrolment of girls is lower than of boys in the district.

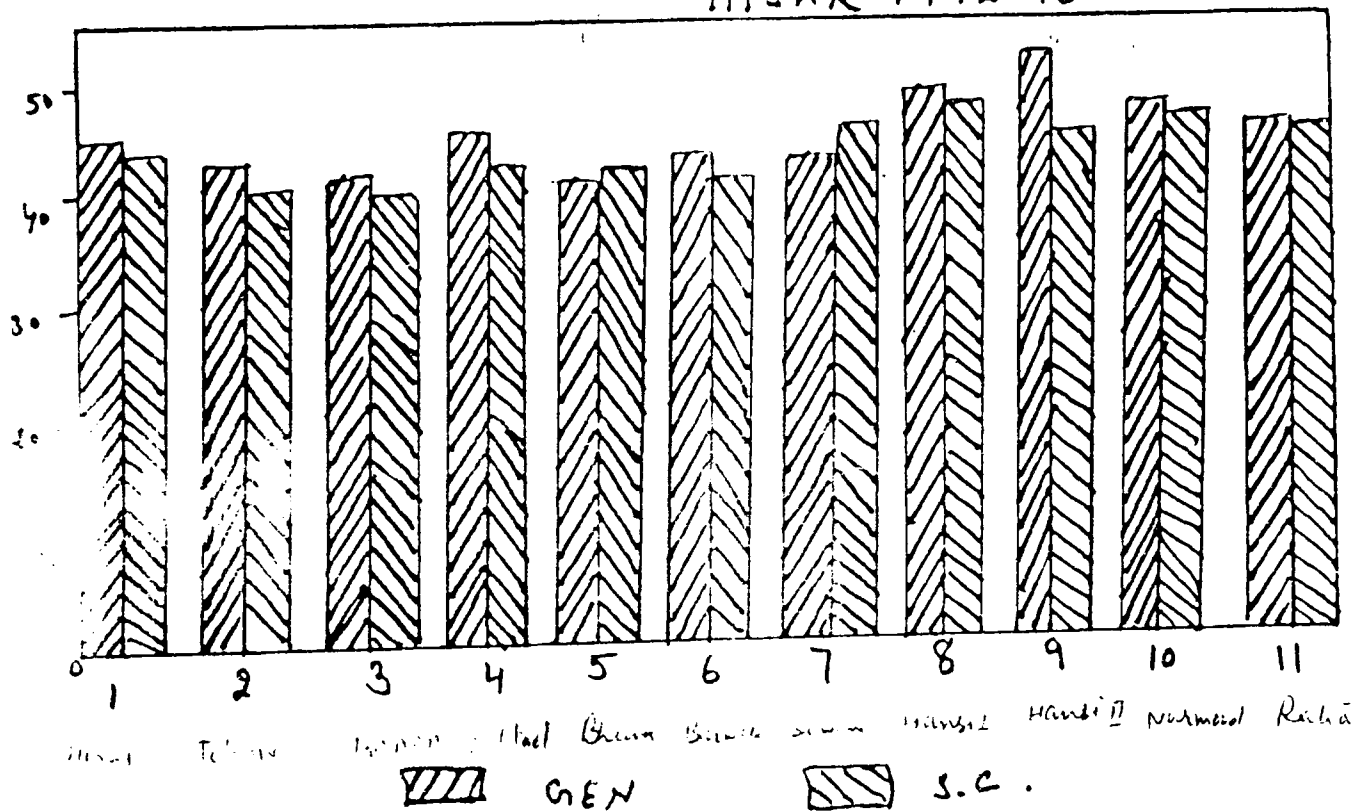
ENROLMENT:

Year	6-11 age group (Total Pop.)	No. of girls admitted at primary stage		Percentage of girls to population of 6-11 age.	
		General	S.C.	General	S.C.
1990-91	231700	83120	25192	36.0	11.0
1991-92	236700	100299	28980	42.0	12.0
1992-93	242100	99661	30951	42.0	13.0

PRIMARY SCHOOL ENROLMENT: % GIRLS
TO TOTAL POPU - HISAR



PRIMARY SCHOOL ENROLMENT: -% GIRLS
HISAR 1992-93



Enrolment by Sex in Primary Schools/Sections in Hisar District

<u>Year</u>	<u>GENERAL:</u>			<u>%age of girls</u>	<u>Scheduled Caste</u>			<u>%age of girls</u>
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>		<u>Boys</u>	<u>Girls</u>	<u>Total</u>	
1990-91	124027	95694	219721	43.55	32944	23785	56729	41.92
1991-92	136162	106152	242314	43.80	38456	27164	65625	41.39
1992-93	134979	107735	242714	44.39	39285	29303	68588	42.72

Enrolment in Primary Schools/Sections in Hisar-I (1992-93)

<u>District/ Block</u>	<u>Boys</u>	<u>General Girls</u>	<u>Total</u>	<u>%age of girls to total</u>	<u>Scheduled Caste Boys</u>	<u>Girls</u>	<u>Total</u>	<u>%age of girls to total</u>
1. Hisar-I	16882	13860	30742	45.08	4201	3348	7549	44.35
2. Tohana.	17103	13291	30394	43.73	3333	2629	5962	40.09
3. Hisar-II	11669	8387	20056	41.82	3760	2638	6398	41.23
4. Fatehabad	15491	12887	28378	45.41	2510	1909	4419	43.20
5. Bhuna	12711	8563	21274	40.25	2892	1979	4871	40.63
6. Barwala	10154	7342	17496	41.96	3003	1951	4954	39.38
7. Siwani	9734	7212	16946	42.56	1974	1603	3583	44.74
8. Mansi-I	13210	12299	25509	48.21	2811	2555	5366	47.61
9. Mansi-II	10952	10960	21912	50.02	2279	1552	3831	40.51
10. Narnaund	7645	5684	13329	42.64	1590	1156	2746	42.10
11. Ratia	9428	7250	16678	43.47	3104	2257	5361	42.10
Total:-	134979	107735	242714		39285	29303	68588	

It clearly indicates the situation of girls, which is poor one and for s.C. girls it is worst.

Drop-out Rate

In the district Hisar at primary stage of education the general drop-out rate is 18% and that for girls is 27%. In case of Scheduled Caste the general drop-out rate is 23% and that for girls is 26.4%.

Teachers by Sex and by Rural Urban Areas in the district Hisar

Stage	Male	Female	% of female
Primary:			
Rural	3141	1154	36.8
Urban	330	269	81.5
Total	3471	1423	41.0

The Female percentage of teachers when compared to Male teachers is very low in the rural areas. The Female teachers are not available for interior and remote areas. Hence their participation is very poor. The posts reserved category mostly lie vacant due to non availability of teachers.

Early Childhood Care and Education (ECCE)

Number of villages having I.C.D.S. centres in
Hisar

Sr. No.	Block	No. of villages ICDS Centres	No. of beneficiaries		% of total
			Boys	Girls	
1.	Fatehbad	53	4004	3473	
2.	Bhuna	45	4128	3472	
3.	ratia	76	4744	4176	
4.	Adampur	39	4227	3690	
5.	Barwala	42	4717	4293	
6.	Hansi I	43	4425	3417	28.24
7.	Hisar I	38	3738	3417	27.00
8.	Hisar II	48	4385	4116	
9.	Tohana	70	5157	4476	43.50
10.	Narnaud	33	3191	3008	36.26
	Total	487	42716	34484	

But these Anganwadis are 520 for child population of 349187(0-6) years.

Pre school education and early childhood stimulation have acquired a critical dimension as a pre-condition for improving children school performance.

In the District Hisar there are 487 villages in which Anganwadi centres are functioning and 42716 boys and 34484 girls are being benefitted by these centres. Basic idea to open these centres was to look after the small children of working mothers of poor families. These centres cover children in the age group of 0-6 years only.

These centres are providing services in the following fields.

1. Nutrition
2. Vaccination
3. educational programme
4. Growth Monitoring

Balwadis:

Balwadis provides creche facilities for the age group 0-5 years children and also pre-primary schooling facilities. They also teach alphabets, environment studies and use of colours for drawing.

1. At present, District Council of Child Welfare, Bal Bhawan (Hisar) is running 21 creches in which 550 children in the age group (0-5) years are benefitted. Five mobile creches for brick klink workers are also there. 10 balwadis are there in which 400 children of age group (3-6) years are benefitted.

2. There is one scheme named 11 Supervised home work classes. In this scheme Balsevika look after creches. 16 Centres have this schemes out of these 11 are aided by primary education department.

3. District Children Library : In this 3-16 years age group Children can take facilities of reading.

4. Bal Mela - 14 November

5. Hobby class (6-16) years age group are benefitted by taking painting and music competitions in which 160 children are benefitted.

6. Non-formal education centres are being opened by District Council for Child Welfare in which 150 girls of rural areas drop-out are benefitted.

There are other rural development programmes functioning in the District:

1. DWCRA
2. Integrated Rural Development Programme
3. Indira Vikas Yojna
4. Desert Development Programme.
5. TRYSEM

There are some income generating schemes being run in the district by the child Welfare Council.

1. Durrie making
2. Paper making
3. Polithine work
4. Bread making
5. Chunni, Odhni embroidery

Incentive Schemes:

State government is running various schemes in the District Hisar to promote school education among children from Scheduled Caste, deprived and poverty groups exclusively for girls as described below:

Incentive Schemes for Primary Education

S.No.	Schemes
1.	Free Uniforms to SC and Economically Weaker Sections Girls
2.	Free Stationery
3.	Attendance Prize to SC girls
4.	Attendance Prize to Nomadic Tribes Children?
5.	Free Text-books to SC and Weaker Sections Girls
6.	Stipend to denotified tribes children.
7.	Stipend to the children of those who are engaged in unclean occupations.

Book Bank:

This scheme was implemented both for boys and girls of scheduled castes.

Pre matric scholarship scheme, whose parents are engaged in unclean occupation.

This scheme was implemented during the year 1992-93. Under the scheme 25 Rupees per month per child is given only to the first child.

Welfare Scheme:

There are various welfare schemes run by the social welfare department in the district.

Special Old age Pension Scheme:

This scheme was implemented during the year 1966. It covers only people in the age group of 60 years and above whose family income is less than rupees 200 per month. Rupees 100 per month is given to the beneficiaries under the scheme.

Widow Pension Scheme:

It was implemented during the year 1987.

Widow Children Scheme:

Rupees 30 per month for two children only are paid to the children of widows.

Pension for Handicapped:

70% physically handicapped. This scheme is applicable for both government and recognized schools.

Mahila Mandals:

The registered Mahila Mandals get grant in aid of Rupees 1500 from the administration.

The Mahila Mandals generally provide:

Demonstrations like improve chola practices,
Kitchen gardening etc.

Family Planning campaigns

Educational campaigns.

Literacy Rates in Hisar 1991 (7Years+)

Area	Persons	Male	Female
All Communities:			
Rural	39.01	50.0	26.33
Urban	33.6	45.5	19.8
Total	58.9	64.4	50.3

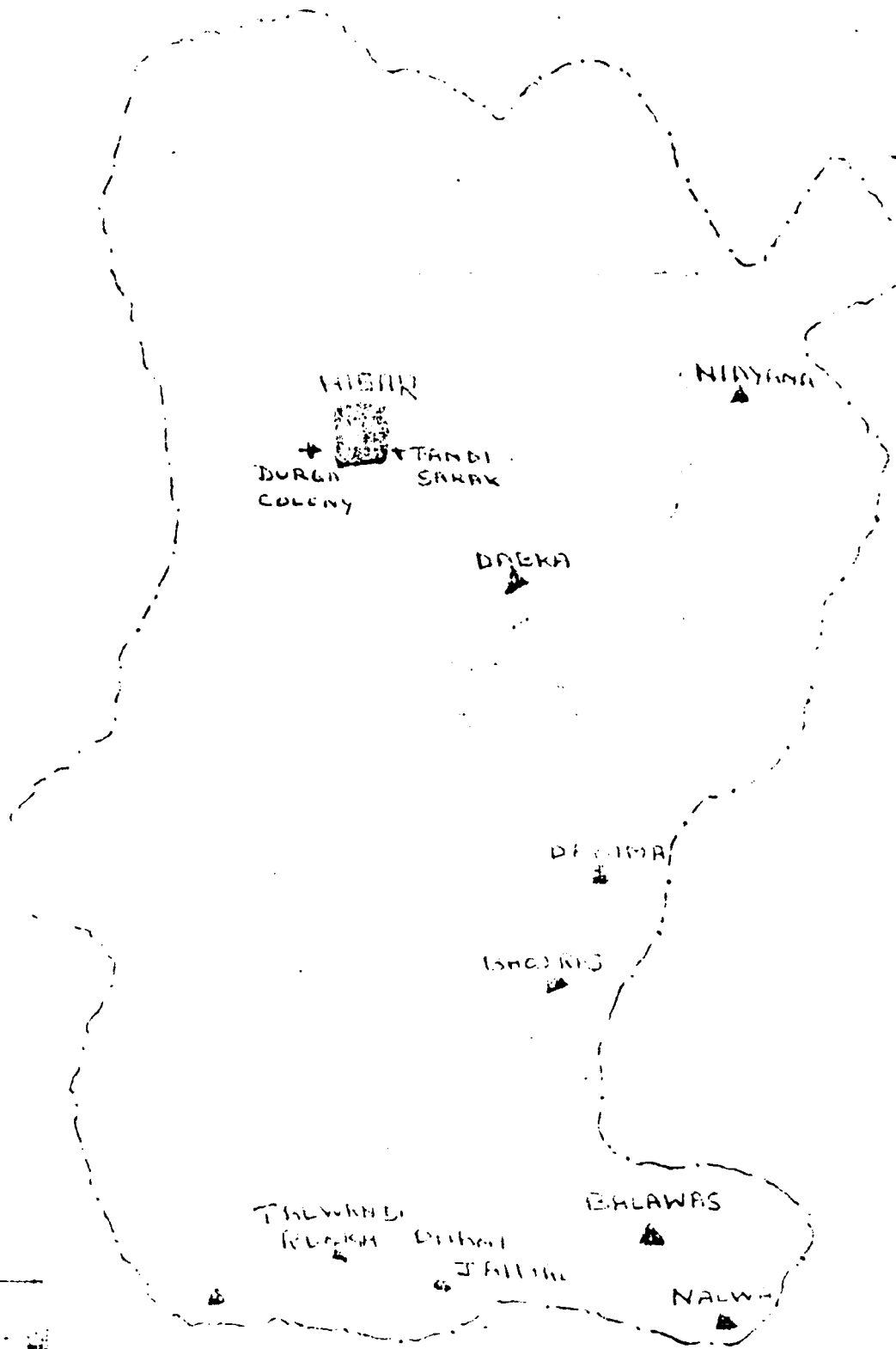
Areawise and Sex-wise Breakup of Scheduled Caste
Literates in Hisar.

Area	Male	Female	Total
Rural	29966	3330	33296
	50.00	10.00	2.24
Urban	8040	2040	10080
	79.76	20.24	.68
Total	38006	5370	43376
	87.12	12.38	2.90

Scheduled Caste Literacy rate for the district was about 12.38 percent (1991).

Female literacy was 10 percent in rural areas and 20.24 percent in urban areas. S.C. Female literacy has gone upto 24% largely on account of concerted state efforts for promoting education of girls especially those belonging to Scheduled Caste.

Scheduled Caste female literacy rates are lowest and it has major implications for enrolment of girls from these groups.



LEGEND

WATER

WATER VILL. - Δ

ELUM-AREA - +

IV -BLOCK HISAR - I

✓ In the District Hisar, Block Hisar I was selected for DPEP-Gender Studies. Eight villages and two slum areas were identified to obtain household information educational information and main reasons for girls continuing their education in schools, reasons for non enrolment and drop-out.

The name of these villages are as below:-

1. (Govt. Girls Primary School)
2. Bhoj Raj (G.M.S.)
3. Mani Jaimal (G.P.S.) Single teacher
4. Talwandi Rukka (G.P.S.) 2 teachers
5. Balwawas (G.P.S.)
6. Dahina (G.M.S.)
7. Dabra (G.H.S.) Primary attached
8. Niana (G.H.S. Primary attached)
9. Durga colony (Hil)Slum
10. Thandi Sarak(G.P.S.)Area

Group discussions were held to obtain information regarding their perception on utility of girls education gender equality and gender discrimination. In these eight villages and two slum areas 219 households were visited.

In all 1231 persons were residing in the sample households. The average size of house-hold was 5:4

Drinking Water:

From	%	Distance %
Taule	2.3	Closeby 3.7
Well	54.3	0.5 KM 54.3
	43.4	1 KM 42.0

FUEL & ELECTRICITY:

Fuel		Electricity availability
Gas	12.3%	70% households
Wood	60.7%	
Dung Cakes	27%	

Drainage Facilities		Toilet Facilities
Good	32%	Private 1.8 percentage
Poor	68%	Public 38.4
		Open 59.8

	Educational Level	
	Male	Female
Literate	317	262
Illiterate	283	366

There were 279 girls in the age group of 6-14, 36% girls were attending the school. 21.5% had never been enrolled and 42% were dropped out. There were dropped out mostly in First, Second or in third Standard of Education.

NEVER ENROLLED SAMPLE CHILD BY AGE AND SEX.

Age	Male	%	Female	%	Person	%
6-11	23	34.23	37	35.92	60	35.29
11-14	17	25.37	55	53.40	72	42.35
14-18	27	40.30	11	10.68	38	22.36
Total	67	100.00	103	100.00	170	100.00

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational
Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

D. No.

Date

35

D-8227
28-9-74

Sample: Dropout child population by age & sex

Age group	Male	%	Female	%	Person	%
6-11	16	42.11	11	22.92	27	31.40
11-14	3	7.89	27	56.25	30	34.88
14-18	19	50.00	10	20.83	29	33.72
Total	38	100.0	48	100.00	86	100.00
Middle						
6-11	-	-	-	-	-	-
11-14	7	50.00	17	60.71	24	57.14
14-18	7	50.00	11	39.29	18	42.86
Total	14	100.00	28	100.00	42	100.00

The table reveals that 92 girls had never been to school. The table shows that 48 girls had dropped out from primary level and 28 girls from middle school.

Sample dropout and never Enrolled girls by caste:

caste	No.	Percentage
General	33	41.25
Scheduled Caste	22	27.5
Scheduled Tribes	2	2.5
O.B.C.	23	28.75
Total	80	

The data shows that 27.5% of Scheduled Caste, 28.75% of O.B.C. and 41.25% of general castes girls are dropped out and killed.

Sampled Villages/Slums:

OBSERVATIONS:

Total No. of House holds	3734
Total No. of Households visited	219
Total No. of Members of Households visited	1231
Total No. of Members of Households	25798
Total S.C. Population	5872

More than 30% population is S/C

More than 50% population is illiterate

The study was not only 219 households and 1231 members of households, but it was also face to face interaction of the views of the villagers. All joined to share their views and it was worth seeing scenario.

Anganwadis, Balwadis, Health Service Centres were noticed in every village.

There were 573 Mahila Mandals covering 529 villages which are not functioning according to expectation.

In all, there were 520 Anganwadis for child population of 349187 (0-6)years.

At the moment there is no co-ordination between the anganwadis and the schools.

VI - WHAT DO PARENTS SAY

For continuance of girls in Schooling:

1. Parental ability to provide extra tuition fee/funds.
2. Self motivation of the girls.
3. Better economic standing of household.
4. Parental motivation.
5. Parental education.

For Dropout Among Girls:

1. Domestic work.
2. Inability of parents to pay extra tuition fee/fund.
3. Inability of parents to provide clothes and shoes.
4. Parental inability to provide books.
5. Parental lack of motivation.

For Non Enrolment of Girls:

1. Domestic work.
2. Inability to pay extra tuition fee/funds.
3. Parental illiteracy.
4. Parental lack of motivation.
5. Inability of parents to provide clothes and shoes.

FOR GENDER EQUALITY:

1. Both have same intelligence and abilities
2. Men & women should be paid equal wages for equal work.
3. Husband & Wife should take all decision jointly.
4. Both need to be given equal health care and medical attention when needed.
5. Both need to be given equal amount of food.

For Utility of Girls Education:

1. Develops a positive self image and confidence among girls.
2. Prepares girls for economic contribution.
3. Can improve health and nutritional status of children and other family members.
4. Will ensure education of future generation.
5. Will makes girls & women aware of their rights.

WHAT DO TEACHERS SAY

For continuance of girls in Schooling:

1. Parental motivation.
2. Self motivation of the girl child.
3. Parental education.
4. Positive attitude teachers.
5. Better economic standing of household.

For Dropout among Girls:

1. Engaged in Remunerative Employment.
2. Inability of parents to pay extra tuition fee/fund.
3. Domestic work.
4. Helping parents in occupation.
5. Social taboo on set of puberty

For Non Enrolment of Girls:

1. Helping parents in occupation.
2. Domestic work.
3. Care of siblings.
4. Parental lack of motivation.
5. Parents illiteracy.

For Gender Equality:

1. Girls and boys need equal education.
2. Both need to be given equal amount of food.
3. Both need to be given equal health care and medical attention when needed.
4. Men and women should be paid equal wages for equal work.
5. Husband & wife should take all decisions jointly.

For Utility of Girls Education:

1. Develops a positive self image and confidence among girls.
2. Prepares girls for economic contribution.
3. Can improve health and nutritional status of children and other family members.
4. Will ensure education of future generation.
5. Helps raise age at marriage & reduce maternal, infant and child mortality.

WHAT DO ADMINISTRATORS SAY

For continuance of girls in Schooling:

1. Parental motivation
2. Positive attitude of teachers
3. Better economic standing of household
4. Parental education
5. Self motivation of girl child

For Dropout among Girls:

1. Helping parents in occupation
2. Domestic work
3. Parental illiteracy
4. Engaged in remunerative Employment
5. Social taboo on onset of puberty

For Non Enrolment of Girls:

1. Helping parents in occupation
2. Domestic work
3. Parental illiteracy
4. care of siblings
5. Parental lack of motivation

For Gender Equality:

1. Girls and boys need equal education
2. Both need to be given equal health care and medical attention when needed.
3. Men and women should be paid equal wages for equal work
4. Husband & wife should take all decision jointly
5. Household works must be shared by all members of the household.

For Utility of Girls Education:

1. Will prepare girls for leadership roles in society
2. Develops a positive self image and confidence among girls.
3. Will ensure education of future generation
4. Will makes girls & women aware of their rights
5. Helps raise age at marriage & reduce maternal, infant and child mortality.

WHAT DO COMMUNITY SAY

For continuance of girls in Schooling:

1. Parental motivation
2. Parental education
3. Self motivation of the girl child.

4. Better economic standing of household
5. Parental ability to provide books and stationery

For Dropout among Girls:

1. Domestic work.
2. Care of siblings
3. Helping parents in occupation
4. Parental lack of motivation
5. Parental illiteracy

For Non Enrolment of Girls:

1. Helping parents in occupations
2. Domestic work
3. Parental illiteracy
4. Care of siblings
5. Parents lack of motivation

For Gender Equality:

1. Both need to be given equal amount of food
Both need to be given equal health care and medical attention when needed.
Girls and boys need equal education
4. Husband & wife should take all decision jointly
5. Husband works must be shared by all members of the household.

For Utility of Girls Education:

1. Develops a positive self image and confidence among girls
Prepares girls for economic contribution
Helps raise age at marriage & reduce maternal, infant and child mortality
4. Will prepare girls for leadership roles in society
5. Will prepare girls in participation of decision making process in all walks of life

VII - MAJOR FINDINGS

It has been observed that parents do not see any benefits of girls continuing in school. There are in a hurry to marry them off so that a liability is over.

2. Sex ratio in Urban areas is less than that of rural areas.
3. Low enrolment of Rural girls
Main reasons for non enrolment and high dropout among girls given by the parents and the girls themselves are poverty, early marriage, helping parents with household work, care of Siblings, unattractive school environment ,Lack of positive educational climate, neglect of studies leading to repeated failure and are withdrawn at the onset of puberty.
- 4- Low access and provision of educational facilities.
- 5- Lack of adequate support services of child care, medical and health care.
- 6- Lack of access to services like water, good & Fuel.
7. Low female literacy and associated with low status of women.
8. Scheduled caste girls require special attention. Most of the parents are illiterate.
9. Inability of parents to pay extra tuition fee/funds.
11. Lack of parental motivation.
12. Parents donot like to send their daughters out side the village after middle standard of Education.

- Incentives are not adequate & not given in time to the students.
- Discriminatory attitude towards girls are noticed in distribution of food, health, medical care and provision of time for studying.
15. Early marriage is the main hurdle in girls Education.
 16. Cultural practices derogatory to status of women like Dowry, Purda strong son preference, unequal rights to girls in parental property have been noticed.
 17. No co-ordination between Anganwadis and the Schools.
 18. Major occupation of the villagers is to cultivate their land for producing more wheat, rice and more cotton. This increases pressure of work on women and girls. The result is that parents do not send the girls to the school.
 19. After primary school, the parents do not send their daughters to high school because the environment of the school is not congenial.
 20. It is noticed that parents desire that in these villages there should be girls middle and girls high school.
 21. Where there is single teacher school, the school remains closed when the teacher is on leave.
 22. In Talwandi Rukka where there is only one teacher, has great difficulty to teach about two hundred girls.
- Non formal Education is the major demand, especially for girls about 8 years with element of income generating skills.

VIII- SUGGESTED INTERVENTIONS

Administrative Measures:

1. Provision of primary school in the villages where the population is less than 300 is the immediate need.
2. Provision for middle and high school education should be made available in all villages through formal/non formal distance education.
3. Separate schools for girls should be opened at upper primary level.
4. Compulsory primary education act must be rigorously imposed for girls enrolment.
5. Change in school timings in the harvesting and planting season may be made for regular attendance of students.
6. Hostel facilities and free boarding should be given to all girls for secondary education.
7. The government should upgrade the village schools to reduce drop-out upto middle level.
8. Single teacher school should be replaced by multiple teacher schools.
9. Parents should be involved in the school administration. All the parents should be invited on the occasional functions of the school to inform the progress of their ward.
10. Village Panchayats working for the cent percent enrolment of girls should be rewarded and encouraged.
11. Women education should be given top priority at the state level.

12. Voluntary agencies should be specially involved for cent percent enrolment of girls.

13. Government should allocate maximum funds to facilitate girls education.

TEACHERS:

1. There is great shortage of teachers in the district. More teachers should be appointed. If the regular appointments are delayed, teachers should be employed on adhoc basis. government should employ educated girls and daughter in law of the village as instructors in NfE Centres. The rigidity of qualification should be relaxed for such lady teachers.
2. Due representation should be given to the women at the district/block and school level. Government should ensure that either DPEO or BEO must be lady at district head quarter. 50% of the posts of administrators should be filled up from ladies.
3. Non-formal education centres should be open in the village where the drop-out girls number in large. The girls should be given vocational training in these centres also.
4. Extra coaching should be given to the weak girls students.
5. Teachers should take care of the students and should find out the reasons for the absences of girls from the school.
6. Teachers of primary schools should be given special training on specific issues related to girls education and women's empowerment. In the training courses to be organised by D.E.T.s, some topics highlighting the gender bias, importance of girls education should be included.

7. Local teachers should be appointed and while giving admission to J.B.T. courses local women students should be given admission on preferential basis.

8. The teachers should be given the residential facilities in the villages. the women teachers should be given free accommodation and full security.

Incentives:

1. Government should give incentives to all deserving and needy students irrespective of cast, colour, creed. The amount of incentives should be increased and given on time. government should allocate sufficient funds for giving incentives.

2. Attendance scholarship should be given to all girls so that they may be attracted to schools.

3. Incentive should be given in required quantity and the material to be given should be improved to upkeep importance.

4. Free stationery, text-books, uniform, mid-day-meals should be given to increase the attendance.

5. Government should provides free transport facility to girls students to a nearby high school.

6. Bus service should be adjusted according to school timings.

7. Mid-day meals rich in protein and vitamin is very essential for the growing girls. Hence mid-day-meals to be given to the girls students should be rich in protein and vitamin.

8. Government should take urgent steps to set up M.I.S. at district level. Gender disaggregated data on all educational indicators will help in monitoring progress towards gender equality.

Curriculum:

1. Income generating programmes should be included in the school curriculum. Vocational education should be started for women and adolescent girls so that the education should meet their future requirements.
2. Teachers should devote extra time especially to girls, ~~so,~~ that they can make up their deficiencies. Extra coaching should be given to the students whose parents are illiterate and cannot afford space, time and academic support at home.
3. Curriculum should be revised and more extra curricular activities for girls should be included.
4. Education should be job oriented for all students especially for girls. Some household activities should be introduced in the school curriculum both for boys and girls.
5. The success story, the life history, acts of bravery and Participation of women in different walks of life should be included in the curriculum and taught in the schools.
6. Text books should be revised. The gender bias should be identified and eliminated from all the text-books. This should be done by text Book Burea at the State Level.

Support Services:

The girls remain busy in the household works throughout the day in the rural areas. Effort should be made to reduce the burden of household work and care of siblings. For this more kiches and Aganwadis need to be started keeping in view the exact number of students who require these services.

The Aganweadis and Creches should function properly and effectively so that the girls may be freed from care of siblings and may join the schools.

Mobilisation of Parents and community for Girls Education and Women Empowerment:

1. It is very essential to educate the illiterate persons to make them realize the importance of education. Parental illiteracy should be removed especially that of mothers. Literacy campaign should be started in the area.

2. Parents should be made aware of the advantages of the educating the girls. Wide campaigns regarding girl education should be started.

3. Teachers should also come forward in this campaign. Teachers meeting with the parents should be held atleast once in a month.

4. Parents should be motivated through Mass Media also. Public relation department should also contribute in creating awareness among community about the importance of girls education.

5. District Administration should adopt such villages as focal villages for removing gender bias in education and for women empowerment.

A strict watch should be kept on the practice of early marriage in the village. community should be made aware of the legal age at marriage of girls.

7. P.T.A.s should be involved in solving the problems of the girl child at home with regard to studies. More contact with parents can improve attendance. Frequent visits for calling the parents of the absentees should be done by the teacher.

8. Teacher/Head teacher meeting should be held at least once in a month to sort out the problem of girls regular attendance.
9. Maximum cooperation of parents and communities is essential for the upliftment of women's status and their empowerment.
10. Government should adopt strong measures and deal with the parents strictly who encourage early marriage of girls. This is an illegal act and severe punishment should be given to such parents.
11. Mahila Mandals should be emerged with some income generating schemes.
12. Members of Mahila Mandals should involve themselves in organising various programmes of girls education.
13. Government women in village be deputed to look after girls schooling and attendance.
14. Sex determination tests should be totally banned by the government. Posters and advertisement to this effect should be checked and legally banned.
15. Mahila Mandals should be started and village women should participate in education and social welfare activities organised from time to time.
16. Community should also come forward and should provide space to Mahila Mandals. NFE centres for girls drop-out should be started in the village.
17. Education department should seek the cooperation of villagers. Social workers, village panchayats, voluntary agencies in the village for solving the problem of drop-out and non-enrolment of girls.

18. The help of educated and retired persons of the village should also be taken in bringing improvement in the learning level of students.

19. Village Education Committees should be formed in every village as they can help in solving the problem of non-enrolment, retention and achievement. The committee members should be involved in planning, implementation and evaluation of UEE.

20. Youth club/Nehru Yuva Kendra/Sangathan should open its branches in every village and this organisation should be given the work of UPE atleast for 5 years.

21. Gender inequities in Education, Health, Employment and Poverty are morally indefensible. The Gender issue is a vital part of development strategy as well as matter of social justice.

22. Enhancing women's participation in economic development and improving gender equity, needs policy and programmes changes at the government level. government should modify laws and regulations that will make programmes effective and equally beneficial to women and men.

23. Development depends heavily on women, whether they are farmers, entrepreneurs or caring for their families. To enhance women's participation in economic development, a new policy to integrate gender issues into the mainstream of government policy to alleviate poverty.

24. By improving gender parity we are not doing women a favour but instead maximising development pay offs by taking advantage of the untapped potential of women in India. the investment in women will help to promote growth, efficiency and

poverty reduction. In India, women today produce half the food and also provide household security.

It is heartening to note that recently government has reserved 1/3 seats of Gram Panchayats for women. Such steps should be taken in other fields also.

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